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ABSTRACT

The state-funded compensatory education program instituted in the Austin Independent School District in Texas in 1975 consisted of a basic skills component (communication skills/reading and math) for students meeting ESEA Title I criteria, and a bilingual component designed to mesh with the ESEA Title VII Bilingual Project. Enthusiasm for the program has been high because each school plans its own strategy for implementation, with local school staff closely involved in the process. Unfortunately, the extensive planning period required prevented timely implementation of the program, and evaluation of the results as of 1976 is therefore not available. The baseline information provided in this report will for that reason be coordinated with information gathered in a forthcoming report on the 1976-77 year, in order to evaluate program results. (Author/PGD)

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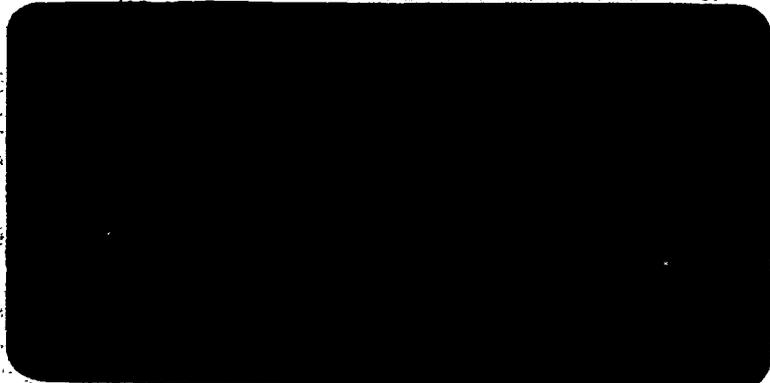
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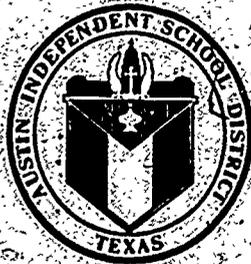
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FINAL REPORT

1975-76

STATE COMPENSATORY EDUCATION
June 30, 1976

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A Technical Report which presents more detailed data collected during the evaluation of this project is on file in the Office of Research and Evaluation and a copy has also been placed in the AISD Professional Library.

ABSTRACT

Evaluation of State Compensatory Education, 1976-77

Description of Program

The SCE Program for AISD in 1975-76 was made up of a basic skills component and a bilingual component. According to SCE guidelines, no administrative personnel could be funded for either component. Existing AISD personnel were therefore assigned supervisory responsibilities for the program. Title VII Bilingual Project personnel, AISD Area Directors, and campus principals were to supervise the bilingual component activities, and the basic skills component was to be supervised by AISD Area Directors, Instructional Coordinators, and campus principals.

The focus of the basic skills component was communication skills/reading and math. Eight Sixth Grade Schools and two elementary (K-5) campuses participated in this component. Two hundred twenty-seven teachers and approximately 3,000 students were designated to be involved in the program, with a total of \$273,369.00 apportioned to the ten campuses according to the number of students submitted by them as eligible for SCE services.

The criteria for determining eligibility of students for SCE services was the same as that used by Title I for determining educationally disadvantaged students on Title I campuses. A math criteria was developed by AISD Instructional Coordinators.

Each school was permitted to plan its own program within SCE and AISD guidelines.

The campus-planned programs that resulted were made up of varying combinations of staff development activities, materials acquisition, instructional aides, reading teachers, and videotape acquisition and activities.

The SCE bilingual component was designed to mesh with the ESEA Title VII Bilingual Project, which provided classroom aides, assistance in the area of parental involvement, staff training, and bilingual materials to designated Title VII classrooms. Due to the last minute lapse of ESAA Bilingual funds in AISD, four schools had been added in 1975-76 to the Title VII Bilingual Project, and State Compensatory Education funds were allotted to those schools as a means of providing additional support for their bilingual programs. (Title VII had been able to "pick up" only one classroom per grade level.)

A lengthy planning process at all levels of the Austin ISD system led to late implementation of the program. Final approval was received from TEA on February 6, but earlier tentative approval had allowed schools in some cases to get their programs started in late January. Orders for SCE materials

could not be processed, however, until the final approval was received. The four month time span of the 1975-76 SCE Program therefore included the ordering of materials and equipment and the wait to receive those supplies.

Evaluation Purposes

Because of the diversity of the programs planned on the ten basic skills component campuses, it was decided that an objectives-based evaluation approach would not be feasible. It was decided instead to plan the evaluation around decision questions regarding State Compensatory Education for which decision-makers would need data-based information. Input, process, and outcome data were required from evaluation staff in order to provide the needed information for answering these questions. An indepth reports to Texas Education Agency was also prepared by SCE Evaluation.

Some of the major decision questions addressed were:

What changes, if any, should be made in the planning process for State Compensatory Education in AISD?

How should responsibilities for administering the SCE Program be assigned?

Should the bilingual component schools continue to receive supplemental assistance through SCE for their bilingual program?

Should the Sixth Grade Schools continue to receive SCE funds?

> Evaluation Activities

Evaluation of the SCE Program in AISD was coordinated with evaluation of the District Title I Program. This coordination was accomplished through assignment of part of the current Title I evaluation staff to SCE evaluation on a part time basis, so that responsibilities were split between Title I and SCE. An Assistant Evaluator was hired to work full time on the evaluation of SCE under the supervision of a Title I/SCE Project Evaluator.

This combined effort was advantageous from the standpoint of the cost of conducting the evaluation and was conducive to providing enhanced program planning capabilities. Since the SCE and the Title I programs were addressed to very similar needs and were concerned with similar populations of students, the unification of the data bases avoided duplication of effort and allowed for development of a comprehensive data base for AISD's educationally disadvantaged students.

An Assistant Evaluator to be in charge of evaluation of State Compensatory Education was hired on February 6, 1976, and began working immediately to develop a working design that would guide efforts to evaluate the program.

The instruments used to collect data for answering decision questions were

primarily questionnaire and interview instruments directed at various personnel involved with the program. The California Achievement Test was administered in April as a pretest measure, and posttests will be administered in April of 1977.

Evaluation Findings

Because of the shortness of the program for 1975-76, outcome findings were not possible; information about the degree of implementation and the effectiveness to date of approaches used was gathered as documentation of processes. This process information together with outcome information that will be available at the end of the 1976-77 program will yield statements about the success or nonsuccess of the SCE Program in AISD.

Findings available at the end of the four month program indicated that local campus planning of SCE programs had been received enthusiastically by campus personnel. There was much staff involvement in the planning, and enthusiasm for the programs was also high.

II DECISION QUESTIONS ADDRESSED

INTRODUCTION

Decision questions for an evaluation are formulated by the decision-makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision-making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at a recommendation concerning the decision. Ultimate responsibility for making the decisions always rests with the particular decision-makers charged with that responsibility.

The decision questions listed below are the product of numerous individual conferences with decision-makers involved in the State Compensatory Education Program. It is to be regretted that because of the lateness in the school year of implementation of the State Compensatory Education Program in AISD, there was not time to include all decision-makers involved in the program in the process of generating decision questions. The SCE Evaluator met with the Education Planner and with each of the fourteen SCE principals in individual sessions set up specifically to solicit decision questions of them, and further questions were developed by the SCE Evaluator in conjunction with the Title I/SCE Senior Evaluator and the Coordinator of Research and Evaluation. Evaluation plans for the coming school year will include more AISD personnel in the generation of decision questions for the 1976-77 SCE Program.

For the 1975-76 school year, a different procedure from the past has been adopted regarding the recommendations to go with each decision question. Formerly, the ORE staff made recommendations based on their perceptions of the evaluation findings. This year the policy adopted in AISD is for ORE to provide the relevant administrators and decision-makers with a copy of the decision questions and evaluation findings. These administrators will have the responsibility for making recommendations which will be forwarded to the Board of Trustees along with the final report.

A. SYSTEM-LEVEL QUESTIONS

1. What changes, if any, should be made in the planning process for State Compensatory Education in AISD?

RELEVANT FINDINGS:

The ten principals of schools in the Basic Skills Component of SCE were unanimously enthusiastic about the local campus planning of their SCE programs, and it appears that school staffs for the most

part were very involved in the planning of school programs. Principals did point out certain problems that had occurred, however, and made some suggestions for changes in the process. These suggestions centered primarily on the time allowed for planning at the campus level. Schools were given approximately a month to plan with their staffs and deliver to the Department of Developmental Programs State Compensatory Education program for their campuses. This allotted month was during late November and early December, one of the busiest times of the school year. Schools were also encouraged to solicit parental input into the planning process during that allotted planning time.

Many principals stated that the Education Planner had done a more than adequate job and was all that was needed in the way of administrative personnel. However, an often-mentioned suggestion by principals for change in the planning process for State Compensatory Education in AISD was related to the problem of communication between schools and administration regarding the guidelines of the program. Guidelines were vague, in the opinion of several principals, and it was difficult to get definite answers from administration about specifics.

Eighty-two percent of teachers responding to the Basic Skills Component teacher questionnaire rated local campus planning as either an "extremely effective" or "quite effective" way to implement SCE programs, and when asked if they had experienced any problems during the planning process, 42% responded that there had been "no problems." Forty-five percent gave a response indicating that they had encountered either "very few" or "some" problems, and when asked to describe the problems experienced, they most often mentioned the shortness of time given to schools to plan their programs.

When asked to describe any problems that they might have encountered in the local campus planning process, one Area Director mentioned the difficulty of meeting timelines, while another Area Director and an Instructional Coordinator felt that there had been too little input from support personnel.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 1, 2, 3, 4, 5, 6.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

2. How should responsibilities for administering the SCE Program be assigned?

RELEVANT FINDINGS:

When principals in the Basic Skills Component were asked if they felt further administrative personnel were needed to help implement the SCE programs in their schools, all ten principals indicated that they saw no further need for such help.

Teachers in the Basic Skills Component as a group predominantly felt that further personnel were not needed to help implement the SCE programs on their campuses.

One SCE Reading Teacher indicated that she would have liked to have someone with expertise in the area of reading associated with the program. This response would seem to indicate that the Instructional Coordinator for that school had not provided the information and guidance that this particular SCE Reading Teacher felt that she needed.

When asked whether additional administrative personnel were needed to help implement State Compensatory Education programs in AISD, all Area Directors and Instructional Coordinators responding to the questionnaire (4 Instructional Coordinators, 2 Area Directors) gave a negative reply. However, one respondent did state in an added comment that the SCE Program needed some overseeing.

EVALUATION FINDINGS REFERENCED:

Evaluation Question 7.

RECOMMENDATIONS:

- This year's recommendations will be made by the appropriate administrative staff.
3. Should Allison, Govalle, Metz, and Palm elementary schools continue to receive supplemental assistance for their bilingual programs?

RELEVANT FINDINGS:

California Achievement Test data for Spring 1976 show that there continues to be a need for compensatory education funds in the four SCE Bilingual Component schools.

Bilingual education through Title VII in the four schools shows acquisition by students of effective Spanish reading and math skills, and statistically significant gains in English reading and math achievement from 1974-75 to 1975-76 (exceptions at some levels in some schools). Non-project students did better in reading at the

lower levels than did Title VII Project students, and Title VII Project students did better in math. At the upper grade levels there were no differences.

When teachers in the SCE Bilingual Component were asked to rate the effectiveness of bilingual materials received through SCE funds, 70% indicated that they had received no new SCE materials. Staff development aspects of the program were implemented, however, and teachers gave fairly positive ratings of those activities.

The guidelines for ESEA Title I allow Title I programs for bilingual/multicultural education, and it is possible that funds could be acquired through that source if SCE funds were no longer available. Tight budget conditions in the District make it unlikely that District funds would be available, and principals were not very positive about the likelihood of acquiring any other funds.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 8, 9, 10.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

4. Should the Sixth Grade Schools continue to receive SCE funds?

RELEVANT FINDINGS:

Median percentile scores on the CAT (April 1976) for SCE groups in Sixth Grade Schools fell below the 35th percentile in all cases for subscales and totals. (The national norm is 50.)

Achievement tests given in April 1976 will serve as pretests to an April 1977 administration, and conclusions about the effectiveness of SCE-funded activities at the sixth grade level can be derived when pretest-posttest analyses are completed in June of 1977.

Numerous questions regarding effect on student achievement by SCE-funded activities were asked of supervisory and school personnel, and the results of those questions show that most of the people involved with SCE believe that SCE activities are effective in increasing student achievement.

