DOCUMENT RESUME

ED 228 252 TM 820 772

TITLE Retention and Promotion, 1981-82. Final Technical Report.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO AISD-ORE-81.36
PUB DATE 30 Jun 82
NOTE 177p.; For related documents, see TM 820 769 (Section IX) and TM 820 773; Some pages are marginally legible due to small print.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Academic Failure; Achievement Gains; *Basic Skills; *Board of Education Policy; Elementary Education; *Grade Repetition; Individual Differences; Mathematics Achievement; Performance Factors; Reading Achievement; School Districts; *Student Promotion; Student Records; Surveys; Teacher Attitudes
IDENTIFIERS *Austin Independent School District TX; Iowa Tests of Basic Skills

ABSTRACT

The Austin Independent School District (AISD) adopted a new and more specific policy about elementary student retention in the 1981-82 school year. Students will be at least 1 year behind in their reading levels at grades 1 through 6 and/or 1 year behind in mathematics competencies at grades 4 through 6 to be considered for retention. Within the district evaluation program, a Retention and Promotion Study found that retainees gained an average of .8 of a grade equivalent year on the Iowa Tests of Basic Skills (ITBS) in reading after a year's instruction, and that principals and teachers seemed to emphasize performance in daily work. The Final Report documents and analyzes the ITBS data and a survey of district teachers and principals to determine the effects of the retention policy and to compare the progress of retained students to 1980-81 levels. Policy effects on retention rates and achievement are discussed overall; by grade; and by ethnicity, income level, and other characteristics. Data from student master files, records, and reports; and case studies of 12 retained students are provided in the appendixes. (CM)

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FINAL TECHNICAL REPORT:
Retention and Promotion 1981-82

June 30, 1982

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Publication No. 81.36

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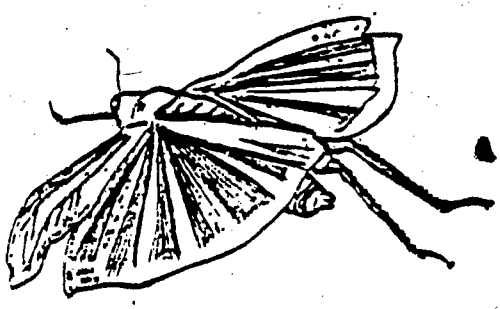


FINAL REPORT

Project Title: Retention and Promotion Study

Contact Persons: Nancy Baenen, Freda Holley

Major Positive Findings:

1. Retainees gain an average of .8 of a grade equivalent year on the ITBS in reading after one year of instruction. This is about average for low-achieving students.

2. Some students do show impressive gains on the ITBS after being retained (up to 3.2 grade equivalent years in reading and 2.7 years in math). Interviews with a few of the teachers of these students suggest that gains are more likely when:

   - the source of the retainees' learning problems can be identified,
   - a systematic plan is developed to deal with problem areas, and
   - teachers maintain a positive, interested attitude and are willing to do whatever is necessary to help retainees.

3. Retainees' performance at the end of the grade repeated is closer to that of their younger classmates than that of students with similar characteristics who were promoted.

4. Low achievement does seem to be the basis upon which students are retained. Most (79-84%) of those retained at the end of 1979-80, 1980-81, and 1981-82 scored at or below the 20th percentile on the reading and math sections of the Iowa Tests of Basic Skills (ITBS). Teachers and administrators report that insufficient academic progress was a primary reason for retention in almost all (94-99%) of the cases.

5. Reported achievement criteria used in retaining students at the end of the 1980-81 school year matched fairly closely those listed in the new retention policy which went into effect in 1981-82. The primary difference was that principals and teachers seemed to emphasize performance in daily work more than in basal texts, while the policy emphasizes the basal performance.

Major Findings Requiring Action:

1. Retainees gained less in math (.6 to .7 grade equivalent years on the average) than in reading (.8 grade equivalent years) after being retained. Only one third of the retainees met or exceeded the national average for math gains for low achievers.

2. Some students gained very little or showed losses in grade equivalent scores after being retained.

3. Retainees generally gained less in math and reading on the ITBS than a group of students with similar characteristics who were not retained. Changes in ITBS scores from the spring when students were recommended for retention to the spring at the end of the grade repeated indicate greater gains for those not retained at every grade level except three and six. Sample sizes at grade six are too small to be considered an accurate reflection of trends.

4. Students still performed below the average AISD level for their grade after being retained at every grade level except first.

5. Retention rates vary considerably (.3% to 15%) across schools. Although this may be partially due to differences in achievement, this does not appear to be the only factor. Differences may indicate uneven implementation of the policy, differences in school philosophy, or inadequate detail in standards in the policy.

6. Mexican American and Black students are retained more often than Anglo, American Indian, or Asian students. Although this appears to be tied to the achievement patterns of these students and not other factors, it points out the need for continued efforts in improving the achievement of Mexican American and Black students.

7. Boys are retained twice as often as girls at the elementary level.

WHAT IS AISD'S RETENTION POLICY AT THE ELEMENTARY LEVEL?

The Austin Independent School District (AISD) adopted a new retention and promotion policy for elementary students during April 1981 which went into effect during the 1981-82 school year. The new policy is more specific about retention than the old policy in several ways.

- It designates which students to consider for retention more clearly. The new policy specifies that students should be at least one year behind in their reading basals at grades one through six and/or one year behind in mastering math competencies at grades four through six to be considered for retention. Other factors such as age, language, physical development, social maturity, and rate of absence should then be taken into account as well.

- The new policy details the steps to be taken in notifying and working with the parents of potential retainees. The old policy did not address this.

- The new policy specifies information that the retaining teacher should pass on to the receiving teacher. It also indicates that the receiving teacher must give special attention to the retainee to assure continual progress. The teacher is to study information in the student's folder, explore alternate methods of instruction, and make sure the student does not simply repeat the same material.

- Both policies indicate that school personnel have the final responsibility for retention decisions. The new policy mandates that teachers recommend students for retention in writing and that the principal make the final decision. Although not specifically stated in the policy, the central administration will now generally not overrule the principal's decision (which was not always true in the past).

Although the new policy was not officially in effect until the 1981-82 school year, there is evidence (from surveys of administrators and teachers and changes in retention rates) that the new policy played a part in retention recommendations made during the 1980-81 school year.

WHY ARE STUDENTS RETAINED?

All AISD elementary principals and a sample of teachers were asked what criteria they used in making the decision to retain students at the end of the 1980-81 school year (when the new policy was published but not officially in effect). Teachers and principals mentioned the following factors most often in describing why students were retained:

Factors Most Often Mentioned	% Mentioning Principals	Teachers
Insufficient academic progress	94%	99%
Social immaturity	50%	42%
Counter-productive behavior	20%	20%
Excessive absenteeism	16%	21%

Miguel Garza
Anderson High School

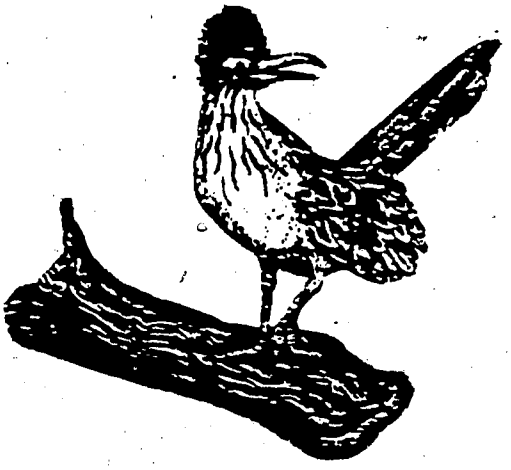
Principals and teachers felt some achievement criteria were more important than others in making retention decisions. Most considered more than one criterion.

Achievement Criteria for Retention Most Often Mentioned	% Mentioning Principals	Teachers
Unsatisfactory progress on daily work and teacher-made tests	83%	88%
Lack of certain critical skills necessary for successful performance in the next grade	77%	78%
Lack of completion of appropriate series books	52%	67%
Low scores on standardized achievement tests	52%	65%

Reading and mathematics were monitored most closely, followed by language arts. Almost half of the principals and teachers mentioned that poor performance in both reading and math led to retention.

Principals and teachers both felt that conferences with parents and the attitude of school personnel toward retention were very important factors influencing parental attitudes toward retention.

When asked who would be most likely to benefit from retention, the limited number of teachers interviewed most often mentioned those who appeared to have the capability to learn but were not performing well for some reason. They also mentioned many of the same criteria revealed in the survey, as well as students who lacked motivation to learn, who did not face responsibility well, and those in the early grades.



The survey and case study results suggest that low achievement is a major criterion used in making retention decisions. Social immaturity, behavior, and absenteeism are also important, but to a lesser extent.

These results coincide well with the new policy, which emphasizes achievement first and then other factors. The type of achievement emphasized does seem to vary between policy and practice, however, at least in 1980-81. Teachers and principals seemed to focus on daily work more than the completion of basals emphasized in the policy. This difference may be of minor importance, however, since the two seem closely related.

WHAT EFFECT HAS THE NEW DISTRICT POLICY HAD ON RETENTION RATES?

Overall Retention Rates

The rates of retention for 1979-80, 1980-81, and 1981-82 were reviewed to see what effect the new policy has had on retention rates. The number and percentage of students enrolled who were recommended for retention at the end of these school years were:

END OF SCHOOL YEAR	RECOMMENDED RETAINEES	ENROLLMENT (ADM)	RETENTION RATE
1979-80	652	30,393	2.15%
1980-81	1,224	29,358	4.17%
1981-82	1,443	29,425	4.92%

Figure 1. RETENTION RATES: 1979-80, 1980-81, 1981-82. Based on lists of recommended retainees submitted by schools at the end of each school year and Average Daily Membership (ADM) figures for the entire year. The 1981-82 figures are preliminary.

Rates of Retention by Grade

Retention rates also vary by grade level. First graders are retained most often with declining rates at each higher grade level through six. Figure 2 shows the retention rates by grade level for 1979-80, 1980-81, and 1981-82. As the graph illustrates, retention rates nearly doubled at every grade level except kindergarten from 1979-80 to 1980-81. Rates increased slightly at every level except kindergarten between 1980-81 and 1981-82. The largest increases were at grades four (up 1.5%) and five (up 1.10%) during 1981-82. In 1981-82, the number and percent of students in each grade retained were:

GRADE	RETAINED	PERCENT OF ENROLLMENT
K	57	1.2
1	567	12.3
2	243	5.9
3	186	4.6
4	179	4.2
5	146	3.3
6	65	1.5

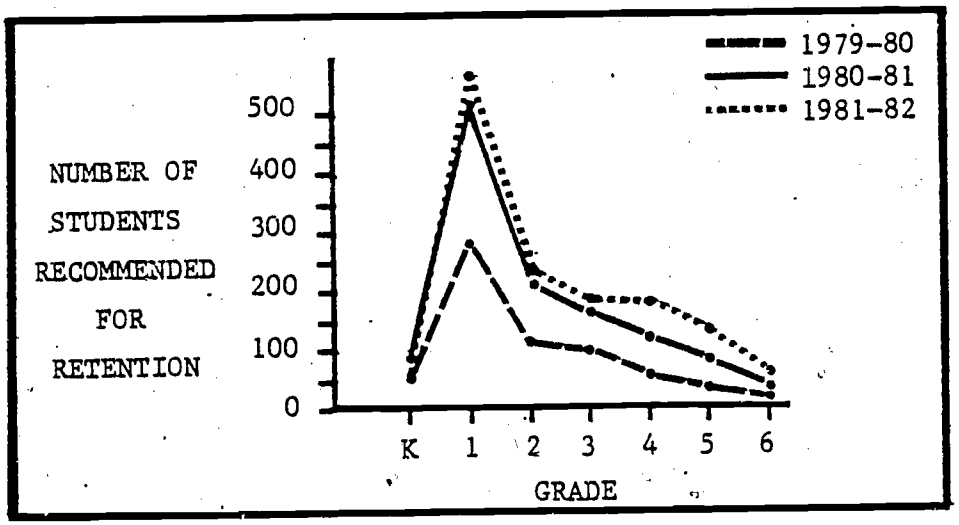


Figure 2. RETENTION RATES BY GRADE. Counts for 1981-82 are preliminary as of June 19, 1982.

Rates of Retention by School

Rates of retention vary by school. In 1979-80, the number recommended for retention varied from 0 at 11 schools to 41 at 2 schools. The percent retained varied from 0 to 9%. At the end of 1981-82, with the new policy officially in effect, there were no schools without at least one recommended retainee. The range of students recommended for retention varied from 1 at 2 schools to 100 at 1 school. The percent recommended varied from .3% to 15%.

The new policy did seem to encourage all schools to consider at least a few students for retention but did not make the rate of retention much more uniform across the District. Most school retention rates increased between 1979-80 and 1980-81 and began to stabilize in 1981-82. Changes in the percentage retained varied by over 5% between 1980-81 and 1981-82 only in five schools; four went up and one went down more than 5%. Overall, rates went up in about 58% of the schools, stayed the same in one (2%), and went down in the rest (40%). Some schools still tend to retain more students than others.

Retention Rates by Ethnicity, Income Level, and Sex

In 1981-82, 1,443 students were retained. Of these, 677 (47%) were Mexican American, 420 (29%) were Black, 321 were Anglo (22%), 17 were Asian (1%), and 8 were American Indian (.6%). Since 1979-80, the percentage of retainees who are Mexican American has remained fairly stable, while the percentage who are Black has increased about 10% and the percentage who are Anglo has decreased about 12%.

Looking at retention rates in terms of the AISD's elementary enrollment for each ethnic group provides a different perspective.

	1980-81			1981-82		
	Enrolled	Retained	Percent	Enrolled	Retained	Percent
AMERICAN INDIAN	97	0	0	104	8	7.7
BLACK	5,795	337	5.8	5,943	420	7.1
ASIAN	408	14	3.4	449	17	3.8
MEXICAN AMERICAN	8,690	575	6.6	8,986	677	7.5
ANGLO	15,013	293	2.0	15,234	321	2.1

Figure 3. ELEMENTARY RETENTION RATES BY ETHNICITY IN TERMS OF ENROLLMENT. Elementary enrollment in grades K-6 based on end-of-May Student Master File for each year. Retention figures for 1981-82 are preliminary.

In 1981-82, 7.6% of the Mexican American, 7.1% of the Black, 2.1% of the Anglo, 3.8% of the Asian, and 7.7% of the American Indian elementary students in AISD were retained. Between 1980-81 and 1981-82, the percentage of each ethnic group retained in terms of enrollment increased slightly.

About three fourths of the students retained are identified as low income, based on participation in the free or reduced-price lunch program. Almost two thirds of the retainees are boys.

Retention Rates by Title I and LEP Status

About one third of those retained at the end of 1980-81 had participated in the Title I program that year. The percentage of students retained who were classified as having Limited English Proficiency (LEP) was 22%.

Changes in Retention Rates

Rates of retention were checked in the fall and the following spring to see how many students recommended for retention actually were retained. Of the 1,225 students recommended for retention in spring of 1981, 1,107 were actually retained in the fall. This number dropped to 1,068 by spring of 1982. Thus, 118 students were not retained through the 1981-82 school year. A computer search revealed that: about 20% of these students had withdrawn from AISD (at least 7% to private schools in Austin). The rest (80%) had been promoted to the next grade or lost due to bad matches of identification numbers (some became inactive).

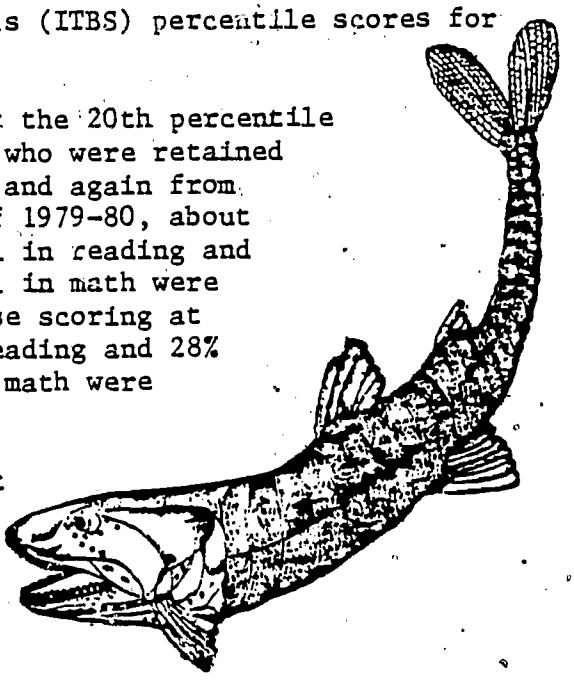
WHAT EFFECT HAS THE DISTRICT POLICY HAD ON ACHIEVEMENT?

Retention Rates by Decile

An examination of Iowa Tests of Basic Skills (ITBS) percentile scores for retainees revealed that:

1. The percentage of those scoring at the 20th percentile or below in both math and reading who were retained increased from 1979-80 to 1980-81 and again from 1980-81 to 1981-82. At the end of 1979-80, about 12% of those scoring at this level in reading and 13% of those scoring at this level in math were retained. By 1981-82, 36% of those scoring at the 20th percentile or below in reading and 28% of those scoring at this level in math were retained.

2. Most (83-84%) of those retained at the end of 1979-80, 1980-81, and 1981-82 did score at the 30th percentile or below in reading on the ITBS. About 3.5% of those retained scored above the 50th percentile in reading.



3. The percent of those retained who scored at the 30th percentile or below in math on the ITBS stayed about the same from 1979-80 to 1980-81 (81-82%) but dropped slightly in 1981-82 (79%). About 4-5% of those retained scored above the 50th percentile in math on the ITBS.

Retainee Gains

Retainees' ITBS scores were compared for the testing which occurred just before they were retained and the testing which occurred at the end of the grade repeated. Reading Total and Math Total scores revealed that:

1. Retainees from 1979-80 and 1980-81 gained more in reading on the average (.81 and .78 grade equivalent years) than in math (.60 and .66 grade equivalent years).

2. Approximately 51% of those retained in 1979-80 and 53% of those retained in 1980-81 gained at least .8 of a grade equivalent year in reading over the year. Only 34% of those retained in 1979-80 and 36% of those retained in 1980-81 gained .8 of a grade equivalent year in math over a one-year period. Low-achieving students gain about .8 of a year per year of instruction nationally on the average.

3. Rates of gain varied considerably for individual students. Some students lost as much as 1.3 grade equivalent years from test time one year to the next; others gained up to 3.2 years. Maximum gains were higher in reading than in math (3.2 compared to 2.7 grade equivalent years).

Matched Group Analyses

Students retained at the end of 1979-80 and 1980-81 were matched with students who were not retained of the same sex, ethnicity, income level, special education status, and of a similar age and pretest score level on the ITBS in reading or math. Test scores for two consecutive years were then compared using regression analyses. The analyses done at the sixth grade level are not as reliable as the rest due to the small number of students retained and tested two years in a row at this level.

Matched group analyses revealed that:

1. Nonretainees, on the average, gain about .2 and .5 grade equivalent years more in reading and math, respectively, than retainees after one year.

2. Differences in the gains of the two groups were significant at three of six grade levels in reading and four of six in math.

   - In reading, retainees from 1979-80 and 1980-81 gained less than nonretainees at grades one, four, and five. A significant difference was found between the gains of 1980-81, but not 1979-80, retainees and their matches at grade 2.

   - In math, significant differences were found between both groups of retainees and their matches at every grade level except three and six. A difference was also found in the achievement of 1979-80 retainees and their matches at grade three.

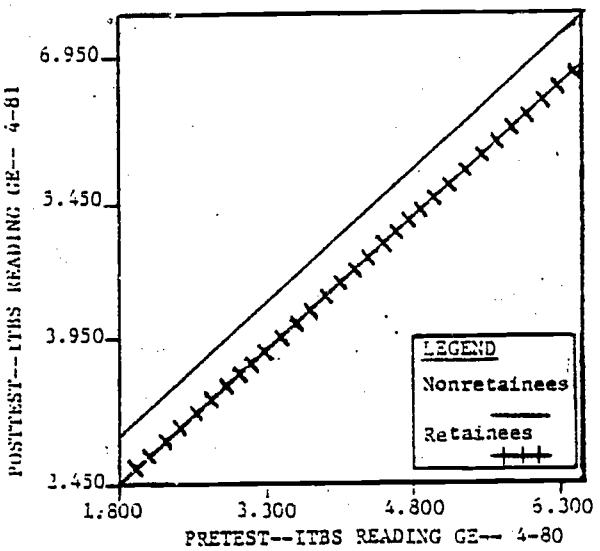


Figure 4. ITBS READING TOTAL GRADE EQUIVALENT SCORES FOR 1979-80 RETAINEES AND MATCHES: 1979-80 AND 1980-81; GRADE 4.

3. In an absolute sense, retainees' posttest grade equivalent scores are lower than those of nonretainees. However, retainees' average scores are closer to those of their classmates than those of matched students with similar characteristics who were promoted.

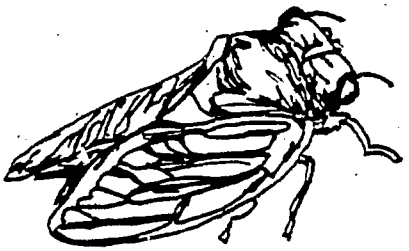
   - Students retained in second grade in 1980-81, for example, achieved an average grade equivalent score of 2.54 in April 1982 in math on the ITBS. The average AISD second grader scores 2.87. Retainees are thus .33 grade equivalent years below their classmates on the average.

   - Students with similar characteristics in 1980-81 who were not retained, on the other hand, show average April 1982 math grade equivalent scores of 3.29 (7 months higher than retainees). However, they are .77 grade equivalent years behind their third grade classmates who score 4.06 on the average.

   - Both groups score below their classmates at every grade except first for retainees in math.

4. The most common pattern of achievement found was one in which those with the lowest pretest scores gained the most and those with the highest pretest scores gained the least. In most cases, the retainees consistently gained less than the nonretainees regardless of pretest scores.

Conclusions on Achievement



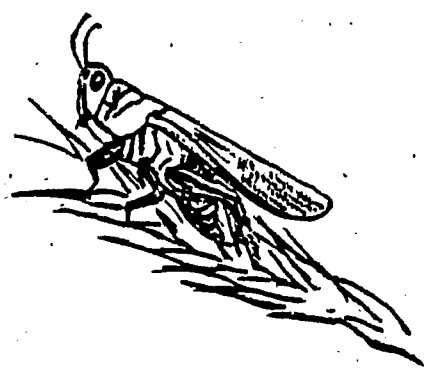
The retention rates by decile suggest that the right students are generally being retained in terms of the new policy. Most students do show low achievement in reading and math, and the percentage of those scoring at these low levels who are retained seems to be increasing. It is surprising that some students retained do show average or above average achievement in reading and/or math. However, these students may have low achievement in the other subject area or may not be performing well in their daily work for some reason.

Gains are at about the rate expected for low achievers in reading but at a lower rate than expected in math. This could be interpreted in at least two ways. It could be that students retained for reading ability suffer in math by going over the same skills instead of moving on to new ones. It may also mean that retention simply does not help anyone's math skills as much, so only those with very low math achievement who lack critical skills necessary for the next grade should be retained.

The matched group analyses also suggest that only those with the lowest achievement in reading and math should be retained. These students show the greatest gains. The fact that the smallest differences in scores for retainees and nonretainees were at third grade suggests this could be a more promising level to retain students if necessary. The comparison of retainee and AISD average scores suggests first grade may be better than others because students come closest to the average functioning level of their classmates. The matched group analyses do not support retaining students at other elementary grade levels on the whole.

The achievement results raise a very important question about the achievement changes which are expected after retention. Is it expected that low-achieving students will show better gains after one year if retained than promoted? If so, retention falls short. Is it only expected that they will come closer to the functional level of their classmates and learn skills that will make future years easier? If the expectation is that it helps students "catch up" to their younger classmates, it does do this to some extent--especially at grade one.

The achievement results, while generally negative, do not suggest that retention is bad for all students. Some individual students do make impressive gains after retention. The results do suggest that retention decisions be made very selectively and that the lowest achievers are more likely to benefit.



The achievement picture also increases the importance of other factors in making retention decisions. The question of whether a student's self-concept and attitude toward school are more likely to suffer if

the child is promoted or retained is an important consideration, as well as which group the child fits with best in terms of physical and social maturity and behavior. The economic burden to AISD and the parents of having the child in school for an additional year must also be weighed against possible benefits.

HOW CAN RETAINEES BE HELPED?

Once students are retained, it is important to know how to help them most effectively.

Some information relevant to this question was gathered through 12 case studies of students who had improved or not improved on the ITBS in reading between 1979-80 and 1980-81. The teachers of these students were interviewed in an attempt to discover what these retainees were like and whether some methods of dealing with their instructional needs were more effective than others. Findings must be considered tentative because of the small number of cases studied. More research in this area may be done next year.

The case studies led to the following impressions of the factors which might impact retainees' chances for improvement.

1) *Improved academic achievement seemed to be dependent on the right combination of teacher and student characteristics and effort levels. Each retention case was unique.*

- Although all the students had achievement deficits, severity and sources of the problems varied considerably.

- Teaching styles and methods varied a great deal. Teachers of retainees who improved tended to be interested, positive, and willing to go beyond what was expected normally of them to help the retainee. They seemed to give retainees extra reinforcement, the opportunity to work at their own pace, chances for leadership, and supplementary materials designed to fit their needs.

2) *Identifying the sources of students' academic problems and implementing a straightforward plan to deal with them seemed essential.*

- Students with identifiable problems that could be addressed in a systematic way seemed easier to help. Teachers who found medical, family, or personality factors that led to academic problems and were able to deal with them in an organized way had more success with students than those who were never able to discover why students were disinterested or unsuccessful in school.

Thus, it seemed very important for the teacher to identify the source of the learning problems, work out a plan to address it, and show the child that he/she was interested and willing to do whatever was necessary to help improve achievement levels.

Descriptions of the second-grade case studies are presented below. Case studies at other grades shared certain elements but had others that were unique.

Steve's achievement in all areas on the ITBS improved between 1980 and 1981. His reading scores improved the most, with an increase from a 1.8 to a 4.8 grade equivalent level.

Steve (fictitious name) was retained as a second grader due to unsatisfactory work in all subjects, poor conduct, and a short attention span. He was hyperactive, lacked motivation to learn, and had a poor self-concept. The teacher who retained him believed his achievement would improve if his conduct did.

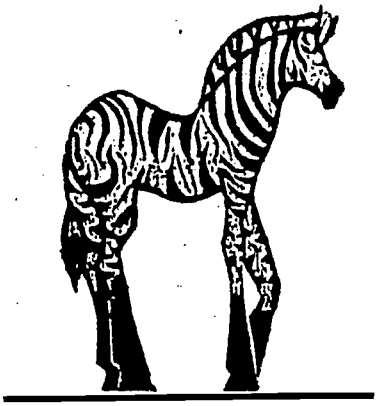
Steve came into the classroom howling the first day. The teacher told him his behavior was unacceptable and explained the rules. She also talked to him about being retained (he was embarrassed about it at first) and said he should view it as a chance for a fresh start. Steve was placed on medication for hyperactivity at the beginning of the 1980-81 school year. This seemed to calm him down enough to concentrate better on his studies. He was still fairly aggrasive, but this caused only occasional discipline problems.

Steve's teacher's general style was tightly structured, individually oriented and in-[illegible]. She did not change her overall style of teaching with Steve, but did provide him with additional support. She broke down instruction into small steps, let him work at his own pace, provided a peer tutor as needed, gave him a lot of individual attention and positive reinforcement, and provided leadership opportunities. Steve's teacher communicated with his mother once or twice a month and reported that his parents were very supportive and relieved he was doing better.

Pam's scores in math improved slightly on the ITBS from 1980 to 1981, but her reading scores went down from a 1.4 to a K.9 grade equivalent level.

Pam (fictitious name) was retained as a second grader primarily because of social immaturity and poor performance in language arts and reading. She lacked motivation to learn and did not seem to care that she was not doing well. Her parents took her horseback riding and go-carting but showed little interest in her school progress.

Pam's teacher used a tightly structured, formal approach. Most subjects were taught to the whole class with small group follow-up for those who needed it. Pam participated in these small groups and had a peer tutor for spelling. She went to a first-grade class for reading because she was so far behind her classmates. When asked to read orally, she would say words completely different from those on the page. The teacher tried to talk to her about her feelings with little success.



Retention/Promotion

Appendix A

IOWA TESTS OF BASIC SKILLS

(ITBS)

81.36 Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery. Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS

Purpose

Iowa Tests of Basic Skills (ITBS) scores supplied information relevant to the following evaluation and decision questions:

Decision Question D1. What effects has the District policy on retention/promotion had on achievement? on retention rates? Should the District policy be altered?

Evaluation Question D1-2: What are the rates of retention by grade level? By achievement status? By ethnic group? By sex? By desegregation reassignment status?

Evaluation Question D1-3. What are the achievement levels for retained students versus a group (matched on factors such as achievement, age, sex, ethnicity, special education status, free lunch status) of comparable non-retained students? Gains?

Evaluation Question D1-4. What progress did retained students make in 1981-82 compared to 1980-81?

Procedure

Retention Rates by Achievement Status

The second part of Evaluation Question D1-2 asks, "What are the rates of retention by achievement status?" The number and percent of 1979-80 and 1980-81 retainees scoring in each decile on the ITBS in reading and math were calculated to answer this question. The other parts of Evaluation Question D1-2 are dealt with in Appendices C and D.

The Reading Total and Math Total scores on the Iowa Tests of Basic Skills from spring 1980, spring 1981, and spring 1982 were added to the file which contained the names of recommended retainees for 1979-80, 1980-81, and 1981-82.

The following descriptive statistics were then calculated for each year:

- number and percent of retainees in grades 1 to 6 scoring in each decile in reading and math;
- number and percent of all AISD students in grades 1 through 6 in each decile in reading and math;
- percent of AISD students in each decile who are retainees.

Matched Group Analyses

Sample. Students actually retained during the 1980-81 and 1981-82 school years were eligible to be in the sample. The list of students recommended for retention at the end of 1979-80 and 1980-81 was used as the starting base. Then, a search of the ITBS files for spring 1980, 1981, and 1982 was done. Any student tested in two consecutive years and listed in the same grade both years was included for the sample. For those actually retained during 1980-81, the spring 1980 and spring 1981 test scores were used. For those actually retained during 1981-82, the spring 1981 and 1982 ITBS scores were compared.

Students were matched on several factors with other students in the same grade when they were recommended for retention. Student matches had to be of the same sex, ethnicity, special education status, and free lunch status. They had to be within six months of the retainees' age. They also had to have a pretest score that was similar to the retainee's. The program searched for an identical match first. If this was not available, it chose the closest higher match or lower match in an alternating sequence. If there were no lower cases when one was needed, the program took the higher match and then tried for two low matches for the next two matches. This resulted in a more balanced sample than simply taking the closest match. Since the closest match tended to be higher more often than lower, this method would have resulted in a slight bias towards higher pretest scores for the non-retainee group. Only a few cases were eliminated because no suitable matches were available. Math and reading matches were selected independently. It must be kept in mind, however, that the retainees and their matches may vary on some social or other factors for which we do not have information. Logically, these students should differ in some way since some were retained and others were not. However, since retention rates vary across schools so greatly, this may or may not be true. One school might decide to retain a child that another would promote.

Analyses. Data and programs are on file at AISD and the University of Texas (UT). The retention achievement data at AISD is on file EV6RTN81. The UT tape is A863; AREAD81 and AMATH81 include the reading and math test data for students actually retained and their matches.

Several steps were taken in the matched group achievement analyses.

1) Scatterplots were produced using the Statistical Package for the Social Sciences (SPSS) at UT. Pretest/posttest scores were plotted for the retainees and matched groups in reading and math. After reviewing the plots, two cases were removed from two of the sixth-grade analyses. These cases were extreme outliers.

2) Regression analyses were then run to determine whether retainees and matched nonretainees progressed at similar rates based on pretest and posttest ITBS Reading Total and Math Total scores.

Analyses were done separately for reading and math at each grade level and for the two classes of retainees. The SPSS REGRESSION program for two groups was used.

3) Then, an AISD program to compare the error sum of squares of the models and calculate an F-test for each comparison was run on the TRS-80. The significance of F-test values was checked. Results were examined to determine which model best fit the data at each grade level and in each subject area.

4) Regression lines were then plotted using the PLOT program on SPSS and reviewed for trends.

A description of the variables and models used is shown in Attachment A-1.

Comparison of Gains

In order to answer the question, "What progress did retained students make in 1981-82 compared to 1980-81?", the following steps were taken:

1) ITBS Reading Total and Math Total grade equivalent score gains were computed for each child who was a retainee throughout the 1980-81 school year from spring of 1980 to spring of 1981.

2) ITBS Reading Total and Math Total grade equivalent score gains were computed for each child who was a retainee throughout the 1981-82 school year from spring of 1981 to spring of 1982.

3) Computer listings of 1979-80 and 1980-81 actual retainees were generated for reading and math which listed students by the size of the gains made.

4) The percentage of students gaining at least eight grade equivalent months on the ITBS was calculated and compared.

Results

Evaluation Question D1-2. What are the rates of retention by grade level? By achievement status? By ethnic group? By sex? By desegregation reassignment status?

1979-80 Recommended Retainees

Figure A-1 shows the achievement status of 1979-80 retainees in comparison to AISD students overall in reading and math. Retainees definitely tend to be lower achieving students.

The following trends were found in reading:

1) Approximately 64% of the elementary retainees scored at or below the 20th percentile compared to 21% of all AISD students tested.

2) About 96% scored at or below the 50th percentile compared to 47% of al students tested in grades 1 through 6.

Math trends were similar:

1) While 70% of the retainees scored below the 20th percentile in math, only 21% of the overall test population did.

2) About 95% of the retainees scored at or below the 50th percentile compared to 50% of all students tested in grades 1 through 6.

It is interesting to note that although most of the 1979-80 retainees were low achievers, they represented only a small percentage (11.8% for reading and 13.1% for math) of those tested in AISD who scored at or below the 20th percentile.

About 18% of those recommended for retention were identified as special education students in 1979-80.

Figure A-1. ITBS READING AND MATH TOTAL SCORES FOR STUDENTS RETAINED AT THE END OF 1979-80 AND FOR ALL AISD STUDENTS TESTED IN GRADES 1 THROUGH 6: SPRING 1980. Compares the number and percent of retainees and all AISD students tested scoring at each percentile range on the Math Total and Reading Total sections of the Iowa Tests of Basic Skills. Of 652 recommended retainees, 491 had Math Total scores and 489 had Reading Total Scores.

