

DOCUMENT RESUME

ED 228 257

TM 820 777

TITLE ESAA/District Priorities--Systemwide Desegregation. Final Technical Report. Appendixes.

INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS AGENCY Department of Education, Washington, DC.

REPORT NO AISD-ORE-81.73

PUB DATE 30 Jun 82

NOTE 492p.; For related document, see ED 211 296, and see TM 820 769 (Section XII) for final report; Available in microfiche only, due to small, faint print.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Information Analyses (070) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF02 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS \*Academic Achievement; Achievement Tests; Administrator Attitudes; Black Students; \*Data Collection; \*Desegregation Effects; Discipline Problems; Dropouts; Elementary Secondary Education; \*Evaluation Methods; \*Literature Reviews; \*Program Effectiveness; School Desegregation; School Districts; Spanish Speaking; Teacher Attitudes; Teacher Integration

IDENTIFIERS \*Austin Independent School District TX; Iowa Tests of Basic Skills; Sequential Tests of Educational Progress

ABSTRACT

The purpose, procedures, analyses, and results are documented for seven information sources used by Austin (Texas) Independent School District in the Emergency School Aid Act (ESAA)/Districtwide Priorities--Systemwide Desegregation Evaluation, 1981-82. The information sources include: (1) Iowa Tests of Basic Skills, (2) Sequential Tests of Educational Progress, (3) teacher survey, (4) administrator survey, (5) school leavers file, (6) a survey of the literature on school dropouts, and (6) a survey of the literature on school effectiveness. Each source is discussed in an appendix. Each appendix answers one or more decision questions, evaluation questions, and/or information needs from the Evaluation Design-including (1) an instrument description, (2) purpose for administering the instrument, (3) procedures used to collect data, (4) results, and (5) figures presenting the data. (Author/PN)

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FINAL TECHNICAL REPORT

ESAA/District Priorities--  
Systemwide Desegregation

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*Appendixes*

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Publication No. 81.73

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

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ESAA/District Priorities--Systemwide Desegregation

Appendix A

IOWA TESTS OF BASIC SKILLS

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

Results of the Iowa Tests of Basic Skills were used to answer the following decision and evaluation questions from the ESAA/District Priorities Systemwide Desegregation Evaluation Design for 1981-82.

Decision Question D1: Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned? ... as students in schools which were not affected by desegregation?

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

Decision Question D2: Should the District invest in professional development to inform elementary teachers about classroom activities related to higher achievement among reassigned minority students (if such activities can be identified)?

Evaluation Question D2-1: Can elementary classrooms be identified in which reassigned minority students made much lower and much higher than expected achievement gains in 1980-81?

## Procedure

Procedures for the administration of the ITBS for the years 1980, 1981, and 1982 can be found in the final technical reports for Systemwide Testing, publication numbers 79.14, 80.39, and 81.24.

Because many analyses were done using the ITBS, procedures are reported with the results related to each evaluation question.

## Results

The ITBS results are presented below by evaluation question.

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned?... as students in schools which were not affected by desegregation?

The analyses done to assess the impact of desegregation on student achievement were based on the notion that two sets of factors might be operating on students in desegregated settings. The first set of factors were those related to attending school in a newly desegregated setting in which the school had recently undergone a major change in student body, staffing, and grade span. For the purpose of analysis, such schools were called impacted schools. They included all paired schools and sixth grade centers which were converted into schools with other grades. School which were considered nonimpacted were those schools that were unaltered by the plan (except for the addition of a sixth grade in some cases) and those which lost a grade or two but did not add any students from outside the traditional attendance area.

The other distinction made for the purpose of doing the analyses was between reassigned and nonreassigned students. Reassigned students were those whose school assignments for their grades were changed by either the 1971 or the 1980 court order. Reassignment status was intended to be used to detect the effect of those influences associated with attending a school that is distant from one's home.

Each students in the district was assigned a desegregation code based on the area code of his/her home address, grade, and school attended. The desegregation codes were assigned in accordance with the table in Attachment A-1 which was developed with the cooperation of the District Desegregation Specialist. The codes assigned were as follows:

- 1 = nonreassigned student in nonimpacted school.
- 2 = nonreassigned student in impacted school.
- 3 = reassigned student in impacted school.
- 4 = reassigned student in nonimpacted school (applies to only a few students at the secondary level).
- 5 = not in correct school for grade and area code (usually applies to transfer students and special education students).
- 6 = missing area code, school, or grade.

The codes were assigned using the information on the Student Master File and were added to the designated CRE field. They were updated at the end of March, 1982.

The achievement analyses compared three groups of students in a series of pairwise comparisons based on desegregation codes 1-3. The comparisons were as follows:

- Code 1 vs Code 2
- Code 1 vs Code 3
- Code 2 vs Code 3

A set of three comparisons was done for each combination of grade and ethnicity (Black, Hispanic, and Other) for reading and math. Altogether there were three comparisons per set by three ethnicities by eight grades for two subject areas for a total of 144 analyses. The linear models used are described in Attachment A-2. The analyses were run using Earl Jennings' program LINEAR on the UT Dual Cyber system.

The description of the models shows that sex and income level were used as covariates in the analyses. These variables were included in an attempt to equate the groups on two variables which are related to achievement gains and on which the two groups could differ.

Because so many analyses were done, the results are too numerous to place in full detail in this appendix. They have been placed in four printout binders and are available for inspection. The significant F-tests have been coded, however, and summarized in Figures A-1 through A-3. The following statements provide information necessary to interpret the figures.

- a. The heading "Codes Compared" refers to the groups of students being compared. For example, 1 vs 3 means that students with desegregation code 1 (nonreassigned, nonimpacted) were compared with students with codes of 3 (reassigned, impacted).
- b. Two letters can appear in the column headed "Significant F." An "A" indicates that the comparison of model 1 with model 2 was significant at the .05 level or better. A "B" indicates that the comparison of model 2 with model 3 was significant.
- c. The column under "Favored Group" can contain the letter "I" alone or the numbers "1", "2", or "3" followed by a number in parentheses. The letter "I" indicates an interaction and is associated with a significant comparison between model 1 and model 2. The implication is that one group did better than the other at some level of the pretest but not at all levels.

The column contains a number and the number in parentheses whenever the comparison between model 2 and model 3 was significant. The number tells the group which was superior on the posttest and the value in parentheses tells by how many grade equivalents they were better. For example, "3(.15)" would indicate that students with a desegregation code of 3 were superior to the students with whom they were being compared by .15 grade equivalents for all levels of the pretest.

- d. Only those comparisons for which the F was significant at least the .05 level are reported in the tables.

An examination of the results does not readily reveal any meaningful patterns. One would hope for some consistency from grade to grade, but little is apparent.

As an aid to interpreting the results, plots were made of all interactions. They can be found in Attachment A-3, but they do not shed much light on the meaning of the results. It appears that in many cases the two major groups being plotted (e.g., those with desegregation codes of 1 and 2) differed meaningfully only at one extreme or the other of the pretest range where few cases exist and the results are least reliable. If a test of the regions of significances had been performed, the significant region on the pretest might be smaller than expected at the extremes.

One question raised by examining these plots and the ones in Appendix B is whether model 1 is a viable model. Some of the plots strain credibility and suggest that model 1 is too sensitive to unreliable scores near the extremes. Very few of the cases where the comparison between model 1 and model 2 was significant also produced significant results when model 2 was compared with model 3. In the future it may be more reasonable to force model 2 as the starting model. If one accepts the notion that model 2 should be used as the starting model, then there might appear to be significant findings at a few scattered grades for each ethnic group. However, to be of value to the District, i.e., to suggest problem areas that need attention, the results would seem to need more pattern than they appear to have. It seems that desegregation had no consistent, meaningful, positive or negative impact on student achievement for any ethnic group this year.

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

The major work done on this question was to review the work previously done in other districts notably Houston, Corpus Christi, Dallas, Seattle, and Montgomery County, Maryland, and to develop an approach to use in AISD. The review showed that most districts used some sort of regression analysis to get expected scores for their schools although the exact approach differed somewhat from district to district. What follows is a suggested approach for AISD to follow in identifying schools which have produced especially high and low achievement gains.

We begin by assuming that achievement is a function of a number of known and unknown characteristics of the students, schools, teachers, and activities found in the district. These influences can be ordered on a continuum with regard to the degree to which they are within the school's control. At one end are the characteristics which are related to achievement but which are "givens." They are characteristics such as sex and previous achievement, characteristics over which the school has little control. At the other extreme are the classroom activities which occur in the school, the use of instruction time by the teachers, the school climate--factors over which the school (the teachers and principal) have a great deal of control. If comparisons are to be made between schools in order to determine whether some are more effective than others, then some method must be found to adjust for the uncontrollable differences between schools; i.e., a way is needed to bring all runners up to the same starting line. The question becomes one of asking, "How does this school's achievement compare with that of the average school with the same characteristics?"

There is nothing unusual about the above ideas. They are implicit in any informal assessment of school effectiveness in which the participants mentally try to compare the actual achievement gains of students in a school with some standard which takes into account the characteristics of the school and its student body. Statements which begin, "The achievement at this school seems low for a school with..." imply an informal assessment of achievement in light of certain givens. What is needed is a way to make such assessments reliable and objective -- a way of determining what the achievement of a school should be given the students it has and the conditions under which it must operate. Then the actual achievement level of the students can be compared with the expected achievement so that a determination of the school's effectiveness can be made.

The use of such a formula acknowledges that currently schools with high concentrations of low-income and minority students do not make achievement gains as great as those with higher income, majority students. Therefore, some low-income schools may be found to be effective but to produce achievement gains that are below average.

Such a finding means that the school had been more effective than others with students from similar backgrounds. It would not mean that the achievement level of the students is at a level that would be desired. In using such a formula; it is important that schools which have been more effective than average in boosting the achievement of low-income and minority students be acknowledged for their accomplishments, but they cannot forget that the achievement of their students is likely to be below the desired level.

The number of variables which could be used in developing a prediction formula are very great indeed. It is proposed that the following be used.

- a. Previous achievement level.
- b. Sex.
- c. Ethnicity.
- d. Whether or not the student (or a sibling) received a free or reduced-price lunch.
- e. Whether or not the student's school was impacted by the desegregation plan.
- f. Whether or not the student was reassigned by the desegregation plan.
- g. Whether or not the student was a transfer student.
- h. The average pupil/teacher ratio for the student's grade at his/or her school.

#### Proposed Procedure

It is proposed that the analyses be carried out in accordance with the following steps.

1. Create a data file having the above variables for each student in the District.

2. Do a regression analysis for reading and math separately at each grade using the linear model shown in Figure A-4.
3. Using the resulting regression weights, calculate an expected value for each student. Subtract the expected score from the actual posttest score to get a deviation score. If the deviation score is positive, the student is scoring higher than expected. If negative, the student is scoring lower than expected. The average score at the grade for all students will be zero.
4. Obtain an average deviation score for each school at that grade. A report could then be prepared for each school showing by grade how the students achieved compared with the expected values. The results, however, are prone to overinterpretation. What is needed is some guide as to what is a meaningful deviation from an average of zero. A certain amount of the deviation in scores from student to student will be the result of chance, or error in the measurement of achievement. One would like some way to assess whether the average deviation achieved by the students at a specific school might be due to chance. If one assumes that the students have been randomly assigned to schools, which they have not, then a standard error of the mean can be calculated so that the obtained mean can be evaluated as to the probability that it would be obtained by chance. We know the population mean is zero by definition. The average deviation score for the students is zero. We can compute the population standard deviation by computing the standard deviation of the residual scores. Then the standard error of the school mean is given by the formula below:

$$SE_M = \frac{SD}{\sqrt{N}}$$

where SD is the standard deviation of the student residual scores and N is the number of students in the school. The above formula is taken from Guilford and Fruchter (1973, p. 128). If the group mean is divided by the standard error, the resulting score can be looked up in a table of z-scores so the probability of the means being obtained by chance can be determined.

#### Reporting to Schools

As an additional safeguard against overinterpretation, it is suggested that the average deviation not be reported to schools. The following reporting steps are suggested:

1. Select a probability value for use in determining which means are above or below zero.

2. Assign verbal descriptors to the schools based on whether their means differ significantly from zero. For example, those scoring above zero could be designated as schools achieving greater than expected gains.
3. Print a report for each school showing the school's verbal descriptor by subject area by grade.

#### Final Comments

In evaluating the proposed procedure for determining which schools are more or less effective, the following characteristics of the system should be kept in mind.

1. About half of the schools will obtain average deviations that are positive and half that are negative for any analysis. The results do not say anything about how well the District is doing compared with comparable districts elsewhere. Even if all schools were more effective than the national average, only half would obtain positive average deviation scores.
2. The larger the school, the easier it is to detect a small difference from zero. However, means which differ greatly from zero due only to chance are more likely to occur in small schools.
3. The measure of low-income status is gross. It has only two values and is thereby limited in its usefulness. It does not distinguish at all between those who are just above the eligibility criterion and those who are greatly above it. The pupil/teacher ratio that is available for the analyses is less exact than might be optimum.

Evaluation Question D2-1: Can elementary classrooms be identified in which reassigned minority students made much lower and much higher than expected achievement gains in 1980-81.

The results of the 1980-81 desegregation evaluation suggested that minority students who were reassigned by the desegregation plan tended to make smaller achievement gains than minority students who were not reassigned. As a result, an evaluation activity for 1981-82 was planned to try to identify classrooms in which this finding was not the case. If classrooms that had been especially effective with reassigned minority students could be found, then perhaps successful practices from those classes could be identified for use elsewhere. However, the first task was to verify the original finding, since the analyses which produced it combined nonreassigned students in impacted schools with those from nonimpacted schools. The real question seemed to be one of reassigned vs nonreassigned students in impacted schools especially since minority students in impacted and nonimpacted schools might differ in SES or other ways that would influence the outcome.

A set of analyses were done at the University of Texas on the CDE Dual Cyber System using the SPSS package of statistical programs from each combination of ethnicity, grade, and subject area (reading and math). The linear models and F-tests used are described in Attachment A-4. The data files used are contained on permanent file sets D737 and E421. The SPSS control cards are on permanent file set A954 as file REGSPSS.

As with the 1981-82 achievement analyses, the results were voluminous. They are summarized in Figures A-5 through A-7. The actual printouts are available for inspection. The results seem to fall into several groups depending on the patterns of significant comparisons.

Nonsignificant Comparisons: In the first group of analyses, none of the four comparisons, model 1 vs model 2, model 2 vs model 3, model 3 vs model 4, and model 4 vs model 5, was significant. Figure A-8 shows that 13 sets of analyses were nonsignificant.

Significant Intercepts: The simplest to interpret of all the significant analyses were the ones in which the first three comparisons were nonsignificant and the fourth one was significant. Such a result indicates common regression slopes but unequal intercepts. Only five sets of analyses followed this pattern, (see Figure A-9). All three analyses in this group which involved minority students favored the nonreassigned group. The two significant outcomes for the others favored the reassigned students.

Curvilinear Outcome: In eight cases only the comparison of model 2 and model 3 was significant. Such an outcome indicates that a linear regression solution is not as satisfactory as a curvilinear one. In a ninth case the comparison between models 3 and 4 was also significant, indicating that if a linear solution were considered, an interaction between pretest and reassigned status exists.

The curvilinear solution that is implied by model 2 has an independent linear portion and a common quadratic portion. Very little information can be obtained by examining the regression output in cases of this sort, so the results were plotted for these cases. The plots can be found in Attachment A-5. An examination of the plots shows that in several cases the two curvilinear lines are essentially the same; the difference between them would not appear to be meaningful. In a few other cases, one line seems to be significantly higher than the other at low levels of the pretest. However, several points should be remembered before too much importance is placed on these findings.

1. Very few cases can be found at the extremes. For example, only about 14 Black students scored below a 2.6 on the pretest in reading at grade 6. Therefore, very few students are to be found in the area where the difference is greatest between reassigned and non-reassigned students.

2. Measurement is the poorest at the extremes. What appear to be large differences might not be statistically significant if regions of significance were identified.
3. At the points where the two lines appear to be meaningfully far apart, the nonreassigned students do not consistently do better than the reassigned students. The line for nonreassigned students is not consistently higher than the reassigned line from analysis to analysis.

Taken together, the above cautions diminish any evidence for the effect in question.

Significant Interactions: Two other patterns of significance were found. They can be combined in one group since they were both cases for which the test of homogeneous regression slopes was rejected. The three cases in this group are plotted in Attachment A-6. The results imply that reassignment interacts with pretest so that at some pretest levels reassigned students do better. The results, however, suffer from the same problems listed above for the curvilinear results where interactions were implied. Most cases fall near the middle of the distribution where the groups are not significantly far apart.

Taken together, the results did not appear to lend strong support to the notion that within impacted schools reassigned and nonreassigned students responded differently to instruction or received any different instruction. Therefore, it was decided that the attempt to identify successful practices for reassigned minority students would not be pursued.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
1	1 vs 3	B	3 (.14)	1 vs 3	B	3 (.12)
	2 vs 3	B	3 (.23)	2 vs 3	B	3 (.15)
4	1 vs 3	B	1 (.16)	1 vs 2	B	1 (.16)
	2 vs 3	A	I			
5	1 vs 3	B	1 (.18)	1 vs 3	A	I
	2 vs 3	B	2 (.22)	2 vs 3	A	I
7	-	-	-	1 vs 2	B	1 (.16)

\* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.

"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

\*\* "I" indicates an interaction; no group is consistently favored at all levels of the pretest.

The numbers in parentheses indicate the amount in grade equivalents by which the favored group exceeded the other group.

Figure A-1. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISON OF CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR BLACKS AT GRADES 1-8 ON THE ITBS.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
1	1 vs 2 1 vs 3	A A	I I	-	-	-
2	-	-	-	1 vs 2 2 vs 3	A B	I 3 (.14)
3	1 vs 3 2 vs 3	B B	1 (.14) 2 (.14)	1 vs 3	A	I
5	1 vs 3	A	I			
6	-	-	-	1 vs 3 2 vs 3	A A	I I
8	1 vs 2	A	I	1 vs 3 2 vs 3	A A	I I

\* "A" indicates the F-test comparing model 1 and 2 was significant at the .05 level.

"B" indicates the F-test comparing model 2 and 3 was significant at the .05 level.

\*\* "I" indicates an interaction; no group is consistently favored at all levels of the pretest.

The numbers in parentheses indicate the amount in grade equivalents by which the favored group exceeded the other group.

Figure A-2. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISONS OF DESEGREGATION CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR HISPANICS AT GRADES 1-8 ON THE ITBS.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
1	1 vs 2	B	2 (.15)	1 vs 2	B	2 (.17)
	1 vs 3	B	3 (.13)	2 vs 3	B	2 (.11)
2	-	-	-	1 vs 2	A	I
3	-	-	-	1 vs 2	A	I
	-	-	-	2 vs 3	A	I
5	-	-	-	1 vs 2	B	2 (.08)
	-	-	-	1 vs 3	B	3 (.12)
6	-	-	-	1 vs 2	B	1 (.08)
	-	-	-	2 vs 3	B	3 (.11)
7	-	-	-	2 vs 3	A	I
8	1 vs 2	A	I	1 vs 2	B	2 (.11)
	1 vs 2	B	2 (.17)	1 vs 3	B	3 (.12)
	2 vs 3	B	2 (.11)			

\* "A" indicates the F-test comparing model 1 and 2 was significant at the .05 level.

"B" indicates the F-test comparing model 2 and 3 was significant at the .05 level.

\*\* "I" indicates an interaction; no group is consistently favored at all levels of the pretest.

The numbers in parentheses indicate the amount in grade equivalents by which the favored group exceeded the other group.

Figure A-3. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISONS OF CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR OTHERS AT GRADES 1-8 ON THE ITBS.

$$\text{POST} = U + \text{PRE1} + \text{PRE2} + \dots + \text{PRE6} + \text{PRE1}^2 + \text{PRE2}^2 + \dots + \text{PRE6}^2 + \text{INC} + \text{REA} + \text{IMP} + \text{TRAN} + \text{PTR} + \text{G1} + \text{G2} + \dots + \text{G6}$$

where,

- POST = Posttest grade equivalent score (reading or math).  
 PRE1 = 1 if a member of group 1; 0, otherwise.  
 PRE2 = 1 if a member of group 2; 0, otherwise.  
 PRE3 = 1 if a member of group 3; 0, otherwise.  
 PRE4 = 1 if a member of group 4; 0, otherwise.  
 PRE5 = 1 if a member of group 5; 0, otherwise.  
 PRE6 = 1 if a member of group 6; 0, otherwise.  
 PRE1<sup>2</sup> = Variable PRE1 squared.  
 PRE2<sup>2</sup> = Variable PRE2 squared.  
 PRE3<sup>2</sup> = Variable PRE3 squared.  
 PRE4<sup>2</sup> = Variable PRE4 squared.  
 PRE5<sup>2</sup> = Variable PRE5 squared.  
 PRE6<sup>2</sup> = Variable PRE6 squared.  
 INC = 1 if low-income; 0, otherwise.  
 REA = 1 if reassigned; 0, otherwise.  
 IMP = 1 if student's school was impacted by desegregation; 0, otherwise.  
 TRAN = 1 if transfer student; 0, otherwise.  
 PTR = Average PTR at the school and grade.  
 G1 = 1 if a Black male; 0, otherwise.  
 G2 = 1 if a Black female; 0, otherwise.  
 G3 = 1 if a Hispanic male; 0, otherwise.  
 G4 = 1 if a Hispanic female; 0, otherwise.  
 G5 = 1 if a Other male; 0, otherwise.  
 G6 = 1 if a Other female; 0, otherwise.

Figure A-4. PROPOSED MODEL FOR DETERMINING EXPECTED ACHIEVEMENT LEVEL.

GRADE	R E A D I N G				M A T H			
	1 vs 2	2 vs 3	3 vs 4	4 vs 5	1 vs 2	2 vs 3	3 vs 4	4 vs 5
2	NS	NS	.05	.05*	NS	NS	NS	NS
3	NS	NS	NS	NS	NS	NS	NS	.05**
4	NS	.01	NS	NS	NS	NS	NS	NS
5	NS	NS	.01	NS	NS	NS	NS	NS
6	NS	.01	NS	NS	NS	NS	NS	.01***

\*Favored reassigned by .20 GE.

\*\* Favored nonreassigned by .18 GE.

\*\*\*Favored nonreassigned by .19 GE.

Figure A-5. F-TEST OUTCOMES FOR COMPARISONS OF BLACK REASSIGNED AND NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS--1980-81.

GRADE	R E A D I N G				M A T H			
	1 vs 2	2 vs 3	3 vs 4	4 vs 5	1 vs 2	2 vs 3	3 vs 4	4 vs 5
2	NS	.01	NS	NS	NS	NS	NS	NS
3	NS	NS	NS	.05*	NS	NS	NS	NS
4	NS	NS	.05	NS	NS	.01	NS	NS
5	NS	NS	NS	NS	NS	NS	NS	NS
6	NS	NS	NS	NS	NS	NS	NS	NS

\*Favored nonreassigned by .14 GE.

Figure A-6. F-TEST OUTCOMES FOR COMPARISONS OF HISPANIC REASSIGNED AND NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS--1980-81.

GRADE	R E A D I N G				M A T H			
	1 vs 2	2 vs 3	3 vs 4	4 vs 5	1 vs 2	2 vs 3	3 vs 4	4 vs 5
2	NS	NS	NS	NS	NS	NS	NS	.01*
3	NS	NS	NS	NS	NS	.01	.01	NS
4	NS	.01	NS	NS	NS	.01	NS	NS
5	NS	NS	NS	NS	NS	.05	NS	NS
6	NS	.05	NS	NS	NS	NS	NS	.01**

\*Favored reassigned by .19 GE.

\*\*Favored reassigned by .15 GE.

Figure A-7. F-TEST OUTCOMES FOR COMPARISONS OF OTHER REASSIGNED AND NONREASSIGNED STUDENTS IN IMPACTED SCHOOLS—1980-81.

GRADE	BLACK		HISPANIC		OTHER	
	READING	MATH	READING	MATH	READING	MATH
2		X		X	X	
3	X			X	X	
4		X				
5		X	X	X	X	
6			X	X		

Figure A-8. SETS OF ANALYSES IN WHICH ALL FOUR MODEL COMPARISONS WERE NONSIGNIFICANT AT THE .05 LEVEL.

GRADE	BLACK		HISPANIC		OTHER	
	READING	MATH	READING	MATH	READING	MATH
2						X
3		X	X			
4						
5						
6		X				X

Figure A-9. SETS OF ANALYSES IN WHICH ONLY THE INTERCEPTS TEST (MODEL 4 VS MODEL 5) WAS SIGNIFICANT AT THE .05 LEVEL.

GRADE	BLACK		HISPANIC		OTHER	
	READING	MATH	READING	MATH	READING	MATH
2			X			
3						X
4	X			X	X	X
5						X
6	X				X	

Figure A-10. SETS OF ANALYSES IN WHICH THE COMPARISON OF MODELS 2 AND 3 WAS SIGNIFICANT AT THE .05 LEVEL.

20

## TABLE FOR DETERMINING DESEGREGATION ASSIGNMENT CODES

The table on the following pages was used to assign desegregation codes to AISD students. The table can be used as follows.

1. Determine the student's area code from the student's address.
2. Find the row in the table that corresponds to the student's area code.
3. Read across the table to find the student's grade.
4. Assign a desegregation code according to the following rules:

If the student's school code matches the school code listed for his grade, assign the code listed next to his school code in the table.

If the student's school code does not match the school code in the table assign a "5."

If the student is missing either school code, area code, or grade, assign a code of "6."

As an example, a student who lived in area code 7, who was in fourth grade, and who attended school number 126 would receive a desegregation code of "3."

Desegregation Assignment Codes *Final* *Version*

Area Code/School	K	1-3	4	5-6	7-8	9-12
1 Allison	101	101	107	3	107	3 052 3 003 2
2 Andrews	102	102	102	1	102	1 055 3 006 1
3 Andrews	102	102	102	1	102	1 048 1 010 1
4 Andrews	102	102	102	1	102	1 048 1 006 1
5 Barrington	149	2 124 3	149	2	149	2 055 2 004 1
6 Barrington	149	2 124 3	149	2	149	2 055 2 006 1
7 Barton Hills	103	2 103 2	126	3	126	3 049 2 008 2
8 Barton Hills	103	2 103 2	126	3	126	3 047 2 002 1
9 Becker	104	1 104 1	104	1	104	1 043 2 007 2
10 Blackhear	105	2 158 3	105	2	105	2 054 4 008 3
Blackhear	105	2 158 3	105	2	105	2 049 3 009 3
11 Brentwood	107	1 107 1	106	3	106	3 045 2 005 1
12 Brooke	108	2 119 3	108	2	108	2 051 2 009 3
14 Brown	109	1 109 1	109	1	109	1 055 2 006 1
15 Bryker Woods	110	2 110 2	111	3	111	3 047 2 002 1
16 Bryker Woods	110	2 110 2	111	3	111	3 047 3 002 4
17 Campbell	111	2 110 3	111	2	111	2 047 3 002 4
18 Campbell	111	2 110 3	111	2	111	2 052 3 009 3
19 Campbell	111	2 144 3	111	2	111	2 052 3 009 3
20 Casis	112	2 112 2	145	3	145	3 047 2 002 1
21 Cook	161	2 116 3	161	2	161	2 046 3 004 1
22 Cunningham	113	2 142 3	113	2	113	2 054 1 008 2
23 Dawson	114	1 114 1	114	1	114	1 049 3 008 3
24 Doss	154	1 154 1	154	1	154	1 052 2 003 3
25 Allan	142	2 142 2	161	3	161	3 047 3 003 2
26 Govalle	116	2 116 2	161	3	161	3 047 3 003 2
27 Govalle	116	2 116 2	113	3	113	3 046 3 003 2
28 Graham	159	2 127 3	159	2	159	2 055 2 006 1

Area Code/School	K		1-3		4		5-6		7-8		9-12	
29 Gullett	117	2	139	3	117	2	117	2	046	2	009	2
30 Gullett	117	2	139	3	117	2	117	2	045	2	005	1
31 Harris	106	2	118	1	118	1	118	1	048	1	006	1
32 Harris	106	2	118	1	118	1	118	1	048	1	010	1
33 Highland Park	119	2	119	2	108	3	108	3	045	2	005	1
34 Highland Park	119	2	119	2	108	3	108	3	052	2	005	4
35 Hill	155	1	155	1	155	1	131	3	051	3	009	2
36 Houston	162	1	162	1	162	1	162	1	043	2	007	2
37 Joslin	120	2	120	2	120	2	120	2	049	2	008	2
38 Langford	168	1	168	1	168	1	168	1	043	3	007	2
39 Lee	121	1	121	1	121	1	121	1	045	2	005	1
40 Linder	160	1	160	1	160	1	160	1	043	2	007	2
41 Maplewood	122	1	122	1	122	1	122	1	045	3	005	4
42 Maplewood	122	1	122	1	122	1	122	1	045	3	006	1
43 Matthews	123	1	123	1	123	1	123	1	047	2	002	1
44 Menchaca	147	1	147	1	147	1	147	1	051	3	009	2
45 Metz	124	2	142	3	120	3	120	3	051	2	009	3
46 Metz	124	2	124	2	149	3	149	3	051	2	009	3
47 Norman	150	2	150	2	141	3	141	3	055	3	004	4
48 Oak Hill	148	1	148	1	120	3	120	3	049	2	007	3
49 Oak Hill	148	1	148	1	148	1	148	1	049	2	003	3
50 Oak Springs	125	2	135	2	152	3	152	3	046	3	004	4
51 Oak Springs	125	2	125	2	152	3	152	3	046	3	004	4
52 Oak Springs	125	2	125	2	152	3	152	3	052	3	009	3
53 Odom	156	1	156	1	156	1	156	1	054	1	008	2
54 Ortega	126	2	103	3	126	2	126	2	047	3	009	3
55 Pease	128	1	128	1	128	1	128	1	047	2	002	1
56 Pecan Springs	129	1	129	1	106	2	106	2	048	1	010	1

Area Code/School	K	1-3	4	5-6	7-8	9-12
57 Pillow	151 1	151 1	167 3	167 3	051 3	009 2
58 Pillow	151 1	151 1	167 3	167 3	051 3	004 1
59 Pleasant Hill	130 1	130 1	130 1	130 1	054 1	008 2
60 Pleasant Hill	130 1	130 1	130 1	130 1	043 3	007 2
61 Reilly	132 1	132 1	132 1	132 1	045 2	005 1
62 Ridgetop	133 1	133 1	133 1	133 1	045 2	005 1
63 Ridgetop	133 1	133 1	133 1	133 1	045 2	006 1
64 Rosedale	134 2	135 3	134 2	134 2	045 2	005 1
65 St. Elmo	136 1	136 1	136 1	136 1	049 2	008 2
66 Sanchez	127 2	127 2	159 3	159 3	051 2	002 1
67 Sanchez	127 2	142 3	134 3	134 3	051 2	002 1
68 Sims	139 2	139 2	117 3	117 3	045 3	006 4
69 Sims	139 2	135 3	117 3	117 3	045 3	006 4
70 Sims	139 2	135 3	117 3	117 3	043 3	007 3
71 Summitt	138 1	138 1	167 3	167 3	051 3	009 2
72 Summitt	138 1	138 1	167 3	167 3	051 3	004 1
73 Sunset Valley	158 2	158 2	105 3	105 3	049 2	008 2
74 Travis Heights	140 2	140 2	140 2	140 2	043 2	007 2
75 Walnut Creek	141 2	150 3	141 2	141 2	055 2	006 1
76 Williams	166 1	166 1	166 1	166 1	054 1	003 3
77 Winn	157 1	157 1	157 1	131 3	048 1	010 1
78 Woodridge	152 2	125 3	152 2	152 2	046 2	004 1
79 Wooten	144 2	144 2	111 3	111 3	046 2	004 1
80 Wooten	144 2	144 2	111 3	111 3	045 2	005 1
81 Zavala	145 2	112 3	145 2	145 2	051 2	009 3
82 Zilker	146 1	146 1	146 1	146 1	047 2	002 1

## DESEGREGATION ACHIEVEMENT ANALYSES

These analyses were based on desegregation codes 1, 2, and 3. A set of analyses involved making the following pairwise comparisons:

Code 1 (nonreassigned, nonimpacted students)

Code 2 (nonreassigned, vs impacted students)

Code 1 (nonreassigned, nonimpacted students)

Code 3 (reassigned, vs impacted students)

Code 2 (nonreassigned, impacted students)

Code 3 (reassigned, vs impacted students)

One set of analyses was performed for each combination of ethnicity (Black, Hispanic, and Other) and grade (1-8) in reading and math. This provided 3 ethnicities by 8 grades by 2 subject areas or 48 sets of 3 analyses each for a total of 144 analyses. The variables, models, and F-tests used in each analysis are given below.

Variables

POST = Posttest grade equivalent (April, 1982)

PRE = Pretest grade equivalent (April, 1981)

PRE1 = PRE if a member of group 1; 0, otherwise.

PRE2 = PRE if a member of group 2; 0, otherwise.

PRE<sup>2</sup> = PRE squared.

PRE1<sup>2</sup> = PRE1 squared.

PRE2<sup>2</sup> = PRE2 squared.

SEX = 1 if male; 0, if female.

I = 1 if receiving free or reduce-priced lunch; 0, if not.

G = 1 if a member of group 1; 0, if member of group 2.

U = unit vector.

At grade 1 the pretest was either the MRT Pre-Reading Composite or Quantitative scaled scores. At all other grades the pre- and posttests were either Reading Total or Math Total grade equivalent scores. The meaning of group 1 or group 2 membership was dependent on the desegregation codes being compared, e.g., code 2 vs code 3. The first code (code 2 in this case) defined group 1. The second code defined group 2. Students with special circumstances (for any subtest of a total score), LEP students, and students served by Special Education were removed from the analyses. Others were defined as students with ethnicity codes of 5.

Linear Models

Model 1:  $POST = U + PRE1 + PRE2 + PRE1^2 + PRE2^2 + SEX + I + G$

Model 2:  $POST = U + PRE + PRE^2 + SEX + I + G$

Model 3:  $POST = U + PRE + PRE^2 + SEX + I$

81.73

Attachment A-2  
(Page 2 of 2)

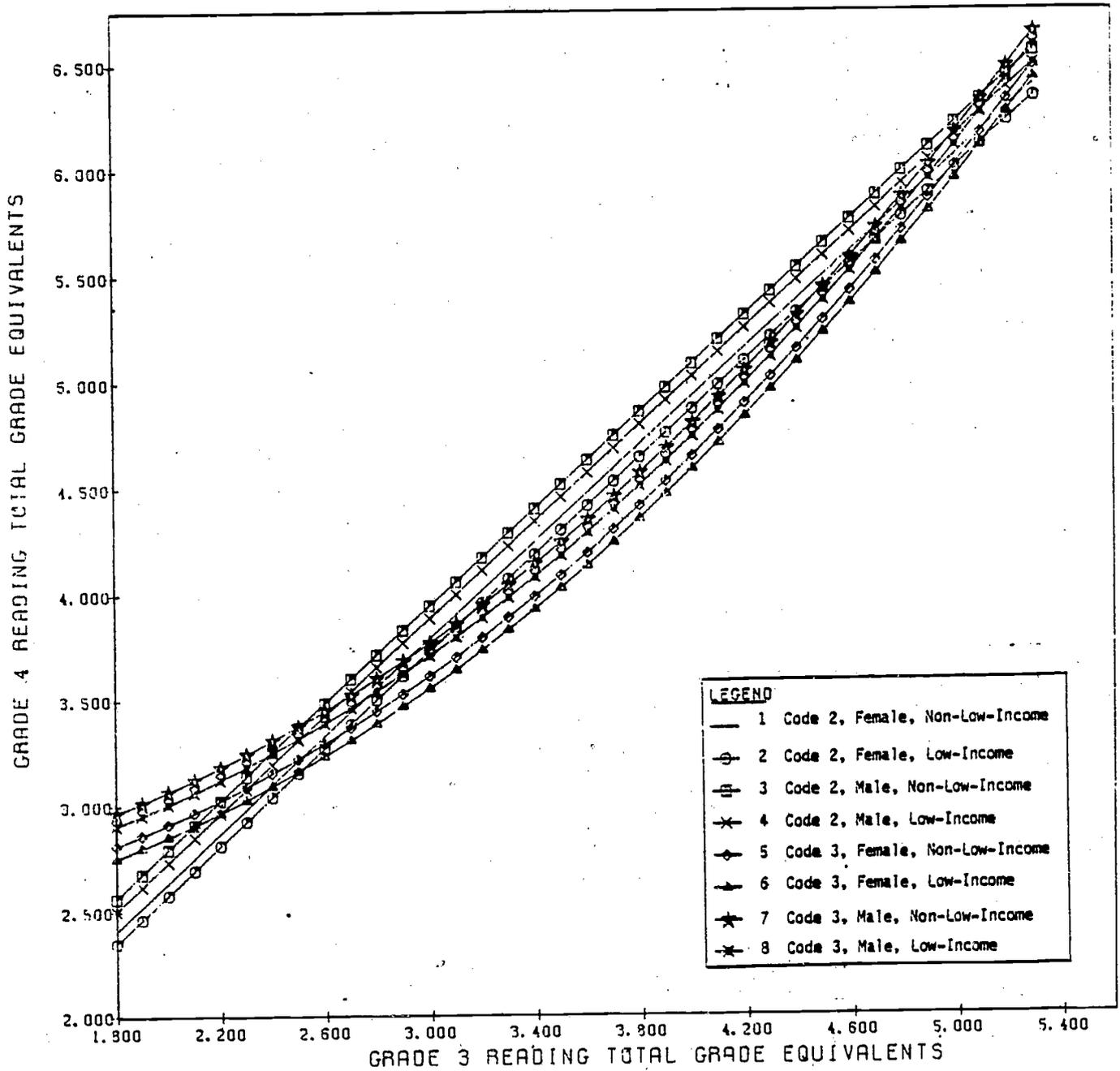
F-tests

Model 1 vs Model 2:  $df_1 = 8-6=2$ ;  $df_2 = N-8$

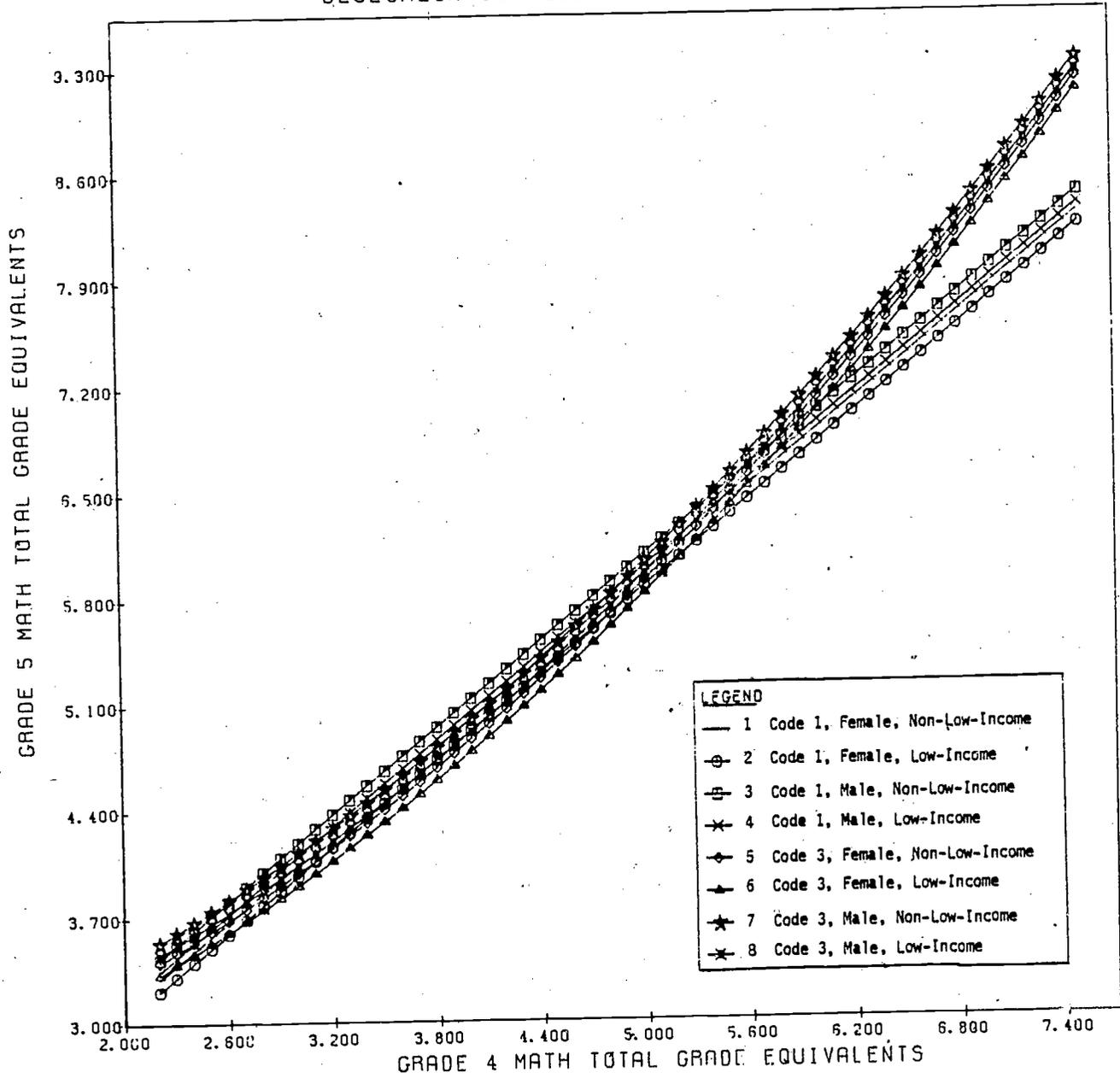
Model 2 vs Model 3:  $df_1 = 6-5=1$ ;  $df_2 = N-6$

28

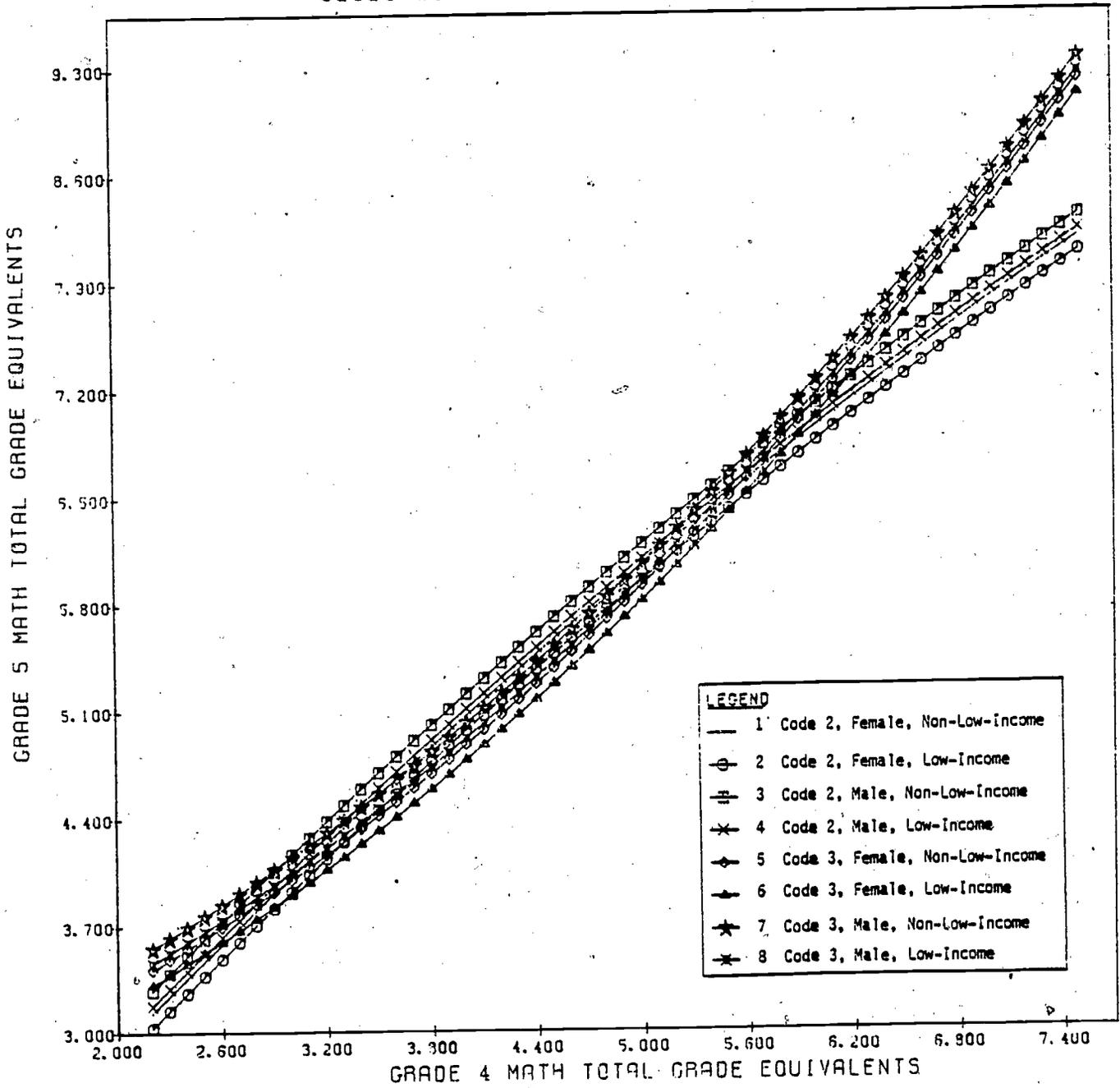
DESEGREGATION CODE 2 VS 3--BLACKS--GRADE 4



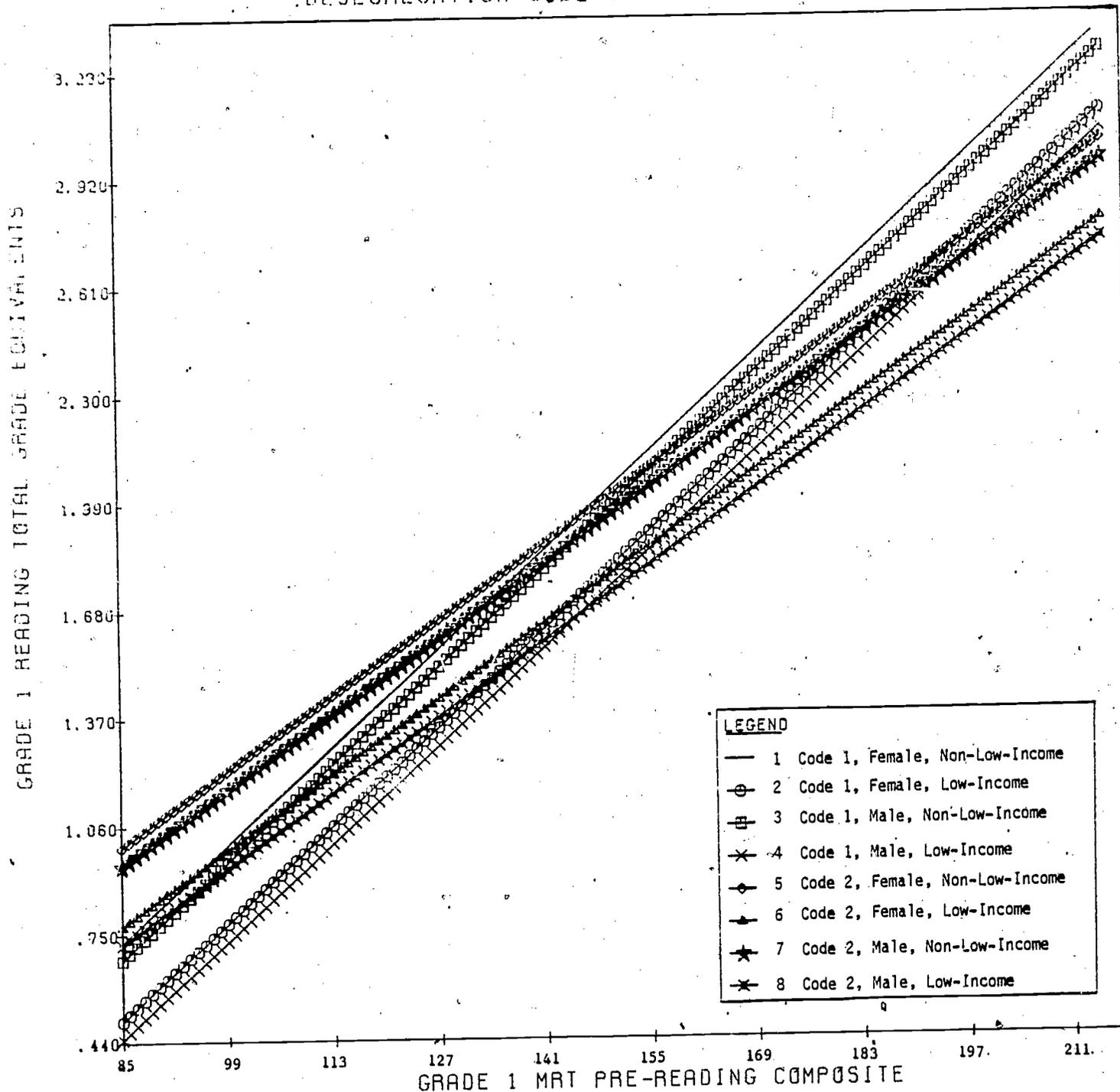
DESEGREGATION CODE 1 VS 3--BLACKS--GRADE 5



DESEGREGATION CODE 2 VS 3--BLACKS--GRADE 5

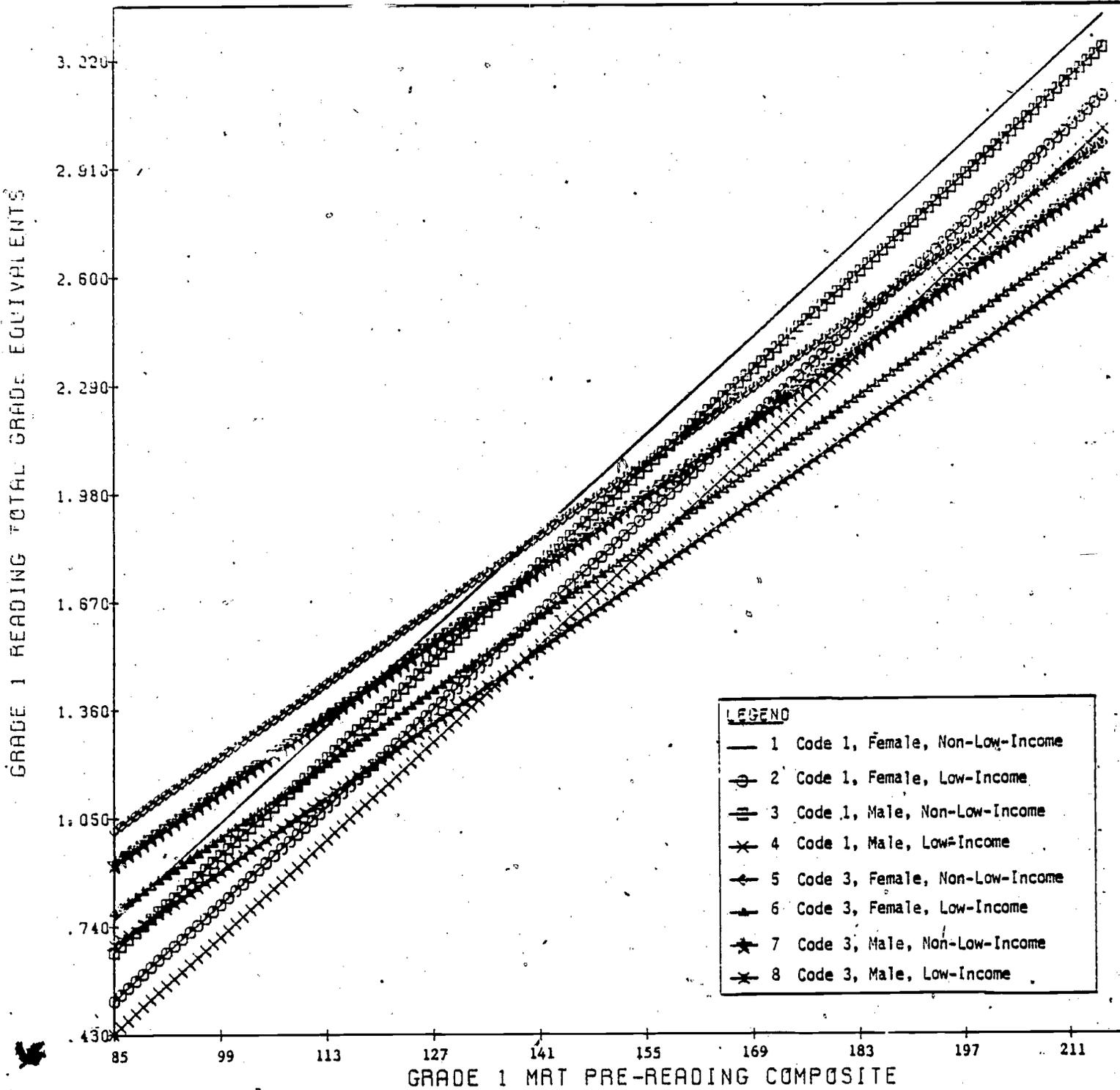


DESEGREGATION CODE 1 VS 2--HISPANIC--GRADE 1

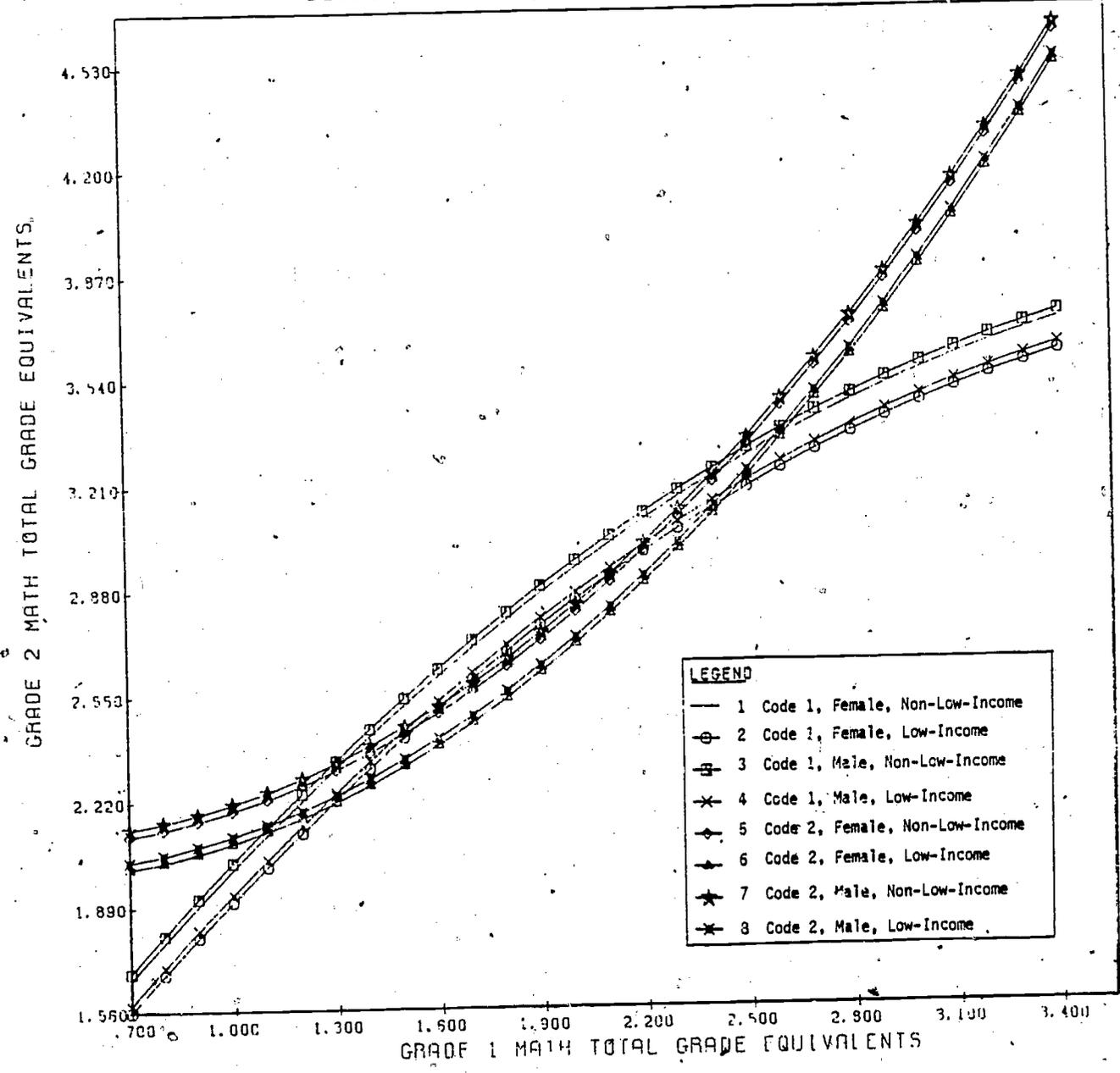


32

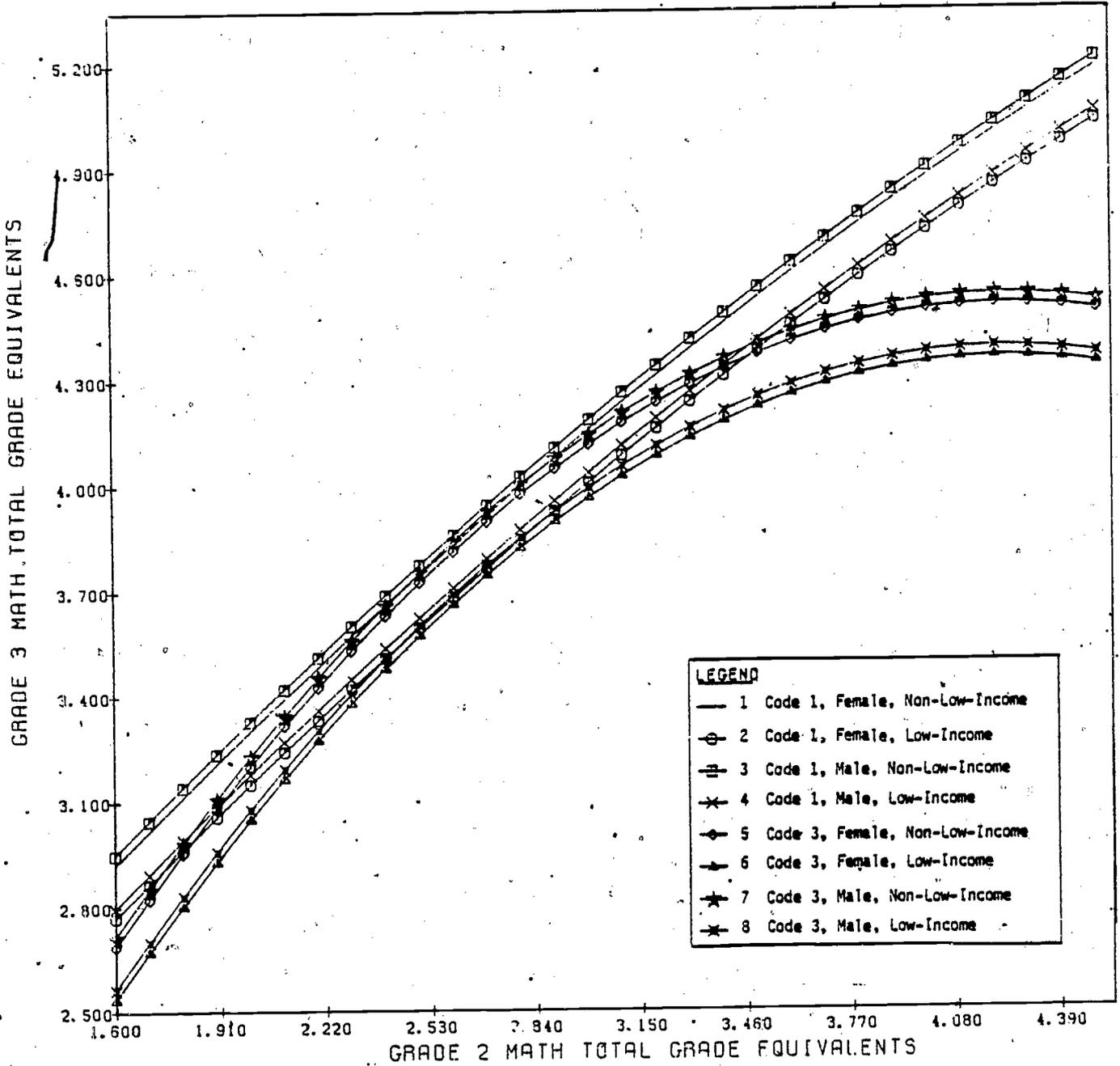
DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 1



DESEGREGATION CODE 1 VS 2--HISPANICS--GRADE 2



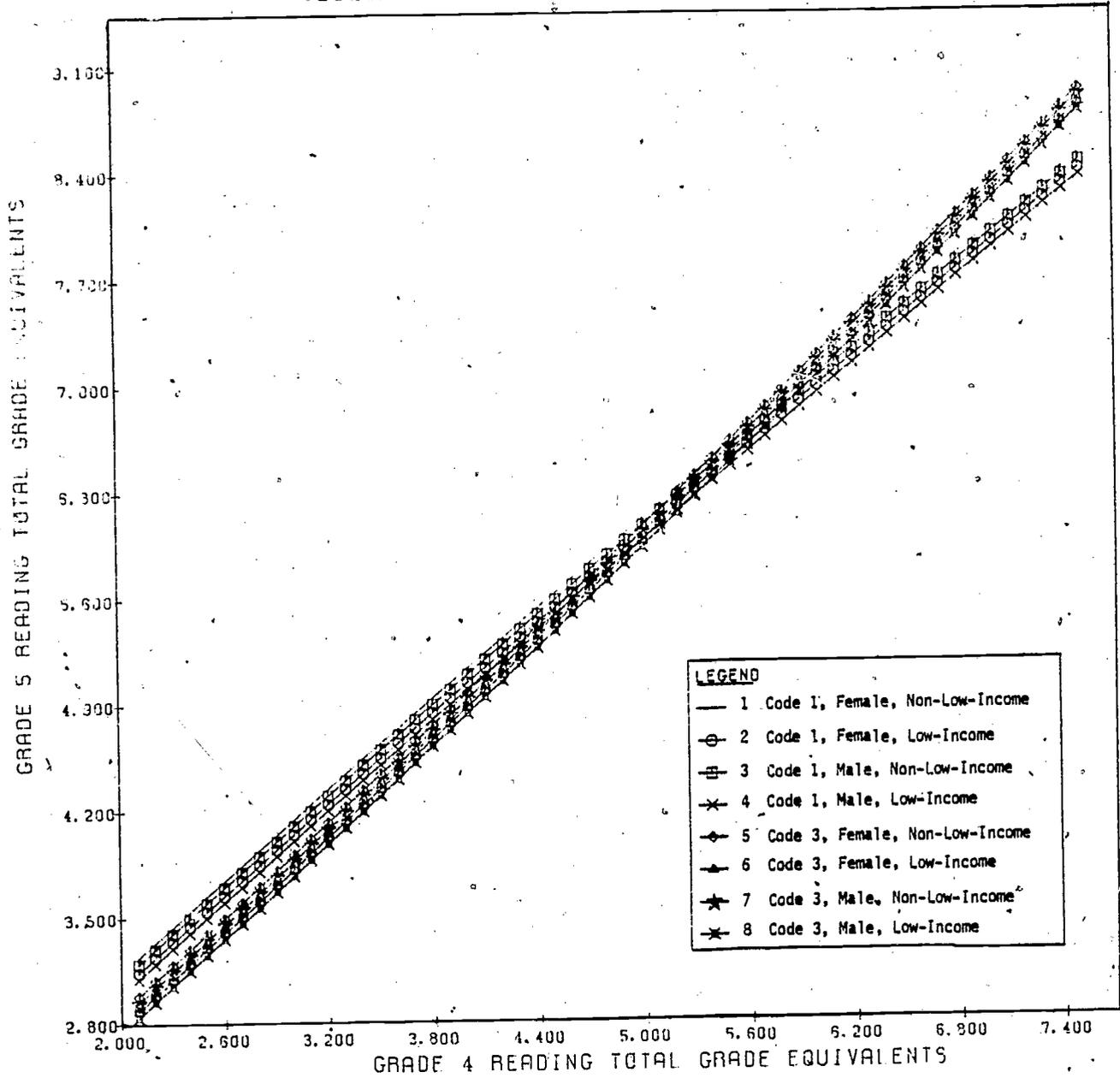
DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 3



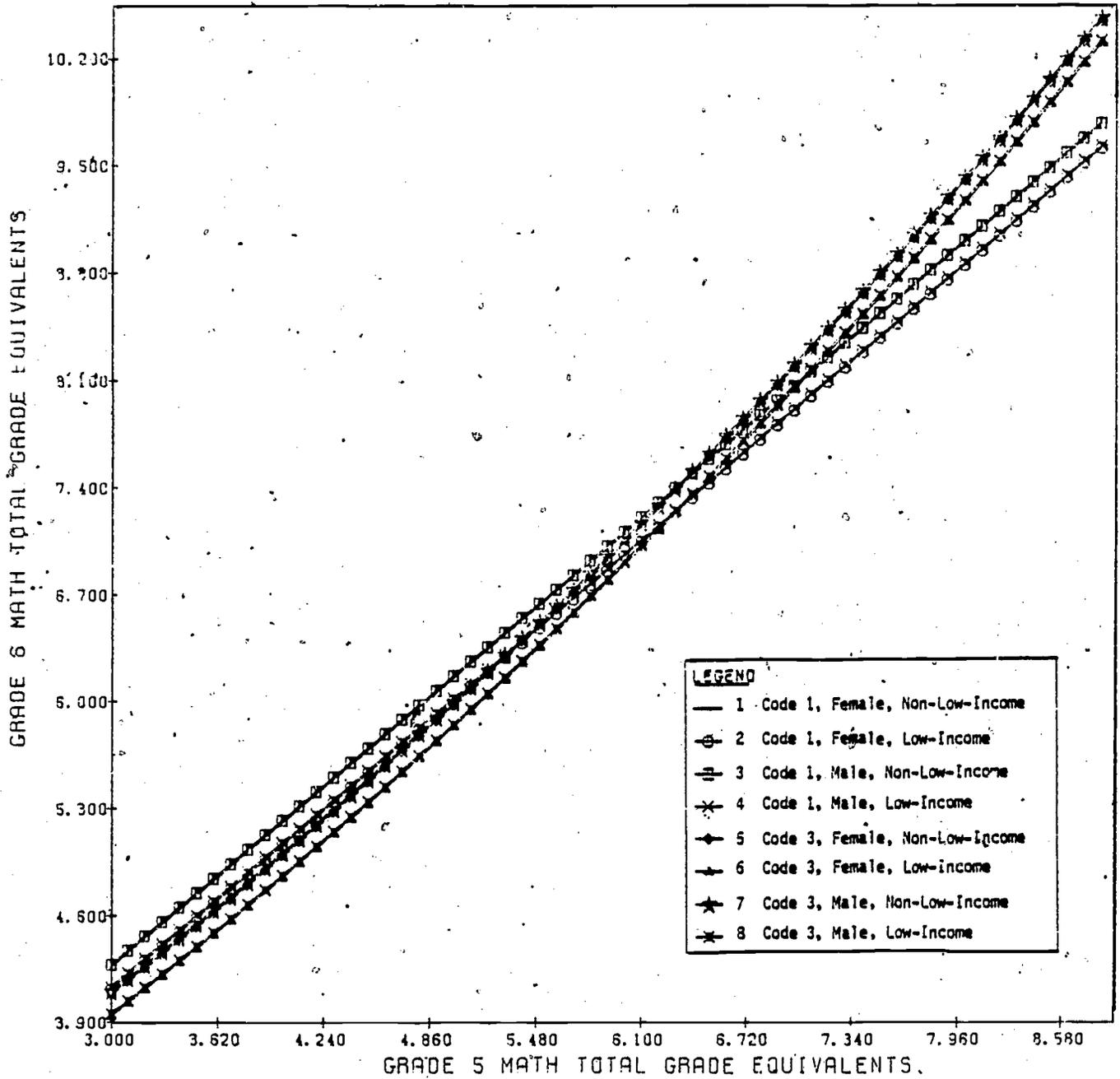
**LEGEND**

- 1 Code 1, Female, Non-Low-Income
- 2 Code 1, Female, Low-Income
- 3 Code 1, Male, Non-Low-Income
- × 4 Code 1, Male, Low-Income
- ◇ 5 Code 3, Female, Non-Low-Income
- ▲ 6 Code 3, Female, Low-Income
- ★ 7 Code 3, Male, Non-Low-Income
- ✱ 8 Code 3, Male, Low-Income

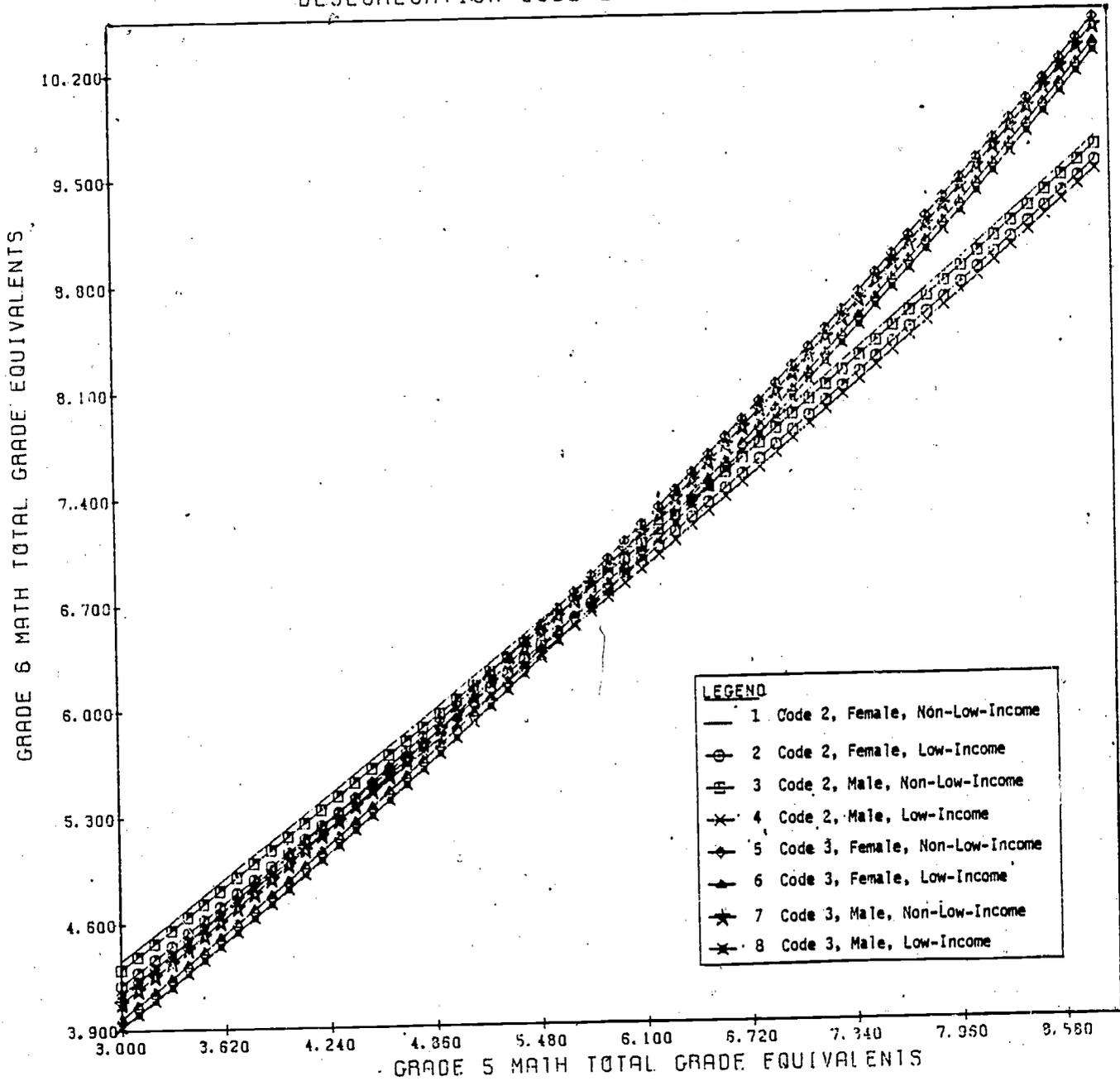
DESEGREGATION CODE 1 VS 3--HISPANICS---GRADE 5