Most of the Sixth Grade Schools made choices of programs with their SCE funds that would have long term effects and could continue to operate even after the lapsing of SCE funds.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 11, 12, 13.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

5. Should Brown and Pease elementary schools continue to receive SCE funds?

RELEVANT FINDINGS:

CAT scores for designated SCE students in Brown and Pease first grades are either at, or well above, the national norm as measured by the April 1976 administration of the CAT. Pease second graders also scored above the national norm in reading. Other grade levels were below national norms in both reading and math.

Achievement tests given in April 1976 will serve as pretests to an April 1977 administration, and conclusions about the effectiveness of SCE-funded activities at Brown and Pease can be derived when pretest-posttest analyses are completed in June of 1977.

Large percentages of teachers at both Brown and Pease felt that it was too soon to be able to tell about the effects of SCE materials on student achievement, but questions regarding effectiveness of the instructional aides at Brown brought extremely positive ratings of their effectiveness in increasing student achievement. Pease teachers were also positive about the effectiveness of their SCE Reading Teacher, but they did not give the extremely high ratings that Brown teachers gave to their instructional aides.

While other schools in the basic skills program primarily made choices of programs with their SCE funds that would not be damaged by the lapse of funds that they had been told was probable, Brown and Pease chose programs that required much of their SCE funds to go for salaries. With the lapse of SCE funds, these two schools will probably have considerable difficulty maintaining the programs initiated with SCE funds, since they do not have access to funds from any other major program and District funds are limited.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 14, 15, 16.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

B. PROGRAM-LEVEL QUESTIONS

1. Should the implied requirement that emphasis continue to be placed on one-time cost items (staff development, materials) rather than on continuing costs (personnel) be discarded or more clearly stated?

RELEVANT FINDINGS:

Vague guidelines were considered to be a planning problem for principals and school staffs, as indicated by interviews with principals and questionnaires administered to teachers.

The majority of personnel queried indicated that there was no further need for personnel in the SCE Program, but 32% of teachers indicated that they would like to see more SCE personnel in the schools.

Data indicate that materials were made available to the majority of SCE teachers as a total group, but on two campuses nearly one-half of the teachers had received none of expected materials by the time of questionnaire distribution (April 23). Without classroom observation data, however, it cannot be known whether materials were actually being utilized in those classrooms where teachers indicate they had received materials. Teachers assessed the SCE materials very positively as contributing to the achievement of SCE students. A large majority of teachers listed materials in one way or another as the "most beneficial aspect" of the SCE programs in their schools when asked to list the most beneficial aspects of the SCE Program.

Staff development activities were carried out as planned, with some modification for late arrival of materials. Teacher assessment of SCE staff development was generally positive, including the summer workshops, although there were isolated exceptions.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 17, 18, 19, 20, 21, 22.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

2. Should SCE funds be used in the future to provide substitutes for SCE teachers in Govalle, Metz, Palm, and Allison schools so that they can attend Title VII staff development activities?

RELEVANT FINDINGS:

Although principals of SCE Bilingual Component Schools answered in the affirmative when asked if they thought Title VII staff development activities were a good use of their SCE funds, two principals had some reservations. One felt that too much of the staff development was offered during school time, removing teachers from their classrooms too much; the other principal indicated that her teachers felt some of the Title VII staff development activities were far less helpful than others.

Teacher ratings of the helpfulness of Title VII staff development activities were not particularly high, although they were certainly more positive than negative.

Teachers do indeed seem to be attending most of the available Title VII staff development activities.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 23, 24, 25.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

3. Should the implied guidelines for Allison, Goyalle, Metz, and Palm be more flexible so that individual schools can use SCE funds in ways that the schools feel will be more effective?

RELEVANT FINDINGS:

According to the Education Planner, the supplementary role of the SCE Program in the Bilingual Component schools makes it inappropriate to address this question: SCE/AISD guidelines and Title VII guidelines were to be one and the same.

However, when asked if the SCE guidelines were flexible enough to allow their schools to meet the needs of their students, three of the principals responded that they were indeed flexible enough. The fourth principal indicated that he wasn't sure what the guidelines were so could not respond to the question.

EVALUATION FINDINGS REFERENCED:

Evaluation Question 27.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

SCHOOL-LEVEL QUESTIONS

1. Should school programs continue to emphasize staff development and materials (one-time cost) rather than personnel such as reading teachers and instructional aides (continuing costs)?

RELEVANT FINDINGS:

The effectiveness in increasing student achievement of the approaches used by various campuses based on materials, staff development, and personnel should be a primary consideration when addressing the above question. Considerable data was collected from school and supervisory personnel regarding the effectiveness of the various SCE activities (programs based on materials; staff development, and/or personnel), and in most cases these activities were perceived by personnel involved to be quite effective in raising student achievement. For more detail about advantages and disadvantages of these approaches, see Evaluation Questions 28-41.

Achievement tests given in April 1976 will serve as the pretests to an April 1977 administration, and conclusions about the effectiveness of SCE activities and student achievement can be derived when pretest-posttest analyses are completed next June. The achievement on campuses with unique SCE programs -- the reading lab/reading teacher approach at Read and Pease, the "floating" reading teacher at Blanton, the instructional aides at Brown, and the various videotape approaches on the four campuses with videotape plans -- will be viewed with those approaches in mind.

The reality of the situation for State Compensatory Education funding in AISD must be kept in mind. Funds may not be available after the 1976-77 school year, and any personnel added to school staffs would have to be funded through other sources or let go.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 28-41, 45, 46, 47, 48.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

2. If SCE funds are used for Reading Teachers, how should those Reading Teachers be used -- in a reading lab, or "floating?"

RELEVANT FINDINGS:

The main advantage to the Reading Lab/Reading Teacher approach, according to school staffs, seems to be the concentration of materials into one area and the accessibility of special materials to students with need. The main disadvantage is the disruption of moving students to the lab, from the classroom and vice versa. Communication between lab and classroom can also be a problem.

The main advantages of the "floating" reading teacher, according to school staffs, is the increased communication between classroom teacher and reading teacher and the lack of necessity to move children from classroom to lab and back again.

Both the SCE Reading Teacher/Reading Lab and the "floating" SCE Reading Teacher received very high ratings from school staffs regarding effectiveness in increasing student achievement. The "floating" reading teacher approach at Blanton received particularly high ratings.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 30, 31, 32.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

3. Should SCE funds be spent for exemplary school visitations?

RELEVANT FINDINGS:

Teachers did not rate school visitations particularly high on a questionnaire item asking them how effective these visitations were in helping them to acquire new teaching skills for working with educationally disadvantaged children. AISD Supervisors, however, rated it rather positively.

EVALUATION FINDINGS REFERENCED:

Evaluation Question 33.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

4. How should videotape equipment be used (taping lessons for students, staff development, student-video productions, KLRN programs)?

RELEVANT FINDINGS:

No data was collected regarding the effectiveness of various uses of videotape in the SCE schools, due to late arrival of equipment and consequent nonimplementation of videotape activities during the school year.

Travis Heights was the one SCE school that had some existing videotape capability prior to SCE funding; the use of KLRN programs and student videotapes were part of its program. Administration of the School Sentiment Index showed that students at Travis Heights exhibited the most positive attitude toward school of any Sixth Grade School in the city.

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 34-41.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

5. Should SCE funds in future be spent on summer workshops?

RELEVANT FINDINGS:

Workshop participants rated all SCE summer workshops as above average on the "Overall Effectiveness" criterion of the Workshop Evaluation Scale, with the exception of one school which was rated by teachers as just below average in overall effectiveness.

EVALUATION FINDINGS REFERENCED:

Evaluation Question 42.

RECOMMENDATIONS:

6. Should teachers be given more preparation for using new materials/equipment?

RELEVANT FINDINGS:

The amount of training for use of new SCE materials varied widely from campus to campus during the spring and was not widespread. SCE summer workshops were addressed primarily to materials training. Teachers rated those workshops as above average in most cases.

Teachers who received spring training for use of SCE materials rated it fairly high in terms of helpfulness to them.

When asked the areas in which they would like to receive initial or more in-depth training to work with videotape equipment, teachers in three of the four schools using videotape responded similarly, with the majority requesting training in "potential use of videotape in the classroom." Teachers at the fourth school predominantly requested training on "mechanics of using the equipment."

EVALUATION FINDINGS REFERENCED:

Evaluation Questions 43, 44, 45.

RECOMMENDATIONS:

This year's recommendations will be made by the appropriate administrative staff.

III

PROJECT DESCRIPTION

A. PROGRAM DESCRIPTION

The 1975-76 school year was the first opportunity for Texas schools to take advantage of State Compensatory Education funds made available through a recent act of the Texas Legislature. State Compensatory Education funds are available only for a two year period, after which time legislation would have to be enacted to renew the funds.

Planning for the State Compensatory Education Program in AISD was coordinated through the Education Planner. She worked with administration, school staffs, and Office of Research and Evaluation staff, while school staffs worked with parents from school communities to plan the programs for their campuses. Each campus planned its own SCE program, and input from school staffs and parents was emphasized throughout the planning stages.

In order to maintain the effects of the SCE Program beyond the two year funding period, participating campuses were instructed to keep new SCE-funded staff to a minimum. They were encouraged to spend their SCE funds for the purchase of items which would extend the life of their programs beyond the two year funding period. Staff development was also encouraged as a method of refining teaching methods, which would have a sustained effect on SCE students after funds were withdrawn.

Various problems in the planning and approval stages of the SCE proposal led to late implementation of the SCE Program for AISD in 1975-76. Final approval was received from TEA on February 6, but earlier tentative approval had allowed schools in some cases to get their programs started late in January. Orders for materials could not be processed, however, until the final approval was received. The four month time span of this year's program included the ordering of materials and equipment and the wait to receive those supplies.

The SCE Program for AISD in 1975-76 was made up of a basic skills component and a bilingual component. According to SCE guidelines, no administrative personnel could be funded for either component. Existing AISD personnel were, therefore, assigned supervisory responsibilities for the program. Title VII Bilingual Project personnel, AISD Area Directors, and campus principals were to supervise the bilingual component activities, and the basic skills component

was to be supervised by AISD Area Directors, Instructional Coordinators, and campus principals.

Basic Skills Component: The focus of the basic skills component was communication skills, reading, and math. Eight sixth grade schools and two elementary (K-5) campuses participated in this component. Two hundred twenty-seven teachers and approximately 3,000 students were designated to be involved in the program, with a total of \$273,369.00 apportioned to the ten campuses according to the number of students submitted by them as eligible for SCE services.

Table III-1 below shows the number of designated students per campus.

Table III-1: NUMBER OF DESIGNATED SCE STUDENTS ON EACH BASIC SKILLS CAMPUS.

SCHOOL	No. of designated communication skills/reading students	No. of designated math students	TOTAL* (duplicated count)
Allan-6th	227	214	441
Baker	220	221	441
Blanton	307	236	543
Joslin	336	215	551
Martin-6th	263	263	526
Read	164	80	244
Travis Heights	358	345	703
Webb	503	406	909
Brown	338	313	529
Pease	116	105	221
TOTAL	2832	2398	5230

*This is the total number of students designated as SCE, but many students are counted as designated reading students and also as designated math students, therefore being counted twice in the total.

The criteria for determining eligibility of students for SCE services was the same as that used by Title I for determining educationally disadvantaged students on Title I campuses. A math criteria developed by AISD Instructional Coordinators.

Each school was permitted to plan its own program with SCE and AISD guidelines. (See Figure III-1 on the following page.)

The campus-planned programs that resulted were made up of varying combinations of staff development activities, materials acquisition, instructional aides, reading teachers, and videotape acquisition and activities. Each school's program was designed to deliver supplemental reading and math instruction to designated SCE students according to the following allocation of resources:

Allan: The sixth grade at Allan Jr. High chose to expend its SCE funds on two instructional aides, materials, and staff development time to organize materials into scope and sequence charts. A summer workshop was planned for further materials organization and training for use of the materials.

Baker: The Baker SCE program called for acquisition of materials and videotape equipment, and staff development activities to train teachers in the use of the materials and the videotape equipment. A summer workshop was planned to develop teaching skills in remedial reading and math.

Blanton: The SCE plan developed by Blanton was based on a "floating" SCE Reading Teacher that was to give students supplemental reading instruction every other day in their classrooms. Videotaped reading lessons and staff development through use of videotape were also major parts of Blanton's plan, as was the acquisition of supplementary materials. A summer workshop to be focused on videotape training was planned by Blanton for June.