ITBS SCORES IN EACH DECILE	NUMBER OF RETAINEES SCORING IN RANGE	PERCENT OF RETAINEES SCORING IN RANGE		NUMBER OF AISD STUDENTS SCORING IN RANGE	PERCENT OF AISD STUDENTS SCORING IN RANGE		PERCENT OF AISD STUDENTS IN RANGE WHO WERE RETAINED
		BY CATEGORY	CUMULATIVE		BY CATEGORY	CUMULATIVE	
READING TOTAL							
1 - 10	167	34.2	34.2	2,770	11.3	11.3	167/2,770 = 6%
11 - 20	144	29.4	63.6	2,486	10.1	21.4	144/2,486 = 5.8%
21 - 30	94	19.2	82.8	2,251	9.1	30.5	94/2,251 = 4.2%
31 - 40	42	8.6	91.4	2,065	8.4	38.9	42/2,065 = 2%
41 - 50	24	4.9	96.3	2,029	8.2	47.1	24/2,029 = 1.2%
51 - 60	8	1.6	97.9	1,973	8.0	55.1	8/1,973 = .4%
61 - 70	4	.8	98.9	2,375	9.6	64.7	4/2,375 = .2%
71 - 80	4	.8	99.5	2,497	10.1	74.8	4/2,497 = .2%
81 - 90	2	.4	100.0*	2,960	12.0	86.8	2/2,960 = .07%
91 - 99	0	0	100.0	3,216	13.1	100.0*	0/3,216 = 0%
TOTAL	489	100.0*	100.0	24,622	100.0*	100.0	
MATH TOTAL							
1 - 10	224	45.6	45.6	2,782	11.3	11.3	224/2,782 = 8.1%
11 - 20	120	24.4	70.0	2,380	9.7	21.0	120/2,380 = 5.0%
21 - 30	56	11.4	81.4	1,885	7.7	28.7	56/1,885 = 3.0%
31 - 40	44	9.0	90.4	2,462	10.0	38.7	44/2,462 = 1.8%
41 - 50	20	4.1	94.5	2,657	10.8	49.5	20/2,657 = .8%
51 - 60	10	2.0	96.5	2,196	8.9	58.4	10/2,196 = .5%
61 - 70	11	2.2	98.7	2,300	9.4	67.8	11/2,300 = .5%
71 - 80	4	.8	99.5	2,683	10.9	78.7	4/2,683 = .1%
81 - 90	1	.2	99.7	2,322	9.4	88.1	1/2,322 = .04%
91 - 99	1	.2	100.0*	2,920	11.9	100.0	1/2,920 = .03%
TOTAL	491	100.0*	100.0*	24,587	100.0	100.0	

*Percentages numerically total 99.9% due to rounding error.

1980-81 Recommended Retainees

Figure A-2 shows that the percentage of students recommended for retention who scored at the 20th percentile or below remained high for 1980-81. Once again, about two-thirds of those recommended for retention scored at this low level. The percentage of students retained who scored at or below the fiftieth percentile also was similar to 1979-80, with 96% of the reading and 95% of the math total scores at this level. In 1980-81, 47% and 51% of all students tested scored at or below the 50th percentile in reading and math, respectively.

The percentage of all low achievers retained increased between 1979-80 and 1980-81. In reading, 24% of those scoring at the 20th percentile or below in reading were retained at the end of 1980-81 compared to 11.8% of these students in 1979-80. Similarly, 25% of those scoring at or below the 20th percentile in math were retained in 1980-81 compared to 13% in 1979-80.

Figure A-2. ITBS READING TOTAL AND MATH TOTAL SCORES FOR STUDENTS RETAINED AT THE END OF 1980-81 AND ALL AISD STUDENTS TESTED AS OF SPRING 1981 IN GRADES 1-6. Of 1,224 students recommended for retention at the end of the 1980-81 school year, 961 (78.5%) had Reading Total and 983 (80.3%) Math Total scores.

ITBS SCORES IN EACH DECILE	NUMBER OF RETAINEES SCORING IN RANGE	PERCENT OF RETAINEES SCORING IN RANGE		NUMBER OF AISD STUDENTS SCORING IN RANGE	PERCENT OF AISD STUDENTS SCORING IN RANGE		PERCENT OF AISD STUDENTS IN EACH DECILE WHO WERE RETAINED
		BY CATEGORY	CUMULATIVE		BY CATEGORY	CUMULATIVE	
READING TOTAL							
1 - 10	371	38.6	38.6	2,856	11.8	11.8	371/2,856 = 13.0%
11 - 20	273	28.4	67.0	2,410	9.9	21.7	273/2,410 = 11.3%
21 - 30	156	16.2	83.2	2,213	9.1	30.8	156/2,213 = 7%
31 - 40	83	8.6	91.8	2,063	8.5	39.3	83/2,063 = 4%
41 - 50	39	4.1	95.9	1,878	7.7	47.0	39/1,878 = 2.1%
51 - 60	20	2.1	98.0	1,988	8.2	55.2	20/1,988 = 1%
61 - 70	12	1.2	99.2	2,253	9.3	64.5	12/2,253 = .5%
71 - 80	4	.4	96.6	2,446	10.1	74.6	4/2,446 = .2%
81 - 90	2	.2	97.8	2,813	11.6	86.2	2/2,813 = .07%
91 - 99	1	.1	100.0*	3,318	13.7	100.0*	1/3,318 = .03%
TOTAL	961	100.0*	100.0*	24,238	100.0*	100.0*	
MATH TOTAL							
1 - 10	445	45.3	45.3	3,094	12.7	12.7	445/3,094 = 14.4%
11 - 20	241	24.5	69.8	2,368	9.7	22.4	241/2,368 = 10.2%
21 - 30	116	11.8	81.6	1,913	7.9	30.3	116/1,913 = 6.1%
31 - 40	82	8.3	89.9	2,350	9.6	39.9	82/2,350 = 3.5%
41 - 50	49	5.0	94.9	2,599	10.7	50.6	49/2,599 = 1.9%
51 - 60	15	1.5	96.4	2,150	8.8	59.4	15/2,150 = .7%
61 - 70	21	2.1	98.5	2,171	8.9	68.3	21/2,171 = 1%
71 - 80	9	.9	99.4	2,593	10.6	78.9	9/2,593 = .3%
81 - 90	5	.5	100.0*	2,236	9.2	88.1	5/2,236 = .2%
91 - 99	0	0	100.0*	2,890	11.9	100.0	0/2,890 = 0%
TOTAL	983	100.0	100.0*	24,364	100.0	100.0	

*Percentages numerically total 99.9% due to rounding error.

1981-82 Recommended Retainees

Figure A-3 shows that the percentage of students recommended for retention who scored at or below the 20th percentile in reading and math remained high. About 66% of those retained scored at this level in reading and 64% scored at this level in math. This math percentage represents a slight decline (from 70%) from 1980-81.

The percentage of students retained who scored at or below the fiftieth percentile was similar to the rate for the past two years, with 97% of the Reading Total and 95% of the Math Total scores at this level. About 46% and 48% of all students tested in AISD in grades 1 through 6 scored at or below the fiftieth percentile in reading and math respectively.

The percentage of all low achievers retained has increased steadily over the last three years. In reading, the percentage of those scoring at or below the 20th percentile who are retained has increased from 12% in 1979-80 to 24% in 1980-81 and 36% in 1981-82. Comparable figures in math increased from 13% in 1979-80 to 25% in 1980-81 and 28% in 1981-82.

ITBS SCORES IN EACH DECILE	NUMBER OF RETAINEES SCORING IN RANGE	PERCENT OF RETAINEES SCORING IN RANGE		NUMBER OF AISD STUDENTS SCORING IN RANGE	PERCENT OF AISD STUDENTS SCORING IN RANGE		PERCENT OF AISD STUDENTS IN EACH DECILE WHO WERE RETAINED
		BY CATEGORY	CUMULATIVE		BY CATEGORY	CUMULATIVE	
READING TOTAL							
1 - 10	436	37.0	37.0	2,078	8.7	8.7	436/2,078 = 21.0%
11 - 20	337	28.6	65.6	2,223	9.3	18.0	337/2,223 = 15.2%
21 - 30	216	18.3	83.9	2,344	9.9	27.9	216/2,344 = 9.2%
31 - 40	100	8.5	92.4	2,118	8.9	36.8	100/2,118 = 4.7%
41 - 50	51	4.3	96.7	2,092	8.8	45.6	51/2,092 = 2.4%
51 - 60	21	1.8	98.5	2,025	8.5	54.1	21/2,025 = 1.0%
61 - 70	10	0.8	99.3	2,485	10.5	64.6	10/2,485 = .4%
71 - 80	4	0.3	99.6	2,395	10.1	74.7	4/2,395 = .2%
81 - 90	2	0.2	99.8	2,831	11.9	86.6	2/2,831 = .1%
91 - 99	1	0.1	100.0*	3,188	13.4	100.0	1/3,188 = .03%
TOTAL	1,178	100.0*	100.0*	23,799	100.0	100.0	
MATH TOTAL							
1 - 10	529	42.6	42.6	2,851	10.3	10.3	529/2,851 = 18.6%
11 - 20	263	21.2	63.8	2,674	9.7	20.0	263/2,674 = 9.8%
21 - 30	184	14.8	78.6	2,325	8.4	28.4	184/2,325 = 7.9%
31 - 40	129	10.4	89.0	2,693	9.8	38.2	129/2,693 = 4.8%
41 - 50	76	6.1	95.1	2,821	10.2	48.4	76/2,821 = 2.7%
51 - 60	30	2.4	97.5	2,793	10.1	58.5	30/2,793 = 1.1%
61 - 70	19	1.5	99.0	2,534	9.2	67.7	19/2,534 = .7%
71 - 80	8	0.6	99.6	3,034	11.0	78.7	8/3,034 = .3%
81 - 90	3	0.2	99.8	2,701	9.8	88.5	3/2,701 = .1%
91 - 99	2	0.2	100.0	3,159	11.5	100.0	2/3,159 = .1%
TOTAL	1,243	100.0	100.0	27,585	100.0	100.0	

Figure A-3. ITBS READING TOTAL AND MATH TOTAL SCORES FOR STUDENTS RETAINED AT THE END OF 1981-82 AND ALL AISD STUDENTS TESTED AS OF SPRING 1982 IN GRADES 1-6. Of 1,443 recommended for retention at the end of the 1981-82 school year, 1,178 (82%) had Reading Total and 1,243 (86%) Math Total Scores. Starred (*) percentages numerically total 99.9% due to rounding.

Evaluation Question D1-3. What are the achievement levels for retained students versus a group (matched on factors such as achievement, age, sex, ethnicity, special education status, free lunch status) of comparable non-retained students? Gains?

A note of caution must be given before the results of the matched group analyses are discussed. Although students were matched on all the factors listed in Evaluation Question D1-3, comparisons are not perfect because:

1) Students may differ on characteristics which were not controlled for (e.g., attitude towards school, self-concept, family support, etc.). The very fact that one group was promoted and the other was not suggests that the groups differ in what may be important ways. On the other hand, the fact that schools' retention rates vary so much indicates that a low achieving child might be promoted at one school and retained at another. This tendency could help equalize the groups.

2) Those who were promoted are exposed to new material that retainees are not. This could affect test performance. However, those promoted must take a more difficult level of the test so the effect is difficult to discern.

3) Sample sizes at grade six were generally too small to easily interpret findings.

Overall, the comparisons discussed here are as fair as possible, and do control for a number of very important variables that could affect performance.

1979-80 True Retainees: Reading

		RETAINEES			MATCHED GROUP			
GRADE	NUMBER PER GROUP	PRETEST: SPRING 1980	POSTTEST: SPRING 1981	GAIN	PRETEST: SPRING 1980	POSTTEST: SPRING 1981	GAIN	DIFFERENCE IN GAINS
1	129	1.06	1.84	.79	1.07	2.11	1.04	.25**
2	62	1.64	2.48	.84	1.66	2.64	.98	.14
3	55	2.41	3.19	.78	2.42	3.27	.86	.08
4	29	3.20	3.92	.73	3.19	4.29	1.10	.37*
5	23	4.25	5.03	.78	4.27	5.55	1.29	.51*
6	10	4.40	5.32	.92	4.47	5.81	1.44	.52

Figure A-4. READING TOTAL GRADE EQUIVALENT SCORES ON THE ITBS OF 1979-80 TRUE RETAINEES AND THEIR MATCHES. Students were matched on pretest scores, age, sex, ethnicity, special education status, and free-lunch status. Test scores labeled "special circumstances" were not used (53 cases). "True" retainees are those listed on the June lists from the schools and with the same grade assignment on both the 1979-80 and 1980-81 administrations of the ITBS. A star (*) indicates significance at the .05 level; two stars (**) indicates significance at the .01 level or greater.

Figure A-4 shows mean Reading Total pretest, posttest, and gain scores on the ITBS for 1979-80 true retainees and their matches. It also shows the difference in the size of the gains of the two groups and whether regression analyses showed significant differences between the groups. A review of this chart reveals that:

- Average gains are larger for the matched group of retainees at every grade level.
- Differences in gains are significant at the 1st, 4th, and 5th grade levels. The difference at grade 6 might have been significant if the sample was larger.

The F values for the regression analyses are shown in Attachment A-2. Line plots for grades at which differences were significant are included in Attachment A-3. Line plots reveal that:

- At grade 1, nonretainees gain about .3 grade equivalent years more than retainees. The line plot shows parallel curvilinear lines. Gains decrease in size for higher pretest scores.
- At grade 2, the gains of the retainees and nonretainees are not significantly different from one another. There is a curvilinear relationship between pre- and posttest scores.
- At grade 3, retainees and nonretainees again improved at similar rates. The relationship was linear between pre- and posttest scores.
- At grade 4, nonretainees consistently gain about .37 of a grade equivalent year more than retainees. A linear relationship was found between pre- and posttest scores with parallel slopes for the two groups. Gains were smaller for higher pretest scores.
- At grade 5, a significant difference was also found in the gains of retainees and nonretainees (with nonretainees gaining an average of .5 grade equivalent year more than retainees). Parallel linear slopes were found. Gains decrease in size for higher pretest scores.
- The average difference in gains between retainees and nonretainees was .52 grade equivalent years at grade 6. However, regression analyses based on this small sample (10 per group) were not significant.

1979-80 True Retainees - Math

GRADE	NUMBER PER GROUP	RETAINEES PRETEST: SPRING 1980	RETAINEES POSTTEST: SPRING 1981	RETAINEES GAIN	MATCHED GROUP PRETEST: SPRING 1980	MATCHED GROUP POSTTEST: SPRING 1981	MATCHED GROUP GAIN	DIFFERENCE IN GAINS
1	123	1.13	1.74	.60	1.17	2.15	.98	.38**
2	62	2.03	2.55	.52	2.06	2.99	.93	.41**
3	54	2.70	3.31	.61	2.70	3.74	1.04	.43**
4	31	3.39	3.91	.51	3.39	4.28	.89	.38*
5	22	4.56	5.11	.55	4.55	5.79	1.24	.69*
6	10	5.02	5.82	.80	4.91	6.41	1.50	.70

Figure A-5. MATH TOTAL GRADE EQUIVALENT SCORES ON THE ITBS OF 1979-80 TRUE RETAINEES AND THE MATCHED GROUP FOR 1979-80 AND 1980-81. Students were matched on pretest scores, age, sex, ethnicity, special-education status, and free-lunch status. "True" retainees were those with the same grade at test time in both 1980 and 1981 who were also on the retainee lists obtained from the schools. A * indicates significant differences between groups at the .05 level. Two stars (**) indicate significance at the .01 level or better.

As Figure A-5 illustrates, gains made by the nonretainee matched group were consistently greater than those of retainees in math. Regression analyses revealed significant differences in the achievement patterns of the groups for grades one through five but not at grade 6 (probably due to the small sample size which requires a larger difference for significance). Attachments A-4 and A-5 show F values and some line plots for the regression analyses.

- Grade 1: Regression analyses reveal a curvilinear parallel relationship in the slopes and progress of the two groups. Retainees consistently gain almost .4 grade equivalent years less over a one-year period. The rate of gain was greater for students with high and low pretest scores.

- Grade 2: Retainees gained .4 grade equivalent years less than nonretainees. Parallel linear slopes were found.

- Grade 3: On the average, nonretainees gained .43 grade equivalent years more than retainees. Parallel linear slopes represent the progress of the groups.

- Grade 4: Retainees consistently gained about .4 grade equivalent years less than the matched nonretainees. Parallel linear slopes represent the groups' progress.

- Grade 5: Retainees gained less (.69 grade equivalent years on the average) than nonretainees. In this case, the relationship between pre- and posttest scores for both groups was slightly curvilinear, but the lines were not quite parallel. Rates of gain were slightly better for low pretest scores.

- Grade 6: Differences in the achievement of the retainees and nonretainees approached significance at the .05 level even with only 10 students in each group. Retainees gained an average of .7 grade equivalent years less than nonretainees, but this was not significant in the regression analyses. The relationship between the pre- and posttest scores was linear.

1980-81 True Retainees - Reading

		RETAINEES			NONRETAINEES			
GRADE	NUMBER PER GROUP	PRETEST: SPRING 1981	POSTTEST: SPRING 1982	GAIN	PRETEST: SPRING 1981	POSTTEST: SPRING 1982	GAIN	DIFFERENCE IN GAINS
1	243	1.04	1.87	.83	1.07	2.00	.92	.09
2	116	1.58	2.33	.75	1.59	2.63	1.04	.49*
3	87	2.46	3.28	.82	2.48	3.31	.83	.01
4	66	3.18	3.93	.74	3.21	4.31	1.10	.36*
5	53	4.19	5.03	.84	4.17	5.27	1.10	.26*
6	16	4.61	5.33	.72	4.60	5.27	.67	-.05

Figure A-6. READING TOTAL GRADE EQUIVALENT SCORES: 1980-81 TRUE RETAINEES VERSUS A MATCHED GROUP OF NONRETAINEES. "True" 1980-81 retainees are those who had the same grade listed on both their 1981 and 1982 test file and were also on the recommended retainee list from June 1981. Students were matched for pretest scores, age, sex, ethnicity, special education status, and free-lunch status. Special circumstances cases were not used. A star (*) indicates differences between groups significant at the .05 level or better.

Retainees gained significantly less than the matched comparison students at grades 2, 4, and 5 but not at grades 1, 3 and 6. Retainees' average gains during the grade repeated ranged from .72 to .84 while those for nonretainees ranged from .67 to 1.10 grade equivalent years.

Retainee and matched nonretainee median grade equivalent (GE) scores can also be compared to those of all AISD students tested in spring 1982:

GRADE	MEDIAN GE SCORE
1	2.10
2	3.15
3	4.10
4	4.88
5	6.92
6	8.04

Median and mean scores for all AISD students are very close to one another, due to the large sample, but some caution is still recommended in comparing median and mean scores. Some interesting trends do become evident in comparing scores of retainees and all AISD students.

1) Retainees come closest to the AISD average of their younger classmates at grade 1. However, retention does not really let them "catch up" to their classmates at any level, and differences increase at the higher grade levels.

2) Retainees' reading performance at the end of the grade repeated is closer to that of their younger classmates than that of students with similar characteristics who were promoted.

   - Students retained at grade 2 in 1979-80, for example, showed an average posttest GE score of 2.33. The AISD average for second graders was 3.15, so they were about .82 grade equivalent years below average even after retention.

   - Second graders with similar characteristics who were not retained, on the other hand, showed an average grade equivalent score of 2.63 in spring 1982. However, since their third grade classmates scored an average of 4.1, they were 1.47 grade equivalent years below average.

The F ratios and line plots for the regression analyses are shown in Attachments A-8 and A-9. Line plots reveal that:

Grade 1: Nonretainees gained an average of about one month more than retainees. Regression lines are curvilinear for the groups. Students with pretest scores below about .8 showed similar posttest scores. Gains decreased in size for higher pretest scores.

Grade 2: The average difference in the gains of retainees and nonretainees is nearly .5 of a grade equivalent year at the second-grade level. Regression lines are linear but not quite parallel for the groups. The growth rate across pretest scores varies for the two groups. Retainees with higher pretest scores tend to gain more, while nonretainees with higher pretest scores gain less. The graph is most dependable at the lower end (pretest scores of .5 through 2.9).

Grade 3: Third-grade retainees and matched nonretainees both gained about eight grade equivalent months between spring 1981 and spring 1982. There was no significant difference between groups. The relationship between pre- and posttest scores was curvilinear, with higher gains for pretest scores below about a 2.3 and above about a 3.3 grade equivalent score.

Grade 4: Retainees gained an average of .36 grade equivalent years less than the nonretainee matches. The regression analyses showed a significant difference between groups in reading achievement. The relationship between pre- and posttests for retainees was linear; rates of growth were slightly greater for those with lower pretest scores. The regression line was curvilinear for nonretainees. The most reliable part of the line is from pretest scores of 1.4 through 5.2 since there were very few scores below or above these points. There is a tendency for students with low and high pretest scores to gain more than those with midrange scores. Thus, the difference in gains of retainees and nonretainees is smallest for midrange pretest scores.

Grade 5: Retainees gained about .26 grade equivalent years less than nonretainees on the average. Regression analyses reveal parallel linear slopes representing the progress of the two groups. The size of the gains made decreases for higher pretest scores.

Grade 6: Sixth-grade retainees and their matches both gained about .7 grade equivalent years from spring 1981 to spring 1982. Retainees actually gain .05 grade equivalent years more than the nonretainees between the pre- and posttests. The relationship between pre- and posttest scores was linear.

1980-81 True Retainees - Math

GRADE AT PRETEST	NUMBER PER GROUP	RETAINEES			NONRETAINEES			DIFFERENCE IN GAINS
		PRETEST: SPRING 1981	POSTTEST: SPRING 1982	GAIN	PRETEST: SPRING 1981	POSTTEST: SPRING 1982	GAIN	
1	248	1.13	1.76	.63	1.20	2.18	.98	.35**
2	125	2.07	2.54	.47	2.08	3.29	1.21	.74**
3	91	2.79	3.53	.74	2.80	3.70	.90	.16
4	59	3.59	4.16	.57	3.55	4.67	1.13	.56**
5	51	4.48	5.12	.64	4.45	5.42	.98	.34*
6	20	4.83	5.74	.91	4.87	6.12	1.25	.34*

Figure A-7. MATH TOTAL GRADE EQUIVALENT SCORES: 1980-81 TRUE RETAINEES AND MATCHED NONRETAINEES. "True" 1980-81 retainees are those on the June 1981 recommended list who also had the same grade listed on the 1981 and 1982 test file. Special circumstance cases were not used. A * indicates significant differences between groups at the .05 level; ** indicates significance at the .01 level or better.

Retainees gained less than the comparison students who were not retained at every grade level except three. Retainees' average gains during the grade repeated ranged from .47 to .91 while those for the nonretainees ranged from .9 to 1.25 grade equivalent years.

Median Math Total grade equivalent scores for all AISD students tested in AISD in spring 1982 were:

GRADE	MEDIAN GE SCORE
1	1.87
2	2.87
3	4.06
4	4.85
5	6.01
6	7.10

Cautious comparisons of AISD and retainee/nonretainee averages reveal similar trends in math as in reading, although differences are slightly smaller in size. Retained first graders come close to the District average and then slip progressively further from the average for the grade at the higher levels. At grade 6, retainees are almost 1.4 grade equivalent years below the average sixth-grade Math Total AISD average. The matched students who were not retained, however, are even further behind their classmates. The first-grade matches promoted to second grade are almost .7 grade equivalent years behind their second-grade classmates' average spring 1982 Math Total score. The matched students are almost 1.7 grade equivalent years behind their sixth-grade classmates' average Math Total spring 1982 score. Generally speaking, retainees are much closer to the achievement of their classmates than those not retained with similar characteristics by spring 1982.

If retainee and nonretainee scores in math are compared to the national norms the trends are the same as the AISD averages but less severe. Since AISD students are tested in April, the average score expected is X.8 for any grade level. Thus, first-grade retainees are almost at the national average as of spring 1982--sixth-grade retainees are about one year below the national average. The first grade matched students not retained are about .6 grade equivalent years below the average score for their second-grade classmates in spring 1982; fifth grade matches are about 1.4 years below the average sixth grader nationally in spring 1982.

Results of the comparison of regression analyses F ratios are shown in Attachment A-8. Regression lines plots for grades with significant differences between groups are shown in Attachment A-9. Line plots reveal that:

- At grade 1, there is a linear relationship between pre- and posttest scores (gains are about the same regardless of pretest score). Gains are consistently about .35 grade equivalent years higher for nonretainees. The rate of gain was greater for those with lower pretests.

- At grade 2, the relationship between pre- and posttest scores is again linear and the slopes for both groups are the same. Non-retainees consistently gain about .74 grade equivalent years more than nonretainees. The rate of change stays fairly stable across pretest scores, although there is a slight decrease in growth rates at higher pretest score levels.

- At grade 3, there was no significant difference in the pattern of achievement for retainees and nonretainees. The same linear relationship was found for both groups.

- At grade 4, the relationship between pre- and posttest scores was linear for both groups, with nonretainees gaining about .56 grade equivalent years more than retainees on the average. Gains for students with higher pretest scores were smaller.

- At grade 5, a curvilinear relationship was found between pre- and posttest scores, with parallel slopes for the two groups. Students with pretest scores below about 3.7 tended to gain more than those above this point. The few students with very high pretest scores (of 5.7 or above) also showed slightly higher gains. Differences in gains across the range of pretest scores were fairly small.

- At grade 6, a linear relationship was again found between pre- and posttest scores with parallel slopes for the two groups. Retainees gained about .3 grade equivalent years less than non-retainees. The size of the gains made decreased for higher pre-test scores.

Evaluation Question D1-4. What progress did retained students make in 1981-82 compared to 1980-81?

	NUMBER WITH PRE- AND POST-TEST SCORES	RANGE OF GAINS	STUDENTS GAINING .8 GE YEARS OR MORE		STUDENTS GAINING .7 GE YEARS OR LESS	
			NUMBER	PERCENT	NUMBER	PERCENT
ITBS READING TOTAL						
STUDENTS RETAINED SPRING 1980	327	-1.0 to +3.0	168	51.4%	159	48.6%
STUDENTS RETAINED SPRING 1981	650	-.9 to + 3.2	345	53.1%	305	46.9%
ITBS MATH TOTAL						
STUDENTS RETAINED SPRING 1980	331	-1.3 to +2.5	112	33.8%	219	66.2%
STUDENTS RETAINED SPRING 1981	672	-1.1 to +2.7	244	36.2%	430	63.8%

Figure A-8. MATH AND READING ITBS GAINS FOR 1979-80 AND 1980-81 ACTUAL RETAINEES. Actual retainees for 1979-80 are those in grades 1-6 recommended for retention in the spring of 1980 and actually retained during the 1980-81 school year. Actual retainees for 1980-81 are those in grades 1-6 recommended for retention in spring 1981 and actually retained through the 1981-82 school year. For 1979-80 actual retainees, progress between spring 1980 and spring 1981 was checked. For 1980-81 actual retainees, progress between spring 1981 and spring 1982 was checked. Grade Equivalent (GE) scores were used.

The previous figure above provides some additional descriptive information about the degree of progress made by retainees in reading and math during the year they repeated a grade. It is interesting to note that about 19% of the retainees were classified as special education during the year in which they actually repeated a grade.

The "range of gains" column shows that some students actually had lower scores on the ITBS after repeating a grade; others seemed to make great gains (up to 3.2 grade equivalent years). Test scores that went down hopefully are due to inaccurate test scores (students who did not try for example). However, it is possible that some students were bored by going over the same type of material and actually did lose some skills. Those with very high gains either did not have accurate pretest scores or really did blossom during the year they were retained.

The last two columns separate the students into those gaining at least .8 of a grade equivalent year and those gaining less than that. The value of .8 grade equivalent years was used as an estimate of how much you might expect a low-achieving student to improve after one year of instruction. This number is based on previous observations of student progress by ORE of students in special programs for low achievers and national norms. It is only an estimate, however. Average rates of progress might be somewhat different for retainees. The data do reveal that retainees show better progress in reading than math. While about half gain at least .8 grade equivalent year in reading after retention, only about 35% gain at this rate in math.

Summary

Achievement Status

- The percentage of students scoring at the 20th percentile or below in both math and reading who were retained increased from 1979-80 to 1980-81 and again from 1980-81 to 1981-82. By 1981-82, 36% of those scoring at the 20th percentile or below in reading and 28% of those scoring at this level in math were retained.

- Most (79%-84%) of those retained at the end of 1979-80, 1980-81, and 1981-82 did score at the 30th percentile or below in reading and math on the ITBS. About 3.5%-5% of those retained scored above the 50th percentile in reading.

Retainee Gains:

- Retainees from 1979-80 and 1980-81 gained more in reading on the average (.81 and .78 grade equivalent years) than in math (.60 and .66 grade equivalent years).

- Approximately 51% and 53% of those retained in 1979-80 and 1980-81, respectively, gained at least .8 of a grade equivalent year in reading over the year. Only 34%

and 36% of those retained in 1979-80 and 1980-81 gained .8 of a grade equivalent year in math over a one-year period. Low-achieving students gain about .8 of a year per year of instruction nationally on the average.

- Rates of gain varied considerably for individual students. Some students lost as much as 1.3 grade equivalent years from test time one year to the next; others gained up to 3.2 years. Maximum gains were higher in reading than in math (3.2 compared to 2.7 grade equivalent years).

Matched Group Analyses:

- Nonretainees, on the average, gain about .2 and .5 grade equivalent years more in reading and math, respectively, than retainees after one year.

- Differences in the gains of the two groups were significant at three of six grade levels in reading and four of six in math.

- In an absolute sense, retainees' posttest grade equivalent scores are lower than those of nonretainees. However, retainees' average scores are closer to those of their classmates than those of matched students with similar characteristics who were promoted.

- The most common pattern of achievement found was one in which those with the lowest pretest scores gained the most and those with the highest pretest scores gained the least. In most cases, the retainees consistently gained less than the nonretainees regardless of pretest scores.

CASE2

Variables

U = Unit vector

1 = posttest

2 = pretest

3 = pretest if group 1; 0, otherwise

4 = pretest if group 2; 0, otherwise

5 = pretest squared (variable 2 squared)

6 = variable 3 squared

7 = variable 4 squared

8 = 1 if group 1; 0, otherwise

9 = 1 if group 2; 0, otherwise

Curvilinear vs. Linear Comparison
Model 1 vs. Model 5

Curvilinear Cascade
Model 1 vs. Model 2
Model 2 vs. Model 3
Model 1 vs. Model 3
Model 3 vs. Model 4

Linear Cascade
Model 5 vs. Model 6
Model 6 vs. Model 7

Models		Comments
Model 1	1 = U + 3 + 4 + 6 + 7 + 8 + 9	Allows independent curvilinear regression lines.
Model 2	1 = U + 3 + 4 + 5 + 8 + 9	Requires quadratic component of lines to be equal for each group. Intercepts may differ.
Model 3	1 = U + 2 + 5 + 8 + 9	Requires parallel curvilinear regression lines. Intercepts may differ.
Model 4	1 = U + 2 + 5	Requires parallel curvilinear regression lines with common intercept.
Model 5	1 = U + 3 + 4 + 8 + 9	Allows independent (different) linear (straight line) regression lines.
Model 6	1 = U + 2 + 8 + 9	Requires common linear slopes; and intercepts may differ.
Model 7	1 = U + 2	Requires common linear slopes and common intercepts.