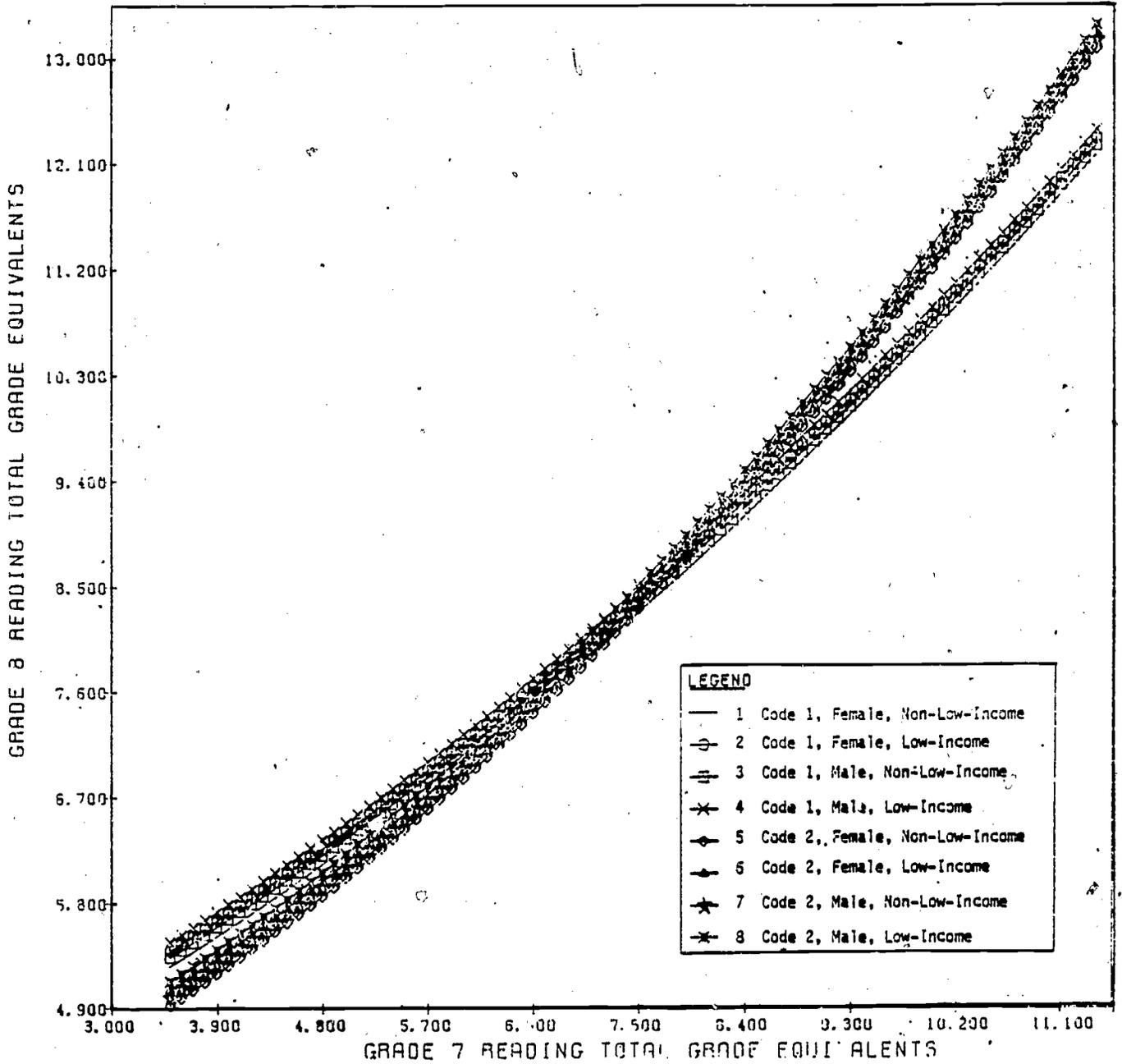
DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 6



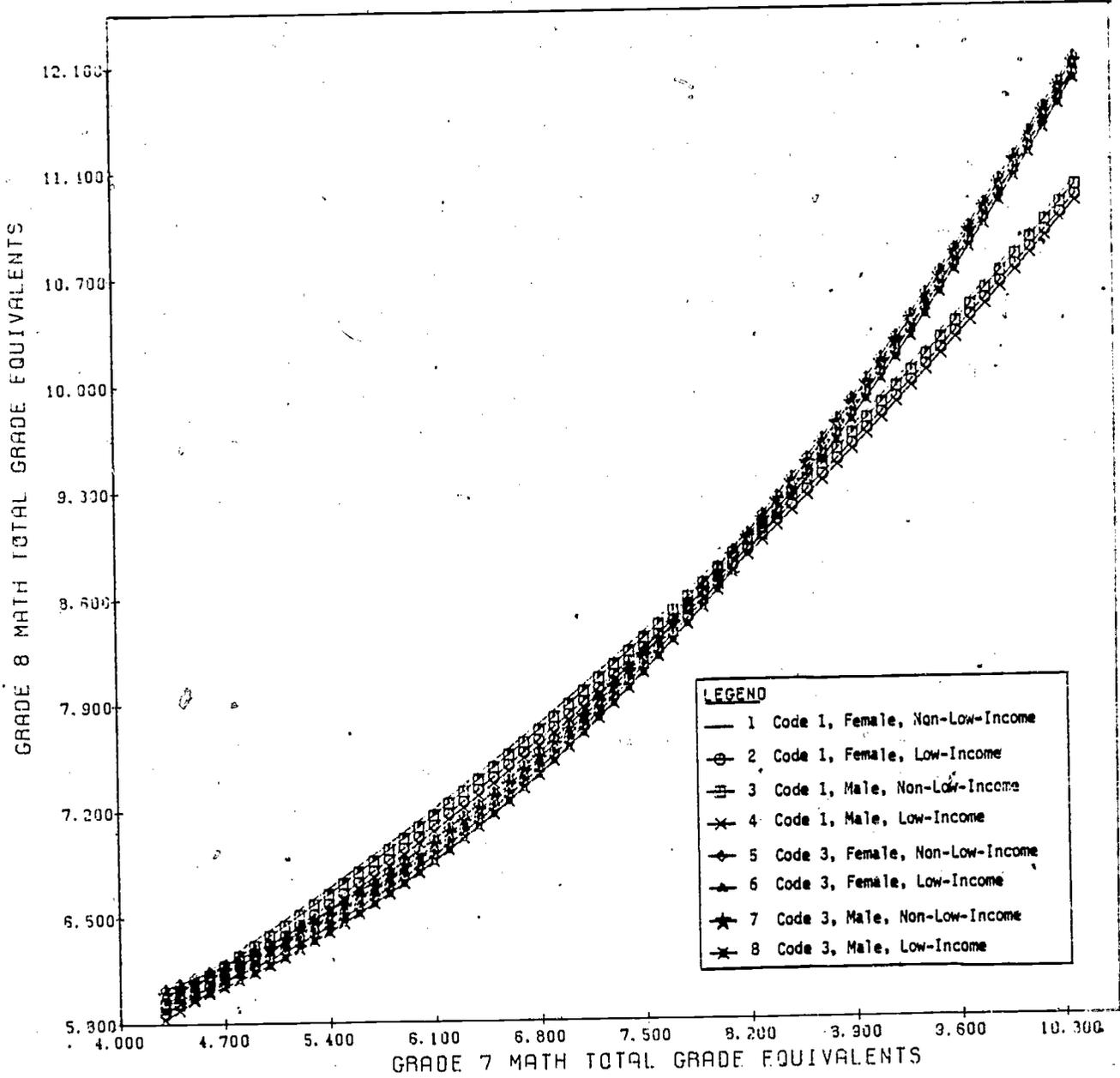
DESEGREGATION CODE 2 VS 3--HISPANICS--GRADE 6



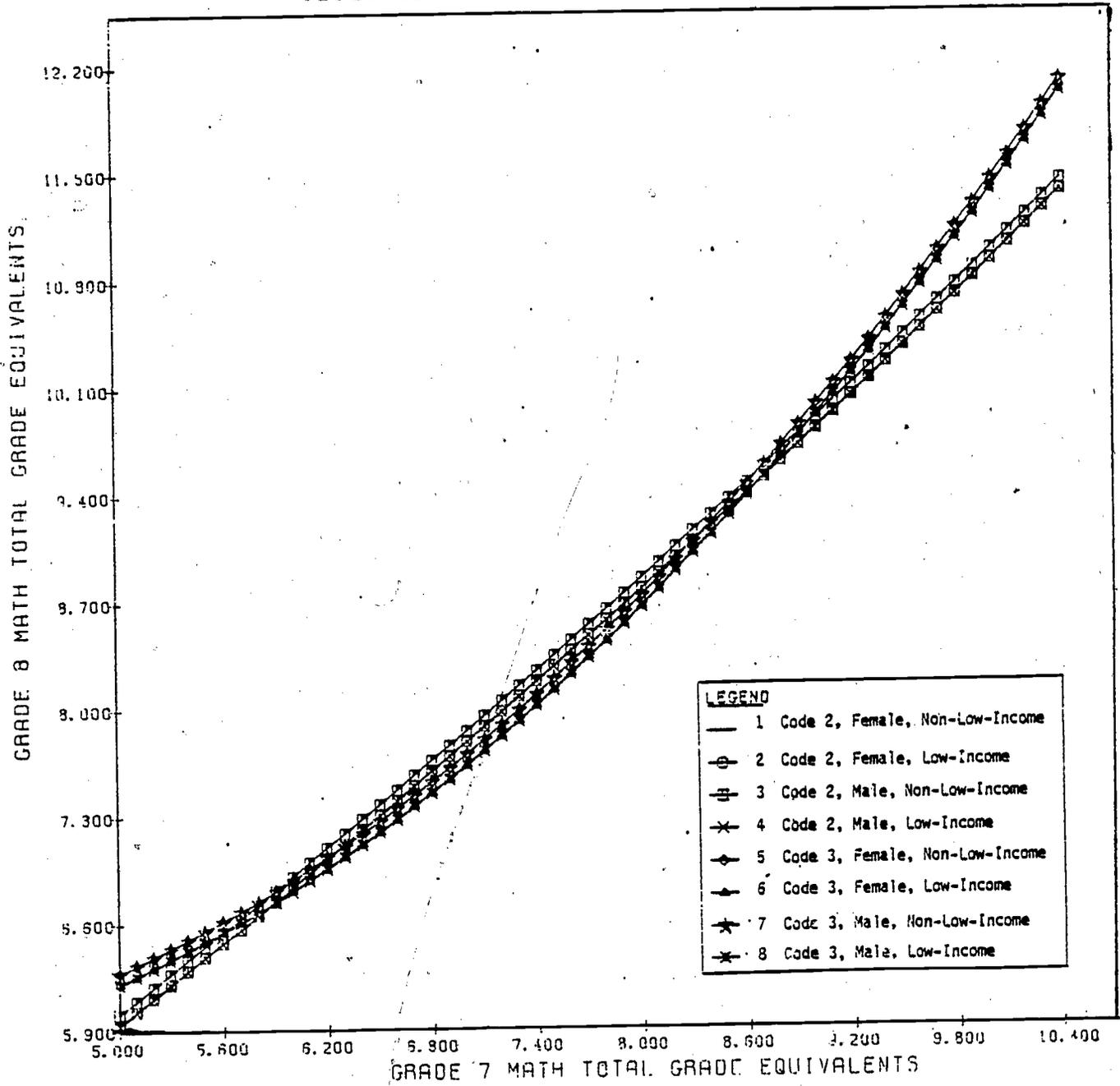
DESEGREGATION CODE 1 VS 2--HISPANICS--GRADE 8



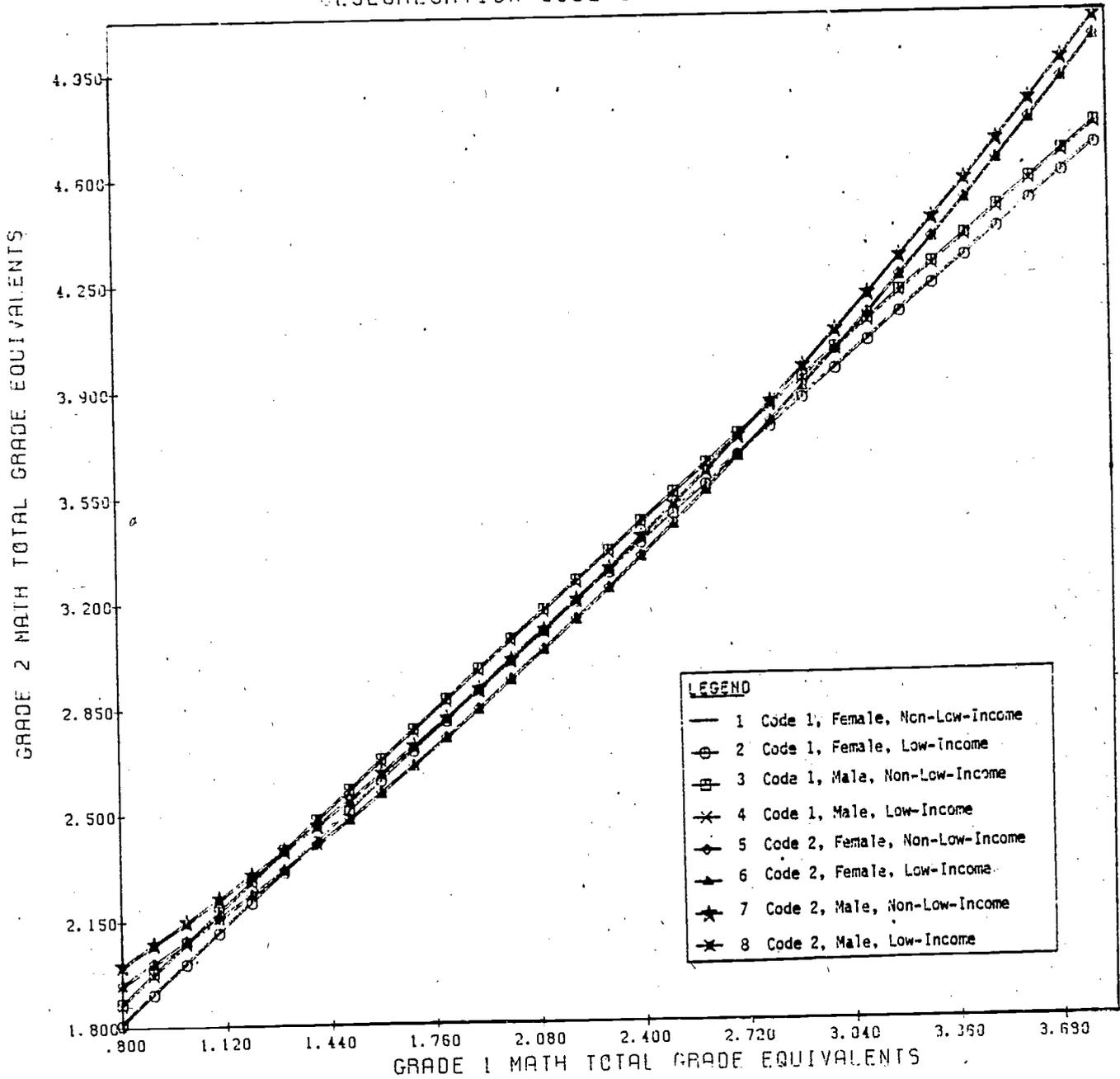
DESEGREGATION CODE 1 VS 3--HISPANICS--GRADE 8



DESEGREGATION CODE 2 VS 3--HISPANICS--GRADE 8

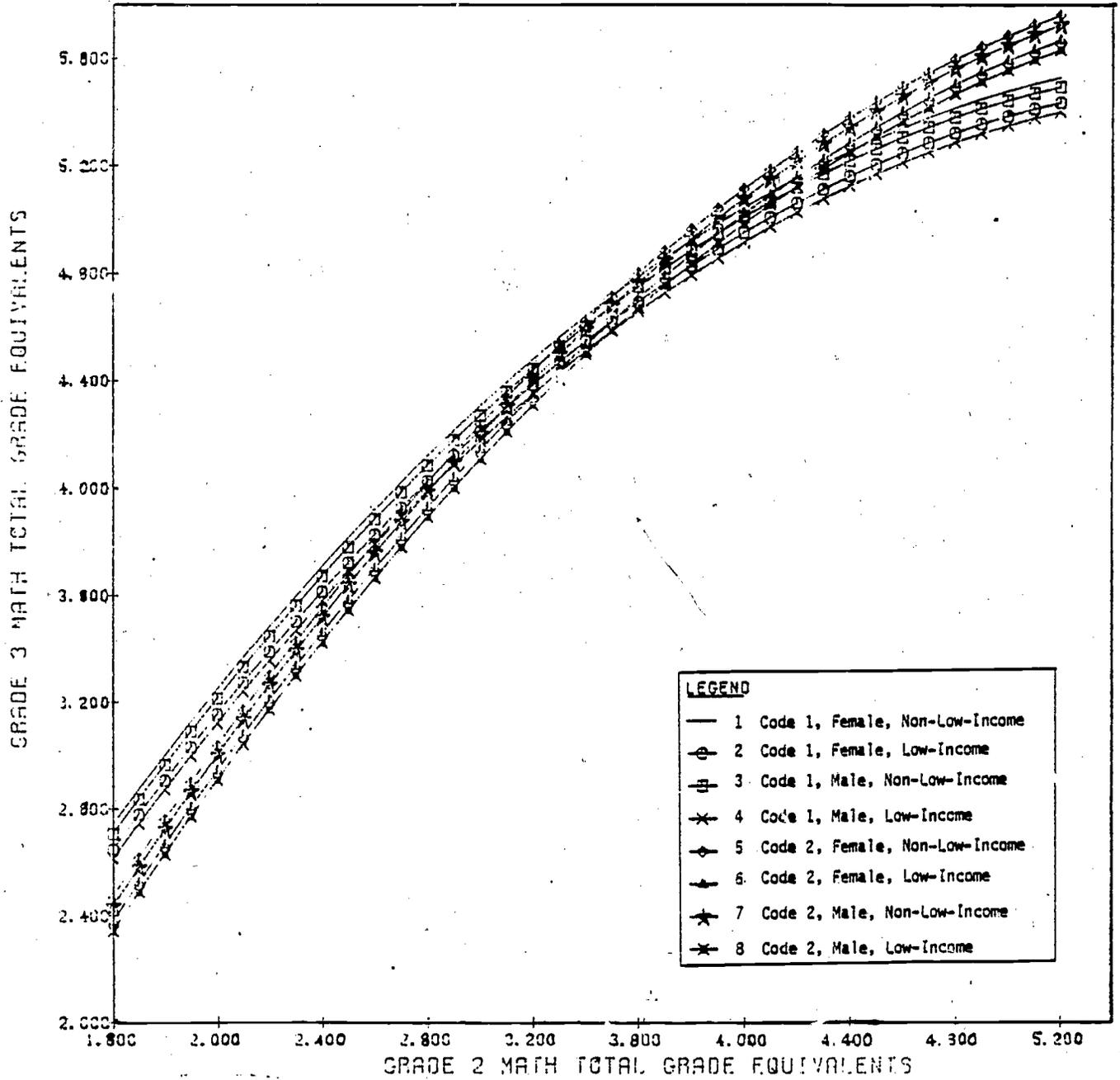


DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 2

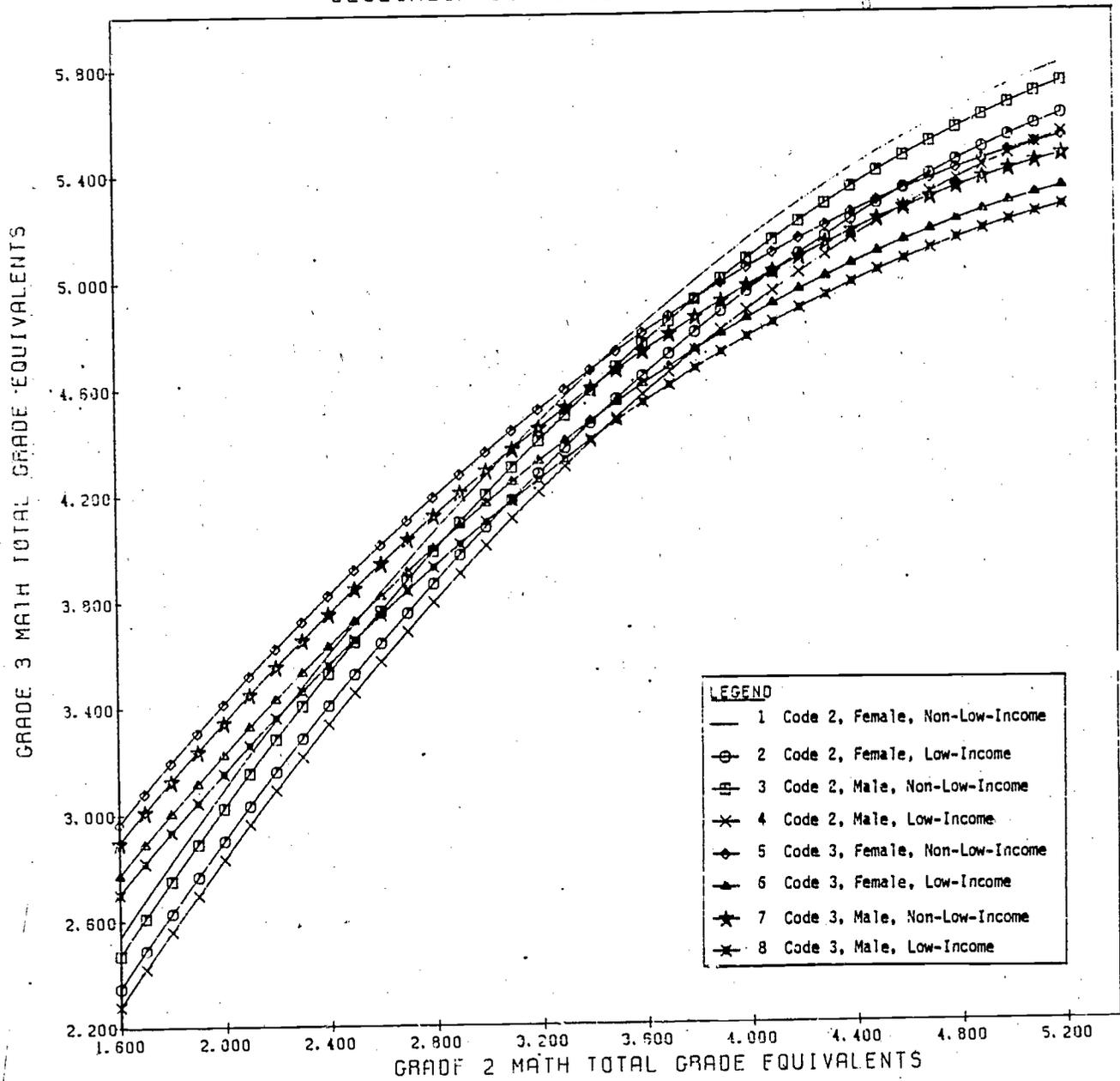


4c

DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 3

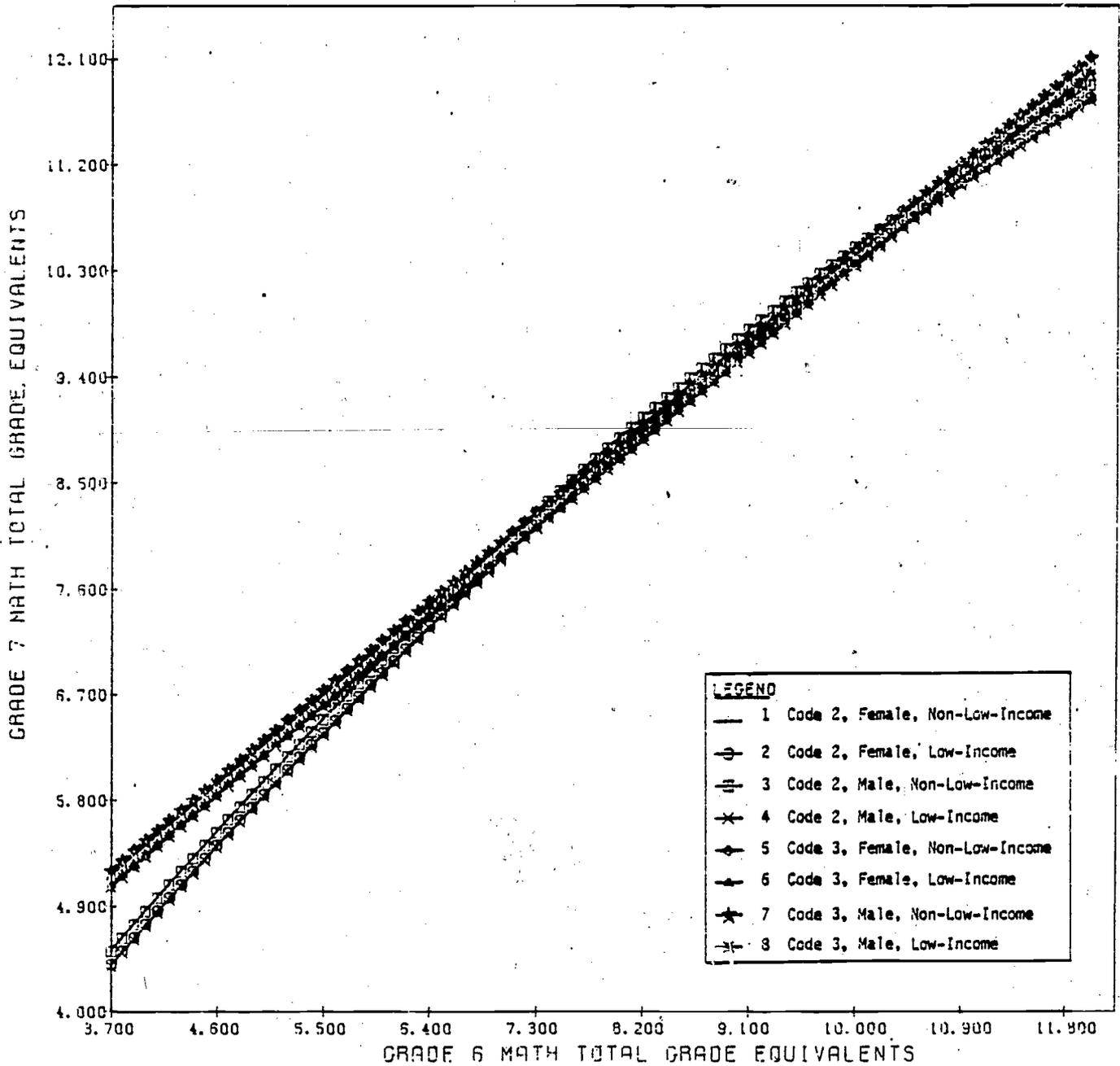


DESEGREGATION CODE 2 VS 3--OTHERS--GRADES 3



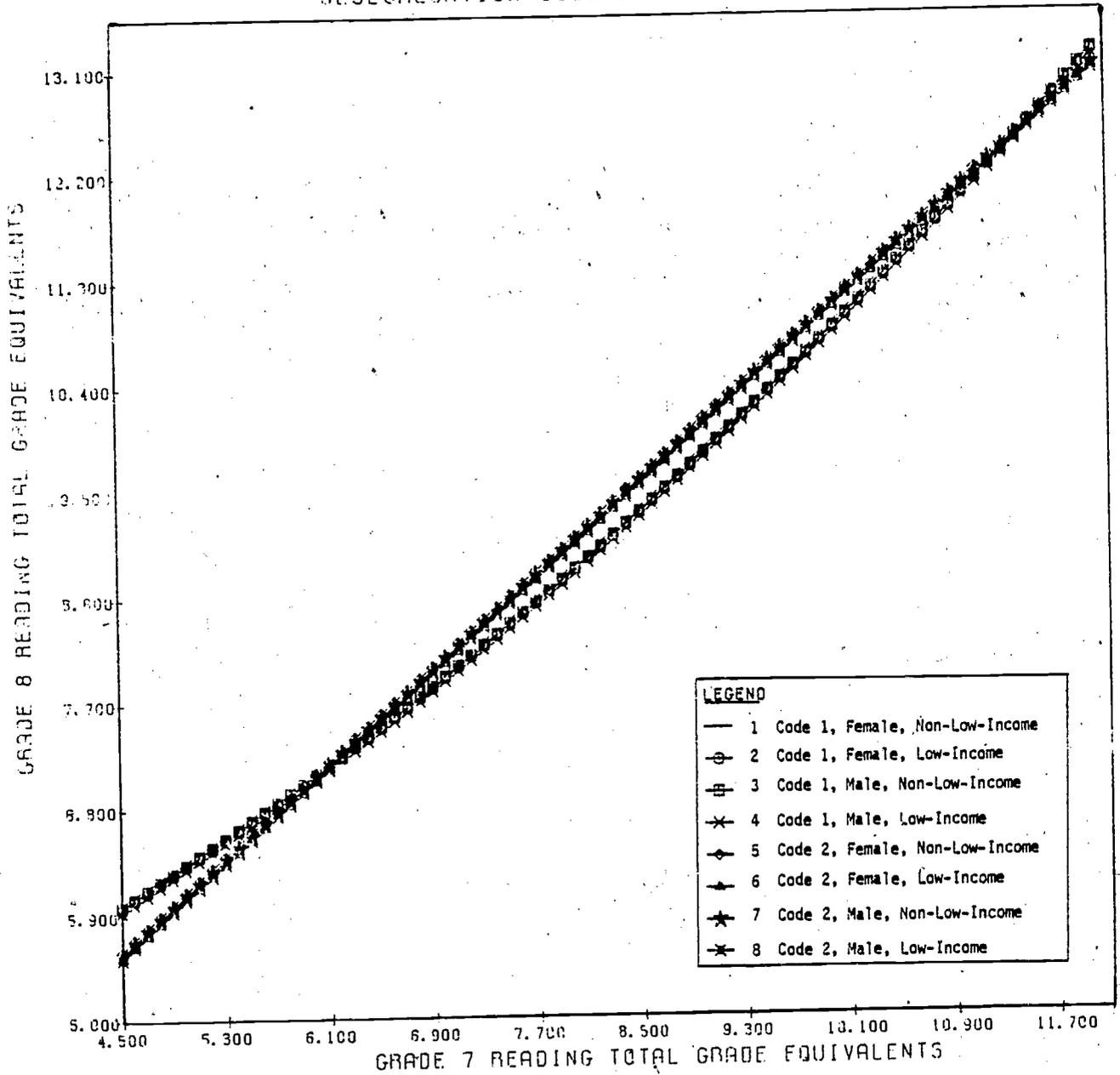
44

DESEGREGATION CODE 2 VS 3--OTHERS--GRADE 7



40

DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 8



46

ANALYSES COMPARING REASSIGNED VS NONREASSIGNED  
STUDENTS IN IMPACTED SCHOOLS--1980-81

Variables

POST = Posttest ITBS grade equivalent score (Reading Total or Math Total).  
 PRE = Pretest ITBS grade equivalent score.  
 PRE1 = Pretest if reassigned; 0, if nonreassigned.  
 PRE2 = Pretest if nonreassigned; 0, if reassigned.  
 PRE<sup>2</sup> = PRE squared.  
 PRE1<sup>2</sup> = PRE1 squared.  
 REA = 1 if reassigned; 0, otherwise.

Models

Model 1:  $POST = U + PRE1 + PRE2 + PRE1^2 + PRE2^2 + REA$

Model 2:  $POST = U + PRE1 + PRE2 + PRE^2 + REA$

Model 3:  $POST = U + PRE1 + PRE2 + REA$

Model 4:  $POST = U + PRE + REA$

Model 5:  $POST = U + PRE$

F-tests

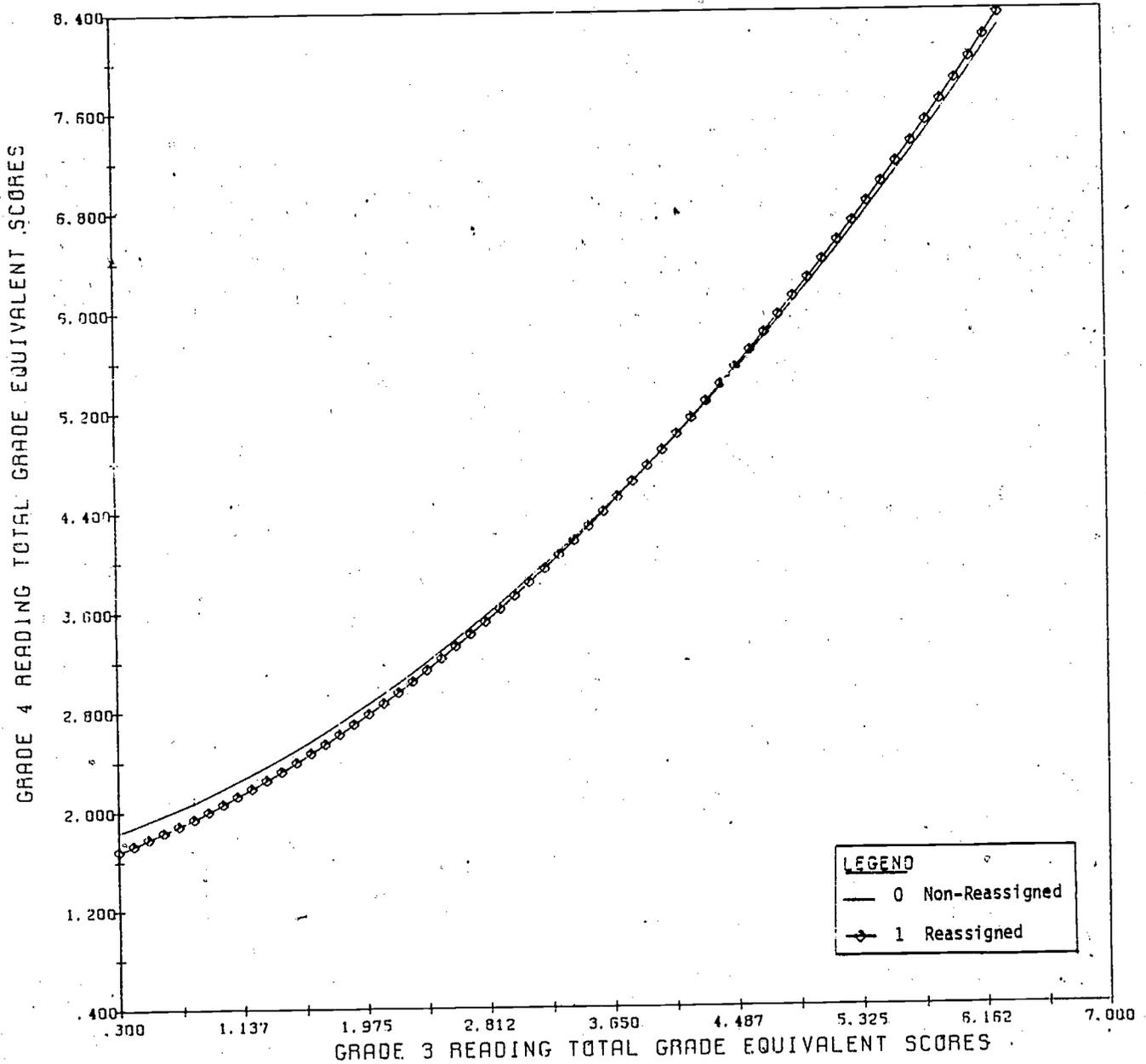
Model 1 vs Model 2:  $df_1 = 6-5=1; df_2 = N-6$

Model 2 vs Model 3:  $df_1 = 5-4=1; df_2 = N-5$

Model 3 vs Model 4:  $df_1 = 4-3=1; df_2 = N-4$

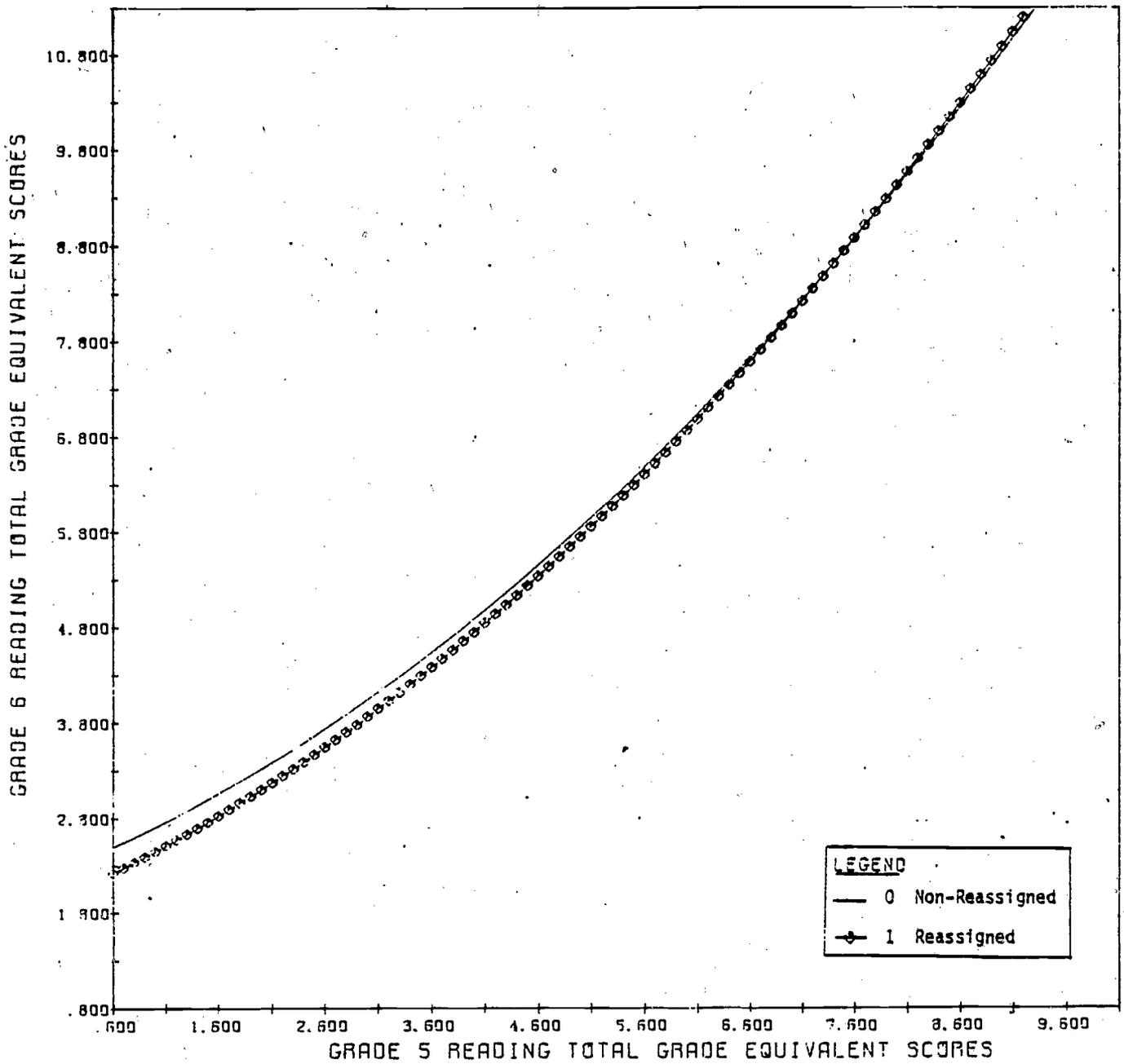
Model 4 vs Model 5:  $df_1 = 3-2=1; df_2 = N-3$

BLACK STUDENTS IN GRADE 4

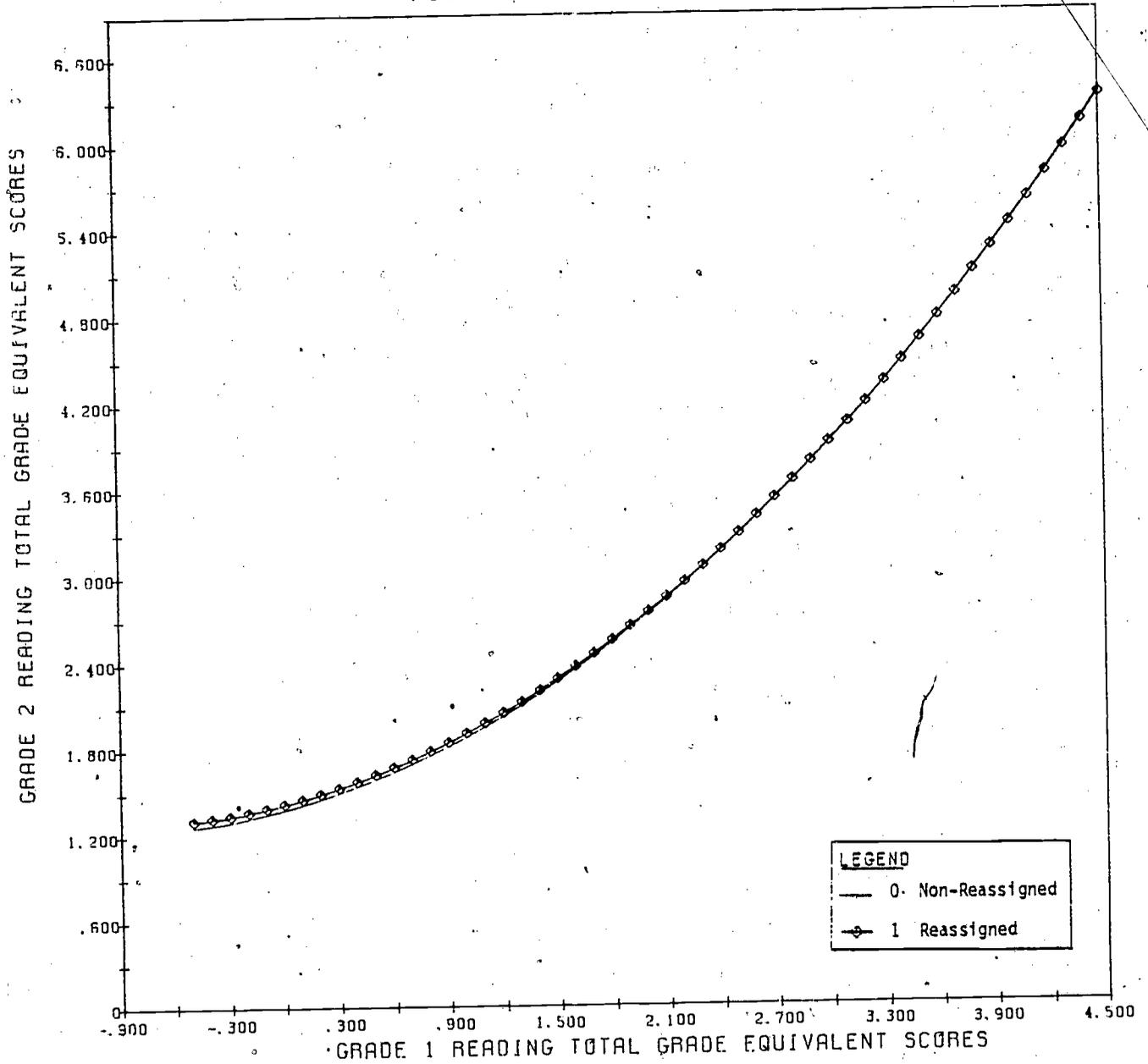


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BLACK STUDENTS IN GRADE 6

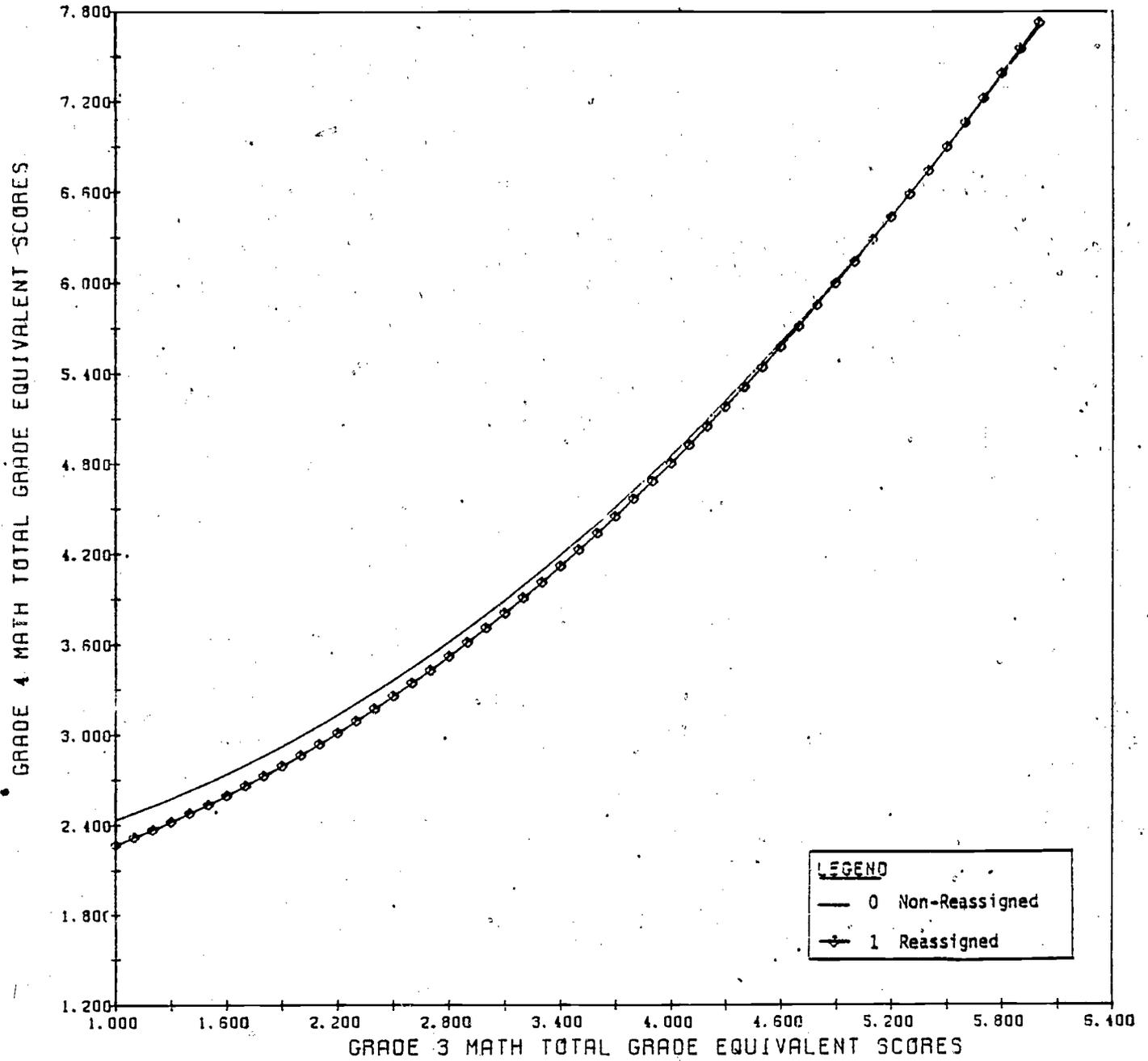


### HISPANIC STUDENTS IN GRADE 2

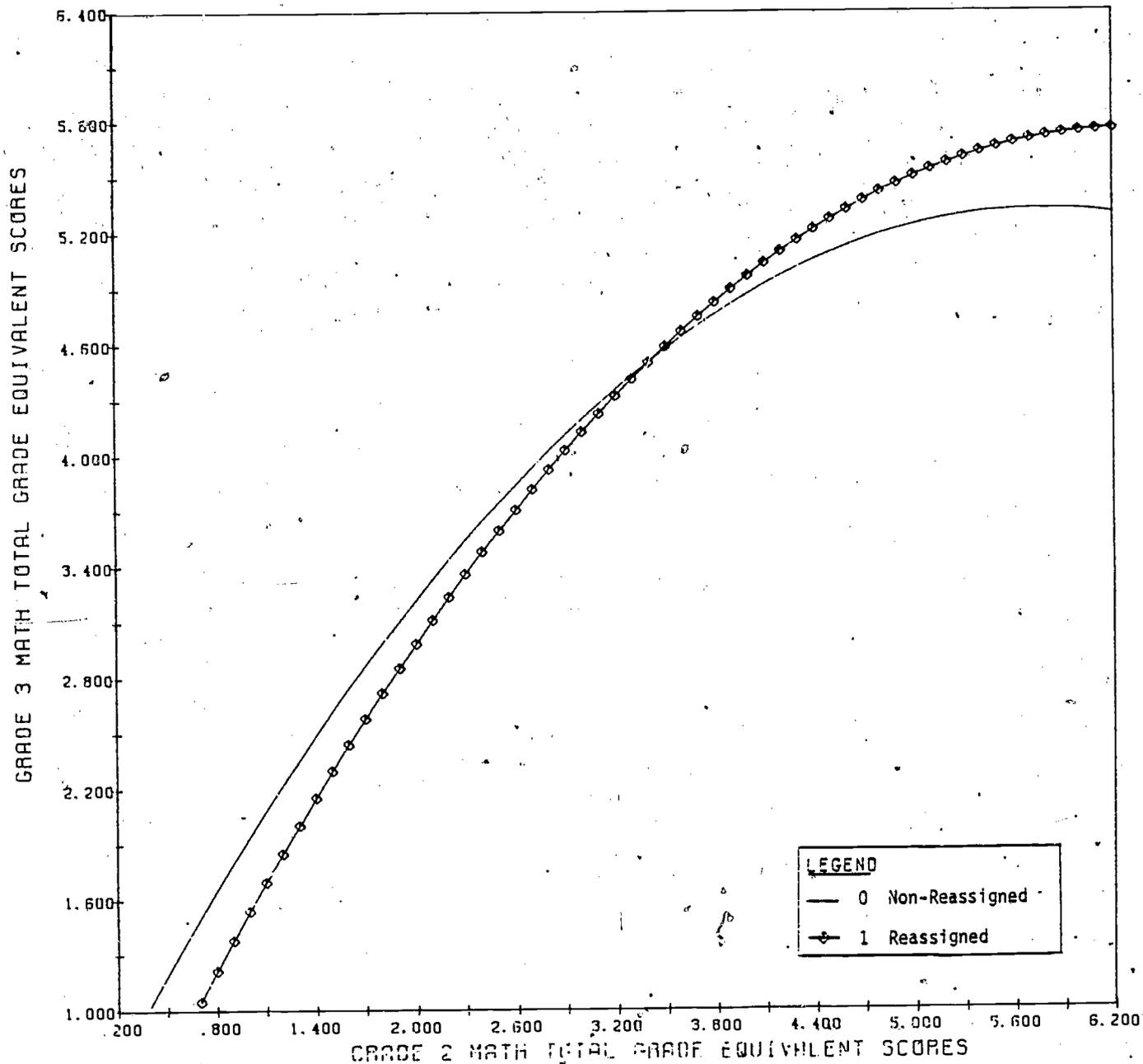


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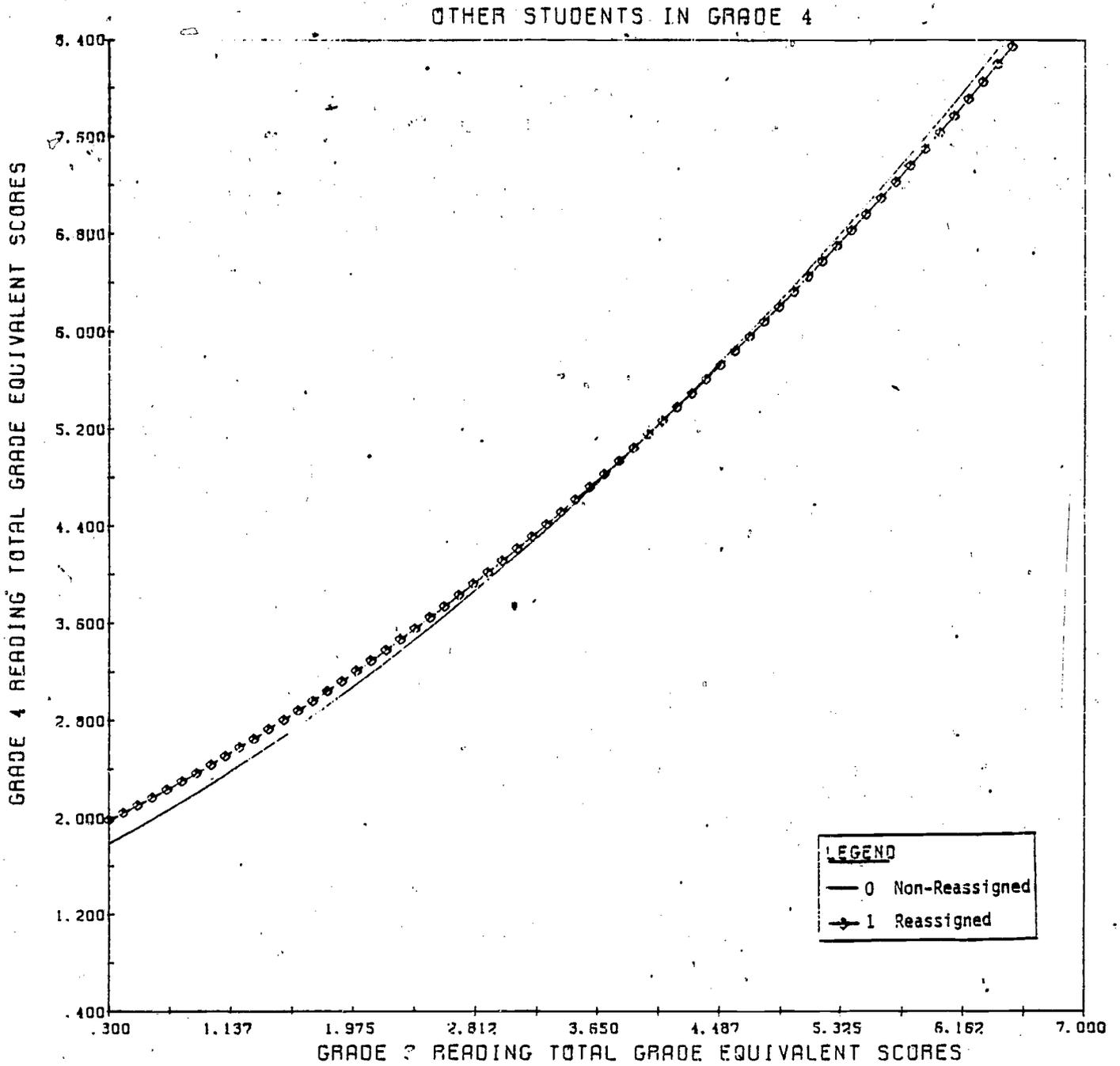
### HISPANIC STUDENTS IN GRADE 4



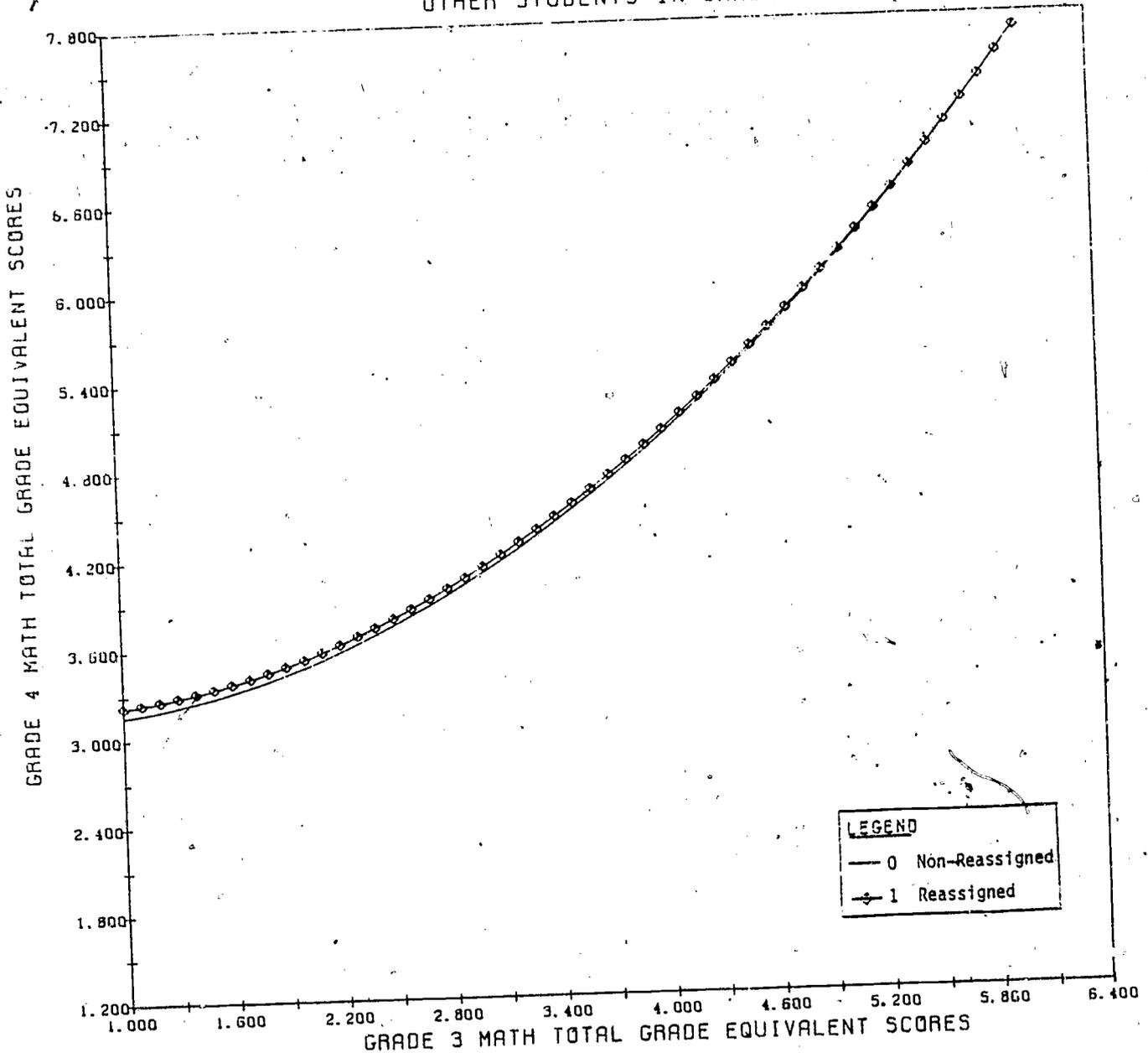
OTHER STUDENTS IN GRADE 3



52

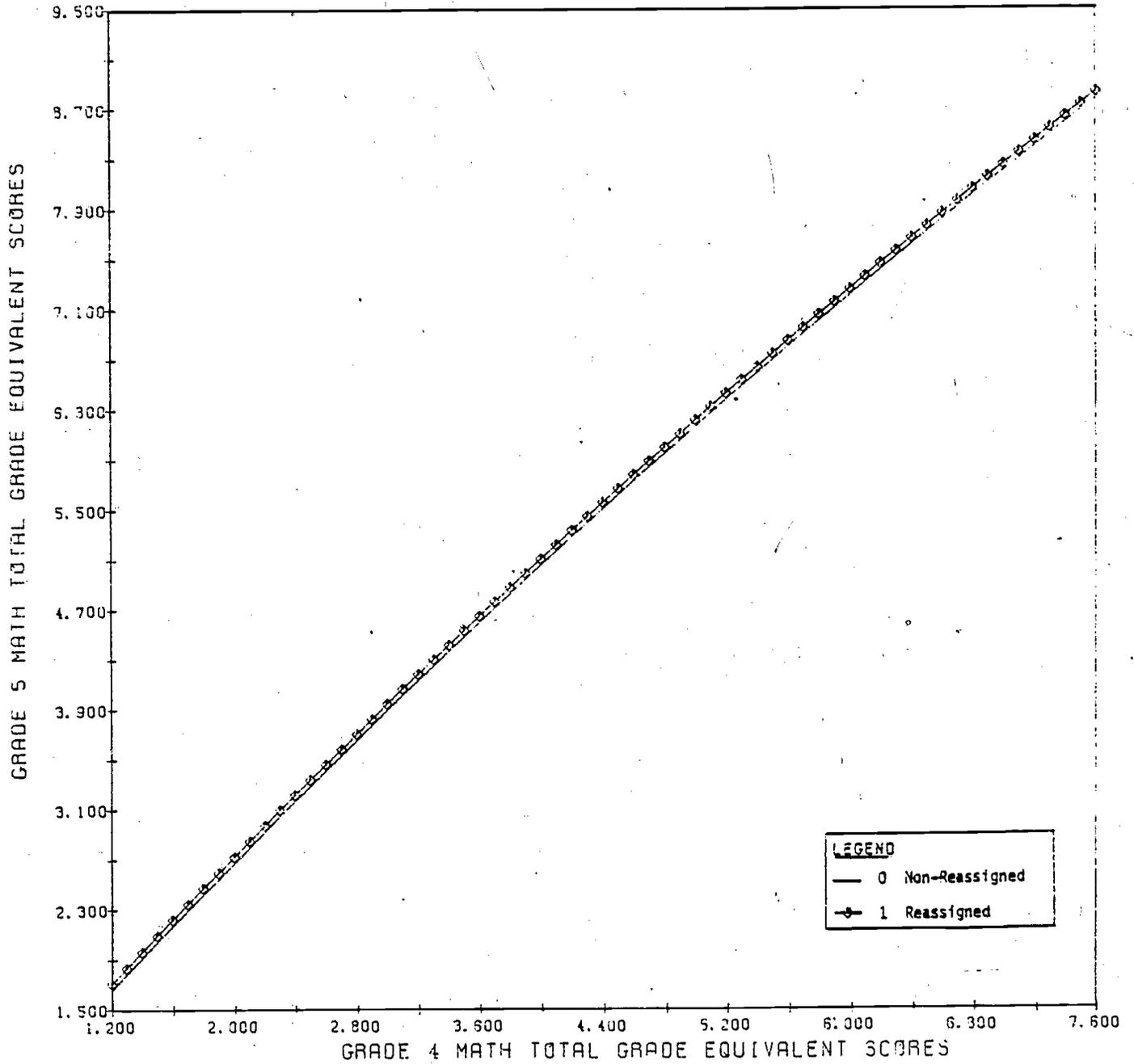


OTHER STUDENTS IN GRADE 4



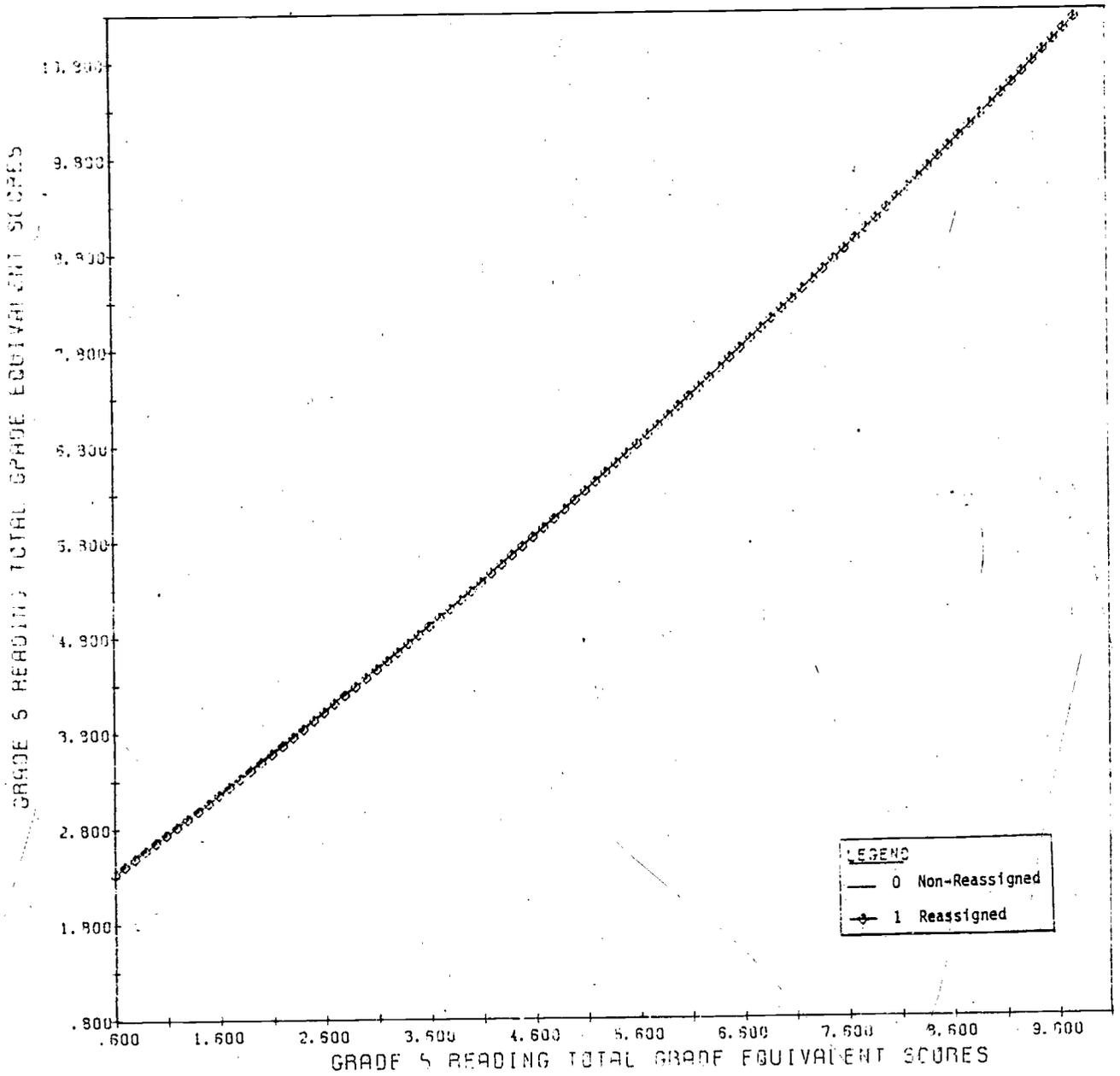
LEGEND  
— 0 Non-Reassigned  
—◇— 1 Reassigned

OTHER STUDENTS IN GRADE 5

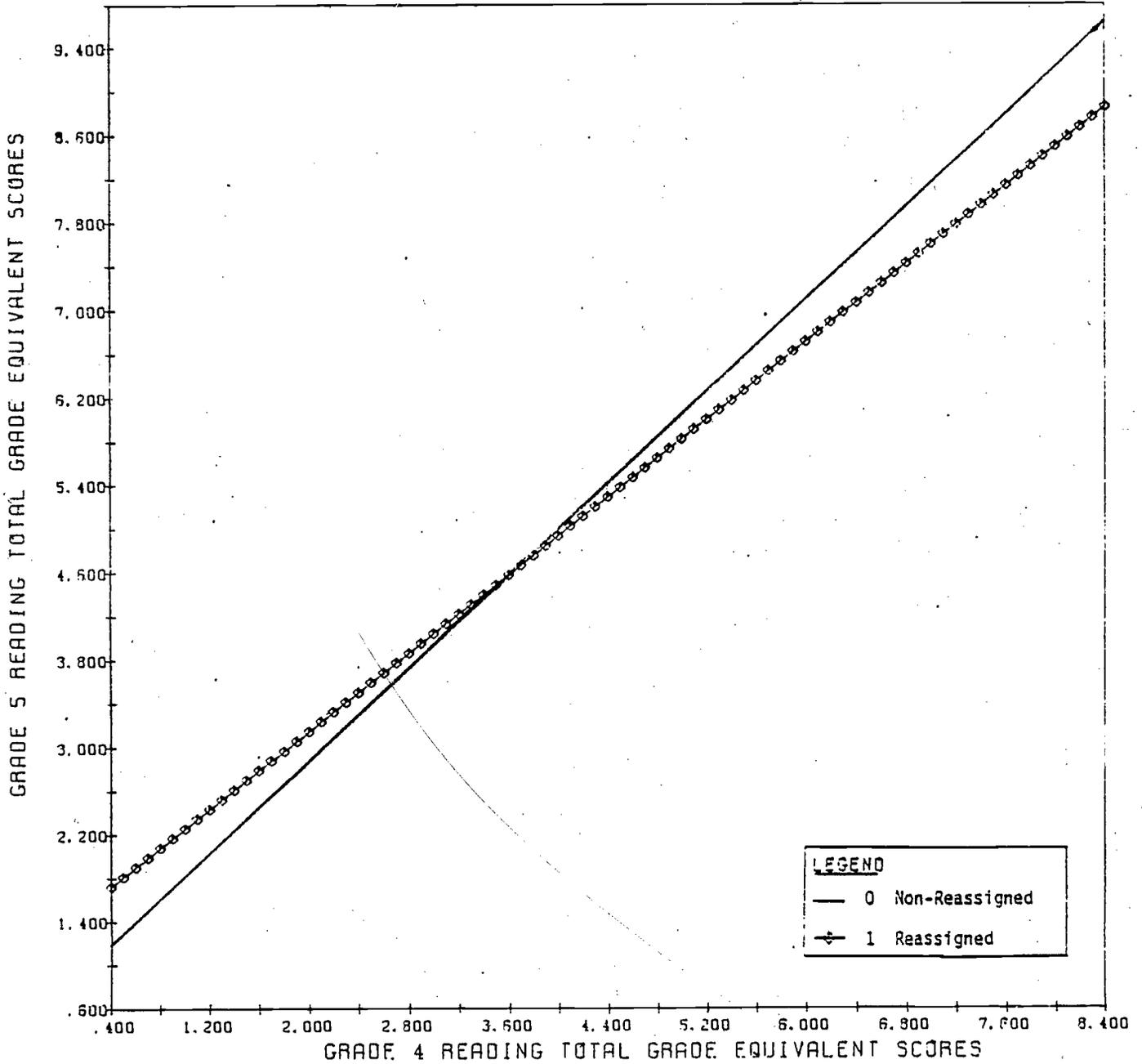


50

OTHER STUDENTS IN GRADE 6

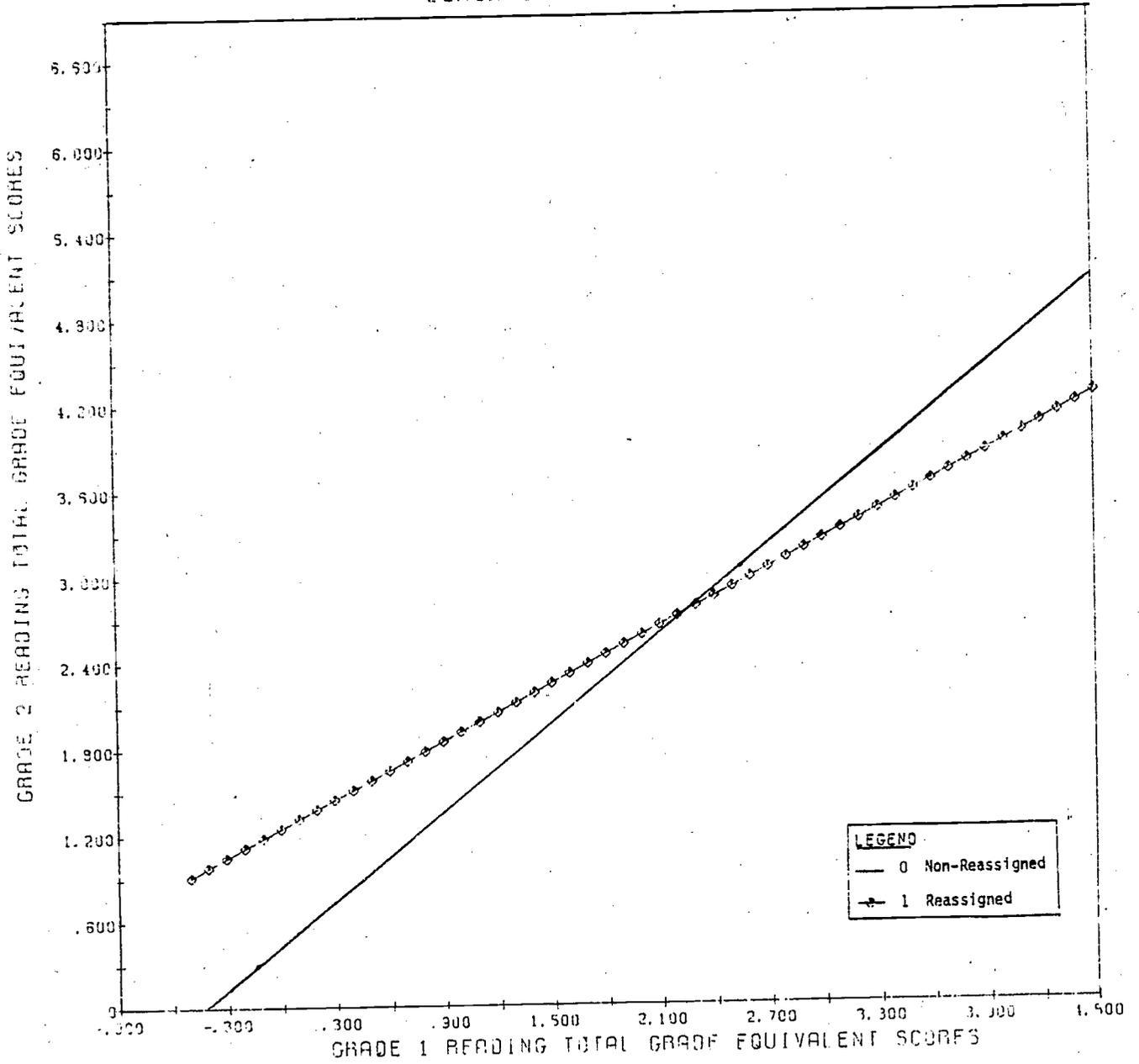


BLACK STUDENTS IN GRADE 5



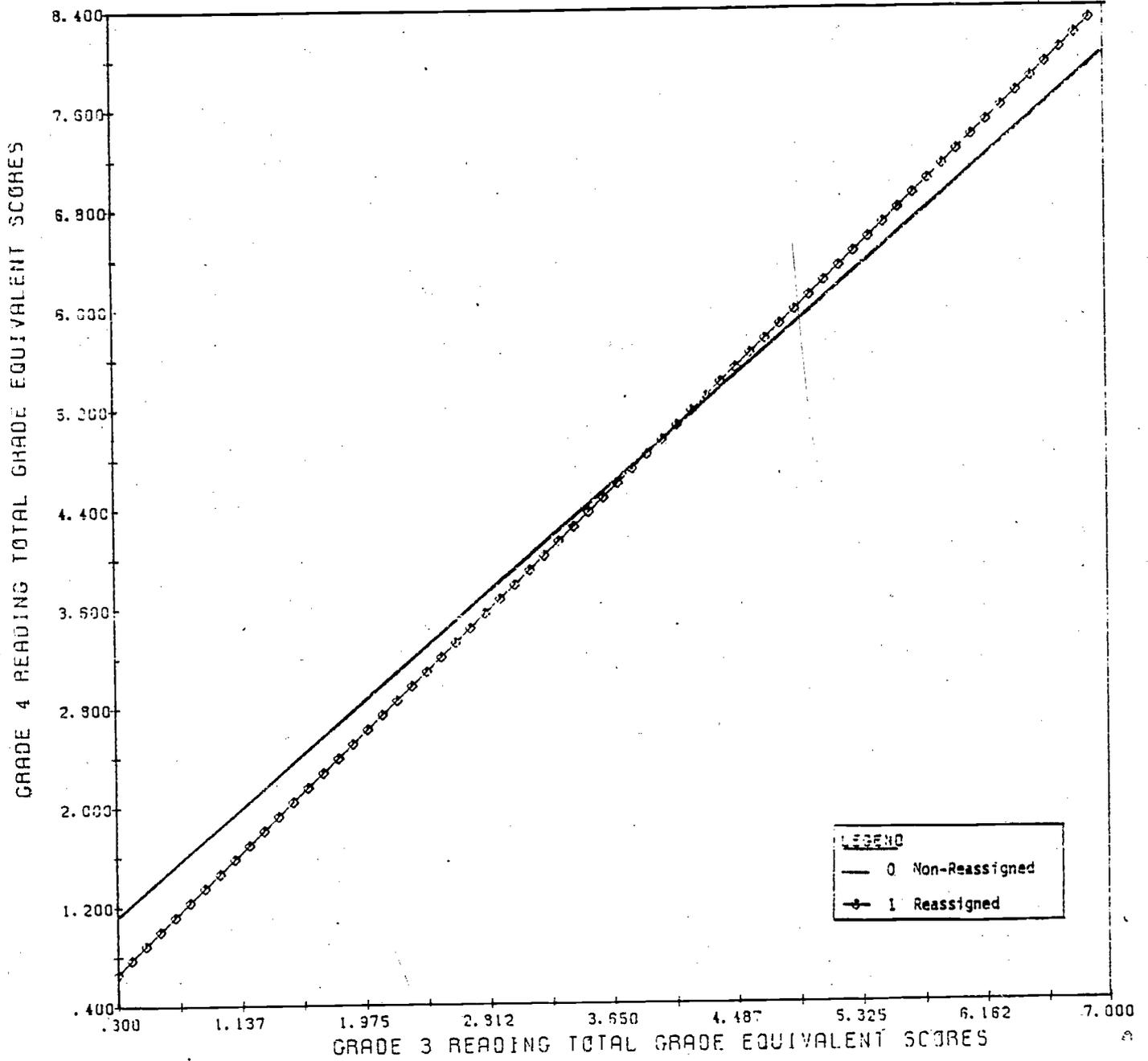
57

BLACK STUDENTS IN GRADE 2



58

### HISPANIC STUDENTS IN GRADE 4



55

ESAA/District Priorities--Systemwide Desegregation

Appendix B

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

60

Brief description of the instrument:

The STEP is a standardized, multiple-choice achievement battery. In 1981-82 AISD used a subset of the complete battery, omitting the English Expression and Social Studies tests. These tests will be given every other year, alternating with the Mechanics of Writing and Science tests. Tests given each year are Reading, Math Computation, and Math Basic Concepts.