Joslin: The SCE plan for Joslin revolved completely around the acquisition of supplementary materials and a reading lab experience for designated students (the reading teacher, in this case, however, was not to be paid from SCE funds). Staff development activities geared to learning how to use new equipment and materials were planned for a summer workshop.

Martin: Martin Jr. High's plans for its sixth grade included a support component for increasing the attendance of SCE students. For that purpose, four part-time Community Representatives were hired to work on attendance problems. As part of the staff development activity for their school, sixth grade

State Compensatory Education Guidelines

1. Program must be designed to meet the priority educational needs of disadvantaged pupils enrolled in district's public schools
2. SCE activities must be restricted to educationally disadvantaged pupils.
3. SCE funds must be used for supplementary program activities and may not be used to supplement the regular school program.
4. The priority focus of State compensatory funds must be for educationally disadvantaged students in the areas of reading, mathematics, language development and/or bilingual multi-cultural development. Those children with the greatest needs in those academic areas as determined by educational needs assessment will be given first priority.

SCE Funds may be used for staff development and for instructional materials and/or equipment essential to carrying out the compensatory program to be conducted.

Funds may not be used for administration, construction, remodeling, or any activity not directly a part of reinforcing the instructional process for the educationally disadvantaged children to be served.

5. Each district will involve parents in the planning of its SCE program.
6. The SCE program format is almost identical to that of Title I both in terms of the planning process and guidelines.
7. SCE funds may be used on Title I campuses or non-Title I campuses or both but, in the event of the latter choice, care must be taken to maintain comparability.
8. An educational needs assessment must be completed based on specific criteria in each instructional area selected for identification of children who may participate in the program.
9. Limits and directives set by the Cabinet and Dr. Davidson 10-28-75 were:

Each campus will design its own program in collaboration with the area team.

Program should be designed to have an impact after the two year funding period ends.

Personnel costs should be limited a reasonable limit on materials should be established. Staff development is permissible.

Figure III-1: SCE AND AISD GUIDELINES FOR PLANNING LOCAL CAMPUS PROGRAMS, AS OUTLINED DURING OCTOBER CABINET MEETING AND DISTRIBUTED BY THE EDUCATION PLANNER TO SCE PRINCIPALS AND OTHER PROGRAM PLANNERS.

teachers were to make visits to other schools in the city, and a summer workshop was planned to provide training for the teaching of remedial reading and math. Bilingual teaching techniques were also to be covered in this summer workshop. New materials and equipment were to be acquired, and training for the use of such was to be given in a series of Saturday workshops in the spring.

Read: The SCE program at Read was planned to be implemented through an SCE Reading Lab run by an SCE Reading Teacher. Materials and equipment for the lab and videotape activities were important parts of the Read plan. Staff development was to include inservice conducted by the SCE Reading Teacher, as well as a summer workshop.

Travis Heights: Travis Heights also chose to gear its SCE program to videotape activities along with acquisition of a wide variety of materials. Staff development for the spring and summer was planned accordingly.

Webb: Webb's SCE program was to be based on extensive acquisition of materials and staff development activities for use of the materials. Teacher visitations to other schools were included as a staff development activity for Webb teachers.

Brown: The SCE plan at Brown Elementary called for the hiring of seven instructional aides, to be used in the classroom for delivering supplemental instruction to SCE students. Supplementary materials were also included in the plan, and a summer workshop was planned for making instructional materials. No other staff development was planned.

Pease: Pease Elementary School chose to spend its SCE funds for an SCE Reading Teacher and materials and equipment for an SCE Reading Lab. An instructional aide was to work in the lab with the reading teacher.

Bilingual Component: The SCE bilingual component was designed to mesh with the ESEA Title VII Bilingual Project, which provided classroom aides, assistance in the area of parental involvement, staff training, and bilingual materials to designated Title VII classrooms. Due to the last minute lapse of ESAA Bilingual funds in AISD, four schools had been added in 1975-76 to the Title VII Project, and State Compensatory Education funds were allotted to those schools as a means of providing additional support for their bilingual programs. (Title VII had been able to "pick up" only one classroom per grade level.)

Allison Elementary added 13 teachers to its bilingual program through SCE funds; Govalle added 9 teachers; Metz added 10 teachers; Palm added 11 of its teachers. Approximately 1100 students were designated as SCE students in those four schools.

Each school received an allotment of SCE funds to use for bilingual materials, consultants, and substitutes (so that SCE teachers could attend Title VII and local bilingual staff development activities). Only two of the schools chose to use their funds for consultants -- Allison and Palm -- and both planned to hire parents from the community to assist teachers in making instructional materials.

B. CONTEXT DESCRIPTION

The State Compensatory Education Program in AISD functioned in its first year in a context of uncertainty. This uncertainty was based on a pending desegregation ruling and on the unstable nature of SCE funds. Two years of SCE funds were all that could be counted on, so that program planning had to be based on the realities of that imminent discontinuance of funds and the probable loss at the end of that time of any personnel hired with those funds.

Desegregation and the Sixth Grade Schools: Established in the fall of 1973 as agents for desegregation, the Sixth Grade Schools in AISD operated under the shadow of a pending desegregation ruling by the Fifth Circuit of Appeals. If that court were to find Austin ISD's integration plan unacceptable, the Sixth Grade Schools could well be disbanded. That, in fact, was the decision that the court handed down during the final month of the 1975-76 school year, and the future of the Sixth Grade Schools at the time of publication of this report is uncertain.

In spite of the possibility that the Sixth Grade Schools would be a transitory phenomenon, it was decided in the fall of 1975 that the need for help in those schools was so strong that State Compensatory funds were warranted. The reorganization of schools that had accompanied the establishment of Sixth Grade Schools meant that some schools were without adequate materials to effectively deal with the educationally disadvantaged. This was particularly true for those campuses that had functioned as junior highs previously. Too many teachers found themselves working with large groups of low-achieving students for the first time in their teaching careers. Staff development and off-level materials were therefore priority needs for the Sixth Grade Schools.

Emphasis on Limited Personnel: These needs for staff development and materials were in keeping with the feeling of AISD Administration that, because of the uncertain future of the funding, SCE funds should not be used to invest heavily in added personnel. At the end of two years, the funds would no longer be available unless the Legislature should act to continue them, and the newly hired personnel would have to be let go. A directive to hire only "limited personnel" with SCE funds was therefore communicated in conjunction with SCE guidelines to school planners.

Local Campus Planning: A national trend toward local campus planning was reflected in these guidelines set by AISD administration. Each school in the basic skills component was directed in the guidelines to "design its own program in collaboration with the area team."

This national trend was evidenced at the 1975 American Education Research Association meeting in Washington, D.C., where a symposium entitled "School Level Program Planning: Is That Where It's At?" was presented. See Local School Program Planning Organizational Implications, a paper presented at the American Educational Research Association, 1975, by Mary T. Moore.

Local campus planning had been tried to a certain extent on some Title I campuses, but this directive to ten schools, comprising all sixth grade students in AISD and two K-5 elementary schools, was the first large scale effort in the District to implement local campus planning. The four schools in the SCE bilingual component were also allowed a certain amount of flexibility to plan their SCE activities within guidelines.

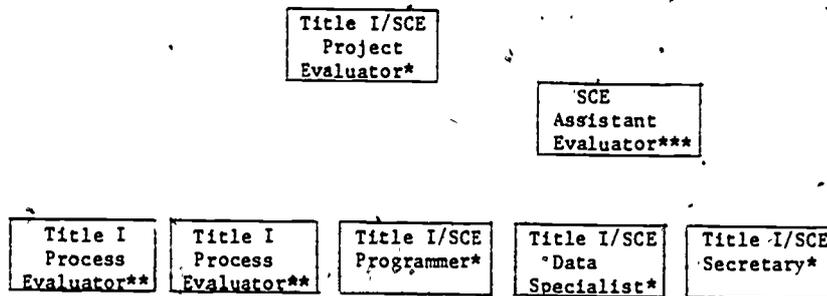
Bilingual Component: The four schools in the SCE bilingual component were included in the program only after a concerted effort on the part of the principals to obtain funds of some kind for their bilingual programs. The lapse of ESAA Bilingual funds to these schools (and the District) at the beginning of the 1975-76 school year had left each of the schools with only one classroom at each grade level receiving the services of the Title VII Bilingual Project. This was considered inadequate by the four principals, and they had petitioned to receive available funds to supplement their bilingual program. SCE funds were therefore made available to them.

These four schools are characterized by a multiplicity of programs operating within them. All four receive Title I as well as Title VII services, and three of the schools have had a Teacher Corps program as well. The addition of SCE funds to these existing programs added further management responsibilities for the principals.

Borderline Title I Schools: The two elementary schools included in the basic skills component were elementary schools that were naturally desegregated and "borderline" Title I. In other words, they had both long been just below the priority schools in AISD to qualify for Title I funds.

C. EVALUATION DESCRIPTION

Evaluation of the SCE Program in AISD was coordinated with evaluation of the District Title I Program. This coordination was accomplished through assignment of part of the current Title I evaluation staff to SCE evaluation on a part time basis, so that responsibilities were split between Title I and SCE. An Assistant Evaluator was hired to work full-time on the evaluation of SCE under the supervision of a Title I/SCE Project Evaluator. Figure III-2 below shows the organizational structure of the combined Title I/SCE evaluation staff.



Total Title I Evaluation staff (full-time equivalents) = 5.2
 Total SCE Evaluation staff (full-time equivalents) = 1.8
 Combined Title I and SCE evaluation staff = 7

*These positions were funded 80% from Title I, 20% from SCE
 **These positions were funded 100% from Title I
 ***This position was funded 100% from SCE

Figure III-2: SCE/TITLE I EVALUATION STAFF

This combined effort was advantageous from the standpoint of cost of conducting the evaluation and was conducive to providing enhanced program planning capabilities. The availability of the Project Evaluator, Programmer, Data Specialist, and Secretary on a part-time basis to the SCE Evaluator allowed comprehensive evaluation services to be performed with a relatively small proportion of the total program budget. Moreover, by assigning some of the SCE evaluation responsibilities to already existing staff members, it could be expected that SCE evaluation would become fully operational much more quickly than would be possible with a totally new evaluation staff.

Since the SCE and the Title I programs were addressed to very similar needs and were concerned with similar populations of students, the unification of the data bases avoided duplication of effort and allowed for development of a comprehensive data base for AISD's educationally disadvantaged students.

An Assistant Evaluator to be in charge of evaluation of State Compensatory Education was hired on February 6, 1976, and began working immediately to develop a working evaluation design that would guide efforts to evaluate the program. Because of the diversity of the programs planned on the ten basic skills component campuses, it was decided that an objectives-based evaluation approach would not be feasible. It was decided instead to plan the evaluation around decision questions regarding State Compensatory Education for which decision-makers would need data-based information. Input, process, and outcome data were required from evaluation staff in order to provide the needed information for answering these questions.

Decision questions were generated by the fourteen SCE principals during individual conferences with the SCE Evaluator and during a session with the Education Planner. Further questions were posited by the SCE Evaluator in conjunction with the Title I/SCE Evaluator and the Coordinator of Research and Evaluation. These questions were school-specific in some instances and programmatic or system-oriented in other cases.

Because of the shortness of time, it was not possible to include all of the people that should have been involved in the development of these decision questions for this first "year" of SCE.

The instruments used to collect this data, and the dates of administration, are shown in Figure III-3 below.

INSTRUMENT	DATE OF ADMINISTRATION
(1) teacher questionnaires	April 23-May 10, 1976
(2) principal interviews	May, 1976
(3) SCE Aide questionnaires	April 23-May 3, 1976
(4) SCE Reading Teacher interviews	May, 1976
(5) Area Director/ Instructional Coordinator Questionnaire	June, 1976
(6) Education Planner Interview	June 17, 1976
(7) California Achievement Test	April 5-8, 1976
(8) School Sentiment Index	April 20-23, 1976
(9) Workshop Evaluation Scale	June, 1976

Figure III-3: DATA COLLECTION INSTRUMENTS USED IN SCE EVALUATION.

Whenever appropriate and possible, information derived from the instruments was fed back to principals so that it could serve them in their local campus planning efforts. Another aspect of the evaluation design that was meant to help principals in program planning was initiation of searches for available research information that would be pertinent to campus programs, i.e., use of videotape, instructional aides, and reading labs in education.

IV

EVALUATION FINDINGS

A. EVALUATION QUESTIONS

1. How extensively was local campus planning carried out in the SCE Program for AISD?

ANSWER: Quite extensively on most of the campuses in the Basic Skills Component.