1979-80 ACTUAL RETAINEES AND MATCHES

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 1
TEST = READING
NUMBER OF CASES = 244

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 125.80794
SUM OF SQUARES, MODEL 5 = 133.15827

DF = 2, 238 F = 6.952576045677244 **
F(.01) = 4.61

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 125.80794
SUM OF SQUARES, MODEL 2 = 125.99237

DF = 1, 238 F = .348899600454472 NS

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 125.99237
SUM OF SQUARES, MODEL 3 = 126.21901

DF = 1, 239 F = .4299225421348956 NS

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 125.80794
SUM OF SQUARES, MODEL 3 = 126.21901

DF = 2, 238 F = .3888254588700862 NS

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 126.21901
SUM OF SQUARES, MODEL 4 = 129.75219

DF = 1, 240 F = 6.718189280679666 **
F(.01) = 6.63

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 133.15827
SUM OF SQUARES, MODEL 6 = 133.39962

DF = 1, 240 F = .43500114562919

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 133.39962
SUM OF SQUARES, MODEL 7 = 137.27353

DF = 1, 241 F = 6.998612964564664

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = READING
NUMBER OF CASES = 112

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 46.58841
SUM OF SQUARES, MODEL 5 = 46.99512

DF = 2, 106 F = .4626822422143173 NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 46.58841
SUM OF SQUARES, MODEL 2 = 46.64632

DF = 1, 106 F = .1317593796396974

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 46.64632
SUM OF SQUARES, MODEL 3 = 46.74479

DF = 1, 107 F = .2258761248475781

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 46.58841
SUM OF SQUARES, MODEL 3 = 46.74479

DF = 2, 106 F = .1779013278195151

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 46.74479
SUM OF SQUARES, MODEL 4 = 47.65128

DF = 1, 108 F = 2.09437073094135

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 46.99512
SUM OF SQUARES, MODEL 6 = 47.02863

DF = 1, 108 F = .07700969802822421 NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 47.02863
SUM OF SQUARES, MODEL 7 = 47.97185

DF = 1, 109 F = 2.186135977169652 NS

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = READING
NUMBER OF CASES = 104

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 59.10834
SUM OF SQUARES, MODEL 5 = 59.22624

DF = 2, 98 F = .09773747664035201 NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 59.10834
SUM OF SQUARES, MODEL 2 = 59.1295

DF = 1, 98 F = .0350826972978772

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 59.1295
SUM OF SQUARES, MODEL 3 = 59.48628

DF = 1, 99 F = .5973536052224354

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 59.10834
SUM OF SQUARES, MODEL 3 = 59.48628

DF = 2, 98 F = .3133070561616183

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 59.48628
SUM OF SQUARES, MODEL 4 = 59.7536

DF = 1, 100 F = .4493809328806572

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 59.22624
SUM OF SQUARES, MODEL 6 = 59.60618

DF = 1, 100 F = .6415061972531101 NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 59.60618
SUM OF SQUARES, MODEL 7 = 59.86376

DF = 1, 101 F = .436457763272196 NS

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = READING
NUMBER OF CASES = 58

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 14.9348
SUM OF SQUARES, MODEL 5 = 15.30741

DF = 2, 52 F = .6486769156600689 NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 14.9348
SUM OF SQUARES, MODEL 2 = 15.30001

DF = 1, 52 F = 1.271588504700431

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 15.30001
SUM OF SQUARES, MODEL 3 = 15.38468

DF = 1, 53 F = .2933011154894679

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 14.9348
SUM OF SQUARES, MODEL 3 = 15.38468

DF = 2, 52 F = .7831962932212016

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 15.38468
SUM OF SQUARES, MODEL 4 = 17.35619

DF = 1, 54 F = 6.91997103612165

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 15.30741
SUM OF SQUARES, MODEL 6 = 15.39309

DF = 1, 54 F = .302253614425956 NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 15.39309
SUM OF SQUARES, MODEL 7 = 17.3623

DF = 1, 55 F = 7.036049941889512 *
F(.05) = 4.00

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = READING
NUMBER OF CASES = 42

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 19.38144
SUM OF SQUARES, MODEL 5 = 19.45664

DF = 2, 36 F = .06984001188766216 NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 19.38144
SUM OF SQUARES, MODEL 2 = 19.42253

DF = 1, 36 F = .07632250235276567

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 19.42253
SUM OF SQUARES, MODEL 3 = 19.67446

DF = 1, 37 F = .4799276922213537

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 19.38144
SUM OF SQUARES, MODEL 3 = 19.67446

DF = 2, 36 F = .2721345782356727

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 19.67446
SUM OF SQUARES, MODEL 4 = 22.12766

DF = 1, 38 F = 4.738203742313639

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 19.45664
SUM OF SQUARES, MODEL 6 = 19.69697

DF = 1, 38 F = .4693790911483169 NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 19.69697
SUM OF SQUARES, MODEL 7 = 22.16739

DF = 1, 39 F = 4.891431524747207 *
F(.05) = 4.08

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = READING
NUMBER OF CASES = 24

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 10.5055
SUM OF SQUARES, MODEL 5 = 12.83065

DF = 2, 18 F = 1.991942315929751 NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 10.5055
SUM OF SQUARES, MODEL 2 = 12.50778

DF = 1, 18 F = 3.430682975584218

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 12.50778
SUM OF SQUARES, MODEL 3 = 13.29135

DF = 1, 19 F = 1.190285566263558

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 10.5055
SUM OF SQUARES, MODEL 3 = 13.29135

DF = 2, 18 F = 2.38662129360811

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 13.29135
SUM OF SQUARES, MODEL 4 = 13.39265

DF = 1, 20 F = .1524299638486687

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 12.83065
SUM OF SQUARES, MODEL 6 = 13.76546

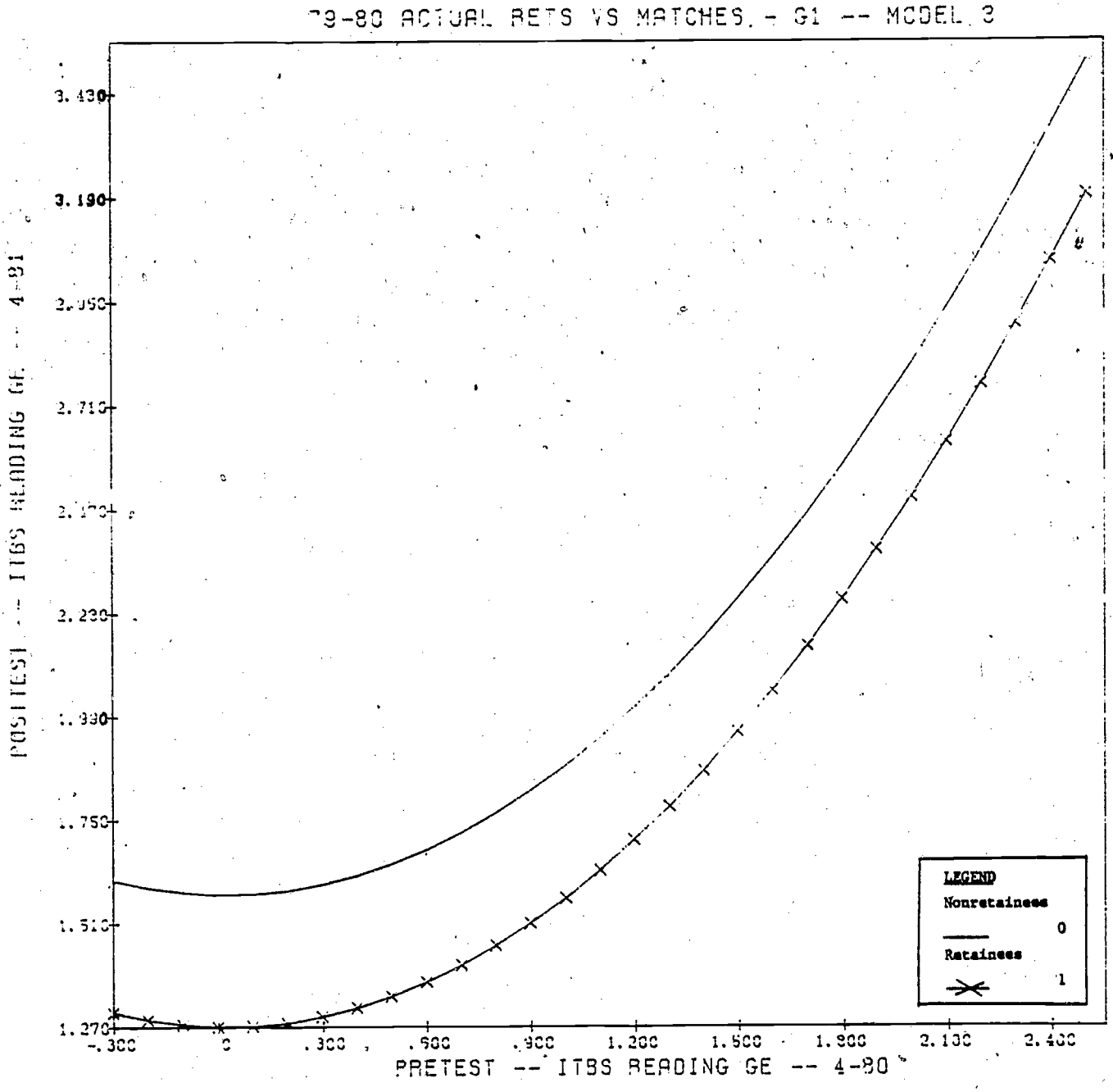
DF = 1, 20 F = 1.457151430364011 NS

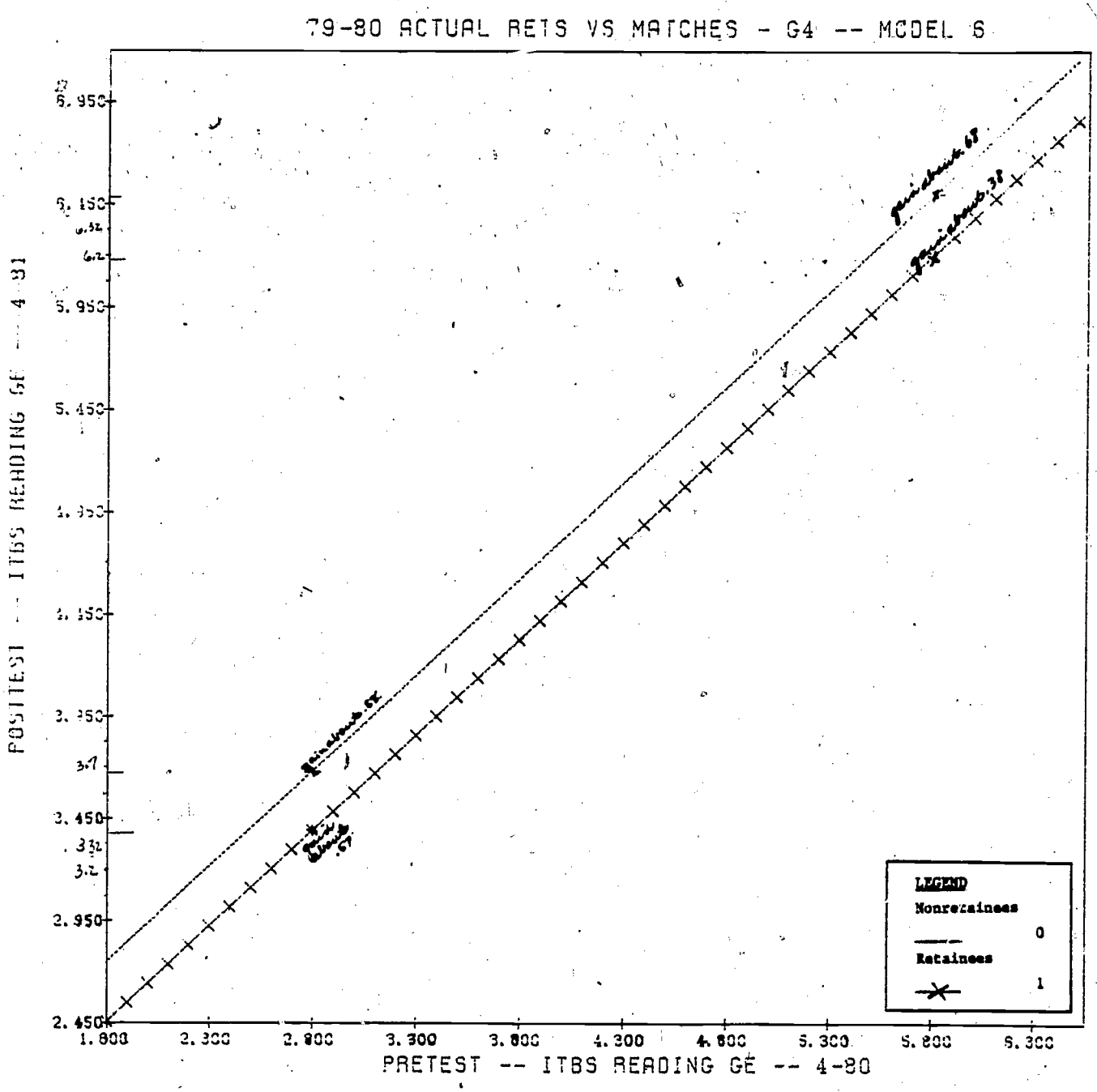
MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

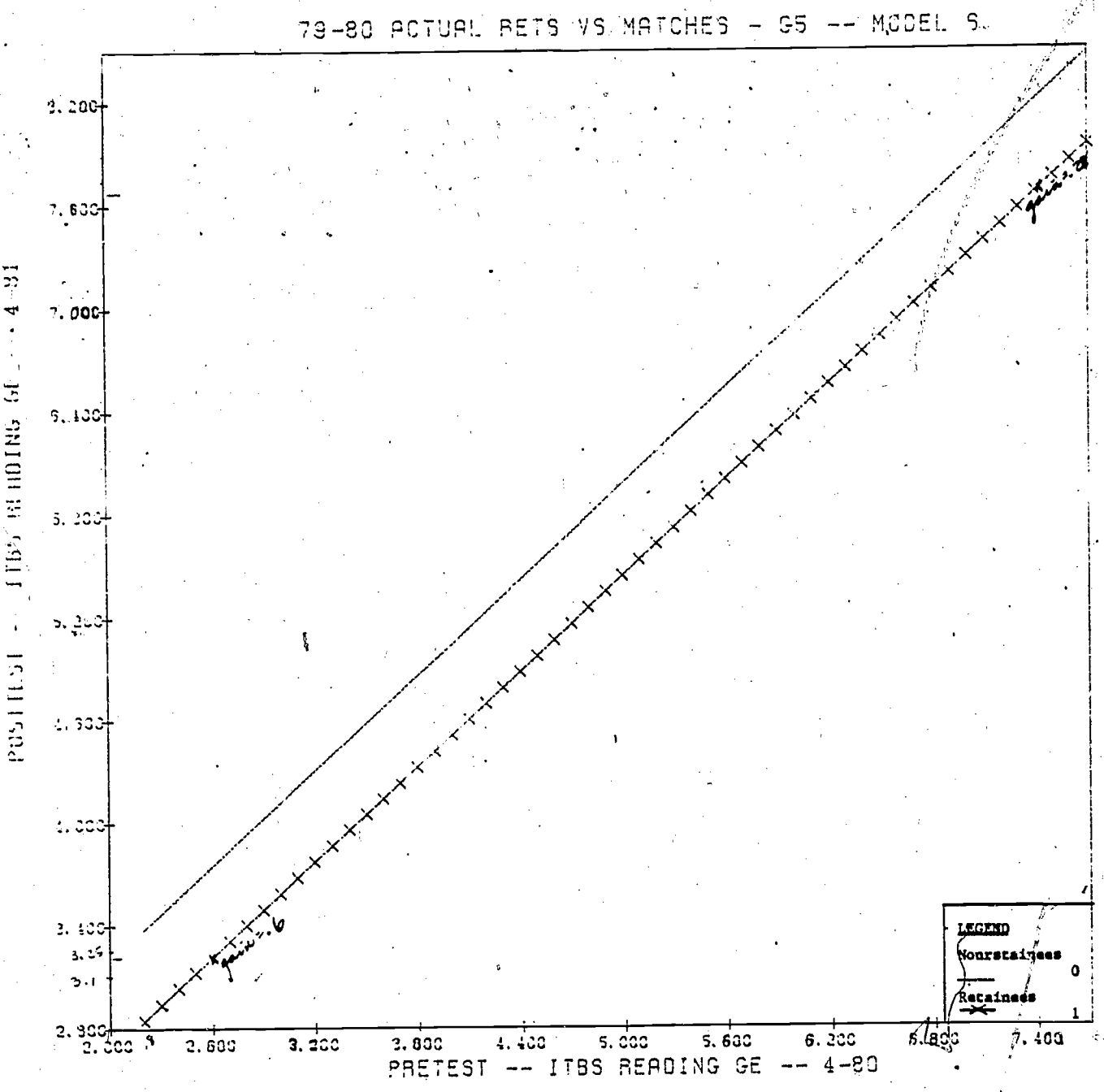
SUM OF SQUARES, MODEL 6 = 13.76546
SUM OF SQUARES, MODEL 7 = 13.93384

DF = 1, 21 F = .2568733627499556 NS

Attachment A-3
(Page 1 of 3)




79-80 ACTUAL RETS VS MATCHES - G4 -- MODEL 6
POSTTEST -- ITBS READING GE -- 4-81
PRETEST -- ITBS READING GE -- 4-80
6.950
6.150
5.950
5.450
3.450
2.950
2.450
1.800
2.300
2.800
3.300
3.800
4.300
4.800
5.300
5.800
6.300
LEGEND
Nonretainees
0
Retainees
1


79-80 ACTUAL RETS VS MATCHES - G5 -- MODEL S
PRETEST -- ITBS READING GE -- 4-80
2.000
2.600
3.200
3.800
4.400
5.000
5.600
6.200
6.800
7.400
LEGEND
Nonretainees 0
Retainees 1

1979-80 ACTUAL RETAINEES AND MATCHES

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 1
TEST = MATH
NUMBER OF CASES = 246

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 44.27246
SUM OF SQUARES, MODEL 5 = 45.71592

DF = 2, 240 F = 3.912481935722569 *

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 44.27246
SUM OF SQUARES, MODEL 2 = 44.30492

DF = 1, 240 F = .1759649226629849 ns

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 44.30492
SUM OF SQUARES, MODEL 3 = 44.41344

DF = 1, 241 F = .5903028376983887 ns

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 44.27246
SUM OF SQUARES, MODEL 3 = 44.41344

DF = 2, 240 F = .3821246888020248 ns

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 44.41344
SUM OF SQUARES, MODEL 4 = 53.1688

DF = 1, 242 F = 47.7062150556228 ***
(same slopes but different intercepts)

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 45.71592
SUM OF SQUARES, MODEL 6 = 45.75101

DF = 1, 242 F = .1857510469000748

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 45.75101
SUM OF SQUARES, MODEL 7 = 54.52294

DF = 1, 243 F = 46.59086192851262

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = MATH
NUMBER OF CASES = 124

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 28.3741
SUM OF SQUARES, MODEL 5 = 28.59719

DF = 2, 118 F = .4638846694696925 ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 28.3741
SUM OF SQUARES, MODEL 2 = 28.53484

DF = 1, 118 F = .6684730088355248

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 28.53484
SUM OF SQUARES, MODEL 3 = 28.66115

DF = 1, 119 F = .5267557133665359

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 28.3741
SUM OF SQUARES, MODEL 3 = 28.66115

DF = 2, 118 F = .5968806059046812

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 28.66115
SUM OF SQUARES, MODEL 4 = 33.94497

DF = 1, 120 F = 22.12257358828937

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 28.59719
SUM OF SQUARES, MODEL 6 = 28.71093

DF = 1, 120 F = .4772776625955224
ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 28.71093
SUM OF SQUARES, MODEL 7 = 33.98175

same slopes, different intercepts
DF = 1, 121 F = 42.21346434963967
*** F(.001) = 11.38

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = MATH
NUMBER OF CASES = 108

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 42.24565
SUM OF SQUARES, MODEL 5 = 44.06312

DF = 2, 102 F = 2.194095013332734
ns
F(.05) = 3.15

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 42.24565
SUM OF SQUARES, MODEL 2 = 42.24807

DF = 1, 102 F = 5.842968447640811D-03

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 42.24807
SUM OF SQUARES, MODEL 3 = 42.35864

DF = 1, 103 F = .2695675802468611

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 42.24565
SUM OF SQUARES, MODEL 3 = 42.35864

DF = 2, 102 F = .1364043398551103

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 42.35864
SUM OF SQUARES, MODEL 4 = 47.41009

DF = 1, 104 F = 12.40244729292536

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 44.06312
SUM OF SQUARES, MODEL 6 = 44.24541

DF = 1, 104 F = .4302500594601564
ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 44.24541
SUM OF SQUARES, MODEL 7 = 49.14356

DF = 1, 105 F = 11.62393455049914 **
F(.001)1,120 = 11.38

54

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = MATH
NUMBER OF CASES = 62

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 19.34946
SUM OF SQUARES, MODEL 5 = 21.27571

DF = 2, 56 F = 2.787416289653562
DF(∞)2,60 = 3.15 NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 19.34946
SUM OF SQUARES, MODEL 2 = 19.40986

DF = 1, 56 F = .1748059118962493

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 19.40986
SUM OF SQUARES, MODEL 3 = 19.80729

DF = 1, 57 F = 1.167113518593127

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 19.34946
SUM OF SQUARES, MODEL 3 = 19.80729

DF = 2, 56 F = .6625115119491706

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 19.80729
SUM OF SQUARES, MODEL 4 = 21.91483

DF = 1, 58 F = 6.171329848757706

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 21.27571
SUM OF SQUARES, MODEL 6 = 21.79768

DF = 1, 58 F = 1.42294945738591
NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 21.79768
SUM OF SQUARES, MODEL 7 = 23.968

DF = 1, 59 F(.05) = 4.00
* F = 5.874427003240713

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = MATH
NUMBER OF CASES = 44

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 13.35269

SUM OF SQUARES, MODEL 5 = 16.78271

DF = 2, 38 F = 4.880692954004025

$F_{(.05)2,40} = 3.23$ *

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 13.35269

SUM OF SQUARES, MODEL 2 = 16.7364

DF = 1, 38 F = 9.629593737291888

**

$F_{(.01)1,40} = 7.31$

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 16.7364

SUM OF SQUARES, MODEL 3 = 16.76095

DF = 1, 39 F = .05720764322076346

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 13.35269

SUM OF SQUARES, MODEL 3 = 16.76095

DF = 2, 38 F = 4.849729904610981

*

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 16.76095

SUM OF SQUARES, MODEL 4 = 21.98093

DF = 1, 40 F = 12.45748003543952

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 16.78271

SUM OF SQUARES, MODEL 6 = 16.80375

DF = 1, 40 F = .05014684755918377

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 7 = 22.0299

SUM OF SQUARES, MODEL 6 = 16.80375

DF = 1, 41 F = 12.75144833742468

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = MATH
NUMBER OF CASES = 20

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 9.55571
SUM OF SQUARES, MODEL 5 = 9.87504

DF = 2, 14 F = .2339240098328643
NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 9.55571
SUM OF SQUARES, MODEL 2 = 9.79969

DF = 1, 15 F = .3574530292324694

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 9.79969
SUM OF SQUARES, MODEL 3 = 9.99405

DF = 1, 15 F = .2974992066075561

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 9.55571
SUM OF SQUARES, MODEL 3 = 9.99405

DF = 2, 14 F = .3211043449414017

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 9.99405
SUM OF SQUARES, MODEL 4 = 12.51742

DF = 1, 16 F = 4.039795678428665

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 9.87504
SUM OF SQUARES, MODEL 6 = 10.0696

DF = 1, 16 F = .3152351787942176
NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 10.0696
SUM OF SQUARES, MODEL 7 = 12.56349

DF = 1, 17 NS
F = 4.21030924763645
F(.05)=4.45

Attachment A-5
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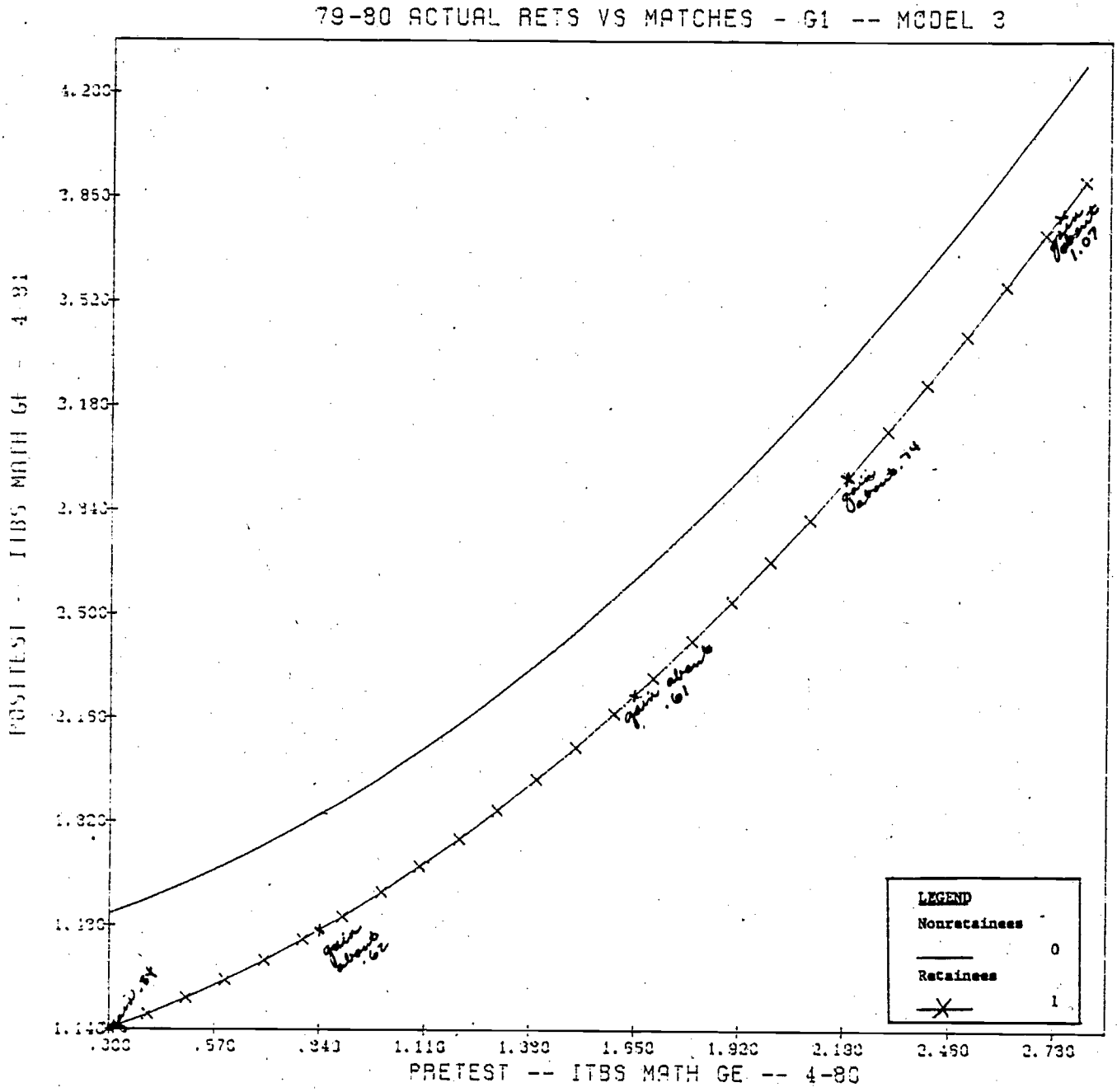
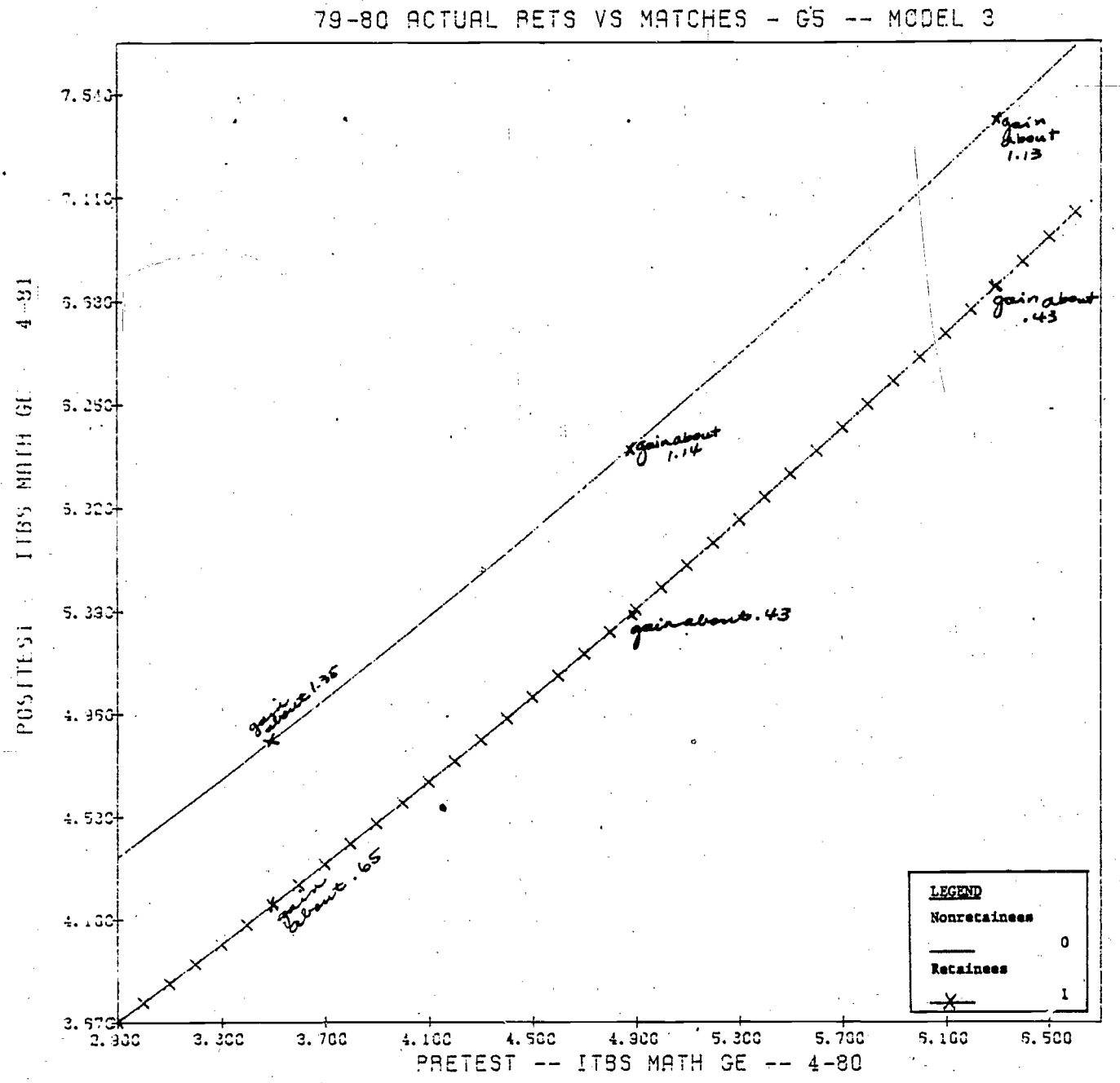


Attachment A-5
(Continued, page 2 of 2)



1980-81 ACTUAL RETAINEES AND MATCHES

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 1
TEST = READING
NUMBER OF CASES = 486

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 190.63706
SUM OF SQUARES, MODEL 5 = 195.09259

DF = 2, 480 F = 5.609210440293 **

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 190.63706
SUM OF SQUARES, MODEL 2 = 190.64818

DF = 1, 480 F = .0279987532329 ns

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 190.64818
SUM OF SQUARES, MODEL 3 = 190.64999

DF = 1, 481 F = 4.56657913018677D-03 ns

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 190.63706
SUM OF SQUARES, MODEL 3 = 190.64999

DF = 2, 480 F = .0162780521268 ns

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 190.64999
SUM OF SQUARES, MODEL 4 = 192.14609

DF = 1, 482 F = 3.782429781402 ns
F(.05) = 3.86

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 195.09259
SUM OF SQUARES, MODEL 6 = 195.1618

DF = 1, 482 F = .17099173269

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 195.1618
SUM OF SQUARES, MODEL 7 = 196.56238

DF = 1, 483 F = 3.4662528220

60

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = READING
NUMBER OF CASES = 232

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 79.08899
SUM OF SQUARES, MODEL 5 = 79.96867

DF = 2, 226 F = 1.256860657848
ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 79.08899
SUM OF SQUARES, MODEL 2 = 79.13767

DF = 1, 226 F = .1391050764461

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 79.13767
SUM OF SQUARES, MODEL 3 = 81.13109

DF = 1, 227 F = 5.717963897597694

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 79.08899
SUM OF SQUARES, MODEL 3 = 81.13109

DF = 2, 226 F = 2.917691830430

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 81.13109
SUM OF SQUARES, MODEL 4 = 85.94324

DF = 1, 228 F = 13.24239819778

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 79.96867
SUM OF SQUARES, MODEL 6 = 81.92042

DF = 1, 228 F = 5.564666762
*

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 91.92042
SUM OF SQUARES, MODEL 7 = 86.66509

DF = 1, 229 F = 13.26323070

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = READING
NUMBER OF CASES = 174

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 53.5544
SUM OF SQUARES, MODEL 5 = 58.80011

DF = 2, 168 F = 8.227888651539 **

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 53.5544
SUM OF SQUARES, MODEL 2 = 54.48375

DF = 1, 168 F = 2.915368298403 ns

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 54.48375
SUM OF SQUARES, MODEL 3 = 55.43658

DF = 1, 169 F = 2.955528391492873 ns

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 53.5544
SUM OF SQUARES, MODEL 3 = 55.43658

DF = 2, 168 F = 2.952196644906 ns

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 55.43658
SUM OF SQUARES, MODEL 4 = 55.45535

DF = 1, 170 F = .05755946705226 ns

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 58.80011
SUM OF SQUARES, MODEL 6 = 60.41869

DF = 1, 170 F = 4.679559272

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 60.41869
SUM OF SQUARES, MODEL 7 = 60.41929

DF = 1, 171 F = 1.698150026

62

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = READING
NUMBER OF CASES = 132

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 60.05047
SUM OF SQUARES, MODEL 5 = 66.07443

DF = 2, 126 F = 6.3198419596040 **

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 60.05047
SUM OF SQUARES, MODEL 2 = 62.88128

DF = 1, 126 F = 5.9397047183810 *

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 62.88128
SUM OF SQUARES, MODEL 3 = 62.88505

DF = 1, 127 F = 7.6141897374822001

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 60.05047
SUM OF SQUARES, MODEL 3 = 62.88505

DF = 2, 126 F = 2.9738075322300

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 62.88505
SUM OF SQUARES, MODEL 4 = 67.10862

DF = 1, 128 F = 8.5969075320760

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 66.07443
SUM OF SQUARES, MODEL 6 = 66.07535

DF = 1, 128 F = 1.7822325519100

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 66.07535
SUM OF SQUARES, MODEL 7 = 70.27115

DF = 1, 129 F = 8.1915298216000

Attachment A-6
(Continued, page 5 of 6)

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = READING
NUMBER OF CASES = 106

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 32.56118
SUM OF SQUARES, MODEL 5 = 33.88955

DF = 2, 100 F = 2.039806296946
F(.05) = 3.09
NS

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 32.56118
SUM OF SQUARES, MODEL 2 = 32.56464

DF = 1, 100 F = .01062615052641

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 32.56464
SUM OF SQUARES, MODEL 3 = 32.77526

DF = 1, 101 F = .6532429039596 31

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 32.56118
SUM OF SQUARES, MODEL 3 = 32.77526

DF = 2, 100 F = .3287350151315

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 32.77526
SUM OF SQUARES, MODEL 4 = 34.53619

DF = 1, 102 F = 5.480196343217

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 33.88955
SUM OF SQUARES, MODEL 6 = 34.14784

DF = 1, 102 F = .7773953917941
NS

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 34.14784
SUM OF SQUARES, MODEL 7 = 35.89484

DF = 1, 103 F = 5.269469459801
F(.05) = 3.94 *

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = READING
NUMBER OF CASES = 32

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 11.0718
SUM OF SQUARES, MODEL 5 = 12.30496

DF = 2, 26 F = 1.4479199407503
F(.05)= 3.37
ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 11.0718
SUM OF SQUARES, MODEL 2 = 11.65634

DF = 1, 26 F = 1.3726801423436

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 11.65634
SUM OF SQUARES, MODEL 3 = 13.41955

DF = 1, 27 F = 4.084186803061682

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 11.0718
SUM OF SQUARES, MODEL 3 = 13.41955

DF = 2, 26 F = 2.7566204230567

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 13.41955
SUM OF SQUARES, MODEL 4 = 13.43217

DF = 1, 28 F = .02633173243514

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 12.30496
SUM OF SQUARES, MODEL 6 = 14.10733

DF = 1, 28 F = 4.10130223909
F(.05)=4.2
ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 14.10733
SUM OF SQUARES, MODEL 7 = 14.11891