To whom was the instrument administered?

All students in grades 9-12. 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.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period--April 6 and 7. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 17 and 24.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

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.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

61

## SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

### Purpose

Results from the systemwide administration of the Sequential Tests of Educational Progress were used to answer the following decision and evaluation questions from the ESAA/District Priorities Systemwide Desegregation Evaluation Design for 1981-82.

Decision Question D1: Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned? ... as students in schools which were not affected by desegregation?

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

Evaluation Question D1-4: Is there a relationship between course selection by students (e.g., the percentage of students taking social studies classes) and the continuing decline in social studies achievement scores?

### Procedure

Procedures for the administration of the STEP for the years 1980, 1981, and 1982 can be found in the final technical reports for Systemwide Testing, publication numbers 79.14, 80.39, and 81.24.

The procedures used in analyzing the results from the STEP are reported with the results related to each evaluation question.

### Results

Evaluation Question D1-2: Did students who were reassigned as a result of the desegregation process achieve at the same level as students in the same schools who were not reassigned?... as students in schools which were not affected by desegregation?

The analyses done to assess the impact of desegregation on student achievement were based on the notion that two sets of factors might be operating on students in desegregated settings. The first set of factors

were those related to attending school in a newly desegregated setting in which the school had recently undergone a major change in student body, and/or staff. For the purpose of analysis such schools were called impacted schools. All junior high schools except Pearce and Bedichek were considered impacted. At the senior high level, Anderson, Crockett, Johnston, and Travis were considered to be impacted.

The other distinction made was between reassigned and nonreassigned students. Reassigned students were those whose school assignments for their grades were changed by either the 1971 or the 1980 court order. Reassignment status was intended to be used to detect the effect of those influences associated with attending a school that is distant from one's home.

Each student in the District was assigned a desegregation code based on the area code of his/her home address, on grade, and on school attended. The desegregation codes were assigned in accordance with the table in Attachment A-1 (of the ITBS Appendix) which was developed with the cooperation of the District Desegregation Specialist. The codes assigned were as follows:

- 1 = nonreassigned student in nonimpacted school.
- 2 = nonreassigned student in impacted school.
- 3 = reassigned student in impacted school.
- 4 = reassigned student in nonimpacted school (applied to only a few students).
- 5 = not in correct school for grade and area code (usually applied to transfer students and special education students).
- 6 = missing area code, school, or grade.

The codes were assigned using the information on the Student Master File and were added to the designated ORE field. They were updated at the end of March, 1982.

The achievement analyses compared three groups of students in a series of pairwise comparisons based on desegregation codes 1-3. The comparisons were as follows:

Code 1 (nonreassigned, nonimpacted students)

vs

Code 2 (nonreassigned, impacted students)

Code 1 (nonreassigned, nonimpacted students)

vs

Code 3 (reassigned, impacted students)

Code 2 (nonreassigned, impacted students)

vs

Code 3 (reassigned, impacted students)

A set of these three comparisons was done for each combination of grade and ethnicity (Black, Hispanic, and Other) for reading and math. Altogether there were three comparisons per set by three ethnicities by four grades for two subject areas to give a total of 72 analyses. The linear models used are described in Attachment B-1. The analyses were run using Earl Jennings' program LINEAR on the UT Dual Cyber System.

The description of the models shows that sex and income level were used as covariates in the analyses. These variables were included in an attempt to equate the groups on two variables which are related to achievement gains and on which the two groups could differ.

Because so many analyses were done, the results are too numerous to place in full detail in this appendix. They have been placed with the ITBS results in four printout binders and are available for inspection. The significant F-tests have been coded, however, and summarized in Figure B-1 through B-3. The following statements provide information necessary to interpret the figures.

- a. The heading "Codes Compared" refers to the groups of students being compared. For example, 1 vs 3 means that students with desegregation code 1 (nonreassigned, nonimpacted) were compared with students with codes of 3 (reassigned, impacted).
- b. Two letters can appear in the column headed "significant F." An A indicates that the comparison of model 1 with model 2 was significant at the .05 level or better. A B indicates that the comparison of model 2 with model 3 was significant.
- c. The column under "Favored Group" can contain the letter I alone or the numbers 1, 2, or 3 followed by a number in parentheses. The letter I indicates an interaction, and is associated with a significant comparison between model 1 and model 2. The implication is that one group did better than the other at some level of the pretest but not at all levels.

The column contains a number followed by a number in parentheses whenever the comparison between model 2 and model 3 was significant. The number tells the group which was superior on the posttest and the value in parentheses tell by how many converted score points they were better. For example, "3(1.5 pts)" would indicate that students with a desegregation code of 3 were superior to the students with whom they were being compared by 1.5 converted score points for all levels of the pretest.

The converted scores are not as directly interpretable as the grade equivalents reported for the ITBS. The range of possible values is from about 410 to 495. Students at the 50th percentile in the 9th grade receive a score of 456 on the reading test. If they were to score at the 50th percentile in the 12th grade, they would receive a converted score of 469, so the average gain from year to year is a small amount--about 4 points per year. There is no math total score on the STEP so the average of the Math Basic Concepts and Math Computation tests was used in the analyses.

Students at the 50th percentile on this score would show a gain from about 452 to 460 from 9th to 12th grade or about 3 points per year. Therefore, in examining the results, one must keep in mind that a small gain in converted score can be meaningful.

- d. Only those comparisons for which the F-test was significant at at least the .05 level are reported in the tables.

What does it mean? To aid in the interpretation of the results, plots were generated for all significant results where interactions occurred. They can be found in Attachment B-2. For Black students, an examination of Figure B-1 reveals that the impact of desegregation must not be very strong. Only four of the 48 F-tests were significant. Those that were significant, however, tended to favor desegregation code 1 over desegregation code 2 and code 2 over code 3. The results for Hispanic students show the least impact of all. Only two of the 48 F-tests was significant. The Other students (ethnicity code of 5) would appear to be the only ones for which the results might be somewhat meaningful, at least in the sense that 13 of the 48 F-tests were significant. The reader is challenged, however, to make any sense of the results. One difficulty of interpretation is due to the fact that when an interaction occurs the groups are most different near the extremes of the pretest, especially the lower extreme. Two factors make differences at the extremes less important--

- a. Few students achieve low scores.
- b. Measurement is least reliable at the extremes.

As a result, a few students with questionable scores can greatly affect the shape of the regression line at the extremes so that if regions of significance were calculated, the area where the regression lines are most far apart might not be statistically significant. In conclusion, it appears that while several F-tests were statistically significant for Other students, there is little evidence for major, consistent effects of desegregation on achievement for this group.

Evaluation Question D1-3: Were some schools more effective than others in boosting student achievement?

A plan for answering this question was developed this year. It is reported in full in Appendix A of this technical report.

Evaluation Question D1-4: Is there a relationship between course selection by students (e.g., the percentage of students taking social studies classes) and the continuing decline in social studies achievement scores?

During the course of the year, this question became refocused into two different questions:

1. Do students who take social studies courses make larger gains than students who are not taking social studies?
2. Do students taking social studies courses from coaches make gains as large as those taking social studies from regular teachers.

The STEP social studies test was not given in 1982; therefore, results from 1980 and 1981 were used in these analyses. To do these analyses a file was created of students who took either no social studies classes or one or two required courses during the 1980-81 school year. Their Social Studies converted scores were analyzed using the linear models described in Attachment B-3. For 9th graders, their 8th grade ITBS Reading Total grade equivalent scores were used as the pretest. Interestingly enough, their correlation between pre- and posttest was essentially the same as the correlations between social studies over one year at the other grades.

The results presented in Figures B-4 through B-8 showed that students who take social studies do make larger gains than students who do not take it. At 9th grade where reading scores were used as the covariate, an interaction occurred.

The plot of the regression lines found in Figure B-5 shows that the difference is greatest at the lower extreme. At grades 10-12 there was no interaction, and the social studies group scored from about 1.1 points to 2.5 points higher than the comparison group at each level of the pretest. Since the average gain in social studies from grades 9 to 10, 10 to 11, and 11 to 12 are 4, 5, and 3 converted score points respectively, the observed differences represent meaningful differences of one quarter to a half of a year's growth. These results show that the STEP is sensitive to instruction. They also suggest that if students took more social studies classes, achievement scores should rise.

The question concerning the impact of coaches on achievement is a good example of a question which seems straightforward when asked but becomes more complicated and harder to answer when examined more closely. The complicating factors were the following:

1. How do you define "coach" and "teacher."
2. How do you handle required courses and electives. The students in these two types of courses are likely to be different. Students taking electives are likely to have a special interest in the subject.
3. How do you handle the number of courses taken by students during the year?
4. How do you handle the fact that students taking more than one course may have taken them from teachers, coaches, or a combination of teachers and coaches.

These complicating factors were resolved as follows:

1. Discussion with the Secondary Social Studies Coordinator produced the following classification scheme for social studies teachers--

T = a person hired as a teacher and only teaching social studies.

- TC = a person hired as a teacher who also coaches (especially golf, tennis, soccer, etc.).
- CTC = a person hired as a coach who also teaches.
- CTT = a person hired as a coach who teaches social studies and no longer coaches.

Working from a list of persons who taught at least one social studies class in 1980-81, the Coordinator placed each in one of the above groups. For the purposes of these analyses, the first two groups were combined to create the teacher group. The other two groups combined were the coaches.

2. Only required courses were considered.
3. Two sets of analyses were done; one included only students taking one course during the year under study. The other set included only students taking two courses. All other students were excluded from the analyses.
4. The group of analyses comparing students who had taken two courses compared three groups--those taking from teachers only, those taking from coaches only, and those taking from both.

First the analyses for students taking only one class. The linear models and variables used were the same as those described in Attachment B-3 with the exception of the definition of variable G. In this case, G was defined as a 1 if the student took social studies from a teacher and 0 if from a coach. The results are summarized in Figures B-9 through B-12. In no cases were the results significant. Either coaches teach as well as other teachers, or the difference is not detectable using the STEP for students taking only one course.

The analyses comparing students who took two courses were done as outlined in Attachment B-4. The results are displayed in Figures B-13 through B-15. At 9th grade, the results were significant; however, not in the expected direction. In this case students taught by coaches or teachers showed gains higher than those taught by both a coach and a teacher. On the average, students taught by teachers scored about 1 point higher than those taught by both, and students taught by coaches scored about 1.2 points higher than those taught by both. It is unlikely that the gains shown by the teacher and coach groups differed significantly. At grades 10 and 11, there was no significant difference between the three groups. At grade 12 there was only one student shown to have been taught by a coach, so the analyses were not done. It would appear from these analyses also that coaches do not have a negative effect on the gains of their students.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
9	1 vs 3	A	I	1 vs 3 2 vs 3	A A	I I
12	-	-	-	1 vs 3	B	1 (3.2 pts)

\* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.

"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

\*\* "I" indicates an interaction; no group is consistently favored at all levels of the pretest. The numbers in parentheses indicate the amount in converted score points by which the favored group exceeded the other group.

Figure B-1. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISONS OF CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR BLACKS AT GRADES 9-12 ON THE STEP.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
9	-	-	-	1 vs 2	B	2 (1.4 pts)
11	-	-	-	2 vs 3	B	2 (.5 pts)

\* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.

"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

\*\* "I" indicates an interaction; no group is consistently favored at all levels of the pretest. The numbers in parentheses indicate the amount in converted score points by which the favored group exceeded the other group.

Figure B-2. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISON OF DESEGREGATION CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR HISPANICS AT GRADES 9-12 ON THE STEP.

Grade	Reading			Math		
	Codes Compared	Significant F*	Favored Group**	Codes Compared	Significant F*	Favored Group**
9	1 vs 3	B	1(1.2 pts)	1 vs 3	A	I
				2 vs 3	A	I
10	1 vs 2	B	1(1 pt)	-	-	-
	1 vs 3	B	1(1.9 pts)			
11	1 vs 2	A	I	-	-	-
	1 vs 3	A	I			
	1 vs 3	B	1(1.6 pts)			
	2 vs 3	A	I			
12	1 vs 2	A	I	-	-	-
	1 vs 3	A	I			
	1 vs 3	B	1(2.8 pts)			
	2 vs 3	B	2(2.4 pts)			

\* "A" indicates the F-test comparing models 1 and 2 was significant at the .05 level.

"B" indicates the F-test comparing models 2 and 3 was significant at the .05 level.

\*\* "I" indicates an interaction; no group is consistently favored at all levels of the pretest. The numbers in parentheses indicate the amount in converted score points by which the favored group exceeded the other group.

Figure B-3. DESCRIPTION OF SIGNIFICANT F-TESTS FOR COMPARISON OF DESEGREGATION CODES 1 AND 2, 1 AND 3, AND 2 AND 3 FOR OTHERS AT GRADES 9-12 ON THE STEP.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	vs 2	.665	.663	2,2822	176.656	<.0001
2	vs 3	.663	.663	1,2824	0.272	.60

Figure B-4. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=2,629) AND THOSE NOT TAKING IT (N=199) - 9TH GRADE.

TAKING VS NOT TAKING SOCIAL STUDIES

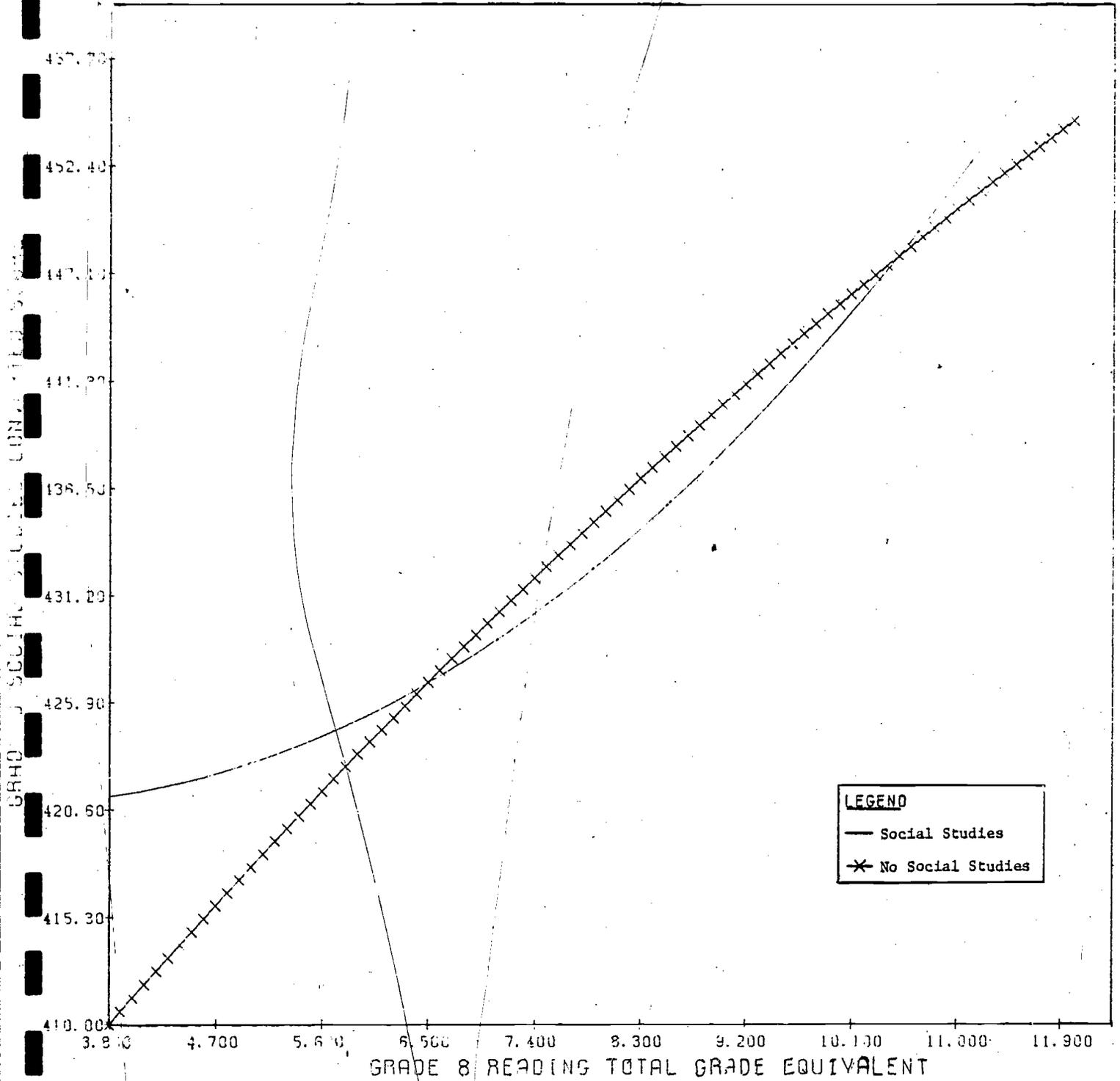


Figure B-5. PLOT OF REGRESSION LINES FOR STUDENTS TAKING AND NOT TAKING SOCIAL STUDIES IN THE 9TH GRADE.

MODELS		RSQ		df	F	P
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.642	.642	2,3017	1.108	.33
2	<u>vs</u> 3	.642	.640	1,3019	9.001	<.01

Students taking social studies scored 1.0 converted score points higher on the average.

Figure B-6. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=2,093) AND THOSE NOT TAKING IT (N=930) - 10TH GRADE.

MODELS		RSQ		df	F	P
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.686	.686	2,2400	.431	.65
2	<u>vs</u> 3	.686	.683	1,2402	17.755	<.0001

Students taking social studies scored 2.5 points higher on the average.

Figure B-7. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=2,148) AND THOSE NOT TAKING IT (N=258) - 11TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.670	.670	2,1657	.226	.80
2	<u>vs</u> 3	.670	.669	1,1659	4.954	.03

Students taking social studies scored 1.4 points higher on the average.

Figure B-8. COMPARISON OF SOCIAL STUDIES GAINS OF STUDENTS TAKING SOCIAL STUDIES IN 1980-81 (N=1,451) AND THOSE NOT TAKING IT (N=212) - 12TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.565	.564	2,124	.115	.89
2	<u>vs</u> 3	.564	.552	1,126	3.381	.07

Figure B-9. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=83) vs STUDENTS TAKING ONE COURSE FROM A COACH (N=47) - 9TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.583	.581	2,485	1.263	.28
2	<u>vs</u> 3	.581	.581	1,487	.048	.83

Figure B-10. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=337) VS STUDENTS TAKING ONE COURSE FROM A COACH (N=154) - 10TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.644	.643	2,185	.345	.71
2	<u>vs</u> 3	.643	.642	1,187	.243	.62

Figure B-11. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=172) VS STUDENTS TAKING ONE COURSE FROM A COACH (N=19) - 11TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.677	.677	2, 1298	.080	.92
2	<u>vs</u> 3	.677	.677	1, 1300	.035	.85

Figure B-12. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING ONE COURSE FROM A TEACHER (N=1,261) VS STUDENTS TAKING ONE COURSE FROM A COACH (N=43) - 12TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.655	.655	4,2490	.939	.44
2	<u>vs</u> 3	.655	.654	2,2494	3.752	.02

Figure B-13. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING TWO COURSES TAUGHT BY TEACHERS (N=1,379), COACHES (N=456), OR BOTH (N=664)--9TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.637	.635	4,1593	1,732	.14
2	<u>vs</u> 3	.635	.634	2,1597	2,160	.12

Figure B-14. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING TWO COURSES TAUGHT BY TEACHERS (N=970), COACHES (N=293), OR BOTH (N=339)--10TH GRADE.

MODELS		RSQ		df	F	p
Full	Restricted	Full	Restricted			
1	<u>vs</u> 2	.681	.681	4,1948	.374	.83
2	<u>vs.</u> 3	.681	.680	2,1952	1,674	.19

Figure B-15. COMPARISON OF SOCIAL STUDIES GAINS BY STUDENTS TAKING TWO COURSES TAUGHT BY TEACHERS (N=1,651), COACHES (N=69), OR BOTH (N=237)--11TH GRADE.



81.73

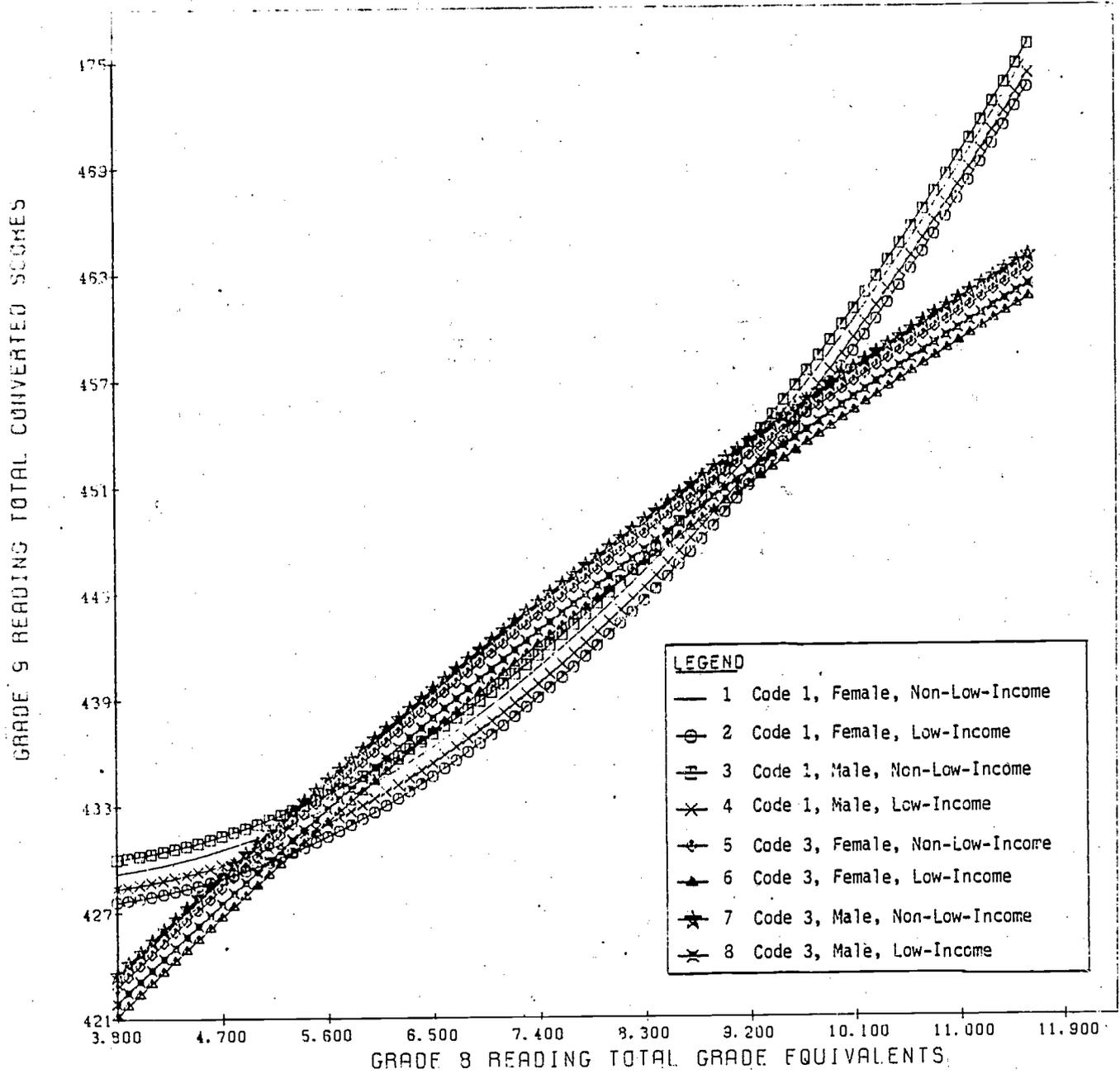
Attachment B-1  
(Page 2 of 2)

F-tests

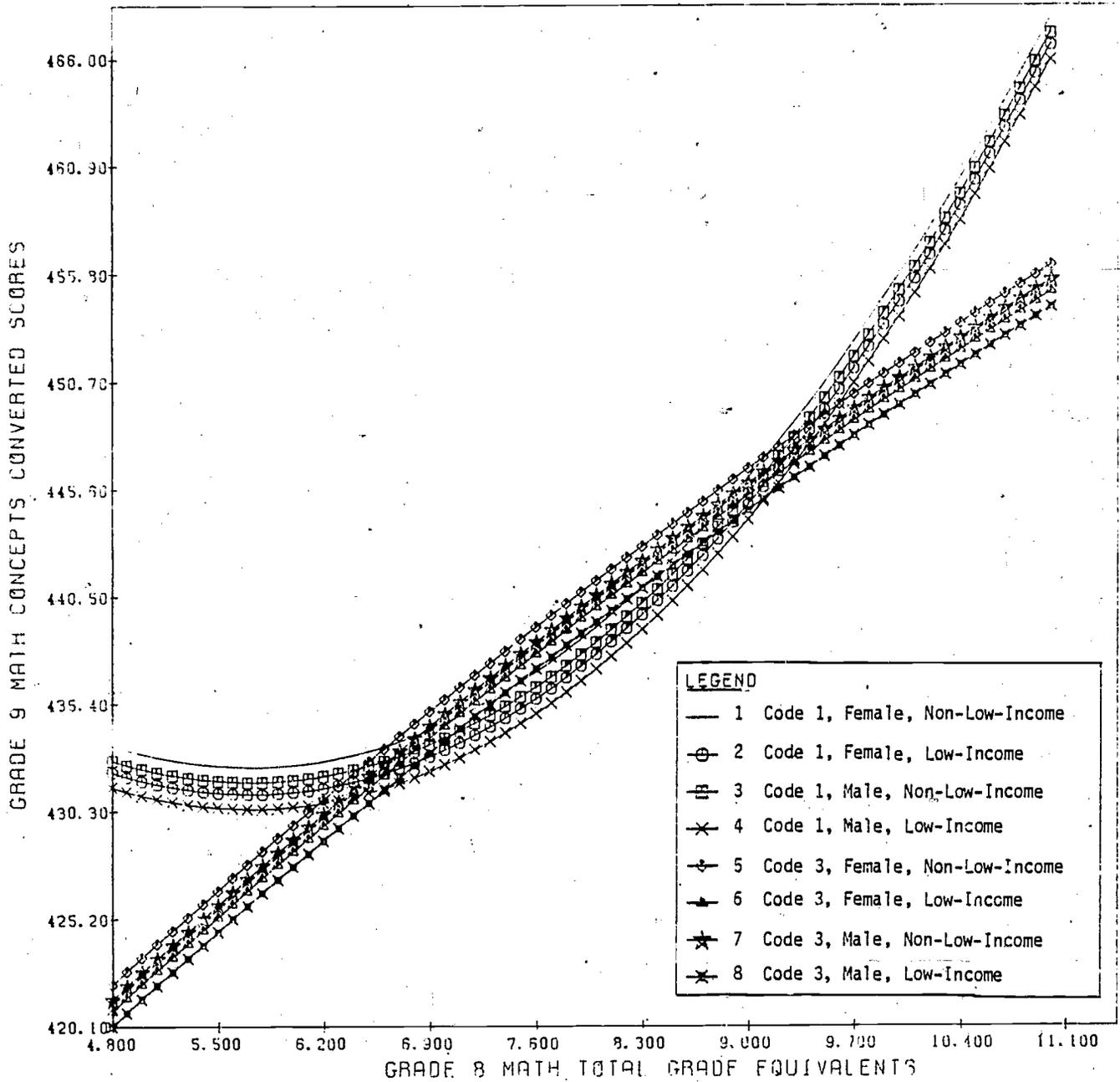
Model 1 vs Model 2:  $df_1 = 8-6=2$ ;  $df_2 = N-8$   
Model 2 vs Model 3:  $df_1 = 6-5=1$ ;  $df_2 = N-6$

76

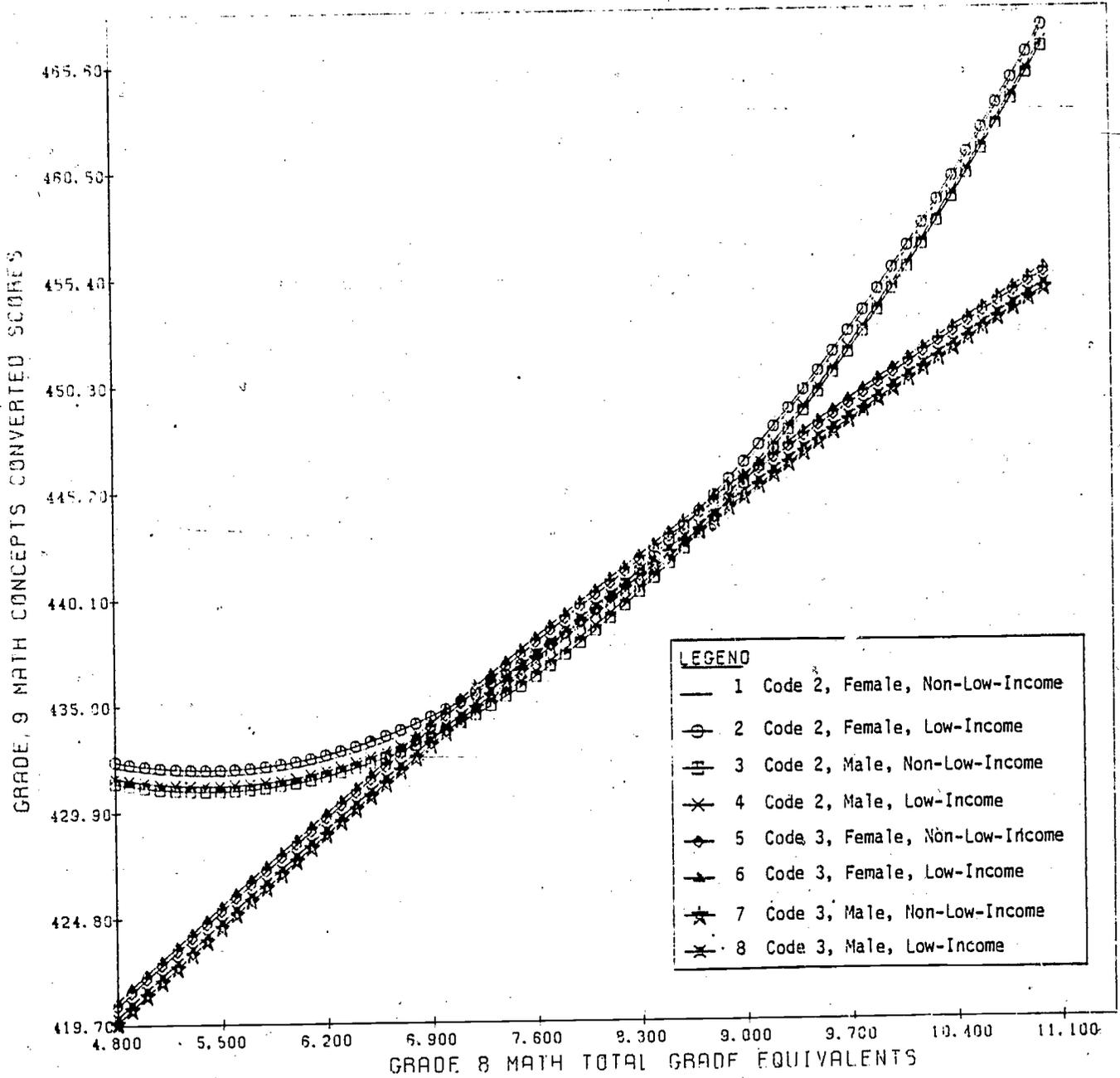
DESEGREGATION CODE 1 VS 3--BLACKS--GRADE 9



DESEGREGATION CODE 1 VS 3--BLACKS--GRADE 9



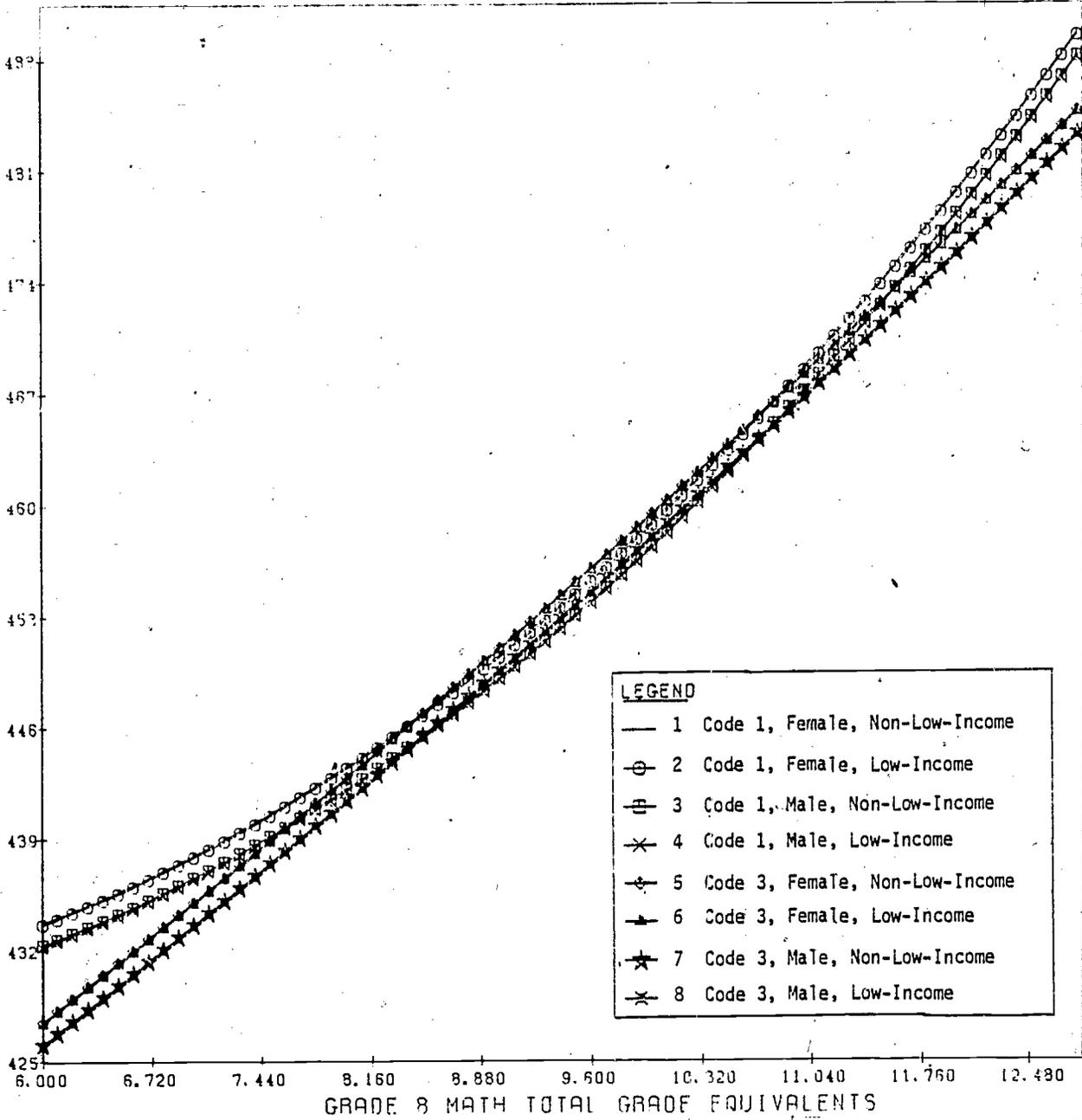
DESEGREGATION CODE 2 VS 3--BLACKS--GRADE 9



73

DESEGREGATION CODE 1 VS 3--OTHERS--GRADE 9

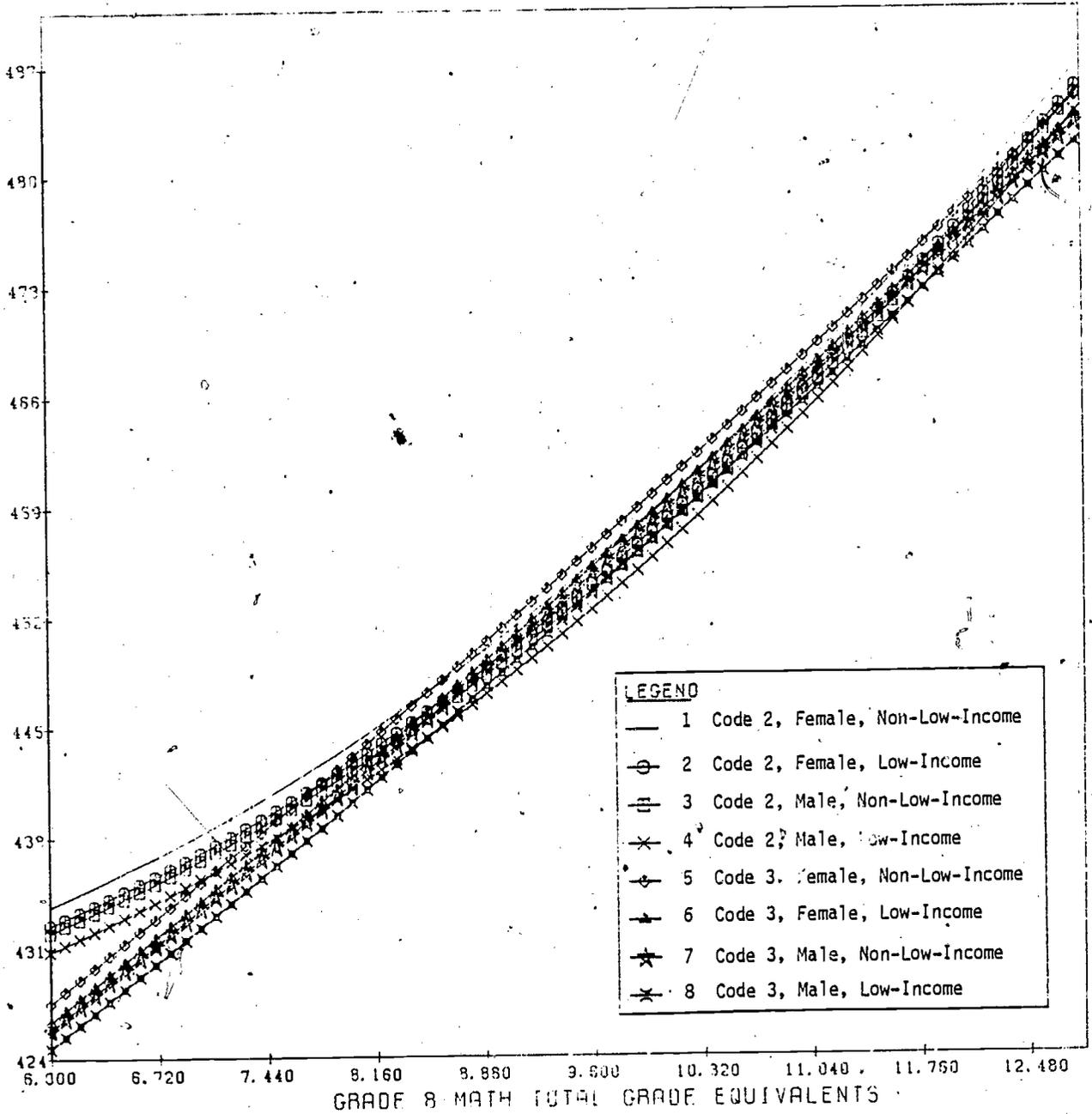
GRADE 9 MATH CONCEPTS CONVERTED SCORES



50

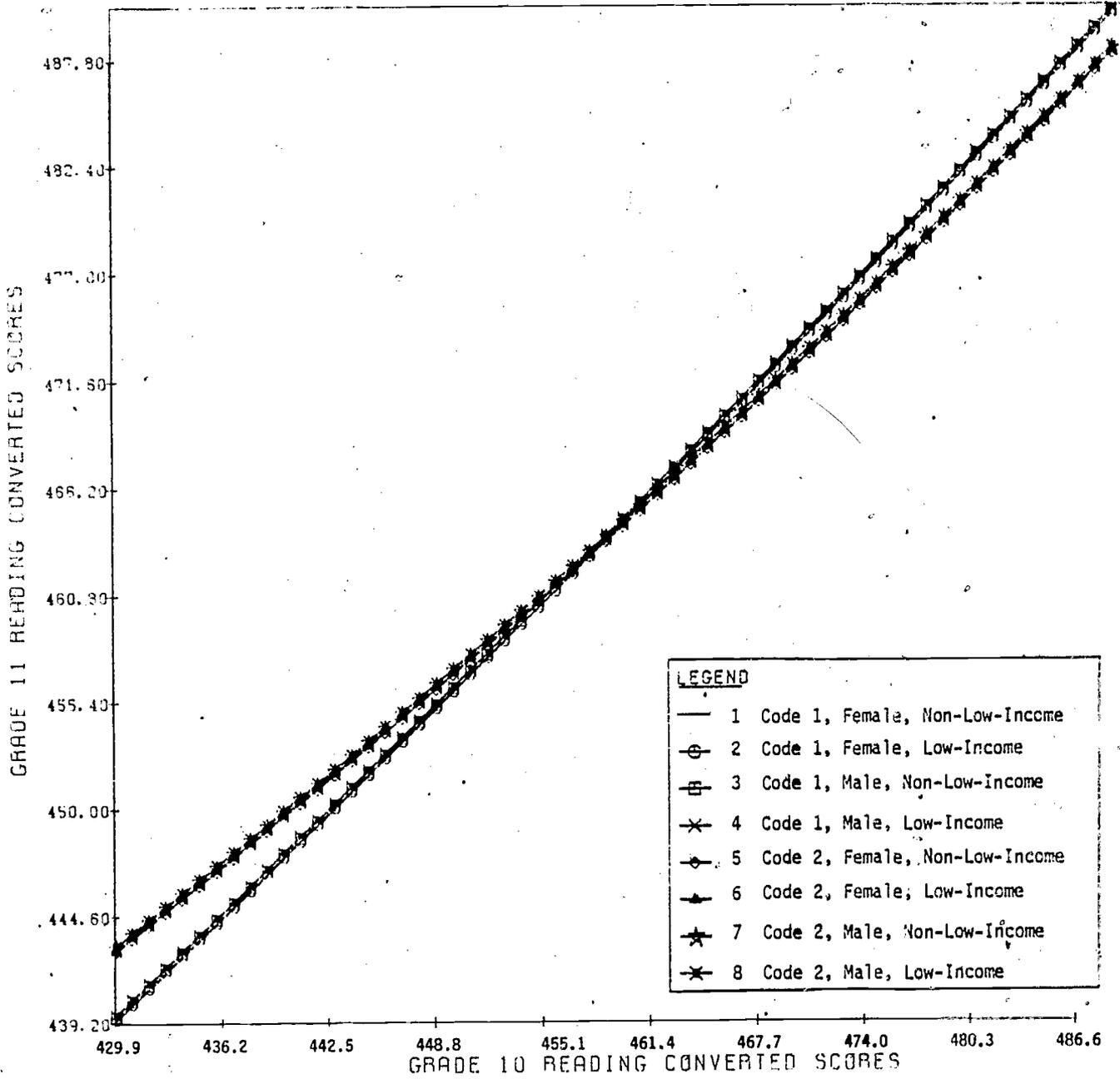
DESEGREGATION CODE 2 VS 3--OTHERS--GRADE 9

GRADE 9 MATH CONCEPTS CONVERTED SCORES

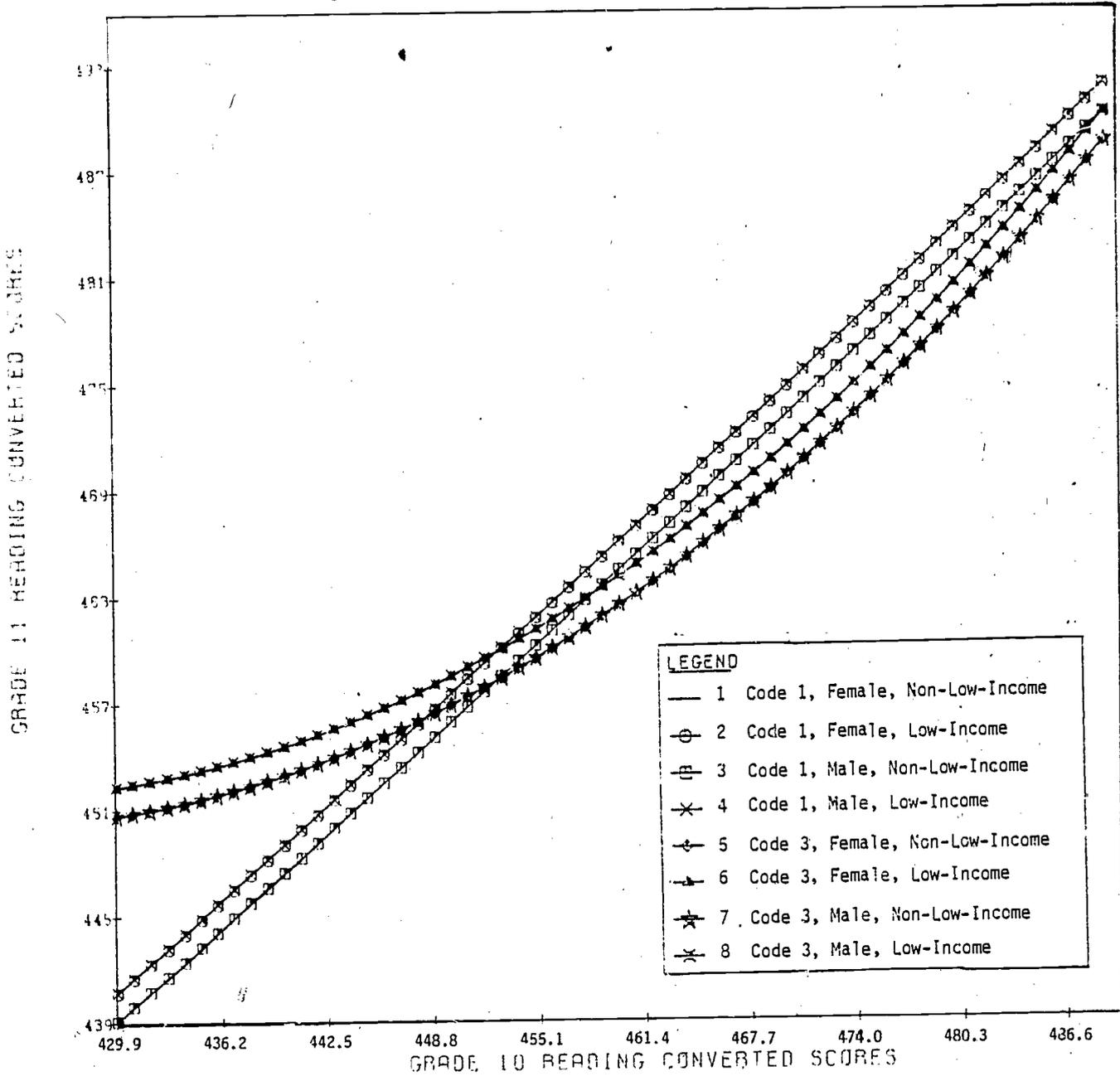


81

DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 11



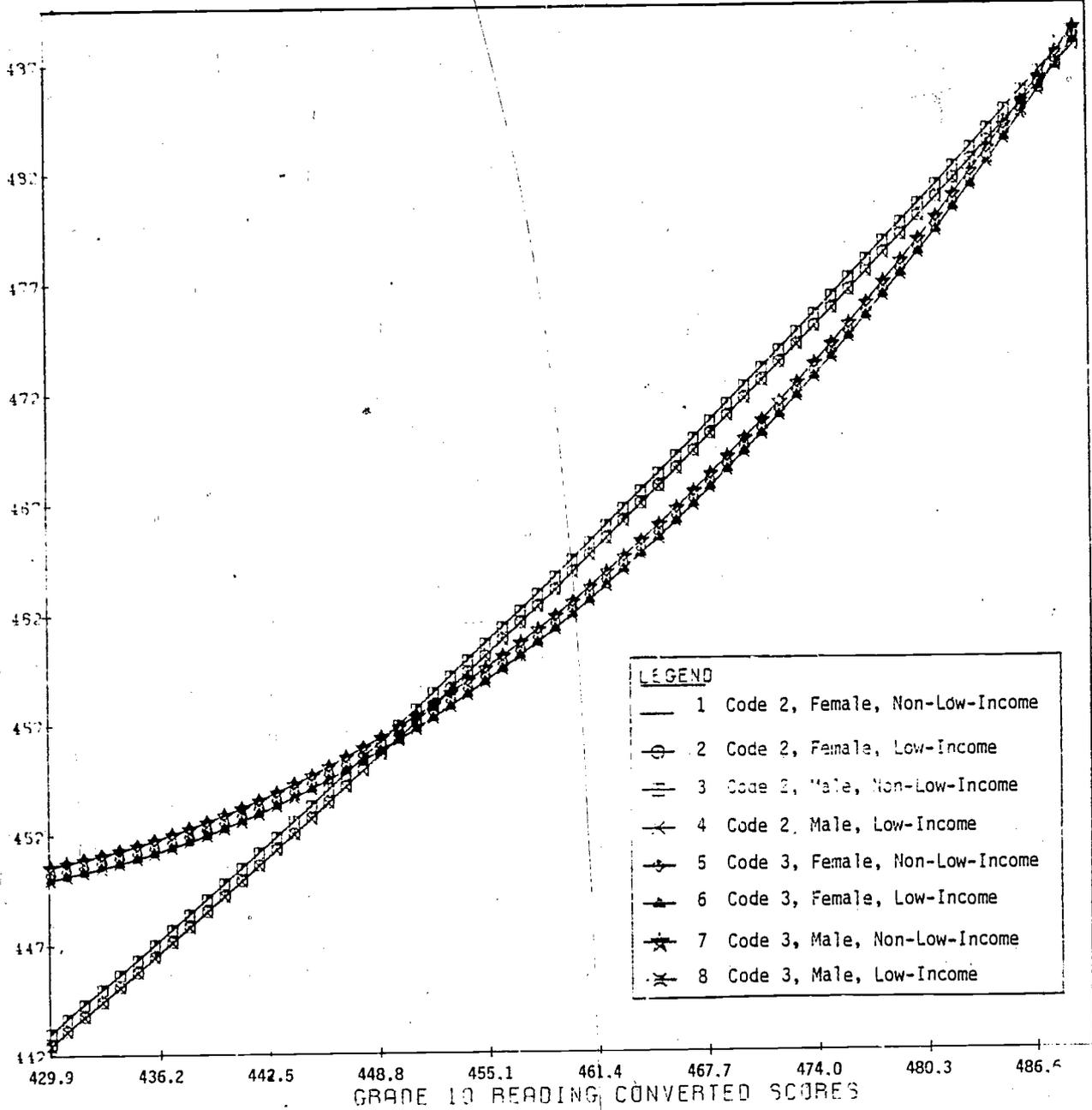
RESEGREGATION CODE 1 VS 3--OTHERS --GRADE 11



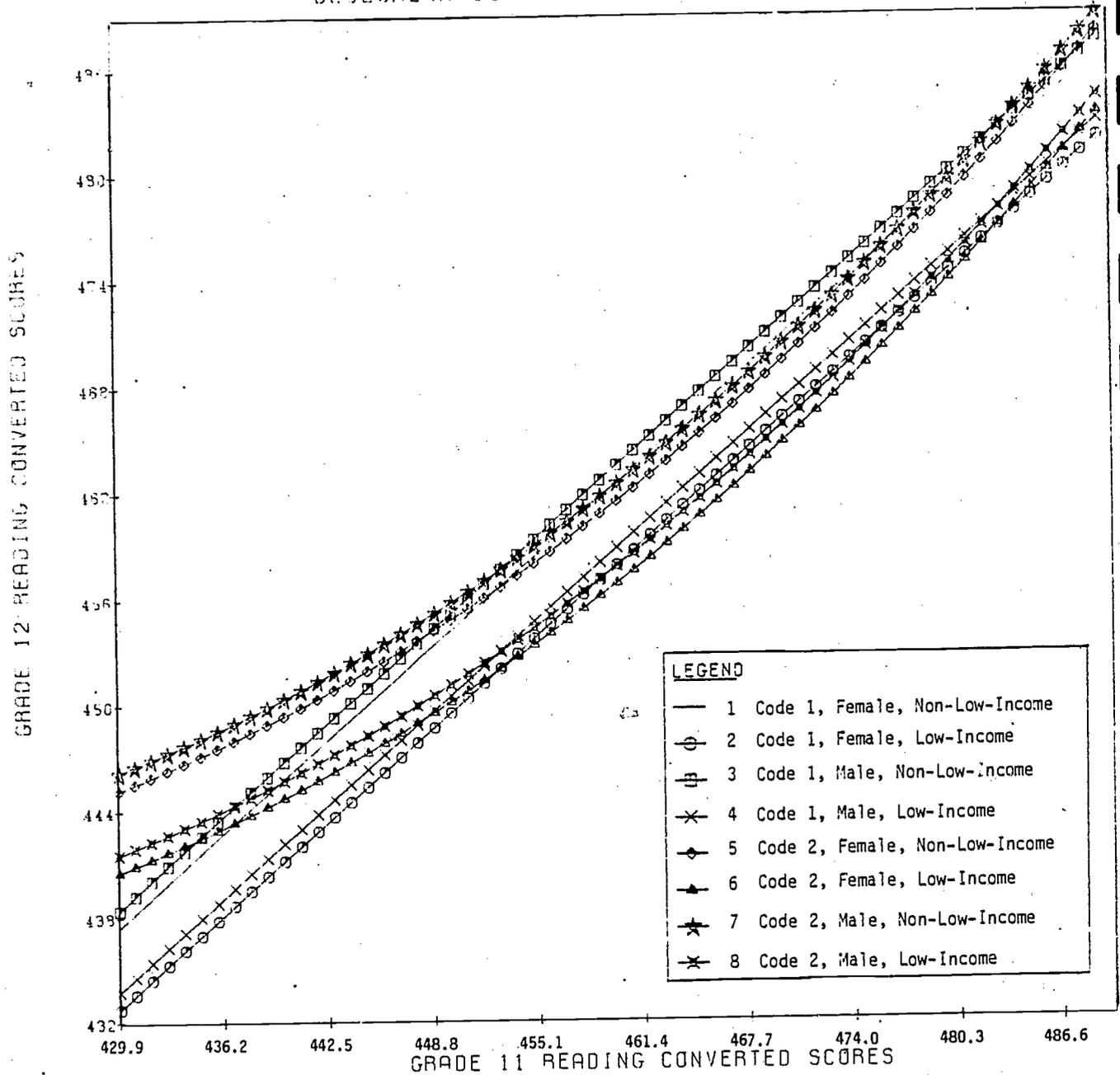
83

REGRESSION COEF 2 VS 3--OTHERS--GRADE 11

GRADE 11 READING CONVERTED SCORES

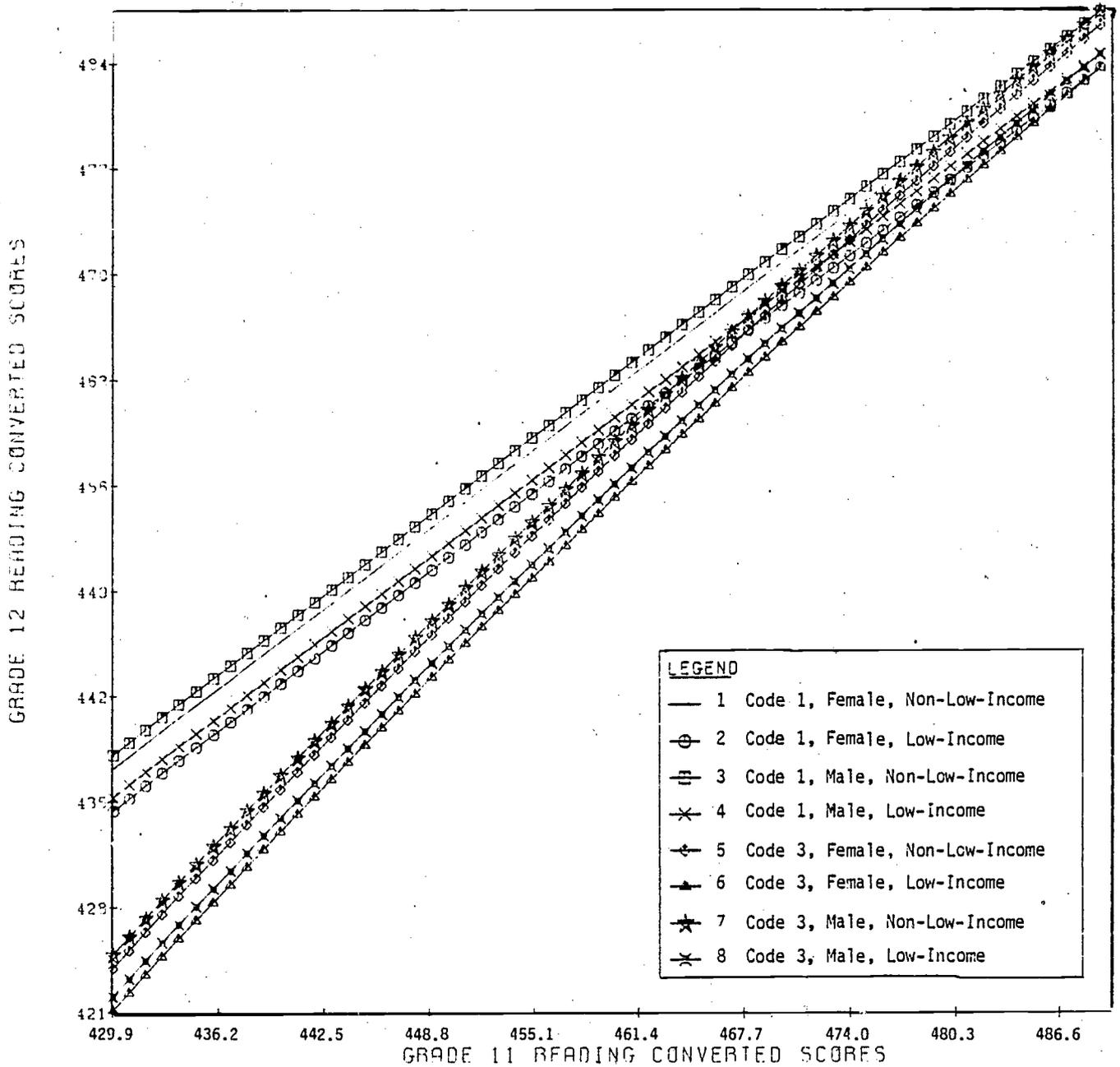


DESEGREGATION CODE 1 VS 2--OTHERS--GRADE 12



8.)

DESEGREGATION CODE 1 VS 3--OTHERS--GRADE 12



LINEAR MODELS USED TO COMPARE STUDENTS TAKING  
REQUIRED SOCIAL STUDIES COURSES WITH  
THOSE NOT TAKING ANY SOCIAL STUDIES

Variables

POST = 1981 Social Studies converted score.  
PRE = 1980 Social Studies converted score.\*  
PRE1 = PRE if a member of group 1; 0, otherwise.  
PRE2 = PRE if a member of group 2; 0, otherwise.  
PRE<sup>2</sup> = PRE squared.  
PRE1<sup>2</sup> = PRE1 squared.  
PRE2<sup>2</sup> = PRE2 squared.  
G = 1 if a member of group 1 (not taking social studies);  
0, otherwise (taking social studies).

Models

Model 1:  $POST = U + PRE1 + PRE2 + PRE1^2 + PRE2^2 + G$

Model 2:  $POST = U + PRE + PRE^2 + G$

Model 3:  $POST = U + PRE + G$

\* Spring 1980 Social Studies scores were not available for 9th graders.  
ITPS Reading Total grade equivalents were substituted.

81

LINEAR MODELS USED TO EVALUATE COACH EFFECT  
FOR STUDENTS TAKING TWO COURSES

Variables

- POST = 1981 Social Studies converted score.  
 PRE = 1980 Social Studies converted score.\*  
 PRE1 = PRE if a member of group 1; 0, otherwise.  
 PRE2 = PRE if a member of group 2; 0, otherwise.  
 PRE3 = PRE if a member of group 3; 0, otherwise.  
 PRE<sup>2</sup> = PRE squared.  
 PRE1<sup>2</sup> = PRE1 squared.  
 PRE2<sup>2</sup> = PRE2 squared.  
 PRE3<sup>2</sup> = PRE3 squared.  
 G1 = 1 if student took both courses from a teacher; 0, otherwise.  
 G2 = 1 if student took both courses from a coach; 0, otherwise.  
 G3 = 1 if student took one course each from a teacher and a coach.

Models

Model 1:  $POST = U + PRE1 + PRE2 + PRE3 + PRE1^2 + PRE2^2 + PRE3^2 + G1 + G2$

Model 2:  $POST = U + PRE + PRE^2 + G1 + G2$

Model 3:  $POST = U + PRE + PRE^2$

\*Spring 1980 Social Studies scores were not available for 9th grades.  
 ITBS Reading Total grade equivalents were substituted.

ESAA/District Priorities--Systemwide Desegregation

Appendix C

TEACHER SURVEY

## Instrument Description: Questions for Teachers

Brief description of the instrument:

A computer-generated questionnaire, with a unique assortment of from 9 to 14 questions per teacher from an item pool of 63 items. There were specific items for some programs and the remaining questions were randomly assigned.

To whom was the instrument administered?

All Migrant Program and Rainbow Kit Program teachers, all teachers at Crockett High School and Martin Junior High, and a 50% random sample of all other teachers in the District. Teachers who had previously been sent a Retention Survey were excluded from the sample.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was March 2, 1982, with a reminder sent on March 23, 1982. The closing date for data processing was April 9, 1982.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

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

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items from previous surveys.

## TEACHER SURVEY

## Purpose

The teacher survey, Questions for Teachers, was conducted in spring 1982. It was designed to continue some data collected by previous staff surveys, to add new questions to our longitudinal data base, and to gather data required for several evaluations. An effort was made to avoid sending a number of surveys to teachers, so questions needed for the Migrant, Rainbow Kit, Drugs off Campus, Title VII, Local/State Bilingual, and ESAA/Desegregation Evaluations were included as well as those for District Priorities Evaluation. Questions were also included from the Superintendent's and Personnel Offices and the Forming the Future Project.

The survey was designed to contribute information for the following decision and evaluation questions from the ESAA/District Priorities Systemwide Desegregation Evaluation Design:

Decision Question D1: Does the District need to make additional efforts to meet the achievement needs of students affected by desegregation?

Evaluation Question D1-5: Have there been changes in teacher attitudes and practices during the second year of desegregation?

## Procedure

The sample of teachers to receive the form was taken from the Employee Master Record File in the following steps:

1. Include all teachers with location codes for Crockett High School and Martin Junior High School (participating in the Drugs Off Campus Program).
2. Include all teachers listed as participating in Title I Migrant and Rainbow Kit Programs.
3. Exclude elementary teachers who have already received Retention Surveys.
4. Exclude nine Migrant prekindergarten teachers who were to be interviewed.
5. From the remaining teachers randomly select 50% to include in the sample.

The total sample was 1582 teachers. Three of these were found to have left the district, leaving a sample of 1579.

Multiple unique forms of "Questions for Teachers" were generated on the District's IBM computer. The total item pool consisted of 63 items (Attachment C-1). Teachers were given between 9 and 14 items. Items 1-33 were randomly assigned to any teachers, with the specification that 31 and 32 be assigned together and only one or two of 25-30 (open response items) be assigned on one form. Item 49 was assigned only to teachers in high impact elementary schools, and items 50 and 51 were assigned to teachers in any high impact school. A list of high impact schools can be found in Attachment C-2. A third of the teachers in the sample were assigned two of items 49-51.

Details on the procedure used to distribute and collect the surveys can be found in Appendix H of the Systemwide Evaluation Technical Report (ORE Publication Number 81.24).

### Results

Results for items which were included in the survey to supply data for specific ORE evaluations are included in the final technical reports for those evaluations. Figure C-1 shows which items are included in other reports.

Responses of the total group to all items can be found in Appendix H of the Systemwide Evaluation Technical Report (ORE Publication Number 81.24).

The teachers surveyed were asked two questions concerning the adjustment to desegregation. Figure C-2 shows teacher responses to these questions. Over two-thirds (67%) of the total group of teachers agreed that students are as well or better adjusted to desegregation this year (1981-82). Secondary teachers were more positive than elementary teachers, with 75% responding "agree" or "strongly agree," compared with 58% of the elementary teachers. More than half (60%) of the teachers surveyed agreed that desegregation problems were being handled as well or better this year than last year. Approximately equal percentages of elementary teachers (60%) and secondary teachers (60%) responded with "agree" or "strongly agree."

The teachers surveyed were asked how much time and energy they were able to devote to teaching in 1981-82, compared to 1980-81. Figure C-3 shows the responses to this question. Seventy percent of all teachers reported that they were able to devote the same amount of time or more to teaching this year. A greater percentage of elementary teachers (27%) than secondary teachers (18%) indicated that they were able to spend "more" or "much more" time teaching.

Figure C-4 shows teacher responses to two items concerning services provided by the ESAA staff support team. Over half (60%) of all teachers surveyed responded "no" on whether the ESAA staff support team provided services to their schools. Over three-fourths (78%) of the teachers responded "no" on whether the ESAA staff support team provided services to them as an individual.

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An open-ended question dealing with problems related to desegregation was included in the survey. The responses are listed in Attachment C-3. Responses were separated for elementary and secondary teachers.

Teachers were asked if they were doing different things in instruction or to improve interethnic relations than they did last year (1980-81, the first year of desegregation). The responses to items 26 and 27 are reported in Figure C-5. Over half (58%) of the teachers reported that they were doing different things in instruction, while about half (49%) reported doing different things to improve interethnic relations. Teachers were asked to list examples of things being done (see Attachment C-4 and C-5).

Teachers were asked about what they wanted to do next year (1982-83) and were given eleven options from which to choose (assuming all are available with no change in salary). If they chose not to stay in the same school with the same assignment, they were asked if desegregation was a factor in their decision. Figures C-6 and C-7 show teacher responses to these questions.

Over three-fourths (76%) of the teachers surveyed said they would choose to continue teaching, with 57% choosing to stay in the same school with the same assignment.

When asked how much desegregation had to do with it, 85% indicated that it was not a factor in their decision. The results were the same for both elementary and secondary teachers.

It is interesting to note that 20% reported that they would leave the District. This result is very close to the 17.2% who did leave the District in 1981 (see Faculty/Staff Recruitment Plan Report, publication number 81.47). The secondary teachers appeared to evidence more job dissatisfaction than elementary teachers in most categories.

Three questions included in the survey dealt with activities funded by ESAA. Figure C-8 shows the responses to these questions. The first question concerned the ESAA outdoor learning activities program, which involved only elementary teachers. The majority (68%) of the teachers surveyed indicated they had not participated. Of those who did participate in the program, 86% felt it was "valuable" or "very valuable."

The final two questions in this group dealt with the learning resources center. Again, the majority of the teachers indicated had not participated in the training for teachers (89%) nor the training for faculties (67%). While about 75% of the participants in release-time training found it to be "valuable or "very valuable," the percentage of participants in faculty group training who responded the same way was only about 50%.

81.73

ITEMS	PROJECT	PUBLICATION NUMBERS
60-63	Drugs off Campus Program, 1981-82	81.54
34-45	ESEA Title I Migrant, 1981-82	81.26
52-57	1981-82 Local/State Bilingual Program	81.44
33	Title VII Bilingual Preschool, 1981-82	81.72
1-9 11-18 20, 22 29-32 46-48 58-59	Systemwide Evaluation, 1981-82	81.24

Figure C-1. ITEMS ON THE TEACHER SURVEY WHICH ARE REPORTED IN OTHER FINAL TECHNICAL REPORTS.

ITEM	GROUP	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
10. Students are as well or better adjusted to desegregation this year than they were last year.	Total (n=287)	14%	53%	14%	3%	2%	14%
	Elementary (n=107)	9%	49%	19%	4%	3%	17%
	Secondary (n=180)	17%	56%	11%	3%	2%	12%
19. Desegregation problems at my school are being handled as well or better this year than last year (the first year of desegregation).	Total (n=261)	18%	42%	23%	1%	1%	15%
	Elementary (n=97)	19%	41%	24%	2%	1%	13%
	Secondary (n=164)	17%	43%	22%	1%	1%	15%

Figure C-2. TEACHER RESPONSES TO ITEMS CONCERNING ADJUSTMENT TO DESEGREGATION.

ITEM	GROUP	MUCH LESS	LESS	SOME	MORE	MUCH MORE
21. How much time and energy do conditions in your school allow you to devote to teaching this year, compared to last year?	Total (n=259)	7%	23%	49%	17%	4%
	Elementary (n=91)	11%	20%	43%	19%	8%
	Secondary (n=168)	5%	25%	52%	16%	2%

Figure C-3. TEACHER RESPONSES ON TIME SPENT TEACHING.

ITEM	GROUP	YES	NO
23. Has the ESAA staff support team provided services in the area of stress management and human relations training to your school?	Total (n=237)	40%	60%
	Elementary (n=96)	38%	62%
	Secondary (n=141)	41%	59%
24. Has the ESAA staff support team provided services in the area of stress management and human relations training to you as an individual?	Total (n=253)	22%	78%
	Elementary (n=100)	28%	72%
	Secondary (n=153)	19%	81%

Figure C-4. TEACHER RESPONSES TO ESAA STAFF SUPPORT TEAM ITEMS.

ITEM	GROUP	YES, VERY MANY	YES, SOME	YES, VERY FEW	NO
26. Are you now doing different things in instruction than you did last year (the first year of desegregation)?	Total (n=331)	9%	38%	11%	43%
	Elementary (n=159)	12%	37%	12%	39%
	Secondary (n=172)	6%	38%	9%	46%
27. Are you now doing different things to improve interethnic relations than you did last year (the first year of desegregation)?	Total (n=305)	5%	24%	10%	61%
	Elementary (n=127)	7%	30%	10%	53%
	Secondary (n=178)	3%	20%	11%	67%

Figure C-5. TEACHER RESPONSES TO ITEMS DEALING WITH INSTRUCTION AND INTERETHNIC RELATIONS IN THE SECOND YEAR OF DESEGREGATION.