SUPPORTIVE DATA:

Teacher Questionnaires

Responses to an SCE Teacher Questionnaire distributed to all teachers in the Basic Skills Component showed that there was extensive teacher involvement in local campus planning of SCE programs. Forty-eight percent of all responding teachers indicated that they were "very involved" in the planning of their school's programs, and 35% indicated that they were "somewhat involved." Some schools had substantially more involvement than others, however, with 73% of Pease teachers and 72% of Blanton teachers responding that they were "very involved" while only 26% of Read teachers gave that response.

SCE Reading Teacher Interviews

All three SCE Reading Teachers said during formal interviews that they had been quite involved in the planning of the SCE programs on their campuses.

2. How effective was the local campus planning process judged to be by those involved?

ANSWER: Very effective.

SUPPORTIVE DATA:

Teacher Questionnaires

Teachers responding to the SCE Basic Skills Component teacher questionnaire generally assessed local campus planning quite positively, with 82% of them responding that local campus planning was either an "extremely effective" or "quite effective" way to implement the SCE programs on their campuses. The two schools which showed most teacher involvement (according to teacher questionnaire responses) were the schools which showed highest ratings of the effectiveness of local campus planning. Seventy-eight percent of responding teachers at Blanton and 64% of

Pease teachers rated local campus planning as "extremely effective." Teachers on campuses with least teacher involvement tended to rate the effectiveness of local campus planning lower than teachers on campuses with more teacher involvement in the planning process.

Principal Interviews

The ten Basic Skills Component principals were unanimously enthusiastic about local campus planning when asked to list its advantages, with the main advantage cited by them being the fact that local campus personnel know the needs of their students better than anyone else can know them. This more accurate assessment of needs leads to more effective utilization of the resources of a program, according to these principals, and the involvement of the total staff in the needs assessment and planning stages leads to a higher level of commitment on the part of school staff to make the program work. The principals felt that teacher morale had been heightened significantly by this process on their campuses.

Another positive effect of the local campus planning process mentioned by several principals was the increased communication between teachers that the planning process encourages.

Area Director/Instructional Coordinator Questionnaire

Responses of Area Directors and Instructional Coordinators showed that they felt local campus planning was an effective way to implement State Compensatory Education in AISD. The two responding Area Directors saw local campus planning as "extremely effective," as did one of the Instructional Coordinators. The three other responding Instructional Coordinators saw it as "quite effective."

Education Planner Interview

When asked what advantages she perceived in local campus planning, based on her experiences with SCE and otherwise, the Education Planner cited strong support and enthusiasm for the program because principals have more ownership in it. The same is true for teachers, she went on to say.

3. Were there problems encountered during the planning process?

ANSWER: Yes.

SUPPORTIVE DATA:

Teacher Questionnaires

Forty-two percent of responding teachers said that there had been "no problems" experienced during the planning process, while 45% gave a response indicating that they had encountered either "very few" or "some"

problems. Only 1% had experienced "many problems."

When asked to describe the problems experienced, teachers most often mentioned the shortness of time given to schools to plan their programs. Confusing and vague guidelines were also mentioned by several. Other problems experienced during the planning process were: lack of agreement on directions to take, not enough knowledge and expert advice available, and cooperation and identification of needs between teachers. Many teachers, however, gave no response to this questionnaire item soliciting descriptions of problems encountered during the planning process.

Principal Interviews

When principals of schools in the SCE Basic Skills Component were asked what the disadvantages to local campus planning were, the most often stated disadvantage was the amount of time that the planning with teacher involvement requires. This was particularly a disadvantage for schools this previous year because of the shortness of time allowed schools to go through the whole planning process. Local campus planning with teacher involvement is time-consuming, most principals agreed, and more time should be allowed in future to do the job with maximum effect.

The problem of inadequate time was again focused on by most principals when asked what changes, if any, they felt should be made in the planning process for State Compensatory Education in AISD.

Vague guidelines were also a problem, according to several principals.

Area Director/Instructional Coordinator Questionnaire

When asked to describe any problems that they might have encountered in the local campus planning process, one Area Director mentioned the difficulty of meeting timelines. Another Area Director and an Instructional Coordinator felt that there had been too little input from support personnel. It is presumed that by "support", the respondent meant Instructional Coordinators and Area Directors.

Education Planner Interview

According to the Education Planner in a formal interview, the use of the Program Coordination Advisory Committee (PCAC) during early stages of the planning process had been too time-consuming and too insular. She applauded the dropping of the PCAC requirement for future planning of externally funded programs. A new process outlined in the Policies for External Funding will enable program parameters to be established

more expeditiously, thus allowing participating campuses to be brought in much earlier in the planning process.

SCE guidelines are published by TEA as part of the Consolidated Application for Federal Assistance, she went on to say, and as originally conceived by the legislature, SCE funds were to be "flexible compensatory monies" with allowable expenditures for staff training and no specific requirements for parent advisory councils. However, in drafting application forms, TEA used the Title I application form as a model, one which requires the more rigid identification process of students to be served, a process not required by other compensatory grants such as Title IV C. Thus, the rigid Title I application form coupled with loosened guidelines in the areas of staff development make the guidelines ambiguous.

In order to accomplish the objectives of a school based planning model, it is important that guidelines remain flexible, in the opinion of the Education Planner. Were they to be totally defined (as with Title I), undoubtedly the typical Title I model would also characterize SCE programs. It is actually advantageous to the schools not to have rigidly defined guidelines, although because of a lack of experience with federally funded programs, the SCE schools may not be aware of their unique situation.

4. Has the use of an Education Planner facilitated planning and implementation of the SCE Program?

ANSWER: Yes, but some improvement in procedures is needed.

SUPPORTIVE DATA:

Principal Interviews

When principals in both components of SCE were asked if further administrative personnel were needed to help implement the programs on their campuses, all 14 principals replied in the negative. Many stated that the Education Planner had done a more than adequate job and was all that was needed in the way of administrative personnel. However, an often-mentioned suggestion by principals for change in the planning process for State Compensatory Education in AISD was related to the problem of communication between schools and administration regarding the guidelines of the program. Guidelines were vague, in the opinion of several principals, and it was difficult to get definite answers from administration regarding specifics. This communication of guidelines and coordination between the schools and administration falls within the responsibilities of the Education Planner.

5. Do SCE planners indicate a need for clearer guidelines?

ANSWER: Yes.

SUPPORTIVE DATA:

Teacher Questionnaire

When teachers were asked to describe on the teacher questionnaire any problems encountered during the planning process, several teachers mentioned confusing and vague guidelines as a problem.

Principal Interviews

An often mentioned suggestion by SCE principals for change in the planning process for State Compensatory Education in AISD related to the guidelines of the program. Guidelines were vague, in the opinion of several principals, and one principal felt that a definite written statement outlining exactly what could or could not be done with SCE should be published for principals. Another principal indicated that he wasn't sure exactly what the SCE/AISD guidelines were.

Education Planner Interview

According to the Education Planner in a formal interview, the SCE/AISD guidelines are not as clear as they possibly could be.

6. Do local campus planned SCE programs lead to increased student achievement?

ANSWER: This question cannot be answered as yet, due to the lateness in the school year of program implementation. Achievement tests given to fifth graders in April 1976 will serve as pretests to an April 1977 administration, and conclusions about the effectiveness of local campus planning in terms of student achievement can be denied when pretest-posttest analyses are completed.

7. Are Area Directors and Instructional Coordinators monitoring the SCE Basic Skills Component programs to the extent that it is considered necessary by themselves and school staffs?

ANSWER: Yes, but not completely.

SUPPORTIVE DATA:

Principal Interviews

When principals in the Basic Skills Component were asked if they felt further administrative personnel were needed to help implement the SCE programs in their schools, all ten principals indicated that they saw no further need for such help.

Teacher Questionnaires

One question on the Basic Skills Component teacher questionnaire asked teachers whether they felt that SCE funds should continue to be spent mainly for materials and staff development, while another question asked

whether more personnel might be needed to help implement the program. Responses to these two questions showed that teachers as a total group predominantly felt that further personnel were not needed. Although 32% did indicate that further personnel were needed, the many extra comments offered by teachers regarding these two questionnaire items showed that the further personnel that most had in mind when giving a yes response were more teachers and aides, not administrative personnel.

SCE Reading Teacher Interviews

In response to the question, "Do you feel that additional administrative personnel are needed to help implement the SCE program in your school?" one of the SCE Reading Teachers indicated that she would have liked to have someone with expertise in the area of reading associated with the SCE Program. This response would seem to indicate that the Instructional Coordinator for that school had not provided the information and guidance that this particular SCE Reading Teacher felt that she needed.

Area Director/Instructional Coordinator Questionnaire

When asked whether additional administrative personnel were needed to help implement State Compensatory Education programs in AISD, all responding Area Directors and Instructional Coordinators replied in the negative. However, one respondent did state in an added comment that the SCE Program needed some overseeing.

8. Are the activities currently funded by SCE in the bilingual component schools effective in raising student achievement in reading and math?

ANSWER: Yes, but the long range achievement goals of the Title VII Project have so far not been met.

SUPPORTIVE DATA:

California Achievement Test

Bilingual education through Title VII in the four schools shows acquisition by students of effective Spanish reading and math skills, and statistically significant gains in English reading and math achievement from 1974-75 (exceptions at some levels in some schools). Non-project students did better in reading at the lower levels than did Title VII Project students, and Title VII Project students did better in math. At the upper grade levels there were no differences.

Because the meshing of the Title VII and the SCE bilingual programs makes it impossible to discuss separately the achievement of students in the programs, the scores for both are discussed as a total program in the Title VII Evaluation Final and Technical Reports. The detailed evaluation conducted by the Title VII Evaluation Staff included SCE classrooms; therefore SCE Evaluation chose not to duplicate Title VII efforts in this area.

Teacher Questionnaires

Teacher questionnaire responses for teachers in the Bilingual Component schools indicate that bilingual materials purchased with SCE funds were not for the most part received by teachers by the time of distribution of the teacher questionnaires (April 23). When asked to rate the effectiveness of the materials in helping to increase the achievement of their students, 70% indicated that they had received no new SCE materials. Staff development aspects of the programs were implemented, however, and teachers gave fairly positive ratings of those activities. Only 5% saw the staff development as being "extremely helpful" in helping them to do their job as a teacher in the Title VII Bilingual Project, 35% saw them as "quite helpful," and 40% saw the activities as "somewhat helpful." Fifteen percent felt that the activities were not at all helpful.

9. Does there continue to be a need for compensatory funds for schools in the SCE Bilingual Component?

ANSWER: Yes. The table below shows the percent of student at each grade level in each school that scored below the 50th percentile on the California Achievement Test given in the spring of 1976.

Table IV-A-1: PERCENT OF STUDENTS IN BILINGUAL COMPONENT SCHOOLS SCORING BELOW THE 50TH PERCENTILE IN READING AND MATH ON THE SPRING 1976 ADMINISTRATION OF THE CAT.

Grade	Allison		Govalle		Metz		Palm	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
1	88%	55%	42%	40%	43%	34%	56%	36%
2	93%	78%	71%	59%	72%	67%	69%	55%
3	82%	77%	82%	73%	82%	85%	64%	77%
4	82%	85%	90%	77%	94%	87%	85%	95%
5	95%	96%	93%	83%	93%	92%	97%	93%

10. Could other available funds be extended to cover the areas now covered by SCE funds in Allison, Govalle, Metz, and Palm?

ANSWER: The guidelines for ESEA Title I allow Title I programs for bilingual/multicultural education, and it is possible that funds could be acquired through that source. Tight budget conditions in the District make it unlikely that District funds would be available.

The four schools have three major sources of materials other than SCE that could possibly be extended to cover the areas now covered by SCE when funding lapses: Title I, Title VII, and the local budget. Bilingual materials acquired through ESAA Bilingual, which operated in the schools for two years previous to 1975-76, are still in those schools.

Principals, however, were not very positive about the likelihood of acquiring any other funds.

SUPPORTIVE DATA:

Principal Interviews

All principals interviewed in both components of the SCE Program indicated that there were no other funds available to them that they were aware of that could cover the areas now covered by SCE funds. One principal qualified that response, however, by stating that any moving of funds from another area to pick up SCE activities would damage the program from which money was moved.

11. Are the activities currently funded by SCE in the Sixth Grade Schools effective in raising student achievement in reading and math?

ANSWER: This question cannot be answered as yet, due to the lateness in the school year of program implementation. Achievement tests given in April 1976 will serve as pretests to an April 1977 administration, and conclusions about the effectiveness of SCE-funded activities at the sixth grade level can be addressed when pretest-posttest analyses are completed.