DF = 1, 29 F = .0238046462371
F(.05)=4.18
ns

Attachment A-7
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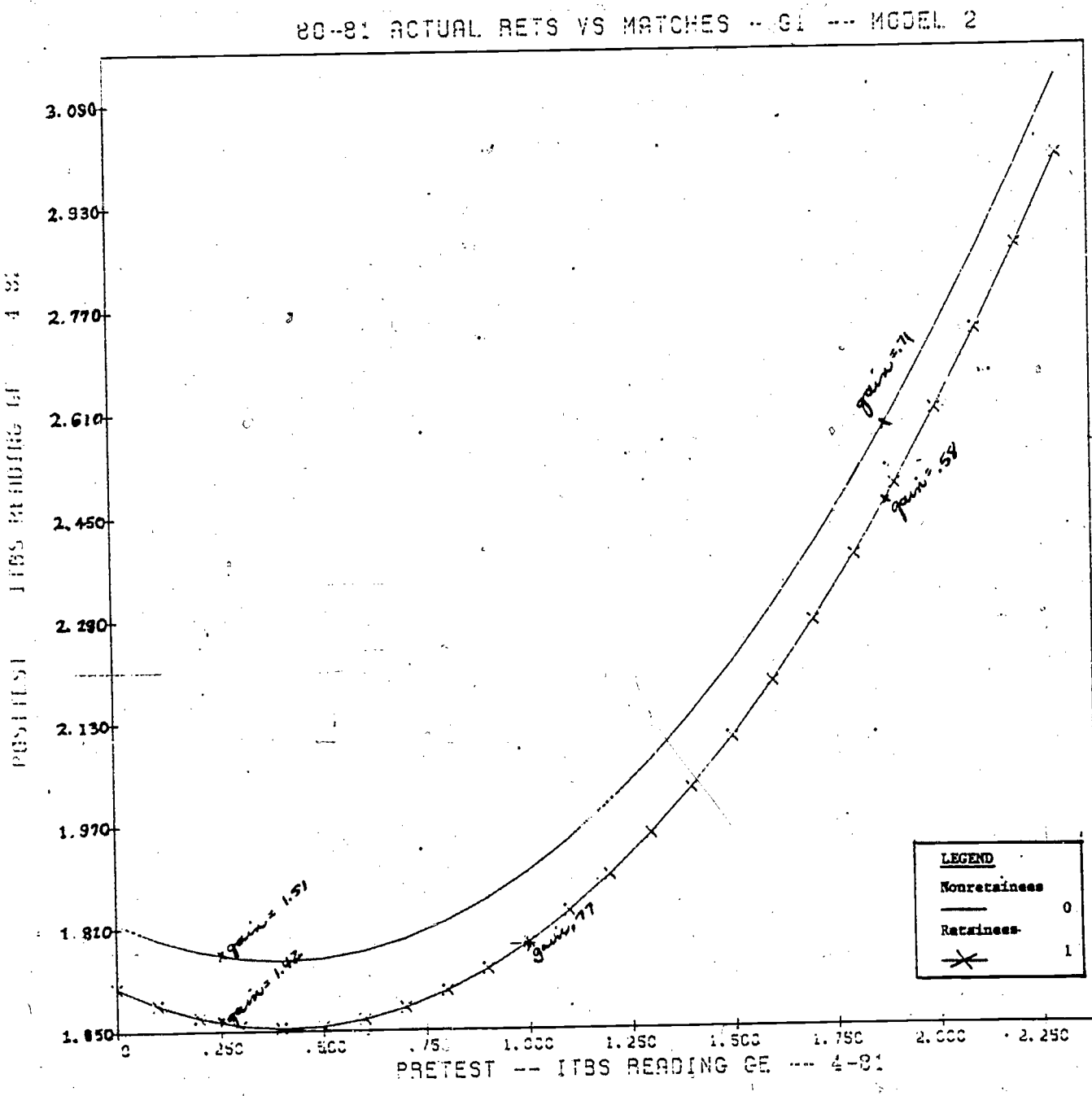
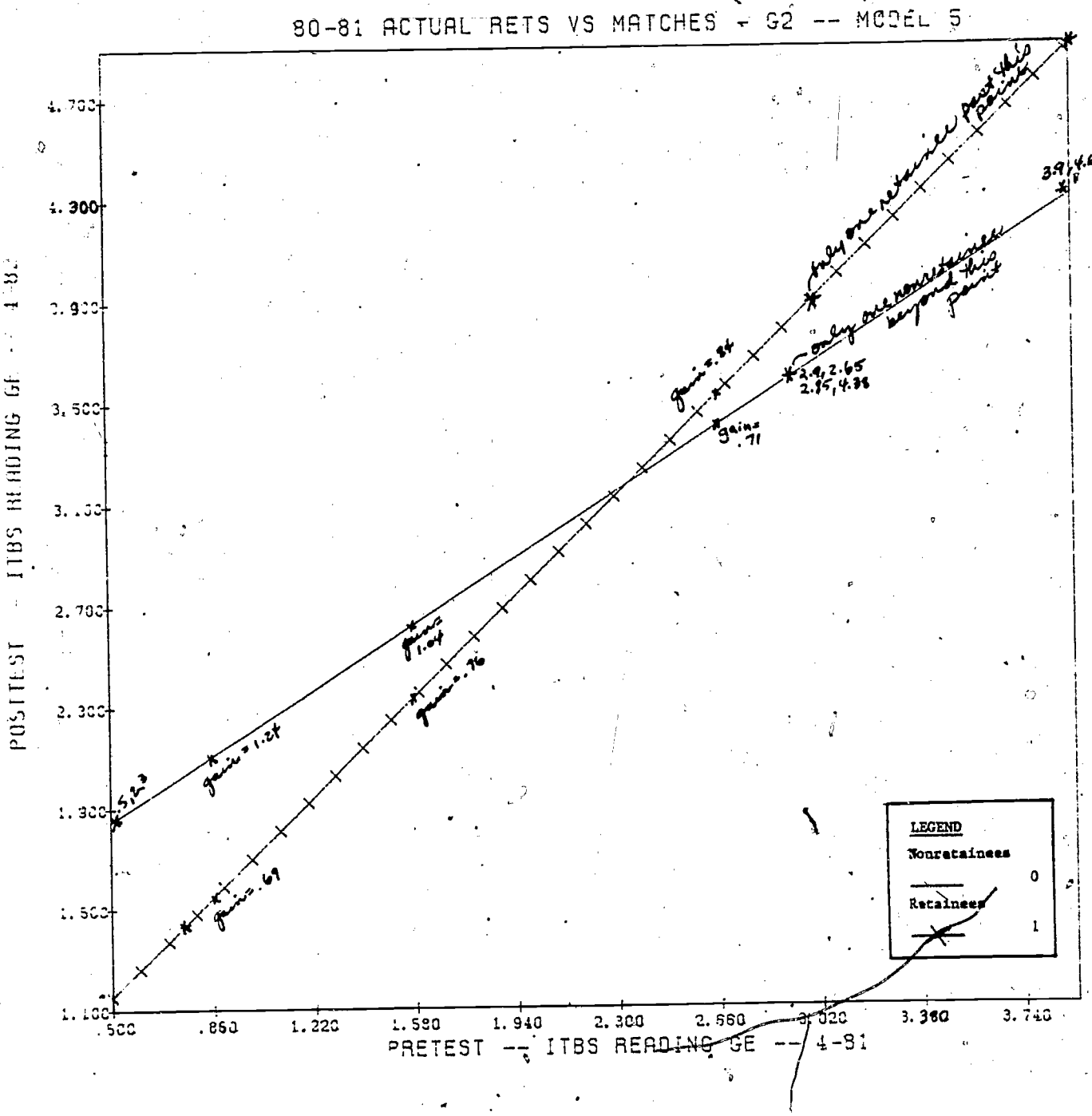
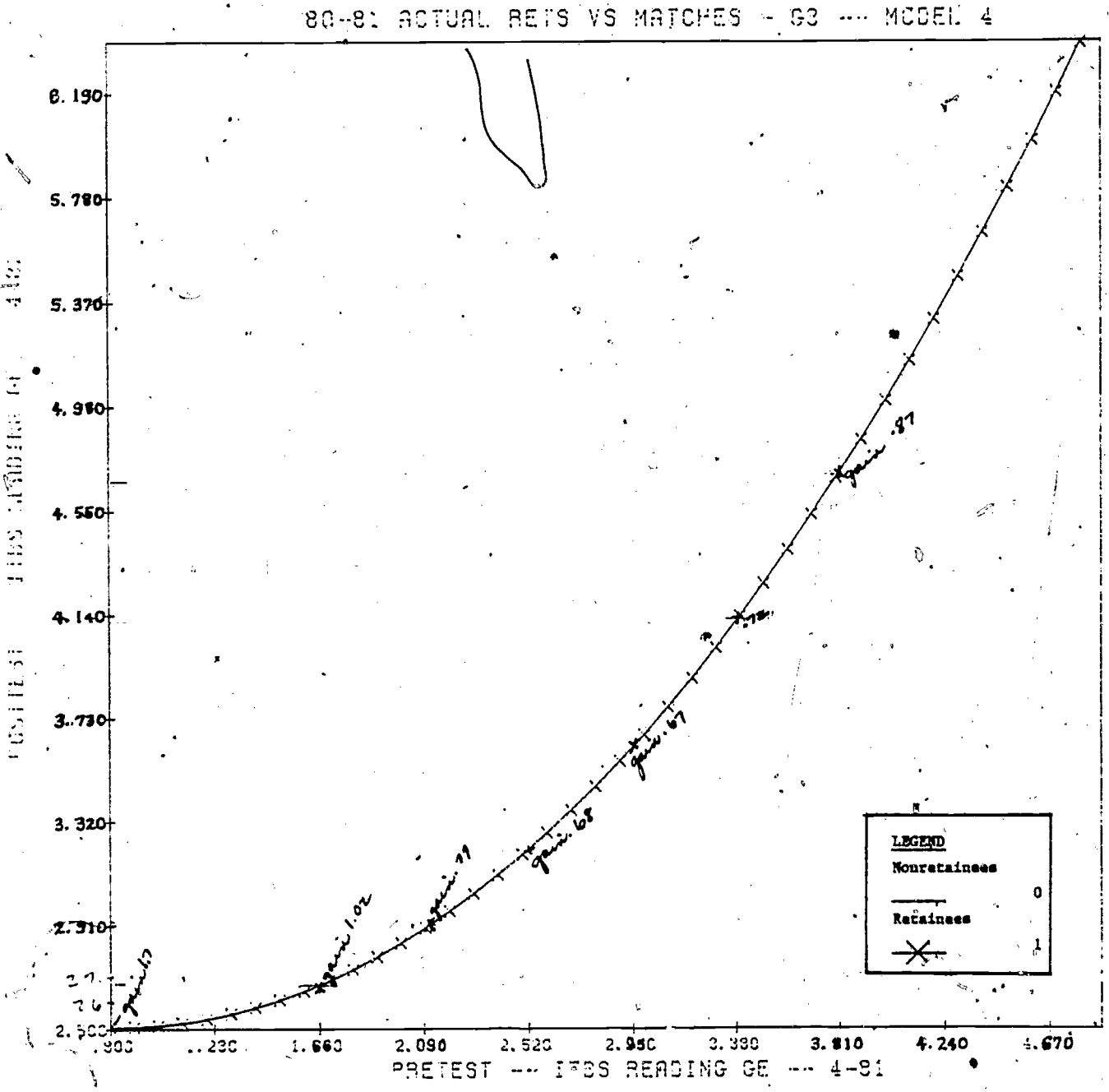


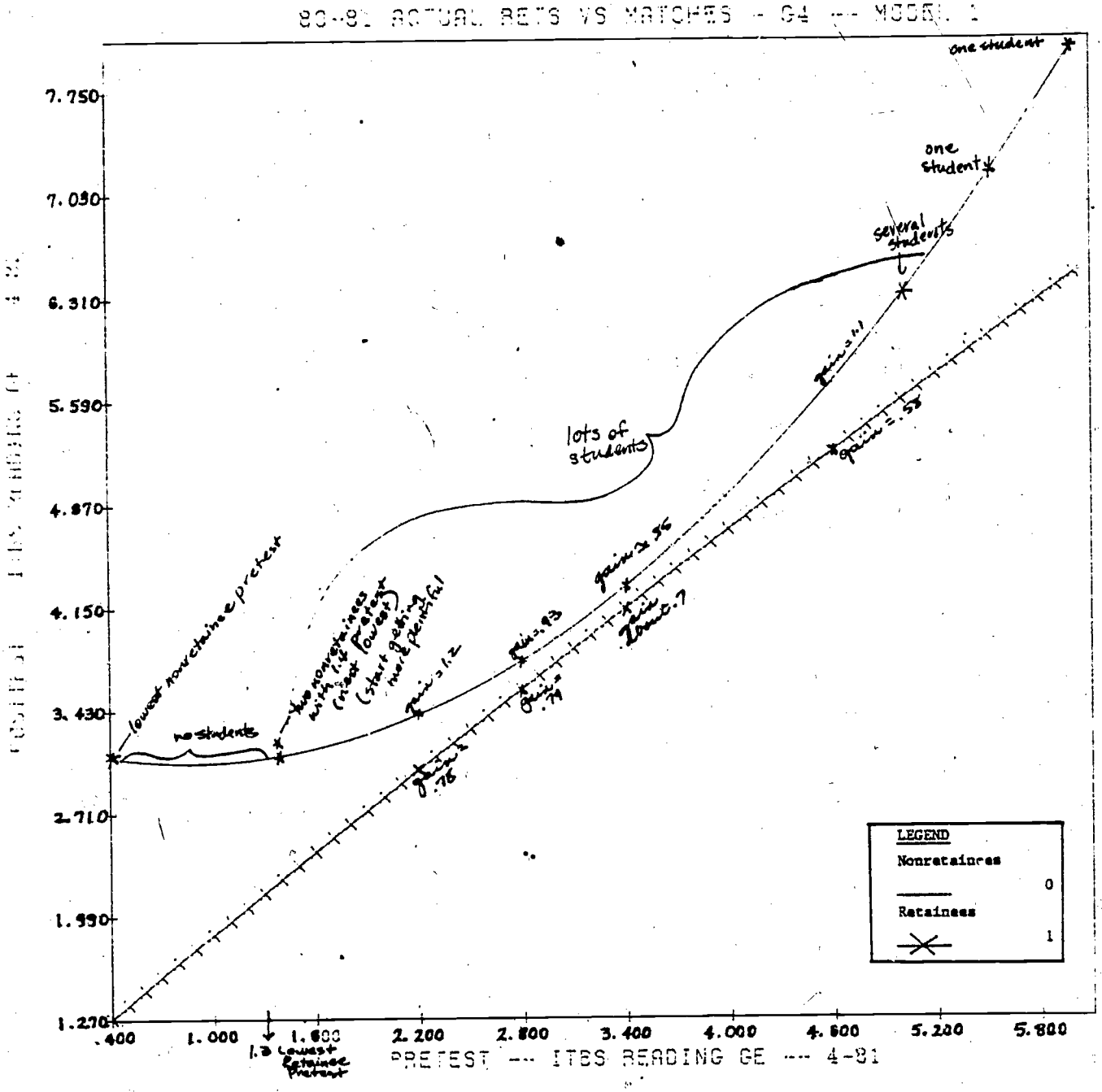
Attachment A-7
(Continued, page 2 of 5)



Attachment A-7
(Continued, page 3 of 5)



Attachment A-7
(Continued, page 4 of 5)



Attachment A-7
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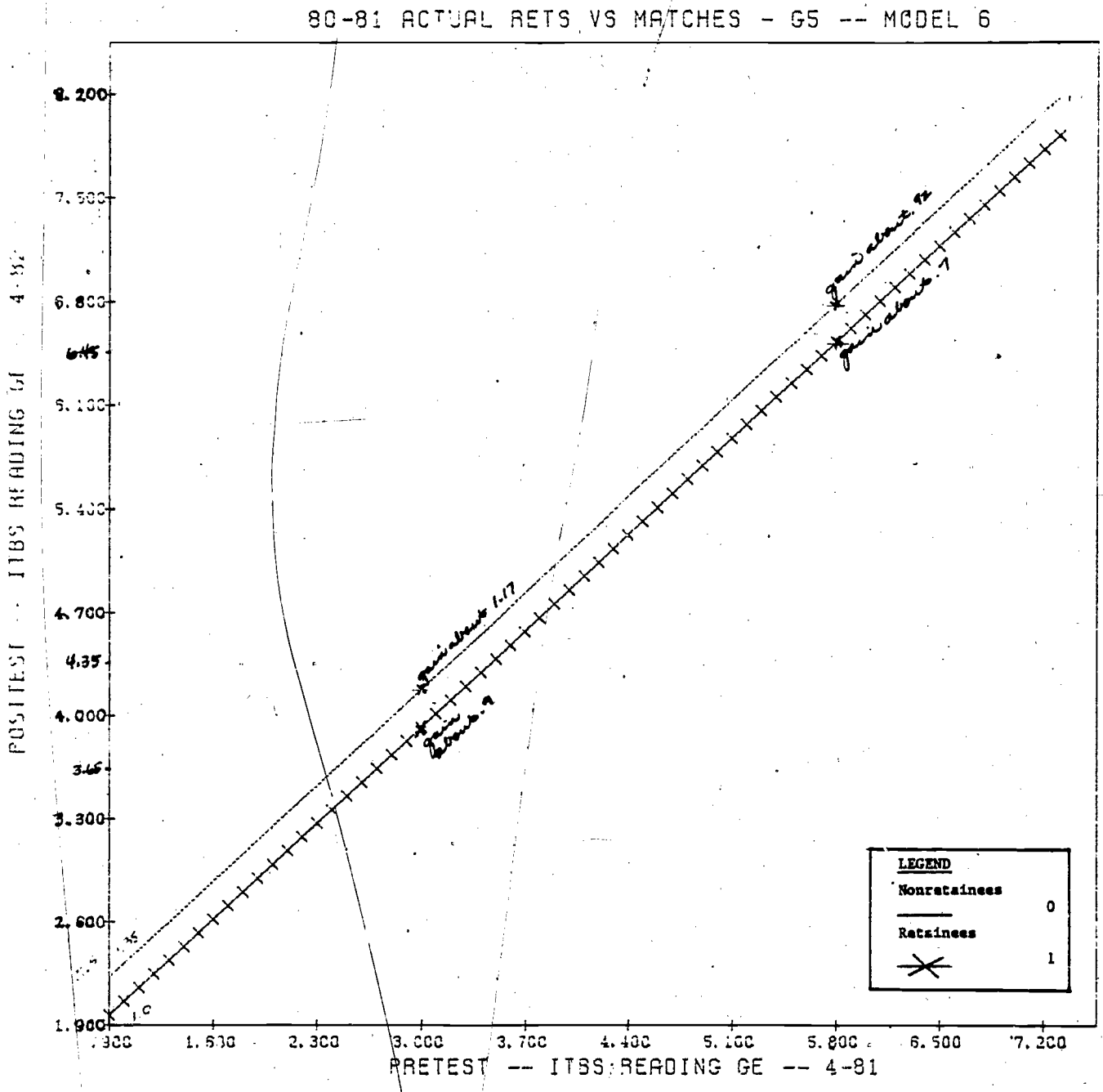


1980-81 ACTUAL RETAINEES AND MATCHES

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 1
TEST = MATH
NUMBER OF CASES = 496

MODEL 1 VS MODEL 5--CURVILINEAR VS. LINEAR

SUM OF SQUARES, MODEL 1 = 88.60258
SUM OF SQUARES, MODEL 5 = 88.62387

DF = 2, 490 F = .0726959643
F(.05) = 3.02
ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 88.60258
SUM OF SQUARES, MODEL 2 = 88.61044

DF = 1, 490 F = .0434682601

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 88.61044
SUM OF SQUARES, MODEL 3 = 88.65107

DF = 1, 491 F = .225135209801

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 88.60258
SUM OF SQUARES, MODEL 3 = 88.65107

DF = 2, 490 F = .1340824386

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 88.65107
SUM OF SQUARES, MODEL 4 = 105.6114

DF = 1, 492 F = 94.12726050

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 88.62387
SUM OF SQUARES, MODEL 6 = 88.66077

DF = 1, 492 F = .17708450
ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 88.66077
SUM OF SQUARES, MODEL 7 = 105.81253

DF = 1, 493 F = 95.372707
F(.01) = 6.70
**

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 2
TEST = MATH
NUMBER OF CASES = 250

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 52.2267
SUM OF SQUARES, MODEL 5 = 52.72041
DF = 2, 244 F = 1.153291707 ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 52.2267
SUM OF SQUARES, MODEL 2 = 52.27233
DF = 1, 244 F = .2131806145

MODEL 2 S MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 52.27233
SUM OF SQUARES, MODEL 3 = 52.45201
DF = 1, 245 F = .842158748232

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 52.2267
SUM OF SQUARES, MODEL 3 = 52.45201
DF = 2, 244 F = .5263173817

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 52.45201
SUM OF SQUARES, MODEL 4 = 87.13638
DF = 1, 246 F = 162.6697436

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 52.72041
SUM OF SQUARES, MODEL 6 = 52.91975
DF = 1, 246 F = .9301452 ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 52.91975
SUM OF SQUARES, MODEL 7 = 87.40755
DF = 1, 247 F = 160.96989 ***

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 3
TEST = MATH
NUMBER OF CASES = 182

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 57.0193
SUM OF SQUARES, MODEL 5 = 58.6307
DF = 2, 176 F = 2.486933371682
ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 57.0193
SUM OF SQUARES, MODEL 2 = 57.03178
DF = 1, 176 F = .0385216935318

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 57.03178
SUM OF SQUARES, MODEL 3 = 57.12616
DF = 1, 177 F = .292911425875190

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 57.0193
SUM OF SQUARES, MODEL 3 = 57.12616
DF = 2, 176 F = .1649210004331

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 57.12616
SUM OF SQUARES, MODEL 4 = 58.20989
DF = 1, 178 F = 3.376805552611

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 58.6307
SUM OF SQUARES, MODEL 6 = 58.80243
DF = 1, 178 F = .52136406153
ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 58.80243
SUM OF SQUARES, MODEL 7 = 60.00139
DF = 1, 179 F = 3.6497444068
$F(.05)2'00 = 3.86$ ns

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 4
TEST = MATH
NUMBER OF CASES = 118

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 42.88863
SUM OF SQUARES, MODEL 5 = 44.82455

DF = 2, 112 F = 2.5277449990825
ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 42.88863
SUM OF SQUARES, MODEL 2 = 44.59215

DF = 1, 112 F = 4.4485972156256

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 44.59215
SUM OF SQUARES, MODEL 3 = 44.64008

DF = 1, 113 F = .1214583732787075

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 42.88863
SUM OF SQUARES, MODEL 3 = 44.64008

DF = 2, 112 F = 2.2868811617437

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 44.64008
SUM OF SQUARES, MODEL 4 = 53.55229

DF = 1, 114 F = 22.759635287397

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 44.82455
SUM OF SQUARES, MODEL 6 = 44.8985

DF = 1, 114 F = .18807327680
ns

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 44.8985
SUM OF SQUARES, MODEL 7 = 53.83569

DF = 1, 115 F = 22.391117743
**

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 5
TEST = MATH
NUMBER OF CASES = 102

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 31.37696
SUM OF SQUARES, MODEL 5 = 33.69378

DF = 2, 96 F = 3.5442362803789
F(.05) = 3.09
*

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 31.37696
SUM OF SQUARES, MODEL 2 = 32.22467

DF = 1, 96 F = 2.59362793591220
ns

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 32.22467
SUM OF SQUARES, MODEL 3 = 32.46004

DF = 1, 97 F = .708491041180563
ns

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 31.37696
SUM OF SQUARES, MODEL 3 = 32.46004

DF = 2, 96 F = 1.65687944275034
ns

MODEL3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 32.46004
SUM OF SQUARES, MODEL 4 = 35.19451

DF = 1, 98 F = 8.25562938308147
**

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

SUM OF SQUARES, MODEL 5 = 33.69378
SUM OF SQUARES, MODEL 6 = 33.85452

DF = 1, 98 F = .467520117956

MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 33.85452
SUM OF SQUARES, MODEL 7 = 36.70584

DF = 1, 99 F = 8.33804998564

F VALUES FOR SPSS REGRESSION RESULTS--TWO GROUP CASE

GRADE = 6
TEST = MATH
NUMBER OF CASES = 40

MODEL 1 VS MODEL 5--CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 7.26007
SUM OF SQUARES, MODEL 5 = 7.28008

DF = 2, 34 F = .04685492013162.
ns

MODEL 1 VS MODEL 2--COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 7.26007
SUM OF SQUARES, MODEL 2 = 7.27826

DF = 1, 34 F = .085186506466191

MODEL 2 VS MODEL 3--PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 7.27826
SUM OF SQUARES, MODEL 3 = 7.40488

DF = 1, 35 F = .6088955327234804

MODEL 1 VS MODEL 3--PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 7.26007
SUM OF SQUARES, MODEL 3 = 7.40488

DF = 2, 34 F = .33908350745929

MODEL 3 VS MODEL 4--EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 7.40488
SUM OF SQUARES, MODEL 4 = 8.60259

DF = 1, 36 F = 5.82285735893081

MODEL 5 VS MODEL 6--COMMON LINEAR SLOPES

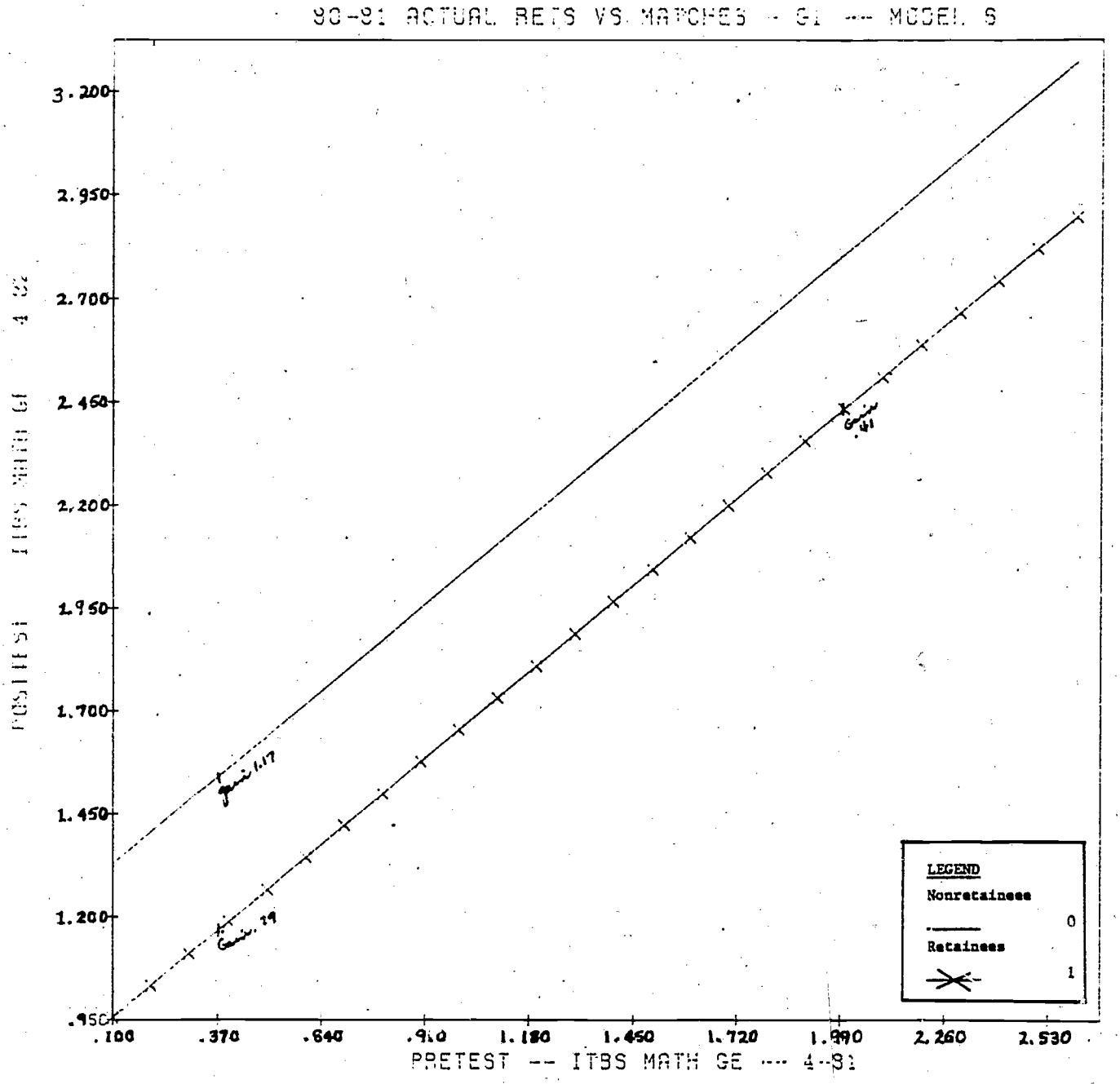
SUM OF SQUARES, MODEL 5 = 7.28008
SUM OF SQUARES, MODEL 6 = 7.40488

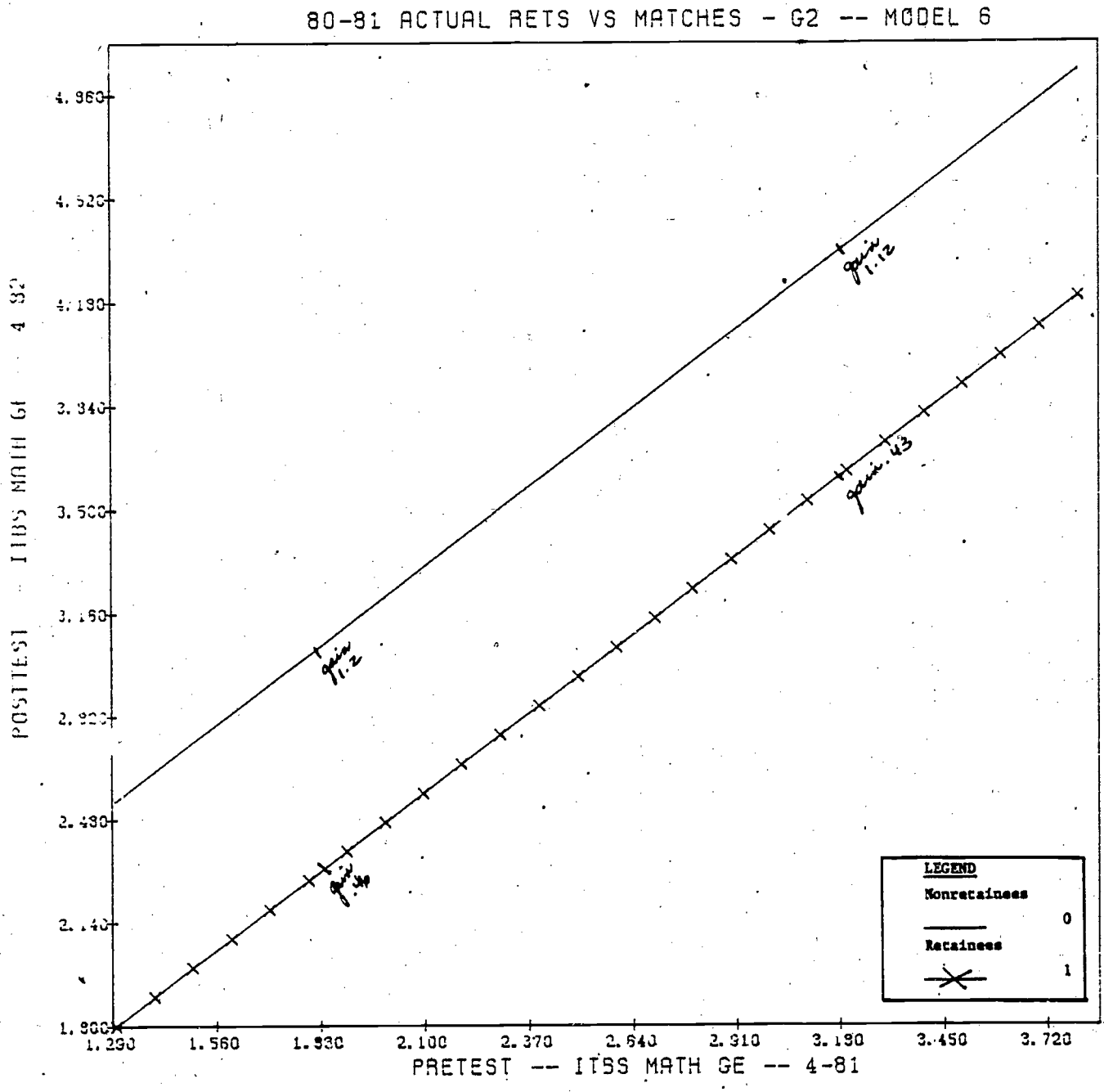
DF = 1, 36 F = .617136075427
ns

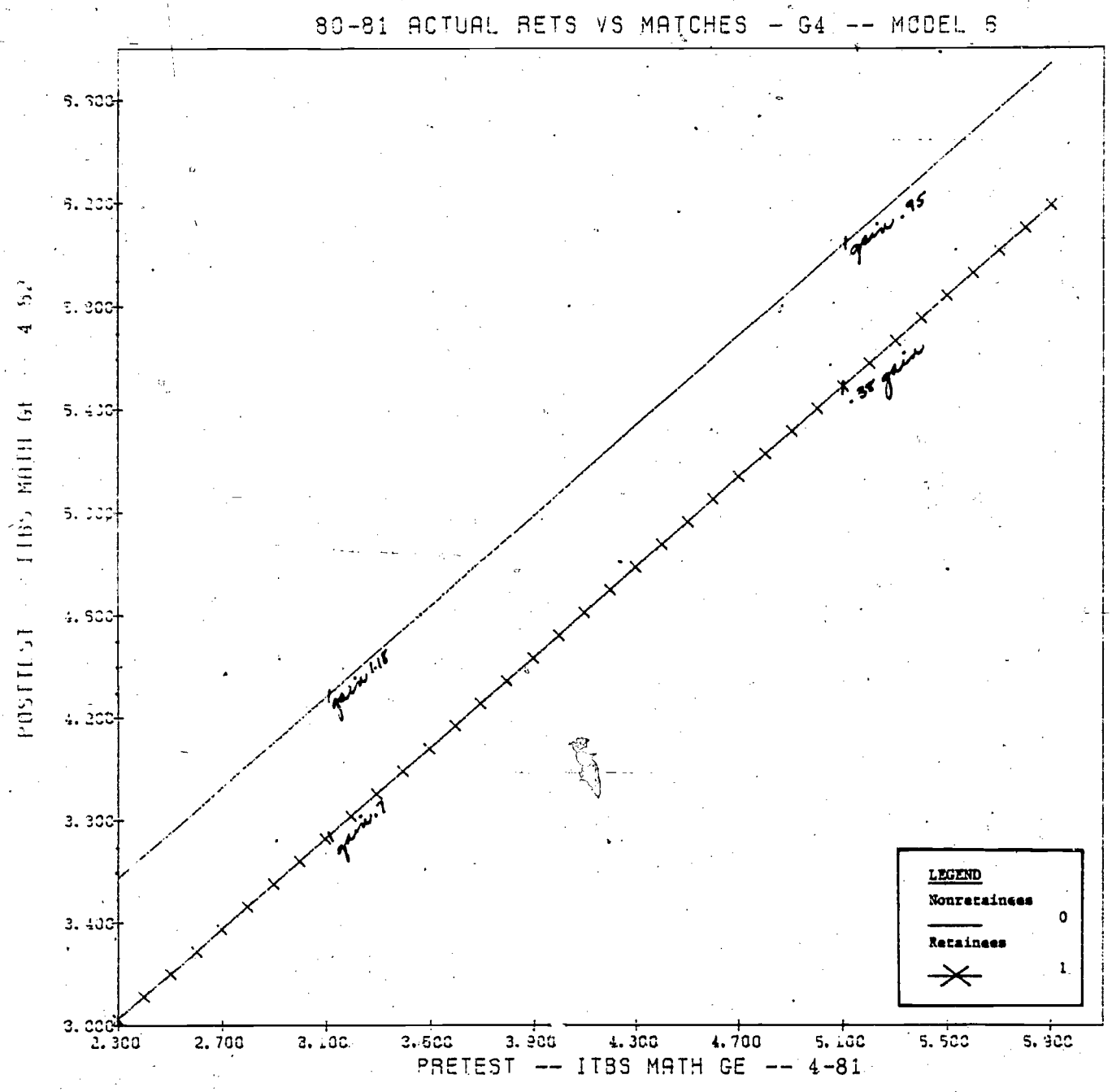
MODEL 6 VS MODEL 7--COMMON LINEAR INTERCEPTS