ITEM	ELEMENTARY (n=108)	SECONDARY (n=167)	TOTAL (n=275)
31. If you had to choose right now what you wanted to do next year, which option listed below would you choose? Assume all are available with no change in salary.			
Stay in this school and this assignment.	62%	53%	57%
Stay in this school with a different teaching assignment.	4%	12%	9%
Transfer to another school in AISD (teaching).	6%	3%	4%
Move into an AISD campus administration job.	3%	4%	3%
Move into an AISD central administration job.	4%	5%	4%
Work in a support role (e.g. visiting teacher).	5%	1%	3%
Teach in another district.	1%	2%	2%
Move to another district as an administrator.	0%	1%	0%
Teach in a private school.	1%	2%	2%
Take a year off from teaching.	9%	6%	7%
Get a job outside of education.	6%	11%	9%

Figure C-6. TEACHER RESPONSES ON JOB OPTIONS.

ITEM	GROUP	A LARGE FACTOR	A SLIGHT FACTOR	NO FACTOR
82. If you would not choose to stay in this school and this assignment next year, would desegregation be a factor in your decision?	Total (n=239)	8%	7%	85%
	Elementary (n=148)	8%	7%	85%
	Secondary (n=91)	8%	7%	85%

Figure C-7. TEACHER RESPONSES ON DESEGREGATION FACTOR.

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ITEM	GROUP	VERY VALUABLE	VALUABLE	NOT VERY VALUABLE	WASTE OF TIME	HAVE NOT PARTICIPATED
49. How valuable has your participation in the ESAA outdoor learning activities been this year?	Total (n=179)	12%	15%	5%	0%	68%
	Elementary (n= )	12%	15%	5%	0%	68%
	Secondary (n=0)	0%	0%	0%	0%	0%
50. The learning resources center provides training for teachers during the regular school day while substitutes take their classes. How helpful was the training you received under this release time arrangement?	Total (n=505)	3%	5%	2%	1%	89%
	Elementary (n=259)	2%	8%	2%	1%	87%
	Secondary (n=246)	3%	3%	1%	1%	92%
51. The learning resources center provides training for faculties of schools most affected by desegregation. How helpful was the training you received from the resource center?	Total (n=453)	3%	12%	13%	5%	67%
	Elementary (n=199)	6%	13%	14%	4%	63%
	Secondary (n=254)	1%	11%	12%	6%	70%

Figure C-8. TEACHER RESPONSES ON ITEMS CONCERNING ESAA OUTDOOR LEARNING ACTIVITIES AND THE LEARNING RESOURCES CENTER.

Attachment C-1.

ITEM POOL FOR "QUESTIONS FOR TEACHERS" SURVEY

(Page 1 of 9)

2  
QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

THIS YEAR WE ARE USING A NEW PROCEDURE SO WE CAN INCLUDE MORE QUESTIONS (63) AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. WE ARE COMPUTER GENERATING AN UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. EACH FORM WILL CONTAIN LESS THAN 15 QUESTIONS. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL - THEY REPRESENT THE TOTAL ITEM POOL OF 63 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL  
TO: OFFICE OF RESEARCH AND EVALUATION  
ADMINISTRATION BLDG, BOX 79  
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT USING THE SCALE BELOW:

5 = STRONGLY AGREE                      3 = NEUTRAL                      1 = STRONGLY DISAGREE  
4 = AGREE                                  2 = DISAGREE                      0 = DON'T KNOW

- |  | 5 | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|---|
| 1. THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.   |   |   |   |   |   |   |
| 2. THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.   |   |   |   |   |   |   |
| 3. THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS. |   |   |   |   |   |   |
| 4. DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.  |   |   |   |   |   |   |
| 5. THE REPORTS WHICH TEACHERS RECEIVE ON THE RESULTS OF THE DISTRICTWIDE ACHIEVEMENT TEST (THE ITBS OR STEP) ARE HELPFUL TO ME IN PLANNING INSTRUCTION FOR STUDENTS.                         |   |   |   |   |   |   |
| 6. THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED ME IMPROVE MY PROFESSIONAL JOB PERFORMANCE.   |   |   |   |   |   |   |
| 7. ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1981-82 JOB SITUATION.  |   |   |   |   |   |   |
| 8. THE DISTRICT'S EMPHASIS ON ATTENDANCE HAS HELPED IMPROVE ACHIEVEMENT IN THE BASIC SKILLS.   |   |   |   |   |   |   |

9.	THE OFFICE OF STAFF PERSONNEL IS EFFECTIVE IN CARRYING OUT ITS ASSIGNED DUTIES.	5	4	3	2	1	0
10.	STUDENTS ARE AS WELL OR BETTER ADJUSTED TO DESEGREGATION THIS YEAR THAN THEY WERE LAST YEAR.	5	4	3	2	1	0
11.	THE <u>MESSENGER</u> IS EFFECTIVE IN COMMUNICATING AISD ACTIVITIES TO DISTRICT EMPLOYEES AND THE COMMUNITY.	5	4	3	2	1	0
12.	THE <u>MESSENGER</u> SHOULD BE CONTINUED.	5	4	3	2	1	0
13.	INFORMATION SUBMITTED FOR PUBLICATION IN THE <u>MESSENGER</u> IS GIVEN APPROPRIATE CONSIDERATION.	5	4	3	2	1	0
14.	THE <u>MESSENGER'S</u> ARTICLE FORMATS ARE APPEALING.	5	4	3	2	1	0
15.	STUDENTS ARE RECEIVING ADEQUATE DRUG EDUCATION.	5	4	3	2	1	0
16.	I BELIEVE THERE IS ADEQUATE TEACHER INPUT TO PRINCIPAL EVALUATION.	5	4	3	2	1	0
17.	I KNOW ENOUGH ABOUT THE FORMING THE FUTURE PROJECT.	5	4	3	2	1	0
18.	THE FORMING THE FUTURE PROJECT IS A GOOD WAY TO INFORM THE PUBLIC ABOUT DISTRICT GOALS, NEEDS, AND ACHIEVEMENTS.	5	4	3	2	1	0
19.	DESEGREGATION PROBLEMS AT MY SCHOOL ARE BEING HANDLED AS WELL OR BETTER THIS YEAR THAN LAST YEAR (THE FIRST YEAR OF DESEGREGATION.)	5	4	3	2	1	0
44.	A) THE MATH RAINBOW KIT ACTIVITIES HAVE BEEN EASY TO DISTRIBUTE.	5	4	3	2	1	0
	B) THE MATCH BETWEEN THE MATH RAINBOW KIT ACTIVITIES AND CLASSROOM INSTRUCTIONAL ACTIVITIES HAS BEEN GOOD.	5	4	3	2	1	0
	C) THE RESPONSE OF PARENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
	D) THE RESPONSE OF STUDENTS TO THE MATH RAINBOW KIT HAS BEEN GOOD.	5	4	3	2	1	0
46.	THE NEW RETENTION/PROMOTION POLICY IS MORE HELPFUL TO TEACHERS IN MAKING RETENTION RECOMMENDATIONS THAN THE OLD POLICY.	5	4	3	2	1	0
47.	TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.	5	4	3	2	1	0
48.	RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.	5	4	3	2	1	0

58. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS. 5 4 3 2 1 0
60. THE ACTIVITIES OF THE DRUGS OFF CAMPUS (DOC) PROGRAM HINDERED IMPORTANT ONGOING EDUCATIONAL ACTIVITIES. 5 4 3 2 1 0
61. I HAVE RECEIVED ADEQUATE INFORMATION ABOUT THE DOC PROGRAM. 5 4 3 2 1 0
62. MY STUDENTS HAVE REACTED WELL TO THE DOC PROGRAM. 5 4 3 2 1 0
63. THE RIGHTS AND FEELINGS OF STUDENTS ARE BEING GIVEN ADEQUATE CONSIDERATION BY THOSE INVOLVED IN THE DOC PROGRAM. 5 4 3 2 1 0

20. COMPARED WITH PREVIOUS YEARS, THE INFORMATION PROVIDED ME BY THE OFFICE OF RESEARCH AND EVALUATION THIS YEAR HAS BEEN:

MUCH LESS HELPFUL 1      LESS HELPFUL 2      ABOUT EQUALLY HELPFUL 3      MORE HELPFUL 4      MUCH MORE HELPFUL 5

21. HOW MUCH TIME AND ENERGY DO CONDITIONS IN YOUR SCHOOL ALLOW YOU TO DEVOTE TO TEACHING THIS YEAR, COMPARED TO LAST YEAR?

MUCH LESS 1      LESS 2      SAME 3      MORE 4      MUCH MORE 5

22. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?

VERY INADEQUATE 1      INADEQUATE 2      ADEQUATE 3      GENERALLY ADEQUATE 4      VERY ADEQUATE 5

23. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOUR SCHOOL?

YES      NO

24. HAS THE ESAA STAFF SUPPORT TEAM PROVIDED SERVICES IN THE AREA OF STRESS MANAGEMENT AND HUMAN RELATIONS TRAINING TO YOU AS AN INDIVIDUAL?

YES      NO

25. IF YOU HAVE PARTICIPATED IN DESEGREGATION-RELATED INSERVICE PROGRAMS, PLEASE LIST ANY GOOD FEATURES YOU THINK ARE WORTH PRESENTING FOR OTHER TEACHERS:

26. ARE YOU NOW DOING DIFFERENT THINGS IN INSTRUCTION THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES, VERY MANY      YES, SOME      YES, VERY FEW      NO      EXAMPLES:

27. ARE YOU NOW DOING DIFFERENT THINGS TO IMPROVE INTERETHNIC RELATIONS THAN YOU DID LAST YEAR (THE FIRST YEAR OF DESEGREGATION)?

YES, VERY MANY    YES, SOME    YES, VERY FEW    NO    EXAMPLES:

28. WHAT IS YOUR LARGEST REMAINING PROBLEM RELATED TO DESEGREGATION?

29. THE MOST IMPORTANT THING THAT THE OFFICE OF STAFF PERSONNEL COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

30. THE MOST IMPORTANT THING THAT THE OFFICE OF RESEARCH AND EVALUATION COULD DO TO IMPROVE ITS SERVICES TO THE DISTRICT WOULD BE TO:

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1.  STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2.  STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3.  TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4.  MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5.  MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6.  WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7.  TEACH IN ANOTHER DISTRICT
8.  MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9.  TEACH IN A PRIVATE SCHOOL
10.  TAKE A YEAR OFF FROM TEACHING
11.  GET A JOB OUTSIDE OF EDUCATION

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

1.  A LARGE FACTOR
2.  A SLIGHT FACTOR
3.  NO FACTOR

31. IF YOU HAD TO CHOOSE RIGHT NOW WHAT YOU WANTED TO DO NEXT YEAR, WHICH OPTION LISTED BELOW WOULD YOU CHOOSE? ASSUME ALL ARE AVAILABLE WITH NO CHANGE IN SALARY.

1.  STAY IN THIS SCHOOL AND THIS ASSIGNMENT
2.  STAY IN THIS SCHOOL WITH A DIFFERENT TEACHING ASSIGNMENT
3.  TRANSFER TO ANOTHER SCHOOL IN AISD (TEACHING)
4.  MOVE INTO AN AISD CAMPUS ADMINISTRATION JOB
5.  MOVE INTO AN AISD CENTRAL ADMINISTRATION JOB
6.  WORK IN A SUPPORT ROLE (E.G., VISITING TEACHER)
7.  TEACH IN ANOTHER DISTRICT
8.  MOVE TO ANOTHER DISTRICT AS AN ADMINISTRATOR
9.  TEACH IN A PRIVATE SCHOOL
10.  TAKE A YEAR OFF FROM TEACHING
11.  GET A JOB OUTSIDE OF EDUCATION

32. IF YOU WOULD NOT CHOOSE TO STAY IN THIS SCHOOL AND THIS ASSIGNMENT NEXT YEAR, WOULD DESEGREGATION BE A FACTOR IN YOUR DECISION?

- 1. \_\_\_\_\_ A LARGE FACTOR
- 2. \_\_\_\_\_ A SLIGHT FACTOR
- 3. \_\_\_\_\_ NO FACTOR

33. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. IN WHAT FORMAT DO YOU PREFER INSERVICE TRAINING?

LECTURES      SMALL GROUP DISCUSSIONS      WORKSHOPS      "HANDS ON" SIMULATION      OTHER

C. AT THE LEFT OF THE LIST BELOW, RANK THE IMPORTANCE (1= MOST IMPORTANT, 2= NEXT MOST IMPORTANT, ETC.) TO YOU OF EACH TRAINING AREA. THEN, TO THE RIGHT OF THE LIST, CIRCLE THE NUMBER THAT REFLECTS THE LEVEL OF YOUR INTEREST IN RECEIVING TRAINING.

RANK		GREAT INTEREST	SOME INTEREST	LITTLE INTEREST	NO INTEREST
_____ 1.	CLASSROOM MANAGEMENT WITH HETEROGENEOUS GROUPS.	4	3	2	1
_____ 2.	FEDERAL, STATE, AND LOCAL RULES AND REGULATIONS ON BILINGUAL EDUCATION	4	3	2	1
_____ 3.	TEACHING ETHNIC AWARENESS	4	3	2	1
_____ 4.	PARENT INVOLVEMENT	4	3	2	1
_____ 5.	LANGUAGE OF INSTRUCTION FOR VARIOUS PROFICIENCY LEVELS	4	3	2	1
_____ 6.	DESIGNING "AT-HOME" INSTRUCTIONAL ACTIVITIES FOR PARENTS	4	3	2	1
_____ 7.	ENGLISH-AS-A-SECOND-LANGUAGE TEACHING TECHNIQUES	4	3	2	1
_____ 8.	PROCEDURES FOR LEP IDENTIFICATION AND EXIT	4	3	2	1
_____ 9.	TEACHING TECHNIQUES TO USE WITH RETAINEES	4	3	2	1
_____ 10.	TEACHING TECHNIQUES TO USE WITH LOW ACHIEVERS	4	3	2	1

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

- 5 = STRONGLY AGREE      3 = NEUTRAL      1 = STRONGLY DISAGREE
- 4 = AGREE      2 = DISAGREE      0 = NOT APPLICABLE

COMMENTS:

34. THE LENGTH OF INSTRUCTIONAL TIME PROVIDED TO THE MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS BEEN AS MUCH AS WAS NEEDED.      5      4      3      2      1      0

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- 2
35. THE PROCESS USED FOR SCHEDULING MIGRANT PROGRAM STUDENTS THIS SCHOOL YEAR HAS WORKED WELL. 5 4 3 2 1 0
- 
36. THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED. 5 4 3 2 1 0
- 
37. THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED. 5 4 3 2 1 0
- 
38. THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS. 5 4 3 2 1 0
- 
39. THE OPERATION OF MY SCHOOL'S PARENT ADVISORY COUNCIL THIS SCHOOL YEAR HAS BEEN EFFECTIVE. 5 4 3 2 1 0
- 
40. THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED. 5 4 3 2 1 0
- 
41. THE BENEFITS I HAVE RECEIVED FROM THE MSRTS (INCLUDING SIS) THIS SCHOOL YEAR WERE WORTH THE EFFORTS I PUT INTO IT. 5 4 3 2 1 0

42. FOR EACH GRADE TO WHICH YOU GAVE THE MATH RAINBOW KIT ACTIVITIES, PLEASE INDICATE THE DIFFICULTY LEVEL OF THE ACTIVITIES FOR THE AVERAGE TITLE I/ MIGRANT STUDENT. USE THE SCALE BELOW FOR YOUR RATINGS.

5 = TOO HARD    4 = HARD    3 = JUST RIGHT    2 = EASY    1 = TOO EASY

GRADE	DIFFICULTY LEVEL	COMMENTS:
K	_____	
1	_____	
2	_____	
3	_____	
4	_____	
5	_____	
6	_____	

43. AT WHAT RATE DID YOU GIVE OUT THE MATH RAINBOW KIT ACTIVITIES? PLEASE CIRCLE THE RESPONSE MOST REPRESENTATIVE OF YOUR FREQUENCY OF USE. IF YOU GAVE OUT RAINBOW KIT ACTIVITIES AT MORE THAN ONE GRADE LEVEL, PLEASE INDICATE SEPARATELY THE FREQUENCY FOR EACH GRADE, AND WRITE THE GRADE(S) BELOW THE FREQUENCY.

MORE THAN TWO ACTIVITIES PER WEEK	TWO ACTIVITIES PER WEEK	ONE ACTIVITY PER WEEK	ONE ACTIVITY EVERY TWO WEEKS	OTHER (PLEASE SPECIFY) _____
_____	_____	_____	_____	_____



45. PLEASE USE THE SPACE BELOW TO MAKE ANY ADDITIONAL COMMENTS YOU HAVE ABOUT THE MATH RAINBOW KIT, ITS USEFULNESS, SUGGESTIONS FOR CHANGES/IMPROVEMENTS, ETC.

49. HOW VALUABLE HAS YOUR STUDENTS' PARTICIPATION IN THE ESAA OUTDOOR LEARNING ACTIVITIES BEEN THIS YEAR?

VERY VALUABLE 4	VALUABLE 3	NOT VERY VALUABLE 2	WASTE OF TIME 1	HAVE NOT PARTICIPATED 0
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50. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR TEACHERS DURING THE REGULAR SCHOOL DAY WHILE SUBSTITUTES TAKE THEIR CLASSES. HOW HELPFUL WAS THE TRAINING YOU RECEIVED UNDER THIS RELEASE-TIME ARRANGEMENT?

VERY VALUABLE 4	VALUABLE 3	NOT VERY VALUABLE 2	WASTE OF TIME 1	HAVE NOT PARTICIPATED 0
--------------------	---------------	------------------------	--------------------	----------------------------

51. THE LEARNING RESOURCES CENTER PROVIDES TRAINING FOR FACULTIES OF SCHOOLS MOST AFFECTED BY DESEGREGATION. HOW HELPFUL WAS THE TRAINING YOU RECEIVED FROM THE RESOURCE CENTER?

VERY VALUABLE 4	VALUABLE 3	NOT VERY VALUABLE 2	WASTE OF TIME 1	HAVE NOT PARTICIPATED 0
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52. A. ARE YOU SPANISH-ENGLISH BILINGUAL? YES NO

B. DO YOU TEACH LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS IN YOUR CLASSES? YES NO

C. HOW MANY LEP STUDENTS DO YOU TEACH IN YOUR CLASSES? \_\_\_\_\_

53. IF YOU TEACH LEP STUDENTS, HOW DIFFICULT IS IT TO MEET THEIR SPECIAL LANGUAGE NEEDS?

EASY	SOMEWHAT DIFFICULT	DIFFICULT	IMPOSSIBLE
------	--------------------	-----------	------------

54. IF MEETING THE NEEDS OF LEP STUDENTS IN YOUR CLASSES IS DIFFICULT OR IMPOSSIBLE, HOW COULD THIS SITUATION BE IMPROVED?  
\_\_\_\_\_  
\_\_\_\_\_

55. ARE THERE ANY AREAS IN WHICH YOU COULD HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS? YES NO

56. IN WHICH AREAS COULD YOU HELP OTHER TEACHERS IMPROVE INSTRUCTION OF LEP STUDENTS?  
\_\_\_\_\_  
\_\_\_\_\_

57. IF YOU TEACH ANY LEP STUDENTS, TO WHAT EXTENT IS THERE NEED FOR IDENTIFICATION/DEMONSTRATION OF "EXEMPLARY" MATERIALS IN THE FOLLOWING AREAS:

	GREAT NEED	MODERATE NEED	LITTLE NEED	NO NEED
A. DIAGNOSTIC/PREScriptive TESTS FOR PLACEMENT IN ENGLISH INSTRUCTION	_____	_____	_____	_____

111

P.	DIAGNOSTIC/PRESCRIPTIVE TESTS FOR PLACEMENT IN SPANISH INSTRUCTION	---	---	---	---
C.	SPANISH LANGUAGE MATH INSTRUCTION	---	---	---	---
D.	SPANISH LANGUAGE SCIENCE INSTRUCTION	---	---	---	---
E.	SPANISH LANGUAGE SOCIAL STUDIES INSTRUCTION	---	---	---	---
F.	INSTRUCTION IN SPANISH LANGUAGE	---	---	---	---
G.	INSTRUCTION IN SPANISH READING	---	---	---	---
H.	OTHER SPANISH LANGUAGE INSTRUCTION (SPECIFY): _____	---	---	---	---
I.	ENGLISH LANGUAGE MATH INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	---	---	---	---
J.	ENGLISH LANGUAGE SCIENCE INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	---	---	---	---
K.	ENGLISH LANGUAGE SOCIAL STUDIES INSTRUCTION (LOW VOCABULARY/HIGH INTEREST)	---	---	---	---
L.	OTHER ENGLISH LANGUAGE INSTRUCTION (SPECIFY): _____	---	---	---	---
M.	ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION	---	---	---	---
N.	SPANISH AS A SECOND LANGUAGE (SSL) INSTRUCTION	---	---	---	---
<hr/>					
59.	IN GENERAL, DO YOU BELIEVE THAT THE SEMESTER SYSTEM IS AN IMPROVEMENT OVER THE QUARTER SYSTEM?				
	YES, AN IMPROVEMENT	NOTICE LITTLE REAL CHANGE	NO, NOT AS GOOD	UNDECIDED	

## HIGH IMPACT SCHOOLS

ELEMENTARY	SECONDARY
1. Allan	1. Anderson
2. Allison	2. Austin
3. Barrington	3. Bedichek
4. Barton Hills	4. Burnet
5. Blackshear	5. Crockett
6. Blanton	6. Dobie
7. Brentwood	7. Fulmore
8. Brooke	8. Johnston
9. Bryker Woods	9. Lamar
10. Campbell	10. Lanier
11. Casis	11. Martin
12. Cook	12. McCallum
13. Cunningham	13. Murchison
14. Govalle	14. O. Henry
15. Graham	15. Pearce
16. Gullett	16. Porter
17. Highland Park	17. Reagan
18. Hill	18. Robbins
19. Joslin	19. Travis
20. Metz	
21. Norman	
22. Oak Springs	
23. Ortega	
24. Pecan Springs	
25. Pillow	
26. Read	
27. Rosedale	
28. Rosewood	
29. Sanchez	
30. Sims	
31. Summitt	
32. Sunset Valley	
33. Walnut Creek	
34. Webb	
35. Winn	
36. Wooldridge	
37. Wooten	
38. Zavala	

81.73

Attachment C-3

ITEM 28 - "QUESTIONS FOR TEACHERS" SURVEY

(Page 1 of 11)

c-27 114

## Item 28 - "Questions for Teachers" Survey

What is your largest remaining problem related to desegregation?

ELEMENTARY TEACHERS	NUMBER SUGGESTING
<b>SUGGESTION</b>	
<b>DISCIPLINE</b>	12
Lack of discipline.	1
Behavior is too disruptive.	1
Behavior management takes a great deal of instructional time; schoolwide discipline (outside of class, halls, lunch, grounds, etc.)	1
Students fighting and calling names!	1
Lack of full support in the discipline and behavior area.	1
Behavior of some Black students and the total disrespect for authority by many students.	1
Behavior on bus.	1
Becoming familiar with the cultural/economic differences and the relationship to discipline in the classroom.	1
I feel that behavior is the biggest problem. If you can't reach them--you can't teach them.	1
Discipline problems and poor attitudes toward learning.	1
My immediate impulse was to say "gangs." Kids are getting together to fight and protect one another . . .	1
My discipline problems have multiplied to the point that I feel my academically strong students are often neglected.	1
<b>NO PROBLEMS</b>	11
<b>BUSSING/TRANSPORTATION</b>	9
The buses.	1
Bussing of students long distances does not necessarily provide quality or equal educational opportunities.	1
Long bus trips and safety.	1
Young children often must wait for a bus then ride 30-40 minutes before and after school.	1

---

BUSSING/TRANSPORTATION, continued

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Bussing.	1
Not being able to meet with students outside of the school day. Transportation would not be provided often, i.e., I could not have many rehearsals after school.	1
Some students are on buses too long -- this affects their behavior and performance.	1
A big problem at my school is children being dropped off early. They come as early as 7:15 and they must be supervised. Many problems arise from these early morning arrivals.	1
My basic belief that this is not the solution to the "social ills" of our country and that I could not put a very young child--regardless of ethnic background--on a bus to ride across town for thirty minutes to more than an hour each way just to appease those individuals with a proverbial ax to grind!	1

---

QUALITY OF EDUCATION

---

7

Inadequate teaching in the paired school.	1
Other teachers aren't dealing with the situation.	1
Adequate classes available to meet all children's individual needs.	1
Meeting the needs of all children when there is such a vast difference of background experience.	1
The needs of our children are still not being met.	1
My concern is K,4-6, as kindergarten is like a school all in itself. I, also, miss being able to follow children I have taught and being able to give helpful advice to the first grade teachers.	1
There is too much polarization in the classroom. As a teacher I feel I can't meet the needs of all those students . . . too many students with diversified needs are put together for us to handle at one time . . .	1

---

ATTITUDES

---

7

Attitudes of the parents (particularly disagreeing) show up in the students' attitudes.	1
Community still feels that desegregation is here only for a short while and therefore are not willing to put an effort into making it work. Maybe this is why we still have so many children enrolled in private schools.	1

---

 ATTITUDES, continued
 

---

It is not effective! 1

Trying to explain why bussing is necessary--they read reports and news items stating that it isn't working and that other districts (i.e. LA public schools) are going back to neighborhood schools. 1

The continued emphasis by the administration that last year was the first year of desegregation. The first year of desegregation in AISD was 1971. Sixth grade centers were instituted in 1973 or 74. I firmly support the concept of desegregation but prefer a majority-minority transfer system that does not mandate bussing. 1

Some of us still feel the need to separate different races when it comes to ability, etc. STOP saying White does this, Black does this, Chicano does this, etc. What's the point of having desegregation or any other kind of equality thing, if we still separate races. Instead, say 34% scored the highest, or 50% scored the lowest. Stop being picky. This is not equality. 1

One of the grade level areas from the southeast was upset about the northwest area grade level teachers not really taking steps to prepare for their site visit after school as set up and planned. Northwest area parents are withdrawing their children and feel that teacher competence and preparation is underpar to their area teachers. There are still Anglo parents who request/insist on their children being placed with Anglo teachers. 1

---

 RESOURCES
 

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6

Large class (33) due to students moving to non-bussed school. (Fourth grade level) 1

Overcrowding. 3

My LEP children are Vietnamese and Cambodian. I need instructional materials for these children. 1

Crowding in South Austin school. More portables are not the answer. Our main plant cannot accomodate any more students. 1

PARENTAL INVOLVEMENT	5
Lack of parental involvement.	1
Lack of parents being involved in conferences.	1
Getting parents, who live farthest away from the school, to the school.	1
The largest problem generally of my school is parent participation, contact, and involvement.	1
Parents.	1
INTERPERSONAL RELATIONS	3
Parents who teach their children their racial prejudices.	1
The pairing of some schools seems ridiculous; extremely wealthy paired with extremely poor? This has not created much "sharing" on each factor's part; very little interaction goes on. On the other hand, there has not been a lot of "social problems," either. The kids get along just fine, but again; when left to their own groups (free play, free seating assignments), there are definitely still barriers.	1
Teacher's attitude toward working with minority students.	1
MISCELLANEOUS	3
First year teaching.	1
Lack of support from school administration.	1
The decreasing enrollment at kindergarten level in this K, 4-5-6 school, with the possibility of losing one kindergarten class due to low enrollment.	1
DESEGREGATION	2
My school has only about 9 black children which is too low.	1
Classroom is not racially balanced; desegregation is not evident.	1

## ACHIEVEMENT

1

Motivation of minorities to do their best work.

1

## NO RESPONSE

5

## SECONDARY TEACHERS

## SUGGESTION

NUMBER  
SUGGESTING

NO PROBLEMS

48

## BUSSING/TRANSPORTATION

23

Inability, due to bus transportation, for students to participate in before and/or after school activities.

1

Late buses.

3

Attendance of bused students-it's terrible-there is no continuity in classes where students only attend 3-4 days per week.

1

Bussing-and the drop in enrollment it has caused in AISD-burden on minorities.

1

Just busing.

5

Problem of transportation on arriving and leaving school. It makes it hard for makeup work.

5

After school activities have been forced into problems!

1

Transportation of students to training stations in business offices and to social events.

1

Supreme Court decision limiting number of miles students allowed to be bused. This in essence is putting a limitation on busing, which I am opposed to. I strongly favor busing, as I teach at Martin Jr. High, where busing has made the school 100% more teachable!

1

The huge waste of money to run and maintain the buses-- plus the inconvenience to children who must catch the bus so early and ride so far.

1

Students in Vocational Cooperative Programs who are bussed across town sometimes have difficulty with transportation to job sites.

1

Students who missed the bus.

1

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 BUSSING/TRANSPORTATION, (continued)
 

---

Inconsistency of school district policy regarding  
future of busing.

1

---

 ATTITUDES
 

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17

Some blacks and whites still resent desegregation.

1

How to get rid of the 'chip on the shoulder' attitude  
of impudence towards scholastic authority without  
stricter checks and balances on requirements.

1

Preconceived ideas from other teachers and counselors  
stereotyping minorities as low achievers.

1

Attitudes of the public regarding busing.

1

Not sufficient emphasis on our common responsibility as  
Americans and members of a world community.

1

Do away with the program altogether. Because from student  
to teachers to administrators the racial balance has, is,  
and always will be out of balance.

1

I resent spending so much money on this whole thing.

1

The animosity among students.

1

Wondering how long it will last.

1

I wish we could forget about it and proceed on an  
"all equal" basis. Minorities should not be treated  
as special people! Causes problems.

1

Developing a better attitude towards school for minority  
students.

1

It is very hard to understand the way black students, in  
particular, think. Many of them display a "no care"  
attitude.

1

Constant complaints from so called "professional" faculty  
about desegregation's effect upon their teaching locations  
and the negative remarks about students from certain areas.

1

Student complaints.

1

The awareness of differences amplified by HEW.

1

Its ineffectiveness and the inequality of the process used.

1

I am very upset that the real estate folks have divided  
Austin with black, brown, and white and left the problem  
for the public schools to handle.

1

## DISCIPLINE

14

Minority students are often trouble makers in class yet if we send them to the office we are told that we are picking on the minority students, that AISD shows a higher percentage of minority groups being given ISS, 3 day suspensions, or long term suspension. Consequently we have to put up with behavior from minorities that we would not tolerate in Anglo students.

1

Loud, disruptive Black students in my FOM class.

1

Formation of gangs in ethnic groups.

1

Lack of fair, consistent discipline for all students without favoritism for certain teachers and their students or students referred by them.

1

Discipline.

10

## QUALITY OF EDUCATION

14

Motivating the slow learner.

4

Why do so many minority students get to senior high with elementary reading and comprehension skills?

1

Reading level that is low or lessons for low achievers.

1

Trying to meet the diverse needs of my students since their levels and backgrounds are so different.

1

As a parent, concern that my child will not be sufficiently challenged by his classmates.

1

The largest problem is that sufficient emphasis is not placed upon teaching basic skills to minorities. We talk about it, but we don't do it. Therefore students cannot be integrated in classes on a higher level.

1

Some of the minorities are excellent students, but many never turn in any work, yet if we fail many of them we are told we are not doing our job and asked to explain why we have such a high percentage of failures. Consequently most teachers rather than fight the system and have to explain why they are such poor teachers go ahead and pass them and let their next teacher worry about failing them.

1

Has diluted our academic program. I don't know the answer to this--but it has.

1

Lack of coordination among teachers of lower level classes has created more work and uneven standards.

1

Wide span of language abilities in regular classes.

1

Overloading of classes for slow learners.

1

## RESOURCES

12

Overcrowded schools.	5
Falling enrollment in North Austin schools and booming enrollment in South Austin schools with few resources to provide the space needed for adequate education requirements of the students.	1
Securing appropriate teaching materials which reflect the viewpoints of minorities.	1
The astronomical cost and inconvenience for so little positive results. I do not think our economy can survive such economic fiascoes.	1
Large FOM classes.	1
More funds to work with!	1
Amount of money expended on trips to Mexico by the Human Relations club is exorbitant. I question the value of the school providing these trips.	1
The way some schools who previously had a large amount of minority students requested physical and staff changes, but were not granted these wishes until a more affluent population of students were assigned to that school!	1

## DESEGREGATION

11

Classes homogeneously grouped, top (honors) classes tend to be all Anglo, and low-ability classes all minority. I would like to see more desegregation at these extremes.	2
Not enough Blacks in my school.	2
Our school not affected by bussing--problem exists from too many minorities (boundary lines need to be redrawn).	1
Being studied as if desegregation was a school problem when it is in fact a societal one,	1
Forgetting "Desegregation."	1
Unbalanced ratio of ethnic groups in all classes.	1
The problem of the lack of moral courage in the U.S. Senate where many (including both of Texas' representatives) would vote to weaken the country's system of checks and balances and hold out hope (probably false) that the schools need not be desegregated. This further hampers efforts to make Austin's plan run smoothly.	1
LBJ needs to be desegregated--it is going to become the new "Johnston"--if it isn't already. We were not included in the desegregation order.	1
I feel both the Black Heritage Club and Chicano Club should be disbanded. I've had several complaints from Anglo students that this is reverse discrimination.	1

INTERPERSONAL RELATIONS.	8
To convince parents that desegregation is the key to living together "peaceably."	1
Students that do not want to be in my school and so do not cooperate or try.	1
Teacher attitude toward low-achieving students is still a problem for me. I find teachers expect the same from all students and make little effort to diagnose specific skill needs of individual students.	1
Dealing with students who feel they do not belong to a school community because they were bussed or fear they won't be bussed next year.	1
(a) Pressures on minorities, e.g. principals, teachers, and students (in receiving schools),	
(b) Non-participation among minority teachers in Curriculum Support Group (separate faculties),	1
(c) Competitiveness of students encouraged (academically).	1
Lack of support from "Deans."	1
Most of my concerns center on interaction between ethnic cultures and between levels of achievement.	1
There are not many minority teachers in my building. (ex.) I am the only Mexican American teacher in my building.	1
MISCELLANEOUS	8
Ronald Reagan.	1
I really don't have any <u>problems</u> --but these are areas of disadvantage: unmotivated students, lack of school spirit, unity in community schools, long term friendships absent, general student growth problems.	4
Cut down on number of migrant students.	1
Additional paperwork.	2
ATTENDANCE	3
Students not attending proper schools!!	1
Students who claim they are needed at home.	1
Students continue to drop from one school, enroll in another, then return or repeat process with alarming regularity.	1

---

PARENTAL INVOLVEMENT

3

---

Lack of parental support.

3

---

NO RESPONSE

41

---

TOTAL RESPONSES TO ITEM 28 (Elementary and Secondary Teachers)

226

81.73

Attachment C-4

ITEM 26 - "QUESTION FOR TEACHERS" SURVEY

(Page 1 of 5)

125

C-39

## Item 26 - "Questions for Teachers" Survey

Are you now doing different things in instruction than you did last year (the first year of desegregation)?

ELEMENTARY TEACHERS SUGGESTION	NUMBER SUGGESTING
PROJECTS/TECHNIQUES	22
Made more visual materials for children to put their hands on.	1
ESL	1
More games, independent skill sheets, homework sheets to involve parents and develop study skills.	1
Working more examples with them---more visuals.	1
Each child has a chance to work in some area of leadership---thus enhancing his self-concept.	1
More comprehension checks and language development.	1
Presented holidays in a different way, making booklets with stories and pictures for children. And had them tell us about their own countries.	1
Unit: We are Alike and Different. I encourage the use of the second language to express ideas whenever there is an interest or need to do so.	1
Bulletin boards---showing filmstrips.	1
When we study units in S.S. such as "I Am Me," skin, Black History, etc. we always talk about race and color. We make being different as part of life because we are <u>each</u> different.	1
Participating in SWTSU desegregation workshops.	2
Studying cultures, have resource persons come to classroom and explain their specialties, awareness in class of different ethnic groups---accepting <u>all</u> nationalities regardless of differences.	1
I have kept much communication going with all parents.	1
Taught them lingo/slang of the ghetto, set-up mock situations (being very rich/very poor), frank discussions of why there were/are differences.	1
Stressing cultures and Black History.	1
Use more details and student involvement in cultural studies than I used to---such as Mexico, Black History, etc.	1
More writing instruction and time for students to write than before (For grades 2-3).	1
Peer tutoring and more oral instruction.	1

---

 PROJECTS/TECHNIQUES, continued
 

---

(Art teacher at 2 schools) Different projects but same type instruction. Repeated most successful projects in second school. Presented new projects in same school. 1

Had to lower standards, don't cover as much material. 2

---

 MISCELLANEOUS
 

---

14

I have changed teaching situations. 2

First year to teach with AISD. 1

We received only a few more Spanish-speaking, and they are in a level in which I do not teach. 1

I'm teaching more and getting much more accomplished. 1

I am teaching a G/T Language Arts class. What a treat! 1

This system is still very segregated. 1

No, because I fail to see a difference in God's children. 1

I have always been involved in desegregation, 1978-82. 1

The level of instructional involvement has decreased while the level of behavioral management and maintenance has increased drastically . . . . 1

I have always attempted to treat each child as an individual. 1

Nothing. 1

No problems! 1

I can concentrate on quality of instruction instead of a constant hassle with discipline. 1

---

 SCHOOL NOT INVOLVED IN DESEGREGATION
 

---

9

---

 CHANGES MADE NOT DUE TO DESEGREGATION
 

---

9

---

 NO. RESPONSE
 

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34

## SECONDARY TEACHERS

## SUGGESTION

NUMBER  
SUGGESTING

## PROJECTS/TECHNIQUES

11

I am trying to individualize some instruction. I am also attempting to incorporate some computer-assisted instruction into my classes.

1

I am giving a numerical grade on all assignments. This is very time consuming but provides specific feedback.

1

Attempting to read more literature by and about minorities in class.

1

I have students who cannot afford fabric for clothing class and I have provided them with fabric, pattern, and supplies. I have had to slow the pace of self-study and offer a wider variety of reading materials to adjust for the wide range of reading levels in my classes.

1

Working more on student motivation.

1

1) A semi-contract system, 2) more multi-media, 3) more vocabulary emphasis, 4) more verbal questioning.

1

Teaching, writing, and supporting opinions more.

1

Using more group discussion.

1

Using new method for teaching typewriting that was learned in Cortez Peter's summer workshop.

1

Each study unit has an area for an essay that follows personal research. Less able students are now stimulated to exert themselves towards achievement of competency.

1

Pull-out program with English teachers---Study hall to receive elective credit---teacher helps with class work or work on improving reading skills.

1

## MISCELLANEOUS

6

I was not teaching last year.

2

"We" have been segregated since this school opened.

1

Last year was my first year at Anderson and my prior experience was at a naturally integrated school.

1

I don't understand calling last year "the first year of desegregation." I'm at a school with incoming bussed students for about 9 or 10 years. Nothing is new now.

1

---

MISCELLANEOUS, Continued

---

We've been under court ordered integration since 1971!

1

---

CHANGES MADE NOT DUE TO DESEGREGATION

---

6

---

SCHOOL NOT INVOLVED IN DESEGREGATION

---

2

---

NO RESPONSE

---

12

TOTAL RESPONSES TO ITEM 26 (Elementary and Secondary Teachers)

79

81.73

Attachment C-5

ITEM 27 - "QUESTION FOR TEACHERS" SURVEY

(Page 1 of 4)

130

C-45

## Item 27 - "Questions for Teachers" Survey

Are you now doing different things to improve interethnic relations than you did last year (the first year of desegregation)?

## ELEMENTARY TEACHERS

SUGGESTION	NUMBER SUGGESTING
<b>PROJECTS/TECHNIQUES</b>	<b>9</b>
Classroom Court, Magic Circles, and Buddy System.	1
Forming the Future Project for all elementary students.	1
Black History Month.	3
Cultural subject matters in class (food, resource personnel, church relationship, etc.).	1
I always work to integrate entire classroom with projects, hobbies, discussions, problem solving with students.	1
Change in style rather than principle.	1
Basic principles in getting along with everyone---covering Black History, Mexican American history.	1
<b>MISCELLANEOUS</b>	<b>3</b>
Becker has been integrated for years.	1
St. Elmo is a neighborhood integrated school.	1
Harris Elementary has been doing many things for 6 or more years to improve interethnic relations.	1
<b>PARENTAL INVOLVEMENT</b>	<b>1</b>
Encouraging more parent participation.	1
<b>NO RESPONSE</b>	<b>9</b>

131

## SECONDARY TEACHERS

## SUGGESTION

NUMBER  
SUGGESTING

---

PROJECTS/TECHNIQUES

---

8

Culture unit on Texas ethnic groups has expanded with scheduled speakers---written paragraphs about common goals for all ethnic groups.

1

For some of the projects the students study about certain cultures and then create a design for their art design.

1

Curriculum materials reflect interethnic relations.

1

I have been working to improve relations my entire professional life as a teacher. I continually use newspaper articles as a take-off for discussions on various topics pertaining to pride in yourself, the role you play in home, school, and community. I try to insert class projects such as assignments dealing with various ethnic groups, drawings, stories about ourselves, to express a thought, how you see yourself as a citizen, as an employee, in the home and in school . . . .

1

Concentration on Black History Month (customs, heroes, goals). Encouraging students with different cultures to share with the class.

1

When activities are assigned, I use grouping to bring different ethnic backgrounds together.

1

Cooperative learning in the classroom by Johnson & Johnson of Minnesota.

1

Allow basic free flow of communication between contrasting ideals.

1

---

MISCELLANEOUS

---

5

I teach Sp. Ed. = mostly minorities.

1

We have been desegregated for several years!

1

I was not teaching last year.

1

I have encountered (noticed) more serious racial problems.

1

Your methodology of soliciting input makes the results of your survey meaningless.

1

---

NOTHING DONE DIFFERENTLY

---

5

## ATTITUDES

4

Treat each student equal. Race and color should not interfere with the teaching atmosphere.

1

My previous years of teaching were at a minority school; so therefore desegregation was nothing new to me. Each student is an individual and treated that way in my class, regardless of color.

1

I have always had racially mixed classes and have always tried to improve interethnic relations.

1

I teach care and acceptance of my fellow humans and have never had a confrontation of any type while doing so.

1

## NO PROBLEMS

3

## SCHOOL NOT INVOLVED IN BUSSING

1

## NO RESPONSE

11

TOTAL RESPONSES TO ITEM 27 (Elementary and Secondary Teachers)

38

133

81.73

ESAA/District Priorities--Systemwide Desegregation

Appendix D

ADMINISTRATOR SURVEY

134

81.73 Instrument Description: Administrator Survey

Brief description of the instrument:

The "Questions for Administrators" survey included 23 questions. Some questions were identical to those on the "Questions for Teachers" survey to allow comparisons of responses. Others were unique to the administrator survey. Topics covered included accreditation, desegregation, personnel, achievement, and quality of education.

To whom was the instrument administered?

A random sample of about 50% of the District's administrators (n=155) was surveyed. This included administrators not surveyed last year (approximately 45% of present administrators) plus 50% of the administrators new to the District this year.

How many times was the instrument administered?

Once. A second survey and reminder memorandum were sent out in an attempt to increase the return rate.

When was the instrument administered?

The survey was sent through the school mail on March 1. A second copy was sent to those who had not yet returned the survey on March 12.

Where was the instrument administered?

Through the school mail to administrators' school or building addresses.

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?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Responses for some questions are available from last year's survey. Some item responses can also be compared to those of teachers on their survey.

## ADMINISTRATOR SURVEY

## Purpose

The "Questions for Administrators" survey was designed to collect information from AISD administrators on issues of concern districtwide and to specific projects. Specific evaluation questions addressed are listed in the Results section of this appendix. Major areas addressed by the survey include: achievement, retention, information dissemination, staff development, personnel evaluation, desegregation, and coordination.

## Procedure

Instrument. The "Questions for Administrators" survey was developed by Office of Research and Evaluation staff during the winter and early spring of the 1981-82 school year. Input for potential questions was solicited from each ORE project evaluation staff and from key instructional personnel (Attachment D-1). Some (4) questions from last year's survey were repeated; others (19) were new this year. The 1981-82 "Questions for Administrators" survey is shown in Attachment D-2.

Sample. During 1981-82, a random sample of 50% of the AISD staff classified as administrators (Code A) by Personnel was drawn. All administrators were eligible except a few whose involvement in the issues covered by the survey was considered limited (Associate Superintendent for Operations, Director of Finance, Director of Central Services, Supervisor of Food Service, Assistant Supervisor of Food Service, Purchasing Agent, Director of School Plant, Supervisor of Maintenance and Operations, Chief of Security, Director of Energy Management, and Director of Pupil Transportation). In order to minimize the time required of individual staff members, those surveyed last year were not included in this year's sample. Last year's sample file was matched with this year's Employee Master File. Those surveyed last year were eliminated from this year's sample, which left a sample of 50% of those in the District last year as administrators and 100% of the new District administrators. New administrators were identified with the help of Personnel. Then 50% of the new administrators were chosen randomly to be surveyed. This procedure resulted in a sample of 155 of the District's administrators for 1981-82.

Implementation. The "Questions for Administrators" surveys were sent out March 2 through the school mail. Administrators were asked to complete the survey and return it through the school mail. An identification number was printed on each questionnaire so they could be checked in as returned. Even-numbered surveys had no lines provided to respond to open-ended questions 21-23. Odd-numbered surveys had two lines printed for each. This was to enable ORE staff to check and see if response rates varied depending on whether lines were provided or not. Those who had not yet returned surveys

were sent a reminder on March 12 along with an extra questionnaire. (Attachment D-3). A total of 131 questionnaires were returned, representing a return rate of 85%.

Data Analysis. The data were analyzed on the IBM370 computer housed at AISD. The number and percent of respondents answering each question in various ways was calculated. Responses were analyzed for the total group, elementary school administrators, secondary school administrators, and central administrators. Special education and bilingual administrators' responses were analyzed separately for the question concerning coordination of regular and special instructional programs (item 2).

### Results

Sample. The final sample included 131 of the 155 questionnaires originally distributed. The return rate of 84.5% is fairly representative of AISD administrators, although secondary administrators did not respond quite as frequently as the other groups. The final sample sizes by analyses groups are shown in Figure D-1. Special education and bilingual administrators' responses were analyzed separately only for question two regarding coordination of instructional services.

GROUP	NUMBER SENT	NUMBER RETURNED	PERCENTAGE RETURNED
Total Group	155	131	84.5%
Elementary	33	30	90.9%
Secondary	53	33	62.3%
Central	69	68	98.6%
Special Education	6	5	83.3%
Bilingual	6	6	100.0%

Figure D-1. ADMINISTRATIVE SURVEY RETURN RATES BY GROUP. Special education and bilingual administrators also counted in appropriate elementary, secondary, and central totals.

Responses. All of the responses for the groups surveyed (total group, elementary, secondary and central administration) are shown on surveys in Attachment D-4. This section will present information relevant to the evaluation questions and highlight other key findings by topic area.

Throughout this section, results are divided into elementary, secondary, and central administrator responses. Results from the "Questions for Teachers" survey for 1982 are also shown for shared questions (Appendix C shows the complete teacher survey results). If the questions also appeared on last year's survey, the responses for teachers and/or administrators are also shown for comparison. It should be noted that the "neutral" response did not appear on last year's surveys so the results may not be directly comparable.

Low SES and Minority Student Achievement Decision Question 1:

Based on the data from the 1981-82 school year, should the third year of the five-year priorities plan for improvement of the achievement of low socioeconomic status and minority students be implemented as planned?

Evaluation Question D1-7: Do staff perceive low SES and minority student achievement to be improving as a result of the emphasis in this area?

Forty-three percent of the administrators felt the emphasis on low SES and minority student performance had been effective, while 31% were neutral on the subject, eight percent did not know and 19% felt it had not been effective. Over half of last year's administrators felt that the emphasis had improved the performance of low SES and minority students.

Of the teachers responding, only 34% agreed that the emphasis on low SES and minority student achievement had been effective in causing improvement. This year's positive response is somewhat higher than last year's positive response (29%). This year, 23% of the teachers disagreed with the statement, 29% were neutral and 14% did not know whether the emphasis in this area really made a difference.

Question 3: The District's emphasis on the improved academic performance of low socioeconomic status and minority students has been effective in increasing the performance level of these students.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	1	42	31	16	3	8
Elementary	0	38	38	7	10	7
Secondary	0	42	30	24	0	3
Central	2	43	28	16	2	10
All Administrators (1981)	1	54	-	14	1	30
All Teachers (1982)	3	31	29	16	7	14
All Teachers (1981)	2	27	-	20	3	48

Figure D-2. ADMINISTRATOR AND TEACHER RESPONSES ON LOW SES AND MINORITY STUDENT PERFORMANCE.

Accreditation Decision Question 1: Has the Austin Independent School District made progress towards meeting its five-year goals as set forth in the Accreditation Plan? Has the District met its objectives for the second year (1981-82)? Should AISD modify the five-year plan as it is specified for 1982-83?

Evaluation Question D1-5: Do AISD personnel feel that improvements have been made in the coordination of special education, bilingual education, and "regular" education during 1981-82?

Question 2: There is adequate coordination among special education, bilingual education, and "regular" education.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	0	20	19	45	9	9
Secondary	0	19	23	36	13	10
Elementary	0	24	31	35	3	7
Central	0	18	12	54	7	9
Regular Education	0	20	19	45	8	9
Special Education (N=5)	0	20	20	60	0	0
Bilingual Education (N=6)	0	0	17	33	33	17
All Administrators (1981)	0	9	-	53	27	11
All Teachers (1982)	5	25	20	24	14	13
All Teachers (1981)	3	27	-	33	12	25

Figure D-3. ADMINISTRATOR AND TEACHER RESPONSES ON INSTRUCTIONAL COORDINATION.

This figure shows that:

- Only 20% of the 1982 administrators surveyed agreed that coordination was adequate among special education, bilingual education, and "regular" education. Over half (54%) felt coordination was not adequate, and 28% were neutral or did not know.

- These results are more positive than last year. In 1981, only 9% of the administrators felt coordination was adequate, 11% did not know, and 80% said coordination was inadequate.
- The responses of bilingual administrators were slightly more positive this year than last (based on small samples of 5-7 per group each year). Last year, all bilingual administrators felt coordination was inadequate; this year 34% were neutral or answered "don't know." Among special education administrators, responses changed very little. Last year, two administrators felt coordination was adequate (29%); this year, one (20%) said coordination was adequate and another (20%) was neutral.
- About 30% of the teachers agreed that coordination was adequate during 1981-82 compared to 20% of the administrators.

The remainder of the questions on the survey do not deal with specific evaluation questions, and will be discussed by topic area.

Accreditation:

Question 12: The present school goal-setting process is effective in improving AISD.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	4	49	24	15	2	7
Elementary	3	53	23	17	0	3
Secondary	3	53	22	19	0	3
Central	4	43	27	13	3	10

Over half of all administrators felt that the goal-setting process is effective in improving AISD. Of the three groups of administrators, central administrators agreed slightly less often than elementary and secondary administrators. Only 17% of all administrators said that the goal-setting process is ineffective.

Question 21: The best way to improve the present school-wide goal-setting process might be to:

1. Get more input from everyone involved, principals, administrators, families, teachers, coordinators, students, faculties	22
2. Work on the nature of the goals (the number and type)	13
3. Provide more training in goal setting	15
4. Change frequency of goal setting	3
5. Include more evaluation and followup	10
6. Keep the process the same--it's fine now	4
7. General	12
<b>Total Suggestions</b>	<b>79</b>
<b>Surveys with No Response</b>	<b>58</b>

Figure D-4. ADMINISTRATOR RESPONSES CONCERNING GOAL-SETTING PROCESS.

The most common suggestion was to get more input from a variety of groups on the goals. More training for the principals on the nature of the process, nature of the goals, and on setting goals specifically was also suggested quite often. It was also suggested that the number of goals be limited, that goals be measurable and specific, and that certain types of goals be concentrated on. Finally, a number of respondents suggested that more evaluation and followup be done to monitor the process during the year and determine whether the goals are accomplished.

A complete list of suggestions is shown in Attachment D-5.

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Staff Development

Question 5a: Districtwide staff development activities have contributed to the improvement of administrator competencies:

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators (1982)	2	36	28	24	5	5
Elementary	3	37	27	27	0	7
Secondary	3	31	34	28	0	3
Central	2	39	24	21	9	6
All Administrators (1981)	2	43	-	33	8	14

Question 5b: Districtwide staff development activities have contributed to the improvement of teacher competencies.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	5	34	27	21	2	12
Elementary	7	33	27	23	0	10
Secondary	3	33	33	23	0	7
Central	5	36	22	19	3	16
All Teachers	7	32	22	23	13	3

Question 5c: Districtwide staff development activities have contributed to the improvement of teachers' ability to teach language arts.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	3	26	34	14	2	20
Elementary	7	23	43	17	0	10
Secondary	0	24	35	28	0	14
Central	3	30	27	8	5	27

Figure D-5: ADMINISTRATOR RESPONSES TO QUESTIONS ON STAFF DEVELOPMENT.

Thirty-eight percent of the administrators surveyed in 1982 felt that staff development activities had contributed to the improvement of administrator competencies. Twenty-eight percent were neutral, 5% did not know, and 29% felt the activities did not improve administrator competencies.

When administrators were asked if they thought districtwide staff development activities had contributed to the improvement of teacher competencies, 39% agreed that it had, 27% were neutral, 23% disagreed, and 12% did not know. Out of the three groups, there were fewer secondary administrators agreeing with this statement. Teachers' responses were very similar to those of the administrators.

Administrators were slightly less positive and more uncertain about staff development's contribution to improving the ability of teachers to teach language arts; 29% agreed that it had helped, 16% disagreed, 20% did not know, and 34% were neutral. Secondary administrators agreed the least often with this statement.

#### Basic Skills Achievement

Question 1: The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	8	67	14	5	0	6
Elementary	17	70	10	0	0	3
Secondary	3	82	9	0	0	6
Central	6	58	18	10	0	8
All Administrators (1981)	8	58	-	9	1	24
All Teachers (1982)	6	57	13	9	4	11
All Teachers (1981)	4	49	-	13	3	32

Question 4: The District's emphasis on attendance has helped improve achievement in the basic skills.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	6	45	27	9	0	12
Elementary	7	39	32	4	0	18
Secondary	9	46	30	9	0	6
Central	4	47	24	12	0	13
All Teachers	9	40	20	10	3	18

Question 15: The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	2	48	21	15	0	15
Secondary	0	56	22	16	0	6
All Teachers	3	37	16	10	4	31

Figure D-6. ADMINISTRATOR AND TEACHER RESPONSES ON BASIC SKILLS ACHIEVEMENT.

Responses to these items showed that:

- Most (75%) of the administrators believed that the District's emphasis on basic skills has been effective in increasing student performance in the basic skills areas. Central administrators agreed with this statement less often than the other groups. Administrators were more positive about the effect of basic skills' emphasis this year than last.
- Teachers' views became more positive between 1981 and 1982, but they were less positive than the administrators. Of the teachers, 63% felt that the emphasis on basic skills had been effective while only 13% disagreed. In last year's survey, 53% of the teachers agreed and 16% disagreed.
- Administrators were also positive about the effect of the emphasis on attendance, but less so than about the basic skills emphasis. About half of all the administrators felt that the District's emphasis on attendance has helped improve achievement in the basic skills. Only 9% disagreed, 12% did not know, and 27% were neutral on the subject.
- Teachers responded in a similar way to administrators regarding the influence of an attendance emphasis on basic skills achievement. About half (49%) of the teachers contended that this emphasis has helped improve achievement in the basic skills and only 13% disagreed. Of the two groups of teachers, elementary teachers agreed less frequently (43%) than secondary teachers (53%).

- Half of the administrators surveyed stated that minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. Only 15% felt that the requirements did not help, with the rest replying that they were neutral (21%) or unsure (15%).
- Of the teachers responding to the questionnaire, 40% agreed that competency requirements have been effective in improving graduates' performance. Only 14% disagreed with this statement, with 16% responding neutrally and 31% saying they did not know. Thus, teachers were more unsure and less positive about the effects of the requirements compared to administrators.

### Retention/Promotion

Question 13: The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	20	57	14	4	0	5
Elementary	24	59	14	3	0	0
Central	16	60	16	0	0	8

Question 46 (Teacher Survey): The new retention/promotion policy is more helpful to teachers in making retention recommendations than the old policy.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Teachers	25	49	11	4	3	9

Question 14: Teachers are adequately prepared to foster learning in students who have been retained in a grade.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	7	15	27	36	6	9
Elementary	11	26	26	26	4	7
Central	4	4	31	50	8	4
All teachers	11	39	20	20	4	6

Figure D-7. TEACHER AND ADMINISTRATOR RESPONSES ON RETENTION.

Most administrators (77%) agreed that the new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. Most teachers also feel the new policy helps them in making retention recommendations.

Administrators and teachers were not as positive about teachers' preparation to foster the learning of retainees. Only 22% of the administrators felt teachers were prepared for this adequately. Teachers were somewhat more positive--50% felt teachers were adequately prepared for this challenge.

### Personnel

Question 20: On a scale of 1-5, how would you rate the new Administrator Evaluation system?

GROUP	VERY INADEQUATE %	GENERALLY INADEQUATE %	ADEQUATE %	GENERALLY ADEQUATE %	VERY ADEQUATE %
All Administrators	4	19	52	20	5
Elementary	3	31	48	10	7
Secondary	6	13	59	16	6
Central	3	16	50	27	3

Figure D-8. ADMINISTRATOR OPINIONS ON NEW EVALUATION SYSTEM.

When asked in March, most administrators (77%) rated the new Administrator Evaluation system adequate. At this point in time, administrators knew how the new system was set up but had probably not been evaluated with it. Of the three levels of administrators, more elementary administrators (34%) said the system was inadequate than secondary (19%) and central administrators (19%).

Question 6: The Office of Staff Personnel is effective in carrying out its assigned duties.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	4	38	25	18	6	9
Elementary	7	41	31	14	0	7
Secondary	0	52	23	16	7	3
Central	5	29	26	20	9	12
All Teachers	4	30	31	9	4	22

Figure D-9. OPINIONS ON PERSONNEL OFFICE EFFECTIVENESS.

Slightly less than half of all administrators agreed with this statement. Of the three groups of administrators, central administrators (34%) agreed less frequently that the Office of Staff Personnel is effective in carrying out its assigned duties. One fourth of all administrators were neutral.

Teachers were more uncertain than administrators about the effectiveness of the personnel office. Fewer teachers agreed that personnel was effective, but more replied that they did not know if the office was effective.

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Question 23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

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1. Hire more teachers and administrators of certain types (minority, special education, bilingual, math, science, full time).	11
2. Hire better quality teachers through improved screening and quicker placement.	7
3. Keep teachers in their primary area of certification.	3
4. Let other AISD staff have more say in hiring.	12
5. Assist in firing incompetent personnel.	3
6. Streamline and improve office procedures and operations.	17
7. Provide organized staff development to improve competencies.	9
8. Complete administrative evaluation system and improve implementation of teacher evaluation system.	4
9. Communicate better about activities, events, and services available.	5
10. Be professional, courteous, helpful, ready to listen, pleasant, etc. with those they come in contact.	9
11. Be objective, consistent, and straightforward on communications.	3
12. Improve staffing in personnel.	5
13. Continue to do a good job.	6

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Total Suggestions	94
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Surveys with No Response	50
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Figure D-10. ADMINISTRATOR SUGGESTIONS FOR PERSONNEL OFFICE IMPROVEMENTS.

The highest number of suggestions were made about various facets of hiring. A number of suggestions were also made about ways to improve the operations of the personnel office and the interpersonal skills of its staff. Complete comments were forwarded to the Executive Director of Personnel and are also on file with the original for this report.

Dissemination

Question 9: The Messenger is effective in communicating AISD activities to District employees and the community.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12	62	16	5	2	3
Elementary	10	67	13	0	3	7
Secondary	13	56	28	3	0	0
Central	13	63	12	7	2	3
All Teachers	7	49	29	6	4	5

Question 10: The Messenger's article formats are appealing.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12	58	24	5	2	1
Elementary	0	80	13	3	3	0
Secondary	6	53	31	6	3	0
Central	19	50	25	4	0	2
All Teachers	6	37	39	8	5	6
Elementary	7	46	32	6	3	5
Secondary	5	32	42	10	6	6

Figure D-11. OPINIONS ABOUT THE MESSENGER.

Overall, 74% of the administrators stated that the Messenger is effective in communicating AISD activities to District employees and the community. The teachers were a little less positive; only 55% felt that it was effective. Twenty-nine percent of the teachers were neutral in their responses while only 16% of the administrators were neutral.

It seems that more administrators (70%) feel that the Messenger's article formats are appealing as compared to teachers (43%). Over a third of the teachers responded neutrally while only about a fourth of the Administrators responded that way.

Question 11: The Forming the Future Project is a good way to inform the public about District goals, trends, and achievements.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	19	58	13	6	2	2
Elementary	30	43	17	3	3	3
Secondary	9	67	12	6	3	3
Central	16	61	12	8	2	2
All Teachers	16	40	24	4	1	16

Figure D-12. OPINIONS ON FORMING THE FUTURE PROJECT.

Most administrators (77%) responded that the Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. There was no strong disagreement on this statement.

Of the teachers surveyed, 56% agreed that Forming the Future was a good dissemination tool. More teachers (16%) than administrators (2%) said they "did not know" whether the project was effective.

### Desegregation

Question 7: Students are as well or better adjusted to desegregation this year than they were last year.

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW %
All Administrators	12 (13)*	57 (64)	16 (18)	2 (2)	2 (2)	11
Elementary	13 (16)	43 (54)	20 (25)	3 (4)	0 (0)	20
Secondary	24 (26)	42 (45)	21 (22)	0 (0)	6 (6)	6
Central	6 (7)	69 (76)	12 (13)	3 (3)	2 (2)	9
All Teachers	14 (16)	53 (62)	14 (16)	3 (3)	2 (2)	14

Question 8: Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation).

GROUP	STRONGLY AGREE %	AGREE %	NEUTRAL %	DISAGREE %	STRONGLY DISAGREE %	DON'T KNOW
All Administrators	15 (20)	31 (41)	23 (31)	4 (5)	3 (4)	25
Elementary	21 (26)	36 (44)	25 (30)	0 (0)	0 (0)	18
Secondary	31 (33)	34 (36)	19 (20)	3 (3)	6 (6)	6
Central	2 (3)	28 (47)	22 (37)	6 (10)	2 (3)	41
All Teachers	18 (21)	42 (49)	23 (27)	1 (1)	1 (1)	15

\*The numbers in parentheses indicate the percentage of responses from administrators and teachers with an opinion.

Figure D-13. ADMINISTRATOR RESPONSES CONCERNING DESEGREGATION.

Responses to these items showed that:

- Most (69%) of the administrators reported that students are as well or better adjusted to desegregation this year. Secondary administrators agreed with this statement more often than elementary administrators.
- Less than half (46%) of all administrators agreed that desegregation problems are being handled as well or better this year than they were last year. Most of the elementary (57%) and secondary (65%) administrators agreed with this statement, while only 30% of central administrators agreed.

- Teachers completing the survey responded positively to both items. Two-thirds (67%) of the teachers agreed that students are as well or better adjusted to desegregation. Sixty percent of the teachers agreed that desegregation problems are being handled as well or better than last year, compared to 46% of the administrators agreeing with this statement.

It is interesting to note that compared with the other administrator groups, the central administrators are more positive about the adjustment of students and less positive about how well desegregation-related problems are being handled.

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Question 22: What is the largest remaining problem related to desegregation?

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Assuring a high-quality education	19
Improving achievement of all students	8
Bussing and problems related to transportation	20
Stopping white flight	10
Improving attitudes and interpersonal relationship	15
Coping with declining resources (funds, teachers, etc.)	10
Improving communication/public relations	6
Increasing parent involvement	7
Reducing segregation within some classrooms/ preventing resegregation	6
Miscellaneous	6
<hr/>	
Total Suggestions	107
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Surveys with No Response	50

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Figure D-14. ADMINISTRATOR RESPONSES TO OPEN-ENDED QUESTION ON DESEGREGATION PROBLEMS.

The most common responses to this open-ended question focused on assuring that all AISD students received a high-quality education and achieved at the highest possible level. Bussing and transportation problems were also mentioned quite often; some simply said bussing itself was a problem, while others were more concerned with specific problems it caused. A complete list of responses is shown in Attachment D-6.

Question 16: How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students?

GROUP	VERY LITTLE	LITTLE	SOME	MUCH	VERY MUCH	NOT APPLICABLE
All Administrators	12 (20)*	20 (34)	18 (31)	4 (7)	6 (10)	41
Elementary	10 (19)	21 (40)	10 (19)	3 (6)	7 (13)	48
Secondary	23 (34)	19 (28)	23 (34)	0 (0)	3 (4)	32
Central	3 (5)	19 (31)	23 (38)	10 (16)	7 (11)	39

Question 19: How many reassigned students participated in extracurricular activities this year because special busses were available?

GROUP	VERY FEW	FEW	SOME	MANY	VERY MANY	NOT APPLICABLE (NO BUSES AVAILABLE)
All Administrators	3 (4)	3 (4)	34 (49)	22 (32)	6 (9)	31
Secondary	4 (6)	4 (6)	40 (55)	16 (22)	8 (11)	28
Central	0 (0)	0 (0)	14 (25)	43 (75)	0 (0)	43

\*The numbers in parentheses indicate the percentage of responses from administrators who felt the question was applicable to them.

Figure D-15. ADMINISTRATOR RESPONSES CONCERNING BUSES PROVIDED FOR PARENTS AND EXTRACURRICULAR ACTIVITIES.

The figure shows that:

- Forty percent of the central administrators reported that they thought busses provided by ESAA/SCL funds increased attendance of parents of reassigned students to school functions at least to some extent. Only 20% of the elementary administrators and 26% of the secondary administrators believed the busses increased attendance. Thus, central administrators were most positive about the effect of the busses on attendance at these functions.
- Forty-two percent of the secondary administrators and 31% of the elementary administrators contended that the busses increased such attendance little or very little.
- Over half (62%) of all administrators reported that at least some reassigned students participated in extracurricular activities this year because special busses were available. About 28% said many or very many students participated because of bus availability. Only six percent of all administrators reported that few students participated in extracurricular activities due to the availability of busses.

- Central administrators were more positive about the value of busses for extracurricular participation than secondary administrators. However, both groups seemed to think the student busses were helpful.

Question 17: How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year?

GROUP	MUCH LESS	LESS	SAME	MORE	MUCH MORE
All Administrators	0	21	45	31	2
Elementary	0	11	44	41	4
Central	0	40	47	13	0
All Teachers	7	23	49	17	4

Figure D-16. ADMINISTRATOR RESPONSES ON TIME TEACHERS SPENT TEACHING.

Seventy-six percent of the administrators reported that teachers in their schools were able to devote the same amount of time or more to teaching this year compared to last year. Again, it is interesting to note the differences between the responses of the central administrators and the other administrator groups. The central administrators report the teachers having less time and energy. The teachers' responses seem to be between those of the central and campus administrators.

Question 18: How valuable have the ESAA site monitors been to your school this year?

GROUP	A WASTE OF RESOURCES	NOT PARTICULARLY VALUABLE	VERY VALUABLE	NOT APPLICABLE
All Administrators	2 (4)*	5 (9)	10 (19)	37 (69)
Elementary	4 (8)	7 (14)	4 (8)	36 (72)
Central	0	0	25 (37)	42 (63)

\*The numbers in parentheses indicate the percentage of responses from administrators to whom the question was applicable.

Figure D-17. ADMINISTRATOR RESPONSES CONCERNING ESAA SITE MONITORS.

About half (47%) of all administrators reported that ESAA site monitors were valuable or very valuable to their schools. Forty percent of the elementary administrators rated the monitors as valuable, while 67% of the central administrators responded this way. Once again, responses to Question 18 show a strong difference of opinion between central and campus-level administrators. Central administrators viewed the site monitors as much more valuable.

Effect of Lines on Response Rates

The percent of respondents answering the open-ended questions was calculated based on whether lines were provided for their answers or not. Results are shown below.

QUESTION	NO LINES		LINES	
	#	%	#	%
21. School goal setting	42	61.8	32	50.8
22. Desegregation	51	75.0	38	60.3
23. Staff personnel	48	70.6	34	54.0
Total Respondents to Survey = 131		N = 68	N = 63	

Figure D-18. RESPONSE RATES TO OPEN-ENDED QUESTIONS WITH AND WITHOUT LINES PROVIDED FOR RESPONSES.

As the figure shows, respondents were more likely to respond when no lines were printed.

81.73

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

October 16, 1981

TO: Persons Addressed  
FROM: Freda Holley *Freda*  
SUBJECT: Questionnaires for Teachers, Administrators

One of our goals at ORE this year is to decrease the amount of time we ask teachers and administrators to spend on non-instructional activities. With this in mind, we are this year sending our yearly teacher and administrator surveys to about 50% of each group; and including items for all of our evaluations which specify staff input.

We will be using a new computer generated form for the teacher survey so each teacher will receive a random sample of general questions, plus specific questions for particular groups (e.g., Title I, secondary, music, reassigned). Each survey form will be unique, and they will all be brief.

If you or your staff plan to gather data from teachers or administrators, we would like to include your top priority items on our surveys. This would save time for everyone. If you do have a few items you would like to add, now is the time to think about them. We are working on the surveys this month, and our absolute deadline for input is December 18. We would need a list of items, and whether they are aimed at any specific group. If so, we need a roster of the group, with social security numbers.

If you have any questions, please call me, Elaine Jackson, or Nancy Baenen.

EJ:rrf

Persons Addressed:	John Ellis	Lawrence Buford
	David Hill	Ruth MacAllister
	James Jeffrey	Maud Sims
	J. M. Richard	Timy Baranoff
	Hermelinda Rodriguez	Mike Lehr
	Mauro Reyna	Jetta Todaro
	Leticia Contreras-	Lee Laws
	Hinojosa	

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81.73

## QUESTIONS FOR ADMINISTRATORS SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENVEN, ADMINISTRATION BUILDING, BOX 79.

FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas.	5	4	3	2	1	0
2. There is adequate coordination among special education, bilingual education, and "regular" education.	5	4	3	2	1	0
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students.	5	4	3	2	1	0
4. The District's emphasis on attendance has helped improve achievement in the basic skills.	5	4	3	2	1	0
5. Districtwide staff development activities have contributed to the improvement of:						
a. administrator competencies	5	4	3	2	1	0
b. teacher competencies	5	4	3	2	1	0
c. teachers' ability to teach language arts.	5	4	3	2	1	0
6. The Office of Staff Personnel is effective in carrying out its assigned duties.	5	4	3	2	1	0
7. Students are as well or better adjusted to desegregation this year than they were last year.	5	4	3	2	1	0
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation).	5	4	3	2	1	0
9. The Messenger is effective in communicating AISD activities to District employees and the community.	5	4	3	2	1	0
10. The Messenger's article formats are appealing.	5	4	3	2	1	0
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements.	5	4	3	2	1	0
12. The present school goal-setting process is effective in improving AISD.	5	4	3	2	1	0
<b>FOR ELEMENTARY ADMINISTRATORS ONLY:</b>						
13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy.	5	4	3	2	1	0
<b>FOR ELEMENTARY ADMINISTRATORS ONLY:</b>						
14. Teachers are adequately prepared to foster learning in students who have been retained in a grade.	5	4	3	2	1	0
<b>FOR SECONDARY ADMINISTRATORS ONLY:</b>						
15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.	5	4	3	2	1	0

81.73 SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students?

Very Little	Little	Some	Much	Very Much	Not Applicable
1	2	3	4	5	6

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year?

Much Less	Less	Same	More	Much More
1	2	3	4	5

18. How valuable have the ESAA site monitors been to your school this year?

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
1	2	3	4	5

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available?

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
1	2	3	4	5	6

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system?

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
1	2	3	4	5

21. The best way to improve the present school-wide goal-setting process might be to:

22. What is the largest remaining problem related to desegregation?

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

Send to:

Nancy Baenen  
Administration Building  
Box 79

CAMPUS MAIL

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

March 8, 1982

TO: Selected Administrators  
FROM: Nancy Baenen  
Nancy Baenen  
SUBJECT: Administrator Survey

Help! We really would like to have your opinions about the issues addressed in the Administrator Survey. The form only takes a few minutes to complete and responses are confidential. So hurry! Please send in your form by March 31.

Thank you. If you have just sent in your Administrator Survey, please disregard this memo.