Numerous questions regarding effect on student achievement by SCE-funded activities were asked of supervisory and school personnel, however, and the results of those questions show that most of the people involved with SCE believe that SCE activities are effective in increasing student achievement.

SUPPORTIVE DATA:

Teacher Questionnaires

Teachers were asked on the teacher questionnaire how effective they believed the new SCE materials had been in helping to increase the achievement of designated SCE students in their classrooms. The

responses of teachers in the Sixth Grade Schools are listed in Table IV-A-2 below:

Table IV-A-2: SIXTH GRADE TEACHER QUESTIONNAIRE RESPONSES TO ITEM REGARDING STUDENT ACHIEVEMENT AND SCE MATERIALS.

Item: How effective do you believe these materials have been in helping to increase the achievement of designated SCE students in your classrooms?	Percent Response-6th Grade Schools
<u>Reading</u>	
Extremely effective	10%
Quite effective	20%
Somewhat effective	6%
Not very effective	1%
Not at all effective	0%
No SCE materials in use yet	25%
Too soon to tell	27%
No Response	11%
<u>Math</u>	
Extremely effective	7%
Quite effective	11%
Somewhat effective	3%
Not very effective	1%
Not at all effective	0%
No SCE materials in use yet	33%
Too soon to tell	21%
No Response	24%

Another teacher questionnaire item asked teachers how effective they believed the staff development had been in helping them to increase the achievement of their students. Responses are listed in Table IV-A-3 on the following page.

It can be seen from the responses given by sixth grade teachers to these items that many SCE materials had not been put into use yet and that teachers were reluctant to assess the materials that had been used. Those teachers that did rate the effectiveness of SCE materials in helping to increase student achievement tended to rate them "quite effective" or "extremely effective."

Table IV-A-3: TEACHER QUESTIONNAIRE RESPONSES TO ITEM REGARDING STUDENT ACHIEVEMENT AND STAFF DEVELOPMENT ACTIVITIES.

Item: How effective has this staff development been in helping you in your efforts to increase the achievement of your students?	Percent Response- 6th Grade Schools
Extremely helpful	13%
Quite helpful	28%
Somewhat helpful	10%
Not very helpful	2%
Not at all helpful	1%
I did not receive any staff development	32%
I am not sure which staff development activities were SCE	5%
No Response	9%

Thirty-two percent of responding teachers had not received any SCE staff development at the time of questionnaire distribution (April 23), but of those who had participated in SCE staff development activities 41% assessed them to be "extremely helpful" or "quite helpful" to them in their efforts to increase student achievement.

Principal Interviews

When principals were asked if there had been any positive effects as yet from their SCE programs, the principals of schools where SCE Reading Teachers had been hired spoke of increased student achievement as positive effects already felt on their campuses by implementation of SCE.

SCE Reading Teacher Interviews

When asked how effective they felt the SCE materials had been in helping to increase the achievement of the designated students in their schools, the two SCE Reading Teachers in Sixth Grade Schools expressed satisfaction that effective achievement gains had been made in their schools. Some testing was being conducted by Reading Teachers at the time of the interviews, and they indicated that the results of this testing verified their claims.

Area Director/Instructional Coordinator Questionnaires

When asked how effective, in their opinion, the SCE staff development activities had been in helping to increase achievement of designated SCE students, four of the responding supervisors replied that it was "too soon to tell." One Area Director assessed the staff development activities as "quite effective" in helping to increase SCE student achievement.

Because the SCE activities varied considerably from campus to campus due to local campus planning of SCE programs, it is necessary to discuss certain school-specific activities in addressing the effectiveness of SCE activities in increasing student achievement.

Two Sixth Grade Schools chose to expend their SCE funds on SCE Reading Teachers. One school, Read Sixth Grade School, chose to use that Reading Teacher in a Reading Lab situation and the other school, Blanton, chose to use the Reading Teacher in a "floating" situation. Table IV-A-5 and Table IV-A-4 below show how the teachers in those schools rated the effectiveness of those Reading Teachers in terms of increasing student achievement.

Table IV-A-4: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH "FLOATING" SCE READING TEACHER

Question	Blanton % Response (n=18)
How effective do you feel the use of "floating" Reading Teachers is in increasing student achievement?	
— Extremely effective	72%
— Quite effective	22%
— Somewhat effective	0%
— Not very effective	0%
— Not at all effective	0%
— No Response	6%

Table IV-A-5 is on following page.

Table IV-A-5: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH SCE READING LABS

Question	% RESPONSE BY SCHOOL		
	Read (n=20)	Pease (n=11)	Combined (n=31)
How effective do you feel the SCE Reading Lab in your school is in helping to increase student achievement in reading?			
— Extremely effective	15%	45%	26%
— Quite effective	25%	18%	23%
— Somewhat effective	15%	0%	10%
— Not very effective	10%	0%	6%
— Not at all effective	0%	0%	0%
— I do not know enough about the Reading Lab to have an opinion	25%	9%	19%
— No Response	0%	27%	9%
Do you feel that there is need for *			
— More communication between the Reading Lab/Reading Teacher and the classroom teacher?	55%	27%	45%
— Less communication between the Reading Lab/Reading Teacher and the classroom teacher?	0%	0%	0%
— Neither, communication is adequate	40%	73%	52%
— No Response	10%	0%	6%

*Some teachers gave more than one response to this item.

It can be seen from the above tables that the SCE Reading Teacher activities at Blanton were considered highly effective in helping to increase student achievement in reading on that campus. Although teachers at Read were less enthusiastic about the Reading Lab in their school and its effectiveness in increasing student achievement, 59% of responding teachers saw the Lab as at least "somewhat effective," with 26% of those considering the Lab to be "extremely effective."

Another school-specific SCE activity was the use of instructional aides. Only one Sixth Grade School invested SCE funds in the hiring of instructional aides, and 62% of teachers responding to the teacher questionnaire were receiving the services of an instructional aide at the time of distribution of the teacher questionnaires. That 62% considered the aides to be either "extremely effective" or "quite effective" in increasing student achievement.

Travis Heights Sixth Grade School used its SCE funds in part to increase its videotape capability, and the use of KLRN programs was an important part of their SCE instructional program. Responses to a school-specific teacher questionnaire item regarding the effectiveness of these KLRN programs in raising student achievement showed lukewarm ratings of this instructional tool by teachers. Their responses are shown in Table IV-A-6 below:

Table IV-A-6: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH USE OF KLRN PROGRAMS IN CLASSROOM

Question	Travis Heights % Response (n=30)*
<p>How effective do you feel the use of KLRN programs is in increasing student achievement in reading?</p> <p><input type="checkbox"/> Extremely effective</p> <p><input type="checkbox"/> Quite effective</p> <p><input type="checkbox"/> Somewhat effective</p> <p><input type="checkbox"/> Not very effective</p> <p><input type="checkbox"/> Not at all effective</p> <p><input type="checkbox"/> No Response</p>	<p>7%</p> <p>30%</p> <p>37%</p> <p>3%</p> <p>7%</p> <p>17%</p>
<p>How effective do you feel the use of KLRN programs is in increasing student achievement in math?</p> <p><input type="checkbox"/> Extremely effective</p> <p><input type="checkbox"/> Quite effective</p> <p><input type="checkbox"/> Somewhat effective</p> <p><input type="checkbox"/> Not very effective</p> <p><input type="checkbox"/> Not at all effective</p> <p><input type="checkbox"/> No Response</p>	<p>7%</p> <p>17%</p> <p>43%</p> <p>3%</p> <p>10%</p> <p>20%</p>

12. Does there continue to be a need for compensatory funds in the Sixth Grade Schools?

ANSWER: Yes.

SUPPORTIVE DATA:

California Achievement Test

Median percentile scores on the CAT (April, 1976) for SCE groups in Sixth Grade Schools fell below the 35th percentile in all cases for subscales and totals. (The national norm is 50.)

Scores for the total populations of the SCE schools at the sixth grade level show that Allan, Martin, and Travis Heights had populations that scored well below the national norm in reading and math for all subscales and totals. (These are the three schools that have the highest proportions of SCE students to total populations.)

13. Could other available funds be extended to cover the areas now covered by SCE funds in the Sixth Grade Schools?

ANSWER: Probably not, but most of the Sixth Grade Schools made choices of programs with their SCE funds that would have long term effects and could continue to operate even after the lapsing of SCE funds.

SUPPORTIVE DATA:

Principal Interviews

All principals interviewed indicated that there were no other funds available to their schools that they were aware of that could cover the areas now covered by SCE funds.

Education Planner Interview

The Education Planner stated in a formal interview that at the end of the SCE funding, schools in the Basic Skills Component should be able to continue their programs without further funding. Materials, equipment, and training will have been provided, and principals will have been given a structure for planning with their staffs. The needs that were addressed by the SCE Program will have been fulfilled.

14. Are the activities currently funded by SCE in Brown and Pease elementary schools effective in raising student achievement in communication skills/reading and math?

ANSWER: This question cannot be answered as yet, due to the lateness in the school year of program implementation Achievement tests given in April 1976 will serve as pretests to an April 1977 administration and conclusions about the effectiveness of SCE activities and student achievement can be derived at that time.

Teacher Questionnaires

Teachers were asked on the teacher questionnaire how effective they believed the new SCE materials had been in helping to increase the achievement of designated SCE students in their classrooms. The responses of teachers in Brown and Pease are listed below in Table IV-A-7.

As can be seen in the table on the following pages, very large percentages teachers at both Brown and Pease felt that it was too soon to be able to tell about the effects of SCE materials on student achievement. However, the teachers who did feel that they could assess the effect of the materials gave high ratings.

Brown Elementary chose to hire seven instructional aides with its SCE funds, so Brown teachers were queried in a school-specific questionnaire item about the effectiveness of these instructional aides in increasing achievement of students. Teacher response to this question (How effective do you feel these instructional aides are in helping to increase student achievement?) was extremely positive. Ninety-six percent of responding teachers indicated that instructional aides in their school were either

Table IV-A-7: BROWN AND PEASE QUESTIONNAIRE RESPONSES TO ITEM REGARDING STUDENT ACHIEVEMENT AND SCE MATERIALS

Item: How effective do you believe these materials have been in helping to increase the achievement of designated SCE students in your classroom?	Percent Response Brown	Percent Response Pease
<u>Reading</u>		
Extremely effective	16%	12%
Quite effective	36%	40%
Somewhat effective	4%	0%
Not very effective	0%	0%
Not at all effective	0%	0%
No SCE materials in use yet	0%	0%
Too soon to tell	44%	40%
No Response	0%	8%
<u>Mathematics</u>		
Extremely effective	27%	18%
Quite effective	9%	0%
Somewhat effective	0%	0%
Not very effective	0%	0%
Not at all effective	0%	9%
No SCE materials in use yet	0%	9%
Too soon to tell	44%	64%
No Response	0%	0%

"extremely effective" (60%) or "quite effective" in helping to increase student achievement.

Pease Elementary hired an SCE Reading Teacher with its SCE funds and placed that teacher in a Reading Lab situation. When teachers were asked how effective the SCE Reading Lab in their school was in helping to increase student achievement in reading, 66% of responding teachers gave a response indicating that they felt the Reading Lab was either "extremely effective" or "quite effective." Twenty-seven percent of teachers at Pease did not answer this question.

15. Could other available funds be extended to cover the areas now covered by SCE funds in Brown and Pease?

ANSWER: While other schools in the basic skills program primarily made choices of programs with their SCE funds that would not be damaged by the lapse of funds that they had been told was probable, Brown and Pease chose programs that required much of their SCE funds to go for salaries. With the lapse of SCE funds, these two schools will probably have considerable difficulty maintaining the programs initiated with SCE funds, since they do not have access to funds from any other major program and District funds are limited.

SUPPORTIVE DATA:

Principal Interviews

All principals interviewed in both components of the SCE Program indicated that there were no other funds available to them that they were aware of that could cover the areas now covered by SCE funds.

16. Do achievement test scores indicate that there continues to be a need for compensatory funds for Brown and Pease?

ANSWER: Compensatory funds for Brown and Pease should be cut back for first grades at both schools and for second grade at Pease.

SUPPORTIVE DATA:

California Achievement Test

CAT scores for designated SCE students in Brown and Pease first grades are either at, or well above, the national norm as measured by the April 1976 administration of the CAT. Pease SCE second graders also scored above the national norm in reading. Table IV-A-8 on the following page presents first and second grade median percentiles for SCE students in those grades. The national norm is 50.