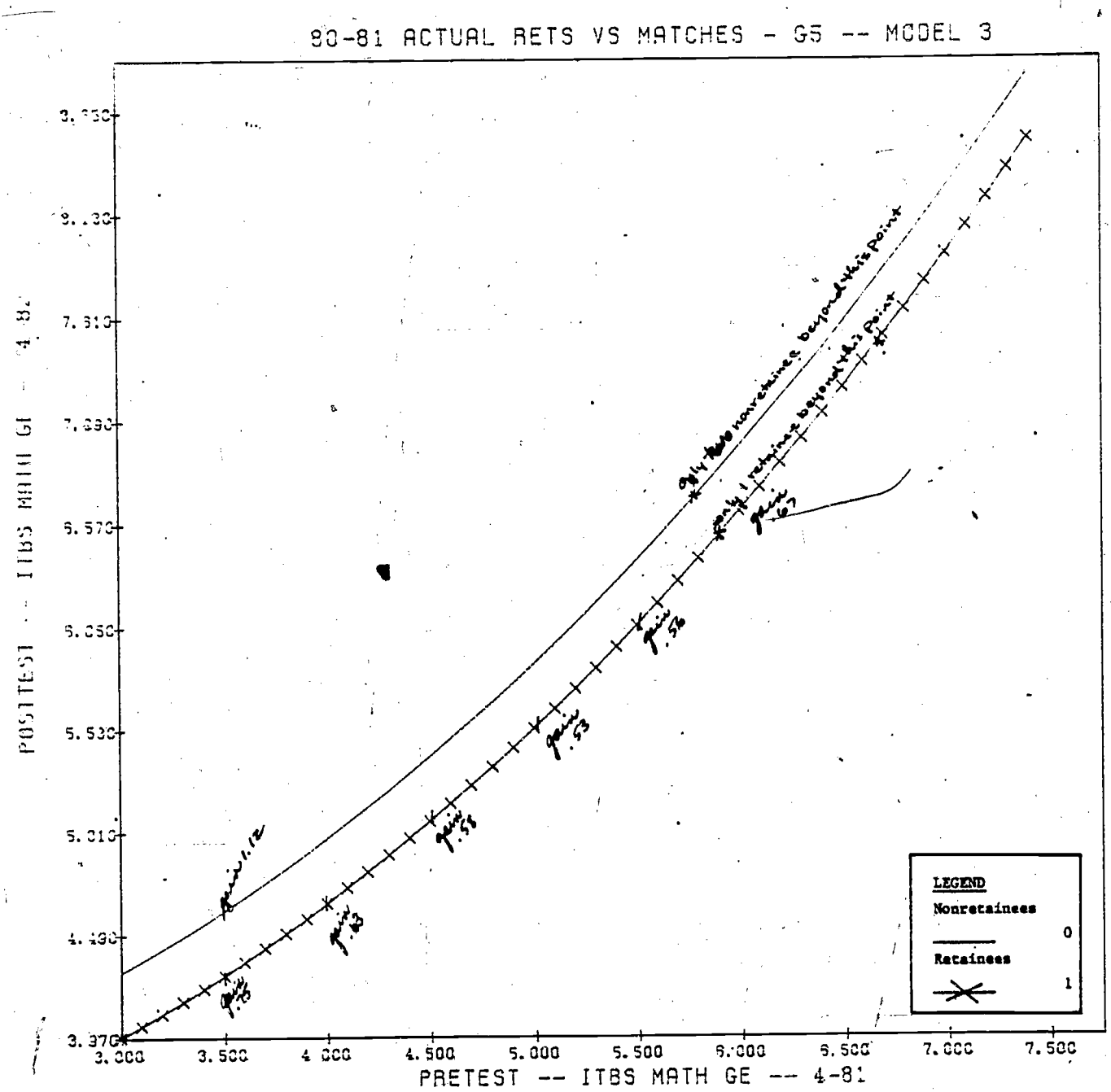
SUM OF SQUARES, MODEL 6 = 7.40488
SUM OF SQUARES, MODEL 7 = 8.6063

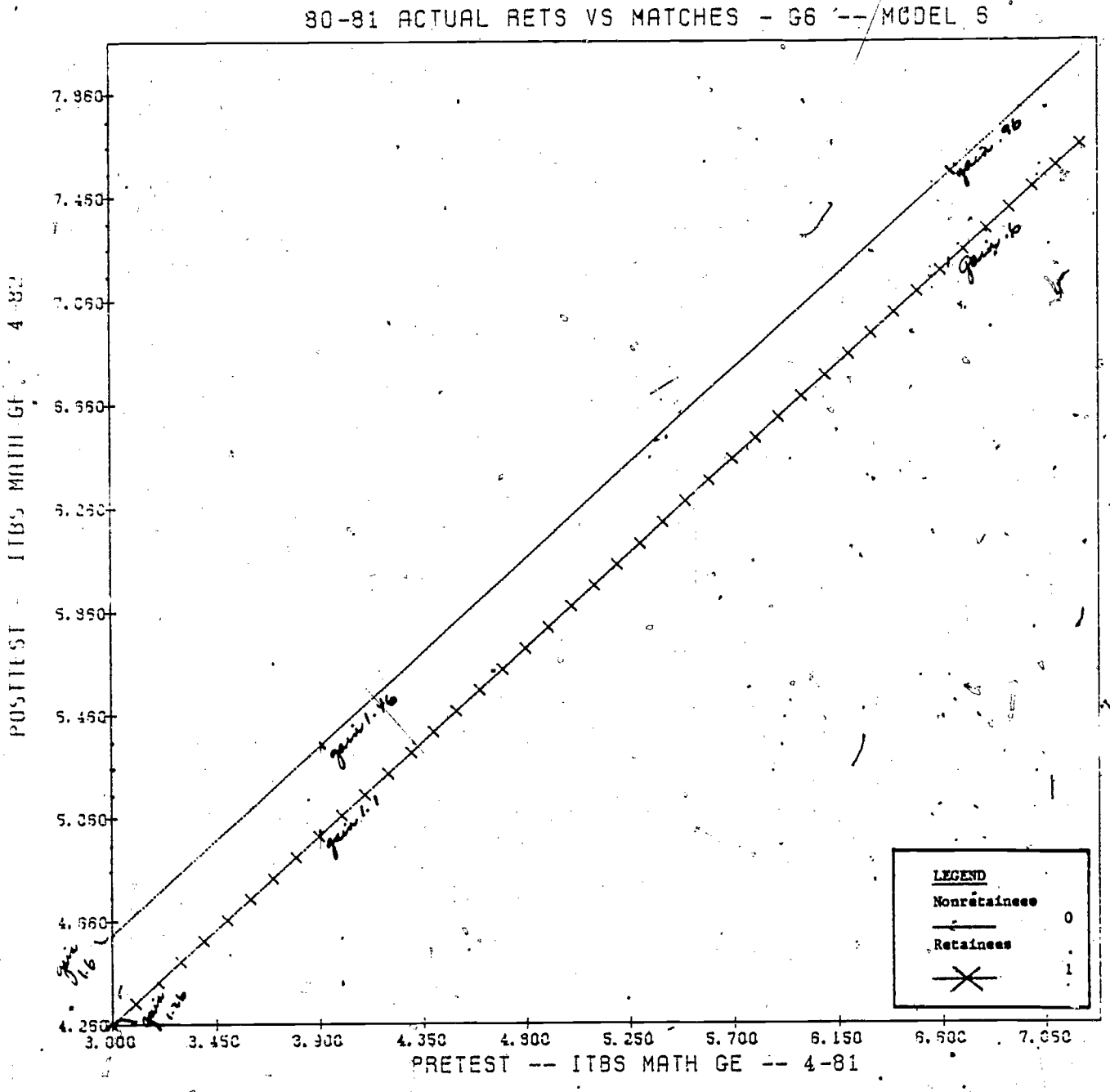
DF = 1, 37 F = 6.00314117176
* F(.05) = 4.10


80-81 ACTUAL RETS VS MATCHES - GE --- MODEL 6
3.200
2.950
2.700
2.460
2.200
1.950
1.700
1.450
1.200
.950
.100
.370
.640
.910
1.180
1.450
1.720
1.990
2.260
2.530
PRETEST -- ITBS MATH GE --- 4-81
LEGEND
Nonretainees
0
Retainees
1


80-81 ACTUAL RETS VS MATCHES - G2 -- MODEL 6
POSTTEST -- ITBS MATH GE -- 4-82
4.960
4.520
4.080
3.640
3.200
2.760
2.320
2.480
2.040
1.600
1.290
1.560
1.830
2.100
2.370
2.640
2.910
3.180
3.450
3.720
PRETEST -- ITBS MATH GE -- 4-81
gain 1.2
gain 1.12
gain .43
gain .49
LEGEND
Nonretainees 0
Retainees 1


80-81 ACTUAL RETS VS MATCHES - G4 -- MODEL 6
POSTTEST -- ITBS MATH GE -- 4-82
6.300
6.000
5.700
5.400
5.100
4.800
4.500
4.200
3.900
3.600
3.300
3.000
2.300
2.700
3.100
3.500
3.900
4.300
4.700
5.100
5.500
5.900
PRETEST -- ITBS MATH GE -- 4-81
gain 1.15
gain .7
gain .95
.35 gain
LEGEND
Nonretainees 0
Retainees 1


80-81 ACTUAL RETS VS MATCHES - G5 -- MODEL 3
POSTTEST -- ITBS MATH GE -- 4-81
PRETEST -- ITBS MATH GE -- 4-81
3.000
3.500
4.000
4.500
5.000
5.500
6.000
6.500
7.000
7.500
LEGEND
Nonretainees
0
Retainees
1


80-81 ACTUAL RETS VS MATCHES - G6 -- MODEL 6
POSTTEST -- ITBS MATH GE -- 4-81
7.960
7.460
6.960
6.460
5.960
5.460
5.060
4.660
4.250
3.000
3.450
3.900
4.350
4.800
5.250
5.700
6.150
6.600
7.050
PRETEST -- ITBS MATH GE -- 4-81
gain 1.96
gain 1.1
gain 1.96
gain 1.6
LEGEND
Nonretainees
0
Retainees
1

81

Retention/Promotion

Appendix B

RETENTION SURVEY

81.36

Instrument Description: Retention Survey

Brief description of the instrument:

Teachers and principals were asked to describe the factors which led to the recommendation of retention for specific students during spring of 1981. They were also asked whether the student was actually retained the next fall and about the parents' attitude toward the retention.

To whom was the instrument administered?

All 1980-81 principals and a sample of 308 teachers of students retained during spring 1981. Each teacher chosen received a survey on only one retainee.

How many times was the instrument administered?

Once with a reminder memorandum and survey after two weeks.

When was the instrument administered?

Principals' surveys were first sent October 16, 1981.
Teachers' surveys were sent October 16, 1981.
Reminders were sent November 2, 1981.

Where was the instrument administered?

At the schools of teachers and principals in the sample.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

ORE project evaluator with input from ORE and instructional staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

RETENTION SURVEY

Purpose

The retention survey was designed to provide data relevant to the following questions:

Decision Question D1: What effects has the District policy on retention/promotion had on achievement? on retention rates? Should the District policy be altered?

Evaluation Question D1-5: How many students listed to be retained in June of 1981 were actually retained in fall of 1981?

Evaluation Question D1-7: How many students were retained in fall 1981?

Decision Question D2: Should additional resources or activities related to the retention/promotion policy be considered?

Evaluation Question D2-1: What are the perceived criteria used by teachers and principals in the determination of retention decisions?

Procedure

Instrument

The questionnaire was drafted by the project evaluator, sent out for review by key instructional and ORE staff, and finalized early in the fall of 1981. The final survey included eight questions for teachers and nine for principals (see attachment D-1). Questions concerned why the student was recommended for retention, whether the student was ultimately retained in fall of 1981, and the parents' attitude towards the retention. Principals were also asked whether any students were placed in a lower grade in the fall after being promoted in the spring.

Sample

The list of students retained by each school was merged with the Employee Master Record File. The teacher master file was sorted by school and teacher. Every third retainee was chosen for the sample with the stipulation that each teacher should not be asked about more than one student. An effort was made to eliminate anyone from the sample who was to be interviewed for a case study (although one accidentally slipped in).

One retainee from each school was randomly selected for the principal to be questioned about. A few principals were in different positions this year; in these cases, the 1980-81 principal was asked why the student was recommended to be retained and the 1981-82 principal was asked whether any students were demoted in the fall. The only principals not surveyed were the three no longer with the District.

Administration

On October 16, 1981, each principal was sent a survey and a memorandum explaining the purpose and procedure for the study (see Attachment D-2). They were told that one or more of their teachers would also be surveyed. Surveys were delivered via school mail to their present school assignments.

Two days later the teachers' surveys were sent out to their 1980-81 assignments. Surveys for those no longer at the schools either were forwarded to the correct school or returned to ORE. School assignments for those returned were then checked in Personnel (since the AISD Directory had not yet been published).

Each survey included a label showing the name of the teacher/principal, the 1980-81 school of the retainee, the name of the student, and a sequence number. The sequence number was used for identification purposes only. As the surveys were returned, they were checked off on a sample listing. On November 2, about two weeks after the first memorandum was sent, a reminder and a second survey was sent to those who had not yet responded (see Attachment D-3). Principals were asked to return their surveys by November 10; the deadline given to teachers was November 12.

The evaluation assistant for the project also checked the Student Master File for any "don't know" responses to question 1. If the student was still in AISD, this response was changed to yes or no depending on the student's grade status this fall.

Processing

Surveys were sent to the Southwest Educational Development Laboratory to be keypunched and verified on November 18. All surveys received by this date were processed. The data file format is shown in Attachment D-4.

Descriptive statistics were generated for each question for the total group and teachers and principals in K-3, 4-6, and K-6 schools. The number and percentage who responded in certain ways to each question was calculated on the IBM 370 computer. The mean number of factors marked for each retention case for question 2 was also calculated. Responses were then ranked in terms of frequency. Comparisons of the groups' rankings were then made.

Results

Return Rates

Principals. A total of 58 of the 60 principal surveys sent out were returned (96.6%). Responses to questions 2 through 7 were left blank on six questionnaires either incorrectly or due to insufficient information on the child and were not included in the analyses for these items. Two others did not answer questions 2 through 7 because the student was not retained this fall. Thus, the sample size for questions 2 through 7 was 50.

Teachers. Of the 308 surveys sent to teachers, 29 (9.4%) were returned blank and the student found to be no longer with AISD. Eleven surveys (3.6%) were not returned. The sample size for Item 1 was therefore 268. Items 2 through 7 were blank on 15 surveys: five students were not retained after all, seven teachers did not have sufficient knowledge to complete the questions, and three teachers left the items blank incorrectly. Thus, the sample size for questions 2 through 7 was 253. The sample size for items 3 and 4 was slightly smaller, since it applied only to cases in which achievement was a primary reason for retention.

Responses

For the most part, teachers and principals in K-3, 4-6, and K-6 schools responded in similar ways. (See Attachment D-5.) Exceptions to this will be noted in the text.

Evaluation Question D1-5. How many students listed to be retained in June of 1981 were actually retained in the fall of 1981? (Item 1)

	Principals		Teachers	
	#	%	#	%
Students actually retained	42	76%	236	88%
Students not retained	2	4%	5	2%
Did not know (out of District)	11	20%	27	10%
	55*	100%	268	100%

Survey results suggest that about three-fourths (76%-88%) of the students recommended for retention are ultimately retained in the fall in an AISD school. Another 2%-4% are promoted because of improvement over the summer, parents' continued opposition to retention, the fact that the student had been retained previously, or some other reason. Finally, 10%-20% of the recommended retainees failed to re-enroll in Austin ISD. A followup on the 11 retainees who fell in this category in the principal sample showed that five (9% of 55) had moved from the city, two (4%) were in private school and had been retained, and four (7%) were elsewhere. Those who were "elsewhere" could be in an Austin private school that does not report enrollment statistics to AISD (about 37% of the private schools do not report to AISD).

*This question was not appropriate for two principals.

Evaluation Question 1-7. How many students were retained in fall 1981?

Occasionally, placements are found to be inappropriate for new or returning AISD students and children are placed in a lower grade in the fall than originally planned. Principals at 55 schools reported 54 such cases. Such cases were not evenly distributed across schools, however. When asked how many children previously promoted were placed in the earlier grade in fall, principals responded:

	Principals	
Response	Number	Percent
0	24	43.6
Blank	12	21.8
1	8	14.5
2	3	5.4
3	3	5.4
5	1	1.8
6	3	5.4
8	1	1.8
	55*	99.7

*Two additional respondents did not answer this question since they are no longer principals.

Thus, about 65% of the respondents indicated that they had demoted no students in the fall. It is possible that a few people out of those with no answer simply skipped this question by mistake, but this is still a fairly high percentage.

Evaluation Question D2-1. What are the perceived criteria used by teachers and principals in the determination of retention decisions?

Survey results indicate that insufficient academic progress was the most important consideration in these retentions. Reading achievement was the most critical area followed by math. Insufficient progress in daily work in the classroom was watched very closely as well as the students' abilities in certain critical skill areas. *Other very important factors in determining retentions included social immaturity, counterproductive behavior, and excessive absenteeism.*

Item 2. The most important factors in determining that this student would be retained were: (check one or more)

		Principals Rank	Principals %	Teachers Rank	Teachers %
a.	Insufficient academic progress	1	94%	1	99%
g.	Social immaturity	2	50%	2	42%
f.	Counter-productive behavior	3	20%	4	20%
j.	Excessive absenteeism	4	16%	3	21%
n.	Other	4	16%	11	5%
h.	Emotional problems	6	12%	6	14%
b.	Chronological age (young for grade)	7	10%	12	4%
c.	Physical development	7	10%	7	9%
k.	Parental request	7	10%	10	5%
e.	Dominant in another language	10	6%	14	3%
i.	Medical problems	10	6%	13	4%
m.	Late entry into school	10	6%	9	6%
d.	English language development	13	2%	5	15%
l.	Frequent transfers	13	2%	8	6%
			N = 50		N= 253

Survey results indicate that insufficient academic progress was an important factor in almost all of these retentions. Results further suggest that social immaturity, counter-productive behavior, and excessive absenteeism are very important factors considered in determining retentions.

Teachers included "English language development" and "frequent transfers" as a factor in retention more often than principals. Principals, on the other hand, mentioned "chronological age," "other," "parental request," and "dominant in another language" (to some extent) more often than teachers as important factors in retaining students.

Principals in K-3 and 4-6 schools differed only slightly in their responses to item 2. Principals in K-3 schools mentioned counter-productive behavior more often; those in 4-6 schools mentioned excessive absenteeism and other factors slightly more often. Principals in K-6 schools included physical development and parental request as important retention considerations more often than the other groups.

Teachers in K-6 schools responded to item 2 in slightly different ways than the other groups. English language development was mentioned slightly more often and excessive absenteeism slightly less often than the other factors.

Item 3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)?

	N = 48 Principals		N = 250 Teachers	
	Rank	%	Rank	%
a. Unsatisfactory progress in classes based on daily work and teacher-made tests.	1	83%	1	88%
d. Lack of certain critical skills necessary for successful performance in the next grade.	2	77%	2	78%
c. Lack of completion of appropriate series books.	3	52%	3	67%
b. Low scores on standardized achievement tests.	3	52%	4	65%

Teachers and principals mentioned the achievement criteria about the same percentage of the time. Unsatisfactory class work was most important, followed by a lack of certain critical skills, low scores on achievement tests, and lack of completion of appropriate series books. The first two factors were marked by more principals and teachers as important than the last two.

Principals and teachers who indicated that lack of completion of appropriate series books was a problem also checked the relevant subject areas. They were:

	Principals		Teachers	
	N	%	N	%
Reading	21	84%	158	94%
Math	10	40%	82	49%
Language Arts	8	32%	29	18%
Other	2	8%	4	2%
Total	25		168	

As this chart illustrates, incompletion of reading series books was mentioned most often as a reason for retention. About half as many teachers and principals mentioned math, and even fewer mentioned language arts.

About 47% of teachers and 40% of principals felt both reading and math series performance were important in determining the retentions.

Subgroups of teachers and principals responded in ways very similar to the overall group.

In terms of low standardized test scores, the areas indicated as important in determining retention were:

	Principals		Teachers	
	N	%	N	%
Reading	18	72%	140	86%
Math	18	72%	117	75%
Language Arts	14	56%	85	52%
Other	3	12%	12	7%
Total	25		162	

In this case, reading and math scores were both mentioned by about three fourths (or more) of the respondents. Language arts scores were mentioned by half of the principals and teachers responding.

Approximately 47% of the teachers and 40% of the principals stated that low scores in both reading and math were important determinants of retention.

Most subgroups of principals and teachers responded similarly. Only three principals (25%) in K-3 schools (N = 12) mentioned low scores in math on standardized tests, which was a smaller percentage than the other groups.

Item 4. If achievement was an important factor in retaining this student, did he/she appear to: (check one or more)

	Principals (N=47)		Teachers (N=246)	
	%	Rank	%	Rank
c. Have inadequate prerequisite skills/knowledge	68%	1	72%	1
b. Lack motivation to learn	43%	2	44%	3
d. Other	30%	3	20%	4
a. Be a slow learner	26%	4	52%	2

Responses to item 4 indicated that:

- Many retainees did not appear to have adequate prerequisite skills/knowledge to be promoted to the next grade.
- More teachers than principals felt students were slow learners.
- Principals noted more miscellaneous achievement problems than did teachers. These problems included possible learning disabilities, short attention spans, hyperactivity, emotional immaturity, language difficulties, counter-productive behaviors, and lack of parental support.

- Teachers in grades 4-6 schools indicated students lacked motivation to learn more often than being slow learners.
- Principals in K-3, 4-6, and K-6 schools all showed different response patterns. Principals in K-6 schools mentioned students being slow learners less often than other groups. They also suggested other factors leading to the achievement problems more often and lack of motivation to learn less often than other groups. Principals in K-3 schools mentioned being a slow learner more often than other groups. Those in 4-6 schools felt inadequate skills and lack of motivation to learn were the most important factors related to retainee problems.

Item 5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you:

	Principals		Teachers	
	N=46	%	N=240	%
a. Use school guidelines only?	6	13%	39	16%
b. Use the new 1981-82 AISD guidelines only?	3	7%	4	2%
c. Use the old AISD guidelines only?	10	22%	27	11%
d. Use a combination of the above?	27	59%	170	71%
School and new AISD guidelines (a and b)	4	15%	13	8%
School and old AISD guidelines (a and c)	6	22%	47	28%
a, b, c	2	7%	11	6%
b and c	1	4%	15	9%
Other	14	52%	22	13%

Most respondents said they used some combination of the old AISD guidelines, new AISD guidelines and/or their school guidelines in deciding to retain students. The most frequently mentioned combination was school and old AISD guidelines. A number of principals (8) said they used a combination of school and AISD guidelines but did not specify which ones. Some of the teachers who gave "a combination of the above" specified what the child's academic problems were. Often, these reflected part of the new or old guidelines. Thus, although they had an understanding of the guidelines, the teachers were unable to identify them as such.

This information was necessary to help in interpreting the higher retention rates for 1980-81 compared to 1979-80. About 31% of the respondents did begin to use the new AISD guidelines at least in part during the spring of 1981.

Item 6. Did this child's parents agree with your decision to retain the child?

	Principals		Teachers	
	N	%	N	%
Yes	42	89%	208	90%
No	5	11%	23	10%
	47	100%	231	100%

Most respondents stated that the parents agreed with the decision to retain the child. However, a number of teachers and principals added comments like "eventually" or "after several talks" so it is quite possible that the number of parents who initially disagreed was higher than the survey results indicate.

Item 7. In your opinion, what factors were important in the formation of the parent(s') attitude towards this child's retention?

	N = 46 Principals		N = 240 Teachers	
	Rank	%	Rank	%
d. Conferences with the parent(s)	1	84.8	1	82.1
c. Attitude of school personnel toward retention	2	54.3	2	54.6
b. Education of parent(s)	3	34.8	4	20.8
e. Expectations of the parent(s)	4	26.1	3	23.8
g. Other	5	10.9	5	20.0
f. Social pressure on parent(s)	5	10.9	7	5.4
a. Previous experience with retention	7	8.7	6	11.7

Principals and teachers both felt that conferences with parents and the attitude of school personnel toward retention were very important factors contributing to the parent(s') attitude toward retention. About one fourth of both groups also mentioned the expectations and education of the parents as important contributors.

Decision Question D1: What effects has the District policy on retention/promotion had on achievement? on retention rates? Should the District policy be altered?

This question is addressed in three appendices: Student Master File (Appendix C), Student Records and Reports (Appendix D), and Retention Survey (Appendix B). Appendices C and D reveal that the number of students retained in AISD doubled between 1979-80 and 1980-81 (when the new policy was published but not officially in effect). The number retained also increased slightly from 1980-81 to 1981-82. The Retention Survey results revealed that:

- At least one third of the principals considered the new retention policy in making retention decisions at the end of 1980-81.

- The criteria emphasized by the policy and the teachers and principals as important in making retention decisions matched fairly closely. Achievement was of primary importance followed by other factors. The main difference in policy and practice was that teachers and principals focused on daily work more than on the completion of basals mentioned in the policy.

- About three fourths of those recommended for retention at the end of 1980-81 were actually retained in fall of 1981-82. A small percentage (2-4%) were promoted to the next grade. The rest (10-20%) failed to re-enroll in AISD. Based on the principal's sample, about 9% had left Austin, 4% were in Austin private schools, and 7% were in unknown locations. This suggests that a fairly small percentage of parents seek alternate educational settings for their children after retention is recommended.

- A total of 55 students were demoted in the fall of 1981-82. Some of these students were new to AISD, others were not. The new policy permits transfer students (from within or outside AISL) to be reassigned to lower grade levels if a period of thorough observation reveals unsuitable placements. However, the policy also emphasizes giving as much advance notice as possible to parents and students about possible retentions. This would suggest that demotions be kept to a minimum in the fall.

Decision Question D2. Should additional resources or activities related to the retention/promotion policy be considered?

Survey results suggest that some teachers did not appear to know exactly what was in the policy (the new and the old): Inservice or school meetings on this topic might be helpful. Teachers and principals appear to give fairly equal weight to various important factors, so there does not appear to be a problem there. Some teachers and/or principals might appreciate an inservice on how to deal with the parents of students facing retention since parent conferences and staff attitudes toward retention are considered to be so important to the parents' attitude. (Most respondents reported at least eventual success in receiving the parents' support for retention.) The survey results do not provide data relevant to the question of whether additional instructional programs (during the summer or at other times) would be helpful.

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services last June. AS THIS CHILD'S TEACHER, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. Feel free to consult with any other teachers who had this student for major parts of the school day. We hope the results of this survey will increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981?

   _____Yes
   _____No If not, why not?_____

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.)

   _____ a. Insufficient academic progress
   _____ b. Chronological age (young for grade)
   _____ c. Physical development
   _____ d. English language development
   _____ e. Dominant in another language
   _____ f. Counter-productive behavior(s)
   _____ g. Social immaturity
   _____ h. Emotional problems
   _____ i. Medical problems
   _____ j. Excessive absenteeism
   _____ k. Parental request
   _____ l. Frequent transfers
   _____ m. Late entry into school
   _____ n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)?

   _____ a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
   _____ b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects?
   _____ Reading _____ Math _____ Language Arts _____ Other
   _____ c. Lack of completion of appropriate series books. In what subjects?
   _____ Reading _____ Math _____ Language Arts _____ Other
   _____ d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.)

   _____ a. be a slow learner
   _____ b. lack motivation to learn
   _____ c. have inadequate prerequisite skills/knowledge
   _____ d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one):

   _____ a. use school guidelines only?
   _____ b. use the new 1981-82 AISD guidelines only?
   _____ c. use the old AISD guidelines only?
   _____ d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child?

   _____yes _____no

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more)

   _____ a. previous experience with retention
   _____ b. education of parent(s)
   _____ c. attitude of school personnel toward retention
   _____ d. conferences with the parent(s)
   _____ e. expectations of the parent(s)
   _____ f. social pressure on parent(s)
   _____ g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services. AS THIS CHILD'S PRINCIPAL, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. The results should increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981?

_____Yes
_____No If not, why not?_____

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.)

_____ a. Insufficient academic progress
_____ b. Chronological age (young for grade)
_____ c. Physical development
_____ d. English language development
_____ e. Dominant in another language
_____ f. Counter-productive behavior(s)
_____ g. Social immaturity
_____ h. Emotional problems
_____ i. Meddical problems
_____ j. Excessive absenteeism
_____ k. Parental request
_____ l. Frequent transfers
_____ m. Late entry into school
_____ n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)?

_____ a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
_____ b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects?
_____ Reading _____ Math _____ Language Arts _____ Other
_____ c. Lack of completion of appropriate series books. In what subjects?
_____ Reading _____ Math _____ Language Arts _____ Other
_____ d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.)

_____ a. be a slow learner
_____ b. lack motivation to learn
_____ c. have inadequate prerequisite skills/knowledge
_____ d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one):

_____ a. use school guidelines only?
_____ b. use the new 1981-82 AISD guidelines only?
_____ c. use the old AISD guidelines only?
_____ d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child?

_____yes _____no

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more)

_____ a. previous experience with retention
_____ b. education of parent(s)
_____ c. attitude of school personnel toward retention
_____ d. conferences with the parent(s)
_____ e. expectations of the parent(s)
_____ f. social pressure on parent(s)
_____ g. other_____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

We would like to get some idea of the number of students who are placed in their previous grade in the fall after being promoted in the spring. Did you have any students in this situation in your school this fall? If so, how many? _____

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

81.36

Attachment D-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 16, 1981

TO: Elementary Principals

FROM: Nancy Baenen

SUBJECT: Retainees: Survey and Case Studies

As part of the retention/promotion evaluation this year, we are addressing two questions on which we need your input:

- What are the most important criteria used by teachers and principals in making retention decisions?
- What methods seem to be effective in meeting the needs of the retained child?

We plan to address the first question with a survey of a sample of principals and teachers. Case study interviews will provide information to answer the second question.

The sample of principals and teachers was carefully selected so that no one would be asked about more than one retainee. Each principal is being asked to complete a survey regarding one student retained at his/her school last year. Yours is attached. Please take a few minutes to complete it and return it to me by October 30. One or more of your teachers will also receive a questionnaire about the same or another student. Try not to discuss the student too extensively with the teacher, since we would like to compare the views of principals and teachers. Those of you who have changed schools may have to consult with your 1980-81 school to answer a few of the questions. If you simply cannot answer one or more questions, leave it (them) blank.

The case studies will be a more in-depth view of the 1980-81 experiences of 12 students retained at the end of the 1979-80 school year. We would like to interview the students' teachers for about one hour late in October or in November regarding methods that seem to be effective with retainees. The names and school assignments of the teachers initially selected for interviews are listed on the next page. Hopefully, no changes will be necessary in the list.

Thank you for your help.

NB:rrf
Attachment

Approved: Erika Hill
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

81.36

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 2, 1981

TO: Teachers Addressed

FROM: Nancy Baenen, Evaluator

SUBJECT: Retainee Survey

The attached questionnaire is a duplicate of the one you received about two weeks ago regarding a student you recommended be retained. *We would appreciate your completion of this form by November 12.*

The School Board, Cabinet, and other District personnel are anxious to find out more about how retention is used in AISD. We can answer these questions with greater confidence if we receive a high percentage of questionnaires back.

Skip the first question if you can't answer it. If you know the student is at a different school than the one listed, we'd appreciate that information. Then please go ahead and answer the rest of the questions.

Thank you. If you just mailed your survey, disregard this notice. Call me at 458-1228 if you have any questions.

NB:rrf
Attachment

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Ruth MacAllister, Assistant Superintendent for Elementary

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 2, 1981

TO: Principals and Others Addressed

FROM: Nancy Baenen

SUBJECT: Retainee Survey

The attached questionnaire is a duplicate of the one you received about two weeks ago regarding a student you recommended be retained. *We would appreciate your completion of this form by November 10.*

The School Board, Cabinet, and other District personnel are anxious to find out more about how retention is used in AISD. We can answer these questions with greater confidence if we receive a high percentage of questionnaires back.

Skip the first question if you can't answer it. If you know the student is at a different school than the one listed, we'd appreciate that information. Then please go ahead and answer the rest of the questions.

Thank you. If you just mailed your survey, disregard this notice. Call me at 458-1228 if you have any questions.