NB:rrf

Approved: Greta Hollen  
Director, Office of Research and Evaluation

Approved: Ruth MacAllister  
Ruth MacAllister, Assistant Superintendent for Elementary

Approved: D. David Hill  
David Hill, Acting Assistant Superintendent for Secondary

# QUESTIONS FOR ADMINISTRATORS SPRING 1982

Attachment D-4  
(Page 1 of 8)

81.73

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.							
<u>All Administrators N=131</u>							
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N=130	5	4	3	2	1	0	%
	7.7	66.3	13.9	5.4	0.0	6.2	%
2. There is adequate coordination among special education, bilingual education, and "regular" education. N=128	5	4	3	2	1	0	%
	0.0	12.5	12.3	44.5	8.6	8.6	%
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N=130	5	4	3	2	1	0	%
	0.3	41.5	30.8	16.2	3.1	7.7	%
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N=129	5	4	3	2	1	0	%
	6.2	45.0	27.1	9.3	0.0	12.4	%
5. Districtwide staff development activities have contributed to the improvement of:							
a. administrator competencies N=129	5	4	3	2	1	0	%
	2.3	35.1	27.9	24.0	4.7	5.4	%
b. teacher competencies N=124	5	4	3	2	1	0	%
	4.8	33.9	26.6	21.0	1.6	7.1	%
c. teachers' ability to teach language arts. N=125	5	4	3	2	1	0	%
	3.2	26.4	32.6	14.4	2.4	20.0	%
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N=124	5	4	3	2	1	0	%
	4.0	38.1	25.4	17.5	6.3	9.7	%
7. Students are as well or better adjusted to desegregation this year than they were last year. N=131	5	4	3	2	1	0	%
	12.2	56.5	16.0	2.3	2.3	10.7	%
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N=114	5	4	3	2	1	0	%
	14.9	30.7	22.8	3.5	2.4	25.4	%
9. The Messenger is effective in communicating AISD activities to District employees and the community. N=130	5	4	3	2	1	0	%
	12.3	62.3	16.2	4.6	1.5	3.1	%
10. The Messenger's article formats are appealing. N=130	5	4	3	2	1	0	%
	11.5	57.7	23.3	4.6	1.5	0.8	%
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N=130	5	4	3	2	1	0	%
	18.5	57.7	18.1	6.2	2.3	2.3	%
12. The present school goal-setting process is effective in improving AISD. N=120	5	4	3	2	1	0	%
	3.8	48.5	23.3	15.4	1.5	6.9	%
FOR ELEMENTARY ADMINISTRATORS ONLY:							
13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N=56	5	4	3	2	1	0	%
	19.6	57.1	14.3	3.6	0.0	5.4	%
FOR ELEMENTARY ADMINISTRATORS ONLY:							
14. Teachers are adequately prepared to foster learning in students who have been retained in a grade. N=55	5	4	3	2	1	0	%
	7.3	14.5	27.3	36.4	5.5	9.1	%
FOR SECONDARY ADMINISTRATORS ONLY:							
15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N=48	5	4	3	2	1	0	%
	2.1	47.9	20.8	14.6	0.0	14.6	%



81.73 SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N=91

Very Little	Little	Some	Much	Very, Much	Not Applicable
12.1%	19.8%	17.6%	4.4%	5.5%	40.7%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N=42

Much Less	Less	Same	More	Much More
0.0%	21.4%	45.2%	31.0%	2.9%

18. How valuable have the ESAA site monitors been to your school this year? N=41

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
2.4%	4.9%	9.3%	36.6%	46.3%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N=32

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
3.1%	3.1%	31.4%	21.9%	6.3%	31.3%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N=123

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
4.1%	18.7%	52.0%	20.3%	4.9%

21. The best way to improve the present school-wide goal-setting process might be to:

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22. What is the largest remaining problem related to desegregation?

---



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23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

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All Administrators

Send to:

Nancy Baenen  
Administration Building  
Box 79

CAMPUS MAIL

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81.73

## QUESTIONS FOR ADMINISTRATORS SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

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FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
		5	4	3	2	1	0
		%	%	%	%	%	%
<i>Elementary Administrators N=30</i>							
1.	The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N=30	16.7	70.0	10.0	0.0	0.0	3.3
2.	There is adequate coordination among special education, bilingual education, and "regular" education. N=29	0.0	24.1	31.0	34.5	3.4	6.9
3.	The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N=29	0.0	37.9	37.9	6.9	10.3	6.9
4.	The District's emphasis on attendance has helped improve achievement in the basic skills. N=28	7.1	39.3	32.1	3.6	0.0	17.9
5.	Districtwide staff development activities have contributed to the improvement of:						
	a. administrator competencies N=30	3.3	36.7	26.7	26.7	0.0	6.7
	b. teacher competencies N=30	6.7	33.3	26.7	23.3	0.0	10.0
	c. teachers' ability to teach language arts. N=30	6.7	23.3	43.3	16.7	0.0	10.0
6.	The Office of Staff Personnel is effective in carrying out its assigned duties. N=29	6.9	41.4	31.0	13.8	0.0	6.9
7.	Students are as well or better adjusted to desegregation this year than they were last year. N=30	13.3	43.3	20.0	3.3	0.0	20.0
8.	Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N=28	21.4	35.7	25.0	0.0	0.0	17.9
9.	The Messenger is effective in communicating AISD activities to District employees and the community. N=30	10.0	66.7	13.3	0.0	3.3	6.7
10.	The Messenger's article formats are appealing. N=30	0.0	30.0	13.3	3.3	3.3	0.0
11.	The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N=30	30.0	43.3	16.7	3.3	3.3	3.3
12.	The present school goal-setting process is effective in improving AISD. N=30	3.3	53.3	23.3	16.7	0.0	3.3
FOR ELEMENTARY ADMINISTRATORS ONLY:							
13.	The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N=29	24.1	58.6	13.8	3.4	0.0	0.0
FOR ELEMENTARY ADMINISTRATORS ONLY:							
14.	Teachers are adequately prepared to foster learning in students who have been retained in a grade. N=27	11.1	25.9	25.9	25.9	3.7	7.4
FOR SECONDARY ADMINISTRATORS ONLY:							
15.	The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N=0	0.0	0.0	0.0	0.0	0.0	0.0

81.73 SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? *N=24*

Very Little	Little	Some	Much	Very Much	Not Applicable
10.3%	20.7%	10.3%	3.4%	6.9%	46.3%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? *N=27*

Much Less	Less	Same	More	Much More
0.0%	11.1%	44.4%	40.7%	3.7%

18. How valuable have the ESAA site monitors been to your school this year? *N=28*

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
3.6%	7.1%	3.6%	35.7%	50.0%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? *N=0*

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? *N=29*

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
3.4%	31.0%	48.3%	10.3%	6.9%

21. The best way to improve the present school-wide goal-setting process might be to:

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22. What is the largest remaining problem related to desegregation?

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23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

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*Elementary Administrators*

Send to:

Nancy Baenen  
Administration Building  
Box 79

CAMPUS MAIL

101

81.73

## QUESTIONS FOR ADMINISTRATORS SPRING 1982

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

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FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
N=33 Secondary Administrators		5	4	3	2	1	0
		%	%	%	%	%	%
1.	The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N=35	3.0	81.3	9.1	2.0	0.0	6.4
2.	There is adequate coordination among special education, bilingual education, and "regular" education. N=31	0.0	19.4	22.6	35.5	12.9	9.7
3.	The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N=33	0.0	12.1	38.3	21.2	0.0	3.0
4.	The District's emphasis on attendance has helped improve achievement in the basic skills. N=33	9.1	45.5	30.3	9.1	0.0	6.4
5.	Districtwide staff development activities have contributed to the improvement of:						
	a. administrator competencies N=32	3.1	31.3	34.4	29.1	0.0	3.1
	b. teacher competencies N=30	3.3	38.3	33.3	23.3	0.0	6.7
	c. teachers' ability to teach language arts. N=29	0.0	24.1	34.5	27.6	0.0	13.8
6.	The Office of Staff Personnel is effective in carrying out its assigned duties. N=31	0.0	51.6	22.6	16.1	6.5	3.2
7.	Students are as well or better adjusted to desegregation this year than they were last year. N=33	24.2	42.4	21.2	0.0	6.1	6.1
8.	Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N=32	31.3	34.4	18.8	3.1	6.3	6.3
9.	The Messenger is effective in communicating AISD activities to District employees and the community. N=32	12.5	56.3	28.1	3.1	0.0	0.0
10.	The Messenger's article formats are appealing. N=32	6.3	53.1	31.3	6.3	3.1	0.0
11.	The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N=33	9.1	66.7	12.1	6.1	3.0	3.0
12.	The present school goal-setting process is effective in improving AISD. N=32	3.1	53.1	21.9	12.5	0.0	3.1
FOR ELEMENTARY ADMINISTRATORS ONLY:							
13.	The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N=1	0.0	0.0	0.0	100.0	0.0	0.0
FOR ELEMENTARY ADMINISTRATORS ONLY:							
14.	Teachers are adequately prepared to foster learning in students who have been retained in a grade. N=1	0.0	0.0	0.0	0.0	0.0	100.0
FOR SECONDARY ADMINISTRATORS ONLY:							
15.	The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N=32	0.0	56.3	21.9	15.6	0.0	6.3

SCHOOL ADMINISTRATORS ONLY:

- 81.73 16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N = 31

Very Little	Little	Some	Much	Very Much	Not Applicable
22.6%	19.4%	22.6%	0.0%	3.2%	32.3%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N = 0

Much Less	Less	Same	More	Much More
0.0%	0.0%	0.0%	0.0%	0.0%

18. How valuable have the ESAA site monitors been to your school this year? N = 0

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
0.0%	0.0%	0.0%	0.0%	0.0%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N = 25

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
4.0%	4.0%	40.0%	16.0%	8.0%	28.0%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N = 32

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
6.3%	12.5%	57.4%	15.6%	6.3%

21. The best way to improve the present school-wide goal-setting process might be to:

---



---

22. What is the largest remaining problem related to desegregation?

---



---

23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

---



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See also Administrators

Send to:

Nancy Baenen  
Administration Building  
Box 69

CAMPUS MAIL

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# QUESTION 3 FOR ADMINISTRATORS SPRING 1982

81.73

Each year the Office of Research and Evaluation surveys AISD personnel with questions relevant to the functioning of the District overall and to specific evaluations. This year, we are sending surveys to half of the District's administrators and teachers. Your opinions on these issues will help in planning improvements for the District.

Individual responses will be kept confidential. The number on the survey will be used only to keep track of returns and code descriptive information. Please complete this form and return it through the school mail as soon as possible to: NANCY BAENEN, ADMINISTRATION BUILDING, BOX 79.

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
<p>FOR THE FOLLOWING ITEMS, PLEASE CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT OR DISAGREEMENT WITH EACH STATEMENT.</p> <p style="margin-left: 40px;">Central Administrators N = 108</p>							
1. The District's emphasis on basic skills over the past few years has been effective in increasing student performance in the basic skills areas. N = 67	5	4	3	2	1	0	
	9.0	9.0	9.0	9.0	9.0	9.0	
2. There is adequate coordination among special education, bilingual education, and "regular" education. N = 68	6.0	58.2	19.7	10.4	0.0	0.0	7.5
3. The District's emphasis on the improved academic performance of low socio-economic status and minority students has been effective in increasing the performance level of these students. N = 66	0.0	17.6	11.3	59.4	7.4	2.1	2.1
4. The District's emphasis on attendance has helped improve achievement in the basic skills. N = 68	1.5	42.6	22.9	16.2	1.5	10.3	
5. Districtwide staff development activities have contributed to the improvement of:	4.4	47.1	23.5	11.6	0.0	13.2	
a. administrator competencies N = 67	1.5	39.3	23.9	20.9	9.0	6.0	
b. teacher competencies N = 64	4.7	35.9	21.9	18.2	3.1	15.6	
c. teachers' ability to teach language arts. N = 66	3.0	30.3	27.3	7.6	4.5	27.3	
6. The Office of Staff Personnel is effective in carrying out its assigned duties. N = 66	4.5	26.8	25.8	11.7	9.1	12.1	
7. Students are as well or better adjusted to desegregation this year than they were last year. N = 68	5.9	69.1	11.3	2.7	1.5	8.8	
8. Desegregation problems at my school are being handled as well or better this year than they were last year (the first year of desegregation). N = 54	1.9	27.8	22.2	5.6	1.9	40.7	
9. The Messenger is effective in communicating AISD activities to District employees and the community. N = 68	13.2	63.2	11.3	7.4	1.5	2.9	
10. The Messenger's article formats are appealing. N = 68	19.1	50.0	25.0	4.4	0.0	1.5	
11. The Forming the Future Project is a good way to inform the public about District goals, needs, and achievements. N = 67	16.4	61.2	11.9	7.5	1.5	1.5	
12. The present school goal-setting process is effective in improving AISD. N = 68	4.4	42.6	26.5	13.2	2.1	10.3	
FOR ELEMENTARY ADMINISTRATORS ONLY:							
13. The new retention/promotion policy is more helpful to principals in making retention decisions than the old policy. N = 25	16.0	60.0	16.0	0.0	0.0	8.0	
FOR ELEMENTARY ADMINISTRATORS ONLY:							
14. Teachers are adequately prepared to foster learning in students who have been retained <del>in</del> a grade. N = 26	3.8	3.8	30.8	50.0	7.7	3.3	
FOR SECONDARY ADMINISTRATORS ONLY:							
15. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas. N = 10	6.3	31.3	18.3	12.5	0.0	31.3	

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81.73 SCHOOL ADMINISTRATORS ONLY:

16. How much do you think the busses provided by ESAA/SCL funds to bring parents to PTA meetings, parent/teacher conferences, and other school functions have increased attendance by parents of reassigned students? N=31

Very Little	Little	Some	Much	Very Much	Not Applicable
3.2%	14.9%	22.6%	9.7%	45.5%	58.7%

ELEMENTARY SCHOOL ADMINISTRATORS ONLY:

17. How much time and energy do conditions in your school allow your teachers to devote to teaching this year, compared to last year? N=15

Much Less	Less	Some	More	Much More
0.0%	40.0%	46.7%	13.3%	0.0%

18. How valuable have the ESAA site monitors been to your school this year? N=12

A Waste of Resources	Not Particularly Valuable	Valuable	Very Valuable	Not Applicable
0.0%	0.0%	25.0%	41.7%	33.3%

HIGH SCHOOL ADMINISTRATORS ONLY:

19. How many reassigned students participated in extracurricular activities this year because special busses were available? N=7

Very Few	Few	Some	Many	Very Many	Not Applicable (No busses available)
0.0%	0.0%	14.3%	42.9%	0.0%	42.9%

ALL ADMINISTRATORS (PLEASE GIVE YOUR OPINION):

20. On a scale of 1-5, how would you rate the new Administrator Evaluation system? N=62

Very Inadequate	Generally Inadequate	Adequate	Generally Adequate	Very Adequate
3.2%	16.1%	50.0%	27.4%	3.2%

21. The best way to improve the present school-wide goal-setting process might be to:

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22. What is the largest remaining problem related to desegregation?

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23. The most important thing that the Office of Staff Personnel could do to improve its services to the District would be to:

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Central Administrators

Send to:

Nancy Baenen  
Administration Building  
Box 79

CAMPUS MAIL

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## ITEM 21-- "Questions for Administrators" Survey

The best way to improve the present school-wide goal-setting process might be to:

Suggestions	Number Suggesting
<b>GET MORE INPUT</b>	<b>22</b>
1. Involve as many people as possible that are directly involved in the process.	7
2. Involve principals more.	2
3. Involve more administrators with experience in this area.	1
4. Get more input from families on what they want and set related goals.	3
5. Ask individual teachers to determine student needs.	1
6. Involve coordinators at campuses.	1
7. Involve all elements: parents, administrators, teachers, students.	1
8. Have principals work together at pre-school workshop (or end of school workshop) to establish goals that reflect District goals.	1
9. Have workshop (like 8) in August.	1
10. Have local staff development in spring or August (2 days extra) for staff planning as done two years ago.	1
11. Ask each building or division to submit their systemwide goals and have ORE summarize them into a general list as District goals (reverse present topdown process).	2
12. Identify top priority areas by involving faculties in data analysis, problem identification, and needs for training. Then make quality, in-depth development activities which really prepare teachers to implement a high-quality instructional program.	1

Suggestions	Number Suggesting
<hr/>	
WORK ON THE NATURE OF THE GOALS	13
<hr/>	
1. Insist all goals be measureable; specific; realistic.	4
2. Develop attainable goals with appropriate staff input.	1
3. State all goals in terms of student learning.	1
4. Set one goal.	1
5. Don't set too many goals.	1
6. Submit goals for review/approval.	1
7. Find ways of more specifically identifying problems as they exist in the schools.	1
8. Broaden scope beyond language arts and social studies.	1
9. Every department should have a writing goal.	1
10. Ensure every employee knows the District philosophy following Forming the Future.	1
<hr/>	
PROVIDE MORE TRAINING	15
<hr/>	
1. Provide schools with more training about: the general nature of the goals and process--how to set goals--what data to use--who should be included--relevancy of goals, etc.	5
2. Ensure more consistency from school to school through training and supervision.	1
3. Utilize successful principals in training principals and perhaps staff.	1
4. Provide inservice on goal setting to specific principals in need.	1
5. Have a panel discussion by administrators for administrators. This would provide good review on process and more effective goal setting.	1
6. Have principals work together at workshop to establish goals reflecting District goals.	1
7. Give a specific time to accomplish task.	1
8. Have staff development to teach writing skills to administrators/teachers; everyone should have writing goal.	1

- |  |   |
|--|---|
| 9. Systematically determine top priorities with faculty input. Then make quality, in-depth development activities which really prepare teachers to implement a high quality instructional program. | 1 |
| 10. Assess weakest areas of all students served and base goals on these.   | 1 |
| 11. AISD should offer courses in basic skills in conjunction with the University to enable staff to update skills.   | 1 |

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**CHANGE FREQUENCY OF GOAL SETTING**

3

- |  |   |
|--|---|
| 1. Review goals periodically.  | 1 |
| 2. Change from an "every year" goal setting process to a more in-depth three-to-five-year process. | 1 |
| 3. Allow at least two years for implementation of the goal.  | 1 |

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**INCLUDE MORE EVALUATION AND FOLLOWUP**

10

- |   |   |
|---|---|
| 1. Monitor the process better. Utilize support teams to assist schools in meeting goals.  | 2 |
| 2. Have a mid-year followup with staff on progress towards school-wide goals.   | 1 |
| 3. Hold schools more accountable for reaching goals. Evaluate individual schools on goals set.  | 3 |
| 4. Add assistants to help evaluate the goals--burden is on teachers now.  | 1 |
| 5. Offer salary bonus to personnel of school making a certain percent gain on achievement of District/school goals (incremental, not all or nothing).               | 1 |
| 6. Assure that there is follow-up; share results with all school personnel. Insure that products of process are used and valued in an on-going planning instrument. | 2 |

GENERAL		12
1. Incorporate ideas from Forming the Future plus Ron Edmund's research.		1
2. Link goals to a pragmatic system for allocation of resources such as gifted/talented, art enrichment, special services.		1
3. Model the process with administrators who model it with staff and parents. Have teachers model process with students.		1
4. Look at failure rate closely and try to determine the cause(s).		1
5. Get the media (TV, radio) more involved.		1
6. Don't know what the process is.		1
7. Make sure that all goals have commonality across schools but still have room for uniqueness.		1
8. Refine as needed.		2
9. Insist process be used once it's refined. Get statements from those who've used the process effectively.		1
10. Tie the goals to the educational process.		1
11. To develop a mutual awareness of a need that should be addressed.		1
DON'T CHANGE THE PROCESS		4
1. Process is fine now.		4
TOTAL SUGGESTIONS		79
SURVEYS WITH NO RESPONSE		58

16J

## Item 22 - "Questions for Administrators" Survey

What is the Largest Remaining Problem Related to Desegregation?

SUGGESTION	NUMBER SUGGESTING
<b>THE QUALITY OF EDUCATION</b>	<b>19</b>
1. The ability to maintain or achieve high quality and high academic performance for all ethnic groups.	5
2. Maintaining an attractive and appropriate curriculum with highly competent and understanding teachers.	1
3. Teachers (and schools) still don't have the expertise to deal with multi-level, multi-cultural classrooms.	8
4. Assuring parents of the quality of education.	1
5. Quit talking about desegregation and get on with the process of education.	1
6. Enabling students to seek tutorial assistance in a more feasible way. Many have to do it after school now and wait a full hour for the late bus.	1
7. Some slower achieving students, especially on the secondary level, appear not to receive extra educational assistance.	1
8. The insistence in some schools of placing low SES (or culturally different) students in special education rather than having the regular teacher meet their educational needs.	1
<b>BUSSING</b>	<b>16</b>
1. Required bussing.	10
2. The idea that it is not OK to ride the bus and that it is to blame for any problems.	1
3. Bad publicity about the bus breakdowns.	1
4. Bus safety.	1
5. Bus drivers--people hired have trouble dealing with students.	1
6. Proper control of noise level, attitude, and decor on busses.	1
7. Parents and students are still opposed to forced bussing	1

## INTERPERSONAL RELATIONS/ATTITUDES

15

- |  |   |
|--|---|
| 1. Teacher attitudes toward students.  | 1 |
| 2. Prejudiced teachers!  | 1 |
| 3. Society; racism.  | 2 |
| 4. Getting rid of stereotype that minority students can't achieve as well as others.   | 1 |
| 5. Teachers not accepting assignments willingly--even eagerly.   | 1 |
| 6. Insensitivity to minority children by teachers and administrators (especially teachers); being fair to all students.                                | 4 |
| 7. Attracting middle class students to east Austin K-3 schools.  | 1 |
| 8. Dealing with parents/students/administrators who flagrantly ignore the desegregation order--parents who go to the extreme in lying about addresses. | 2 |
| 9. Interpersonal relationships and skills--particularly among students and some faculty. Too much concentration on cognitive rather than affective.    | 2 |

## RESOURCES

10

- |  |   |
|--|---|
| 1. Decreases in funding.   | 2 |
| 2. Continued funding to enable appropriate instruction of all ethnic groups.   | 1 |
| 3. Minority staffing percentages should equal the minority student percentages.  | 2 |
| 4. Desegregation--retention--fewer Title I and Special Education teachers; these combined may lead to problems.              | 1 |
| 5. Inefficiency.   | 1 |
| 6. Lack of adequate support personnel in paired schools.   | 1 |
| 7. Providing tutorial help at times besides after school.  | 1 |
| 8. The underrepresentation of Blacks in higher administration. They thus have little input into the decision-making process. | 1 |

## WHITE FLIGHT

10

- |   |   |
|---|---|
| 1. White flight--it is still driving many students to other school systems.   | 7 |
| 2. Getting "white-flight" families to return to AISD.   | 1 |
| 3. Providing adequate information to parents about the advantages of attending AISD schools; we have better teachers and more resources than other schools. | 2 |

## ACHIEVEMENT

8

- |  |   |
|--|---|
| 1. Attaining high academic performance for all ethnic groups.  | 4 |
| 2. Determining what changes in "the plan" need to be considered to maximally benefit minority achievement.                               | 1 |
| 3. Decreasing failures of underachievers through increased sensitivity to their needs.   | 1 |
| 4. Raising the competency levels of minority students.   | 1 |
| 5. Developing early identification methods for preparing minorities to take advantage of advanced level courses (e.g. math and science). | 1 |

## INCREASING PARENT INVOLVEMENT

7

- |   |   |
|---|---|
| 1. A need for more parent involvement--motivate them to participate in school sponsored activities and assume more responsibility for students' academic success (via encouragement). | 4 |
| 2. Lack of parent involvement and an adequate sense of ownership among parents of students who attend school outside their neighborhood (especially minority parents).                | 3 |

## DESEGREGATION

6

- |   |   |
|---|---|
| 1. Desegregation of students and faculties within buildings--within classrooms.   | 2 |
| 2. Designing programs to prevent resegregation (e.g. setting policy regarding changing attendance patterns in the future; watching balance over next 3-5 years closely--adjusting boundaries in a year or so if necessary). | 3 |
| 3. Doing the job instead of selling the idea.   | 1 |

## IMPROVING COMMUNICATION/PR

6

- |   |   |
|---|---|
| 1. Providing adequate information to parents about the advantages of attending AISD schools; we have better teachers and more resources than other schools. | 2 |
| 2. Providing more PR on the positive things happening in the public schools.  | 1 |
| 3. Continuing communication with parents and the community.   | 1 |
| 4. Fragmentation of the school community including the difficulty of managing an <u>effective</u> school-community relations effort.                        | 1 |
| 5. The lack of information dispersal regarding building a new Kealing (Jr. High) as outlined in the Consent Decree.   | 1 |

## MISCELLANEOUS

6

- |   |   |
|---|---|
| 1. Inability to set long-range goals.                                     | 1 |
| 2. Construction of new facilities.  | 1 |
| 3. Keeping principals in the dark until the last minute.                  | 1 |
| 4. Desegregation has not equalized the ethnic balance at all the schools. | 1 |
| 5. Improved attendance.   | 1 |
| 6. Too few minorities participating in extra-curricular activities.       | 1 |

## TRANSPORTATION

4

- |   |   |
|---|---|
| 1. Transportation for after-school programs at the secondary level. | 1 |
| 2. Getting students where they belong at the appropriate time.      | 2 |
| 3. Distance/inconvenience.  | 1 |

TOTAL RESPONSES

107

SURVEYS WITH NO RESPONSE

50

ESAA/District Priorities--Systemwide Desegregation

Appendix E

SCHOOL LEAVER FILE

Brief description of the data file:

The school Leaver File contains demographic and academic information for 4,829 students attending AISD schools in 1978-79 and who were 14 years old that year. For details regarding the contents of this file, see Attachment E-4.

Which students or other individuals are included on the file?

All students who enrolled in an AISD school sometime during the 1978-79 school year and whose birthdays were between 9-2-63 and 9-1-64. Students withdrawing from schools other than the ten junior high schools, the nine senior high schools, or the alternative high school were removed.

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

To be determined.

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

To be determined.

How was the information contained on the file gathered?

The information was gathered from the Student Master File End of the Year tapes for 1978-79, 79-80, and 80-81, the December 1981 Student Master File, the Student Grade Reporting (SGR) file and SGR-History file, the OSA History file, and the ORE Testing file. Information about dropout status was gathered from review of local campus records (Permanent Record Cards).

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

Yes. Drop reasons, entry date #2, #3, inactive date #2 are not on the file for 1979-80. GPA 77-78 is missing for 1062 (20%) of the sample. Credits for 77-78 are missing for 3,746 students. Math and Reading Competency information was never entered on file. Test scores for 79-80 are presently inaccessible due to the data being in "packed" format. No students were assigned Special Ed. Status.

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

A printout of variable ranges and the number of blanks and zeros on each variable is available, as are frequency tables for Sex, Ethnicity, Leaver Codes, Withdrawal date #1 all four years drop reason 1978-79, 80-81, 81-82, LEP status, GPA 1977-78, number of disciplinary incidents 1977-78, and drop code.

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

No.

Brief description of the file layout:

See Attachment E-4.

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## SCHOOL LEAVER FILE

## Purpose

The School Leaver File (SLF) was created and used to answer the following decision and evaluation questions from the ESAA/District Priorities-- Systemwide Desegregation Evaluation Design for 1981-82.

Decision Question D3: Should the District provide additional attention to the identification of potential dropouts and to developing programs to keep them in school?

Evaluation Question D3-2: What are the reasons for withdrawal given in the student master file?

Evaluation Question D3-3: Are there trends in the numbers of students leaving AISD in recent years?...in the reasons that they leave?

Evaluation Question D3-4: Can available information be used to identify students who are likely to drop out of school?

Evaluation Question D3-5: When a group of students is followed for several years, what do the findings reveal about:

- a) the number who drop out,
- b) the number who graduate,
- c) the number who drop out, then drop back in,
- d) the number who drop out during the summer compared with the number who drop out during the school year?

## Procedure

Development of the School Leaver File (SLF).

The identification of a withdrawn student as either a dropout or a transfer is a costly process, involving either direct interviews with the student, or notification from another school that the student has enrolled there. Because of the cost of obtaining this kind of information, one base was created to answer all of the evaluation questions.

All students who were listed on the 1978-79 End-of-the-Year (EOY) Student Master File (STUDMAST) and who had birthdays between 9-2-63 and 9-1-64 were included on the original file. This results in 5,149 cases.

Next, the ID numbers of these students were to be matched with ID numbers appearing on the 1979-80 EOY STUDMAST, the 1980-81 EOY STUDMAST, and the December 1981 STUDMAST. This involved obtaining the computer tapes of these files, tapes which are not maintained longer than a week unless they are needed for special projects. The 1978-79 and 1980-81 tapes were located fairly easily, but the 1979-80 tape could not be found initially. Instead, our SLF was built using a mid-year 1979-80 STUDMAST tape and a Spring 1980 Student Grade Report file. This was not the most satisfactory data situation, and we detected several problems with the data we had from 1979-80. Our records indicated ten times the usual number of students withdrawing before the end of the 1979-80 school year, but with most of these students returning in August 1980. Unfortunately, we could not be sure that this was entirely the result of bad data, because Spring 1980, when most of the withdrawals were occurring, was when families were finding out whether their children were to be reassigned to another school as part of the desegregation plan. Thus, this may have been either a real pattern of great interest to the district, or an artificial pattern caused by the method in which the data had to be generated for this year. Luckily, an EOY STUDMAST file tape for 1979-80 was located and we rebuilt our SLF using this tape. The "strange" leaving-pattern observed for 1979-80 disappeared to some extent, although 1979-80 remained the year that had the most number of withdrawals from the district, and Fall 1980 remained the semester that had the highest number of "returnees" to the district.

A four-digit "leaver code" was assigned to each student. Each digit represents that student's status during that year (see Figure E-1 for a description of each leaver code). A frequency count of leaver codes occurring on the file revealed five cases which had "strange" patterns, such as graduating during the second year of the study and reentering as a tenth-grade student during the fourth year (a code of 1301). Four of these five students had left from one of the "special schools," and so their records were dropped from the file. Another had actually graduated, and after two years his number had been reassigned to another student, who was entering as a tenth-grade student; this student's leaver code was adjusted from 4001 to 4000.

The nature of the leaver-code information allowed examination of some very complex patterns of enrollment. Students who received a leaver code of 1540, for example, entered school at the beginning of the year and stayed throughout the first year, they again entered at the beginning of the second school year, but left school before the end of the second year. They entered on time but graduated during their third year, and of course, did not enter AJSB during their fourth year. To ease interpretation of this enrollment data, a frequency count of students by leaver code and drop code was made and the results illustrated with "leaver lattices." Drop code is a single digit indicating whether a student is a transfer, a dropout, an other leaver, a leaver whose status is unknown, or a stay-in. The method of obtaining this drop code information is described below.

The lattices which were obtained, a guide to reading them, the rules for obtaining the counts, and the algebraic rules for determining the logical consistency of the counts are contained in Attachment E-1. One lattice was generated for every sex by ethnicity by grade level combination where grade level is above grade level, on grade level, or below grade level.

This gave a total of eighteen lattices. These were combined over both sexes, over the three grade levels, and over the three ethnic groups. For this class, it thus becomes possible to determine the probability of dropping out given the student's sex, ethnicity, and grade level.

A student who appeared on the 1978-79 STUDMAST should have appeared on at least the 1979-80 and 1980-81 STUDMAST files. However, there were a number of students whose ID numbers did not appear on these subsequent files. A list of these students' names, ID numbers, and birthdates were made, and these were manually compared with student's names, ID numbers, and birthdates appearing on the later files. These students had been reassigned ID numbers; their ID numbers on the 1978-79 file were changed to the subsequent ID numbers. Because of the original reassignment of student numbers, there were some duplicate cases appearing on the file, which were now removed. This resulted in 5,099 cases remaining on the base SLF file.

All students who had dropped from special schools (see Figure E-2 for a list of these schools) were also removed from the file. These students were removed because it was assumed that the reasons for their leaving would be quite different than students leaving from the ten junior high schools, the nine senior high schools, or the alternative high school. It was believed that patterns of leaving from these special schools were quite different from the regular AISD schools, and would represent a very small proportion of all the AISD school leavers. Leaving these students in our file would have made general patterns less apparent. There were now 4,829 cases in the SLF file.

High schools were contacted about the study. The SLF file was used to print pages containing student name, ID number, sex, birthdate, date of withdrawal, and the school from which the student withdrew. Only the records of the 1,466 students who had withdrawn were printed. These forms were taken to the high schools from which the high school withdrawals had left. An example of this form is included in Attachment E-2. These students' Permanent Record Cards (PRCs) were located and examined to determine if the student was likely to have been a transfer or a dropout. This determination was made on the basis of whether there was a notation on the PRC that the student's transcript had been sent to another school. If it had, the student was considered a "transfer" (coded "0") and if it had not, the student was considered a "dropout" (coded "1"). An example of the PRC is included in Attachment E-3.

This determination was not clear-cut. Several students who withdrew had had their transcripts requested by training institutions from which they would learn a trade but from which they would not be obtaining a high school diploma. Whether these students can be considered "dropouts" depends on one's point of view. They are dropouts in that they are not completing high school; however, they are continuing their education, and are likely to be more employable than someone who receives no further training. These students were combined into a category called "other" (coded "2"). This category also included those who had joined the armed services, those who were incarcerated, and those who were deceased. A list of withdrawal status of all of these students is given in Figure E-3.

At Lanier High School, only one out of 190 withdrawals had had a transcript request. This was so disparate from the proportion of half dropouts, half transfers which was found at other schools that it was assumed that this variance was due to a difference in record-keeping procedures and that it would not be possible to classify the Lanier leavers as either drops or transfers using school records. Therefore this group of 190 withdrawals from Lanier was coded "3."

For some 15% of the students on our SLF file who had withdrawn, no PRC could be found. These students' status was therefore unknown. A "second sweep" of the high schools was done to reduce this number of unknowns. Each high school's PRC files were searched for the PRCs of those students for whom records were not found on the first sweep. This resulted in reducing the proportion of unknowns in the high school sample to 4%. Junior high withdrawals were also included in the second sweep of high schools in the belief that their PRCs may have been sent to the high schools that they were projected to attend. Eighty of the junior high withdrawals were identified in this process; forty could not be found at the high schools. The cumulative folders of junior high students are maintained at the junior high school where the student was in attendance for two years after the student leaves the school, unlike high school PRCs, which are kept forever at the high school. After two years, these cumulative folders are sent to the Carruth Annex warehouse.

Junior high principals were informed of the study and coders went out to all ten junior high schools as well as the Carruth Annex to locate the 40 cumulative folders for the junior high withdrawals with "unknown" status. The remaining total of 120 high school and junior high school withdrawals of "unknown" status had drop status coded as "4." Figure E-4 provides a listing of the five drop codes given to withdrawn students.

The resulting file was then matched with various other data files in an attempt to collect the information described in Figure E-5. The file layout is shown in Attachment E-4. A copy of the file was taken to UT for analysis. The format of that file was modified slightly and does not match Attachment E-4.

The results are presented below by evaluation question. The specific procedures used in doing the analyses are presented with the results.

## Results

Evaluation Question D3-5: When a group of students is followed for several years, what do the findings reveal about:

- a) the number who drop out,
- b) the number who graduate,
- c) the number who drop out, and then drop back in,
- c) the number who drop out during the summer compared with the number who drop out during the school year?

A frequency count of each leaver code (Figure E-1) was made in order to obtain information about the number of stay-ins and the number of students who had withdrawn and not come back, and the number who had withdrawn and returned to AISD schools. A frequency count of drop codes (0 = transfer, 1 = dropout, 2 = other, 3 = Lanier, 5 = unknown) was made to determine the number of dropouts and transfers from the sample; these counts are documented in Attachment E-5.

As of December, 1981, 3,363 (69.6%) of the original 4,829 students who entered AISD schools in Fall 1978 were still enrolled in AISD schools. Of these students still enrolled, only 2,409 (71.6%) were enrolled continuously from Fall 1978 until December 1981. About 8% (270) had graduated before the fourth year.

Of the 1,466 students who had withdrawn over the four year period, Permanent Record Cards (PRCs) could only be located for 1,361 (92.8% of all withdrawals). Further, the records of students withdrawing from Lanier High School (N = 189, or 12.9% of all withdrawals) were not considered usable because transcript requests were not reported on the PRCs at Lanier. This left a usable base of 1,277 withdrawals (87.1% of withdrawals). Of this group, 573 students were classified as having transferred (45.2% of those with usable records), 566 (44.3%) as having dropped out, 33 (2.6%) as leaving school for reasons other than dropping out or transferring, and 105 (8.2%) with status unknown. The present status of all of the students in our sample is summarized in Figure E-6.

The number of dropouts and transfers given in Figure E-6 are conservative because students with unknown status but who are likely dropouts have not been counted. A substantial number (189) of these students with unknown dropout status withdrew from Lanier High School which did not record transcript requests on student PRCs. If it can be assumed that the proportion of school leavers from the other AISD high schools who are dropouts (44.3%) is a good estimate of the proportion of Lanier school leavers who are dropouts, it is possible to estimate the total number of dropouts from AISD.

For example: Total number of dropouts = total number dropouts from other  
AISD high schools plus .44323 times  
the number of school leavers from  
Lanier.

This procedure results in the estimates found in Figure E-7.

These estimates are also somewhat conservative, because students leaving in the last half of the 1981 school year have not been counted.

Evaluation Question D3-4: Can available information be used to identify students who are likely to drop out of school?

The School Leaver File contains a great deal of information about the 4,829 students in the original sample. Variables contained in this file are listed in Figure E-5. In order to determine with what degree of accuracy dropping out could be predicted from this group of students, information which was

known to the school district before any students could have dropped out was used to attempt to predict dropping out over the next four years. Information from before the 1978-79 school year which was available on our file included: name, date of birth, sex, ethnicity, the school in which the student entered in 1978-79, the date the student entered in 1978-79, 1978-79 enrolled grade, 1977-78 Sequential Tests of Educational Progress scores (if any), grade point average for 1977-78, number of credits earned in 1977-78, and number of serious discipline incidents in 1977-78 consequented by either corporal punishment or suspension.

The SPSS Discriminant Analysis package was used to determine the function best discriminating dropouts from stay-ins using as discriminating variables sex, ethnicity, 1977-78 GPA, serious disciplinary incidents occurring in 1977-78, and a new variable, "age," defined as "2" if the student entered a junior high school in 1978-79 or "1" if the student entered a senior high school in 1978-79. Because grade level in 1978-79 was available on our file only for those students who were above grade level, this new variable (age) was necessarily created.

For the analysis phase of the Discriminant program, 40 percent of the stay-ins and dropouts were randomly selected for use in identifying the discriminant function. The stepwise option was utilized in the analysis, the criterion for variable inclusion being the amount of residual variance that the inclusion of the variable would reduce.

After the analysis phase, the other 60 percent of the dropouts and stay-ins were classified by the function obtained in the analysis phase. Individual group covariance matrices were used during classification, rather than using the pooled matrix, the default option. This is recommended for more accurate classification when individual group covariance matrices can be expected to be significantly different (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). Of the stay-ins, 73% were correctly "predicted" as stay-ins using 1977-78 data. This was only slightly above the chance level of accuracy of 69.7%. Of the dropouts, 70.1% were correctly identified; only 11.7% would be expected to be accurately classified by chance.

The results of the discriminant analysis and classification are contained in Attachment E-6. The standardized discriminant coefficients (see Figure E-8) given to each of the variables entered in the equation are of theoretical and practical interest. The greater the magnitude of the coefficient, the more highly related that variable is to dropping out.

Students least likely to drop out appear to be Black males who are at or above grade level, who have high grades, and who have not been in disciplinary difficulty. The single most important variable, however, is GPA, which by itself accounted for 21% of the variance in dropping out. When the other variables listed above were added, they only accounted for 3% of the additional residual variance. Whether a student is on or below grade level by itself accounted for almost 7% of the variance in dropping out, but it shares most of this variance with GPA. Looking at the characteristics of the dropout sample, it would seem that whether or not a student is Hispanic would be highly predictive of dropping out (22% of the stay-in sample is Hispanic, but 37% of the dropout sample is Hispanic).

However, the relation between being Hispanic and dropping out drops to zero when GPA is entered into the analysis, because of a high relationship between GPA and Hispanic ethnicity.

Summary statistics in Figure E-9 (from Attachments E-7 and E-8) describes the relationship between the discriminating variables and dropping out.

The descriptive statistics describe the dropout sample and stay-in sample in terms of the variables used in the discriminant analysis as well as some variables which were not available to predict dropping out in 1978-79. These data help answer the question: "What are the dropouts like?" A more interesting question though is "What are a student's chances of dropping out given that the student has these characteristics?" That question can be answered by looking at dropout rates for students subgrouped on some of the discriminating variables. These dropout rates are tabulated in Figure E-10.

These results indicate that being below grade level greatly increases a student's chances of dropping out, particularly for all women and for Anglo men. Being Hispanic also increases a student's chances of dropping out, even if the student is on or above grade level; this may be related to English proficiency, however, as the proportion of Hispanic dropouts who have a home language of Spanish indicates.

The answer to the question "Can available information be used to identify students who are likely to drop out of school?" is clearly affirmative; with a small number of variables (GPA, ethnicity, grade level, sex, and number of disciplinary incidents) dropping out can be predicted with 70% accuracy, a six-fold improvement over guessing.

Evaluation Question D3-2: What are the reasons for withdrawal given in the Student Master File?

The Student Master File contains information about a student's enrollment status and information about a student's demographic characteristics. It contains a student's entry and withdrawal history over one school year, up to three school entries and two school withdrawals. When a student withdraws from an AISD school, the school's registrar completes a withdrawal form (called a PP300 form) and sends this form to the Office of Student Records and Reports. The registrar writes in the reasons why a student is being withdrawn on this form. When Student Records and Reports (SRR) receives this form, the student's reason for withdrawal is coded as one of 37 possible codes. These are contained in Figure E-11. Fourteen of these codes are flagged by SRR as probable dropout codes, and these fourteen codes are listed in Figure E-12. For example, "going to work" is considered a reason associated with probable dropping out. SRR counts the number of students giving any of these fourteen dropout-associated reasons and reports this number to the Texas Education Agency as the number of "school leavers" the district has had—that is, the number of students whom the district does not expect to be returning to school anywhere.

Because the reasons given by school leavers are used to estimate the number of dropouts, it is interesting to examine the relationship between the reason given and actual dropping out. Figure E-13 is a comparison of the reasons given by school leavers in 1978-79 and their actual status as dropouts or transfers. This information is documented in Attachment E-8.

Another look at the ability of reason for leaving to discriminate dropouts from transfers is to examine the chances that a student with a given reason is a dropout as shown in Figure E-14. Except for "change of grade" each of these reasons is one flagged as one given by a likely dropout. However, the eight of the fourteen reasons which were most strongly related to dropping out account for only 46 (23.4%) of the dropouts leaving in 1978-79. Thus, using reasons given by school leavers as estimates of the number of students dropping does not appear to be accurate, although a student giving one of the fourteen flagged reasons is likely to be a dropout. The problem is that students dropping out are almost as likely to tell their registrar that they are transferring as are transfer students, and are not likely to give a dropout-flagged reason.

Evaluation Question D3-3: Are there trends in the number of students leaving AISD in recent years? In the reasons why they leave?

Previous estimates of the number of students dropping out have been based on the numbers of students given the fourteen dropout-flagged reasons. These reasons appear to miss substantial numbers of dropouts who give other reasons, such as "moving out of town" and to misclassify transfers as dropouts when they are dropped for "nonattendance." It therefore does not appear to be possible to compare the numbers of students dropping out from the cohort examined with estimates of dropouts from previous years.

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## BIBLIOGRAPHY

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Statistical Package for the Social Sciences, 2nd ed. New York:  
McGraw-Hill Book Company, 1975.

		Entered AISD		Did not Enter AISD
		Beginning of Year	Middle of Year	
Did not Leave During Year	Did not Graduate	1	2	0
	Graduated	3	4	0
Left During Year	Did not Graduate	5	6	0
	Graduated	7	8	0

Figure E-1. ASSIGNMENT OF LEAVER CODES. Example: A student enters late the first year, but stays until the end of the year; the student enters on time and stays the whole second year. The student enters on time and graduates before the end of the third year, and does not reenter the fourth year. This student would have a leaver code of "2170."

SCHOOL	NUMBER OF CASES
<u>Special Schools:</u>	
Austin State Hospital	14
Bryker Woods Elementary	1
Clifton Center	5
Crésthaven Children's Center	2
Developmental Center	1
Diagnostic Adjustment Center	4
Girlstown	2
Homebound Instruction	3
Lee Elementary	1
Marbridge	2
Mary Lee	17
Teenage Parent Center	23
VH/AH Itinerant	1
<u>Private Schools:</u>	
Allandale Christian Academy	3
Creative Rapid Learning Center	4
Harvest Time Christian	3
Hyde Park Baptist	4
Perry School	2
Saint Ignatius	2
St. Stephens Episcopal	6
South First Academy	8

Figure E-2: NAMES OF SCHOOLS WHOSE STUDENTS WERE  
REMOVED FROM THE LEAVER FILE.

CATEGORY	NUMBER
<u>Educational-Vocational</u>	
Adult Learning Program	2
Austin Barber College	1
GED	7
Job Corps	2
SER Training Program	1
Southwest School of Electronics	1
Texas Rehabilitation Commission	10
<u>Corrections</u>	
Texas Department of Corrections	1
Texas Youth Council	1
<u>Other</u>	
Human Development Agency-North	1
Rusk State Hospital	1
<u>Deceased</u>	6
Total in "Other" Category	34

Figure E-3. REASONS FOR WITHDRAWAL INCLUDED IN THE "OTHER" CATEGORY OF DROP CODES.

---

0 = Transfer  
1 = Dropout  
2 = Other Leaver  
3 = Leaver From Lanier High School  
4 = Present Status Unknown

---

Figure E-4. DROP CODES ASSIGNED TO SCHOOL LEAVERS.

1. Student ID
2. Student Name: Last, First, Middle Initial
3. Date of Birth
4. Sex
5. Ethnicity
6. Leaver Code (0-8) 1978-79, 1979-80, 1980-81, and 1981-82.
7. School #1, #2, and #3 for all four years.
8. Entry Date #1, #2, and #3 for all four years.
9. Grade for all four years.
10. Drop Reason #1, #2, and #3 for all four years.
11. Inactive Date #1, and #2 for all four years.
12. LEP status
13. California Achievement Test standard scores for 1977-78 and for 1978-79:
  - Reading Vocabulary
  - Reading Comprehension
  - Reading Total
  - Mathematics Computation
  - Mathematics Concepts
  - Mathematics Total
- Sequential Tests of Educational Progress for 1977-78, 1978-79 1980-81, 1981-82, and 1982-83:
  - Reading
  - Spelling
  - Capitalization and Punctuation
  - Mechanics of Writing Total
  - English Expression
  - Mathematics Computation
  - Mathematics Concepts
  - Science
  - Social Studies
- Iowa Tests of Basic Skills for 1979-80, 1980-81, and 1981-82:
  - Vocabulary
  - Reading Comprehension
  - Spelling
  - Capitalization
  - Punctuation
  - Usage
  - Visual Materials
  - Reference Materials
  - Mathematics Concepts
  - Mathematics Problems
  - Reading Total
  - Language Skills
  - Work-Study Skills
  - Mathematics Total
- Test Type (a variable indicating which test data is available for that student for a particular year)
14. Grade Point Average for 1977-78, 1978-79, 1979-80, 1980-81, 1981-82.
15. Number of Credits Earned, at the end of 1977-78, 1978-79, 1979-80, 1980-81, 1981-82.
16. Number of disciplinary incidents reported to the Office of Student Affairs during 1977-78, 1978-79, 1979-80, 1980-81, and 1981-82.
17. Dropout Code (0=transfer, 1=dropout, 2=other, 3=Lanier, 4=unknown).

Figure E-5. CONTENTS OF SCHOOL LEAVER FILE.

Group	Number	Percent
Total Enrolled 1978-79	4,829	100.0
Graduated before December 1982	270	5.6
Still enrolled December 1982	3,093	64.1
Continuously enrolled, 1978-1982	2,409	49.9
Total withdrawals, have not returned	1,466	30.4
Withdraw, returned the next year, stayed	205	4.2
returned two years later, stayed	52	1.1
returned three years later, stayed	3	0.1
Transfers, have not returned	573	11.9
Dropouts	566	11.7
Other known withdrawals (see Figure E-3)	33	0.7
Status unknown (including Leavers from Lanier)	294	6.1

Figure E-6. BREAKDOWN OF SCHOOL LEAVER SAMPLE.

	Projected Number	Percentage of Total
Dropouts	650	13.5
Transfers	657	13.6
Other Withdrawals	38	0.8
Status Remaining Unknown	121	2.5

Figure E-7. ESTIMATED NUMBER AND PERCENTAGE OF DROPOUTS, TRANSFERS, OTHER WITHDRAWALS, AND WITHDRAWALS OF UNKNOWN STATUS WHEN LANIER STUDENTS ARE INCLUDED.

Variable	Standardized Coefficient	Unstandardized Coefficient
1977-78 GPA	-.95936	-.1383118
Black (0=Bl, 1=non-Bl)	-.32490	-.8312138
Sex (1=Male, 3=Female)	.23774	.2381488
Age (2=Below Grade Level, 1=on or Above Grade Level)	-.18860	-.5321712
No. Disc. Incid.	.10449	.1171185
	(Constant)	12.14663

Figure E-8. STANDARDIZED AND UNSTANDARDIZED DISCRIMINANT COEFFICIENTS.

Variable	Stay-ins	Dropouts
GPA 1977-78: *		
Mean	84.08	76.91
SD	6.99	6.61
Ethnicity:		
Black	16.8%	15.5%
Hispanic	22.0%	37.5%
Anglo or Other	61.2%	47.0%
	100.0%	100.0%
Sex:		
Males	52.0%	48.4%
Females	48.0%	51.6%
	100.0%	100.0%
Grade Level:		
Below Grade Level	13.3%	33.6%
On. or Above Grade Level	86.7%	66.4%
	100.0%	100.0%
Home Language Status:**		
Hispanic & English Speaking	57.4%	37.0%
Hispanic & Spanish Speaking	42.6%	63.0%
	100.0%	100.0%
Number of Disciplinary Incidents:		
None	91.3%	81.1%

Figure E-9. DESCRIPTIVE DATA DESCRIBING STAY-INS AND DROPOUTS.

\*GPA 1977-78 AVAILABLE ONLY FOR 3,762 (77.9%) STUDENTS. DISCRIMINANT ANALYSIS ONLY INVOLVED STUDENTS WHO HAD VALUES ON ALL DISCRIMINATING VARIABLES.

\*\*HOME LANGUAGE SURVEY DATA AVAILABLE ONLY FOR 4,644 (96.2%) STUDENTS.

Group	Percent Dropping Out
Total	11.7%
Men	11.0%
Men below grade level	19.6%
Black	16.2%
Hispanic	29.3%
Anglo and Other	15.0%
Men on or above grade level	8.6%
Black	9.7%
Hispanic	16.6%
Anglo and Other	5.8%
Women	12.5%
Women below grade level	26.2%
Black	22.2%
Hispanic	30.8%
Anglo and Other	23.8%
Women on or above grade level	10.4%
Black	8.4%
Hispanic	13.1%
Anglo and Other	9.9%
All Blacks	11.5%
All Hispanics	18.9%
All Anglos and Others	9.0%
All Below Grade Level	22.0%
All On or Above Grade Level	9.5%

Figure E-10. PROBABILITY OF DROPPING OUT FOR VARIOUS SUBGROUPS OF STUDENTS.

Code	Reason
01	moving out of town, state, or country
02	transferring to another Austin school
03	change of grade
04	register change within your school -- no grade change
05	going to night school
06	going to homebound
07	going to college (Junior College)
08	transferring to Special Projects
09	transferring to a special school or institution
10	going to private school
11	migrant
12	going to vocational school
13	entering the Armed Services
14	going to work
15	marriage and/or pregnancy
16	physically unable to continue education
17	mentally unable to continue education
18	expelled (by Administrative or Board action)
19	dropping out
20	non-attendance
21	parents request
22	deceased
23	graduated
24	suspended - campus review
25	unknown
26	going to place of detention (Gatesville, jail, Gardner House)
27	illness or injury
28	too young
29	too old
30	lives out of district
31	other
32	name change
33	page
34	to take GED
35	did not re-register
36	to Austin Community College
37	delinquent immunizations

Figure E-11. REASONS FOR WITHDRAWAL

Code	Reason	NO. STUDENTS
13	ARMED SERVICE	21
14	GOING TO WORK	261
15	MARRIAGE AND/OR PREGNANCY	40
16	PHYSICALLY UNABLE	11
18	EXPELLED	8
19	DROPPED OUT	27
20	NONATTENDANCE	427
21	PARENTS REQUEST	184
24	SUSPENDED	56
25	UNKNOWN	345
26	DETENTION	1
27	ILLNESS	18
29	TOO OLD	2
35	DID NOT REGISTER	108
	TOTAL	1509*

Figure E-12. REASONS FOR LEAVING GIVEN BY SOME SCHOOL LEAVERS IN 1980-81.

Reason Given	Transfers		Dropouts	
	N	%	N	%
Moving out of town	122	64.2%	76	38.6%
Transferring in Austin	29	15.3%	58	29.4%
*Unknown	8	4.2%	8	4.1%
*Going to work	6	3.2%	6	3.0%
*Non-attendance	3	1.6%	9	4.6%
Change of grade	1	0.5%	8	4.1%
*Did not re-register	4	2.1%	6	3.0%
*Parent's request	5	2.6%	5	2.5%
*Marriage and/or pregnancy	1	0.5%	4	2.0%
Other reasons	11	5.8%	17	8.6%
Total leavers, 1978-79	190	100.0%	197	100.0%

\*Reason flagged as likely dropping out.

Figure E-13. NUMBER AND PERCENTAGE OF TRANSERS AND DROPOUTS WHO RECEIVE EACH CODE FOR DROP REASON.

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Reason	Percent Dropping Out
*Marriage and/or pregnancy	80.0%
Change of grade	66.7%
*Non-attendance	50.0%
*Suspended/campus review	50.0%
*Illness or injury	40.0%
*Going to work	40.0%
*Unknown	24.8%
*Did not re-register	33.3%

Figure E-14. PROBABILITY OF DROPPING OUT  
FOR STUDENTS GIVEN DIFFERENT  
DROP REASON CODES.

81.73

ATTACHMENT E-1  
LEAVER LATICES.

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E-26

### Leaver Lattices

"Leaver lattices" were created to illustrate the "traffic flow" from the AISD class of fourteen year olds in 1978-79 over the following four years. For each year, a box indicates the number of students who were enrolled at any time during that year. A right-leading arrow is used to indicate the number of students graduating that year, a left-leading arrow indicating the number of students who withdrew from school that year, a down-leading arrow indicating the number of students who were enrolled continuously from one year to the next. A left-leading diagonal arrow from the box indicates the number of students who withdrew over the summer, or who were expected to enroll in the fall but did not. A right-leading diagonal arrow indicates the number of students who withdrew at some time but who returned to the class that year. These "returnees" had all withdrawn and returned some time after having enrolled during the 1978-79 school year.

The number of withdrawals are split into leavers who have never returned or returnees. A down-ward leading arrow from the point marked "withdrawals" indicates the number of students who are known to have returned at a later year.

Leavers are divided into four groups: dropouts, transfers, other leavers, and unknowns.

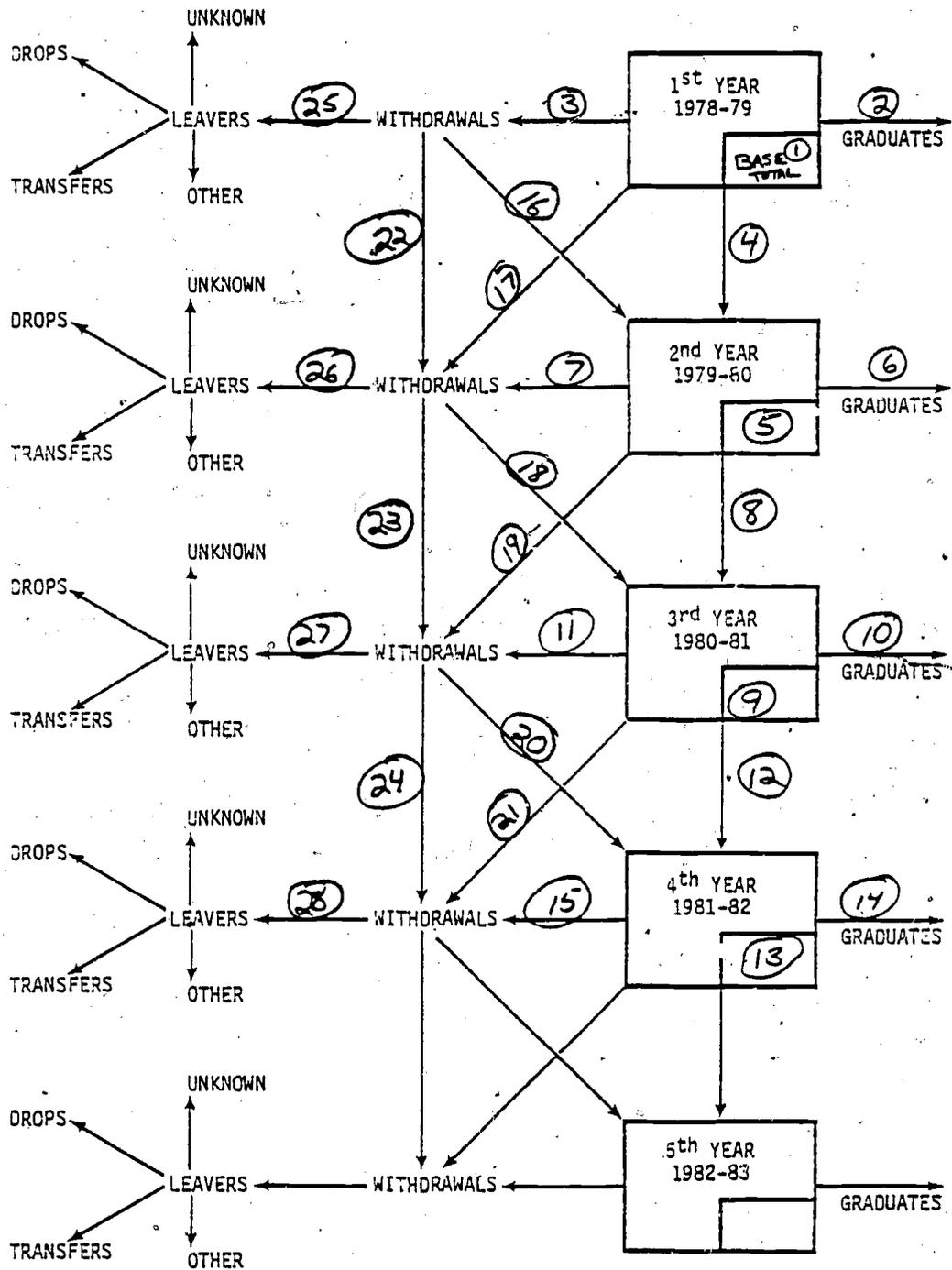
In order to determine the frequencies of students following particular patterns, each traffic path was decomposed into the "leaver codes" which made up that path. These leaver codes are illustrated in Figure E-1.

As an example of how each path was decomposed, consider students who withdraw during the third year. From Figure E-1, it can be seen that a "5," indicating a student entered on time, but withdrew before the end of the year, or a "6," indicating a student entered late but left early, must appear in the third column of the student's leaver code. Thus, all leaver codes with a 5 or 6 in the third column, regardless of the values of the other columns, must be counted to determine the number of students withdrawing in the third year. These decomposition rules are contained in this attachment.

Because the class is considered a closed system, that is, all 4,829 students can be accounted for and no new students are added at any time, the values of the counts which were obtained may be checked by a series of algebraic rules, also contained in this attachment.

Each pattern decomposition was independently checked by two persons. In addition, the algebraic rules were used to check counts. Counts were made by tallying the frequencies for each leaver code which entered into a traffic path. The frequencies for each leaver code are contained in Attachment E-5. These tallies for each traffic path were independently checked by two raters.

KEY  
ENROLLMENT PATH FOR 1973-79 14-YEAR OLDS



## ASSIGNMENT RULES FOR PATH CHARTS

1. This is the BASE total at the bottom of the printout column.
2. 3 \_\_\_\_, 4 \_\_\_\_, 7 \_\_\_\_, 8 \_\_\_\_
3. 5 \_\_\_\_, 6 \_\_\_\_
4. IF there is a 1 or a 2 in the FIRST column, and a nonzero in the SECOND.
5. The SECOND column is nonzero.
6. \_\_ 3 \_\_\_\_, \_\_ 4 \_\_\_\_, \_\_ 7 \_\_\_\_, \_\_ 8 \_\_\_\_
7. \_\_ 5 \_\_\_\_, \_\_ 6 \_\_\_\_
8. IF there is a 1 or a 2 in the SECOND column, and the THIRD column is nonzero.
9. The THIRD column is nonzero.
10. \_\_ 3 \_\_\_\_, \_\_ 4 \_\_\_\_, \_\_ 7 \_\_\_\_, \_\_ 8 \_\_\_\_
11. \_\_ 5 \_\_\_\_, \_\_ 6 \_\_\_\_
12. IF there is a 1 or a 2 in the third column, NO preceding 3, 4, 7, or 8 AND there is a nonzero in the FOURTH column.
13. The FOURTH column is nonzero.
14. \_\_\_\_ 3, \_\_\_\_ 4, \_\_\_\_ 7, \_\_\_\_ 8 unknown until fifth year of study.
15. \_\_\_\_ 5, \_\_\_\_ 6,
16. 5 1 \_\_\_\_, 5 2 \_\_\_\_, 6 1 \_\_\_\_, 5 2 \_\_\_\_, 5 5 \_\_\_\_, 5 6 \_\_\_\_, 6 5 \_\_\_\_, 6 6 \_\_\_\_
17. 1 0 \_\_\_\_, 2 0 \_\_\_\_
18. SECOND column is 0, 5, or 6 and THIRD column is nonzero.
19. \_\_ 1 0 \_\_\_\_, \_\_ 2 0 \_\_\_\_
20. THIRD column is 0, 5, or 6 and Fourth column is nonzero
21. \_\_ 1 0 \_\_\_\_, \_\_ 2 0 \_\_\_\_
22. 5 0 1 \_\_\_\_, 5 0 2 \_\_\_\_, 5 0 3 \_\_\_\_, 5 0 4 \_\_\_\_, 5 0 5 \_\_\_\_, 5 0 6 \_\_\_\_, 5 0 7 \_\_\_\_,  
5 0 8 \_\_\_\_, 6 0 1 \_\_\_\_, 6 0 2 \_\_\_\_, 6 0 3 \_\_\_\_, 6 0 4 \_\_\_\_, 6 0 4 \_\_\_\_, 6 0 6 \_\_\_\_,  
6 0 7 \_\_\_\_, 6 0 8 \_\_\_\_, 5 0 0 x, 6 0 0 x where x is nonzero.

.81.73

23. 5 0 0 1, 5 0 0 2, 5 0 0 3, 5 0 0 4, 5 0 0 5, 5 0 0 6, 5 0 0 7, 5 0 0 8,  
6 0 0 1, 6 0 0 2, ..... 6 0 0 8, 5 0 1, 5 0 2 ..... 5 0 8, 6 0 1,  
6 0 2, ..... 6 0 8. 1 0 0 x, 2 0 0 x where x is nonzero.
24. Unknown until fifth year of study.
25. 5 0 0 0, 6 0 0 0. THEN, write-in counts of drops.
26. 1 0 0 0, 2 0 0 0, 1 5 0 0, 1 6 0 0, 2 5 0 0, 2 6 0 0, 3 5 0 0, 3 6 0 0,  
4 5 0 0, 4 6 0 0, 5 5 0 0, 5 6 0 0, 6 5 0 0, 6 6 0 0, 7 5 0 0, 7 6 0 0,  
8 5 0 0, 8 6 0 0. Then, list counts of drops.
27. THIRD and FOURTH columns are zero, FIRST and SECOND column are nonzero,  
EXCEPT the SECOND column cannot be 5 or 6. Then, list counts of drops.
28. Unknown until fifth year of study.