Table IV-A-8: MEDIAN PERCENTILE SCORES FOR SCE STUDENTS IN PEASE AND BROWN FIRST AND SECOND GRADES, CAT 1976

Subscale/ Total	Brown 1st grade	Brown 2nd grade	Pease 1st grade	Pease 2nd grade
Reading Vocabulary	68	34	70	56
Reading Comprehension	60	28	60	51
Reading Total	68	35	66	56
Math Computation	61	40	71	38
Math Concepts & Problems	32	31	55	43
Math Total	50	32	67	38

17. Do personnel involved with the SCE Program feel that additional personnel are needed?

ANSWER: The majority of personnel queried indicated that there was no further need for personnel in the SCE Program, but 32% of teachers indicated that they would like to see more SCE personnel in the schools.

SUPPORTIVE DATA:

Teacher Questionnaires

One question on the basic skills component teacher questionnaire asked teachers whether they felt that SCE monies should continue to be spent mainly for materials and staff development, while another question asked whether more personnel might be needed to help implement the programs. Responses to these two questions showed that teachers as a total group predominantly felt that further personnel were not needed. Thirty-two percent did, however, indicate that further personnel were needed. Many extra comments were offered by teachers regarding these two questionnaire items, and these comments showed that the further personnel that most teachers had in mind when giving a yes response here were more teachers and aides.

SCE Reading Teacher Interviews

The Pease Reading Teacher would have liked, according to her response to the question "Do you feel that additional administrative personnel are

needed to help implement the SCE program in your school?" to have someone with expertise in the area of reading be associated with the SCE Program. The two other SCE Reading Teachers at Read and Blanton gave a negative response to the question.

Education Planner Interview

When asked if she felt there was need for more supervisory personnel in the SCE Program in AISD, the Education Planner stated that there was need for someone to handle the very large amounts of SCE paperwork, especially the purchase orders from the schools.

Area Directors/Instructional Coordinators

When asked whether additional administrative personnel were needed to help implement State Compensatory Education programs in AISD, all responding supervisors replied in the negative. However, one respondent did state in an added comment that the SCE Program needed some over-seeing.

18. Does there continue to be a perceived need for more materials in the designated schools?

ANSWER: Insufficient data were collected to answer this question with any degree of confidence. The two sources that were consulted gave opposing views.

SUPPORTIVE DATA:

SCE Reading Teacher Interviews

In response to an interview question asking the SCE Reading Teachers whether there was further need for materials in their schools, the Pease teacher indicated that there was definitely further need for materials in her school because no math materials had been ordered with the first year's allocation of funds. The Blanton teacher felt there might be a need for further workbooks, and the Read teacher responded that her school had not yet reached an "absorption point," so there was definitely still a need for further materials.

Education Planner Interview

According to the Education Planner, the emphasis on materials in the SCE Program should be continued to the same degree as this past year.

19. Are the SCE materials being utilized in the classrooms?

ANSWER: Partial data indicate that materials were made available to the majority of SCE teachers as a total group, but on two campuses nearly one-half of the teachers had received none of expected materials. Without classroom observation data,

however, it cannot be known whether materials were actually being utilized in those classrooms where teachers indicated they had received materials.

SUPPORTIVE DATA:

Teacher Questionnaires

Most of the SCE materials appear to have been made available to teachers by the time teacher questionnaires were distributed (April 23). Seventy-one percent of teachers gave a response that they had received (or had made available to them) "all," or "most," or "some," of expected SCE materials. However, on two of the campuses nearly one-half of the teachers had received none of the expected materials.

SCE Reading Teacher Interviews

Responses to questions about materials showed that most materials had been received in the three schools by the time of the interviews (one school had received all materials), but the degree of implementation of those materials varied greatly among the three schools. One school had put all of its SCE materials into use, according to the SCE Reading Teacher, while another school had put most into use, and another had put only very few into use.

20. Have the materials met expectations of teachers?

ANSWER: To the extent that teachers could make judgments about new materials only recently put into use, their assessments of the materials were fairly positive.

SUPPORTIVE DATA:

Teacher Questionnaires

A large majority of teachers listed materials in one way or another as the "most beneficial aspect" of the SCE programs in their schools when asked on the teacher questionnaire to list the most beneficial aspects of the SCE Program.

When asked to render an assessment of the effectiveness of the new SCE materials on the reading and math achievement of their students, teachers in the basic skills component were either positive or else reluctant to assess until the materials had been in use a while longer. Thirty-two percent responded that "it was too soon to tell" about the effect of the materials on reading achievement, and 26% responded thus with regard to math achievement.

When teachers in the bilingual component were asked to assess the

effectiveness of the new bilingual materials received through SCE, 70% indicated that they had received no SCE materials. The six teachers who had received materials did, however, rate their effectiveness highly.

Teachers at Travis Heights Sixth Grade School were asked to rate the effectiveness of KLRN programs in increasing student achievement, since videotaping materials and equipment were made available to Travis Heights through SCE funds. Their responses were rather lukewarm, with only 7% seeing the KLRN programs as "extremely effective" in increasing student achievement in reading and math. Thirty-seven percent saw the programs as only "somewhat effective" in reading, and 43% saw them as "somewhat effective" in math.

21. Were planned staff development activities delivered to teachers?

ANSWER: Spring staff development activities were carried out (with some modifications for the late arrival or non-arrival of materials and equipment) on Allan, Baker, Blanton, Travis Heights, Martin, and Webb campuses. Staff development activity was not planned for the spring at Joslin, Brown, or Pease.

Summer workshops were planned and carried out on nine of the ten SCE Basic Skills campuses.

Teachers in the Bilingual Component were able to take part in virtually all Title VII staff development activities.

SUPPORTIVE DATA:

Teacher Questionnaires

When asked to give the number of hours of staff development received in four categories (After School, During School, Saturdays, and Other), many teachers obviously misunderstood the question and responded by checking the categories instead of giving number of hours in each category. The results of that item were therefore not included in the data. However, another questionnaire item which asked teachers how effective they felt that staff development activities had been in helping them to increase student achievement in reading and math, gave some indication of amount of staff development received by SCE teachers. Thirty-eight percent checked the response category that indicated that no staff development had been received at the time of completion of the questionnaire. There was much variation in response from school to school, ranging from 82% of teachers at one school responding that they had received no staff development to 0% at two other schools. It should be noted, however, that no staff development activity had been planned at the school with 82% indicating no staff development received.

Questions related to staff development activities made available to SCE teachers in the bilingual component showed that 35% had taken the "free" staff development day allotted to them for participation in a staff development activity of their own choice, while a little less than half had definite plans to take the "free" day before the end of the school year. This day was spent in a variety of activities, including visitations to other schools, attendance at a bilingual conference, or using the day for planning activities.

Each responding teacher in the bilingual component received an average of 13.1 hours of Title VII staff development, according to their responses to a questionnaire item, but this average is distorted by the fact that Metz teachers received an average of 20.8 hours. School averages for the other three schools were much lower. Table IV-A-9 below shows average Title VII staff development received by teachers responding to the teacher questionnaire.

Table IV-A-9: AVERAGE NUMBER OF TITLE VII STAFF DEVELOPMENT HOURS RECEIVED BY RESPONDING SCE TEACHERS IN BILINGUAL COMPONENT

Question	Average No. of Title VII Staff Development Hours				
	Allison (n=5)	Govalle (n=5)	Metz (n=6)	Palm (n=4)	All Schools (n=20)
Please give the total number of hours (approximate) of Title VII staff development that you have received since January 1 in each category below:					
— After School	.4	0	.7	2.5	.8
— During School	8.6	9.2	20.2	9.0	12.3
— Saturdays	0	0	0	0	
— Other	0	0	0	0	
Total	9.0	9.2	20.8	11.5	13.1

Principal Interviews

According to interviews with principals, the following staff development activities took place in the spring:

Allan had ten days of staff development for setting up of scope and sequence charts for materials. This staff development took place during school hours with substitutes provided through SCE funds.

Baker had three Saturday workshops that included learning how to operate new equipment, making new instructional materials, and reviewing and annotating of the new SCE materials.

Blanton held a Saturday workshop on April 10.

Martin teachers made visitations to other schools to learn different ways to gain exposure to different teaching materials. A Saturday workshop was held to plan Martin's SCE program.

Travis Heights held one Saturday workshop in the spring and also held a series of mini-workshops, where team leaders and the principal worked together with new materials.

Webb made visitations to other schools as a spring staff development activity.

Principals of Bilingual Component schools indicated that their SCE teachers had been able, in most cases, to attend all Title VII staff development activities. Some teachers were also able to attend bilingual conferences in other cities and Region XIII Service Center bilingual staff development activities.

Business Office Records

According to SCE budget printouts from the AISD Business Office, \$1,282.50 had been expended by May 31 on substitutes for staff development in Basic Skills Component schools. A total of \$2,118.50 had been expended in the Bilingual Component schools for staff development substitutes. It should be kept in mind, however, that Saturday workshops and after-school staff development would not require substitutes, and these printout figures probably reflect the fact that all Title VII staff development was planned to take place during the school day.

SCE Summer Workshops

Figure IV-A-1 on the following page summarizes the SCE summer workshops as conducted throughout the month of June.

School	Dates of Workshop	No. of Teachers Attending	Brief Description of Workshop Activities
Allan	June 1-June 18	8	Four Allan teachers and one aide worked together for the first week of the workshop, and the whole sixth grade staff plus the aide worked together for the next two weeks. In-service activities were in the area of: oral language in all disciplines, management of objectives, managing programmed materials, aide management, behavior management. The Resource teacher served as a consultant for the length of the workshop, and Dr. Anna Chamot of the University of Texas conducted a one day session.
Baker	May 31-June 10	17	The first six days of the workshop were spent on math and the last three on reading (three earlier Saturday workshops had been spent on reading). The main activity was annotating SCE materials in special files, and teachers worked independently much of the time. The Helping Teacher served as a consultant throughout the workshop, and an AISD Instructional Coordinator was a consultant for one day. Dr. Ruth Hoffman of Denver, Colorado, also served as a consultant in math for one day.
Blanton	June 10 - June 22	24	Workshop days of June 10-18 were spent in in-depth staff development in the area of videotape. Don Zirkel of AISD Media Services was in charge of videotape learning activities and made arrangements for other consultants to appear as well. Each teaching team at Blanton learned to work with videotape equipment, and each produced at least one videotaped lesson. A group of eight teachers, the principal, and a clerk made up a writing committee that attended the workshop on June 21-22 and worked to produce a bulletin for Blanton teachers on the use of teaching by TV tapes. Other activities of the writing committee included organization of materials, kits, and TV tapes.
Joslin	June 7-June 18	30	The Joslin workshop included staff development activities in videotape techniques conducted by Don Zirkel and the Joslin principal. Company consultants were used to orient teachers to new SCE materials and equipment, and an AISD Instructional Coordinator worked as a consultant during part of the workshop. Much time was also spent in independent activities, as teachers familiarized themselves with new materials, practiced videotaping, and studied catalogues and materials displays.

School	Dates of Workshop	No. of Teachers Attending	Brief Description of Workshop Activities
Martin	June 7 - June 25	12	Martin teachers worked together as a group on numerous activities in preparation for the coming school year. Curriculum development activities, development of a classroom management system, and the labeling and inventorying of all SCE materials were among the activities. The Reading Specialist and a Martin classroom teacher served as consultants, as did the Reading Specialist Coordinator.
Read	May 31-June 4	26	The first two days of the Read workshop were conducted by the SCE Reading Teacher in sessions geared to familiarizing classroom teachers with the activities, materials, and equipment used in the SCE Reading Lab. Dr. R.C. Bradley of North Texas State University was a consultant for one day, and the Helping Teacher conducted activities for one morning. Don Zirkel of AISD Media Services gave an orientation to use of videotape equipment on the last day of the workshop. Part of one day was spent in making materials.
Travis Heights	June 14 - June 17	22	The Travis Heights summer workshop utilized numerous consultants. These consultants included company representatives, KLRN representatives, an AISD coordinator, and Travis Heights team leaders. The team leaders chaired committees that studied and made presentations in areas such as achievement test results and school objectives. There was little workshop time spent in independent activity.
Webb	May 31 - June 11	27	The first five days of the summer workshop at Webb were spent on staff development activities in the area of math, and the next five days were spent on staff development in reading. Two consultants were used—a company representative from Holt and Dr. Hal De Shong of the Region XIII Service Center. Much workshop time during the two weeks was spent in independent activity (making materials, familiarizing activities with new SCE materials, etc.), and various teachers gave demonstrations on use of particular materials.
Brown	May 31 - June 4	25	Teachers at the Brown Elementary summer workshop spent the entire week making various instructional materials of their own choosing. No consultants were used.