NB:rrf
Attachment

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Ruth MacAllister, Assistant Superintendent for Elementary

cc: Lawrence Buford
Timy Baranoff
Hermelinda Rodriguez

FILE ID: A S F (Principals) / A / S / E (Teachers) — CARD FILE LAYOUT — LOCATION:

PROGRAM: District Priorities Retention Survey-Teachers

YEAR: 1981-82

AISD

UT PF ____, ____, ____
acct. pass. file name

81.36

CONTENTS:

Field	Columns	Description
A	1 - 3	Teachers' File ID (green forms): ASE;Principals' File ID (yellow forms): ASF
B	4 - 4	Blank
C	5 - 7	Sequence No. (Right Justify with leading zeros)
D	8 - 8	Blank
E	9 - 9	Question 1 (Yes = 1 No = 2)
F	10 - 10	Question 2a (✓ or X = 1 blank = blank)
G	11 - 23	Rest of Question 2 → (✓ or X = 1 blank = blank) C.11 = 2b, C.12=2c, C.13=2d, C.14=2e, C.15=2f, C.16=2g, C.17=2h, C.18=2i, C.19=2j, C.20=2k, C.21=2l, C.22=2m, C.23=2n
H	24 - 24	Question 3a (✓ or X = 1 blank = blank)
I	25 - 30	Question 3b (✓ or X = 1 blank = blank) Main question = C.25, Reading = 26, Math = 27, Math & Reading = 28 Language Arts = 29, Other = 30
J	31 - 36	Question 3C (✓or X = 1 blank = blank) Main question = C.31, Reading = 32, Math = 33, M&R = 34, LA = 35, Other = 36
K	37 - 37	Question 3d. (✓ or X = 1 blank = blank)
L	38 - 41	Question 4. c.38 = 4a, c.39=4b, c.40=4c, c.41=4d

FILE ID A S F (Principals) / A S E (Teachers)

CARD FILE LAYOUT

LOCATION:

AISD _____

UT PF _____, _____, _____
acct. pass. file name

81.36

PROGRAM: District Priorities Retention Survey - Teachers

YEAR: 1981-82

CONTENTS:

Field	Columns	Description
M	42 - 42	Question 5. (a = 1, b = 2, c = 3, d = 4)
N	43 - 43	Question 6. (yes = 1, no = 2)
O	44 - 50	Question 7. (blank = blank, ✓ or X = 1)
		c.44 = 7a c.48 = 7e
		c.45 = 7b c.49 = 7f
		c.46 = 7c c.50 = 7g
		c.47 = 7d
PRINCIPAL'S ONLY P	51 - 52	last question (right justify, add leading 0 if needed)

111

ERIC

TEACHERS OVERALL

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services last June. AS THIS CHILD'S TEACHER, WE WOULD APPRECI TE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. Feel free to consult with any other teachers who had this student for major parts of the school day. We hope the results of this survey will increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? N = 268

N	%	
236	88	Yes
5	2	No
27	10	Don't Know

If not, why not? _____

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained: (Check one or more.) N = 253

N	%			N	%	
250	98.8	a.	Insufficient academic progress	35	13.8	h. Emotional problems
11	4.3	b.	Chronological age (young for grade)	10	4.0	i. Medical problems
22	8.7	c.	Physical development	52	20.6	j. Excessive absenteeism
37	14.6	d.	English language development	13	5.1	k. Parental request
7	2.8	e.	Dominant in another language	15	5.9	l. Frequent transfers
51	20.2	f.	Counter-productive behavior(s)	14	5.5	m. Late entry into school
107	42.3	g.	Social immaturity.	12	4.7	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N = 250

N	%		
220	88	a.	Unsatisfactory progress in classes based on daily work and teacher-made tests.
162	64.8	b.	Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? 140 (86%) Reading 117 (75%) Math 85 (52%) Language Arts 12 (7%) Other
168	67.2	c.	Lack of completion of appropriate series books. In what subjects? 158 (94%) Reading 82 (49%) Math 29 (18%) Language Arts 4 (2%) Other
194	77.6	d.	Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N = 246

N	%		
127	51.6	a.	be a slow learner
107	43.5	b.	lack motivation to learn
176	71.5	c.	have inadequate prerequisite skills/knowledge
49	19.9	d.	other _____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N = 240

N	%		
39	16.3	a.	use school guidelines only?
4	1.7	b.	use the new 1981-82 AISD guidelines only?
27	11.3	c.	use the old AISD guidelines only?
170	70.8	d.	use a combination of the above? (specify) a+b 13 (8%) a+c 47 (28%) a,b,c 11 (6%) b+c 15 (9%) other 22 (13%)

6. Did this child's parents agree with your decision to retain the child? N = 231 208 (90%) yes 22 (10%) no

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N = 240

N	%		
28	11.7	a.	previous experience with retention
50	20.8	b.	education of parent(s)
131	54.6	c.	attitude of school personnel toward retention
197	82.1	d.	conferences with the parent(s)
67	27.8	e.	expectations of the parent(s)
13	5.4	f.	social pressure on parent(s)
48	20.0	g.	other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

TEACHERS K-3

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services last June. AS THIS CHILD'S TEACHER, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. Feel free to consult with any other teachers who had this student for major parts of the school day. We hope the results of this survey will increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? N=113

N	%	
110		Yes
3		No If not, why not?_____
		Don't Know

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=113

N	%		N	%	
111	98.2	a. Insufficient academic progress	17	15.0	h. Emotional problems
5	4.4	b. Chronological age (young for grade)	5	4.4	i. Medical problems
5	4.4	c. Physical development	25	22.1	j. Excessive absenteeism
16	14.2	d. English language development	3	2.7	k. Parental request
6	5.3	e. Dominant in another language	7	6.2	l. Frequent transfers
19	16.8	f. Counter-productive behavior(s)	4	3.5	m. Late entry into school
43	38.1	g. Social immaturity	8	7.1	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=111

N	%	
98	88.3	a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
72	64.9	b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? 64(88.9%) Reading 54(75.0%) Math 31(43.1%) Language Arts 3(4.2%) Other
85	76.6	c. Lack of completion of appropriate series books. In what subjects? 81(95.3%) Reading 40(47.1%) Math 14(16.5%) Language Arts 3(3.5%) Other
86	77.5	d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=108

N	%	
56	51.9	a. be a slow learner
47	43.5	b. lack motivation to learn
78	72.2	c. have inadequate prerequisite skills/knowledge
24	22.2	d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=107

N	%	
20	18.7	a. use school guidelines only?
3	2.8	b. use the new 1981-82 AISD guidelines only?
10	9.3	c. use the old AISD guidelines only?
74	69.2	d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child? N=107

96 (89.7%) yes 11 (10.3%) no

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=108

N	%	
15	13.9	a. previous experience with retention
20	18.5	b. education of parent(s)
61	56.5	c. attitude of school personnel toward retention
89	82.4	d. conferences with the parent(s)
21	19.4	e. expectations of the parent(s)
6	5.6	f. social pressure on parent(s)
17	15.7	g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

TEACHERS K, 4-6

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services last June. AS THIS CHILD'S TEACHER, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. Feel free to consult with any other teachers who had this student for major parts of the school day. We hope the results of this survey will increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? 29+

N	%	
29		Yes
0		No If not, why not? _____
		Don't Know

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=30

N	%			N	%	
30	100.0	a.	Insufficient academic progress	5	16.7	h. Emotional problems
4	13.3	b.	Chronological age (young for grade)	1	3.3	i. Medical problems
8	26.7	c.	Physical development	10	33.3	j. Excessive absenteeism
3	10.0	d.	English language development	4	13.3	k. Parental request
0	0.0	e.	Dominant in another language	1	3.3	l. Frequent transfers
9	30.0	f.	Counter-productive behavior(s)	0	0.0	m. Late entry into school
18	60.0	g.	Social immaturity	2	6.7	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=30

N	%		
27	90.0	a.	Unsatisfactory progress in classes based on daily work and teacher-made tests.
27	90.0	b.	Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? 23(85.2%) Reading 21(77.8%) Math 20(74.1%) Language Arts 6(22.2%) Other
10	45.0	c.	Lack of completion of appropriate series books. In what subjects? 9(90%) Reading 5(50%) Math 3(30%) Language Arts 0(0%) Other
25	83.3	d.	Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=30

N	%	
14	46.7	a. be a slow learner
16	53.3	b. lack motivation to learn
23	76.7	c. have inadequate prerequisite skills/knowledge
9	30.0	d. other _____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=30

N	%	
4	13.3	a. use school guidelines only?
1	3.3	b. use the new 1981-82 AISD guidelines only?
6	20.0	c. use the old AISD guidelines only?
19	63.3	d. use a combination of the above? (specify) _____

6. Did this child's parents agree with your decision to retain the child? N=28

N	%	
25	89.3	Yes
3	10.7	No

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=29

N	%	
1	3.4	a. previous experience with retention
5	17.2	b. education of parent(s)
13	44.8	c. attitude of school personnel toward retention
24	82.8	d. conferences with the parent(s)
11	37.9	e. expectations of the parent(s)
1	3.4	f. social pressure on parent(s)
8	27.6	g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

10,

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

TEACHERS K-6

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services last June. AS THIS CHILD'S TEACHER, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. Feel free to consult with any other teachers who had this student for major parts of the school day. We hope the results of this survey will increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? 70+

N	%	
		Yes
		No If not, why not?_____

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=110

N	%			N	%	
109	99.1	a.	Insufficient academic progress	13	11.3	h. Emotional problems
2	1.8	b.	Chronological age (young for grade)	4	3.6	i. Medical problems
9	8.2	c.	Physical development	17	15.5	j. Excessive absenteeism
18	16.4	d.	English language development	6	5.5	k. Parental request
1	.9	e.	Dominant in another language	7	6.4	l. Frequent transfers
23	20.9	f.	Counter-productive behavior(s)	10	9.1	m. Late entry into school
46	41.8	g.	Social immaturity	2	1.8	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=109

N	%		
95	87.2	a.	Unsatisfactory progress in classes based on daily work and teacher-made tests.
63	57.8	b.	Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? _____ Reading _____ Math _____ Language Arts _____ Other
73	67.0	c.	Lack of completion of appropriate series books. In what subjects? _____ Reading _____ Math _____ Language Arts _____ Other
83	76.1	d.	Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=108

N	%		
57	52.8	a.	be a slow learner
44	40.7	b.	lack motivation to learn
75	69.4	c.	have inadequate prerequisite skills/knowledge
16	14.8	d.	other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=103

N	%		
15	14.6	a.	use school guidelines only?
0	0	b.	use the new 1981-82 AISD guidelines only?
11	10.7	c.	use the old AISD guidelines only?
77	74.8	d.	use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child? N=96

87 (90.6%) Yes 9 (9.4%) No

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=103

N	%		
12	11.7	a.	previous experience with retention
25	24.3	b.	education of parent(s)
57	55.3	c.	attitude of school personnel toward retention
84	81.6	d.	conferences with the parent(s)
25	24.3	e.	expectations of the parent(s)
6	5.8	f.	social pressure on parent(s)
23	22.3	g.	other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

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Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

PRINCIPALS OVERALL

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services. AS THIS CHILD'S PRINCIPAL, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. The results should increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? N=55

N	%	
38	69%	Yes
2	4%	No — If not, why not?_____
15	27%	Don't Know

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=50

N	%			N	%	
47	94	a.	Insufficient academic progress	6	12	h. Emotional problems
5	10	b.	Chronological age (young for grade)	3	6	i. Medical problems
5	10	c.	Physical development	8	16	j. Excessive absenteeism
1	2	d.	English language development	5	10	k. Parental request
3	6	e.	Dominant in another language	1	2	l. Frequent transfers
10	20	f.	Counter-productive behavior(s)	3	6	m. Late entry into school
25	50	g.	Social immaturity	8	16	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=48

N	%	
40	83.3	a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
24	50.0	b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? _____ Reading _____ Math _____ Language Arts _____ Other
23	47.9	c. Lack of completion of appropriate series books. In what subjects? _____ Reading _____ Math _____ Language Arts _____ Other
37	77.1	d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=47

N	%	
12	25.5	a. be a slow learner
20	42.6	b. lack motivation to learn
32	68.1	c. have inadequate prerequisite skills/knowledge
14	29.8	d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=46

N	%	
2	4.3	a. use school guidelines only?
3	6.5	b. use the new 1981-82 AISD guidelines only?
10	21.7	c. use the old AISD guidelines only?
27	57.4	d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child?

42 (89.4%) yes 5 (10.6%) no N=47

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=46

N	%	
4	8.7	a. previous experience with retention
16	34.8	b. education of parent(s)
25	54.3	c. attitude of school personnel toward retention
39	84.8	d. conferences with the parent(s)
12	26.1	e. expectations of the parent(s)
5	10.9	f. social pressure on parent(s)
5	10.9	g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

We would like to get some idea of the number of students who are placed in their previous grade in the fall after being promoted in the spring. Did you have any students in this situation in your school this fall? If so, how many? N=55

Response	#	%
0	24	43.6
-	12	21.8
1	8	14.5
2	3	5.4
3	3	5.4
5	1	1.8
6	3	5.4
8	1	1.8
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Please return this questionnaire as soon as possible Building, Box 79 via the school mail. Thank you for 458-1227 if you have any questions.

PRINCIPALS K-3

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services. AS THIS CHILD'S PRINCIPAL, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. The results should increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? N=17

N	%	
12		Yes
1		No If not, why not?_____
1		Don't Know

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=17

N	%		N	%	
16	94.1	a. Insufficient academic progress	2	11.8	h. Emotional problems
1	5.9	b. Chronological age (young for grade)	2	11.8	i. Medical problems
2	11.8	c. Physical development	3	17.6	j. Excessive absenteeism
1	5.9	d. English language development	0	0	k. Parental request
2	11.8	e. Dominant in another language	0	0	l. Frequent transfers
4	23.5	f. Counter-productive behavior(s)	1	5.9	m. Late entry into school
9	52.9	g. Social immaturity	3	17.6	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=17

N	%	
16	94.1	a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
8	47.1	b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? 6(75%) Reading 6(75%) Math 4(50%) Language Arts 0(0%) Other
12	70.6	c. Lack of completion of appropriate series books. In what subjects? 10(83%) Reading 3(25%) Math 2(17%) Language Arts 0(0%) Other
14	82.4	d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=17

N	%	
6	35.3	a. be a slow learner
8	47.1	b. lack motivation to learn
13	76.5	c. have inadequate prerequisite skills/knowledge
5	29.4	d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=17

N	%	
6	35.3	a. use school guidelines only?
8	47.1	b. use the new 1981-82 AISD guidelines only?
13	76.5	c. use the old AISD guidelines only?
5	29.4	d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child? N=17
14(82.4%) yes 3(17.6%) no

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=17

N	%	
2	11.8	a. previous experience with retention
6	35.3	b. education of parent(s)
9	52.9	c. attitude of school personnel toward retention
13	76.5	d. conferences with the parent(s)
5	29.4	e. expectations of the parent(s)
2	11.8	f. social pressure on parent(s)
2	11.8	g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

We would like to get some idea of the number of students who are placed in their previous grade in the fall after being promoted in the spring. Do you have any students in this situation in your school this fall? If so, how many? _____

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1117 if you have any questions.

PRINCIPALS K, 4-6

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services. AS THIS CHILD'S PRINCIPAL, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. The results should increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1931? N=14

N	%	
14		Yes
0		No If not, why not?_____
		Don't Know

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=15

N	%		N	%	
14	93.3	a. Insufficient academic progress	2	13.3	h. Emotional problems
2	13.3	b. Chronological age (young for grade)	0	0	i. Medical problems
0	0	c. Physical development	3	20.0	j. Excessive absenteeism
0	0	d. English language development	2	13.3	k. Parental request
0	0	e. Dominant in another language	1	6.7	l. Frequent transfers
2	13.3	f. Counter-productive behavior(s)	1	6.7	m. Late entry into school
5	33.3	g. Social immaturity	3	20.0	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=15

N	%	
11	73.3	a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
11	73.3	b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? 8(72.7%) Reading 8(72.7%) Math 6(54.5%) Language Arts 2(18.2%) Other
4	26.7	c. Lack of completion of appropriate series books. In what subjects? 3(75%) Reading 2(50%) Math 3(75%) Language Arts 0(0%) Other
10	66.7	d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=14

N	%	
3	21.4	a. be a slow learner
8	57.1	b. lack motivation to learn
8	57.1	c. have inadequate prerequisite skills/knowledge
3	21.4	d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=14

N	%	
1	7.1	a. use school guidelines only?
0	0	b. use the new 1981-82 AISD guidelines only?
4	28.6	c. use the old AISD guidelines only?
9	64.3	d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child? N=14

N	%		N	%	
14	100	yes	0	0	no

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=14

N	%	
0	0	a. previous experience with retention
5	35.7	b. education of parent(s)
9	64.3	c. attitude of school personnel toward retention
13	92.9	d. conferences with the parent(s)
3	21.4	e. expectations of the parent(s)
0	0	f. social pressure on parent(s)
2	14.3	g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

We would like to get some idea of the number of students who are placed in their previous grade in the fall after being promoted in the spring. Did you have any students in this situation in your school this fall? If so, how many? _____

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

PRINCIPALS K-6

The student listed above was recommended for retention last June according to the school list supplied to Pupil Services. AS THIS CHILD'S PRINCIPAL, WE WOULD APPRECIATE YOUR COMPLETION OF THIS SHORT QUESTIONNAIRE. The results should increase our understanding of retention of elementary students in AISD.

1. Was this student ultimately retained in the fall of 1981? /5

N	%	
		Yes
		No If not, why not?_____
		Don't know

(If this student was *not* retained, you do not have to complete the rest of these questions. Simply return the questionnaire to the address below.)

2. Please check the factor(s) which were most important in determining that the student listed above would be retained. (Check one or more.) N=18

N	%		N	%	
17	94.4	a. Insurficient academic progress	2	11.1	h. Emotional problems
2	11.1	b. Chronological age (young for grade)	1	5.6	i. Medical problems
3	16.7	c. Physical development	2	11.1	j. Excessive absenteeism
0	0.0	d. English language development	3	16.7	k. Parental request
1	5.6	e. Dominant in another language	0	0.0	l. Frequent transfers
4	22.2	f. Counter-productive behavior(s)	1	5.6	m. Late entry into school
11	61.1	g. Social immaturity	2	11.1	n. Other

3. If insufficient academic progress was an important factor in retaining the child, which were the most important achievement criteria (check one or more)? N=16

N	%	
13	81.3	a. Unsatisfactory progress in classes based on daily work and teacher-made tests.
6	37.5	b. Low scores on standardized achievement tests (ITBS, Boehm). In what subjects? 4(66.7%) Reading 4(66.7%) Math 4(66.7%) Language Arts 1(16.7%) Other
9	56.3	c. Lack of completion of appropriate series books. In what subjects? 8(88.9%) Reading 5(55.6%) Math 2(33.3%) Language Arts 2(22.2%) Other
13	81.3	d. Lack of certain critical skills necessary for successful performance in the next grade. (This assumes some skills are essential and others are not for successful performance in the next grade.)

4. If achievement was an important factor in retaining this student, did he/she appear to: (Check one or more.) N=16

N	%	
3	19.8	a. be a slow learner
4	25.0	b. lack motivation to learn
11	68.8	c. have inadequate prerequisite skills/knowledge
6	37.5	d. other_____

5. The new retention policy adopted by AISD in April of 1981 goes into effect during 1981-82. In retaining this student during 1980-81, did you (check one): N=15

N	%	
4	26.6	a. use school guidelines only?
0	0	b. use the new 1981-82 AISD guidelines only?
0	0	c. use the old AISD guidelines only?
11	73.3	d. use a combination of the above? (specify)_____

6. Did this child's parents agree with your decision to retain the child? N=16

14(87.5%) Yes 2(12.5%) No

7. In your opinion, what factors were important in the formation of the parent(s)' attitude towards this child's retention? (Check one or more) N=15

N	%	
2	13.3	a. previous experience with retention
5	33.3	b. education of parent(s)
7	46.7	c. attitude of school personnel toward retention
13	86.7	d. conferences with the parent(s)
4	26.7	e. expectations of the parent(s)
3	20.0	f. social pressure on parent(s)
1	6.7	g. other _____

If you do not feel that you remember the circumstances involved in this student's retention sufficiently to respond to any of the questions, please return the questionnaire blank and check this box. ☐

We would like to get some idea of the number of students who are placed in their previous grade in the fall after being promoted in the spring. Did you have any students in this situation in your school this fall? If so, how many? _____

Please return this questionnaire as soon as possible to Nancy Baenen, Administration Building, Box 79 via the school mail. Thank you for your time; please call me at 458-1227 if you have any questions.

Retention/Promotion

Appendix C

STUDENT MASTER FILE

Brief description of the data file:

The Student Master File is a computerized data file which contains essential District information on student enrollment status and eligibility for a variety of programs. This file includes each student's name, identification number, birthdate, grade, school (past and present), sex, ethnicity, immunizations, low-income status, and desegregation status.

Which students or other individuals are included on the file?

All students ever enrolled in the Austin Independent School District until age 21.

How often is information on the file added, deleted, or updated?

Continuously.

Who is responsible for changing or adding information to the file?

Personnel in the Office of Student Records and Reports, although the Office of Research and Evaluation also changes some fields.

How was the information contained on the file gathered?

Most information is provided by the parents on a card returned to the school. Identification numbers are assigned by the Office of Student Records and Reports.

Are there problems with the information on the file that may affect the validity of the data?

None that are known. The fact that the file is updated continuously does mean that comparisons to past dates are not possible unless the file is saved at that time.

What data are available concerning the accuracy and reliability of the information on the file?

The file is used by a number of AISD personnel quite often. Any inconsistencies or errors are reported as discovered to Data Processing.

Are there normative or historical data available for interpreting the results?

Only for some dates when the file was saved. A copy of the Student Master File was saved at the end of the 1980-81 and 1981-82 school year.

Brief description of the file layout:

For purposes of the retention study, the following information was pulled from the student master file: student name, identification number, birthdate, sex, ethnicity, low-income status, desegregation status. This became part of a new file of retainees from 1980-81 and 1981-82.

Student Master File

Purpose

The Student Master File is a computerized data file which includes a variety of descriptive information on students enrolled in Austin ISD. Information from this data file provided data relevant to the following decision and evaluation questions:

Decision Question D1: What effects has the District policy on retention/promotion had on achievement? on retention rates? Should the District policy be altered?

Evaluation Question D1-2: What are the rates of retention by grade level? By achievement status? By ethnic group? By sex? By desegregation reassignment status?

Evaluation Question D1-3: What are the achievement levels for retained students versus a group (matched on factors such as achievement, age, sex, ethnicity, special education status, free lunch status) of comparable non-retained students? Gains?

Evaluation Question D1-5: How many students listed to be retained in June of 1981 were actually retained in fall of 1981?

Evaluation Question D1-6: What percentage of students retained in spring of 1981 are still enrolled in AISD in spring of 1982?

Procedure

Achievement Analyses

Information on students' age, sex, ethnicity, and free lunch status were taken from the Student Master File to help in selecting matches for the retained students in completing achievement analyses. Results are reported in the ITBS appendix of this report.

Retention Rates

Retention rates overall and by grade are reported in Appendix D, Student Records and Reports. Those by achievement status are reported in the ITBS appendix. Rates by ethnic group, sex, and desegregation reassignment status will be reported here for those recommended for retention at the end of 1979-80, 1980-81, and 1981-82 (Evaluation Question D1-2).

Students recommended for retention in spring of 1981 were also followed through fall of 1981 and spring of 1982 to see whether their retention status had changed and whether they were still enrolled in AISD. Descriptive statistics on these retainees were recalculated at these key times.

Enrollment figures from spring of 1981 were used in calculating all percentages. Private school rosters were checked to see if AISD students had transferred to Austin private schools.

Results

Evaluation Question D1-2: What are the rates of retention by ethnic group? By sex? By desegregation reassignment status?

	AMERICAN INDIAN		BLACK		ASIAN		MEXICAN AMERICAN		ANGLO/ OTHER		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1979-80	2	.3	122	19	15	2	288	45	216	34	643	100
1980-81	0	0	337	28	14	1	575	47	293	24	1219	100
1981-82	8	.6	420	29	17	1	677	47	321	22	1443	100

Figure C-1. RETENTION RATES BY ETHNICITY: 1979-80, 1980-81, 1981-82. Rates are based on those recommended to be retained at the end of each year. Data was missing for nine retainees from 1979-80, six from 1980-81, and none from 1981-82.

In 1979-80, the largest group of retainees was Mexican American, followed by Anglo, Black, Asian, and American Indian students. The only difference in the pattern in 1980-81 and 1981-82 was that the Black student population exceeded the Anglo population in these subsequent years. The percentage of retainees that were Mexican American held steady all three years, while the percentage that were Anglo decreased 12% and the percentage that were Black increased 10%.

In 1980-81, 0% of the American Indian, 5.8% of the Black, 3.4% of the Asian, 6.6% of the Mexican American, and 2% of the Anglo students enrolled in AISD were retained. These percentages increased slightly for each group in 1981-82, with the smallest increase for Anglo students and the largest for American Indians.

	1980-81			1981-82		
	Enrolled	Retained	Percent	Enrolled	Retained	Percent
AMERICAN INDIAN	97	0	0	104	8	7.7
BLACK	5,795	337	5.8	5,943	420	7.1
ASIAN	409	14	3.4	449	17	3.8
MEXICAN AMERICAN	8,690	575	6.6	8,986	677	7.5
ANGLO	15,013	293	2.0	15,234	321	2.1

Figure C-2. RETENTION RATES BY ETHNICITY IN TERMS OF ENROLLMENT. Enrollment based on year-end figures from Student Master File. 1981-82 figures are preliminary.

	AMERICAN INDIAN		BLACK		ASIAN		MEXICAN AMERICAN		ANGLO/ OTHER		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
June 1981	0	0	337	28	14	1	575	47	293	24	1,219	100
Fall 1981	0	0	299	27	8	1	528	48	272	25	1,107	100
June 1982	0	0	287	27	10	1	515	48	256	24	1,068	100

Figure C-3. RETENTION RATES FOR 1980-81 BY ETHNICITY: JUNE 1981, FALL 1981, JUNE 1982. Data for a few students was missing.

The 1980-81 recommended retainee lists were checked against fall 1981 and June 1982 Student Master File records to see whether any changes in retention occurred. The number of retainees from each ethnic group declined very evenly from the end of the 1981 to the end of the 1982 school year. Therefore, the percentage of retainees from each ethnic group remained fairly constant.

	AMERICAN INDIAN	BLACK	ASIAN	MEXICAN AMERICAN	ANGLO/ OTHER	TOTAL
NUMBER ENROLLED	97	5,795	408	8,690	15,013	30,003
NUMBER RETAINED	0	337	14	575	293	1,219
PERCENT RETAINED	0%	5.8%	3.4%	6.6%	2.0%	4.1%

Figure C-4. RETENTION RATES BY ETHNICITY AT THE END OF 1980-81, EXPRESSED AS PERCENT OF ENROLLMENT. Students recommended to be retained.

	AMERICAN INDIAN	BLACK	ASIAN	MEXICAN AMERICAN	ANGLO/ OTHER	TOTAL
NUMBER ENROLLED	97	5,795	408	8,690	15,013	30,003
NUMBER RETAINED	0	299	8	528	272	1,107
PERCENT RETAINED	0%	5.2%	2.0%	6.1%	1.8%	3.7%
PERCENT CHANGE FROM SPRING 1981		-.6%	-1.4%	-.5%	-.2%	-.4%

Figure C-5. RETENTION RATES BY ETHNICITY FOR 1980-81 IN FALL BASED ON SPRING 1981 ENROLLMENT FIGURES.

	AMERICAN INDIAN	BLACK	ASIAN	MEXICAN AMERICAN	ANGLO/ OTHER	TOTAL
NUMBER ENROLLED	97	5,795	408	8,690	15,013	30,003
NUMBER RETAINED	0	287	10	515	256	1,068
PERCENT RETAINED	0%	50%	2.5%	5.9%	1.7%	3.6%
PERCENT CHANGE FROM SPRING 1981		-.8%	-.9%	-.7%	-.3%	-.5%

Figure C-6. RETENTION RATES BY ETHNICITY FOR 1980-81 IN SPRING 1982 BASED ON SPRING 1981 ENROLLMENT.

The percentage of each ethnic group that was retained based on enrollment declined slightly (by less than 1%) from spring of 1981 to spring of 1982. It declined a little more quickly for Black, Mexican American, and Asian students than for Anglo students.

	MALE		FEMALE		TOTAL		MALE			FEMALE		
	NO.	PERCENT	NO.	PERCENT	NO.	PERCENT	NUMBER ENROLLED	NUMBER RETAINED	PERCENT RETAINED	NUMBER ENROLLED	NUMBER RETAINED	PERCENT RETAINED
1979-80	392	61%	251	39%	643	100%						
1980-81	765	63%	454	37%	1219	100%	15,325	765	5%	14,678	454	3%
1981-82	882	61%	561	39%	1443	100%	15,630	882	6%	15,080	561	4%

Figure C-7. RETENTION RATES BY SEX. Enrollment based on June Student Master File for each year. Comparable enrollment figure not available for 1979-80. Sex was missing for a few students retained.

Approximately two thirds of those retained were male and one third were female.

Based on Student Master File figures for the end of each year, about 5% of the 15,325 boys enrolled were retained in 1980-81 compared to 6% of the 15,630 enrolled in 1981-82. The percentage of girls retained also increased 1%, from 3% of the 14,678 girls enrolled in 1980-81 to 4% of the 15,086 enrolled in 1981-82.

	NOT REASSIGNED		REASSIGNED		TRANSFERRED		UNKNOWN		TOTAL	
	#	%	#	%	#	%	#	%	#	%
SPRING 1981	781	63.8	331	27.0	96	7.8	17	1.4	1225	100
FALL 1981	684	61.8	318	28.7	95	8.6	10	.9	1107	100
SPRING 1982	663	62.1	305	28.6	90	8.4	10	.9	1068	100

Figure C-8. RETENTION RATES BY DESEGREGATION STATUS. Rates are for students retained at the end of 1981. "Unknown" indicates that this data could not be found on the file or that student was inactive.

Overall rates of reassignment for AISD in 1980-81 were: 68.2% not reassigned, 21.8% reassigned, and 10.0% transferred. Thus, retainees were slightly more likely to be reassigned students than would be expected.

The number and percent of retainees who were low-income, LEP, or Title I students were also calculated.

	LOW INCOME		NOT LOW INCOME		TOTAL	
	No.	Percent	No.	Percent	No.	Percent
SPRING 1981	910	74.4%	315	25.7%	1225	100
FALL 1981	824	74.4%	283	25.6%	1107	100
SPRING 1982	801	75.0%	267	25.0%	1068	100

Figure C-9. LOW INCOME RATES AMONG 1981 RETAINEES. Based on free or reduced lunch counts for 1980-81.

Overall, 49.1% of the elementary students in AISD during 1980-81 were classified as low income. Of the elementary students retained, about three fourths were low income. This is a considerably higher percentage.

GRADE	TITLE I ONLY		LEP ONLY		TITLE I AND LEP ONLY		NEITHER TITLE I NOR LEP		TOTAL	
	#	%	#	%	#	%	#	%	#	%
K	17	22%	18	24%	8	11%	33	43%	76	100%
1	161	31%	83	16%	48	9%	220	43%	512	100%
2	41	19%	27	12%	35	16%	117	53%	220	100%
3	31	19%	20	12%	8	5%	108	65%	167	100%
4	11	9%	12	10%	6	5%	92	76%	121	100%
5	25	26%	0	0%	2	2%	69	72%	96	100%
6	6	18%	3	9%	2	6%	22	67%	33	100%
TOTAL	292	24%	163	13%	109	9%	661	54%	1,225	100%

Figure C-10. PARTICIPATION OF STUDENTS RECOMMENDED FOR RETENTION IN TITLE I AND LEP PROGRAMS DURING 1980-81.

Figure C-10 shows the number and percent of students recommended for retention who participated in the Title I program or were classified as Limited English Proficiency (LEP) students during 1980-81. The total number of students involved in the Title I program was 401 (32.7% of 1,225). Tht total number of students classified as LEP during 1980-81 who were retained was 163 (22%). The percent involved in neither the Title I program nor programs for LEP students varied from 43% at kindergarten and grade 1 to 76% in grade 4.

Evaluation Question D1-5: How many students listed to be retained in June of 1981 were actually retained in fall of 1981?

Evaluation Question D1-6: What percentage of students retained in spring of 1981 are still enrolled in AISD in spring of 1982?

GRADE

	K		1		2		3		4		5		6		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
JUNE 1981	76	6.2	512	41.8	220	18.0	167	13.6	121	9.9	96	7.8	33	2.7	1,225	100
FALL 1981	13	1.2	487	44.0	214	19.3	151	13.6	118	10.7	94	8.5	30	2.7	1,107	100
SPRING 1982	14	1.3	469	43.9	207	19.4	149	14.0	109	10.2	90	8.4	30	2.8	1,068	100

Figure C-10. RETAINEES: 1981-82 BY GRADE. June figures from 1981 based on lists from schools of those recommended for retention. Fall 1981 and spring 1982 lists based on Student Master File match with June recommended lists.

The number of students recommended to be retained in June 1981 was 1,225. The number actually retained in the fall was 1,107. This fell to 1,068 by spring 1982. The June 1981 figure represented 4.08% of the elementary enrollment: 1.7% of kindergarteners, 12.0% of first graders, 5.3% of second graders, 3.9% of third graders, 2.7% of fourth graders, 2.2% of fifth graders, and .8% of sixth graders. These percentages held fairly constant from June 1981 to June 1982 dropping slightly overall (from 4.08 to 3.6%). Kindergarten showed the only noticeable drop, from 1.7% to .4% to .3%, respectively, for June 1981, fall 1981, and spring 1982. This drop was partially due to a clarification of policy on kindergarten retentions. Kindergarten retention is recommended only in unusual cases for a number of reasons (one related to the fact that kindergarten is not required).

What happened to the recommended retainees from June 1981 to June 1982? Some were promoted, some moved to private schools, and the whereabouts of the rest are unknown. A search of the Student Master File was done in June 1982 to determine how many students could be accounted for. At that point in time, 11 students showed up as enrolled in private schools (6 Anglo, 2 Mexican American, and 3 Black students). Another 20 students had no student master file match and had probably withdrawn from AISD. Since only

about two-thirds of the private schools in Austin report their enrollment, some of these students may be in Austin private schools while the rest are in schools outside Austin. Based on the spring retainee count of 1,068, this means 120 retainees were promoted to the next grade or lost due to bad identification number matches or other unknown problems. These figures suggest that 20% of those retained had withdrawn from AISD, about 7% to Austin private schools. Most of the remainder had probably been promoted.

Summary

This data indicates that:

- Almost half of the retainees are Mexican American with about one fourth Anglo and one fourth Black students making up the remainder. Very few retainees are Oriental or American Indian. In terms of percent of each ethnic group enrolled recommended for retention, more Mexican American and Black students are retained than Oriental, Anglo, American Indian, or others.
- About two thirds of the students retained are male.
- About 27% of students recommended for retention were reassigned to other schools for desegregation compared to 21.8% of the overall elementary population.
- About three fourths of the retainees are low-income, compared to about one half of AISD's overall elementary population.
- About 33% of those retained at the end of 1980-81 had been in the Title I program; 22% were classified as Limited English Proficiency students.
- Of the 1,225 students recommended for retention in spring of 1981, 1,107 were actually retained in the fall and 1,068 were still listed as retained by spring of 1982. About 20% of those who were no longer listed as retained by the following spring had withdrawn from AISD, while 80% had been promoted to the next grade or lost due to bad identification numbers or other unknown causes.

Retention/Promotion

Appendix D

STUDENT RECORDS AND REPORTS

Brief description of the data file:

Each June, the Student Records and Reports Department collects the names of all students at each elementary school to be retained during the next school year. These lists were obtained by ORE, keypunched, and put on tape. Data were collected for the 1979-80, 1980-81, and 1981-82 school years.

Which students or other individuals are included on the file?

The file includes the names, identification numbers, grades, and school assignments of students recommended for retention in June for the following school year. Retainees in grades K-6 for 1979-80, 1980-81, and 1981-82 are included.

How often is information on the file added, deleted, or updated?

The information is updated each six weeks of the year. However, the only records obtained directly from the Student Records and Reports Department were the June lists. Updates were checked on the Student Master File based on these original lists.

Who is responsible for changing or adding information to the file?

Student Records and Reports Department.

How was the information contained on the file gathered?

Each principal supplied the names, identification numbers, grades, and birthdates of those to be retained in his/her elementary school.

Are there problems with the information on the file that may affect the validity of the data?

No problems.

What data are available concerning the accuracy and reliability of the information on the file?

School records could be checked.

Are there normative or historical data available for interpreting the results?

This data will be the baseline information.

Brief description of the file layout:

The file layout lists the file ID (1979-80 = ARD, 1980-81 = ARZ, 1981-82 = ASD), the student's grade, name, identification number, and school number. The layout is the same for each school year.

STUDENT RECORDS AND REPORTS DATA

Purpose

Each June, the schools supply lists of students to be retained for the next school year to the Student Records and Reports Department. ORE obtained these lists of the students' grades, identification numbers, and birthdates for use in the retention study. This information was used in addressing the following questions:

Decision Question D1: What effects has the District policy on retention/promotion had on achievement? On retention rates? Should the District policy be altered?

Evaluation Question D1-1: What are the overall and by-school rates of retention in grades K-6 for 1981-82 compared to 1979-80 and 1980-81?

Evaluation Question D1-2: What are the rates of retention by grade level? By achievement status? By ethnic group? By sex? By desegregation reassignment status?

Evaluation Question D1-3: What are the achievement levels for retained students versus a group (matched on factors such as achievement, age, sex, ethnicity, special education status, free-lunch status) of comparable non-retained students? Gains?

Procedure

At the end of each school year, the schools compile a list of students who are to be retained for the next school year. These students will be referred to as "recommended" retainees in this report. The name, identification number, grade, and school of each student recommended to be retained was keypunched at the Southwest Educational Development Laboratory according to the format shown in Attachment B-1. This was done twice:

- The list of students recommended in June of 1980 to be retained during the 1980-81 school year was obtained and and keypunched during summer 1981;
- The list of students recommended in June of 1981 to be retained during the 1981-82 school year was obtained during the summer of 1981 and keypunched in September 1981.