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## PROOFING ENROLLMENT PATHS

$$1 = 2 + 3 + 4 + 17$$

$$3 = 22 + 25 + 16$$

$$5 = 4 + 16$$

$$5 = 1 - 2 - 3 + 16$$

$$4 = 1 - 2 - 3$$

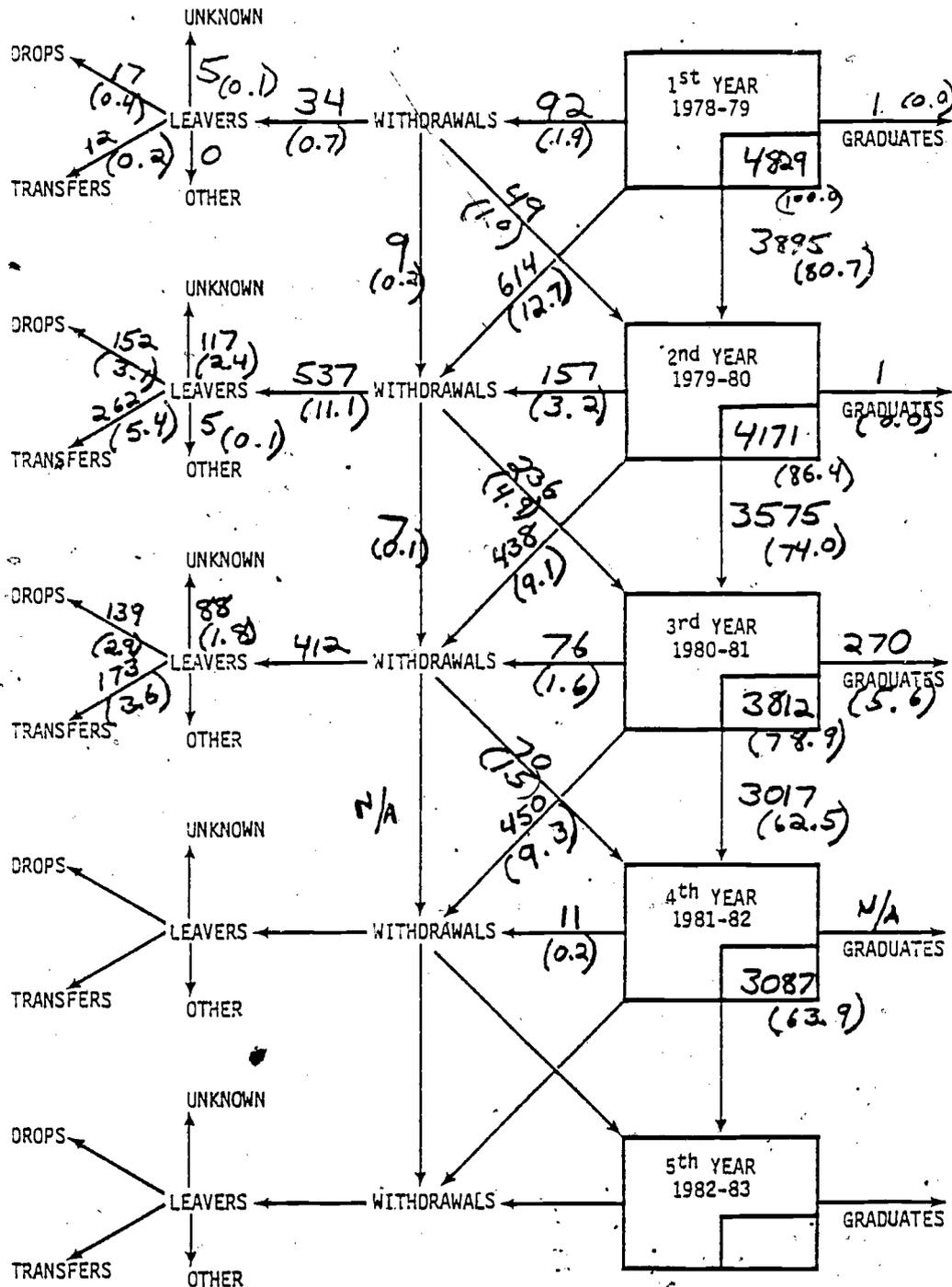
$$8 = 5 - 6 - 7$$

$$9 = 8 + 18$$

$$12 = 9 - 10 - 11$$

$$1 = 13 + 14 + 10 + 6 + 2 + 15 + 27 + 26 + 25$$

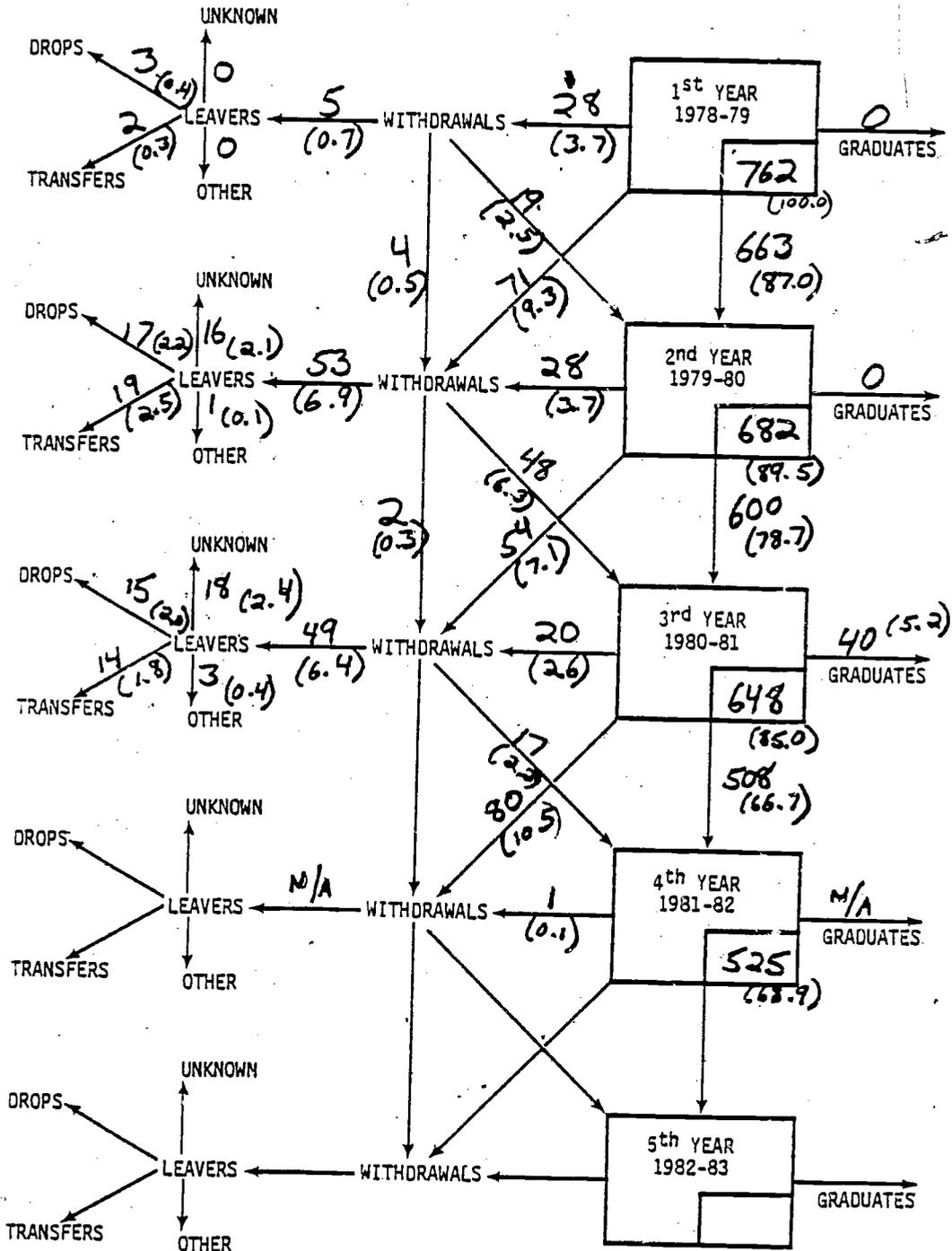
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



TOTAL - ALL STUDENTS

(number in parentheses indicates percent of total)

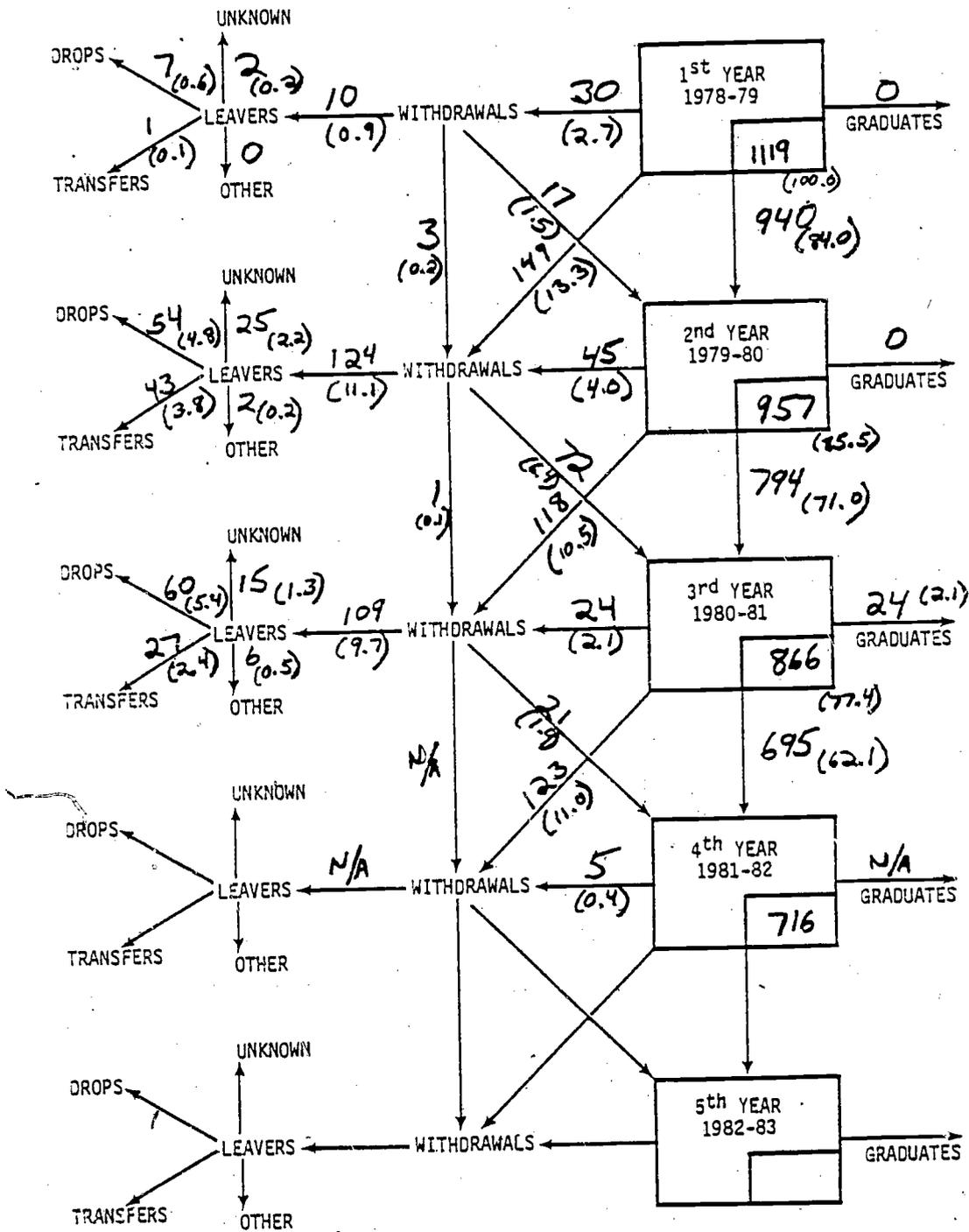
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK STUDENTS

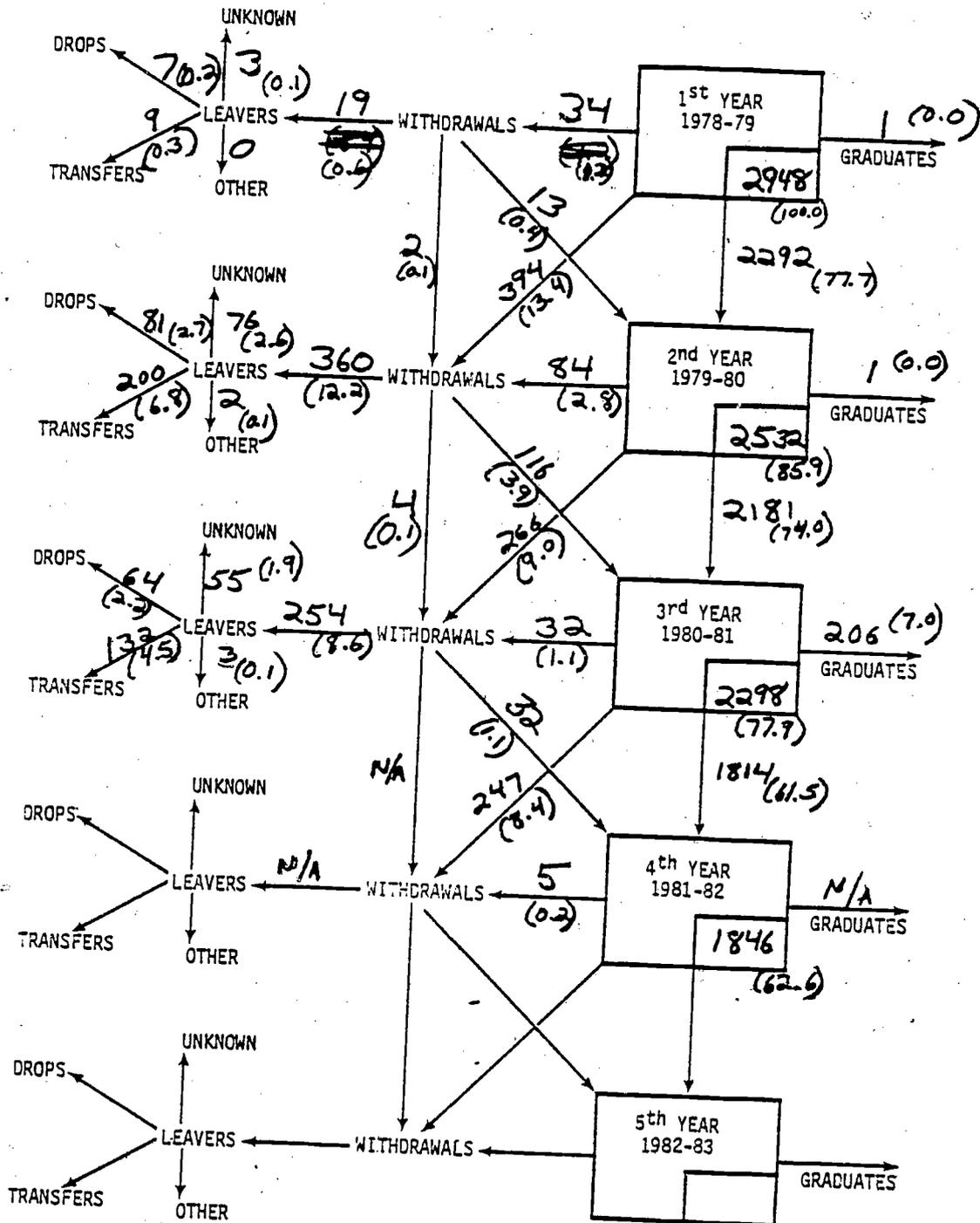
206

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



HISPANIC STUDENTS

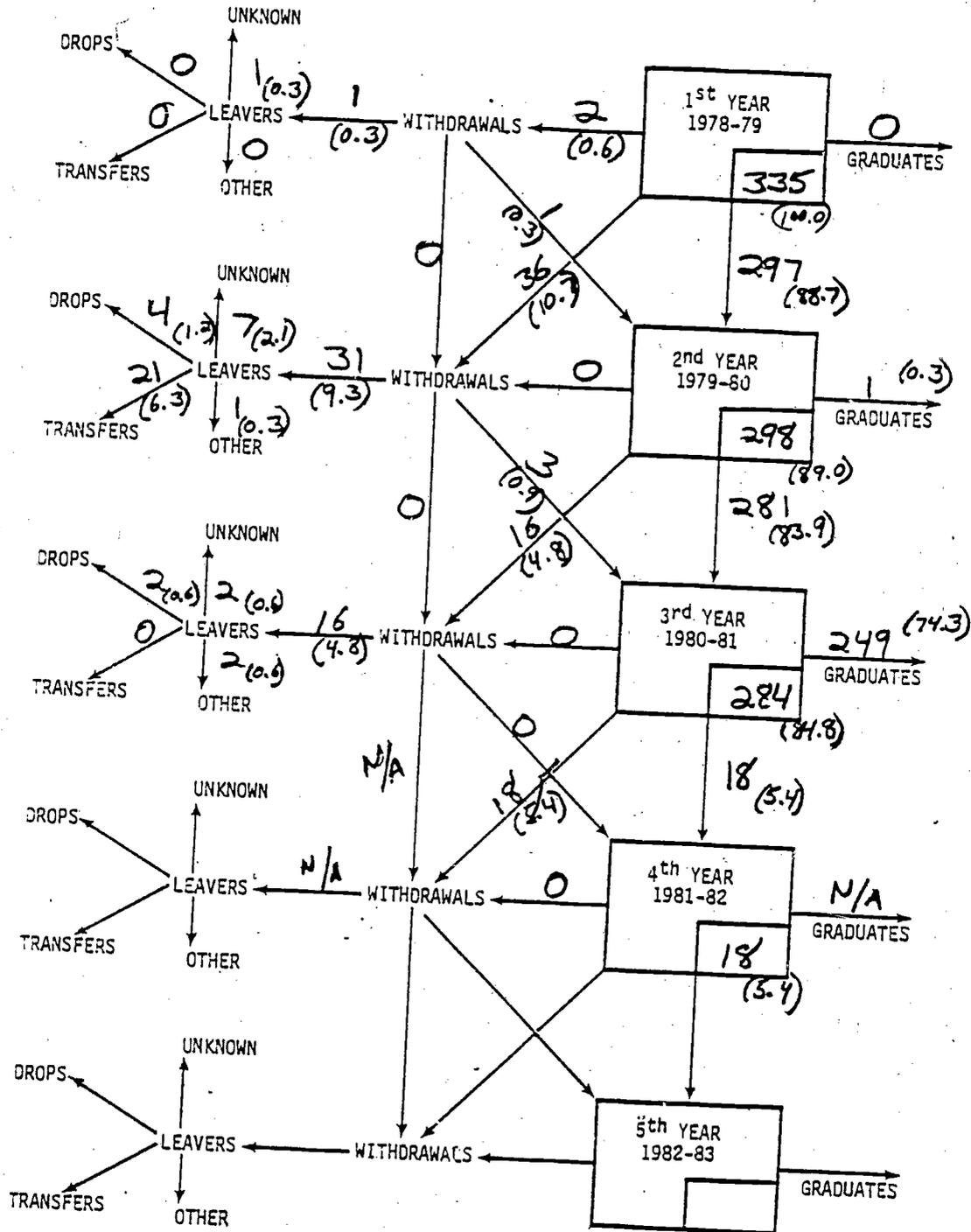
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



ANGLO AND OTHER STUDENTS

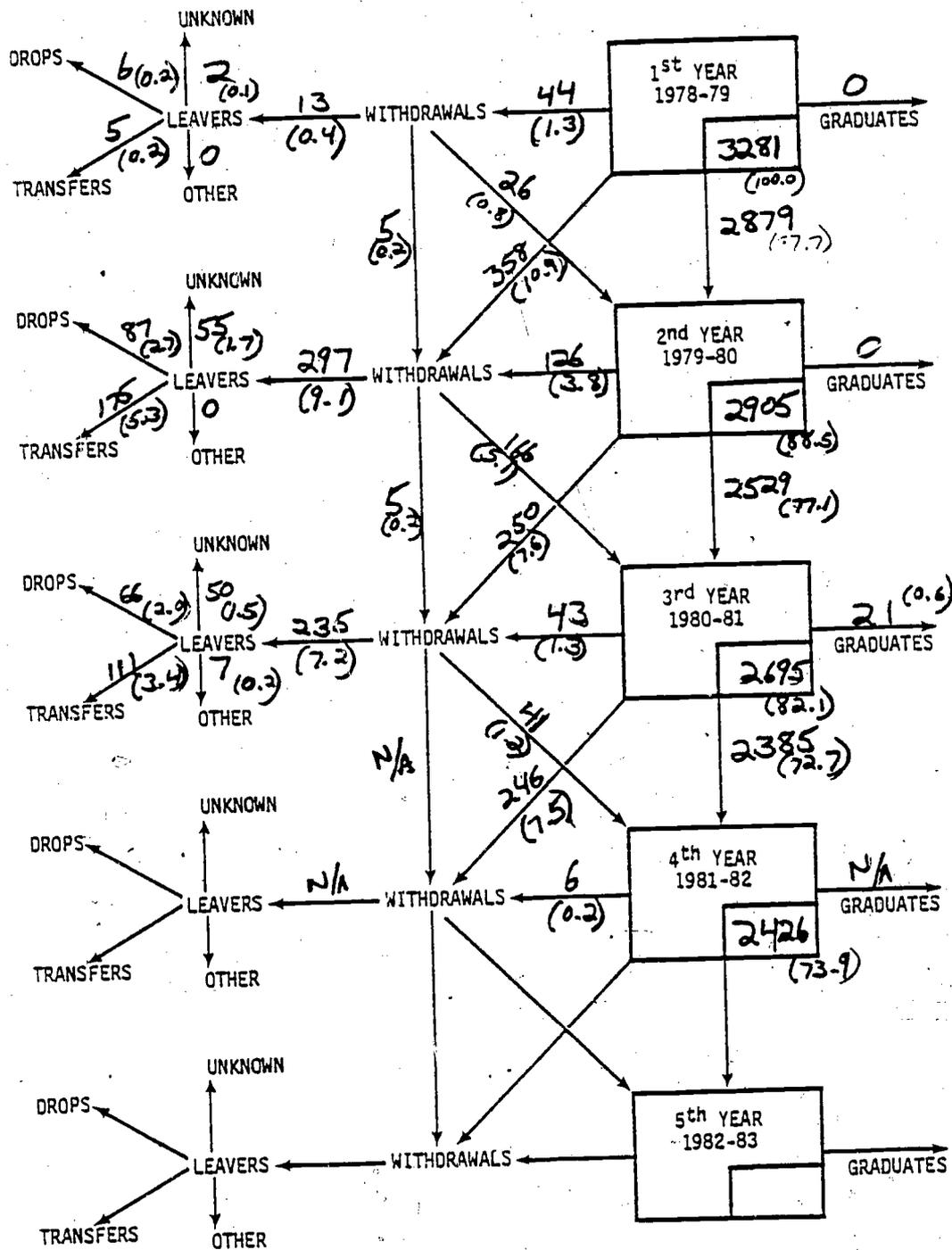
205

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



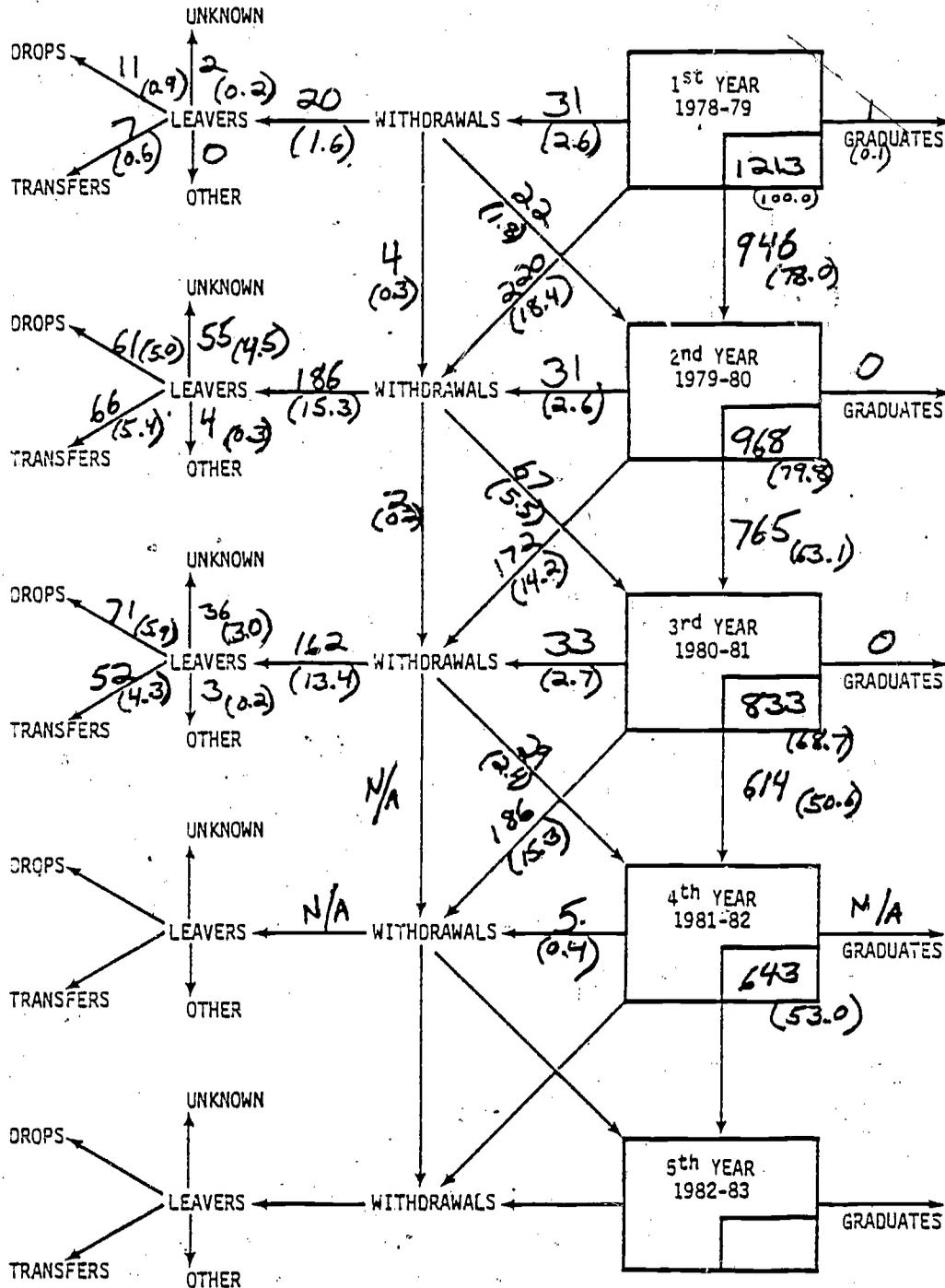
ABOVE GRADE LEVEL STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



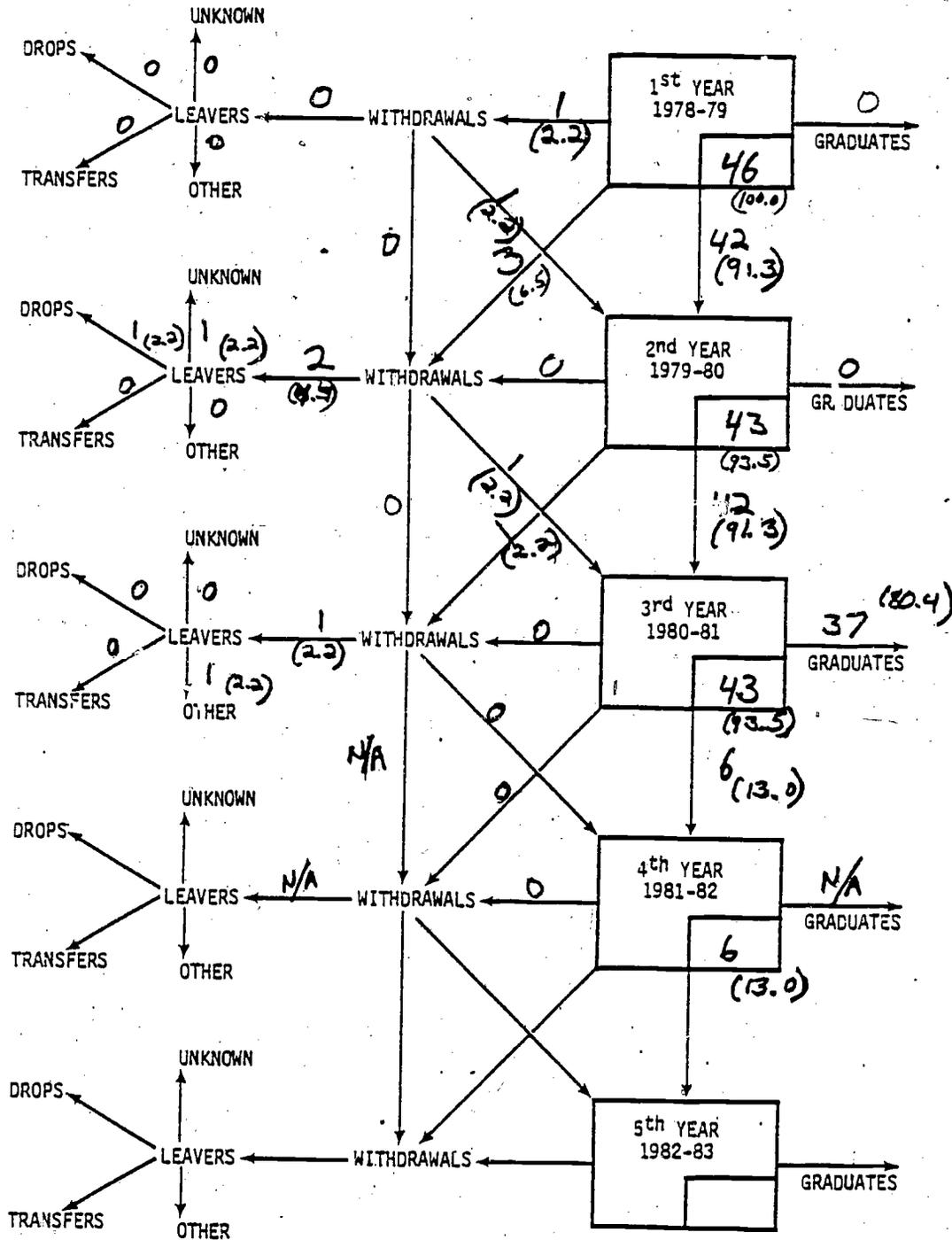
ON GRADE LEVEL STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BELOW GRADE LEVEL STUDENTS

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS

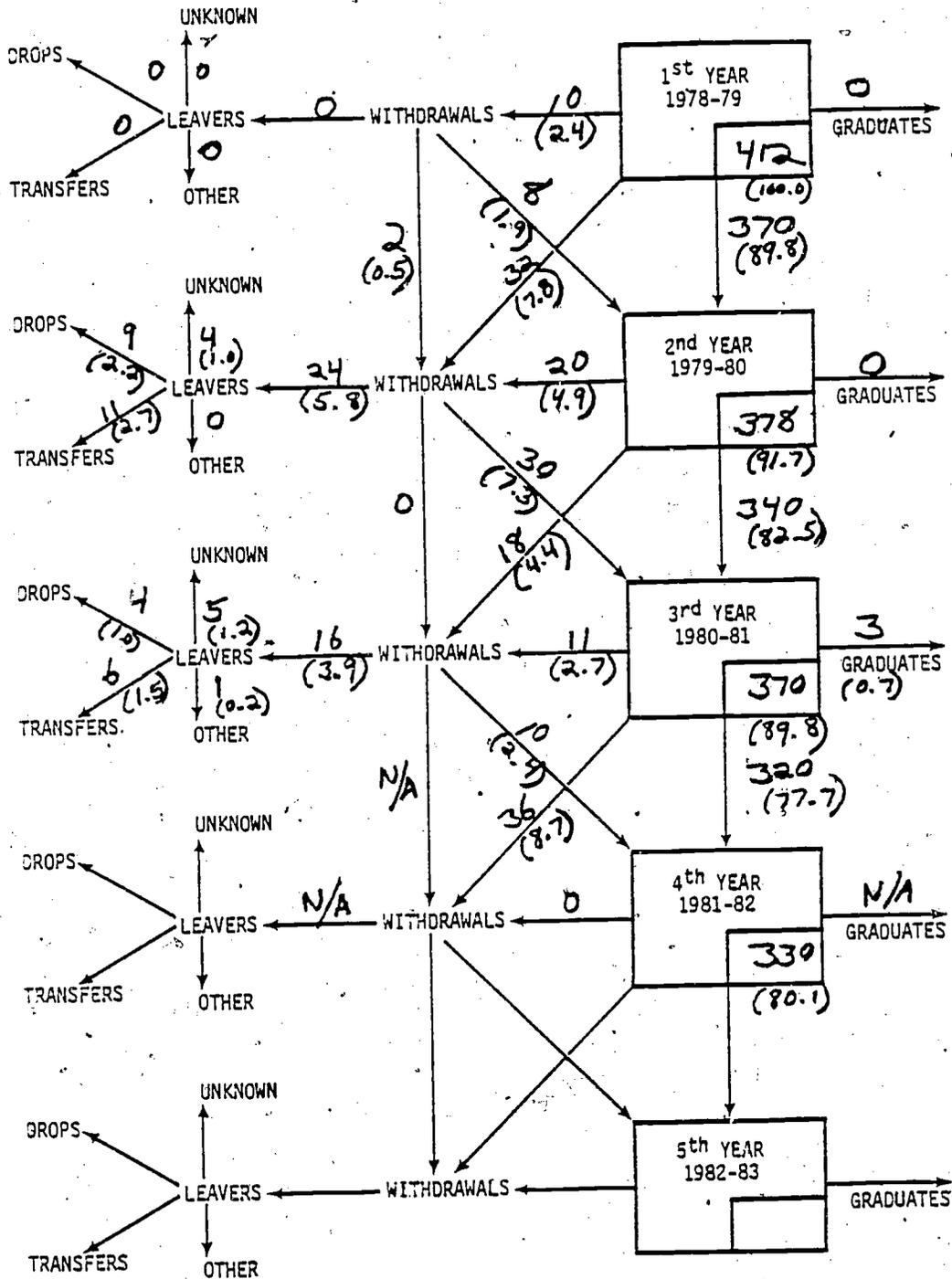


BLACK STUDENTS ABOVE GRADE LEVEL

212

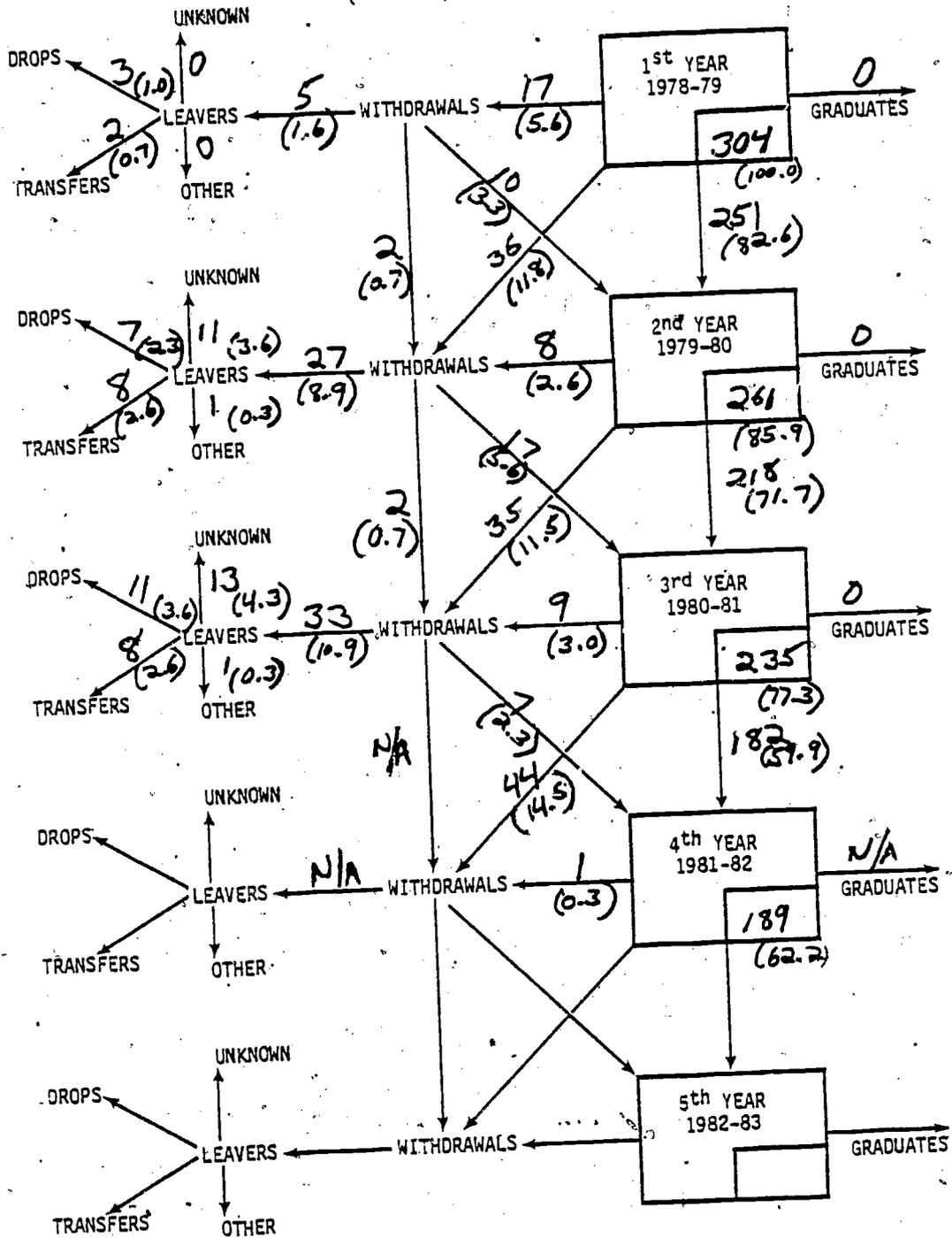
81.73

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



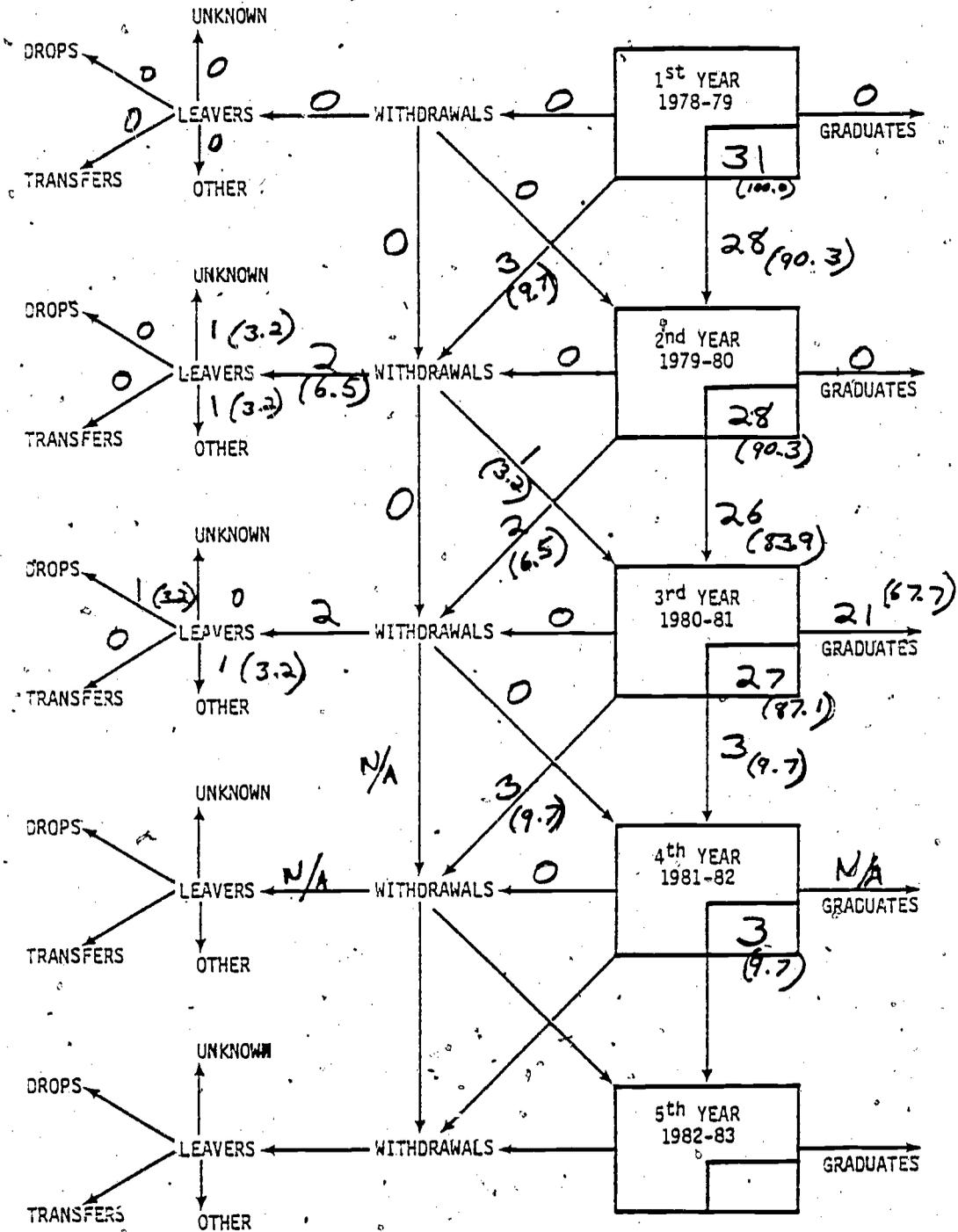
BLACK STUDENTS ON GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



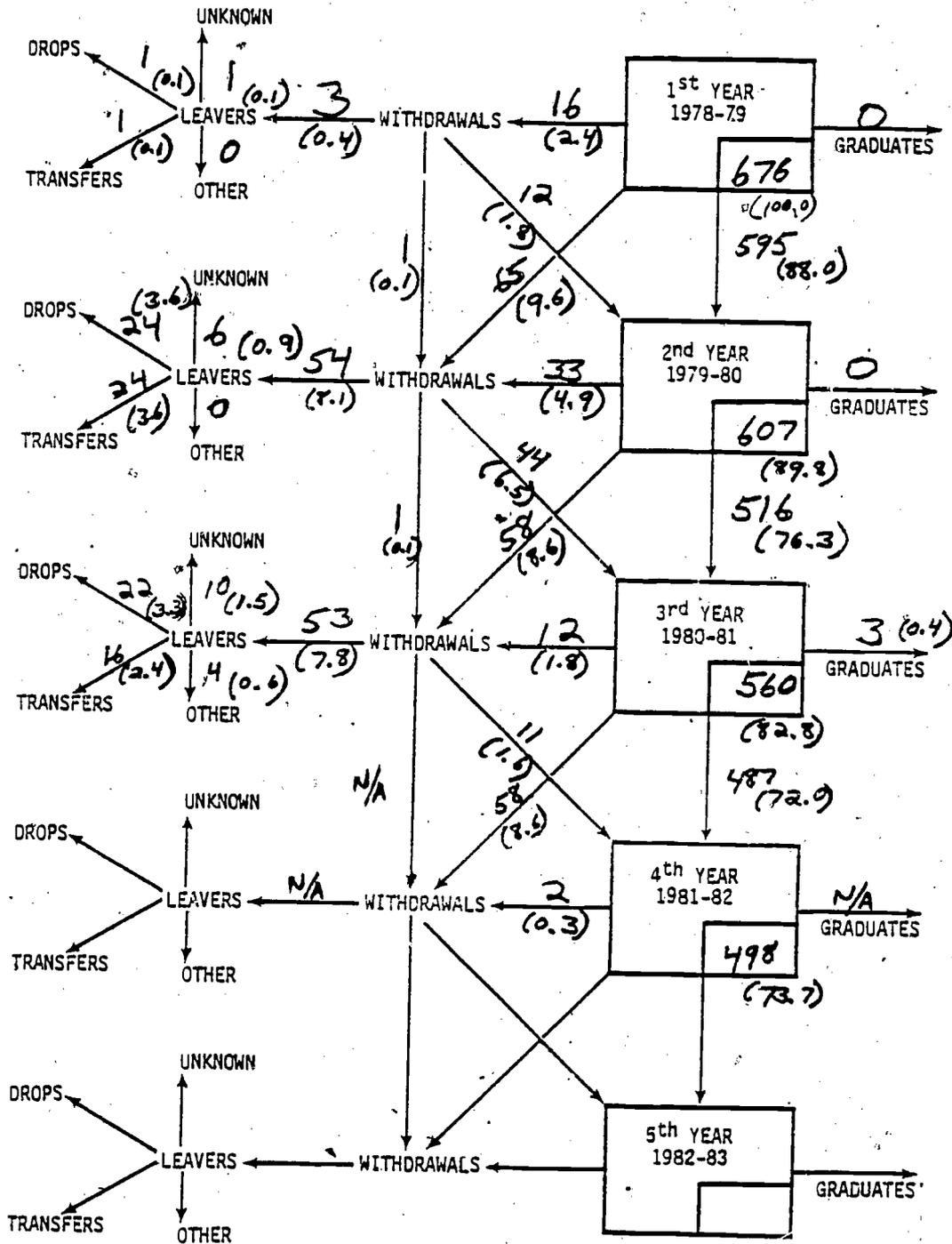
BLACK STUDENTS BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



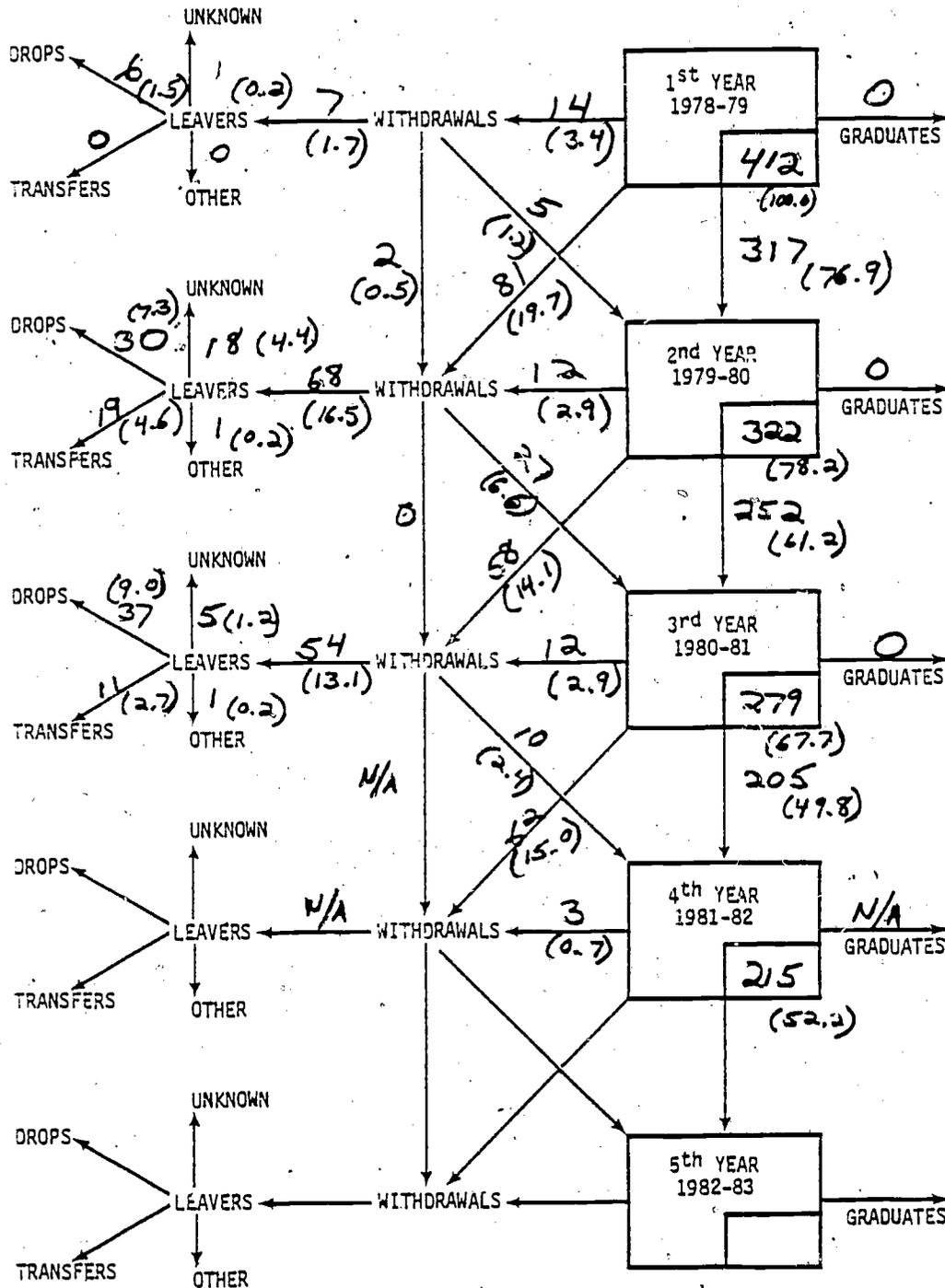
HISPANIC STUDENTS ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



HISPANIC STUDENTS ON GRADE LEVEL

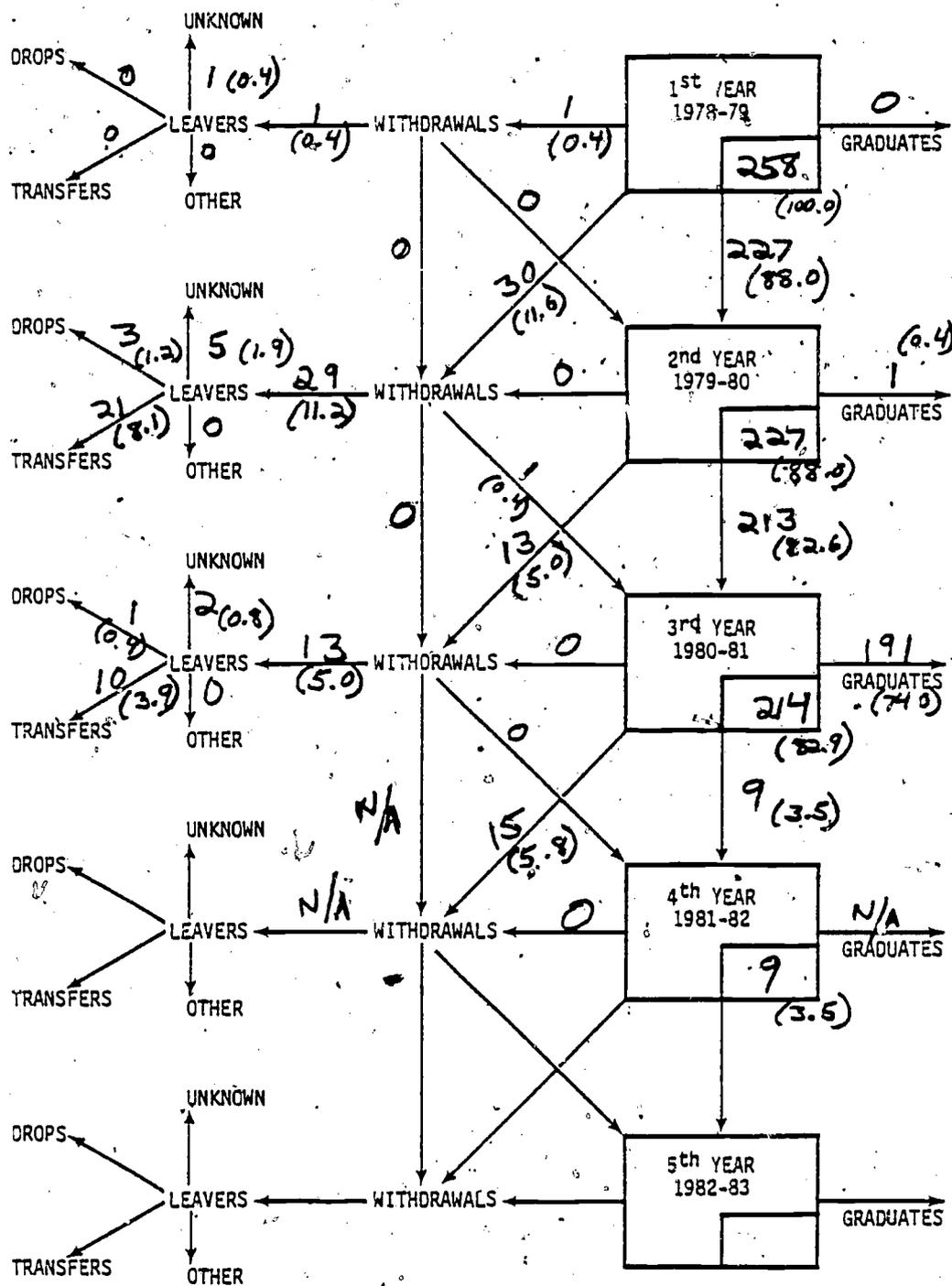
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



HISPANIC STUDENTS BELOW GRADE LEVEL

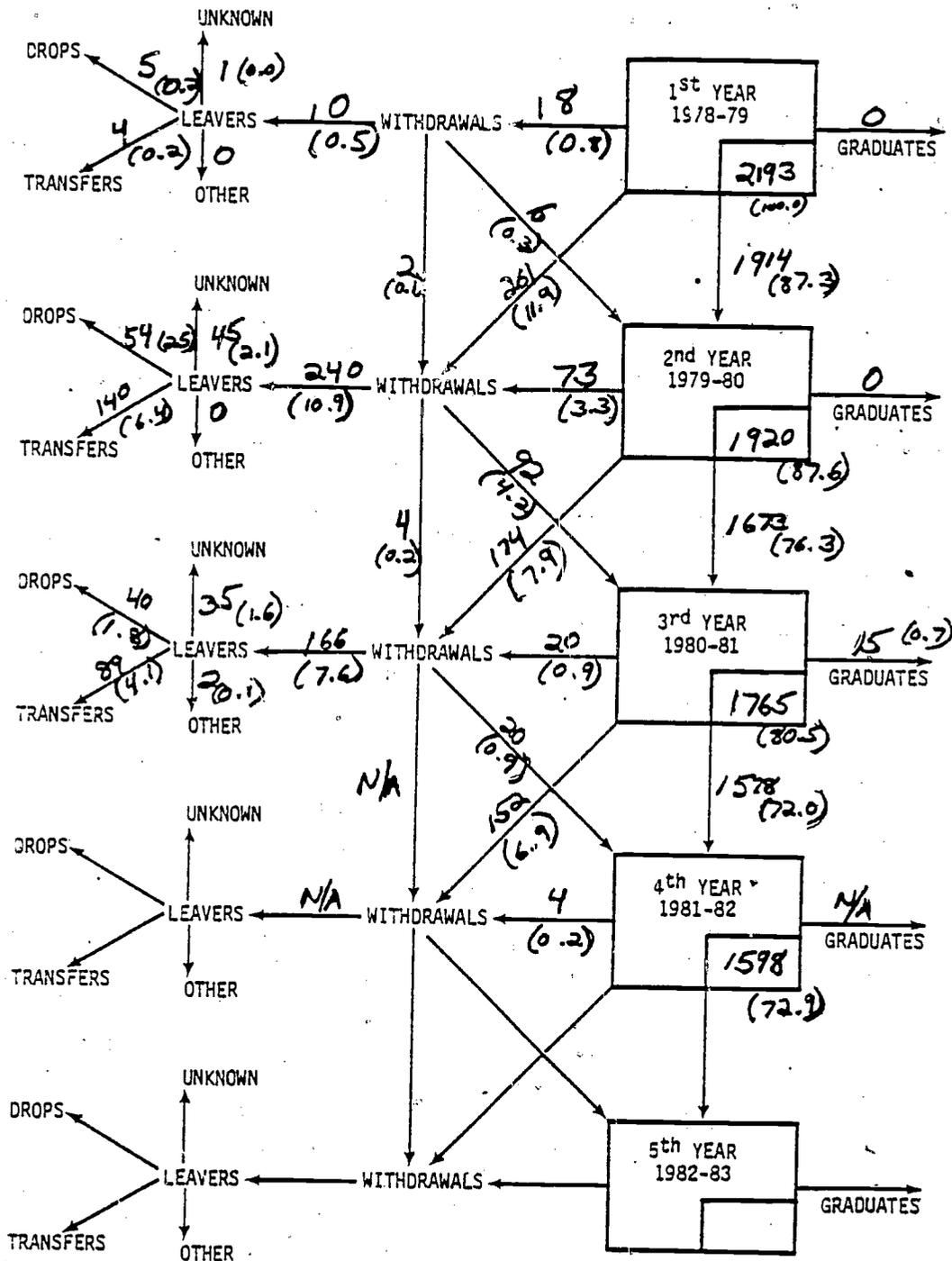
211

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



ANGLO AND OTHER STUDENTS ABOVE GRADE LEVEL

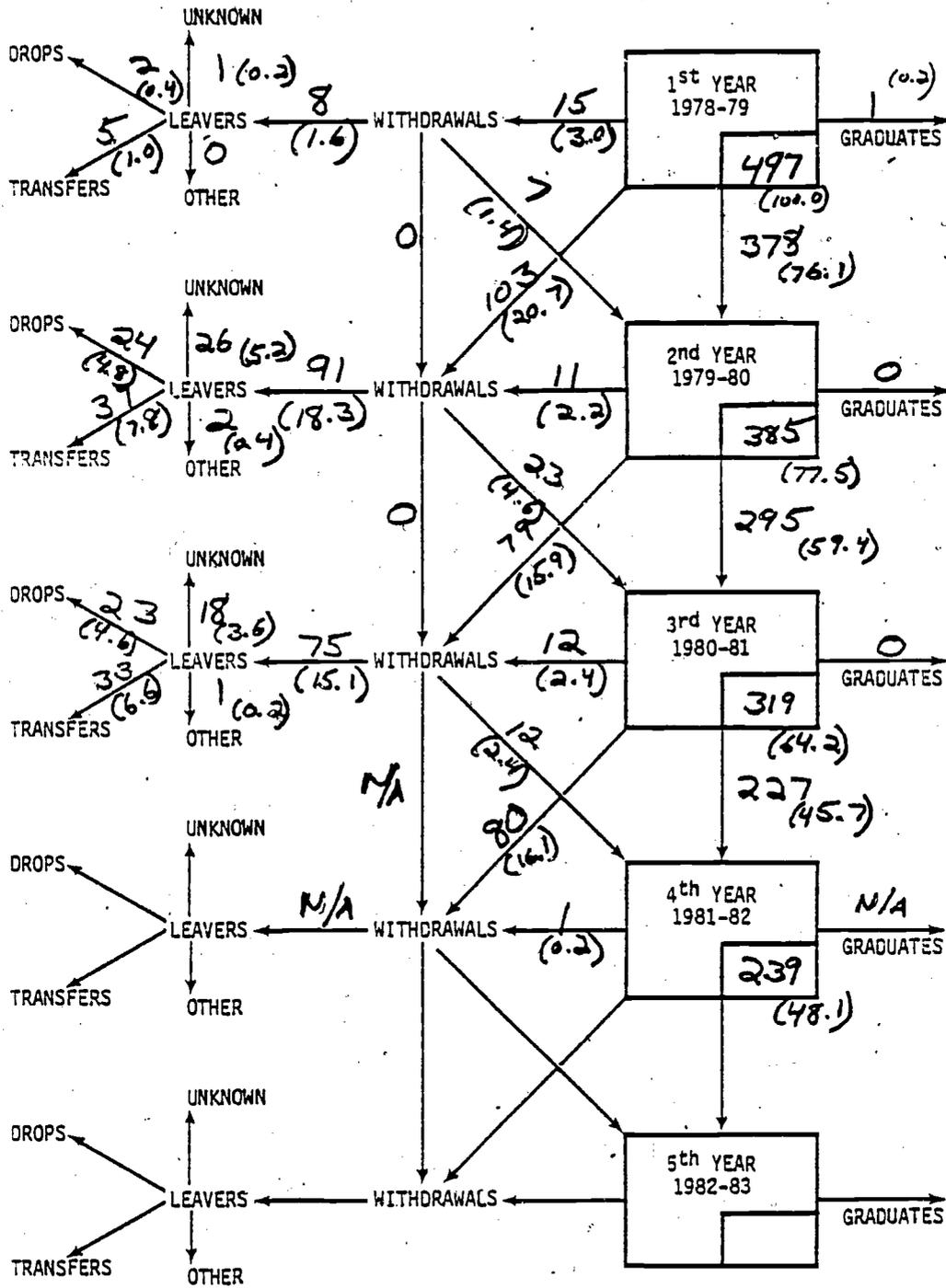
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



ANGLO AND OTHER STUDENTS ON GRADE LEVEL

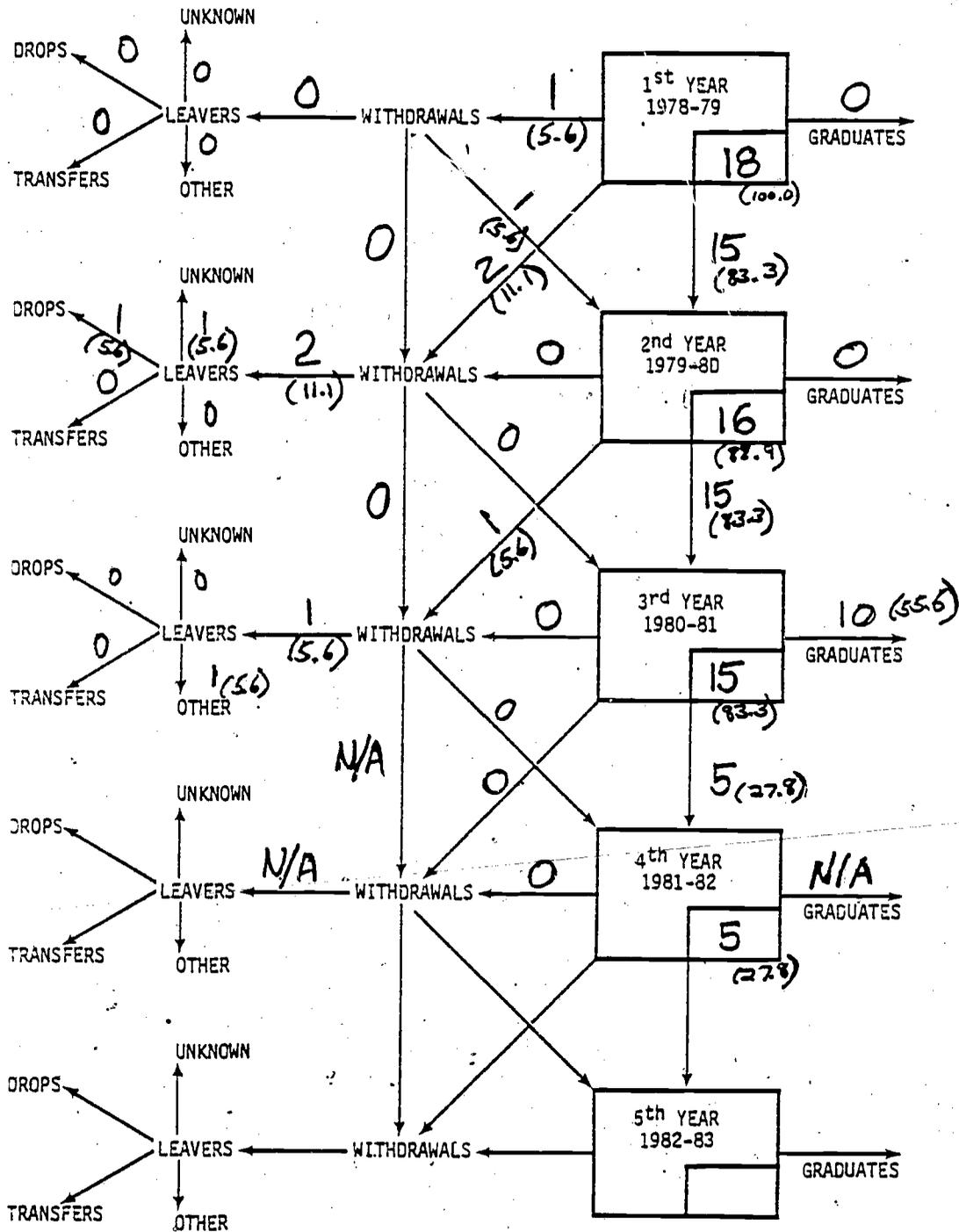
219

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



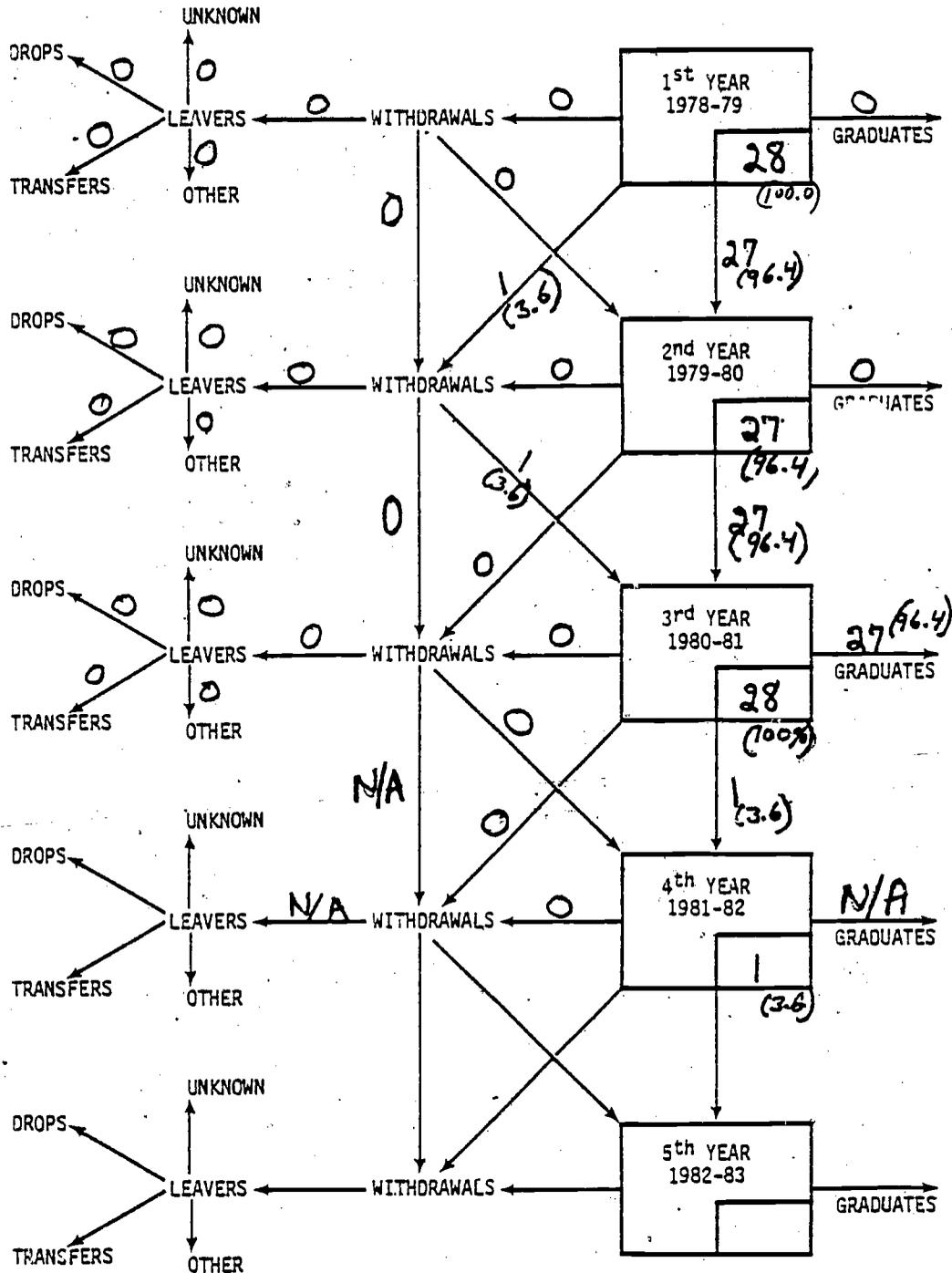
ANGLO AND OTHER STUDENTS BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK MALES ABOVE GRADE LEVEL

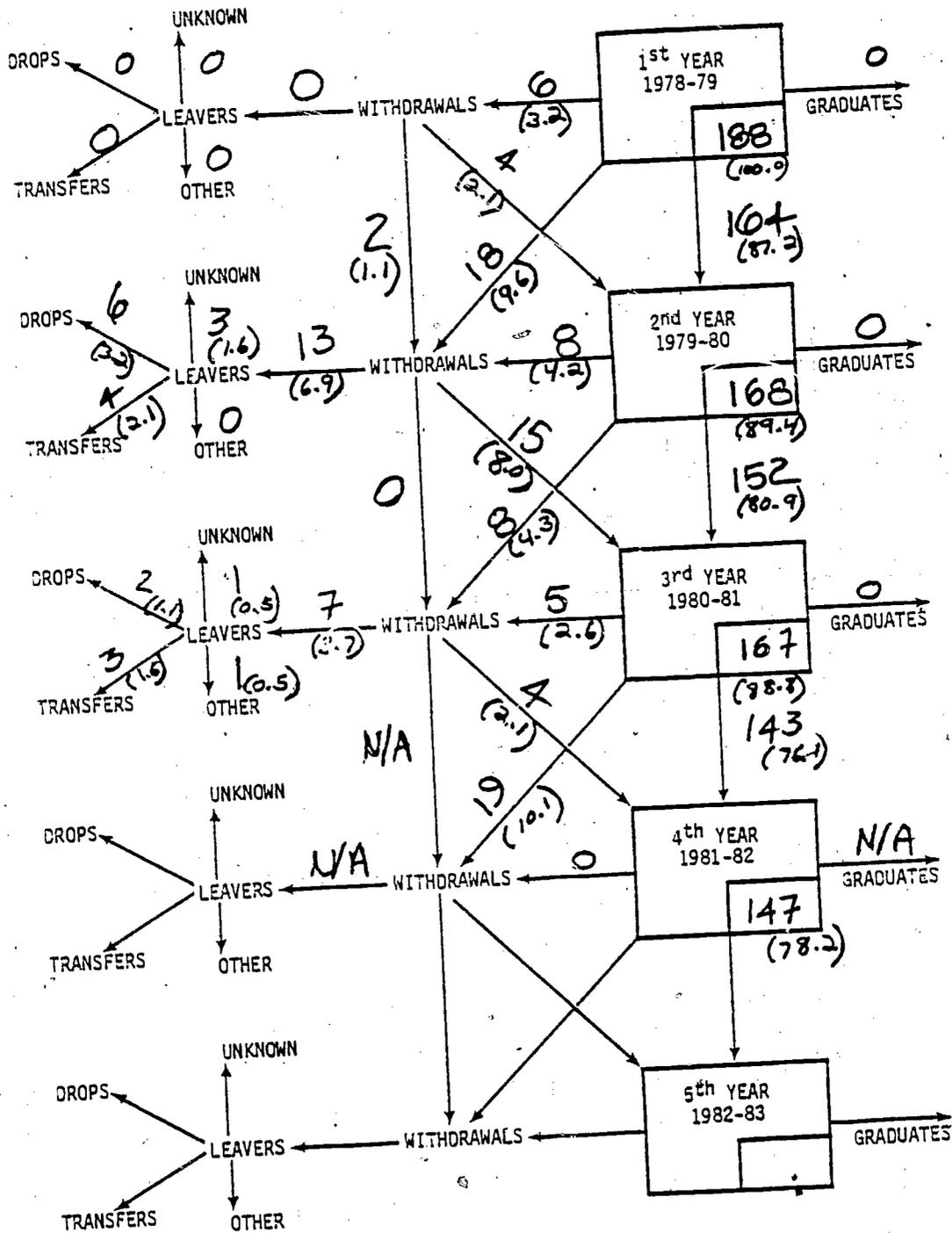
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK FEMALES ABOVE GRADE LEVEL

.222

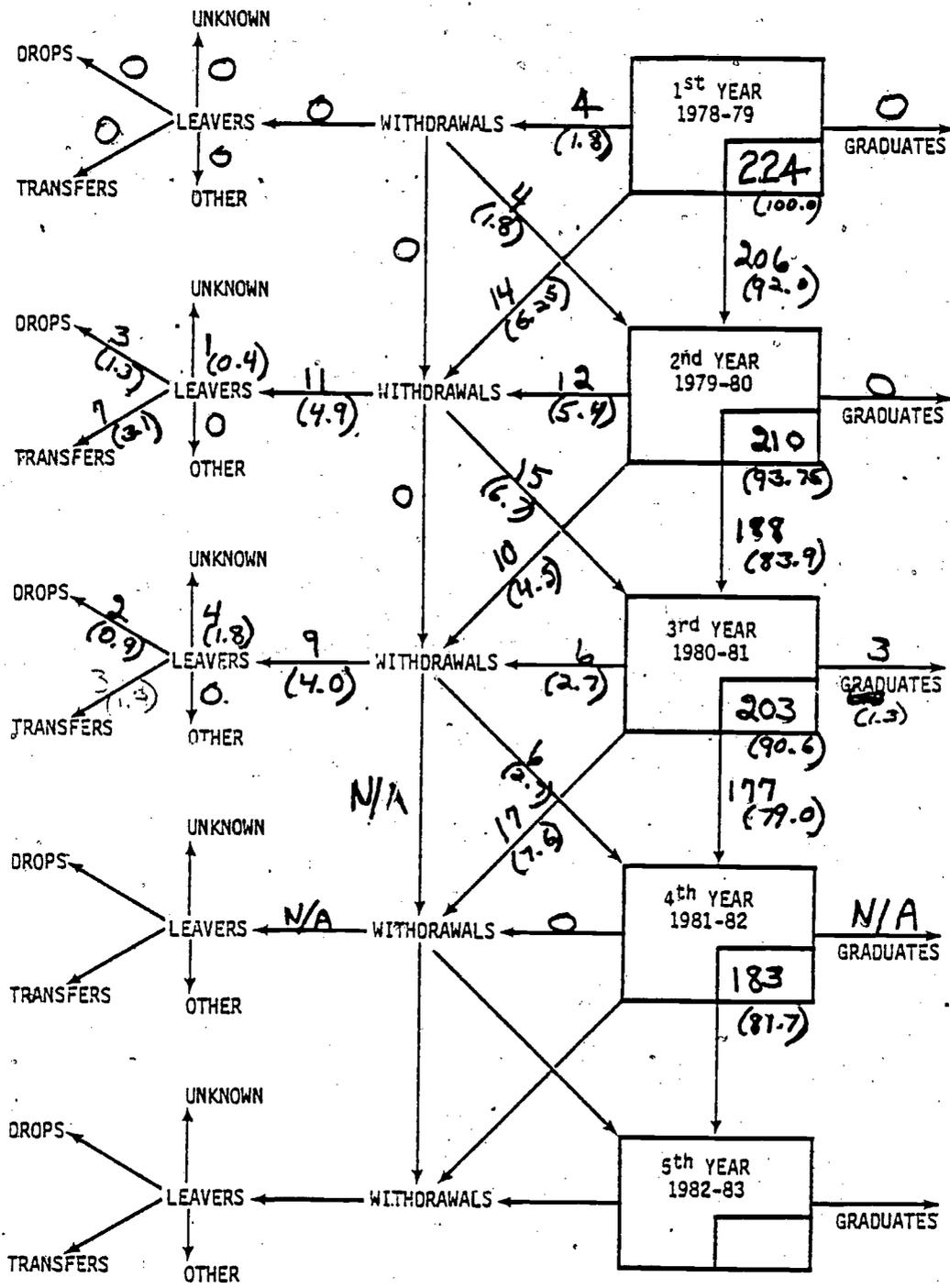
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK MALES ON GRADE LEVEL

223

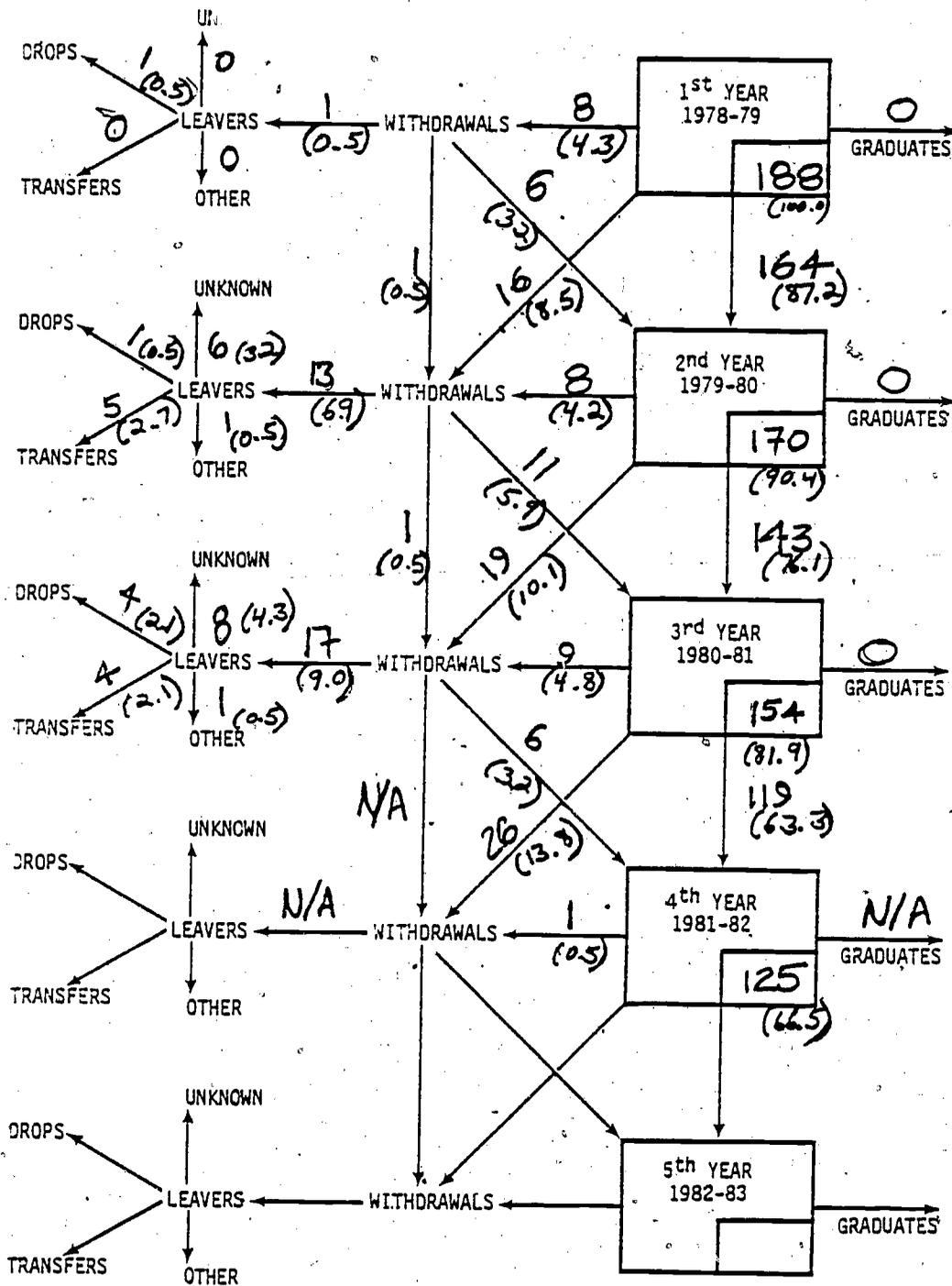
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK FEMALES ON GRADE LEVEL

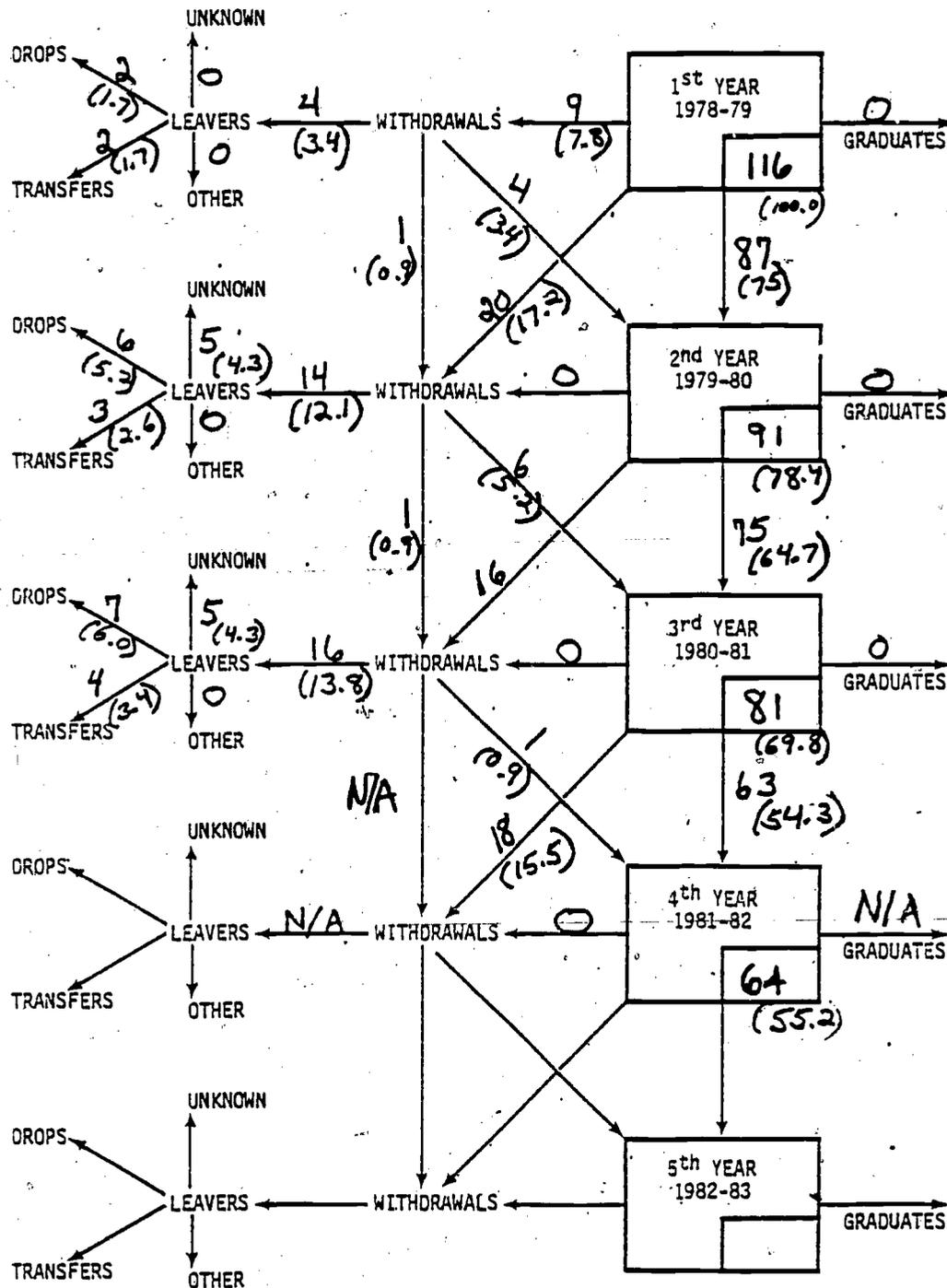
224

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK MALES BELOW GRADE LEVEL

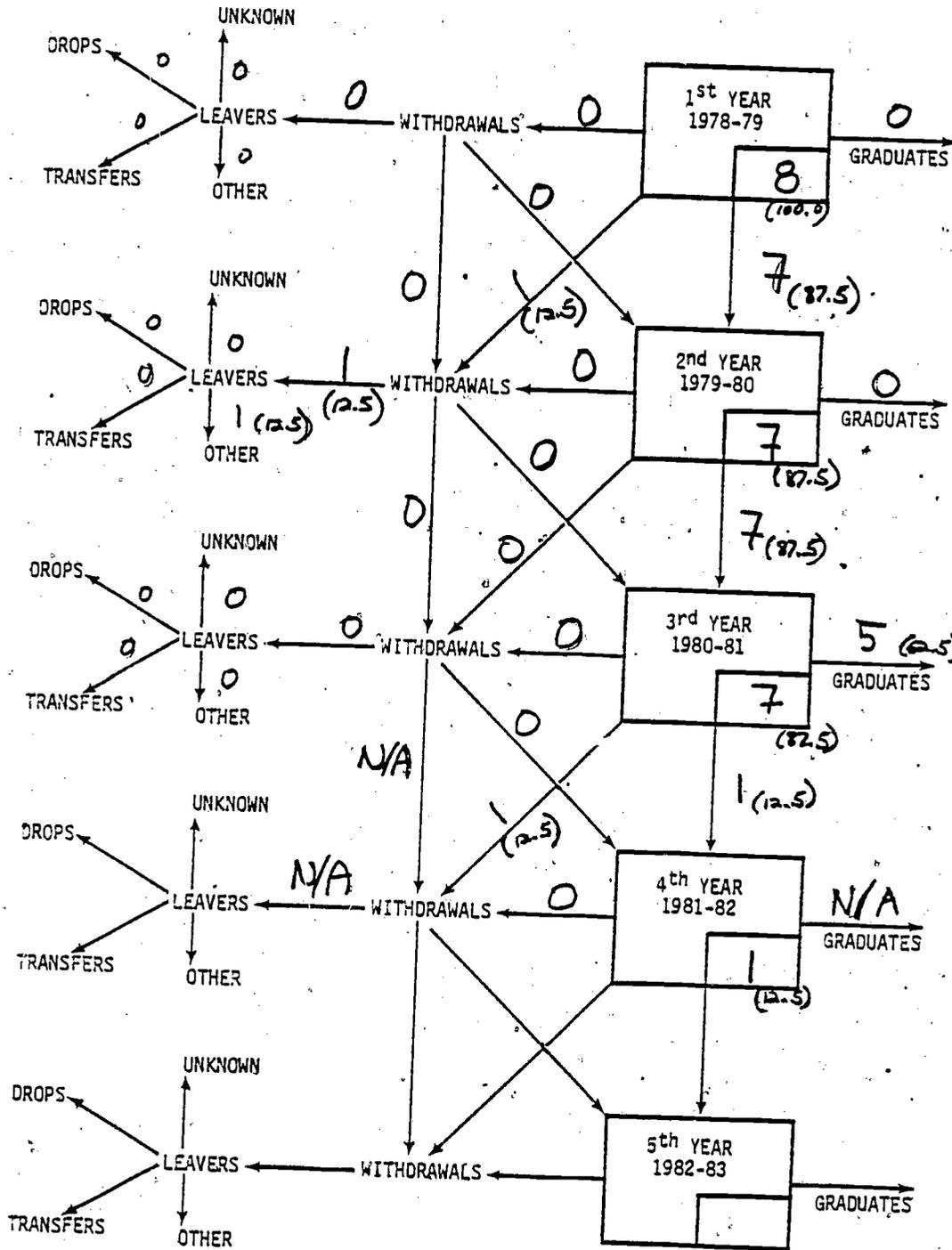
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