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22. How effective were SCE-funded staff development activities?

ANSWER: As assessed by teachers, the staff development activities in Basic Skills Component schools were generally above average in effectiveness, "quite helpful," or "extremely helpful." Isolated instances were exceptions, however, and two of the summer workshops were rated by participants as below average on most criteria.

Teachers in the Bilingual Component assessed the staff development they received through Title VII/SCE to be in most cases only "somewhat helpful."

SUPPORTIVE DATA:

Teacher Questionnaires

Thirty-six percent of responding teachers in the Basic Skills Component indicated that staff development received had been either "extremely helpful" or "quite helpful" to them in their efforts to increase the achievement of their students. Nine percent felt that the staff development had been "somewhat helpful," and only 1% saw it as "not at all helpful." Thirty-eight percent had not received any staff development.

When teachers in the Bilingual Component were asked to assess the effectiveness of Title VII/SCE staff development activities made available to them, 40% judged them to be only "somewhat helpful," while only one teacher saw them as "extremely helpful." Three teachers, 15%, saw these activities as "not very helpful." (Only 1% of responding teachers in the Basic Skills Component judged the staff development received to be "not very helpful.")

School-specific questions on the Basic Skills Teacher Questionnaire dealt with the visitations to other campuses that were conducted by the SCE teachers as a staff development activity. Two schools conducted these visitations, and approximately three-fourths of the teachers on each of those campuses were able to make the visitations. The "somewhat effective" category received the largest number of responses from teachers on both campuses in answer to a question about the effectiveness of this approach for learning new approaches to teaching basic skills. Four teachers listed these school visitations as the "most beneficial aspect" of the SCE programs in their schools.

Workshop Evaluation Scale

The Workshop Evaluation Scale, a systematic measure, with norms, of workshop effectiveness was administered to all SCE summer workshop participants on the last day of each workshop. Results showed that:

Allan, Baker, Blanton, and Brown workshop participants rated their workshops above average on all evaluation criteria.

Martin participants rated their workshop above average on all criteria except "Organization" which they rated as only slightly below average.

Joslin participants rated their workshop somewhat below average on all criteria except "Overall Effectiveness" and "Organization." The "Work of Presenters" criterion at Joslin received particularly low ratings by teachers.

Travis Heights participants rated their workshop as below average in all criteria except "Benefit" and "Overall Effectiveness," with "Work of Presenters" and "Ideas and Activities" receiving particularly low ratings.

The only criterion receiving above average ratings from Read teachers was "Objectives," with "Ideas and Activities" receiving lowest ratings.

It is interesting to note that the workshops receiving the highest ratings by teachers -- Allan, Baker, Blanton, and Brown -- were characterized by much teacher-directed activity.

Area Director/Instructional Coordinator Questionnaires

Four of the six responding supervisors indicated that no SCE staff development activities had been conducted in the schools in which they were involved. The one Area Director and the one Instructional Coordinator who were assigned to schools that did conduct staff development activities judged them to be "quite effective." When asked how effective, in their opinion, the SCE staff development activities had been in helping to increase achievement of designated SCE students, four respondents replied that it was "too soon to tell." One Area Director assessed the staff development activities as "quite effective" in helping to increase SCE student achievement.

Three responses to the open-ended question soliciting "most beneficial aspects" of State Compensatory Education in AISD mentioned staff development as most beneficial:

23. Do principals feel that the provision of substitutes for bilingual program teachers to attend Title VII activities is a good use of their SCE funds?

ANSWER: Yes.

SUPPORTIVE DATA:

Principal Interviews

When Bilingual Component principals were asked if they felt that

substitutes for Title VII staff development activities were a good use of SCE funds, all responded in the affirmative. Two principals, however, had some reservations. One felt that too much of the staff development was offered during school time, removing teachers from their classrooms entirely too much; the other principal indicated that her teachers felt some of the Title VII staff development activities were far less helpful than others.

24. Do teachers feel that the Title VII staff development activities are an effective use of their time?

ANSWER: Although teacher ratings of the helpfulness of Title VII staff development activities were not particularly high; they were positive enough to warrant a cautious yes answer to this question.

SUPPORTIVE DATA:

When asked to assess the effectiveness of all staff development activities received through Title VII/SCE, 40% of responding teachers in the Bilingual Component judged them to be only "somewhat helpful," while only one teacher saw them as "extremely helpful." Three teachers, 15%, saw these activities as "not very helpful."

It should be noted that the response rate from teachers in the Bilingual Component was quite low.

25. Are teachers attending the Title VII staff development activities, thereby utilizing the allocation for such?

ANSWER: Yes.

SUPPORTIVE DATA:

Principal Interviews

According to principals of Bilingual Component schools, their SCE teachers attended virtually all of the Title VII activities made available to them.

Teacher Questionnaires

Questions related to staff development activities made available to SCE teachers in the Bilingual Component showed that 35% had taken the "free" staff development day allotted to them for participation in a staff development activity of their own choice, while a little less than half had definite plans to take the "free" day before the end of the school year. This day was spent in a variety of activities,

including visitations to other schools, attendance at a bilingual conference in another city, or using the day for planning activities. Forty-five percent of responding Bilingual Component teachers indicated that although they had not taken the "free" day as yet, they had definite plans to do so before the end of the school year.

Each responding teacher in the bilingual component received an average of 13.1 hours of Title VII staff development, according to their responses to a questionnaire item, but this average is distorted by the fact that Metz teachers received an average of 20.8 hours. School averages for the other three schools were much lower.

Business Office Records

According to budget printouts from the AISD Business Office, the Bilingual Component schools expended \$2,118.50 on substitutes by the end of May.

26. Have the AISD/SCE guidelines for the Bilingual Component been communicated adequately to the principals?

ANSWER: No, in at least one case.

SUPPORTIVE DATA:

Education Planner Interview

According to the Education Planner, this question is inappropriate, since the Title VII and SCE guidelines were to be one and the same.

Principal Interviews

When questioned about the guidelines for SCE with regard to the Bilingual Component, one of the four principals indicated that he wasn't sure what the guidelines were.

27. Do principals feel that the guidelines are flexible enough to allow their schools to meet the needs of students?

ANSWER: Yes.

SUPPORTIVE DATA:

Principal Interviews

When asked if the SCE guidelines were flexible enough to allow their schools to meet the needs of their students, three of the principals responded that they were indeed flexible enough. The fourth principal, however, indicated that he wasn't sure what the guidelines were so could not respond to the question.

28. How effective do school personnel perceive the existing SCE Reading Teachers to be?

ANSWER: School personnel rated Reading Teachers as highly effective in increasing student achievement.

SUPPORTIVE DATA:

Teacher Questionnaires

When asked to rate the effectiveness of their Reading Labs in helping to increase student achievement, teachers in one of the schools rated the lab considerably higher than did teachers in the other. Teachers in the school with "floating" SCE Reading Teacher gave extremely high ratings of the effectiveness of that approach in their school. Reading Teachers were also mentioned often by teachers as a "most beneficial aspect" of the SCE programs in their schools.

29. Does reading achievement of SCE students increase in those schools with SCE Reading Teachers?

ANSWER: It would not be appropriate to address this question at this time, since 1976 achievement tests were given only two month after implementation of the SCE Program in AISD. Tests given in April 1976 will serve as pretests to an April 1977 administration, and conclusions about the effectiveness of SCE activities and student achievement can be derived at that time.

30. What do research studies and the literature say about the effectiveness of Reading Teacher/Reading Labs in increasing student achievement?

ANSWER: A search of the literature has been initiated and results will be disseminated at a later date.

31. What are the advantages and disadvantages of the Reading Teacher/Reading Lab approach as perceived by school staff?

ANSWER: The main advantage to the Reading Teacher/Reading Lab approach seems to be the concentration of materials into one area and the accessibility of special materials to all students with need. The main disadvantage is the disruption of moving students to the lab from the classroom and vice versa. Communication between lab and classroom can also be a problem.

SUPPORTIVE DATA:

Teacher Questionnaires

A question regarding communication between the Reading Teacher and the regular classroom teacher was asked of teachers in the schools with SCE Reading Labs. This question was asked in order to ascertain any communication problems that might go along with the Reading Lab approach, and results showed that in one of the two schools more than half of the classroom teachers did indeed feel a need for more communication. At the other school 73% of classroom teachers felt communication was adequate.

Principal Interviews

One of the two principals in schools with SCE Reading Labs discussed the concentration of materials as a major advantage of the Reading Lab approach. Any problems could be taken care of in this area of concentrated materials without the shuffling of papers and materials all over the school that a "floating" reading teacher would require. The other principals with SCE Reading Labs spoke of the advantages inherent in providing the services to students of a highly trained teacher already familiar with the lab approach.

Disadvantages mentioned by these principals included the problem of moving students back and forth between the lab and classroom and, more importantly, the problem of the classroom teacher possibly not feeling responsibility for reading progress of the students that are sent to the reading lab for instruction.

Reading Teacher Interviews

Both of the SCE Reading Teachers that worked in reading lab situations responded that concentration of materials was the main advantage of the reading lab approach. The Read Sixth Grade School teacher went on to say that the lab approach was "organizationally better" and that students with diverse needs could come to the lab and use various materials and equipment simultaneously. She also felt that one can get to know the student better in an isolated situation.

The Read teacher saw no disadvantages to the reading lab approach, whereas the Pease teacher admitted that moving the children from classroom to lab and back again could be a problem.

32. What are the advantages and disadvantages of the "floating" SCE Reading Teacher approach?

ANSWER: The main advantages of the "floating" reading teacher approach, according to personnel familiar with it, are the increased communication between classroom teacher and reading teacher and the lack of necessity to move children from classroom to lab and back again.

SUPPORTIVE DATA:

Principal Interviews

The Blanton Sixth Grade School principal stated during her interview that the big advantage of having the SCE Reading Teacher "float" from classroom to classroom on a structured and regular basis was that the regular classroom teacher kept better informed about her students' progress in reading. Often, according to that principal, regular classroom teachers will absolve themselves of responsibility for the reading progress of their students that leave the room to attend a reading lab.

The disadvantage stated by the principal was the fact that classroom teachers sometimes prefer sending the student out of the room to a lab situation rather than sharing the room with a "floating" reading teacher.

Teacher Questionnaires

Teachers gave extremely high ratings of the effectiveness of the "floating" reading teacher approach in their school.

Reading Teacher Interviews

When asked to list the advantages and disadvantages of the "floating" reading teacher approach, the Blanton SCE Reading Teacher referred to the student movement problem by stating that it was easier for her to move around than for the students. She also felt that the "floating" approach keeps the reading teacher in tune with the classroom teacher. However, when discussing disadvantages of the approach, the Blanton teacher stated that she would prefer to have a room of her own because of the logistical problems involved in moving materials from classroom to classroom and having to share chalkboard space.

33. Are school visitations effective methods of staff development?

ANSWER: This may not be the best use of staff development monies, since teachers did not rate it particularly high on a questionnaire item. Supervisors, however, rated it rather positively.

SUPPORTIVE DATA:

Teacher Questionnaires

Two schools conducted exemplary school visitations, and approximately three-fourths of the teachers on each of those campuses were able to make the visitations. The "somewhat effective" category received the largest number of responses from teachers on both campuses in answer to a question about the effectiveness of this approach for learning new approaches to teaching basic skills. Four teachers listed these school visitations as the "most beneficial aspect" of the SCE programs in their schools.

Area Director/Instructional Coordinator Questionnaire

Two supervisors responded to a questionnaire item that this type of staff development activity -- exemplary school visitations -- was "extremely effective," while another thought the visits were "quite effective." One Instructional Coordinator mentioned the school visitations specifically as a "most beneficial aspect" of the SCE Program in AISD. However, another Instructional Coordinator saw the visitations as "not very effective."

34. Does achievement increase in schools where videotaped lessons are used for teaching students?

ANSWER: No videotaped lessons were produced during the 1975-76 school year, due to late arrival of videotape equipment and materials.

35. Do teachers perceive the videotape equipment to be useful instructional tools?

ANSWER: Videotape equipment did not arrive in the SCE schools until late May and was not used during the 1975-76 school year. Travis Heights was the one exception, since some existing videotape capability was already present on the Travis Heights campus. One aspect of videotape use at Travis Heights was the use of KLRN programs, and teachers did not rate the programs particularly high as effective teaching tools.