The cards were placed on tape at AISD on the IBM370 computer. This tape was then merged with the Student Master File to obtain information on sex, ethnicity, and desegregation reassignment status. The Student Master File from May 30, 1981 was used to obtain enrollment figures for 1980-81 overall, by grade, and by school. Enrollment figures for 1979-80 could not be obtained through this method because the Student Master File was no longer available. However, the end-of-year calculations of Average Daily Membership (ADM) were available and obtained for 1979-80, 1980-81, and 1981-82. Overall enrollment figures were used to calculate the overall and by-grade retention rates for 1979-80. Eleven schools which did not file a report were called and did not remember having any retainees.

Processing was streamlined for the last set of data. The students recommended for retention during 1981-82 were entered onto a diskette directly by clerks in the Office of Student Records and Reports. Identification numbers were then used to pull descriptive information from the Student Master File. ORE then accessed the file and determined rates of retention overall, by grade, and by school in terms of June 30, 1982 enrollment on the Student Master File. The overall retention rate in terms of Average Daily Membership for 1981-82 was calculated by hand. Achievement test scores on the Iowa Tests of Basic Skills for students in grades 1-6 were then obtained from testing tapes.

Later updates of students still listed as retainees in the fall and spring of the school year were made by checking the Student Master File for grade assignments different from those on the schools' June recommended retainee lists. Students promoted in June at the end of one school year and placed in the earlier grade (demoted) in the fall of the next school year are not included in the retention rates. An estimate of the number of students in this category can be found in the Retention Survey appendix (Appendix D).

Results

Overall Retention Rates

End of School Year	Recommended Retainees	Enrollment (ADM)	Retention Rate
June 1980	652	30,393	2.15%
June 1981	1,224	29,358	4.17%
June 1982	1,443	29,425	4.92%

Figure B-1. RETENTION RATES: June 1980, 1981, 1982. Based on June lists of recommended retainees for the following school years. Enrollment figures were based on Average Daily Membership (ADM) figures from Student Records and Reports for the end of the year. Figures for 1981-82 are preliminary based on June 19th figures.

Overall retention rates for 1980-81 and 1981-82 were also figured based on the Student Master File entries as of May 30 of each year. The 1980-81 retention rate was 4.08% using this enrollment figure (30,003). The 1981-82 rate was 4.71% (N=30,716).

As Figure B-1 illustrates, retention rates almost doubled between 1979-80 and 1980-81. The new retention policy was published in April of 1981, but was not to go into effect until the 1981-82 school year. The 1981-82 rate reflects another increase, although not as dramatic as the previous year. It seems likely that principals and teachers considered the new policy in 1980-81 as well as 1981-82.

Rates of Retention by School

The number and percent of students retained by school at the end of the 1979-80, 1980-81, and 1981-82 school years is shown in Attachment B-2.

- At the end of 1979-80, the number recommended for retention varied from 0 at 11 schools to 41 at 2 schools. The percent retained ranged from 0 to 9%.

- At the end of 1980-81, the number recommended for retention varied from 0 at one school to 89 at another school. The percent retained ranged from 0 to 16%.

- At the end of 1981-82, the number recommended for retention varied from one at two schools to 100 at one school. The percent retained ranged from .3% to 15%.

As these figures illustrate, the number and percent of students retained increased over the three-year period. In June of 1980, under the old policy, the smallest number and percent of students were retained. In June of 1981, when the new policy had been published but not put in effect, the number and percent retained increased. Only one school had no retainees. At the end of 1981-82, with the new policy in effect, every school had at least one retainee, and the overall number and percent retained increased slightly at most schools.

Retention Rates by Grade

DATE RETAINED:		June 1980		June 1981			June 1982		
GRADE	# Enrolled	# Retained	% Retained	# Enr.	# Ret.	% Ret.	# Enr.	# Ret.	% Ret.
K	3,664	58	1.6	4,375	76	1.7	4,868	57	1.2
1	4,506	281	6.2	4,282	512	12.0	4,574	567	12.4
2	4,556	103	2.3	4,119	220	5.3	4,108	243	5.9
3	4,813	100	2.1	4,289	167	3.9	4,087	186	4.6
4	4,632	53	1.1	4,509	121	2.7	4,275	179	4.2
5	4,243	40	0.9	4,371	96	2.2	4,431	146	3.3
6	3,979	17	0.4	4,058	33	0.8	4,373	65	1.5
	30,393	652	2.1	30,003	1,225	4.1	30,716	1,443	4.7

Figure B-2. RETENTION RATES BY GRADE: June 1980, 1981, 1982. Based on June lists of students to be retained the following year. June 1980 enrollment based on Average Daily Membership (ADM) figures supplied by Student Records and Reports; June 1981 and 1982 enrollment based on entries in Student Master File on May 30 of each year. Figures for 1982 must be considered prelininary pending the resolution of a few cases not on the active student master file.

As Figure B-2 illustrates, retention rates at each level except kindergarten doubled (approximately) between 1979-80 and 1980-81. Between 1980-81 and 1981-82 the rates increased slightly at every grade level except kindergarten.

Retention Rates by Achievement, Ethnicity, Sex, Desegregation Reassignment Status

Information from Student Records and Reports supplied only the names of the students to be included in the sample for these analyses. Retention rates by achievement level can be found in the ITBS appendix; those by ethnicity, sex, and desegregation reassignment status can be found in the Student Master File appendix.

Achievement of Retainees Versus Similar Nonretainees

Again, the Student Records and Reports data supplied only the names of the retainees. Achievement comparisons are included in the ITBS appendix.

FILE ID A/ R / D

CARD FILE LAYOUT

LOCATION:

AISD

PROGRAM: Retention & Promotion,

YEAR: 1981-82

UT PF ____, ____, ____
acct. pass. file name

CONTENTS: Students retained in 1979-80 File created 4/30/81

Field	Columns	Description
A	1 - 3	File ID
B	4 - 4	Space
C	5 - 6	Grade (Kindergarten = 0, 1 = 1, 2 = 2, 3rd = 3, etc.)
D	7 - 7	Space
E	8 - 34	Student Name (Last (15 Characters) First (11 Ch.) Middle Initial (1 Ch.))
F	35 - 35	Space
G	36 - 42	Student Number (No spaces or hyphens)
H	43 - 43	Space
I	44 - 46	School No. (1979-80)

81.36

RETAINEES 1979-80
(STUDENTS RETAINED IN JUNE 1980)

SCHOOL	ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
ALLISON	649	25	3.9
BARTON HILLS	303	1	.3
BARRINGTON	605	6	1.0
BECKER	606	13	2.1
BLACKSHEAR	392	13	3.3
BLANTON	543	10	1.8
BRENTWOOD	345	9	2.6
BROOKE	455	41	9.0
BROWN	427	25	5.9
BRYKER WOODS	273	4	1.5
CASIS	490	8	1.6
COOK	674	17	2.5
CUNNINGHAM	856	3	.4
DAWSON	587	20	3.4
DOSS	504	5	1.0
GOVALLE	738	16	2.2
GULLETT	333	3	.9
HIGHLAND PARK	480	2	.4
HILL	479	7	1.5
HOUSTON	1041	41	3.9
LEE	237	2	.8
LINDER	602	14	2.3
MATHEWS	356	9	2.5
MENCHACA	419	13	3.1
METZ	452	17	3.8

*Average Daily Membership in grades K-6

SCHOOL	ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
NORMAN	250	4	1.6
OAK HILL	770	10	1.3
OAK SPRINGS	269	16	5.9
ODOM	974	19	2.0
ORTEGA	320	11	3.4
PEASE	226	7	3.1
PECAN SPRINGS	537	10	1.9
PILLOW	552	19	3.4
PLEASANT HILL	638	18	2.8
READ	536	5	.9
RIDGETOP	197	14	7.1
ROSEDALE	264	7	2.7
ST. ELMO	704	18	2.6
SANCHEZ	520	15	2.9
SIMS	400	13	3.3
SUMMITT	297	1	.3
SUNSET VALLEY	641	12	1.9
TRAVIS HEIGHTS	675	2	.3
WALNUT CREEK	300	2	.7
WILLIAMS	810	16	2.0
WINN	686	26	3.8
WOOLDRIDGE	680	19	2.8
WOOTEN	530	11	2.1
ZAVALA	432	34	7.9
ZILKER	510	19	3.7
TOTAL for these 50 schools	25,564	652	2.6%
TOTAL for all 61 elementary schools	30,393	652	2.1%

81.36

RETAINEES 1980-81
(STUDENTS RETAINED IN JUNE 1981)

SCHOOL		ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
ALLAN-142	PK, 1-3	557	89	16.0
ALLISON-101	PK-3	409	22	5.4
ANDREWS-102	K-6	652	40	6.1
BARRINGTON-149	K, 4-6	490	13	2.7
BARTON HILLS-103	K, 1-3	259	11	4.2
BECKER-104	PK-6	655	41	6.3
BLACKSHEAR-105	K, 4-6	460	6	1.3
BLANTON-106	K, 4-6	530	2	.4
BRENTWOOD-107	K, 1-3	250	9	3.6
BROOKE-108	PK, 4-6	417	13	3.1
BROWN-109	PK-6	479	52	10.9
BRYKER WOODS-110	K, 1-3	237	18	7.6
CAMPBELL-111	K, 4-6	476	0	-
CASIS-112	K, 1-3	398	44	11.1
COOK-161	K, 4-6	618	22	3.6
CUNNINGHAM-113	K, 4-6	671	3	.4
DAWSON-114	PK-6	656	25	3.8
DOSS-154	K-6	605	6	1.0
GOVALLE-116	PK-6	656	84	12.8
GRAHAM-159	K, 4-6	324	1	.3
GULLETT-117	K, 4-6	382	3	.8
HARRIS-118	1-6	588	3	.5
HIGHLAND PARK-119	K-3	369	24	6.5
HILL-155	K, 1-4	390	12	3.1
HOUSTON-162	K-6	921	56	6.1

*Average Daily Membership in grades K-6

SCHOOL		ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
JOSLIN-120	K-6	717	23	3.2
LANGFORD-168	K-6	775	46	5.9
LEE-121	K-6	304	6	2.0
LINDER-160	K-6	555	18	3.2
MAPLEWOOD-122	K-6	423	27	6.4
MATHEWS-123	K-6	369	4	1.1
MENCHACA-147	K-6	482	11	2.3
METZ-124	PK-3	441	27	6.1
NORMAN-150	PK-3	265	6	2.3
OAK HILL-148	K-6	752	13	1.7
OAK SPRINGS-125	K-3	520	52	10.0
ODOM-156	K-6	866	23	2.7
ORTEGA-126	PK, 4-6	328	7	2.1
PEASE-128	K-6	277	6	2.2
PECAN SPRINGS-129	K-3	335	12	3.6
PILLOW-151	K-3	370	8	2.2
PLEASANT HILL-130	K-6	593	18	3.0
READ-131	5-6	422	1	.2
REILLY-132	K-6	311	14	4.5
RIDGETOP-133	PK-6	271	10	3.7
ROSEDALE-134	K, 4-6	243	4	1.6
ROSEWOOD-135	PK, 1-3	145	19	13.0
ST. ELMO-136	K-6	666	23	3.5
SANCHEZ-127	PK-3	402	25	6.2
SIMS-139	PK-3	270	29	10.7
SUMMITT-138	K-3	219	3	1.4
SUNSET VALLEY-158	K-3	518	41	7.9
TRAVIS HEIGHTS-140	K-6	620	13	2.1

SCHOOL		ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
WALNUT CREEK-141	K, 4-6	298	1	.3
WEBB-167	4-6	745	10	1.3
WILLIAMS-166	K-6	853	32	3.8
J. B. WINN-157	K-4	585	20	3.4
WOOLDRIDGE-152	K, 4-6	535	15	2.8
WOOTEN-144	K-3	453	19	4.2
ZAVALA-145	K, 4-6	478	15	3.1
ZILKER-146	K-6	503	24	4.8
TOTAL		29,358	1,224	4.2

RETAINEES 1981-82
(STUDENTS RETAINED IN JUNE 1982)

SCHOOL	ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
Allison-101	401	32	8.0
Andrews-102	713	32	4.5
Barton Hills-103	254	15	5.9
Becker-104	671	72	10.7
Blackshear-105	469	24	5.1
Blanton-106	537	7	1.5
Brentwood-107	244	7	2.9
Brooke-108	372	22	5.9
Brown-109	573	48	8.4
Bryker Woods-110	216	6	2.8
Campbell-111	392	13	3.3
Casis-112	390	48	12.3
Cunningham-113	740	22	3.0
Dawson-114	695	30	4.3
Govalle-116	645	46	7.1
Gullett-117	379	8	2.1
Harris-118	559	6	1.1
Highland Park-119	371	33	8.9
Joslin-120	810	22	2.7
Lee-121	306	7	2.3
Maplewood-122	414	12	2.9
Mathews-123	350	3	0.9
Metz-124	452	54	11.9
Oak Springs-125	514	43	8.4
Ortega-126	276	9	3.3
Sanchez-127	397	25	6.3
Pease-128	224	3	1.3
Pecan Springs-129	349	22	6.3
Pleasant Hill-130	626	28	4.5
Read-131	438	15	3.4
Reilly-132	313	5	1.6
Ridgetop-133	252	1	0.4
Rosedale-134	263	7	2.7
Rosewood-135	123	8	6.5
St. Elmo-136	638	21	3.3
Summitt-138	280	3	1.1
Sims-139	234	16	6.8
Travis Heights-140	712	20	2.8
Walnut Creek-141	321	12	3.7
Allan-142	681	99	14.7
Wooten-144	471	31	6.6
Zavala-145	402	11	3.0
Zilker-146	483	9	1.9
Menchaca-147	505	28	5.5
Oak Hill-148	1020	16	1.6
Barrington-149	502	7	1.4
Norman-150	250	27	10.8

*Average Daily Membership based on Student Master File for the end of May. Figures tend to be slightly higher than those reported by Student Records and Reports.

SCHOOL	ENROLLMENT (ADM)*	NO. RETAINED	% RETAINED
Pillow-151	368	11	3.0
Wooldridge-152	551	16	2.9
Doss-154	628	3	0.5
Hill-155	406	8	2.0
Odom-156	937	24	2.6
Winn-157	616	22	3.6
Sunset Valley-158	650	49	7.5
Graham-159	332	1	0.3
Linder-160	534	31	5.8
Cook-161	671	62	9.5
Houston-162	1083	55	5.1
Williams-166	1003	55	5.5
Webb-167	739	7	0.9
Langford-168	966	64	6.6

District Priorities

Appendix E

CASE STUDIES

81.36 Instrument Description: Case Studies

Brief description of the instrument:

The 1980-81 teachers of 12 students retained in 1979-80 were interviewed. The survey instrument used as a guide during the case studies included 16 questions regarding: reasons students were retained, their special characteristics and problems, methods used to teach retainees and classes in general, students'/parents' attitudes toward retentions, methods of preparing students/parents for retention, and whether and who retention might help. For each student, data was also collected from the cumulative record on achievement test scores, grades in school, and attendance.

To whom was the instrument administered?

The 1980-81 teachers of twelve students retained at the end of the 1979-80 school year. Two students were chosen from each of the grades one through six. One of these students had shown considerable progress from 1979-80 to 1980-81 in Reading Total grade equivalent scores on the Iowa Tests of Basic Skills; the other had not gained or had shown a loss in grade equivalent scores.

How many times was the instrument administered?

Once.

When was the instrument administered?

October through December, 1981.

Where was the instrument administered?

In the teachers' classrooms.

Who administered the instrument?

ORE staff: the evaluator and evaluation assistant working on the retention/promotion project.

What training did the administrators have?

Both interviewers piloted the use of the instrument for the first case study. Discrepancies or problems were discussed as they occurred.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The small size of the sample and the fact that information is based to a great extent on teacher recall must be considered in interpreting results. These case studies are to be considered exploratory and descriptive.

Who developed the instrument?

The ORE evaluator for the project developed the instrument. It was then reviewed by ORE and administrative staff and modified based on the comments received.

What reliability and validity data are available on the instrument?

None for interviews. Test score and report card information could be checked against school records.

Are there norm data available for interpreting the results?

No.

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CASE STUDIES

Purpose

The case studies were designed to provide more in-depth descriptive information about the characteristics of selected retainees and the methods teachers used to attempt to improve their academic achievement. A primary goal was to obtain a better understanding of what happens to students in Austin schools after they are retained. The case studies provided information relevant to the following decision and evaluation questions:

Decision Question D2: Should additional resources or activities related to the retention/promotion policy be considered?

Evaluation Question D2-1: What are the perceived criteria used by teachers and principals in the determination of retention decisions?

Evaluation Question D2-2: What methods seem to be effective in meeting the needs of the retained child?

Procedure

Sample.

The sample of students who were the subjects of the case studies were selected from a list of retainees at the end of 1979-80. Two students were chosen from each of the grades one through six. One of the students in each grade had shown considerable progress from 1979-80 to 1980-81 in Reading Total grade equivalent scores on the Iowa Tests of Basic Skills; the other had not gained or had shown a loss in grade equivalent scores. Special education students were not included. As much as possible, students were selected so that their ethnicity would be representative of the overall group of 1979-80 retainees.

Data Collection.

Once the students for the case studies were selected, the evaluator for the program made a draft of the survey which would be used as a guide for the interviews. The draft was sent for review to the Assistant Superintendent for Elementary Education, Director of Elementary School Curriculum, and the Director of Elementary School Management. Once the survey was reviewed, a few modifications were made and it was ready for piloting.

Special permission was asked from the principal of one of the schools to conduct a pilot interview. The teacher selected was notified and the evaluator and evaluation assistant for the retention/promotion project conducted the interview together. Once the interview was completed, the survey instrument was reviewed, a few final changes were made, and the survey instrument was ready for use with the remaining 11 case studies.

A memo was sent to the principal of each of the schools in which an interview would be conducted explaining the purpose of the study and letting him/her know the name of the teacher who would be interviewed (see Attachment E-1). The evaluator and evaluation assistant proceeded in calling the teachers and making appointments for the interviews when it was convenient for them (generally after school). Teachers were asked to have the student's cumulative folder available for review. In a few cases, an additional visit was made to the school the student now attended (if the student had changed schools) to review this folder.

Both the evaluator and evaluation assistant held six interviews. Teachers were generally very cooperative. Two teachers postponed the interviews until a memo was sent specifying the date and time that someone would be out to see them. If they absolutely couldn't make it, they were asked to contact our office and reschedule.

Teachers were not told that the retainee was selected because he/she did or did not make gains on the ITBS in reading. The interview included questions regarding: why the student was retained, whether there were any special characteristics or problems that distinguished him/her from the rest of the class, what methods of teaching were used with the retainee, how teachers generally dealt with parents of retainees before the student was retained and after, and whether the teachers felt retention could be helpful and, if so, in what cases. (The instrument is shown in Attachment E-2.)

After the interview, the cumulative folder was reviewed and information on attendance, school grades, and test scores recorded. The overall folder was reviewed, but emphasis was given to the year before and after retention.

Analysis.

The evaluator reviewed all of the case study interview forms as they came in. Any questions were cleared up at this point. The evaluation assistant and evaluator then wrote up summaries of each case, including information on student characteristics, school history, and teaching methods. California Achievement Test (CAT) scores were converted to Iowa Tests of Basic Skills (ITBS) scores and percentile scores were converted to grade equivalent scores at this point using tables compiled by ORE testing staff. Case study summaries were then reviewed by the evaluator and director of ORE and finalized (see Attachment E-3).

The evaluation assistant and evaluator then discussed their general impressions of important retainee or teacher characteristics which may have impacted achievement. Teaching methods which might have made a difference were also explored. The evaluator also hand-tallied the responses to each interview question for those who had students who gained and did not gain in reading at this point (see Attachment E-4). The summary of impressions was then written by the evaluator.

Results

Cautions.

The case studies are to be considered exploratory and descriptive. They provide more in-depth and detailed descriptions of what selected retained students are like and how teachers deal with them. In addition, the case studies provided ideas that can lead to more informed future research.

The small sample involved obviously precludes the drawing of firm conclusions. In addition, the responses to the survey questions are biased in that they represent the opinions of only the teachers who had the students after they were retained and not those of the retaining teacher, the retainee, or the retainee's parents.

Evaluation Question D2-1. What are the perceived criteria used by teachers and principals in the determination of retention decisions?

The retention survey provides a more representative view of the factors which most often lead to retentions (see Appendix B). The case studies, however, provide some information concerning the initial problems of students who did and did not improve (at least in reading) after being retained.

Attachment E-4 shows the responses of teachers to each interview question broken down by those with students who gained in reading (+) and did not gain in reading (-) between 1979-80 and 1980-81 on the Iowa Tests of Basic Skills. The results for questions 1-4 reveal the following:

- All of the students were behind academically. Most had problems in more than one subject area, most commonly reading, math, and language arts.
- Other problems were also important in scattered cases. These included counterproductive behavior, social immaturity, excessive absenteeism, frequent transfers, medical problems, emotional problems, and teacher neglect. The parents requested retention in two cases where the students did improve over the year. Medical problems seemed more prevalent among students who improved as well.

- The teachers of students who did not improve mentioned that students lacked motivation to learn more often than the teachers of those who improved (33% versus 8%).

- The most common evidence of academic achievement problems at the beginning of the year for teachers was daily work, teacher-made tests, and simply a lack of critical skills necessary to perform successfully in the grade. Teachers with students who did not improve mentioned more than one kind of evidence more often than the others.

- Teachers of students who improved mentioned that emotional, discipline, medical (e.g., hyperactivity, vision) and self-concept problems made these students somewhat different from classmates. The most consistent comment among the teachers of those who did not improve was that the students lacked interest in school.

Evaluation Question D-2. What methods seem to be effective in meeting the needs of the retained child?

The case studies led to the following impressions of the factors which might impact retainees' chances for improvement:

1. Each retention case was unique. Although all the students had achievement problems, their severity and sources varied considerably. The characteristics of the teachers and their approach to helping the retainee also differed a great deal across cases.

2. Improvement in academic achievement by the retainees seemed to be dependent on the characteristics and efforts of both the teachers and students involved (as well as on external factors in some cases). The right combination seemed important.

3. Identifying the source of the students' academic problems and having a straightforward plan to deal with it seemed essential. The easier the problem was to tackle the better the chances were of improvement.

Student Characteristics.

The nature of the students' problems seemed to be very important. Students with identifiable problems that could be addressed in a systematic way seemed easier to help. It was also beneficial if the improvement plan did not take a great deal of the regular teacher's time. Students with medical or language problems, for example, were more likely to show improvement in test scores than those who simply lacked interest in school and motivation to learn. Achievement was unlikely to improve if the teachers were unable to discover the source of the students' problems or some way to alleviate the problems and increase the students' interest in learning.

Students who did not show academic improvement were often shy, immature, hyperactive, insecure, sensitive, or aggressive.

Teacher Characteristics and Methods.

Teachers of retainees who improved tended to be interested, positive, dedicated, and willing to go beyond what was normally expected of them to help the retainee. They seemed to give retainees extra reinforcement, the opportunity to work at their own pace, and chances to take leadership roles in the classroom more often than the teachers of students who did not improve. Teachers of retainees who improved also tended to make or find supplementary materials designed to fit the retainees' needs. Teachers of retainees who improved also tended to break down instruction into small steps and give students a lot of individual attention as general practice in the classroom.

Exceptions.

Exceptions to these trends did exist. On the positive side, a student with a poor self-concept, poor attendance, behavior problems, and a lack of motivation to learn showed improved achievement and attendance with the help of a persistent teacher. The teacher worked to build the student's self-concept by emphasizing her positive attributes, gave her a lot of extra attention and reinforcement, took her home occasionally to help her with homework, let her work at her own pace, and gave her leadership opportunities. On the other hand, a teacher who expended considerable energy with another retainee failed to see any increase in the student's achievement test scores over the year, even though the student's motivation to learn seemed to improve to some extent.

A description of sample characteristics and the individual case summaries are included in Attachment E-3.

Thus, certain retained students seemed easier to help than others. A committed teacher was a necessity, but was not always enough to assure improvement.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 16, 1981

TO: Elementary Principals

FROM: Nancy Baenen

SUBJECT: Retainees: Survey and Case Studies

As part of the retention/promotion evaluation this year, we are addressing two questions on which we need your input:

- What are the most important criteria used by teachers and principals in making retention decisions?
- What methods seem to be effective in meeting the needs of the retained child?

We plan to address the first question with a survey of a sample of principals and teachers. Case study interviews will provide information to answer the second question.

The sample of principals and teachers was carefully selected so that no one would be asked about more than one retainee. Each principal is being asked to complete a survey regarding one student retained at his/her school last year. Yours is attached. Please take a few minutes to complete it and return it to me by October 30. One or more of your teachers will also receive a questionnaire about the same or another student. Try not to discuss the student too extensively with the teacher, since we would like to compare the views of principals and teachers. Those of you who have changed schools may have to consult with your 1980-81 school to answer a few of the questions. If you simply cannot answer one or more questions, leave it (them) blank.

The case studies will be a more in-depth view of the 1980-81 experiences of 12 students retained at the end of the 1979-80 school year. We would like to interview the students' teachers for about one hour late in October or in November regarding methods that seem to be effective with retainees. The names and school assignments of the teachers initially selected for interviews are listed on the next page.* Hopefully, no changes will be necessary in the list.

Thank you for your help.

*Attachment deleted to protect confidentiality of students and teachers.

NB:rrf
Attachment

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Ruth MacAllister, Assistant Superintendent for Elementary

SCHOOL:

81.36

Attachment E-2
(Page 1 of 5)

RETAINEE: GRADE:

1980-81 TEACHER:

1. Why was _____ retained?

_____a. Lack of Academic Progress
_____Language Arts
_____Reading
_____Math
_____Social Studies
_____Science
_____Other

_____b. Chronological Age

_____c. Physical Development

_____d. Counterproductive Behavior

_____e. Language Ability
_____English concept development
_____LEP
_____Other

_____f. Social Immaturity

_____g. Excessive Absenteeism

_____h. Parental Request

_____i. Frequent Transfers

_____j. Other _____

_____

2. Did _____ appear to:

_____a. lack motivation to learn?

_____b. be a slow learner?

_____c. have some other problem which interfered with his/her achievement?

3. What evidence did you have at the beginning of the year that _____ was not achieving at the desired level?

_____a. low scores on standardized achievement tests? _____reading _____math _____other

_____b. unsatisfactory daily work and teacher-made tests? _____reading _____math _____other

_____c. incompletion of appropriate series book(s)? _____reading _____math _____other

_____d. lack of certain critical skills necessary for successful performance at the next grade?

_____e. Other _____

4. What other characteristics did _____ have which you feel may have led to his/her retention? What made him/her different from students who were not retained in your classroom?

81.36

5. Was _____ in any special programs last year?

PROGRAM	SUBJECT(S)	PROGRAM	SUBJECT(S)
_____Summer School		_____ESL	
_____Title I		_____LRP	
_____Title I Migrant		_____CLA	
_____TBS		_____SCE	
Other_____		_____Special Education	

6. Were these pullout programs? Floating teacher programs?

7. Did you coordinate your instructional activities with those of the special program(s)? How?

8. Did you use any special materials or texts with _____ in your classroom? If so, what type?

9. What teaching techniques did you use with the child? Fill in the blank with an "S" if it's the same as with others, or a "D" if it's unique to the retainee.

_____broke down instruction into small steps
_____gave a lot of individual attention
_____had him/her work a lot on his own at his own pace
_____had him/her work a lot in a small group
_____used peer tutor
_____used extra reinforcement
_____used contract learning
_____set clear objectives
_____used below grade-level materials
_____gave him/her leadership opportunities
_____gave him/her the opportunity to talk about his/her feelings
_____used pre- and posttests for pacing work
_____other

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10. Did you consider _____ a disciplinary problem?

_____ Yes _____ No If yes, describe and give an example.

If yes, how did you deal with this problem?

11. How did you maintain control in your classroom as a whole?

12. Describe your style of teaching. Is it tightly structured or loosely structured? Formal or informal? Group-oriented or individually-oriented?

Did you change your style in any way to work with _____?

13. Did _____ have an attendance problem last year?

14. What was _____'s attitude toward being retained? His/her parents' attitude?

Child's attitude:

Parents' attitude:

15. How do you prepare a student and his/her parents for the possibility that the child may be retained? When do you first notify the parents?

_____ mention first early in year at parent/teacher conference
_____ suggest ways to work with child
_____ try to convey positive aspects (spring)
_____ notify parents of progress or lack of it
_____ keep them updated throughout the year
_____ other

Do you talk to the child about how to cope with his/her peers? Tell him/her what they can say about why they were retained? What do you suggest? What do you say to a child facing retention that might help him deal with his peers?

16. Do you think retention can be helpful for some students? Why or why not?

_____ Yes _____ No Why?

RETAINEE:

ACHIEVEMENT TEST PERCENTILE SCORES

SCHOOL YEAR	READING			MATH				LANG. SKILLS	WORK/ STUDY
	VOC.	COMP.	TOTAL	Concepts	Problems	Computations	Total	TOTAL	TOTAL
73-74									
74-75									
75-76									
76-77									
78-79									
79-80									
80-81									

RETAINEE:

ATTENDANCE

GRADE:

1973-74	1974-75	1975-76	1976-77	1977-78
180	180	180	180	175

1978-79	1979-80	1980-81
175	175	175

RETAINEE:

SCHOOL GRADES

LEVELS (L)

1 above grade level
2 at grade level
3 below grade level

PERFORMANCE (P)

E = Excellent
S = Satisfactory (+,-)
U = Unsatisfactory

	MATH (8)		READING (12)		LANGUAGE ARTS (8)		SOCIAL STUDIES (4)	WORK-STUDY HABITS	CONDUCT
	L	P	L	P	L	P	P	P	P
73-74									
74-75									
75-76									
76-77									
77-78									
78-79									
79-80									
80-81									

Comments:

CASE STUDIES

GRADE	STUDENT	ETHNICITY	GRADE EQUIVALENT SCORES ITBS READING TOTAL 79-80	80-81	GAIN
1	Dick*	Anglo	1.6	4.1	2.5
1	Janie	Hispanic	1.6	0.6	-1.0
2	Steve	Anglo	1.8	4.8	3.0
2	Pam	Anglo	1.4	.9	-0.5
3	Terry	Hispanic	1.0	3.3	2.3
3	Bill	Hispanic	3.3	2.3	-1.0
4	Roy	Hispanic	3.7	5.1	1.4
4	Rita	Hispanic	3.0	3.0	0.0
5	Paula	Black	2.9	4.8	1.9
5	Diane	Hispanic	6.4	6.2	-0.2
6	Lee	Oriental	3.7	5.2	1.5
6	Tommy	Black	4.5	4.0	-0.5

*Student names have been changed to protect the students' identity.

Student Characteristics

Dick is an Anglo child retained in the first grade. According to Dick's teacher, his problem had a lot to do with experiences in his family life. When Dick and his brother were younger, his father (a pharmacist) frequently gave them drugs. At the time, both the father and the mother used drugs excessively. The mother eventually left their father and had a nervous breakdown in the process. When this happened, the father gained custody of the children. Instead of taking care of them himself, he left them with his parents at their farm. When Dick came to school as a first grader, he had never been to kindergarten and did not know the first thing about reading and writing. The mother improved and she was able to get custody of the children and put them in school. Although the mother was still having a few problems, she was helping the children adjust to their new life. The maternal grandmother was also helping to raise the children. Although Dick still had a lot of problems, he tried to deal with the school environment the best way he knew how.

School History

Dick's ITBS percentile scores greatly improved his second year in the first grade.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	39	15	43	16	-	16	19	12	65	22	54	18	44	17	26	14	30	14
1980-81	99	38	99	43	99	41	81	26	94	33	92	26	91	28	89	33	94	34

Dick improved from a 1.6 grade equivalent in his first year in first grade to a 4.1 grade equivalent in his second year in first grade in reading. The only report card available was from 1980-81. He was absent seven times which is not considered excessive. He worked on grade level in all subjects and earned satisfactory and excellent marks as a retainee.

*Decimals have been deleted on all grade equivalent scores. A "15" indicates average performance for a student in his/her fifth month in first grade.

Teaching Methods

Dick tended to be a discipline problem. He was a very hyperactive child and would talk a lot. The most effective way to deal with him was to isolate him, according to his teacher. Towards the end of the school year, his behavior had improved somewhat.

One interesting thing about this case study is that Dick's teacher had also been his teacher in 1979-80. She ran a tightly structured classroom in which she laid down the rules at the beginning of the year and stuck to them. She had Dick for most of the day, except when he went to speech class. She usually had the students work in groups. She felt that she had to do a lot more counseling with Dick than with her other students. She had to tell him exactly what she expected of him during class. She never really had to change her teaching style for Dick. In the two years he was in first grade, he went from the lowest reading group to the highest group.

Student Characteristics

Janie is a Hispanic student retained at the first grade because she lacked sufficient academic progress in reading and math. Janie was a slow learner but her main problem seemed to be that she was very shy and overly sensitive. According to her teacher in her second year as a first grader, Janie did fairly well at the beginning of the year once she felt comfortable with the class and with talking to her teacher. Janie accepted her retention and did not feel out of place.

School History

Janie had been at another school during her first year as a first grader. Her new teacher for first grade in 1980-81 at a different school was told by Janie's parents that she was retained due to racial prejudice. The school she had attended was predominantly white. Their perception was that the teacher, along with the kids at the other school, had neglected Janie. They felt the other students never tried to be friends and that the teacher never attempted to help her with the other children or with her studies. On several occasions, Janie's mother went to the school during recess and found her all alone in a corner of the playground.

For her first two years in school, Janie had a very bad attendance record. In kindergarten, she missed 44 out of 175 days and during her first year in first grade, she missed 53 out of 175 days. Her second year in first grade she missed 10 days.

Her work in reading and math was below grade level her first year in first grade. By her second year in first grade, she was working on a first grade level in math and reading.

Janie's reading scores decreased from 1979-80. She went from a 1.6 grade equivalent in reading in 1979-80 to a .06 grade equivalent score in 1980-81. Her math and language skills scores did improve from 1979-80 to 1980-81.

	READING					MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	47	17	35	14	-	16	1	K5	1	K2	2	K8	1	K6	7	10	-	-
1980-81	8	K5	8	K6	10	K6	35	15	63	22	26	15	33	15	19	12	-	-

*Decimals have been deleted on all grade equivalent scores. A "17" indicates average performance for a student in his/her seventh month in the first grade.

Teaching Methods

Janie's teacher did not change her teaching methods when working with Janie. She tried to use behavior modification in her classroom by giving stickers to help motivate and reward the students for doing their work. She described her approach as primarily individually oriented, with some formal and some informal instruction and varying amounts of structure.

The only thing that the teacher felt that she did a little more with Janie than with the other students was give her individual attention. Since Janie was very shy, the teacher had to make her feel at ease. Once she accomplished this, Janie did fine in the classroom.