BLACK FEMALES BELOW GRADE LEVEL

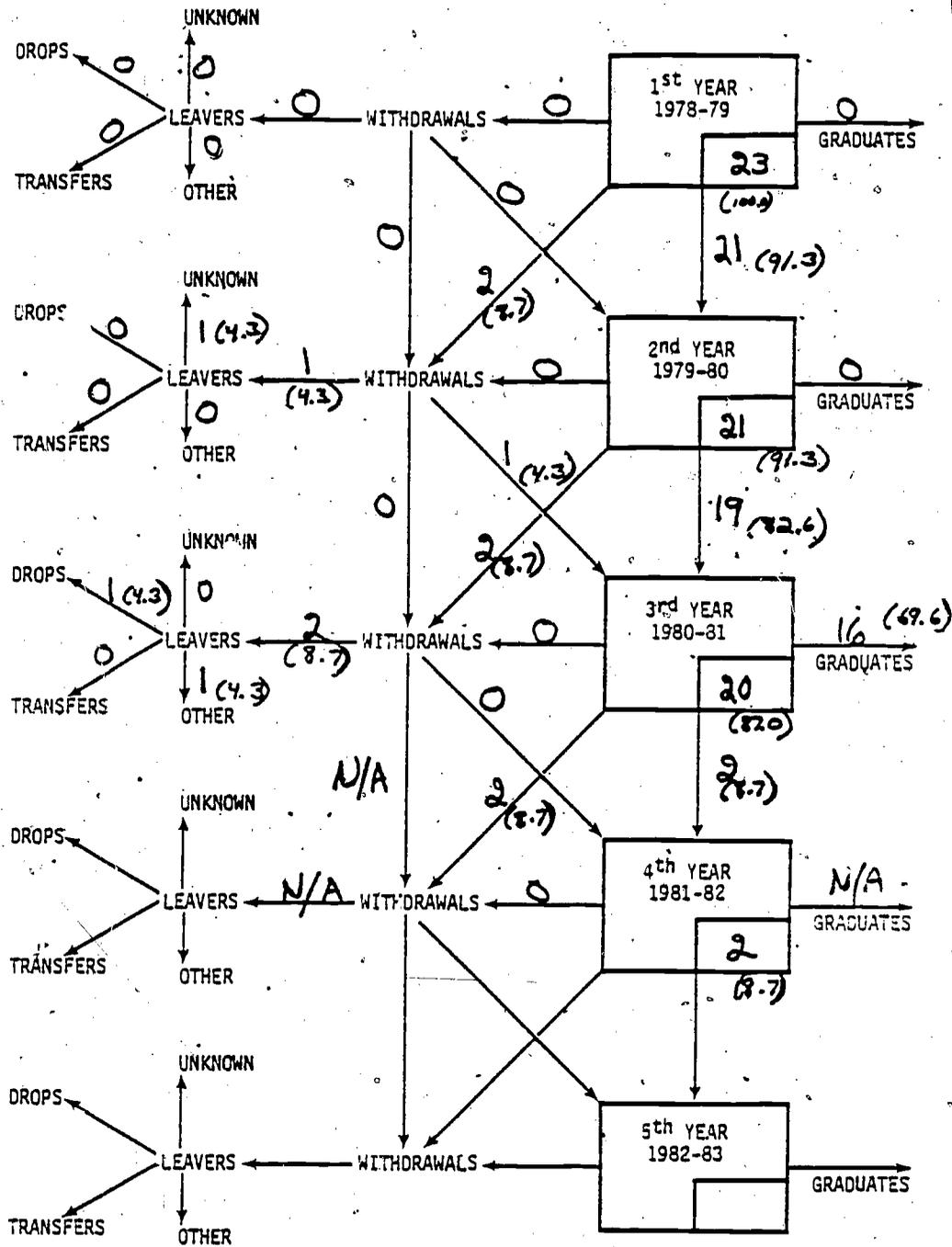
226

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



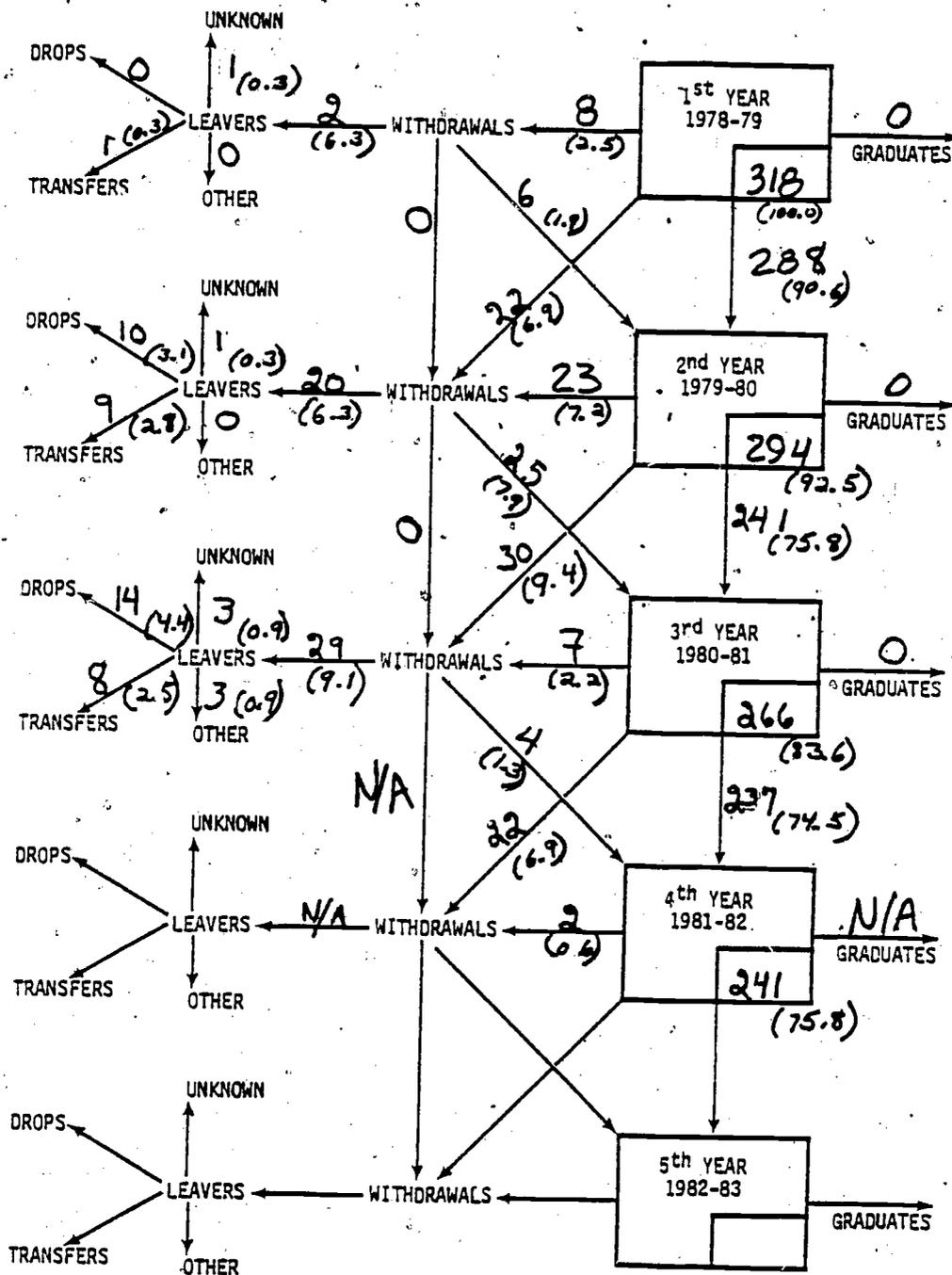
HISPANIC MALES ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



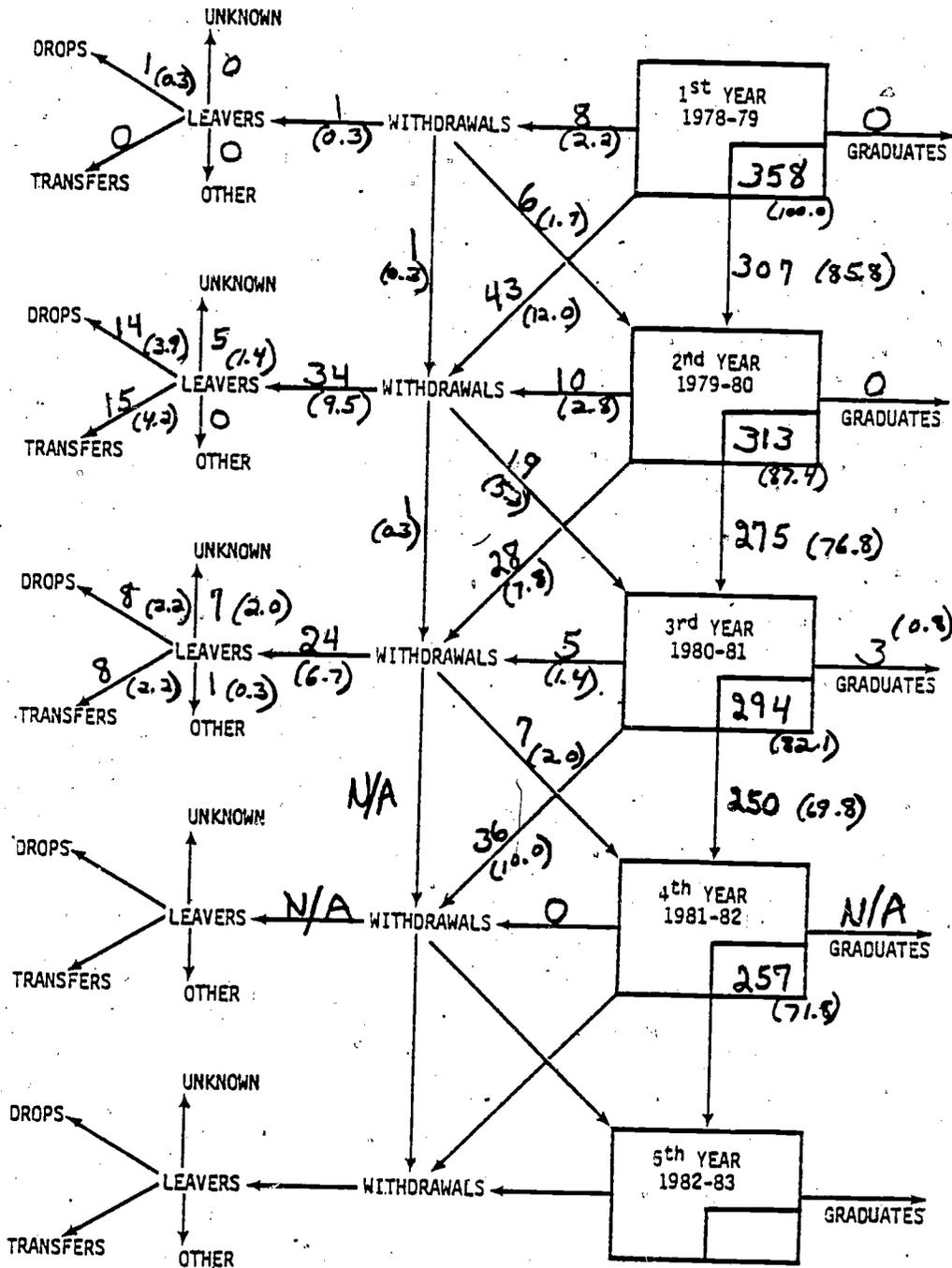
HISPANIC FEMALES ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



HISPANIC MALES ON GRADE LEVEL

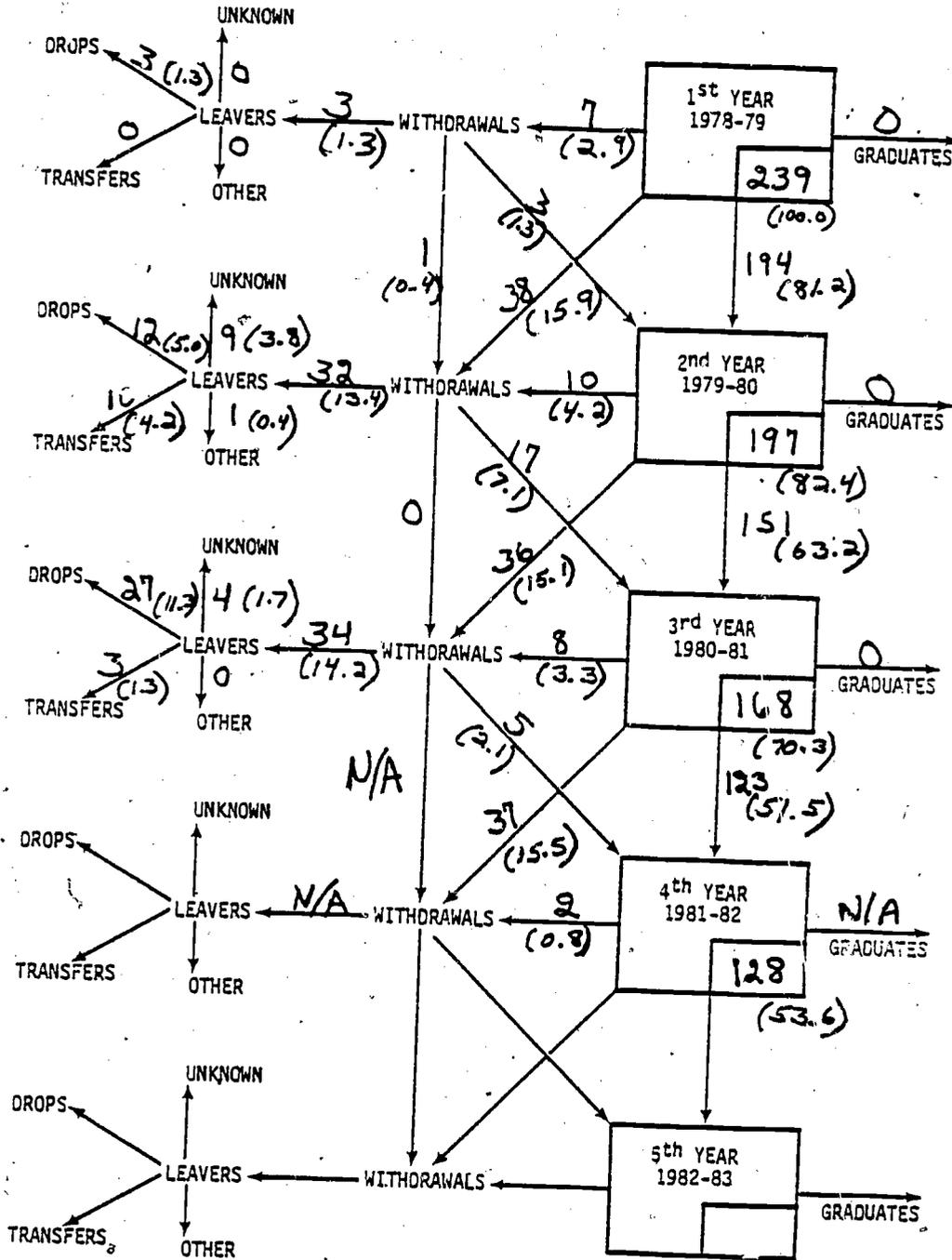
ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



HISPANIC FEMALES ON GRADE LEVEL

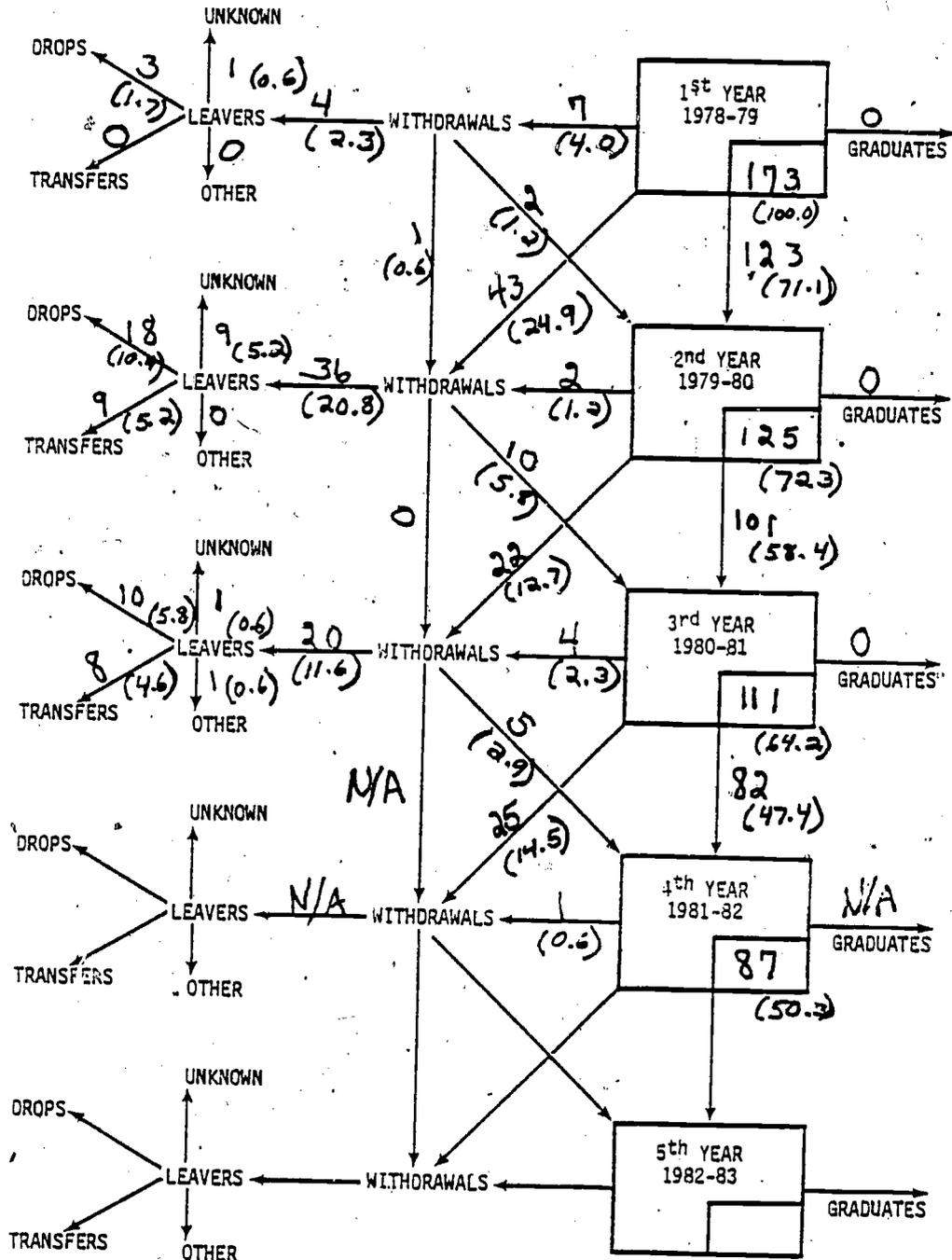
230

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



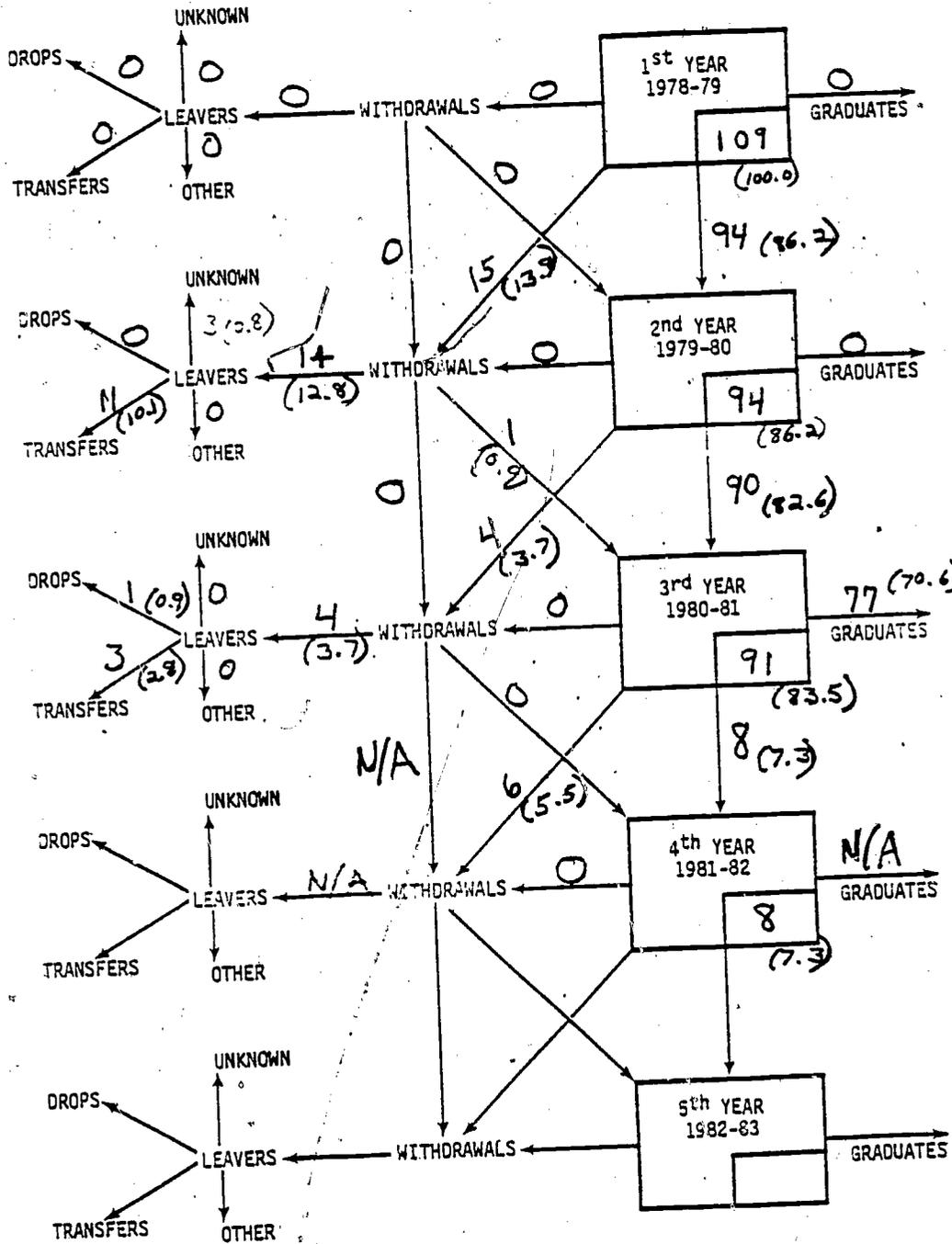
HISPANIC MALES BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



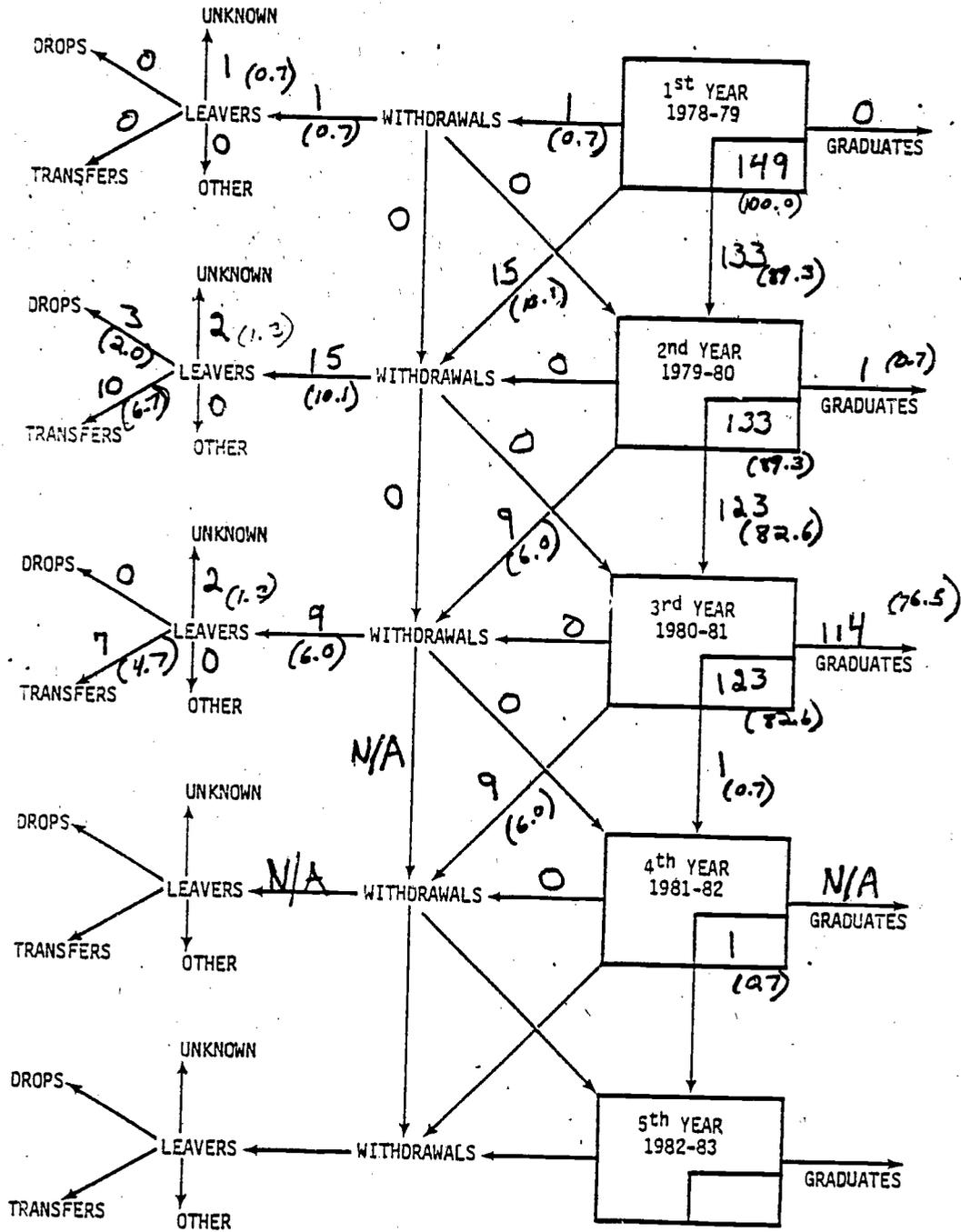
HISPANIC FEMALES BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



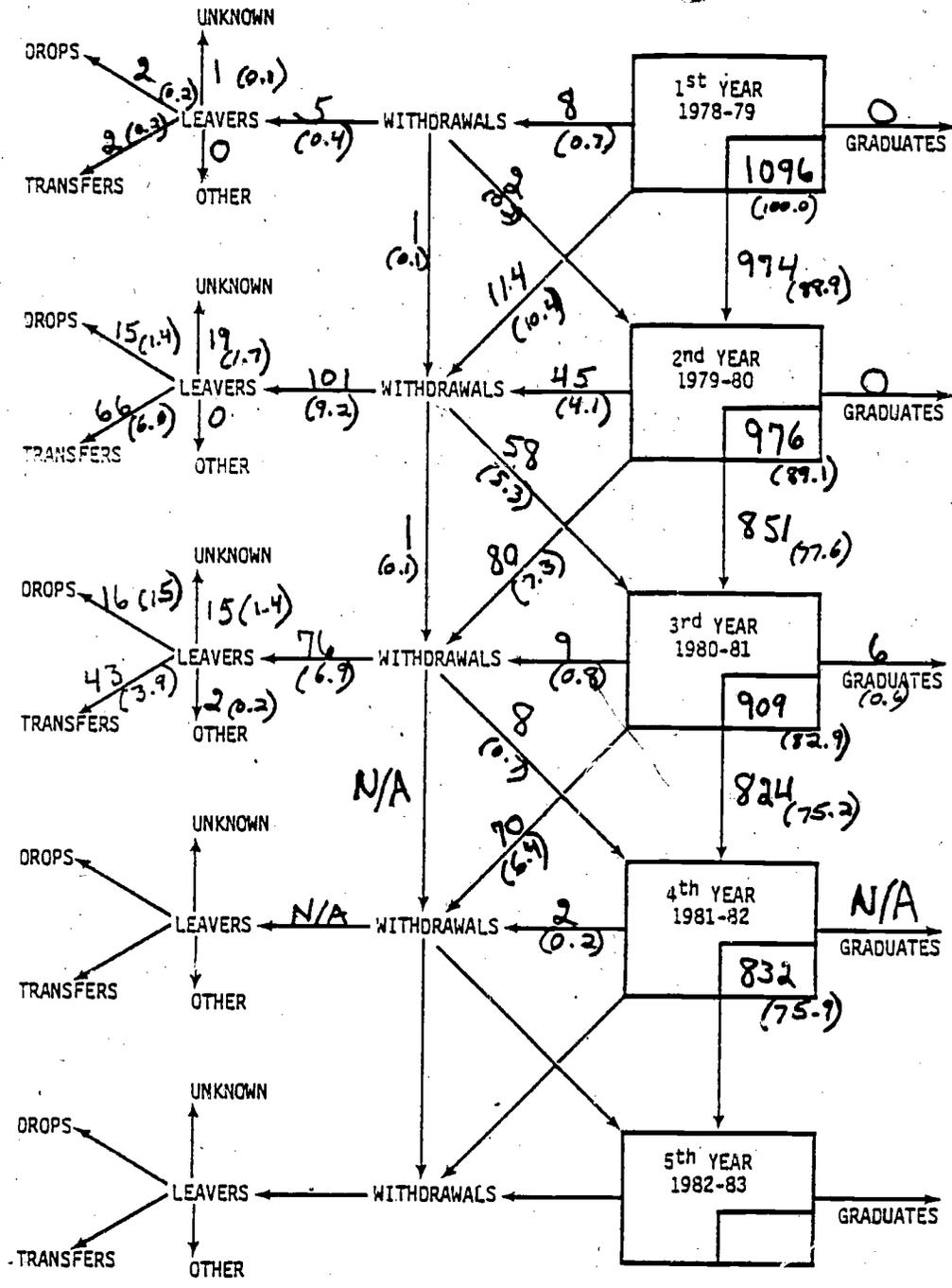
ANGLO OR OTHER MALES ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



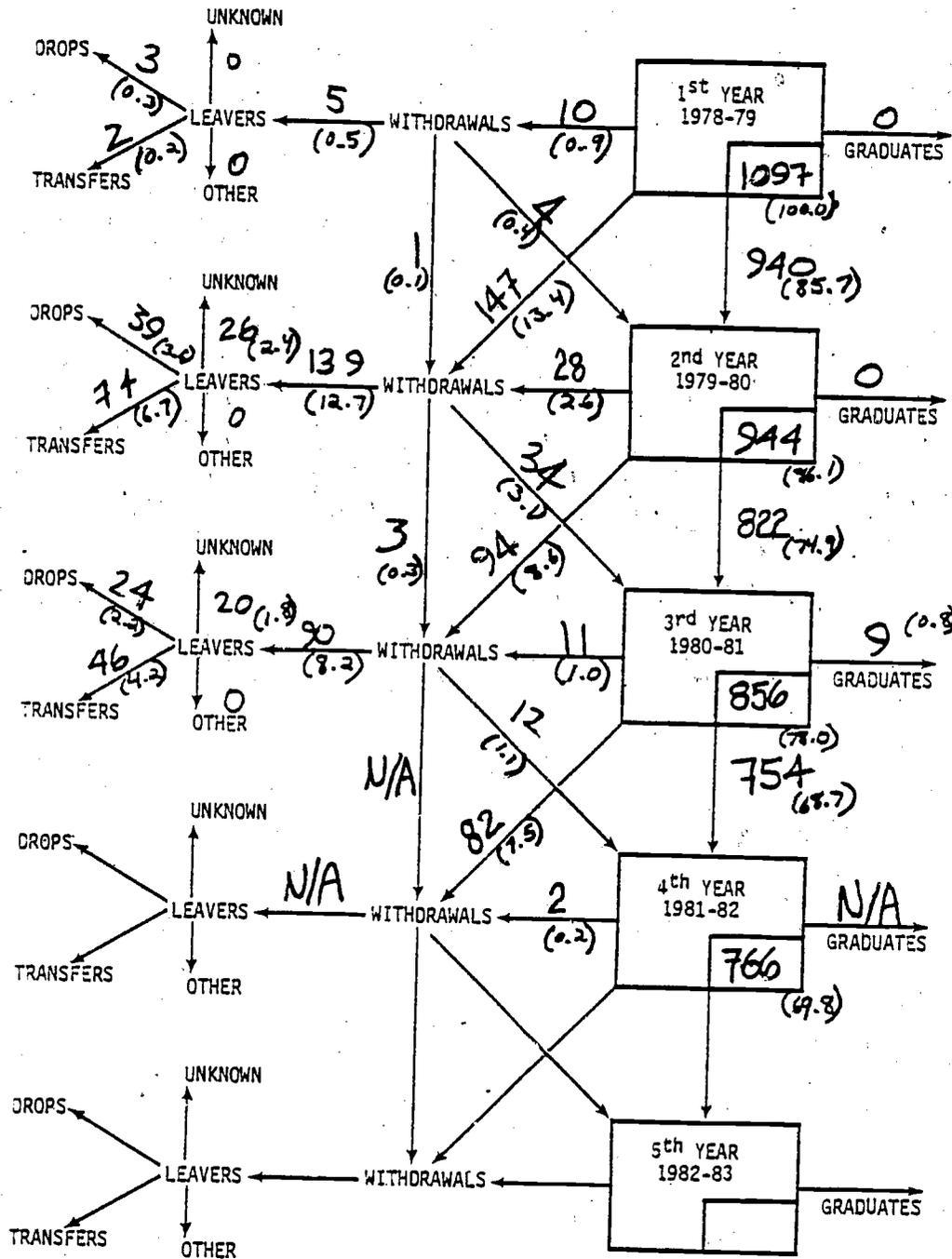
ANGLO OR OTHER FEMALES ABOVE GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



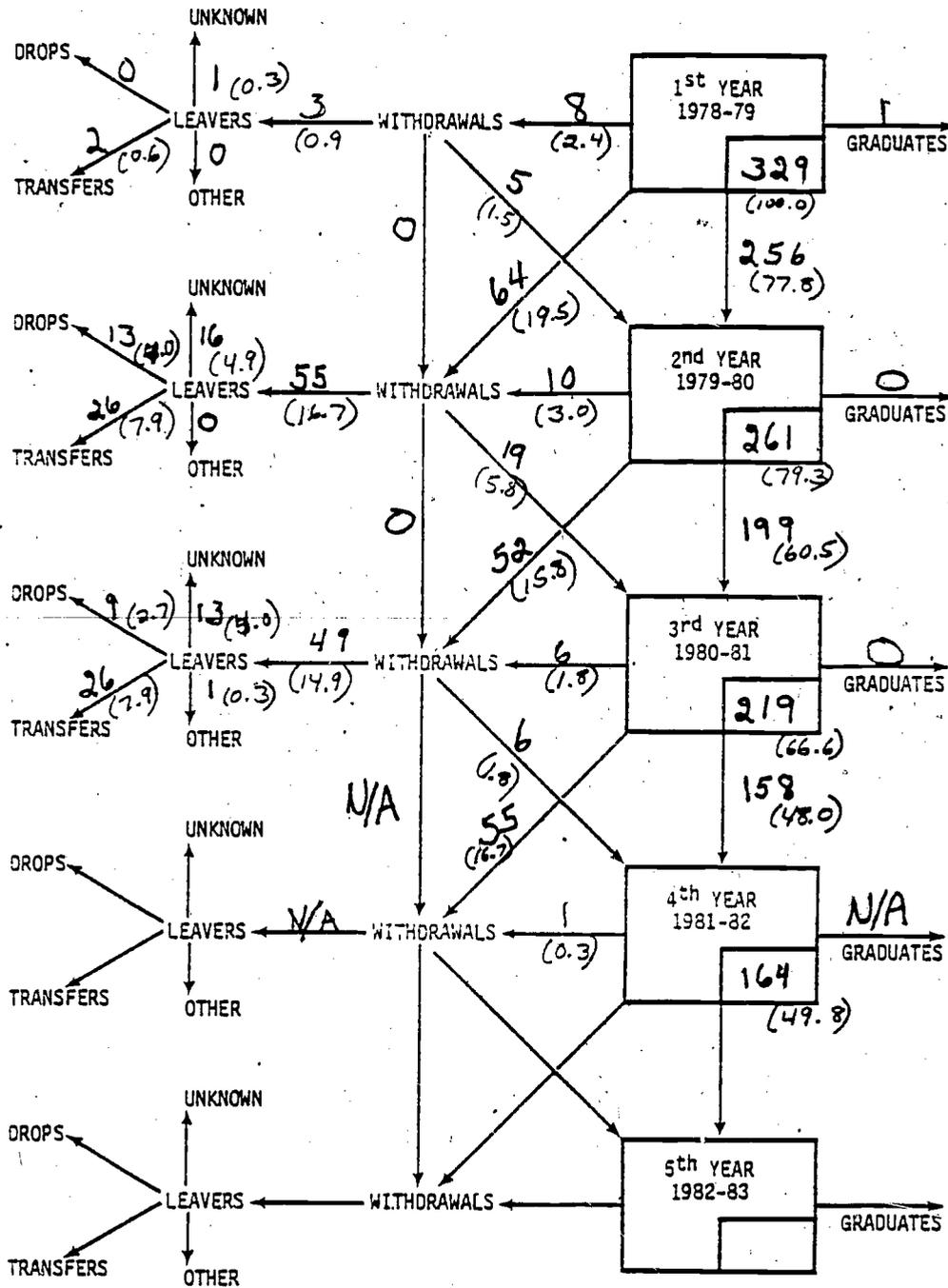
ANGLO OR OTHER MALES ON GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14-YEAR OLDS



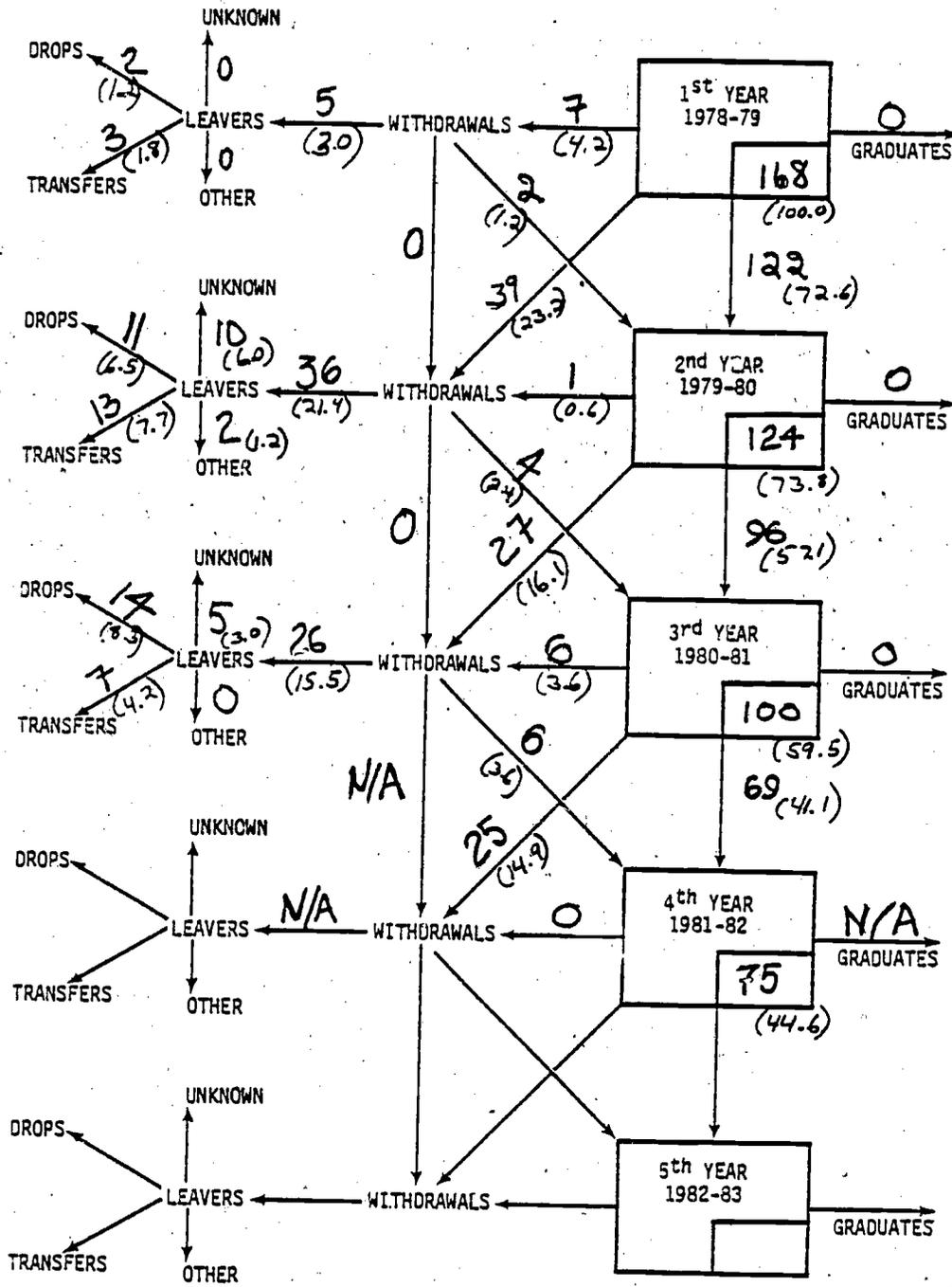
ANGLO OR OTHER FEMALES ON GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



ANGLO OR OTHER MALES BELOW GRADE LEVEL

ENROLLMENT PATH FOR 1978-79 14 YEAR OLDS



ANGLO OR OTHER FEMALES BELOW GRADE LEVEL

DATA COLLECTION FORM ON SCHOOL LEAVERS

STUDENT NAME \_\_\_\_\_ BIRTHDATE 07 31 44 SEX 3  
IO NUMBER \_\_\_\_\_ WITHDRAWAL DATE 0 0 80 LEAVER-CODE 1500

SCHOOL FROM WHICH DRCP TOOK PLACE 009 ANDERSON HIGH SCHOOL

HAS STUDENT'S TRANSCRIPT EVER BEEN REQUESTED? YES 1 NO 0

IF YES, BY WHOM? (CHECK AS MANY AS APPLICABLE)

- ANOTHER SCHOOL IN AUSTIN \_\_\_\_\_
- ANOTHER SCHOOL IN TEXAS \_\_\_\_\_
- AN OUT-OF-STATE SCHOOL \_\_\_\_\_
- A COLLEGE, UNIVERSITY, OR OTHER POST-SECONDARY SCHOOL \_\_\_\_\_
- OTHER SCHOOL \_\_\_\_\_

EMPLOYER \_\_\_\_\_  
ARMED FORCES \_\_\_\_\_

OTHER AGENCY \_\_\_\_\_ (WHAT TYPE?) \_\_\_\_\_

IS STUDENT A LIKELY DRCP OUT? YES \_\_\_\_\_ NO \_\_\_\_\_

ABSENCES:	#DAYS ENROLLED	#DAYS PRESENT	#DAYS ABSENT
1978-79	_____	_____	_____
1979-80	_____	_____	_____
1980-81	_____	_____	_____
1981-82	_____	_____	_____

SPORTS:  
1978-79 \_\_\_\_\_ 1979-80 \_\_\_\_\_ 1980-81 \_\_\_\_\_ 1981-82 \_\_\_\_\_

CLUBS:  
1978-79 \_\_\_\_\_ 1979-80 \_\_\_\_\_ 1980-81 \_\_\_\_\_ 1981-82 \_\_\_\_\_

COURSES:  
1978-79 \_\_\_\_\_ 1979-80 \_\_\_\_\_ 1980-81 \_\_\_\_\_ 1981-82 \_\_\_\_\_

#AWARDS, HONORS:  
1978-79 \_\_\_\_\_ 1979-80 \_\_\_\_\_ 1980-81 \_\_\_\_\_ 1981-82 \_\_\_\_\_

IS A PARENTAL PERMISSION TO WITHDRAW PRESENT IN THE STUDENT'S LOCAL FILE? YES \_\_\_\_\_  
NO \_\_\_\_\_



81.73

ATTACHMENT E-3  
PERMANENT RECORD CARD

210





81.73

ATTACHMENT E-4  
SCHOOL LEAVER FILE LAYOUT

240

FILE LAYOUT

LABELED     UNLABELED

LABEL ID EVSLEVER

TAPE NO. 770/5741

PAGE 1 OF 7

BLOCKSIZE 3040 CHARACTERS

converted

BY: Bob Herring

RECORD SIZE 480 CHARACTERS

3115

DATE CREATED: 5/13/82

SUG. SCRATCH DATE: Never

PIE

DENSITY \_\_\_\_\_ BPI

6-14-82

SEQUENCE Student ID #

DESCRIPTION School Leavers File

REMARKS

**\* FINAL FORMAT \***

NO. OF COLS	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7	Numeric	Student ID	
15	8	22	Alpha	Last Name	
11	23	33		First Name	
1	34	34		Middle Init.	
6	35	40	Numeric	Date of Birth	MMDDYY format
1	41	41	Alphanumeric	Sex	1 = Male    2 = Female
1	42	42		Ethnicity	
1	43	43	Numeric	Leaver Code 78/79	See chart for description of codes 0, 1-8 Possible
1	44	44		Leaver Code 79/80	
1	45	45		Leaver Code 80/81	
1	46	46		Leaver Code 81/82	
3	47	49		School #1	
5	50	54		Entry Date #1	YMMDD
1	55	55	Alpha	Entry Code #1	
2	56	57	Alphanumeric	Grade	
2	58	59		Drop Reason #1	
5	60	64	Numeric	Inactive Date #1	YMMDD
3	65	67		School #2	
1	68	68	Alphanumeric	Entry Code #2	→ School Year 78-79
5	69	73	Numeric	Entry Date #2	YMMDD
2	74	75	Alphanumeric	Drop Reason #2	
5	76	80	Numeric	Inactive Date #2	YMMDD
3	81	83		School #3	
1	84	84	Alphanumeric	Entry Code #3	
5	85	89	Numeric	Entry Date #3	YMMDD
43	90	132	See Above	School Year 79/80	→ Repeat the above
43	133	175	"	School Year 80/81	→ format for 3 years.
43	176	218	"	School Year 81/82	→
Go to Next Page					

FILE LAYOUT

LABELED  UNLABELED

PAGE 2 OF 7

LABEL ID \_\_\_\_\_ TAPE NO. \_\_\_\_\_  
 BLOCKSIZE 3760 CHARACTERS \_\_\_\_\_  
 RECORD SIZE 470 CHARACTERS \_\_\_\_\_

BY: \_\_\_\_\_  
 DATE CREATED: \_\_\_\_\_  
 SUG. SCRATCH DATE: \_\_\_\_\_  
 DENSITY \_\_\_\_\_ BPI  
 SEQUENCE \_\_\_\_\_

DESCRIPTION \_\_\_\_\_  
 REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
1	219	219	Alphanumeric	LEP Status	
1	220	220		Doseg. Status	1-6
1	221	221		Special Ed. Status	
3	222	224		Reading Vocabulary	1977-78 CAT
3	225	227		Reading Comp	ADSS Scores if Available
3	228	230		Reading Total	
3	231	233		Math Comp	
3	234	236		Math C+P	
3	237	239		Math Total	
9	240	248		Filler	
1	249	249		Test Type 77-78	= 1 for CAT
3	222	224		Reading	
3	225	227		Spelling	1977-78 STEP
3	228	230		Capit. + Punctuation	Converted Scores if Available
3	231	233		Mech. of Writ. Tot	
3	234	236		English Expression	
3	237	239		Math Computation	
3	240	242		Math Concepts	
3	243	245		Science	
3	246	248		Social Studies	
1	249	249		Test Type 77-78	= 2 for STEP

247

FILE LAYOUT

LABELED  UNLABELED

PAGE 3 OF 7

LABEL ID \_\_\_\_\_ TAPE NO. \_\_\_\_\_

BY: \_\_\_\_\_

BLOCKSIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

DATE CREATED: \_\_\_\_\_

RECORD SIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

SUG. SCRATCH DATE: \_\_\_\_\_

DENSITY \_\_\_\_\_ BPI

SEQUENCE \_\_\_\_\_

DESCRIPTION \_\_\_\_\_

REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	250	252		Read Vocab.	
3	253	255		Read Comp.	1978-79 CAT Scores
3	256	258		Read Total	If Available
3	259	261		Math Comp	
3	262	264		Math c+P	ADSS Scores
3	265	267		Math Total	
9	268	276		Filler	
1	277	277		Test Type 78-79	= 1 for CAT
3	250	252		Reading	
3	253	255		Spelling	1978-79 STEP
3	256	258		Capit. + Punctuation	SCORES If
3	259	261		Mech of Writing Tot.	Available
3	262	264		English Expression	
3	265	267		Math Computations	Converted Score
3	268	270		Math Concepts	
3	271	273		Science	
3	274	276		Social Studies	
1	277	277		Test Type 78-79	= 2 for STEP

v3  
v4  
v5  
v6  
v7  
v8



FILE LAYOUT

LABELED  UNLABELED

PAGE 4 OF 7

LABEL ID \_\_\_\_\_ TAPE NO. \_\_\_\_\_  
BLOCKSIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_  
RECORD SIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

BY: \_\_\_\_\_  
DATE CREATED: \_\_\_\_\_  
SUG. SCRATCH DATE: \_\_\_\_\_  
DENSITY \_\_\_\_\_ BPI  
SEQUENCE \_\_\_\_\_

DESCRIPTION \_\_\_\_\_  
REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	278	280		Vocabulary	
3	281	283		Reading Comp.	
3	284	286		Spelling	1979-80 ITBS Scores
3	287	289		Capitalization	If Available.
3	290	292		Punctuation	
3	293	295		Usage	Scores are Grade Equiv.
3	296	298		Visual Materials	
3	299	301		Reference Mat.	
3	302	304		Math Concepts	
3	305	307		Math Problems	
3	308	310		Math Comp.	
3	311	313		Reading total	
3	314	316		Language Skills	
3	317	319		Work-Study Skills	
3	320	322		Math Total	
1	323	323		Test Type 79-80	= 3 for ITBS
3	278	280		Reading	
3	281	283		Spelling	
3	284	286		Capit + Punct.	1979-80 STEP Scores
3	287	289		Mech of Writ. Total	if available
3	290	292		English Expression	
3	293	295		Math Computation	Scores are Converted Score
3	296	298		Math Concepts	
3	299	301		Science	
3	302	304		Social Studies	
18	305	322		Filler	
1	323	323		Test Type 79-80	= 2 for STEP

FILE LAYOUT

LABELED  UNLABELED

PAGE 5 OF 7

LABEL ID \_\_\_\_\_ TAPE NO. \_\_\_\_\_

BY: \_\_\_\_\_

BLOCKSIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

DATE CREATED: \_\_\_\_\_

RECORD SIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

SUG. SCRATCH DATE: \_\_\_\_\_

DENSITY \_\_\_\_\_ BPI \_\_\_\_\_

SEQUENCE \_\_\_\_\_

DESCRIPTION \_\_\_\_\_

REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	324	326		Vocabulary	
3	327	329		Reading Comp	
3	330	332		Spelling	1980-81 ITBS Scores
3	333	335		Capitalization	if Available
3	336	338		Punctuation	
3	339	341		Usage	Scores are Grade
3	342	344		Visual Materials	Equivalents.
3	345	347		Reference Material	
3	348	350		Math Concepts	
3	351	353		Math Problems	
3	354	356		Math Comp	
3	357	359		Reading Total	
3	360	362		Language Skills	
3	363	365		Work-study Skills	
3	366	368		Math Total	
1	369	369		Test Type 80-81	= 3 for ITBS
3	324	326		Reading	
3	327	329		English Expression	1980-81 STEP Scores
3	330	332		Math Computations	if available.
3	333	335		Math Concepts	
3	336	338		Social Studies	Scores are Converted Scores
30	339	368		Carrier	
1	369	369		Test Type 80-81	= 2 for STEP

250

FILE LAYOUT

LABELED  UNLABELED

PAGE 6 OF 7

LABEL ID \_\_\_\_\_ TAPE NO. \_\_\_\_\_

BY: \_\_\_\_\_

BLOCKSIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

DATE CREATED: \_\_\_\_\_

RECORD SIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

SUG. SCRATCH DATE: \_\_\_\_\_

DENSITY \_\_\_\_\_ BPI \_\_\_\_\_

SEQUENCE \_\_\_\_\_

DESCRIPTION \_\_\_\_\_

REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	TO	JATA FORMAT	FIELD NAME	REMARKS
3	370	372		Vocabulary	
3	373	375		Reading Comp	
3	376	378		Spelling	
3	379	381		Capitalization	1981-82 ITBS Scores
3	382	384		Punctuation	If available.
3	385	387		Usage	
3	388	390		Visual Materials	
3	391	393		Reference Material	Scores are
3	394	396		Math Concepts	Grade Equivalents
3	397	399		Math Problems	
3	400	402		Math Comp	
3	403	405		Reading Total	
3	406	408		Language Skills	
3	409	411		Work-Study Skills	
3	412	414		Math Total	
1	415	415		Test Type 81-82	= 3 for ITBS
3	310	312		Reading	
3	313	315		Math Computations	1981-82 STEP Scores
3	316	318		Math Concepts	If available
3	319	381		Science	
3	382	384		Spelling	
3	385	387		Capit + Punctuation	
3	388	390		Mech. of Write Tot	
24	391	414		Filler	
1	415	415		Test Type 81-82	= 2 for STEP

FILE LAYOUT

LABELED  UNLABELED

PAGE 7 OF 7

LABEL ID \_\_\_\_\_ TAPE NO. \_\_\_\_\_  
BLOCKSIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_  
RECORD SIZE \_\_\_\_\_ CHARACTERS \_\_\_\_\_

BY: \_\_\_\_\_  
DATE CREATED: \_\_\_\_\_  
SUG. SCRATCH DATE: \_\_\_\_\_  
DENSITY \_\_\_\_\_ BPI  
SEQUENCE \_\_\_\_\_

DESCRIPTION \_\_\_\_\_  
REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
4	416	419	Numeric	GPA 77-78	99V99
4	420	423		78-79	}
4	424	427		79-80	
4	428	431		80-81	
4	432	435		81-82	
3	436	438		Credits Earned 77-78	
3	439	441		78-79	} If Jr High - *No Credits Given*
3	442	444		79-80	
3	445	447		80-81	
3	448	450		81-82	
1	451	451	Alphanumeric	Math Competency 77-78	
1	452	452		78-79	
1	453	453		79-80	
1	454	454		80-81	
1	455	455		81-82	
1	456	456		Reading Competency 77-78	
1	457	457		78-79	
1	458	458		79-80	
1	459	459		80-81	
1	460	460		81-82	
2	461	462	Numeric	# Incidents 77-78	# of Incidents on
2	463	464		78-79	OSA File
2	465	466		79-80	} 00 = None
2	467	468		80-81	
2	469	470		81-82	
1	471	471	Numeric or Blank	Drop-out Code	
1	472	472	Numeric	STU-SPLIT-NO	for Accessing Family File
9	473	480	Filler	Filler	

81.73

ATTACHMENT E-5

FREQUENCY COUNT OF DROP AND LEAVER CODES

253

E-78

BLACK MALES ON GRADE LEVEL

LEAVER CODES	DROP CODES					
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	4	3		2	1	
1011						1
1020	3					
1052						1
1100	2	2		1		
1101						1
1110	1	5				
1111						110
1112						6
1120	2	1			1	
1121						2
1122						1
1150		1	1			
1152						1
1210		1				
1211						1
1212						1
1220		2				
1221						3
1222						2
1511						7
2000		3				
2111						5
2200		1				
2211						1
2220					1	
2611						1
5011						1
5020				1		
5100				1		
5111						1
5220		1				
6251						1
	12	20	1	5	3	147

BASE 180

81.73

E-19

ATTACHMENT E-5  
(Page 1 of 18)

250

254

BLACK MALES ABOVE GRADE LEVEL

LEAVER CODES	DROP CODES					NOT A DROP
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000				1		3
1111						1
1121						8
1130						2
1230		1				
2000			1			
2200						1
5111						

BASE = 18

E-80

256

257



BLACK MALES BELOW GRADE LEVEL

LEAVER CODES	DFOP CODES					
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNK NOWN	NOT A DROP
1000	4	1		2	1	
1021						1
1022						1
1100	2	1		1	1	
1110	1	8		4		
1111						64
1112						12
1115					1	
1120	1	2		3		
1121						2
1122						2
1150		3				
1151						1
1152				1		1
1160						
1200	2	1	1	4		
1202						1
1210		2				7
1211						2
1212						
1220		1				2
1221						1
1222						4
1511						2
1512						1
1521				1		
1600				1	1	
2000	1		1	1		1
2002						1
2012						
2100				1		
2101						3
2111						3
2112						1
2121						2
2122				1		
2200		1		1		1
2207						2
2211				1		
2220						1
2221						1
2222						
2250		2				
5000		1				
5020		1				
5110	1					1
5111						1
5122						
5150		1				
5211						1
6100		1				

BASL = 188

12 26 2 10 4 124

81.73

ATTACHMENT E-5  
(Continued, page 3 of 18)

PRINTED IN USA

259

E-81



255

BLACK FEMALES ON GRADE LEVEL

LEAVER CODES	DROP CODES					NOT A DROP
	ZERO TRANSFER	ONE ORP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000	2	3		1		
1020	1					
1021						1
1052						1
1100	3	1		1		
1101						1
1110	2	4	1		1	
1111						137
1112						11
1120	1	2		1		
1121						4
1122						3
1130						3
1150		1				
1152						1
1162						1
1200				2		
1211						3
1220		1		1		
1511						10
1551						1
2000	5					
2111						6
2152						1
2221						1
2511						1
5100		1				
5110		1				
5200				1		
5220	1					
	15	14	1	3	1	186

BASE = 224

2.4

201

E-82



BLACK FEMALES ABOVE GRADE LEVEL

LEAVER CODES	DROP CODES						NOT A DROP
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN		
1130							25
1211							1
1230							1
2030							1

BASE = 20

81.73

E-83

ATTACHMENT E-5  
(Continued, page 5 of 18)

203

203

BLACK FEMALES BELOW GRADE LEVEL

LEAVER CODES	DROP CODES					NOT A DROP
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000	3	4			2	
1001						1
1010				1		
1012						1
1020			1			
1021						1
1022						1
1100	2	2		1	1	
1110		6		2		
1111						34
1112						4
1120		2				
1121						4
1122						5
1200	1	1				
1210						1
1211						2
1212						2
1221						2
2000		2		1	2	
2100		1			1	
2110		1	1			
2111						3
2112						1
2122						1
2200	1	2		1		
2220		1				
2222						1
5000	2	2				
5020		1				
5100		1				
5111						1
6200				1		
6220		1				
	9	27		7	5	

81.73

1000-105

ATTACHMENT E-5  
(Continued, page 6 of 18)

265

E-84



HISPANIC MALES ON GRADE LEVEL

LEAVER CODES	DROP CODES					NOT A DROP
	ZERO TRANSFER	ONE DRP-CUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000	6	3				
1010	1	1				
1100	5	9	1	1	2	
1102						1
1110	2	7		1	1	
1111						171
1112						10
1115		1				
1121						11
1122						3
1150		2				
1151						2
1200	1	1	1			
1210		1				
1211						1
1212						3
1215		1				
1220		2		1		
1221						1
1260		1				
1511						16
1512						2
1521						1
1611						1
2000	3	7		1		
2100	1					1
2110		2				
2111						6
2112						1
2120		1				
2121						1
2151						1
2200	1	3	1			
2211						2
2511						2
2521						1
5000	1					
5100		1				
5110		1				
5111						2
5120						1
5150	1					
6000				1		
	22	41	3	5	3	241

BASE = 318

81.73

E-85

ATTACHMENT E-5  
(Continued, page 7 of 18)

207

200

HISPANIC MALES ABOVE GRADE LEVEL

LEAVER CODES	DROPOUT CODES					NOT A DROP
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000			1			
1110		1				
1111						1
1130						4
1140						1
	0	1	1			6

BASE = 3

E-86

203

203



HISPANIC MALES BELOW GRADE LEVEL

LEAVER CODES	DROP					NOT A DROP
	ZERO TRANSFER	ONE DKP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000	7	6		2	2	
1010		1				
1020	1					
1100		14		1	1	2
1101		9			3	
1110	1					78
1111						8
1112		1				
1115		6		2	1	
1120	1	6				5
1121						2
1122		2				
1150						1
1151						1
1152		1				
1160		6			1	
1200	1	2				
1210		2				5
1211		2				
1220	1	1				
1250						1
1256						8
1511						1
1612		6	1		5	
2000	3	3				
2020						1
2022					1	
2100	2	5				
2110	1					4
2111						2
2112						2
2121				1		
2200		1				2
2211						1
2212						1
2221						1
2222						
5000		3			1	
5020						
5160		1				
5200		1				
6521						1

BASE = 239

10 71 1 6 16 127

81.73

ATTACHMENT E-5  
(Continued, page 9 of 18)

E-87

HISPANIC MALES ABOVE GRADE (FVFI)

81.73

HISPANIC FEMALES ON GRADE LEVEL

LEAVEN CODES	ZERO		ONE		TWO		THREE	FOUR	NOT A DROP
	TRANSFER	DRP-OUT	DRP-OUT	OTHER	LANIER	UNKNOWN	LANIER	UNKNOWN	
1000	11	12						1	
1010		1							1
1012									1
1020		1							2
1021									2
1100	5	6		1	2		3		2
1101									2
1102									2
1110	5	12		1					206
1111									6
1112									5
1120		3							2
1121									1
1130									2
1140									1
1150		1					1		2
1151									2
1200	1	1			1				
1210		1							
1211									8
1212									1
1221									1
1260							1		8
1511									2
1512									2
2000	4	2			3		1		
2010	2								
2020	1	1							
2100		1					1		
2110	2	1			1				
2111									5
2120		1		1	1				
2211									1
2212									1
5000		1							
5110		1							
5112									2
5200	1								
5212									1
6002									1
6100	1								
	33	46		3	8		8		260

BASE = 358

ATTACHMENT E-5  
(Continued, page 10 of 18)

273

E-88



HISPANIC FEMALES ABOVE GRADE LEVEL

LEAVER CODES	DROPS CODES					
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1040						1
1100	1		1			
1110		1			1	
1111						1
1121						1
1130						9
1140						1
1230						2
2000				1		
2130						3
	1	1	1	1	1	18

BASE = 23

81.73

E-89

ATTACHMENT E-5  
(Continued, page 11 of 18)

275

HISPANIC MALES ABOVE GRADE LEVEL

LEAVER CODES	HISPANIC FEMALES BELOW GRADE LEVEL					NOT A DROP
	ZERO TRANSFER	ONE DROP-OUT	TWO OTHER	THREE LANTIER	FOUR UNKNOWN	
1000	6	10			6	1
1011						1
1012		1		1		
1020		4			1	
1100	4					1
1102		8		1	1	
1110	3					59
1111						3
1112					1	
1115		2				
1120						3
1121		1				
1150						2
1151		5				
1200						1
1202		1				
1210						4
1211						1
1212		1				
1220						2
1511					3	
2000	3	8				
2010		1				2
2011						1
2100	2	1				
2110		1	1			
2111						3
2120		1				
2151						1
2200	1		1			
2220						1
2222		2				
5000		1				
5020						
5100	1					
5111					1	
6000		1				
	20	49	2	2	13	87

BASE = 173

277

E-90



ANGLO OR OTHER MALES ON GRADE LEVEL

LEAVER CODES	DROP CODES					NOT A DROP
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000	57	10		14	4	
1010	1	2				
1011						4
1020	1		1		1	
1021						1
1022						1
1100	34	13	2	12	2	
1101						4
1110	20	20	3	5		
1111						706
1112						21
1115					1	
1120	1	1	1	2	1	
1121						14
1122						1
1130						6
1150	1	4				
1151						1
1152						1
1160		1				
1200	3	1				
1210	2	1				
1211						8
1212						1
1221						1
1511						39
1512						1
1516		1				
1521						2
1611						2
2000	9	5		1		1
2010	1					
2100	4	2			1	
2110	2			1		
2111						18
2120		2				
2121						1
2162						1
2200	1					
2211						1
5000	1			1		
5002						1
5100	1					
5110					1	
6000	1	2				
	140	65	7	36	11	837

BASE = 1096

81.73

ATTACHMENT E-5  
(Continued, page 13 of 18)



HISPANIC MALES ABOVE GRADE LEVEL

ANGLO OR OTHER MALES ABOVE GRADE LEVEL

LEAVER CODES	DROPPED CODES					
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	8			1		1
1030						
1100	2	1		1		6
1110	2	2				1
1111						70
1122						1
1130						1
1170				1		
1210					1	
1211				1		
2000	3				1	
2100	1					5
2130				4	1	
	16	3	0	4	1	85

BASE = 109

E-92

2.0

281

ANGLO OR OTHER MALES BELOW GRADE LEVEL

LEAVER CODES	DROP CODES			THREE LANIER	FOUR UNK NOW	NOT A DROP
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER			
1000	17	8		6	5	
1010	1	1				
1011						1
1020	3	1		1		
1022						1
1100	16	7		5	2	
1101						1
1102						2
1110	11	12	1	4	2	
1111						110
1112						5
1115			1			
1120	1	2		2		
1121						7
1122						3
1150	1	1				
1151						1
1152						2
1160				1		
1200	1					
1210	3	1				
1211						2
1212						1
1511						7
1512						2
2000	9	5		3	2	
2100	6	2			2	
2110	2	1		1		
2111						12
2112						1
2120		2		1		
2122						1
2200	1		1	4		
2210				1		
2511						1
4010						1
5000	2					
5100	1					
5111						1
5121						1
5122						1
6000					1	
6100	1					
	76	43	3	29	14	164

BASE = 329

81.73

ATTACHMENT E-5  
(Continued, page 15 of 18)

283

HISPANIC MALES ABOVE GRADE LEVEL

ANGLO OR OTHER FEMALES ON GRADE LEVEL

LEAVER CODES	DROPS					NOT A DROP
	ZERO TRANSFER	ONE DRP-CUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	
1000	59	30		13	4	2
1001		1				1
1010	3					1
1011						1
1030				8	11	
1100	40	21				3
1101			2	6	3	
1110	23	22				666
1111						12
1112				2		
1120	3	3				14
1121						1
1122						8
1130						1
1150	1	2				4
1151						
1200	3					1
1202				1		
1210						4
1211		1				
1220						1
1221						1
1501						21
1511						3
1521						1
1551	1					
1615	15	9		6	3	
2000	3	1		1		
2100	1	6	1	1	1	
2110						23
2111						1
2112						1
2115						
2120	1					2
2121						
2150		1				
2220		1				1
2511	2	2				
5000		1				
5050		1				
5100						2
5111		1				
6000		1				
6100		1				
	155	104	3	33	22	775

BASE = 1097

280

81.73

ATTACHMENT E-5  
(Continued, page 16 of 18)

ANGLO OR OTHER FEMALES ABOVE GRADE LEVEL

LEAVER CODES	DROPP CODES					
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	7	3		2		
1100	7				1	
1110	1	5		1		
1111						1
1130						103
1140						5
1200				1		
1230						1
1300						1
2000	3					
2110	1	1				
2130						4
5000				1		
	19	9	0	5	1	115

BASE = 149

81.73

E-95

ATTACHMENT E-5  
(Continued, page 17 of 18)

287

200

BASE = 168

LEAVER CODES	ANGLO OR OTHER FEMALES BELOW GRADE LEVEL DROP CODES					
	ZERO TRANSFER	ONE DRP-OUT	TWO OTHER	THREE LANIER	FOUR UNKNOWN	NOT A DROP
1000	7	4		2	5	
1020		1				1
1022						
1100	7	10		1	2	
1110	2	8		5	1	
1111						56
1112						3
1120		3		1		2
1122						
1150				1		3
1151						1
1152						
1200		1		1		2
1211						
1220		1				1
1221						1
1552						1
2000	6	7	2	3		
2010		1				
2100		2				
2102						1
2110		1				
2111						3
2121						1
2210	1					
5000	3					
5100				1		
5200		1				
6000		2				
	26	42	2	15	8	75

E-96

273

289



81.73

ATTACHMENT E-6

SPSS DISCRIMINANT ANALYSIS OUTPUT

290

E-97

.....  
 \* COMPUTATION CENTER \*  
 \* UNIVERSITY OF TEXAS AT AUSTIN \*  
 \*.....\*

81.73

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

CDC 6000/CYBER 10 VERSION 8.0 - INSTALLED 27 AUGUST 80

PAGESIZE	EJECT
RUN NAME	WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?
VARIABLE LIST	SEX,ETHNIC,SCH78,GRADE78,GRADE79,GRADE80,GRADE81,LEP,DESEG, SPED,READ77,MATH77,READ78,MATH78, READ80,MATH80,READ81,MATH81,GPA77,GPA78,GPA79, GPA80,GPA81,CRED77,CRED78,CRED79,CRED80,CRED81,OSA77, OSA78,OSA79,OSA80,OSA81,CROP
INPUT MEDIUM N OF CASES	DISK UNKNOWN
INPUT FORMAT	(T41,2F1.0,T47,F3.0,T56,A2,T99,A2/T22,A2,T65,A2,T99,3F1.0, T102,F3.0,T117,F3.0/T10,F3.0,T25,F3.0,T89,F3.0, T90,F3.0/T10,2F3.0,T56,5F4.2,T76,5F3.0,T101,5F2.0,T111,F1.0)

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
SEX	F 1. 0	1	41- 41
ETHNIC	F 1. 0	1	42- 42
SCH78	F 3. 0	1	47- 49
GRADE78	A 2	1	56- 57
GRADE79	A 2	1	99- 100
GRADE80	A 2	2	22- 23
GRADE81	A 2	2	65- 66
LEP	F 1. 0	2	99- 99
DESEG	F 1. 0	2	100- 100
SPED	F 1. 0	2	101- 101
READ77	F 3. 0	2	102- 104
MATH77	F 3. 0	2	117- 119
READ78	F 3. 0	3	10- 12
MATH78	F 3. 0	3	25- 27

E-98

291

292

ATTACHMENT E-6  
 (Page 1 of 16)

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS:

VARIABLE	FORMAT	RECORD	COLUMNS
READ80	F 3. 0	3	84- 86
MATH80	F 3. 0	3	90- 92
READ81	F 3. 0	4	10- 12
MATH81	F 3. 0	4	13- 15
GPA77	F 4. 2	4	56- 59
GPA78	F 4. 2	4	60- 63
GPA79	F 4. 2	4	64- 67
GPA80	F 4. 2	4	68- 71
GPA81	F 4. 2	4	72- 75
CRED77	F 3. 0	4	76- 78
CRED78	F 3. 0	4	79- 81
CRED79	F 3. 0	4	82- 84
CRED80	F 3. 0	4	85- 87
CRED81	F 3. 0	4	88- 90
OSA77	F 2. 0	4	101- 102
OSA78	F 2. 0	4	103- 104
OSA79	F 2. 0	4	105- 106
OSA80	F 2. 0	4	107- 108
OSA81	F 2. 0	4	109- 110
DROP	F 1. 0	4	111- 111

81.73

THE INPUT FORMAT PROVIDES FOR 34 VARIABLES. 34 WILL BE READ.  
 IT PROVIDES FOR 4 RECORDS (\*CARDS\*) PER CASE.  
 A MAXIMUM OF 119 \*COLUMNS\* ARE USED ON A RECORD.

```

RECODE      GRADE78, GRADE80 (*1*=1) (*2*=2) (*3*=3) (*4*=4)
            (*5*=5) (*6*=6) (*7*=7) (*8*=8) (*9*=9) (*10*=10) (*11*=11) (*12*=12)
            (*GR*=13) (*S*=0) /
            DROP (BLANK=5) (1=6)
COMPUTE     BLACK=0
COMPUTE     HISP=0
COMPUTE     OTHER=0
IF          (ETHNIC EQ 2) BLACK=1
IF          (ETHNIC EQ 4) HISP=1
IF          (ETHNIC EQ 1 OR EQ 3 OR EQ 5) OTHER=1
IF          (SCH78 GT 10) AGE=1
IF          (SCH78 EQ 10 OR SCH78 LT 10) AGE=2
VALUE LABELS  DROP (0) TRANSFER (1) DROPOUT (2) OTHER (3) LANIER (4) UNKNOWN
            (5) STAY-IN
MISSING VALUES SEX, ETHNIC, SCH78 (BLANK) / READ77, MATH77,
            GPA77 (2, BLANK)
COMPUTE     SET=1
IF          (UNIFORM (1) GT .40) SET=2
DISCRIMINANT GROUPS=DROP(5,6) /
            VARIABLES=SEX, BLACK, HISP, OTHER, AGE, GPA77, OSA77 /
            SELECT=SET(1)
            ANALYSIS=SEX, BLACK, HISP, OTHER, AGE, GPA77, OSA77 /
            METHOD=MINRESID
  
```

SINCE ANALYSIS= WAS OMITTED FOR THE FIRST ANALYSIS, ALL VARIABLES  
 ON THE VARIABLES= LIST WILL BE ENTERED AT LEVEL 1.

```

OPTIONS     5, 7, 11, 14
STATISTICS  1, 2, 3, 4, 5, 6
  
```

ATTACHMENT E-6  
 (Continued, page 2 of 16)

29.1

WHICH ARE THE DRCPOTS AND WHICH ARE THE STAY-INS?