SUPPORTIVE DATA:

Teacher Questionnaires

When asked on the teacher questionnaires to rate the effectiveness of KLRN programs in increasing student achievement in reading and math (KLRN programs were taped with SCE equipment and materials), teachers gave rather lukewarm ratings. Only 7% saw the KLRN programs as "extremely effective" in increasing student achievement in math and reading. Thirty-seven percent saw them as only "somewhat effective" in reading, and 43% saw them as "somewhat effective" in math.

36. How do students feel about videotaped lessons? About KLRN programs?

ANSWER: No data was collected, due to late arrival of videotape equipment and consequent nonimplementation of the videotape activities during the school year in most of the SCE schools.

37. Does achievement increase in schools where videotape equipment is used for staff development?

ANSWER: Achievement tests given in April 1976 will serve as pre-tests to an April 1977 administration, and conclusions about the effectiveness of video tape activities and student achievement can be addressed at that time.

38. Do teachers perceive that videotape techniques are effective in increasing teaching skills?

ANSWER: No data collected, due to late arrival of videotape equipment and consequent nonimplementation of the videotape activities in most of the SCE schools.

39. Do student videotape productions improve student attitude toward school?

ANSWER: Travis Heights was the one SCE school that had some existing videotape capability prior to SCE funding. The use of KLRN programs and student videotapes were part of its program. Administration of the School Sentiment Index (SSI) showed that students at Travis Heights exhibited the most positive attitude toward school of any Sixth Grade School in the city.

40. Does student achievement increase in schools where student videotapes are produced?

ANSWER: It would not be appropriate to address this question at this time, since 1976 achievement tests were given only two months after implementation of the SCE Program in AISD. Tests given in April 1976 will serve as pre-tests to an April 1977 administration, and conclusions about the effectiveness of SCE activities and student achievement can be addressed at that time.

41. What does the literature say about use of videotape in the classroom?

ANSWER: A review of the literature has been initiated by the Office of Research and Evaluation.

42. Did teachers perceive the summer workshops to be an effective approach to staff development?

ANSWER: Yes.

SUPPORTIVE DATA:

Workshop Evaluation Scale

Workshop participants rated all SCE summer workshops as above average on the "Overall Effectiveness" criterion of the Workshop Evaluation Scale, with the exception of one school which was rated by teachers as just below average in overall effectiveness.

43. How much training for use of new SCE materials did teachers and aides receive?

ANSWER: The amount of training for use of new SCE materials varied widely from campus to campus during the spring and was not widespread. SCE summer workshops were addressed primarily to materials training.

SUPPORTIVE DATA:

Teacher Questionnaires

There was much variation in responses to the item querying teachers about training that they might have received for use of the new SCE materials. On six of the ten campuses there was obviously very little training conducted in the use of the materials. (Some of these schools, it should be noted, had no plans for such training; others were unable to carry out materials-training plans because of late arrival of materials.) Forty-six percent of SCE teachers in the Basic Skills Component did not receive training on use of new SCE materials.

Ninety percent of responding teachers in the SCE Bilingual Component had received no training to use new bilingual materials purchased with SCE funds.

SCE Reading Teacher Interviews

The Read SCE Reading Teacher received some training from the EDL representative, and the Pease teacher made a trip to San Antonio to learn how to use the Systems 80 machines that were ordered for the Pease SCE Reading Lab.

Aide Questionnaires

More than half of the aides at Brown indicated that they had received no training to work with new SCE materials, while 29% responded that they did not know if training received was through SCE.

Summer Workshops

See Figure IV-A-1.

44. How effective was the training given to teachers and aides for use of new SCE materials/equipment?

ANSWER: Teachers who received spring training for use of SCE materials rated it fairly high in terms of helpfulness to them. Summer workshops, which had a materials focus, were rated as above average on most campuses.

SUPPORTIVE DATA:

Teacher Questionnaires

In response to a questionnaire item asking them to rate the effectiveness of the training they received for use of new SCE materials, 38% of responding teachers rated the training as "extremely helpful" or "quite helpful." Two percent felt that the training had been "not at all helpful," and 46% had received no training for use of the materials at all.

When teachers in the SCE Bilingual Component were asked to rate the training they had received for effective use of new bilingual materials, 80% responded that they were not aware of receiving specific training for use of new SCE bilingual materials.

Aide Questionnaires

More than half of the aides at Brown indicated that they had received no training to work with new SCE materials, while 29% responded that they did not know if training received was through State Compensatory Education.

Workshop Evaluation Scale

SCE Summer Workshops were focused in most cases on materials training and familiarization. See Evaluation Question #22 for results of the evaluation of those workshops.

45. Do teachers and/or aides indicate particular areas in which they would like to receive further materials/equipment training?

ANSWER: Yes.

SUPPORTIVE DATA:

Teacher Questionnaires

When asked the areas in which they would like to receive initial or more in-depth training to work with videotape equipment, teachers in three of the four schools using videotape responded similarly, with the majority requesting training in "potential use of videotape in the classroom." Teachers at the fourth school predominantly requested training on "mechanics of using the equipment."

46. Do instructional aides in the classroom lead to increased student achievement, according to the literature and research studies?

ANSWER: A search of the literature has been initiated and results will be disseminated at a later date.

47. Were instructional aides at Brown Elementary School truly used in an instructional mode?

ANSWER: It cannot be known with complete assurance whether the instructional aides at Brown were in fact used in an instructional mode without classroom observation data. But questionnaire data can give good indications of the amount and type of activities the aides engaged in.

SUPPORTIVE DATA:

Aide Questionnaires

Aides at Brown spent most of their time giving reading instruction, with 43% indicating that they spent one-half to three-fourths of the time between 8:00 and 2:30 giving direct instruction to students in reading. Fifty-seven percent indicated that they spent one-fourth of their school day giving reading instruction. None of the Brown aides, however, gave responses indicating that they spent as much as one-half of the time between 8:00 and 2:30 in math instruction. Seventy-one percent responded that they spent one-fourth of the instructional day in direct instruction in math, and the other 29% indicated that they spent approximately one-fourth of the instructional day in direct instruction in math, and the other 29% indicated that they spent hardly any time in math instruction.

Brown aides spent, according to their responses, far less time in preparing materials than in instructional activity. Fifty-seven percent indicated that they spent "hardly any time" preparing materials, 9% indicated that they spent approximately one-fourth of the school day in such activity, and 14% (one aide) responded with "about 1/2 of school day."

Comparison of Brown aide responses regarding their activities with the responses of instructional aides at Allan Sixth Grade School and Pease Elementary School shows that Brown aides acted in an instructional mode far more than did those other aides.

48. Did achievement increase in Brown Elementary School, where seven instructional aides were hired with SCE funds?

ANSWER: It would not be appropriate to address this question at this time, since 1976 achievement tests were given only two months after implementation of the SCE Program in AISD. Tests given in April 1976 will serve as pre-tests to an April 1977 administration, and conclusions about the effectiveness of SCE activities and student achievement can be derived at that time.

49. To what extent were teachers involved in the ordering of materials for their schools and classrooms?

ANSWER: Teachers on the whole were very much involved in the ordering of materials for their schools and classrooms.

SUPPORTIVE DATA:

Teacher Questionnaires

Responses to questionnaire items dealing with materials showed that the majority of SCE teachers in the Basic Skills Component were involved in the selection of materials for their school or classroom. Only 13% indicated that they were "not at all" involved, while 55% responded that they were "very involved." One school was a noticeable exception, however, with 79% of its teachers responding that they were not at all involved in the selection of SCE materials.

Responses to the teacher questionnaire items asking teachers in the Bilingual Component about the extent of their involvement in selection of materials for their classrooms showed that one school had much teacher involvement, two others had some involvement, and the fourth had very little teacher involvement.

SCE Reading Teacher Interviews

All three of the SCE Reading Teachers indicated that they had been very much involved in the selection of SCE materials for their schools.

50. Did attendance increase at Martin Sixth Grade, where a concentrated effort was made through community representatives to lower the rate of absenteeism at the sixth grade level?

ANSWER: No, but a rapid decline in attendance was checked during the fourth six weeks.

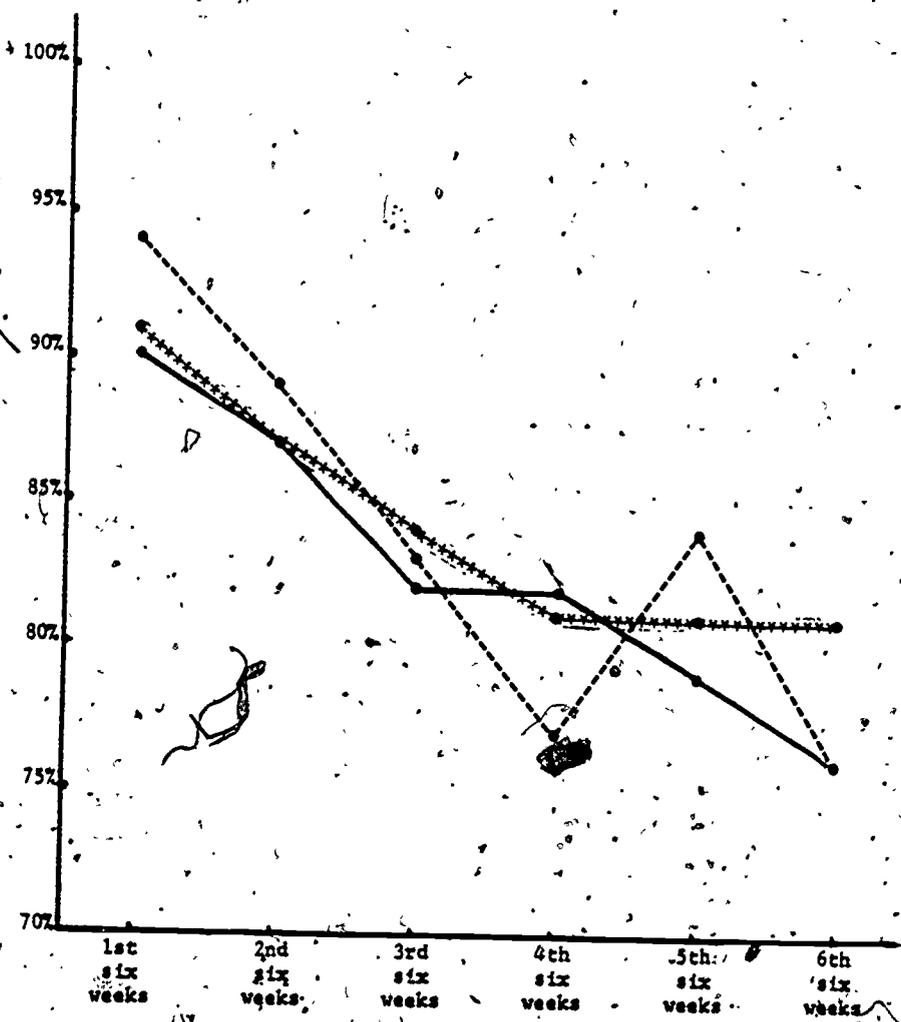
SUPPORTIVE DATA:

Attendance Records

Comparison of Martin sixth grade attendance of 1974-75 with 1975-76 figures shows a steady decline in attendance in 1974-75 that was checked only briefly during the fourth 6-weeks. The leveling process that occurred in 1975-76 during fourth, fifth, and sixth 6-weeks did not occur in 1974-75. Martin sixth grade attendance in 1973-74 exhibited a similar trend to that of other Sixth Grade Schools--downward until the fifth 6-weeks, at which time a dramatic increase in attendance took place. (See Table IV-A-10.)

Table IV-A-10: PERCENT ATTENDANCE FOR MARTIN-6th GRADE, 1st-6th SIX WEEK PERIODS, 1973-74, 1974-75 and 1975-76.

School, Year	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Martin - 6th 1973-74	94%	89%	83%	77%	84%	81%
Martin-6th Grade, 1974-75	90%	87%	82%	82%	78%	76%
Martin-6th Grade, 1975-76	91%	87%	84%	81%	81%	81%



Martin-6th Grade, 1973-74
 Martin-6th Grade, 1974-75
 Martin-6th Grade, 1975-76

Figure IV-A-2; PERCENT ATTENDANCE FOR MARTIN-6th GRADE, 1ST - 6TH SIX WEEK PERIODS, 1974-75 AND 1975-76.