Student Characteristics

Steve was an Anglo student retained as a second grader in a Title I south Austin school. His report cards indicated unsatisfactory work in all subjects and conduct and attention-span problems. Steve's first second-grade teacher felt his grades would improve if his conduct did. She reported that he had a difficult time staying on task and that he had been caught stealing during the year. Steve was hyperactive, lacked motivation to learn, and had a poor self-concept. He was put on medication for hyperactivity at the beginning of his second year as a second grader. This seemed to help. He was still aggressive and "all man" but usually got along with the other students. His new second-grade teacher reported that he came into the classroom howling the first day, but she talked to him about how unacceptable that was, his feelings, and how his retention was a chance for a fresh new start. She tried to accentuate the positive aspects of the coming year. His behavior improved considerably after that according to the teacher.

Steve was embarrassed at first about his retention but adjusted fairly quickly. His parents were very supportive and seemed relieved that things were going well. Steve's 1980-81 teacher spoke to or wrote to his parents (generally his mother) once or twice a month.

School History

Steve's hyperactivity seemed to affect his achievement. He was hard to handle in class, could not stay on task, and did not get along with others. His teacher for most of the first grade recommended retention; however, he moved and his teacher at the new school promoted him. His grades dropped between first and second grade, and unsatisfactory grades were noted (some in work-study habits and conduct).

Steve's percentile scores on the ITBS for both years as a second grader are shown in the following chart.

	READING					MATH							LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %il.	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	26	20	9	15	-	18	42	26	18	18	26	24	27	23	4	14	-	-
1980-81	83	39	99	56	98	48	61	31	50	28	50	28	54	29	63	33	-	-

*Decimals have been deleted on all grade equivalent scores. A "20" indicates average performance for a student just entering the second grade.

Steve's math, reading, and language scores all improved considerably. His reading scores improved the most, with an increase from a 1.8 to a 4.8 grade equivalent level.

Steve was working below grade level in 1979-80 but at grade level in 1980-81 in math. His grades improved from satisfactories and unsatisfactories to satisfactories and excellents. Reading grades also improved and he worked totally on grade level in his second year as a second grader. Grades also improved in language arts, social studies, work-study habits, and conduct.

Steve attended school regularly. He has been absent two to five days a year since entering school.

Teaching Methods

The teacher Steve had as a retainee described her general style of teaching as tightly structured, individually oriented, and informal. She instructed students in small groups part of the time, and tried to give students a chance to talk about their feelings. To maintain discipline, she applied rules with consistency and provided lots of positive reinforcement to students.

Steve's teacher as a retainee said she did not change her style a great deal with Steve but did provide additional support to him. She decided at the beginning of the year to try not to let his past record influence her interactions with Steve. She broke down instruction into small steps, let him work at his own pace, and had a peer tutor help him as needed. She tried to give him a lot of individual attention, positive reinforcement, and leadership opportunities. She talked to Steve more often than usual about his feelings at the beginning of the year. His aggressiveness caused occasional, although not serious, discipline problems during the year.

He was able to use the regular classroom materials. His medication seemed to enable him to pay attention and stay on task which improved his performance considerably. His 1980-81 teacher's comments on his report cards indicated that he was making good progress, that he was a very good student, and that she enjoyed working with him.

Student Characteristics

Pam is an Anglo student retained as a second grader at an Austin school. Key reasons for her retention included poor performance in language arts and reading, social immaturity, and frequent transfers. Her daily work indicated that she lacked certain critical skills necessary for third grade. Pam appeared to lack motivation to learn in school. She would not try very hard and did not appear to care that she was performing poorly. Pam started out at one Austin school, moved to another, and is now back at the original school (as of October 1981).

Pam did not appear to care that she was retained. Her parents showed little interest in supporting school activities. They would take her go-carting and horseback riding on weekends, but never returned any calls made by Pam's teacher. Pam's teacher as a retainee suspected Pam might need glasses, but could never reach the parents to find out. Pam's step-father enrolled her in school and the mother never came throughout the year.

School History

Pam was working below grade level in math and language arts in grade one, but was on level in both years as a second grader. She received satisfactory grades. In reading, however, she was below grade level all three years. She received some unsatisfactory marks in grade one, but the rest of her scores have been satisfactory. Pam's teachers for 1980-81 and 1981-82 indicated that she could read very little. She would say words completely different from those on paper if asked to read aloud. Her grades in social studies, work-study habits, and conduct were all satisfactory (she received some excellent marks in conduct as a retainee).

Her ITBS percentile scores for her two years as a second grader are shown below.

	READING					MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	3	K9	19	18	10	14	12	18	5	12	2	16	2	15	10	17	-	-
1980-81	3	K9	1	K9	3	K9	15	19	43	26	3	17	18	21	4	14	-	-

*Decimals have been deleted on all grade equivalent scores. A "K9" indicates average performance for a student in his/her ninth month of kindergarten.

Pam's reading scores decreased between 1979-80 and 1980-81 (particularly in comprehension). She dropped from a 1.4 to a .9 grade equivalent. Her math scores improved, especially on the Math Problems subtest. Her language score decreased slightly.

Pam was absent 32 days as a first grader, 8 as a second grader in 1979-80, and 14 as a second grader in 1980-81.

Teaching Methods

The teacher Pam had as a retainee taught most subjects in a tightly-structured, formal way. Most subjects were taught to the entire class with small group follow-up for those needing extra help. Reading was taught in small groups. Her class had a reduced pupil-teacher ratio due to a Title I program.

Pam worked in the small follow-up groups and worked with a peer tutor (especially for spelling). She used below grade-level materials and had her reading instruction with the first-grade class because she was too low for her class. The teacher tried to talk to Pam about her feelings and about getting her mother to come to school but with little success. The teacher also suggested that she read books about horses for book reports. Pam did take home some easy books and said her mother helped her read them. However, she still could not read them aloud at school.

Pam's teacher indicated that she would have retained Pam again if she had not already been retained.

Student Characteristics

Terry is a Hispanic student retained as a third grader at a school in east Austin. She was behind in all of the subject areas and could not seem to complete her assignments on time. She worked slowly even on simple copying tasks. Terry had skull surgery in 1978 as a first grader which is still in the final stages of healing. The reason for the surgery is not specified in her records. It is unknown to what extent these medical difficulties affected her achievement. She sometimes still has severe headaches. Terry appeared to be a slow learner, as well as somewhat immature emotionally. She was, however, physically large compared to her classmates. The teacher seated her close to the board, since she seemed to have trouble with her vision. Terry seemed to accept her retention. Terry's mother was fairly cooperative; she attended the parent-teacher conference, received the teacher in her home, and supplied materials as needed.

School History

Terry has been in two Austin schools since she entered kindergarten. She was bused to west Austin for her second year as a third grader due to desegregation. Her report cards indicate that she was below level in some skills of each subject area and at grade level in others in second grade. Terry was below grade level in her first year as a third grader and at grade level in her second year as a third grader. Most of her grades indicated satisfactory performance, with a few unsatisfactory marks in math, reading, and work-study habits. Comments from teachers and her conduct grades indicate that she was well behaved.

Terry's percentile scores on the ITBS for spring 1980 and 1981 are shown below. Scores prior to 1980 were also low (percentile scores ranged from 1 to 10 on the CAT in 1979).

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE+	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	1	12	1	14	1	10	1	18	1	14	1	21	1	21	1,* 4, 1	10, 17, 11	Visual** 1	11
1980-81	35	32	42	35	35	33	23	30	15	25	4	25	11	27	21	28	24	29

Terry's improvement in Reading Total scores represents an increase from the 1.0 to the 3.3 grade level (a gain of 2.3 grade equivalent years). As the chart illustrates, her scores improved in every skill area (with the greatest gain in reading and the smallest in math).

*For 1979-80, student took only three of the four language tests so that a total percentile and grade equivalent score could not be calculated.
**For 1979-80, student took the visual subtest on the work-study section, only.

+Decimals have been deleted on all grade equivalent scores. A "12" indicates average performance for a student in his/her second month in first grade.

Terry was absent 11 days in 1979-80 and 13 in 1980-81. Terry's 1980-81 teacher said her absences were scattered throughout the year and did not represent a chronic absence problem. (This is about average in AISD.)

Teaching Methods

The teacher Terry had in her second year as a third grader has 30 years of teaching experience. Teaching techniques used with all of her students included breaking down instruction into small steps, giving individual attention, setting clear objectives, and using pre- and posttests for pacing work. The teacher frequently gave students a chance to talk about their feelings by setting aside a time for "telling secrets" and rotating the students chosen for this. Terry's teacher also believed practical experiences were very important, and built in field trips, newspapers, arts and crafts, cooking, and topical word boards into daily lessons as often as feasible. She made home visits when she felt they would help.

Terry's teacher tested her informally at the beginning of the school year to determine her particular instructional needs. She used a number of special techniques with Terry, including a great deal of work in small groups and with a student teacher using below grade-level materials. She also designed and made a variety of materials for Terry which emphasized problematic skills. Terry received extra reinforcement in the form of leadership opportunities or extra time at the listening station (among other things) when she completed her work on time and/or did particularly well.

Terry participated in the ESL and Title I Reading programs during 1980-81. (She had been in bilingual programs in earlier grades as well.) Title I was a pullout program, but ESL was a trading arrangement in which Terry's teacher took all the Spanish-dominant and another teacher took all the English-dominant students. The Title I teacher basically supported the activities of Terry's regular teacher.

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Student Characteristics

Bill is a Hispanic student retained as a third grader at a South Austin school. He lacked sufficient academic progress in reading, math, and spelling based on all of his work and test scores for fourth grade. Bill appeared to lack motivation to learn. He frequently looked very tired, slouched, and put his head down on his desk. School simply did not seem to interest him, and he couldn't handle responsibility. Bill also did not follow directions or complete work well. He seemed immature emotionally but was average for his class physically.

Bill seemed to accept his retention and feel good about knowing some of the material covered in class. His parents believed Bill should be placed in a special education program, but the teacher felt he was simply not applying himself.

School History

Bill has been in the same school since kindergarten. His report cards show that he was at grade level in math and language arts and below grade level in reading for the last three years (as a second and third grader). In his first year as a third grader, he received 13 satisfactory, 11 satisfactory minus, and 4 unsatisfactory marks for work-study habits--his conduct marks were all satisfactory. His work-study habit grades improved slightly during his year as a retainee when he received 18 satisfactory and 10 satisfactory minus grades.

Bill's ITBS percentile scores for 1980 and 1981 are shown in the following chart.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	35	32	37	33	35	33	3	20	15	25	13	30	7	25	11	24	3	18
1980-81	27	29	3	17	12	23	10	25	5	19	6	27	5	24	14	25	8	22

As this chart illustrates, Bill's reading percentile scores actually declined between his first and second year as a third grader. In grade equivalent scores, this represented a decrease from a 3.3 to a 2.3 grade level. Small changes were seen in his other test scores. His California Achievement Tests scores as a second grader in 1979 were very similar in reading to his 1980 ITBS scores. However, his math scores declined between second and third grade. He received mid-range stanine scores at the beginning of first grade for all Metropolitan Readiness Tests scales except Visual, in which he scored at the first stanine. His scores seem to have decreased somewhat with each passing year.

*Decimals have been deleted on all grade equivalent scores. A "32" indicates average performance for a student in his/her second month of third grade.

Bill has had a borderline attendance problem throughout his years in school. He has been absent 11-22 days each year. In his second year as a third grader, he missed 22 days of school.

Teaching Methods

Bill's teacher for his second year as a third grader used small group work, contract learning, and pre- and posttests for pacing work with all of her students. She described her style of teaching as tightly structured and group-oriented. Her approach to maintaining classroom control involved posting the rules on the wall, posting warnings on the board for those who disobeyed, and finally employing a reality therapy approach with the student and parents.

Bill's teacher used a number of special techniques with him as a retainee. She broke down the instruction into small steps, set very clear objectives with him, and gave him a lot of individual attention. She rarely allowed him to work at his own pace because his work was generally turned in incomplete if this was done. He did seem capable of the work when someone worked with him, however. She also tried giving him extra homework. He used below-level (second grade) materials for reading. Bill was not involved in any special programs.

Student Characteristics

Roy is a Hispanic child retained in the fourth grade. He was a very quiet student who was somewhat immature. This was one of the reasons that Roy was retained. Another reason he was retained was his lack of academic progress in all the major subjects, language arts, reading, math, social studies, and science. His teacher during his second year in fourth grade felt that he was performing well at the beginning of the year. It just took her a little bit of talking to get him to work. According to his teacher, he had a good attitude about being retained. He did not seem to mind.

School History

By the end of the second year in fourth grade, he was still below grade level in reading. His ITBS scores, however, did improve from one year to the next in all subjects, especially Math and Work-Study Skills.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	20	34	31	40	21	37	46	47	33	42	44	47	41	45	31	40	36	42
1980-81	58	51	55	50	58	51	78	60	80	59	88	59	82	59	46	47	79	60

In 1979-80, his work was below grade level in math, reading, and language art. He did go from a 3.7 grade equivalent score in reading in 1979-80 to a 5.1 grade equivalent score in 1980-81.

His work study habits improved and he earned quite a few excellent marks. His conduct marks were all excellent in 1980-81.

Roy did not have serious attendance problems. The most he has been absent was 11 days in 1978-79 as a third grader. During 1980-81, he missed 6 days of school.

*Decimals have been deleted on all grade equivalent scores. A "34" indicates average performance for a student in his/her fourth month in third grade.

Teaching Methods

Roy's teacher tried to work with him on a one to one basis as much as possible because he was a very quiet student. She had him work a lot in small groups. She tried to give him the opportunity to talk about his feelings and to give him leadership opportunities. She had to set clear objectives when giving assignments to Roy and used contract learning with him.

The class, in general, was tightly structured yet informal in that there was much discussion. She liked to work in groups especially in reading and language arts.

Student Characteristics

Rita is a Hispanic student who was retained in the fourth grade. She lacked motivation to learn and was low in language arts, reading, math, social studies and science. Her teacher felt that her shyness contributed to her lack of achievement. It was very hard at first to get her to open up. Rita was in the Title I pullout program. Rita's regular and Title I teachers worked together on Rita's troublesome areas.

Rita's attitude about being retained was good; she really didn't seem to mind. The 1980-81 teacher did not talk to her parents about their feelings on the matter.

School History

By the time Rita finished her second year as a fourth grader, she had reached grade level in math and language arts texts. She was still below grade level in reading. Although she did have some satisfactory marks for Spanish reading, she seemed to be having trouble with English reading.

Her ITBS Reading Comprehension and Reading Total scores did not improve in her second year as a fourth grader, although her scores in other areas improved slightly.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	8	26	17	33	9	30	10	33	22	37	12	37	13	36	12	31	24	37
1980-81	15	31	10	29	9	30	14	35	24	38	32	44	22	39	49	48	33	41

Rita did not have an attendance or discipline problem.

*Decimals have been deleted on all grade equivalent scores. A "26" indicates average performance for a student in his/her sixth month of second grade.

Teaching Methods

Rita's teacher tended to work primarily with small groups in a fairly formal way. She felt her structured method of teaching helped to maintain control in the classroom. She tried to break down instruction into small steps, have students work at their own pace or with peer tutors. She also used contract learning, pre- and posttests, and lots of reinforcement.

Since Rita was shy, the teacher tried to give her extra individual attention. She also made sure objectives were very clear. She gave her opportunities to talk about her feelings and be a leader in her group and in other classroom activities.

Student Characteristics

Paula is a Black student retained at an east Austin school as a fifth grader. She was behind in all subject areas, was absent excessively, and had a severe vision problem. The Lion's Club is scheduled to purchase glasses for her this year due to her family's limited income. Paula is very tall and began the year with a poor self-concept. She did not want to be noticed and did not like to ask for help. Paula did not get along well with the other students. This led to discipline problems when Paula became offensive or aggressive with others.

Paula did not like the idea of being retained. She said other students made fun of her. Her attitude improved as the teacher worked with her and the class. Paula lived with her mother, stepfather, and two sisters. In talking with the mother, Paula's teacher discovered a negative attitude towards Paula. Her sisters were everything Paula was not; they were well-behaved, neat, and did well in school. Paula's mother seemed to have given up on her; she felt Paula was "no good" and just gave her problems. The teacher therefore structured activities that did not require home support. The attitude of Paula's mother improved to some extent later in the year after Paula showed some improvement at school.

School History

Paula has attended three Austin elementary schools and at least one school in Arizona. Her ITBS percentile scores for her first and second years as a fifth grader are shown below.

	READING				MATH						LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	7	33	2	26	3	29	7	34	14	40	8	42	6	40	1	26	9	37
1980-81	33	50	25	46	25	48	5	36	20	44	1	33	2	36	24	45	8	36

Her scores in reading and language improved, although those in math and work studies did not. Paula's 1979-80 scores did seem to be her lowest recorded scores (first and fourth grade CAT scores were also available). Her scores as a fourth grader were similar to those earned as a retained fifth grader. Paula's improvement in reading represented a gain from a 2.9 in 1979-80 to a 4.8 grade level in 1980-81 (an increase of 1.9 grade equivalent years). Her TABS scores also improved from 1979-80 to 1980-81.

*Decimals have been deleted on all grade equivalent scores. A "33" indicates average performance for a student in his/her third month in third grade.

Grade reports show that Paula worked on level in math as a fourth and first-year fifth grader. In her second year as a fifth grader, she worked below grade level in most skill areas. She received mixed satisfactory and unsatisfactory grades in 1978-79 and 1979-80 and all satisfactory marks in 1980-81. She has been working below level in reading earning mostly satisfactory grades (with two unsatisfactory grades in 1980-81). Paula worked below grade level in language arts as a first-year fifth grader but on level in her second year. Most performance grades were satisfactory. Paula received some unsatisfactory marks in work-study habits in her first year as a fifth grader but not her second. Almost all conduct marks were satisfactory during both 1979-80 and 1980-81.

Paula has an attendance problem. Her best attendance was in first grade when she was absent 11.5% of the time (14 of the 122 days she was enrolled in AISD.) Her worst attendance was in her first year as a fifth grader when she was absent 44.6% of the time (78 of 175 days). Comments from her teacher indicate that Paula seemed able to learn but needed to attend every day to improve and do well. Retention was considered when she was in fourth grade as well as fifth grade due to this problem. Her attendance did improve somewhat between her first and second year as a fifth grader; she was absent 42 days in 1980-81 compared to 78 in 1979-80. Her attendance during 1981-82, however, had already been poor enough to warrant a note to her mother on September 22, 1981 regarding mandatory attendance.

Teaching Methods

Paula's teacher for her second year as a fifth grader described her style of teaching as a loosely structured, informal, problem-solving approach. She had students work primarily in small groups. Instruction was broken down into small steps, contract learning was employed, clear objectives were set, and pre- and posttests were used for pacing work with all of her students. The entire class received Spanish as a Second Language instruction.

Paula's teacher appeared to take an active interest in all of her students, but seemed to make an extra effort with Paula. Since she perceived little support from the home, she often took Paula home with her, sometimes overnight, and helped her with homework assignments. Her daughter (also a fifth grader) worked with her at times. She gave Paula a lot of individual attention, let her work at her own pace or in small groups, and gave her leadership opportunities. She gave her opportunities to talk about her self-concept and retention and tried to provide extra reinforcement. Paula's teacher also encouraged her to view her height as a great asset rather than a liability, and helped her to look more attractive. A packet of supplemental materials for Paula focused on functional concepts (signs, plurals, etc.). Paula's teacher also made sure to offer her help since Paula was reluctant to ask for it. By the end of the year, Paula felt better about herself, exhibited more interest in school, attended more often, and really put forth some productive effort at school.

Student Characteristics

Diane is a Hispanic student retained officially at the fifth grade level at a north Austin school. However, her school has a special "recycling" policy which affects the level of instruction that is repeated. At the end of fourth grade, Diane's teacher decided she could benefit from repeating fourth grade material. She was promoted to the fifth grade but placed in a fourth grade class. Thus, she repeated fourth grade instruction. At the end of the year the teacher felt she was ready for fifth grade material. Therefore, she retained her officially but had her move to a fifth-grade classroom. Comments reflected here are based on an interview with the 1980-81 fifth-grade teacher and past records.

Diane was originally retained due to a lack of academic progress. She was behind in her work in all subject areas based on class work and standardized test scores. Reading was her worst area. Diane seemed to have the ability to learn but really needed some extra time to catch up in her studies. As a fifth grader in 1980-81 she was more mature emotionally and physically than the other students. She was well-behaved and took her school work seriously. Diane was tardy quite a bit at the beginning of the year because her ride was, but a talk and some behavior modification with the driver helped. Diane was artistic and enjoyed classroom art projects and an after-school art enrichment program.

Diane accepted her retention. Her mother accepted the decision initially although her sister did not. Extra discussion was necessary to convince the family that retention did not mean that Diane was a failure. The mother did not attend the parent-teacher conference but did receive reports on Diane's progress in the form of assignments sent home periodically by the teacher.

School History

Diane's report cards indicated that she was working below level in all subject areas until the 1980-81 school year (when she was a fifth grader for the second time). Her grades were satisfactory with a few excellent marks mixed in. She earned one unsatisfactory mark in reading the first quarter of 1980-81.

It is somewhat difficult to interpret changes in Diane's ITBS scores between 1979-80 and 1980-81 since she was not repeating fifth grade material. Diane took the fifth grade test (on grade level) in 1979-80 when she was in fifth grade but in a fourth grade class. Her CAT percentile scores for grades 2, 3, and 4 were converted to ITBS percentile scores. All are shown in the following table.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1980-81 (Gr. 5)	59	62	58	62	59	64	58	62	47	57	90	72	66	64	85	78	79	71
1979-80 (Gr. 5)	63	64	60	63	63	62	44	56	47	57	86	70	58	61	55	61	55	60
1978-79 (Gr. 4)	46	46	30	40	35-36	-	-	-	-	-	19	40	21-22	39	-	-	-	-
1977-78 (Gr. 3)	73	46	81	51	75	-	-	-	-	-	99	56	92-93	53	-	-	-	-
1976-77 Gr. 2)	26	20	34	23	-	-	-	-	-	-	7	19	26	23	-	-	-	-

Diane's scores for reading and math were similar both years (she actually declined from a 6.4 to a 6.2 grade equivalent level in reading). Her scores in Language Skills and Work-Study, however, did improve.

Teaching Methods

The teacher Diane had in her second year as a fifth grader did not change her methods to work with her. She felt Diane had "caught up" to the other students the previous year. Diane was taught on level and was generally in the middle or top groups for instruction. Diane's teacher team taught with another fifth grade teacher and utilized small groups for reading, math, and some other instructional tasks. She described her teaching as fairly structured within the groups. Discussion and problem-solving techniques were employed. Materials used included regular AISD materials plus a variety of extras.

Diane attended school every day last year. She did have an attendance problem during some earlier school years. Her absence record is shown below.

SCHOOL YEAR	GRADE	DAYS ABSENT	# SCHOOL DAYS IN YEAR	% ABSENT
1980-81	5	0	175	0%
1979-80	5	7	175	4%
1978-79	4	18	175	10%
1977-78	3	27	175	15%
1976-77	2	31	180	17%
1975-76	1	9	180	5%
1974-75	K	59	180	33%

*Decimals have been deleted on all grade equivalent scores. A "62" indicates average performance for a student in his/her second month in sixth grade.

Student Characteristics

Lee is a Vietnamese student retained in the sixth grade. Lee's main problem was his lack of English. When Lee entered Austin schools in the third grade, he could only speak Vietnamese. His parents requested that he be retained so that he could spend one more year in the sixth grade and improve his English skills. His parents also requested that he be kept at the same school even though they did not have a special bilingual program for Vietnamese students.

He was weak in spelling, language arts, reading and social studies (probably because he could not understand the language). Lee seemed to accept his retention because he understood the reason behind it. In fact, he openly told the other children that he had already been in the sixth grade before.

School History

Lee had been functioning below grade level in reading since fifth grade. He was also below level in language arts in the 5th grade and in his second year in the sixth grade. It appeared that Lee had less trouble with math. Lee was a very hard worker who had good work-study habits. Lee was well behaved and attended school regularly. During 1980-81, the percentile score in reading total, math total, language skills total and work study skills total improved from his previous scores.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	4	35	5	38	4	37	9	47	9	43	68	74	20	55	13	45	15	49
1980-81	14	46	30	57	18	52	27	58	24	55	68	74	36	62	14	46	37	61

Lee went from a 3.7 grade equivalent score in 1979-80 to a 5.2 grade equivalent score in 1980-81 in reading.

*Decimals have been deleted in all grade equivalent scores. A "35" indicates average performance for a student in his/her fifth month in third grade.

Teaching Methods

Lee was in the SCE Reading Program during 1980-81. His was a pullout program in which he worked with the teacher on a one-to-one basis for about fifteen minutes a day. His regular teacher told the SCE teacher what to cover. Since Lee's problem was language, the SCE teacher managed to get Vietnamese materials from Ridgetop to teach Lee. His regular teacher also had to use out-of-adoption books for English and Reading. She tried to give Lee leadership opportunitites and have him work in small groups as much as possible. Other than that, she really did not change her techniques of teaching a lot with Lee.

Student Characteristic

Tommy is a Black child retained in the sixth grade. He was low in every subject and seemed to lack the motivation to learn. He was so far behind that his teacher found it hard to believe he had been through the sixth grade before. Tommy was also a slow learner. The teacher seemed to feel that family problems contributed to Tommy's lack of academic progress. Tommy lived with his father only. He was somewhat hyperactive at first and did not have very good study or work habits. As the year went on, he really improved. Towards the end of the year, although Tommy was still low, he was performing at the highest level for his group. The father seemed to be genuinely concerned. He felt it was the best thing for Tommy since he was so far behind at the end of the first year in the sixth grade.

School History

Tommy's ITBS percentile scores increased in math, language skills, and work study skills. The Reading Comprehension percentile score increased; however, the Vocabulary and Reading Total score decreased.

	READING						MATH								LANG. SKILLS		WORK/ STUDY	
SCHOOL YEAR	Voc. %ile	GE*	Comp. %ile	GE	Total %ile	GE	Concepts %ile	GE	Problems %ile	GE	Comp. %ile	GE	Total %ile	GE	Total %ile	GE	Total %ile	GE
1979-80	16	48	9	42	9	45	4	42	1	30	9	49	1	40	3	36	4	40
1980-81	4	35	11	44	5	40	23	56	7	41	29	61	14	52	11	44	7	43

Tommy went from a 4.5 grade equivalent score in 1979-80 to a 4.0 grade equivalent score for reading in 1980-81. Tommy attended school regularly.

*Decimals have been deleted in all grade equivalent scores. A "48" indicates average performance for a student in his/her eight month in fourth grade.

Teaching Methods

Tommy belonged to one of the State Compensatory Education lower groups in the classroom. For his particular group, the teacher had to break down instructions into small steps, give them a lot of individual attention, and set clear objectives. She used below-grade level materials with Tommy (e.g., a fourth grade math book) and tried using his pre- and post-test scores for pacing the work she gave him. She also tried to give Tommy leadership opportunities and provide extra reinforcement to help him do well in school. Tommy was a discipline problem if he was angry or frustrated. At times, Tommy refused to do any work and the teacher just left him alone. The teacher found that she had to be more patient with Tommy than with the other students.

SCHOOL:

RETAINEE: GRADE:

1980-81 TEACHER:

+ = Responses of teachers with students who improved after retention

− = Responses of teachers of retainees who did not improve

1. Why was _____ retained?

+	−			+	−		
6	6	a.	Lack of Academic Progress	1		e.	Language Ability
			+ −				English concept development
4	4		Language Arts	1			LEP
5	5		Reading				Other
4	4		Math				
4	2		Social Studies	1	2	f.	Social Immaturity
	2		Science				
1	1		Other	2		g.	Excessive Absenteeism
		b.	Chronological Age	1		h.	Parental Request
		c.	Physical Development		1	i.	Frequent Transfers
1		d.	Counterproductive Behavior	4	1	j.	Other + : emotional problems, frequent headaches, vision problems

− : neglected by teacher

2. Did _____ appear to:

+	−		
1	4	a.	lack motivation to learn?
1	2	b.	be a slow learner? + : immaturity; poor self-concept, would not ask for help;
5	5	c.	have some other problem which interfered with his/her achievement? + : family problems. − : shy, sensitive; possible vision problem; cumulative deficit in reading, shy; family problems.

3. What evidence did you have at the beginning of the year that _____ was not achieving at the desired level?

+	−			+	−	
2	3	a.	low scores on standardized achievement tests?	1	2	reading
				1	2	math
						other
2	4	b.	unsatisfactory daily work and teacher-made tests?		1	reading
					1	math
						other
	2	c.	incompletion of appropriate series book(s)?			reading
						math
						other
2	4	d.	lack of certain critical skills necessary for successful performance at the next grade? + : card from previous teacher; own testing at beginning of year; language; doing OK at beginning of year − : doing OK at beginning of year			
2	1	e.	Other _____			

4. What other characteristics did _____ have which you feel may have led to his/her retention? What made him/her different from students who were not retained in your classroom?

+ : emotional problems, discipline problem; vision problem, large for grade, very quiet, immature, too dependent on mother; very tall, poor self-concept, did not get along with others.

− : more mature physically & emotionally, tardy; very far behind; not very different; did not care that she was not doing well; could not read; looked tired, slouchy, put head down on desk; lacked interest, shy, would not open up easily.

5. Was _____ in any special programs last year?

+	−	PROGRAM	SUBJECT(S)
		Summer School	
2	2	Title I	(Reading)
		Title I Migrant	
		TBS	
		Other SSL for whole class	+: speech, counselor, −: art enrichment

+	−	PROGRAM	SUBJECT(S)
1		ESL	(30 minutes Reading)
		LRP	
		CLA	
1	1	SCE	(Reading)
		Special Education	
1	2	None	

6. Were these pullout programs? Floating teacher programs?

Pullout:	+	−
Yes	4	2
No	1	1

7. Did you coordinate your instructional activities with those of the special program(s)? How?

	+	−
Yes	3	1
No	1	2

Yes +: Checklists each week. Told teacher areas where student needed help; provided materials.
Yes −: Told Title I teacher areas student was having trouble.

8. Did you use any special materials or texts with _____ in your classroom? If so, what type?

	+	−
Yes	4	3
No	2	3

+: lower level out-of-adoption English books. Teacher made a variety of below-level materials. Below-level materials as supplements. Teacher-made, functional, supplementary materials.
−: out-of-level reading books, extra work in math. Below-level reader. Below level math book.

9. What teaching techniques did you use with the child? Fill in the blank with an "S" if it's the same as with others, or a "D" if it's unique to the retainee.

+				
S	D	S	D	
5	1	1	2	broke down instruction into small steps *
4	2		3	gave a lot of individual attention *
2	3	2		had him/her work a lot on his own at his own pace *
3	3	2	3	had him/her work a lot in a small group
2	2	1	1	used peer tutor
2	4	2	1	used extra reinforcement *
2	1	2		used contract learning
4	1		3	set clear objectives
1	3	1	3	used below grade-level materials
1	5		2	gave him/her leadership opportunities *
3	2	1	3	gave him/her the opportunity to talk about his/her feelings
4	1	1	2	used pre- and posttests for pacing work
4	2	1	2	other

+: field trips -- practical experiences (S)
word boards (S)
listening station as reward (D)
arts+crafts, cooking (S)
newspaper (S)
took home to help with work, work on self-concept (D)

−: book reports on horses (D)
extra homework

10. Did you consider _____ a disciplinary problem?

+	−
3	1

Yes

+	−
3	5

No If yes, describe and give an example.

+: talking; aggressive, offensive (2)

−: refused to do work if frustrated

If yes, how did you deal with this problem?

+: isolated (2); talked to; blue slip to office or stay after school

−: isolated, talked to a lot

11. How did you maintain control in your classroom as a whole?

	+	−
Laid down rules and stuck to them. Applied rules consistently.	6	4
Behavior modification.	1	1
Assertive discipline.		1
Glasser's reality therapy with serious problems.		1

12. Describe your style of teaching. Is it tightly structured or loosely structured? Formal or informal? Group-oriented or individually-oriented?

TIGHT +	TIGHT −	LOOSE +	LOOSE −	MIXED +	MIXED −
5	3			1	2

FORMAL +	FORMAL −	INFORMAL +	INFORMAL −	MIXED +	MIXED −
2	2	3	1	1	3

GROUP +	GROUP −	IND. +	IND. −	MIX +	MIX −
4	3	1	2	1	1

Did you change your style in any way to work with _____?

	+	−
Y	4	1
N	2	3

Yes+: counseled on expectations. Gave manipulatives for math. Gave additional support. One to one work.

Yes−: Peer tutoring in spelling. More patient than with others.

13. Did _____ have an attendance problem last year?

	+	−
Y	1	
N	5	6

(improved over year)

14. What was _____'s attitude toward being retained?

His/her parents' attitude?

+: Didn't bother — understood purpose. • Preferred to stay behind to catch up. • Didn't like, felt others made fun of her. Improved somewhat during year. • Accepted — knew it was ok to make mistakes.

Child's attitude:

−: • Embarrassed but adjusted. • Didn't care. • Felt good knowing some things. Good. • Understood, accepted. • Never mentioned

• Good, accepted well.

+: Mother resisted idea at first but was convinced by grandmother of retainee.

Parents' attitude: • Very supportive — relieved things were going well. Kept in touch with mother once or twice a month. • Mother fairly cooperative — supplied materials as needed. • Agreed with decision. • Mother did not care — gave up on child — improved a little later in year. • Very cooperative — wanted him to stay at same school — requested retention.

−: Accepted but blamed experiences at old school. • No involvement after enrollment. • Wanted special education — I pushed retention.

15. How do you prepare a student and his/her parents for the possibility that the child may be retained? When do you first notify the parents?

+	−	
5	4	mention first early in year at parent/teacher conference
6	4	suggest ways to work with child
		try to convey positive aspects (spring)
5	4	notify parents of progress or lack of it
4	4	keep them updated throughout the year
2	1	other

other +: conference with parents & child (2).

−: have not had the opportunity. Get parents signature on recommendation form in spring.

• Don't know.
• Accepted but sister didn't. Not involved at school.
• Father seemed to think it was for the best.

Do you talk to the child about how to cope with his/her peers? Tell him/her what they can say about why they were retained? What do you suggest? What do you say to a child facing retention that might help him deal with his peers?

+: Tell child to admit retention and say he/she is not ashamed. • Convey positive aspects to child. Advantages of working on your own level. Many reasons for retention. • Opportunity has not arisen (2). • Tell child he/she can't go back and might as well make the best of it. Up to him/her to stay behind and catch up.

−: • Private conference. Make child feel at ease. • Haven't had problem. • Convey positive aspects.

16. Do you think retention can be helpful for some students? Why or why not?

+	−	
6	6	Yes
		No

Why?

• Don't really mention.

(see next page)

16. Yes. Why?	+	-
1) Child who has capability to learn--not slow-learner or retarded (they should be special education)	4	3
2) Immature	1	4
3) Attendance problem	1	1
4) Personal problems		1
5) Academic problems		1
6) Those who fall behind and have potential--don't let it snowball	1	
7) Lack motivation	1	
8) Kids in early grades		
9) Kids with reading problems		1
10) Lazy kids; those who can't face responsibility	1	1