23 JUN 82 . 11.05.14. PA: 3

00101500 CM REQUIRED FOR DISCRIMINANT ANALYSIS  
00101500 CM REQUIRED FOR DISCRIMINANT CLASSIFICATION

OPTION - 5  
PRINT CLASSIFICATION RESULTS TABLE

OPTION - 7  
PRINT A SINGLE PLOT OF CASES

OPTION -11  
PRINT UNSTANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

OPTION -14  
USE INDIVIDUAL GROUP COVARIANCE MATRICES FOR CLASSIFICATION

81.73

END OF FILE ON FILE LEAVERS  
AFTER READING 4829 CASES FROM SUBFILE NONAME

E-100

ATTACHMENT E-6  
(Continued, page 3 of 16)

280

WHICH ARE THE DRCPOUTS AND WHICH ARE THE STAY-INS?

23 JUN 82 11.05.14. PAGE

FILE NCMAP (CREATION DATE = 23 JUN 82)

DISCRIMINANT ANALYSIS

81.73

ON GROUPS DEFINED BY DROP

4829 (UNWEIGHTED) CASES WERE PROCESSED.  
 3546 OF THESE WERE EXCLUDED FROM THE ANALYSIS.  
 594 HAD MISSING OR OUT-OF-RANGE GROUP CODES.  
 753 HAD AT LEAST ONE MISSING DISCRIMINATING VARIABLE.  
 314 HAD BOTH.  
 1885 WERE EXCLUDED BY THE SELECT= VARIABLE.  
 1283 (UNWEIGHTED) CASES WILL BE USED IN THE ANALYSIS.

NUMBER OF CASES BY GROUP

DROP	NUMBER OF CASES		LABEL
	UNWEIGHTED	WEIGHTED	
5	1111	1111.0	STAY-IN
6	172	172.0	
TOTAL	1283	1283.0	

E-101

GROUP MEANS

DROP	SEX	BLACK	HISP	OTHER	AGE	GPA11	BSA77
5	1.92529	.18632	.22862	.58506	1.87219	89.07725	.19892
6	1.96512	.19767	.40698	.39535	1.68695	76.91477	.55233
TOTAL	1.93063	.18784	.25253	.55963	1.84723	83.11704	.24630

GROUP STANDARD DEVIATIONS

DROP	SEX	BLACK	HISP	OTHER	AGE	GPA11	BSA77
5	.99765	.38954	.42013	.49293	.33433	.59574	.79150
6	1.00231	.39941	.49270	.49035	.46545	6.60545	1.37762
TOTAL	.99798	.39074	.43463	.49663	.35990	7.35073	.39394

ATTACHMENT E-6  
(Continued, page 4 of 16)

POOLED WITHIN-GROUPS COVARIANCE MATRIX WITH 1281 DEGREES OF FREEDOM

81.73

	SEX	BLACK	HISP	OTHER	AGE	GPA77	OSA77
SEX	.9965574						
BLACK	-.9640521E-02	.1527799					
HISP	.2667883E-02	-.4774562E-01	.1853563				
OTHER	.6972638E-02	-.1050143	-.1376107	.2426450			
AGE	.3240267E-01	-.2409706E-01	-.1448775E-01	.3858481E-01	.1256027		
GPA77	1.320469	-.8306494	-.6443500	1.474999	.8383954	49.11057	
OSA77	-.8756885E-01	.9917E04E-01	-.1654055E-01	-.8263550E-01	-.8113021E-01	-2.019548	.7959155

POOLED WITHIN-GROUPS CORRELATION MATRIX

E-102

	SEX	BLACK	HISP	OTHER	AGE	GPA77	OSA77
SEX	1.00000						
BLACK	-.02471	1.00000					
HISP	.00621	-.28372	1.00000				
OTHER	.01418	-.54552	-.64888	1.00000			
AGE	.09159	-.17395	-.09495	.22102	1.00000		
GPA77	.19078	-.30638	-.21577	.43170	.34206	1.00000	
OSA77	-.09833	.28441	-.04306	-.18804	-.25660	-.32636	1.00000

CORRELATIONS WHICH CANNOT BE COMPUTED ARE PRINTED AS 99.0.

WILKS LAMBDA (L-STATISTIC) AND UNIVARIATE F-RATIO WITH 1 AND 1281 DEGREES OF FREEDOM

VARIABLE	WILKS LAMBDA	F	SIGNIFICANCE
SEX	.99982	.2370	.6265
BLACK	.99990	.1257	.7250
HISP	.98044	25.56	.0000
OTHER	.98305	22.09	.0000
AGE	.96892	41.09	.0000
GPA77	.88969	158.8	.0000
OSA77	.98208	23.37	.0000

ATTACHMENT E-6  
(Continued, page 5 of 16)

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WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?

23 JUN 82

11.05.14.

PAGE 5

FILE AONAME (CREATION DATE = 23 JUN 82)

DISCRIMINANT ANALYSIS

81.73

ON GROUPS DEFINED BY DROP

ANALYSIS NUMBER 1

STEPWISE VARIABLE SELECTION

SELECTION RULE- MINIMIZE SUM OF UNEXPLAINED VARIATIONS (RESIDUAL VARIANCE)

MAXIMUM NUMBER OF STEPS.....	14
MINIMUM TOLERANCE LEVEL.....	.00100
MINIMUM F TO ENTER.....	1.0000
MAXIMUM F TO REMOVE.....	1.0000

CANONICAL DISCRIMINANT FUNCTIONS

MAXIMUM NUMBER OF FUNCTIONS.....	1
MINIMUM CUMULATIVE PERCENT OF VARIANCE...	100.00
MAXIMUM SIGNIFICANCE OF WILKS LAMBDA....	1.0000

PRIOR PROBABILITY FOR EACH GROUP IS .50000

VARIABLES NOT IN THE ANALYSIS AFTER STEP 0

VARIABLE	TOLERANCE	MINIMUM TOLERANCE	F TO ENTER	RESIDUAL VARIANCE
SEX	1.0000000	1.0000000	.2370	
BLACK	1.0000000	1.0000000	.1257	
HISP	1.0000000	1.0000000	25.5608	.55886
OTHER	1.0000000	1.0000000	22.0914	.96425
AGE	1.0000000	1.0000000	41.0865	.93549
GPÄ77	1.0000000	1.0000000	158.8218	.78953
OSA77	1.0000000	1.0000000	25.3720	.96225

E-103

ATTACHMENT E-6  
(Continued, page 6 of 16)

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81.73

AT STEP 1, GPA77 WAS INCLUDED IN THE ANALYSIS.

		DEGREES OF FREEDOM	SIGNIF. BETWEEN GROUPS
WILKS LAMBDA	.8896934	1 1	1281.0
EQUIVALENT F	158.8218	1 1	1281.0 .0000
RESIDUAL VARIANCE	.7895251		

----- VARIABLES IN THE ANALYSIS AFTER STEP 1 -----

VARIABLE	TOLERANCE	F TO REMOVE	RESIDUAL VARIANCE
GPA77	1.0000000	158.8218	

----- VARIABLES NOT IN THE ANALYSIS AFTER STEP 1 -----

VARIABLE	TOLERANCE	MINIMUM TOLERANCE	F TO ENTER	RESIDUAL VARIANCE
SEX	.9636325	.9636325	7.7062	.78056
BLACK	.9061296	.9061296	12.0639	.77558
HISP	.9534418	.9534418	5.0902	.78358
OTHER	.8136318	.8136318	.5989	
AGE	.8836790	.8836790	4.4861	.79428
OSAT7	.8934875	.8934875	.5179	

E-104

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP 1  
EACH F STATISTIC HAS 1 AND 1281.0 DEGREES OF FREEDOM.

GROUP	GROUP STAY-IA	5
6		158.82 .0000

ATTACHMENT E-6  
(Continued, page 7 of 16)

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81.73

AT STEP 2, BLACK WAS INCLUDED IN THE ANALYSIS.

		DEGREES OF FREEDOM	SIGNIF. BETWEEN GROUPS
WILKS LAMBDA	.8813865	2 1	1281.0
EQUIVALENT F	86.12870	2	1280.0 .0000
RESIDUAL VARIANCE	.7755775		

----- VARIABLES IN THE ANALYSIS AFTER STEP 2 -----

VARIABLE	TOLERANCE	F TO REMOVE	RESIDUAL VARIANCE
BLACK	.9061296	12.0639	
GPA77	.9061296	172.1149	

----- VARIABLES NOT IN THE ANALYSIS AFTER STEP 2 -----

VARIABLE	TOLERANCE	MINIMUM TOLERANCE	F TO ENTER	RESIDUAL VARIANCE
SEX	.9623776	.8725715	8.3435	.76612
HISP	.8183799	.8777698	1.9384	.77439
OTHER	.6251597	.6251597	1.0384	.77439
AGE	.8783547	.8207384	5.6774	.76912
OSA77	.8559554	.8438644	2.1176	.77316

E-105

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP 2  
EACH F STATISTIC HAS 2 AND 1280.0 DEGREES OF FREEDOM.

GROUP	GROUP STAY-IA	F	RESIDUAL VARIANCE
6		86.129	.0000

ATTACHMENT E-6  
(Continued, page 8 of 16)



AT STEP 3, SEX WAS INCLUDED IN THE ANALYSIS.

		DEGREES OF FREEDOM	SIGNIF. BETWEEN GROUPS
WILKS LAMBDA	.8756740	3 1	1281.0
EQUIVALENT F	60.52973	3	1279.0 .0000
RESIDUAL VARIANCE	.7661215		

81.73

VARIABLES IN THE ANALYSIS AFTER STEP 3

VARIABLE	TOLERANCE	F TO REMOVE	RESIDUAL VARIANCE
SEX	.9623776	8.3435	
BLACK	.9045496	12.7000	
GPAY7	.8725715	181.1657	

VARIABLES NOT IN THE ANALYSIS AFTER STEP 3

VARIABLE	TOLERANCE	MINIMUM TOLERANCE	F TO ENTER	RESIDUAL VARIANCE
HISP	.8145923	.7730181	.6747	
OTHER	.6222663	.6222663	.6747	
AGE	.8774730	.7958058	6.0836	.75932
OSAY7	.8540386	.8182174	2.5213	.76329

E-106

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP 3  
EACH F STATISTIC HAS 3 AND 1279.0 DEGREES OF FREEDOM.

GROUP	GROUP STAY-IN	5 <sup>th</sup>
6	60.530	.0000

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ATTACHMENT E-6  
(Continued, page 9 of 16)

WHICH ARE THE DROPOUTS AND WHICH ARE THE STAY-INS?

23 JUN 82

11.05.14.

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81.73

AT STEP 4, AGE WAS INCLUDED IN THE ANALYSIS.

		DEGREES OF FREEDOM	SIGNIF.	BETWEEN GROUPS
WILKS LAMBDA	.8715253	4	1	1281.0
EQUIVALENT F	47.09864	4		1278.0 .0000
RESIDUAL VARIANCE	.7593210			

----- VARIABLES IN THE ANALYSIS AFTER STEP 4 -----

VARIABLE	TOLERANCE	F TO REMOVE	RESIDUAL VARIANCE
SEX	.9614115	8.7485	
BLACK	.8993384	13.9833	
AGE	.8774730	6.0836	
GPA77	.7958058	140.9509	

----- VARIABLES NOT IN THE ANALYSIS AFTER STEP 4 -----

VARIABLE	TOLERANCE	MINIMUM TOLERANCE	F TO ENTER	RESIDUAL VARIANCE
HISP	.8117429	.7194636	.4554	
OTHER	.6200897	.6200897	.4554	
OSAT7	.8348229	.7640233	1.5090	.75764

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP 4  
EACH F STATISTIC HAS 4 AND 1278.0 DEGREES OF FREEDOM.

GROUP	GROUP 5 STAY-IA
E	47.099 .0000

ATTACHMENT E-6  
(Continued, page 10 of 16)

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81.73

AT STEP 5, OSA77 WAS INCLUDED IN THE ANALYSIS.

		DEGREES OF FREEDOM	SIGNIF. BETWEEN GROUPS
JILKS LAMBDA	.870 567	5 1	1281.0
EQUIVALENT F	37.9 573	5	1277.0 .0000
RESIDUAL VARIANCE	.7576446		

----- VARIABLES IN THE ANALYSIS AFTER STEP 5 -----

VARIABLE	TOLERANCE	F TO REMOVE	RESIDUAL VARIANCE
SEX	.9596300	9.0331	
BLACK	.8644104	15.2702	
AGE	.8577301	5.0657	
GPATT	.7640233	127.9394	
OSA77	.8348229	1.5090	

----- VARIABLES NOT IN THE ANALYSIS AFTER STEP 5 -----

B-108

VARIABLE	TOLERANCE	MINIMUM TOLERANCE	F TO ENTER	RESIDUAL VARIANCE
HISP	.8090978	.6885315	.5557	
OTHER	.6180691	.6180691	.5557	

F STATISTICS AND SIGNIFICANCES BETWEEN PAIRS OF GROUPS AFTER STEP 5  
EACH F STATISTIC HAS 5 AND 1277.0 DEGREES OF FREEDOM.

GROUP	GROUP STAY-IN	F	SIGNIF.
6	37.996		.0000

F LEVEL OR TOLERANCE OR WIN INSUFFICIENT FOR FURTHER COMPLETION.

3.1

ATTACHMENT E-6  
(Continued, page 11 of 16)

SUMMARY TABLE

STEP	ACTION ENTERED	REMOVED	VARS IN	WILKS LAMBDA	SIG.	RESIDUAL VARIANCE	LABEL
1	GPA77		1	.889693	.0000	.78953	
2	BLACK		2	.881386	.0000	.77558	
3	SEX		3	.875674	.0000	.76612	
4	AGE		4	.871525	.0000	.75932	
5	OSA77		5	.870497	.0000	.75764	

CANONICAL DISCRIMINANT FUNCTIONS

FUNCTION	EIGENVALUE	PERCENT OF VARIANCE	CUMULATIVE PERCENT	CANONICAL CORRELATION	AFTER FUNCTION	WILKS LAMBDA	CHI-SQUARED	D.F.	SIGNIFICANCE
1	.14877	100.00	100.00	.3598657	0	.8704967	177.32	5	0

\* MARKS THE 1 FUNCTION(S) TO BE USED IN THE REMAINING ANALYSIS.

STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

FUNC 1

SEX	.23774
BLACK	-.32490
AGE	-.18860
GPA77	-.95936
OSA77	.10449

UNSTANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

FUNC 1

SEX	.2381488
BLACK	-.8312138
AGE	-.5321712
GPA77	-.1383118
OSA77	.1171185
(CONSTANT)	12.14663

CANONICAL DISCRIMINANT FUNCTIONS EVALUATED AT GROUP MEANS (GPCUP CENTROIDS)

GROUP	FUNC 1
5	-.15164
6	.97951

314

TEST OF EQUALITY OF COVARIANCE OF THE CANONICAL DISCRIMINANT FUNCTIONS

THE RANKS AND NATURAL LOGS OF DETERMINANTS PRINTED ARE THOSE OF THE GROUP COVARIANCE MATRICES OF THE CANONICAL DISCRIMINANT FUNCTIONS.

81.73

GROUP LABEL	RANK	LOG DETERMINANT
5 STAY-IA	1	-.011475
6	1	.071449
POOLED WITHIN-GROUPS COVARIANCE MATRIX (AN IDENTITY MATRIX)	1	0

BOX+S M	APPROXIMATE F	DEGREES OF FREEDOM	SIGNIFICANCE
.51987	.51683	1,	758010.1 .4715

E-110

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ATTACHMENT E-6  
(Continued, page 13 of 16)



CLASSIFICATION RESULTS FOR CASES NOT SELECTED FOR USE IN THE ANALYSIS -

81.73

ACTUAL GROUP	NO. CAL	PREDICTED GROUP MEMBERSHIP	
		5	6
GROUP 5	1641	1198	443
STAY-IN		73.0	27.0
GROUP 6	244	73	171
		29.9	70.1
UNGROUPEC CASES	350	174	176
		49.7	50.3

PERCENTY OF GROUPEC CASES CORRECTLY CLASSIFIED - 72.63

CLASSIFICATION PROCESSING SUMMARY

4829 CASES WERE PROCESSED.

1047 CASES HAD AT LEAST ONE MISSING DISCRIMINATING VARIABLE.

3762 CASES WERE USED FOR PRINTED OUTPUT.

CPU TIME REQUIREC.. 16.1170 SECONDS

FINISH

TOTAL CPU TIME USED... 16.1170 SECONDS

RUN COMPLETED

NUMBER OF CONTROL CARDS READ 38  
NUMBER OF ERRORS DETECTED 0

S

319

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ATTACHMENT E-6  
(Continued, page 15 of 16)

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ATTACHMENT E-7

FREQUENCIES DATA ON DISCRIMINANT VARIABLES FOR STAY-INS AND DROPOUTS

.....  
 \* COMPUTATION CENTER \*  
 \* UNIVERSITY OF TEXAS AT AUSTIN \*  
 .....

81.73

S P S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

CDC 6000/CYBER 70 VERSION 8.0 - INSTALLED 27 AUGUST 68

```

PAGE SIZE      SUBJECT
RUN NAME      STAY-145
VARIABLE LIST  SEX,ETHNIC,SCH78,GRADE78,ID781,ID782,GRADE79,ID791,
              GRADE90,ID801,ID802,GRADE81,ID811,ID812,LEP,0,ISEG,
              SPEC,REACT7,MATH7,READ78,MATH79,
              READ80,MATH80,READ81,MATH81,GPA77,GPA79,GPA71,
              GPAB1,GPAB1,CRED77,GRED78,CRED79,CRED90,CRED91,PSA77,
              PSA79,PSA79,PSA90,PSA81,ORGP
INPUT MEDIUM  DISK
# OF CASES    UNKN34N
INPUT FORMAT  (T11,2F1.0,T47,F3.0,T56,A2,T6,F5.0,T76,F5.0,T99,A2,I111,E6,6/
              T22,A2,T26,F5.0,T42,F5.0,T45,A2,T48,F5.0,T45,F5.0,T99,3F1.0,
              T102,F3.0,T117,F3.0/T110,F3.0,T25,F3.1,T84,E3.1,
              T90,F3.0/T110,2F1.0,T56,5F4.2,T76,4F3.0,T111,5F2.0,T111,F1.0)
    
```

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
SEX	F 1.0	1	41- 41
ETHNIC	F 1.0	1	42- 42
SCH78	F 3.0	1	47- 47
GRADE78	A 2	1	55- 57
ID781	F 5.0	1	60- 64
ID782	F 5.0	1	74- 77
GRADE79	A 2	1	99- 100
ID791	F 5.0	1	103- 107
GRADE81	A 2	2	22- 23
ID811	F 5.0	2	25- 27
ID812	F 5.0	2	42- 45
GRADE81	A 2	2	47- 50

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ATTACHMENT E-7  
 (Page 1 of 40)



ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
IDN11	F 5. 1	2	59- 73
IDN12	F 5. 1	2	41- 49
LFP	F 1. 0	2	99- 99
DESEG	F 1. 0	2	100- 100
SPEED	F 1. 0	2	101- 101
READ77	F 3. 0	2	122- 124
MATH77	F 3. 0	2	117- 119
READ78	F 3. 0	3	10- 12
MATH78	F 3. 0	3	25- 27
READ81	F 3. 0	3	84- 86
MATH81	F 3. 0	3	90- 92
READ81	F 3. 0	4	10- 12
MATH81	F 3. 0	4	13- 15
GPA77	F 4. 2	4	56- 59
GPA78	F 4. 2	4	61- 61
GPA78	F 4. 2	4	64- 67
GPA81	F 4. 2	4	68- 71
GPA81	F 4. 2	4	72- 75
CRED77	F 3. 0	4	76- 79
CRED78	F 3. 0	4	79- 81
CRED79	F 3. 0	4	82- 84
CRED81	F 3. 0	4	85- 87
CRED81	F 3. 0	4	88- 90
OSA77	F 2. 0	4	101- 102
OSA78	F 2. 0	4	103- 104
OSA79	F 2. 0	4	105- 106
OSA77	F 2. 0	4	107- 108
OSA81	F 2. 0	4	109- 110
OROP	F 1. 0	4	111- 111

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THE INPUT FORMAT PROVIDED FOR 41 VARIABLES. 41 WILL BE READ.  
 IT PROVIDES FOR 4 RECORDS (\*CARDS\*) PER CASE.  
 A MAXIMUM OF 119 \*COLUMNS\* ARE USED ON A RECORD.

```

RECORDS      GRADE78, GRA78 (1=1) (2=2) (3=3) (4=4)
              (5=5) (6=6) (7=7) (8=8) (9=9) (10=10) (11=11) (12=12)
              (13=13) (14=14)
              OROP(BLANK=5) (1=5)

COMPUTE      BLACK=1
COMPUTE      HISP=1
COMPUTE      OTHER=1
IF           (ETHNIC EQ 2) BLACK=1
IF           (ETHNIC EQ 4) HISP=1
IF           (ETHNIC EQ 1 OR EQ 3 OR EQ 5) OTHER=1
IF           (SCH78 GT 10) APT=1
IF           (SCH78 GE 11) (SCH78 LT 11) APT=0
VALUE LABELS OROP (1)TRADE (2)OROP (3)OROP (4)OROP (5)OROP (6)OROP
              (6) STAY-INS
MISSING VALUES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 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619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803, 1804, 1805, 1806, 1807, 1808, 1809, 1810, 1811, 1812, 1813, 1814, 1815, 1816, 1817, 1818, 1819, 1820, 1821, 1822, 1823, 1824, 1825, 1826, 1827, 1828, 1829, 1830, 1831, 1832, 1833, 1834, 1835, 1836, 1837, 1838, 1839, 1840, 1841, 1842, 1843, 1844, 1845, 1846, 1847, 1848, 1849, 1850, 1851, 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, 1863, 1864, 1865, 1866, 1867, 1868, 1869, 1870, 1871, 1872, 1873, 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 19
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OPTIONS	6PA77(65,100) 0SA77(0,20)
STATISTICS	ALL

OPTION - 4  
CONDENSED C4 INDEXED F17 FREQUENCIES

OPTION - 5  
PRINT TABLES WITH MANY VALUES IN CONDENSED FORMAT

OPTION - 8  
PRINT HISTOGRAMS

81.73

END OF FILE ON FILE LEAVERS  
AFTER READING 4829 CASES FROM SUBFILE MINAME

E-117

ATTACHMENT E-7  
(Continued, page 3 of 40)



STAY-INS

14 JUL 82 14.12.53. PAGE 4

FILE ACNAME (CREATION DATE = 14 JUL 82)

81.73

SEX

CATEGORY LABEL	CODE	ABSOLUTE FRFQ	RELATIVE FRFQ (PCT)	ADJUSTED FRFQ (PCT)	CUM FRFQ (PCT)
	1	1746	52.0	52.0	52.0
	3	1639	48.0	48.0	100.0
	TOTAL	3385	100.0	100.0	

E-118

328

329

ATTACHMENT E-7  
(Continued, page 4 of 40)

TAY-113

FILE PROGRAM (CR ATTI) DATE = 14 JUL 82)

81.73

SEX

CODE

1 ..... ( 1746)

3 ..... ( 1609)

I.....I.....I.....I.....I.....I
0 40 800 1000 1500 2000
FREQUENCY

MEAN	1.559	STD ERR	.011	MEDIAN	1.461
MODE	1.000	STD DEV	.995	VARIANCE	.990
KURTOSIS	-1.995	SKEWNESS	.082	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.000	SUM	6573.000
C.V. PCT	51.000	.95 C.I.	1.925	TO	1.993

VALID CASES 3359 MISSING CASES 0

E-119

ATTACHMENT E-7  
(Continued, Page 5 of 40)

STAY-INS

14 JUL 1983 14.12.33.

PAGE 6

FILE RCNAME (CREATION DATE = 14 JUL 83)

81.73

BLACK

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0	2790	83.2	83.2	83.2
	1	565	16.8	16.8	100.0
	TOTAL	3355	100.0	100.0	

B-120

332

333

ATTACHMENT E-7  
(Continued, page 6 of 40)

FILE NONAME (CREATION DATE = 14 JUL 82)

BLACK

81.73

CODE

0 ..... ( 279)

1 ..... ( 565)

0	100	2000	3000	4000	5000
FREQUENCY					

MEAN	.158	STD ERR	.006	MEDIAN	.101
STL	0	STD DEV	.374	VARIANCE	.140
KURTOSIS	1.144	SKEWNESS	1.773	RANGE	1.000
MINIMUM	0	MAXIMUM	1.000	SUM	565.000
C.V. PCT	222.250	.95 C.I.	.156	TO	.181

VALID CASES 335 MISSING CASES 0

B-121

STAY-INS

14 JUL 12 14.12.35.

PAGE 4

FILE WNAME (CORRELATION DATE = 14 JUL 92)

81.73

HISP

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0	2414	78.3	78.0	78.0
	1	739	22.0	22.0	100.0
	TOTAL	3355	100.0	100.0	

B-122

336

337

ATTACHMENT E-7  
(Continued, page 8 of 40)



STAY-INS

14 JUL 82

14.12.83.

PAGE 10

FILE NONAME (CREATION DATE = 14 JUL 82)

81.73

OTHER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0	1304	38.3	38.9	38.9
	1	2051	61.1	61.1	100.0
		-----	-----	-----	
TOTAL		3355	100.0	100.0	

E-124

340

341

ATTACHMENT E-7  
(Continued, page 10 of 40)



STAY-I IS

14 JUL 82

14.12.33.

PAGE 12

FILE NNAME (CREATION DATE = 14 JUL 82)

81.73

AGE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	1	445	13.3	13.3	13.3
	2	2913	86.7	86.7	100.0
	TOTAL	3358	100.0	100.0	

E-126

344

345

ATTACHMENT E-7  
(Continued, page 12 of 40)



STAY-INS

14 JUL 82 14.12.33. PAGE 14

FILE NONAME (CREATION DATE = 14 JUL 82)

81.73

GPA77

CODE	ADJ CUM			CODE	ADJ CUM			CODE	ADJ CUM		
	FREQ	PCT	PCT		FREQ	PCT	PCT		FREQ	PCT	PCT
65	8	1	0	77	89	3	19	83	145	5	76
66	7	0	1	79	109	4	23	90	141	7	91
67	10	0	1	79	125	5	28	91	115	4	85
68	9	0	1	90	122	4	32	92	117	4	90
69	23	1	2	81	130	5	37	93	130	5	94
70	27	1	3	82	139	5	42	94	96	3	97
71	30	1	4	83	124	5	47	95	42	2	92
72	51	2	6	84	126	5	51	96	27	1	100
73	69	3	9	85	128	5	56	97	4	0	100
74	71	4	11	86	112	4	60	98	1	0	100
75	69	3	14	87	149	5	65				
76	78	3	16	88	144	5	71				

E-128

CODE	FREQ	MISSING DATA		CODE	FREQ
		CODE	FREQ		
WILD	603				

348

349

ATTACHMENT E-7  
(Continued, page 14 of 40)

FILE NONAME (CREATION DATE = 14 JUL 82)

6PA17

CCDL

81.73

- I
- 65 • ( 3)
- I
- 66 • ( 7)
- I
- 67 •• ( 10)
- I
- 68 • ( 9)
- I
- 69 •• ( 23)
- I
- 70 •• ( 27)
- I
- 71 ••• ( 33)
- I
- 72 •••• ( 51)
- I
- 73 •••• ( 69)
- I
- 74 ••••• ( 73)
- I
- 75 •••• ( 69)
- I
- 76 ••••• ( 73)
- I
- 77 ••••• ( 89)
- I
- 78 •••••• ( 107)
- I
- 79 ••••••• ( 126)
- I
- I

E-129

ATTACHMENT E-7  
(Continued, page 15 of 40)



FILE NONAME (CREATION DATE = 14 JUL 92)

80 ..... ( 122)

I

81 ..... ( 130)

I

82 ..... ( 139)

I

83 ..... ( 128)

I

84 ..... ( 126)

I

85 ..... ( 128)

I

86 ..... ( 112)

I

87 ..... ( 149)

I

88 ..... ( 144)

I

89 ..... ( 145)

I

90 ..... ( 141)

I

91 ..... ( 115)

I

92 ..... ( 117)

I

93 ..... ( 133)

I

94 ..... ( 86)

I

95 ... ( 42)

I

96 .. ( 23)

I

81.73

E-130

352

353

ATTACHMENT E-7  
(Continued, page 16 of 40)



STAY-INS

14 JUL 82

14.12.85.

PAGE 19

FILE NCHAME (CREATIO) DATE = 14 JUL 82)

81.73

USA77

CATEGORY LABEL	CGDE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	3	3052	91.3	91.3	91.3
	1	175	5.2	5.2	96.5
	2	59	1.9	1.8	98.3
	3	24	.7	.7	99.0
	4	12	.4	.4	99.3
	5	7	.2	.2	99.6
	6	9	.3	.3	99.8
	7	2	.1	.1	99.9
	8	1	.0	.0	99.9
	9	1	.1	.0	99.9
	10	1	.0	.0	100.0
	12	1	.0	.0	100.0
	TOTAL	3355	100.0	100.0	

E-132

356

357

ATTACHMENT E-7  
(Continued, page 18 of 40)



STAY-INS

CPU TIME REQUIRED.. 15.7790 SECONDS

FINISH

TOTAL CPU TIME USED.. 15.9750 SECONDS

81.73

RUN COMPLETED

NUMBER OF CONTROL CARDS READ 36  
NUMBER OF ERRORS DETECTED 7

E-134

360

361

ATTACHMENT E-7  
(Continued, page 20 of 40)

COMPUTATION CENTER  
UNIVERSITY OF TEXAS AT AUSTIN

81.73

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

CDC 6000/CYBER 70 VERSION 4.0 - INSTALLED 27 AUGUST 72

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PAGE SIZE      FJECT
RUN NAME      DROP OUTS
VARIABLE LIST  SEX, ETHNIC, SCH78, GRADE78, ID791, ID792, GRADE79, ID791,
              GRADE80, ID801, ID802, GRADE81, ID811, ID812, LEP, OMS83,
              SPEQ, REAC77, MATH77, READ78, MATH78,
              READ80, MATH80, READ81, MATH81, GPA77, GPA78, GPA79,
              GPA80, GPA81, CREQ77, CREQ78, CREQ79, CREDB1, CREDB1, JCA77,
              OSA78, OSA79, OSA80, OSA81, DROP
INPUT MEDIUM   DISK
# OF CASES     UNKNOW
INPUT FORMAT   (T1,2F1.0,T4,F3.0,T5,02,T6,02,T7,02,T8,02,T9,02,T10,02,T11,02,T12,02,T13,02,T14,02,
              T22,A2,T26,F5.0,T42,F5.0,T65,02,T69,F4.0,T45,F5.0,T97,3F1.1,
              T102,F3.0,T117,F3.0,T110,E1.0,T25,F3.0,T84,E3.0,
              T97,F3.0/T10,2F3.0,T56,5F0.2,T76,F3.0,T101,5F2.0,T111,F1.0)
    
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E-135

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
SEX	F 1.0	1	41- 41
ETHNIC	F 1.0	1	42- 42
SCH78	F 3.0	1	47- 49
GRADE78	A 2	1	54- 57
ID791	F 3.0	1	61- 64
ID792	F 3.0	1	74- 80
GRADE79	A 2	1	99- 100
ID791	F 5.0	1	103- 107
GRADE80	A 2	2	24- 25
ID801	F 5.0	2	26- 30
ID802	F 5.0	2	42- 45
GRADE81	A 2	2	65- 66



DRP-OUTS

14 JUL 85

14.17.1

PAGE 3

9A77(65,101) 0SA77(0,20)

OPTIONS 5,8  
STATISTICS ALL

81.73

OPTION 3 ON NEEDED FOR FREQUENCIES

OPTION - 4  
PRINT TABLES WITH MANY VALUES IN CONDENSED FORMAT

OPTION - 5  
PRINT HISTOGRAMS

END OF FILE ON FILE LEAVERS  
AFTER READING 4029 CASES FROM SUBFILE MONAME

E-137

366

367

ATTACHMENT E-7  
(Continued, page 23 of 40)

DR/P.UTS

14 JUL 1982 14.17.14

FILE NAME (OPERATION DATE = 14 JUL 82)

SEX

81.73

CAT. COPY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CHI
		FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
	1	279	48.4	48.4	48.4
	3	292	51.6	51.6	100.0
	TOTAL	571	100.0	100.0	

E-138

365

369

ATTACHMENT E-7  
(Continued, page 24 of 40)

ORCHUTS

14 JUL 1962 14.17.16. PAGE 6

FILE NAME (ORCHUT) DATE = 14 JUL 62

81.73

C-04

1 ..... ( 274)

3 ..... ( 292)

I.....I.....I.....I.....I.....I
0 100 200 300 400 500
FREQUENCY

MEAN	2.032	STD ERR	.242	MEDIAN	2.531
MODE	3.070	STD DEV	1.330	VARIANCE	1.691
KURTOSIS	-2.073	SKEWNESS	-.164	RANGE	2.000
MINIMUM	1.000	MAXIMUM	3.100	SUM	115.700
C.V. PCT	45.215	.95 C.I.	1.995	IQ	2.114

VALID CASES 566 MISSING CASES 0

E-139

371

370

ATTACHMENT E-7  
(Continued, page 25 of 40)

OUTPUTS

14 JUL 1962 14.17.10.

PAGE

FILE: SCRAVE (CR-AT501 DATE: 14 JUL 62)

BLACK

81.73

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0	478	84.5	84.5	84.5
	1	88	15.5	15.5	100.0
	TOTAL	566	100.0	100.0	

E-140

372

373

ATTACHMENT E-7  
(Continued, page 26 of 40)

OUTPUTS

14 JUL 1971 14.17.16.

PAGE 7

FILE MONAM. (CREATION DATE = 14 JUL 71)

BLACK

81.73

CONF

I ..... ( 979 )

1 ..... ( 80 )

I	I	I	I	I	I
1	200	300	400	500	
FREQUENCY					

MEAN	.150	STD ERR	.015	MEDIAN	.130
MODE	0	STD DEV	.363	VARIANCE	.132
KURTOSIS	1.641	SKEWNESS	1.907	RANGE	1.000
MINIMUM	0	MAXIMUM	1.000	SUM	80.000
C.V. PCT	233.200	.95 C.I.	.126	IC	.180

VALID CASES 80 MISSING CASES 0

E-141

ATTACHMENT E-7  
(Continued, page 27 of 40)

375

374

DRCPHUTJ

14 JUL 92 14.17.16. PAGE 1

FILE NO NAME (CR ATT IN DATE = 14 JUL 92)

HISP

81.73

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0	354	62.5	62.5	62.5
	1	212	37.5	37.5	100.0
	TOTAL	566	100.0	100.0	

E-142

376

377

ATTACHMENT E-7  
(Continued, page 28 of 40)



OUTPUTS

14 JUL 1961

FILE NAME (CV 117) DATE = 14 JUL 60

81.73

HISF

CODE

```

I
..... ( 394)
I
I
1 ..... ( 212)
I
I
I.....I.....I.....I.....I.....I.....I
0      100      200      300      400      500
FREQUENCY

```

MEAN	.375	STO ERR	.520	MEDIAN	.299
MODE		STO DEV	.484	VARIANCE	.235
KURTOSIS	-1.716	SKEWNESS	.520	RANGE	1.000
MINIMUM	0	MAXIMUM	1.000	SUM	212.000
C.V. PCT	129.33%	95% C.I.	.33%	T0	.419

VALID CASES 566 MISSING CASES 0

E-143

ATTACHMENT E-7  
(Continued, page 29 of 40)

378

379

DROPLITS

14 JUL 92 10.17.17. PAGE 17

FILE AGRAND (CREATION) DATE = 14 JUL 92

.THER

81.73

CATEGORY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CUM
		FREQ	FREQ (PCT)	FREQ (PCT)	FREQ (PCT)
	0	53	53.0	53.0	53.0
	1	266	47.0	47.0	100.0
	TOTAL	566	100.0	100.0	

B-144

381

ATTACHMENT E-7  
(Continued, page 30 of 40)



DESCRIPTS

15 JUL 67 11:17.1 . . . . .

FILE: ROMAN (CREATED DATE = 14 JUL 67)

AGE

81.73

CATEGORY LABEL	CODE	ABSOLUTE FRQ	RELATIVE FRQ (PCT)	ADJUSTED FRQ (PCT)	CUM FRQ (PCT)
	1	193	33.6	33.6	33.6
	2	374	66.4	66.4	100.0
	TOTAL	566	100.0	100.0	

E-146

384

385

ATTACHMENT E-7  
(Continued, page 32 of 40)

GROUPS

14 JUL 82 14.17.14. PA. 15

FILE NCRAME (CORRELATION DATE = 14 JUL 82)

AGE

81.73

COUNT

```

1 I ..... ( 193)
  I
  I
2 I ..... ( 376)
  I
  I
I.....I.....I.....I.....I.....I
0      100      200      300      400      500
FREQUENCY

```

MEAN	1.664	STD ERR	.020	MEDIAN	1.747
MODE	2.059	STD DEV	.473	VARIANCE	.223
KURTOSIS	-1.518	SKEWNESS	-.698	RANGE	1.880
MINIMUM	1.000	MAXIMUM	2.000	SUM	440.000
C.V. PCT	28.399	.95 C.I.	1.625	IQ	1.703

VALID CASES 566 MISSING CASES 0

E-147

386

387

ATTACHMENT E-7  
(Continued, page 33 of 40)

REPORTS

14 JUL 1977 14.17.15. PA. 14

FILE NAME (CREATION DATE = 14 JUL 72)

SP477

81.73

CODE	FREQ	PCT	ADJ PCT	CUM	CODE	FREQ	PCT	ADJ PCT	CUM	CODE	FREQ	PCT	ADJ PCT	CUM
65	21	5	5	75	23	6	45	65	9	9	9			
66	4	1		76	24	6	51	66	3	1	91			
67	11	3	9	77	29	7	58	67	4	1	95			
68	10	2	11	78	32	3	65	68	4	2	99			
69	14	3	14	79	21	5	70	69	5	1	94			
70	19	5	19	80	21	5	75	70	7	2	97			
71	18	4	23	81	17	3	79	71	8	2	99			
72	22	5	28	82	15	4	82	72	2		97			
73	21	5	34	83	15	4	86	73	2		100			
74	25	6	41	84	11	3	89	74	1		100			

M I S S I N G D A T A

CODE	FREQ	CODE	FREQ	CODE	FREQ
410	150				

E-148

388

389

ATTACHMENT E-7  
(Continued, page 34 of 40)

PROGOUTS

14 JUL 82

14.17.1.

PAGE 10

FILE NONAME (CREATION DATE = 14 JUL 82)

SPATT

81.73

CODE

65 \*\*\*\*\* ( 21)

66 \*\* ( 4)

67 \*\*\*\* ( 11)

68 \*\*\*\* ( 1)

69 \*\*\*\*\* ( 14)

70 \*\*\*\*\* ( 19)

71 \*\*\*\*\* ( 18)

72 \*\*\*\*\* ( 22)

73 \*\*\*\*\* ( 21)

74 \*\*\*\*\* ( 25)

75 \*\*\*\*\* ( 21)

76 \*\*\*\*\* ( 24)

77 \*\*\*\*\* ( 29)

78 \*\*\*\*\* ( 32)

79 \*\*\*\*\* ( 21)

E-149

ATTACHMENT E-7  
(Continued, page 35 of 40)

391

330



ORCP-UT

14 JUL 92

10.17.16.

PAGE 1

FILE NO NAME (CREATION DATE - 14 JUL 92)

80 \*\*\*\*\* ( 2 )

81 \*\*\*\*\* ( 14 )

82 \*\*\*\*\* ( 14 )

83 \*\*\*\*\* ( 15 )

84 \*\*\*\*\* ( 11 )

85 \*\*\* ( 8 )

86 \*\* ( 3 )

87 \*\* ( 4 )

88 \*\*\* ( 8 )

89 \*\* ( 5 )

90 \*\*\* ( 7 )

91 \*\*\* ( 8 )

92 \*\* ( 2 )

93 \*\* ( 2 )

94 \* ( 1 )

(CHILD) ..... ( 150 )

.....  
0 30 60 90 120 150 180 210

FREQUENCY

392

393

81.73

ATTACHMENT E-7  
(Continued, Page 36 of 40)

E-150

ORCPOUTS

14 JUL 82 14.17.16. PAGE 17

FILE Ncname (COPLATION DATE = 14 JUL 82)

MEAN	76.531	STD. DEV	.322	MEDIAN	76.333
MODE	78.000	STD. DEV	6.558	VARIANCE	43.022
KURTOSIS	-.291	SKEWNESS	.343	RANGE	29.900
MINIMUM	65.010	MAXIMUM	94.910	SUM	81237.311
C.V. PCT	8.569	.95 C.I.	75.899	TO	77.143
VALID CASES	416	MISSING CASES	150		

81.73

E-151

ATTACHMENT E-7  
(Continued, page 37 of 40)

FILE NAME: (OPERATION DATE = 14 JUL 82)

10A77

81.73

CATEGORY LABEL	CODE	ABSOLUTE FRTO	RELATIVE FRTO (PCT)	ADJUSTED FRTO (PCT)	DM FRTO (PCT)
	0	459	91.1	41.1	91.1
	1	57	10.1	13.1	91.2
	2	19	3.4	3.4	94.5
	3	12	2.1	2.1	96.5
	4	5	.9	.9	97.5
	5	2	.4	.4	97.9
	6	2	.4	.4	98.2
	7	2	.4	.4	98.5
	8	3	.5	.5	98.1
	10	1	.5	.5	98.6
	13	1	.2	.2	99.8
	15	1	.2	.2	100.0
	TOTAL	506	100.0	100.0	

E-152

396

397

ATTACHMENT E-7  
(Continued, page 38 of 40)



CPU TIME REQUIRED.. 15.5350 SEC INDS

PT HIGH

TOTAL CPU TIME USED.. 15.7320 SEC INDS

81.73

POA COMPLETED

NUMBER OF CONTROL CARDS READ 36  
NUMBER OF ERRORS DETECTED 0

E-154

400

401

ATTACHMENT E-7  
(Continued, page 40 of 40)

Q

ATTACHMENT E-8

CROSSTABS DATA:

- 1) REASON FOR DROPPING BY DROPOUT STATUS
- 2) ETHNICITY BY DROP STATUS BY AGE BY SEX
- 3) ETHNICITY BY DROP STATUS BY LEP STATUS

.....  
 \* COMPUTATION CENTER \*  
 \* UNIVERSITY OF TEXAS AT AUSTIN \*  
 .....

81.73

S P S S - - STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

o CDC 6000/CYBER 70 VERSION 8.0 - INSTALLED 27 AUGUST 80

```

PAGE SIZE      EJECT
RUN NAME      WHO DROPPED OUT ?
VARIABLE LIST  SEX,ETHNIC,SCH78,GRADE78,REAS78,SCH79,GRADE79,REAS79,SCH80,
              GRADE80,REAS80,SCH81,GRADE81,REAS81,LEP,DESEG,DROP
INPUT MEDIUM  DISK
N OF CASES    UNKN04N
INPUT FORMAT   (T41,2F1.0,T47,F3.0,T56,A2,T58,F2.0,T90,F3.0,T99,A2,
              T101,F2.0/T13,F3.0,T22,A2,T24,T101,F2.0,T55,F3.0,T65,A2,T67,F2.0
              ,T99,2F1.0//T11,F1.0)
    
```

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
SEX	F 1. 0	1	41- 41
ETHNIC	F 1. 0	1	42- 42
SCH78	F 3. 0	1	47- 49
GRADE78	A 2	1	56- 57
REAS78	F 2. 0	1	58- 59
SCH79	F 3. 0	1	90- 92
GRADE79	A 2	1	99- 100
REAS79	F 2. 0	1	101- 102
SCH80	F 3. 0	2	13- 15
GRADE80	A 2	2	22- 23
REAS80	F 2. 0	2	101- 102
SCH81	F 3. 0	2	55- 57
GRADE81	A 2	2	65- 66
REAS81	F 2. 0	2	67- 68
LEP	F 1. 0	2	99- 99
DESEG	F 1. 0	2	100- 100
DROP	F 1. 0	4	111- 111

E-156

THE INPUT FORMAT PROVIDES FOR 17 VARIABLES. 17 WILL BE READ.  
 IT PROVIDES FOR 4 RECORDS (\*CARDS\*) PER CASE.  
 A MAXIMUM OF 111 \*COLUMNS\* ARE USED ON A RECORD.

REC00E GRADE78, GRADE79, GRADE80, GRADE81 (\*1\*=1) (\*2\*=2) (\*3\*=3) (\*4\*=4)

403

404

ATTACHMENT E-8  
 (Page 1 of 33)

(\*5\*=5)(\*6\*=6)(\*7\*=7)(\*8\*=8)(\*9\*=9)(\*10\*=10)(\*11\*=11)(\*12\*=12)  
(\*GR\*=13)(\*S\*=0)

VALUE LABELS

DROP(BLANK=5)  
DROP (0)TRANSFER (1)DROPOUT (2)OTHER (3)LANIER (4)UNKNOW  
(5) STAY-IN

MISSING VALUES

SEX,ETHNIC(BLANK)/GRADE78,GRADE79,GRADE80,GRADE81(0,BLANK)  
SCH78,SCH79,SCH80,SCH81(0,BLANK)  
REAS78,REAS79,REAS80,REAS81(0,BLANK)/LEP,DESEG(BLANK)

CROSSTABS

VARIABLES=REAS78,REAS79,REAS80,REAS81(0,37)DROP(0,5)  
GRADE78,GRADE79,GRADE80,GRADE81(0,13)ETHNIC(1,5)LEP(0,2)  
DESEG(0,1)SCH78,SCH79,SCH80,SCH81(0,200)/  
TABLES=REAS78,REAS79,REAS80,REAS81 BY DROP/GRADE78,GRADE79,  
GRADE80,GRADE81 BY DROP BY ETHNIC/ETHNIC BY DROP BY LEP/  
ETHNIC BY DROP BY DESEG/SCH78,SCH79,SCH80,SCH81 BY DROP/

OPTIONS

7

STATISTICS

2,4,5

OPTION 7 IGNORED (ILLEGAL WHEN BLANKS DECLARED AS MISSING VALUES)  
--- SUGGEST RECEDING BLANKS IN ORDER TO USE OPTION 7 ---

00067400 CM NEEDED FOR CROSSTABS

E-157

END OF FILE ON FILE LEAVERS  
AFTER READING 4829 CASES FROM SUBFILE NONAME

--- WARNING --- NON-INTEGGER VALUES FOUND IN FOLLOWING VARIABLES  
HAVE BEEN TRUNCATED TO INTEGERS ..  
(NOTE MISSING-VALUE SCREEN OCCURS BEFORE TRUNCATION, NOT AFTER)

GRADE78 GRADE79 GRADE80 GRADE81

ATTACHMENT E-8  
(Continued, page 2 of 33)

81.73

REAS78 ..... CROSS TABULATION OF .....  
BY DROP .....  
PAGE 1 OF 3

REAS78	ROW PCT COL PCT TOT PCT	DROP					ROW TOTAL	
		TRANSFER	DROPOUT	OTHER	LANIER	UNKNOWN		STAY-IN
		0	1	2	3	4		5
1	122 43.7 64.2 18.7	76 27.2 38.6 11.7	3 1.1 27.3 .5	27 9.7 42.2 4.1	15 5.4 41.7 2.3	36 12.9 23.5 5.5	279 42.9	
2	29 14.3 15.3 4.5	58 28.6 29.4 8.9	2 1.0 18.2 .3	18 8.9 28.1 2.8	13 6.4 36.1 2.0	83 40.9 54.2 12.7	203 31.2	
3	1 8.3 .5 .2	8 66.7 4.1 1.2	0 0 0 0	0 0 0 0	1 8.3 2.8 .2	2 16.7 1.3 .3	12 1.8	
4	1 20.0 .5 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	4 80.0 2.6 .6	5 .8	
8	0 0 0 0	1 100.0 .5 .2	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 .2	
9	1 25.0 .5 .2	0 0 0 0	1 25.0 9.1 .2	0 0 0 0	0 0 0 0	2 50.0 1.3 .3	4 .6	
10	3 42.9 1.6 .5	2 28.6 1.0 .3	0 0 0 0	0 0 0 0	1 14.3 2.8 .2	1 14.3 .7 .2	7 1.1	
12	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 100.0 2.8 .2	0 0 0 0	1 .2	
COLUMN TOTAL		190 29.2	197 30.3	11 1.7	64 9.8	36 5.5	153 23.5	651 100.0

407

408

(CONTINUED)

ATTACHMENT E-8  
(Continued, page 3 of 33)



CROSS TABULATION OF REAS78 BY DROP PAGE 2 OF 3

81.73

REAS78	COUNT	DROP					ROW TOTAL	
		TRANSFER	DROPOUT	OTHER	LANIER	UNKNCLN		STAY-IN
		0	1	2	3	4		5
		PCT	PCT	PCT	PCT	PCT		PCT
14	15	6	6	1	0	1	1	15
		40.0	40.0	6.7	0	6.7	6.7	2.3
		3.2	3.0	9.1	0	2.8	.7	
		.9	.9	.2	0	.2	.2	
15	5	1	4	0	0	0	0	5
		20.0	80.0	0	0	0	0	.8
		.5	2.0	0	0	0	0	
		.2	.6	0	0	0	0	
16	2	0	2	0	0	0	0	2
		0	100.0	0	0	0	0	.3
		0	1.0	0	0	0	0	
		0	.3	0	0	0	0	
E-159	19	0	0	0	1	0	0	1
		0	0	0	100.0	0	0	.2
		0	0	0	1.6	0	0	
		0	0	0	.2	0	0	
20	18	3	9	0	2	1	3	18
		16.7	50.0	0	11.1	5.6	16.7	2.8
		1.6	4.6	0	3.1	2.8	2.0	
		.5	1.4	0	.3	.2	.5	
21	19	5	5	0	7	0	2	19
		26.3	26.3	0	36.8	0	10.5	2.9
		2.6	2.5	0	10.9	0	1.3	
		.8	.8	0	1.1	0	.3	
22	2	0	1	1	0	0	0	2
		0	50.0	50.0	0	0	0	.3
		0	.5	9.1	0	0	0	
		0	.2	.2	0	0	0	
23	1	0	0	0	0	0	1	1
		0	0	0	0	0	100.0	.2
		0	0	0	0	0	.7	
		0	0	0	0	0	.2	
COLUMN TOTAL		190	197	11	64	36	153	651
(CONTINUED)		29.2	30.3	1.7	9.8	5.5	23.5	100.0

ATTACHMENT E-8  
(Continued, page 4 of 33)



FILE R0NAME (CREATION DATE = 18 JUN 82)

..... CROSSTABULATION OF .....  
 REAS78 BY DROP .....  
 ..... PAGE 3 OF 3

81.73

COUNT	DROP					ROW TOTAL	
	TRANSFER	DROPOUT	OTHER	LANIER	UNKNOWN		STAY-IN
	0	1	2	3	4		5
REAS78							
24	0	3	1	0	0	2	
	50.0	16.7	0	0	33.3	.9	
	0	1.5	9.1	0	0	1.3	
	0	.5	.2	0	0	.3	
25	8	8	2	3	1	1	
	34.8	34.8	8.7	13.0	4.3	4.3	
	4.2	4.1	18.2	4.7	2.8	.7	
	1.2	1.2	.3	.5	.2	.2	
27	2	2	0	0	0	1	
	40.0	40.0	0	0	0	20.0	
	1.1	1.0	0	0	0	.7	
	.3	.3	0	0	0	.2	
30	1	0	0	0	0	0	
	100.0	0	0	0	0	0	
	.5	0	0	0	0	0	
	.2	0	0	0	0	0	
31	3	6	0	5	0	9	
	13.0	26.1	0	21.7	0	39.1	
	1.6	3.0	0	7.8	0	5.9	
	.5	.9	0	.8	0	1.4	
35	4	6	0	1	2	5	
	22.2	33.3	0	5.6	11.1	27.8	
	2.1	3.0	0	1.6	5.6	3.3	
	.6	.9	0	.2	.3	.8	
COLUMN TOTAL	190	191	11	64	36	153	
TOTAL	29.2	30.3	1.7	9.8	5.5	23.5	
						651	
						100.0	

E-160

CRAMER'S V = .27815  
 LAMBDA (ASYMMETRIC) = .12634 WITH REAS78 DEPENDENT. = .19163 WITH DROP DEPENDENT.  
 LAMBDA (SYMMETRIC) = .16223  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .08900 WITH REAS78 DEPENDENT. = .10230 WITH DROP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .09519

NUMBER OF MISSING OBSERVATIONS = 4178

412

ATTACHMENT E-8  
 (Continued, page 5 of 33)



WHO DROPPED OUT ?

18 JUN 82

12.35.29.

PAGE 6

FILE NONAME (CREATION DATE = 18 JUN 82)

ALL CASES WERE MISSING OR THE VALUE LIMITS GIVEN IN THE VARIABLES LIST  
WERE CONSISTENTLY EXCEEDED FOR THE TABLE INVOLVING..  
REAS79 OROP

81.73

E-161

413

414

ATTACHMENT E-8  
(Continued, page 6 of 33)

REAS80

CROSS TABULATION OF  
BY DROP

PAGE 1 OF 1

81.73

REAS80	DROP										ROW TOTAL			
	COUNT	TRANSFER		DROPOUT		OTHER		LATER		UNKNOWN		STAY-IN		
	ROW PCT	COL PCT	TOT PCT	0	1	2	3	4	5	6		7	8	9
2	2	11.1	.6	7	38.9	0	0	0	0	0	0	9	18	
			.1	.2		0	0	0	0	0	0	.3	.5	
3	31	7.9	.8	83	22.2	7	9.7	11	15.6	10	15.6	252	394	
			.8			1.8	9.7	2.8	15.6	2.5	15.6	64.0	10.7	
4	131	9.9	3.6	166	44.4	6	1.1	42	37.2	29	45.3	943	1317	
			3.6			.5	1.1	3.2	37.2	2.2	45.3	71.6	35.8	
5	142	10.9	3.9	96	25.7	2	1.0	38	33.6	18	28.1	1301	1297	
			3.9			.1	1.0	2.9	33.6	1.4	28.1	77.2	35.3	
6	42	7.3	1.1	21	5.6	3	.5	20	17.7	6	9.4	483	575	
			1.1			.1	.5	3.5	17.7	1.0	9.4	84.0	15.6	
7	8	10.3	.2	1	.3	0	0	2	1.8	1	1.6	66	78	
			.2			0	0	2.6	1.8	1.3	1.6	84.6	2.1	
COLUMN TOTAL	356	9.7		374	10.2	18	.5	113	3.1	64	1.7	2754	3679	
												74.9	100.0	

E-162

CRAMER'S V = .09242  
 LAMBDA (ASYMMETRIC) = .02964 WITH REAS80 DEPENDENT. = 0 WITH DROP DEPENDENT.  
 LAMBDA (SYMMETRIC) = .02130  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .01482 WITH REAS80 DEPENDENT. = .02314 WITH DROP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .01807

NUMBER OF MISSING OBSERVATIONS = 1150

415

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ATTACHMENT E-8  
(Continued, page 7 of 33)

FILE ANAME (CREATION DATE = 18 JUN 82)

..... CROSSTABULATION OF .....  
 REAS81 BY DPOP .....  
 ..... PAGE 1 OF 3

81.73

COUNT	DROP					ROW TOTAL
	TRANSFER	CROPOUT	OTHER	UNKNOWN	STAY-IN	
	0	1	2	4	5	
REAS81	0	1	2	4	5	
1	0	0	1	0	21	22
	0	0	4.5	0	95.5	10.2
	0	0	50.0	0	10.2	
	0	0	.5	0	9.8	
2	1	3	0	3	27	34
	2.9	8.8	0	8.8	79.4	15.8
	100.0	75.0	0	100.0	13.2	
	.5	1.4	0	1.4	12.6	
3	0	0	0	0	20	20
	0	0	0	0	100.0	9.3
	0	0	0	0	9.8	
	0	0	0	0	9.3	
4	0	0	0	0	1	1
	0	0	0	0	100.0	.5
	0	0	0	0	.5	
	0	0	0	0	.5	
9	0	0	0	0	5	5
	0	0	0	0	100.0	2.3
	0	0	0	0	2.4	
	0	0	0	0	2.3	
14	0	1	0	0	21	22
	0	4.5	0	0	95.5	10.2
	0	25.0	0	0	10.2	
	0	.5	0	0	9.8	
15	0	0	0	0	1	1
	0	0	0	0	100.0	.5
	0	0	0	0	.5	
	0	0	0	0	.5	
16	0	0	0	0	1	1
	0	0	0	0	100.0	.5
	0	0	0	0	.5	
	0	0	0	0	.5	
COLUMN TOTAL	1	4	2	3	205	215
(CONTINUED)	.5	1.9	.9	1.4	95.3	100.0

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ATTACHMENT E-8  
 (Continued, page 8 of 33)



REAS81 CROSS TABULATION OF BY DROP PAGE 2 OF 3

81.73

REAS81	COUNT	DROP					ROW TOTAL
		TRANSFER	DROPOUT	OTHER	UNKNOWN	STAY-IN	
		ROW PCT	ROW PCT	ROW PCT	ROW PCT	ROW PCT	
		COL PCT	COL PCT	COL PCT	COL PCT	COL PCT	
	TOT PCT	0	1	2	4	5	
19	0	0	0	0	1	1	.5
	0	0	0	0	100.0		
	0	0	0	0	.5		
	0	0	0	0	.5		
20	0	0	1	0	54	55	25.6
	0	0	1.8	0	98.2		
	0	0	50.0	0	26.3		
	0	0	.5	0	25.1		
21	0	0	0	0	17	17	7.9
	0	0	0	0	100.0		
	0	0	0	0	8.3		
	0	0	0	0	7.9		
22	0	0	0	0	1	1	.5
	0	0	0	0	100.0		
	0	0	0	0	.5		
	0	0	0	0	.5		
24	0	0	0	0	2	2	.9
	0	0	0	0	100.0		
	0	0	0	0	1.0		
	0	0	0	0	.9		
25	0	0	0	0	8	8	3.7
	0	0	0	0	100.0		
	0	0	0	0	3.9		
	0	0	0	0	3.7		
29	0	0	0	0	1	1	.5
	0	0	0	0	100.0		
	0	0	0	0	.5		
	0	0	0	0	.5		
31	0	0	0	0	15	15	7.0
	0	0	0	0	100.0		
	0	0	0	0	7.3		
	0	0	0	0	7.0		
COLUMN TOTAL		1	4	2	3	205	215
		.5	1.9	.9	1.4	95.3	100.0

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(CONTINUED)

ATTACHMENT E-8 (Continued, page 9 of 33)



FILE AONAME (CREATION DATE = 18 JUN 82)

REAS81

CROSS TABULATION OF  
BY DROP

PAGE 3 OF 3

81.73

COUNT	DROP					ROW TOTAL
	TRANSFER	DROPOUT	OTHER	UNKNOWN	STAY-IN	
REAS81	0	1	2	4	5	
34	0	0	0	0	9	9
	0	0	0	0	100.0	4.2
	0	0	0	0	4.4	
	0	0	0	0	4.2	
COLUMN TOTAL	1	4	2	3	205	215
	.5	1.9	.9	1.4	95.3	100.0

CRAMER'S V = .21552

LAMBDA (ASYMMETRIC) = .04375 WITH REAS81 DEPENDENT. = 0 WITH DROP DEPENDENT.

LAMBDA (SYMMETRIC) = .04118

UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .03264 WITH REAS81 DEPENDENT. = .29660 WITH DROP DEPENDENT.

UNCERTAINTY COEFFICIENT (SYMMETRIC) = .05881

NUMBER OF MISSING OBSERVATIONS = 4614

E-165





WHO DROPPED OUT ?

18 JUN 82 12.35.29. PAGE 13

FILE ACNAME (CREATION DATE = 18 JUN 82)

81.73

..... CROSSTABULATION OF .....  
 GRACE78 BY DROP  
 CONTROLLING FOR.. ETHNIC VALUE.. 3  
 ..... PAGE 1 OF 1

GRADE78	DROP				ROW TOTAL
	COUNT	TRANSFER	STAY-IN		
	ROW PCT				
	COL PCT				
	0	5			
	10	2	3	5	
	40.0	60.0		100.0	
	100.0	100.0			
	40.0	60.0			
COLUMN TOTAL	2	3		5	
	40.0	60.0		100.0	

NO STATISTICS ARE COMPUTED -  
TABLE HAS ONE ROW.

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ATTACHMENT E-8  
(Continued, page 13 of 33)

FILE NNAME (CREATION DATE = 18 JUN 82)

CROSS TABULATION OF  
BY DROP

GRACE78  
CONTROLLING FOR..  
ETHNIC

VALUE.. 4

PAGE 1 OF 1

81.73

GRADE78	DROP					ROW TOTAL		
	COUNT	TRANSFER	DROPOUT	OTHER	LANIER		UNKNOWN	STAY-IN
	ROW PCT							
	COL PCT							
TOT FCT	0	1	2	3	4	5		
10	1	2	2	1	1	24	31	
	3.2	6.5	6.5	3.2	3.2	77.4	100.0	
	100.0	100.0	100.0	100.0	100.0	100.0		
	3.2	6.5	6.5	3.2	3.2	77.4		
COLUMN TOTAL	1	2	2	1	1	24	31	
	3.2	6.5	6.5	3.2	3.2	77.4	100.0	

NO STATISTICS ARE COMPUTED -  
TABLE HAS ONE ROW.

E-169

WHO DROPPED OUT ?

18 JUN 82 12.35.29. PAGE 15

FILE NONAME (CREATION DATE = 18 JUN 82)

81.73

..... CROSSTABULATION OF .....  
 GRADE78 BY DROP  
 CONTROLLING FOR..  
 ETHAIC VALUE.. 5  
 ..... PAGE 1 OF 1

GRADE78	DROP						ROW TOTAL
	COUNT	TRANSFER	DROPOUT	LANIER	UNKNOWN	STAY-IN	
	ROW PCT						
	COL PCT						
	0	1	3	4	5		
	10	33	12	9	2	196	
	13.1	4.8	3.6	.8	77.8	99.6	
	100.0	100.0	100.0	100.0	99.5		
	13.0	4.7	3.6	.8	77.5		
	13	0	0	0	0	1	
	0	0	0	0	100.0	.4	
	0	0	0	0	.5		
	0	0	0	0	.4		
COLUMN TOTAL	33	12	9	2	197	253	
	13.0	4.7	3.6	.8	77.9	100.0	

E-170

CRAMER'S V = .03359  
 LAMBDA (ASYMMETRIC) = 0 WITH GRADE78 DEPENDENT. = 0 WITH DROP DEPENDENT.  
 LAMBDA (SYMMETRIC) = 0  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .03839 WITH GRADE78 DEPENDENT. = .00130 WITH DROP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .00252

NUMBER OF MISSING OBSERVATIONS = 4493

431

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ATTACHMENT E-8  
(Continued, page 15 of 33)

FILE NONAME (CREATION DATE = 18 JUN 82)

..... C R O S S T A B U L A T I O N O F .....

GRADE79 CONTROLLING FOR.. ETHNIC VALUE.. 1

..... PAGE 1 OF 1

81.73

GRADE79	D R O P				ROW TOTAL
	COUNT I	ILANIER	STAY-IN		
	ROW PCT I				
	COL PCT I				
	TOT PCT I	3 I	5 I		I
	10 I	1 I	2 I		3 I
		33.3 I	66.7 I		75.0 I
		100.0 I	66.7 I		
		25.0 I	50.0 I		
	11 I	0 I	1 I		1 I
		0 I	100.0 I		25.0 I
		0 I	33.3 I		
		0 I	25.0 I		
	COLUMN TOTAL	1	3		4
		25.0	75.0		100.0

E-171 PHI = .33333

LAMBDA (ASYMMETRIC) = 0 WITH GRADE79 DEPENDENT. = 0 WITH DROP DEPENDENT.

LAMBDA (SYMMETRIC) = 0

UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .15107 WITH GRADE79 DEPENDENT. = .15107 WITH DROP DEPENDENT.

UNCERTAINTY COEFFICIENT (SYMMETRIC) = .15107

ATTACHMENT E-8  
(Continued, page 16 of 33)



WHO DROPPED OUT ?

18 JUN 82 12.35.29. PAGE 17

81.73

10	I	2	I	1	I	1	I	1	I	10	I	15
	I	13.3	I	6.7	I	6.7	I	6.7	I	66.7	I	75.0
	I	50.0	I	100.0	I	100.0	I	100.0	I	76.9	I	
	I	10.0	I	5.0	I	5.0	I	5.0	I	50.0	I	
11	I	2	I	0	I	0	I	0	I	3	I	5
	I	40.0	I	0	I	0	I	0	I	60.0	I	25.0
	I	50.0	I	0	I	0	I	0	I	23.1	I	
	I	10.0	I	0	I	0	I	0	I	15.0	I	
COLUMN		4		1		1		1		13		20
TOTAL		20.0		5.0		5.0		5.0		65.0		100.0

CRAMER'S \*\*\*\*\* PAGE LIMIT EXCEEDED \*\*\*\*\*

E-172

435

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ATTACHMENT E-8  
(Continued, page 17 of 33)

AZAD776-074

CHARGES THROUGH 18 JUN 82 : TIME \$ 3044.75 SUPPLIES \$ 361.21

12.27.29 JOB INITIALIZED.  
 12.27.41 GTAB=14  
 12.27.41 INVALID CONTROL COMMAND.  
 12.27.52 GSBS=  
 12.27.52 INVALID CONTROL COMMAND.  
 12.28.11 READPF 9170 \*\*\*\* DROPCON  
 12.28.11 COPIED FILE DROPCON.  
 12.28.19 EDIT DROPCON  
 12.30.26 SPSS I=DROPCON  
 12.30.29 END SPSS  
 12.31.12 EDIT OUTPUT  
 12.34.16 EDIT DROPCON  
 12.34.53 READPF 9170 \*\*\*\* LEAVERS  
 12.35.04 COPIED FILE LEAVERS.  
 12.35.10 REVALLY  
 12.35.28 SPSS I=DROPCON D=LEAVERS NR  
 12.36.13 END SPSS  
 12.36.21 EDIT OUTPUT  
 12.45.20 DISPOSE OUTPUT

81.73

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ATTACHMENT E-8  
(Continued, page 18 of 33)



ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
IQ311	F 5.1	2	69- 73
IQ811	F 5.1	2	45- 49
LEP	F 1.1	2	99- 99
DESEG	F 1.1	2	1- 1
SPEC	F 1.1	2	1- 1
READ77	F 3.1	2	1- 2- 1- 4
MATH77	F 3.1	2	117- 119
READ78	F 3.1	2	1- 1- 1- 2
MATH78	F 3.1	2	25- 27
READ8	F 3.1	2	84- 86
MATH8	F 3.1	2	91- 92
READ81	F 3.1	4	1- 1- 1- 2
MATH81	F 3.1	4	13- 15
GPA77	F 4.2	4	55- 59
GPA78	F 4.2	4	50- 53
GPA79	F 4.2	4	54- 57
GPA8	F 4.2	4	58- 61
GPA81	F 4.2	4	72- 75
CRE077	F 3.1	4	76- 79
CRE078	F 3.1	4	79- 81
CRE079	F 3.1	4	82- 84
CRE08	F 3.1	4	85- 87
CRE081	F 3.1	4	88- 90
CA77	F 2.1	4	1- 1- 1- 2
CA78	F 2.1	4	1- 3- 1- 4
CA79	F 2.1	4	1- 5- 1- 6
CA8	F 2.1	4	1- 7- 1- 8
CA81	F 2.1	4	1- 9- 1- 10
CRGF	F 1.1	4	11- 111

81.73

B-175

THE INPUT FORMAT PROVIDES FOR 31 VARIABLES. 41 WILL BE READ.  
 IT PROVIDES FOR 4 RECORDS (4 CARDS) PER CASE.  
 A MAXIMUM OF 119 COLUMNS ARE USED ON A RECORD.

```

RECORD      0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
            (*1*=1)(*2*=2)(*3*=3)(*4*=4)
            (*5*=5)(*6*=6)(*7*=7)(*8*=8)(*9*=9)(*10*=10)(*11*=11)(*12*=12)
            (*GR*=12)(*5*= )
            0 IF (BLANK=5)
COMPUTE     BLACK=
COMPUTE     HISP=
COMPUTE     OTHER=
IF          (ETHNIC EQ 2) BLACK=1
IF          (ETHNIC EQ 4) HISP=1
IF          (ETHNIC EQ 1 OR LG 3 OR EQ 5) OTHER=1
IF          (CH7 EQ 1) AGE=1
IF          (CH78 EQ 1 OR LCH78 LT 1) AGE=
VAL LABELS  0 0 P ( ) TRANSFER ( ) DROP OUT ( ) OTHER ( ) BLANK ( ) UNKNOWN
            ( ) DAY 1
MISSING VALUES  SEX,ETHNIC,LCH78(BLANK)/READ77,MATH77,
                GPA77(BLANK)
CRUSTABL    VARIABLE= SEX(2,3) ETHNIC(4,5) AGE(1,2) DRPG(4)
            LCP(1,2)/TABLES=ETHNIC BY DRPG BY AGE BY SEX/
  
```

ATTACHMENT E-8 (Continued, page 20 of 33)

ETHNIC BY DRCP

14 JUL 82 14.43.41. PAGE 3

ETHNIC BY DRCP BY LEP  
STATISTICS ALL

01521 CM NEEDED FOR CACSSTAR

81.73

END OF FILE ON FILE LEAVERS  
AFTER READING 4829 CASES FROM SUBFILE NONAME

B P

E-176

443

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ATTACHMENT E-8  
(Continued, page 21 of 33)

FILE USNAME (CREATION DATE = 14 JUL 92)

CROSS TABULATION OF  
 ETHNIC BY DRCP  
 CONTROLLING FOR:  
 AGE VALUE = 1  
 SEX VALUE = 1  
 PAGE 1 OF 1

81.73

ETHNIC	DRCP					ROW TOTAL		
	COLAT	TRANSF	DROPOUT	OTHER	LAYIER		UNKNOWN	STAY-IN
	COUNT	PCT	PCT	PCT	PCT	PCT	PCT	
2	11	7.4	16.2	1.5	9.6	2.9	67.5	136
	11.9	23.4	4.7	37.1	13.8	29.2		
	1.8	4.3	.4	2.4	.7	15.4		
3	1	12.5	1.2	.2	12.5	25	5.4	8
	1.2	2.5	.3	.4	6.9	1.4		
	.2	.3	.4	.7				
4	15	8.6	29.3	.6	1.7	7.5	52.3	174
	17.9	47.2	2.1	8.6	44.8	31.3		31.5
	2.7	9.2	.2	.5	2.4	16.5		
5	38	24.8	15.1	.9	7.7	4.3	47.4	234
	69.0	32.4	4.0	51.4	34.5	38.1		42.4
	17.5	6.3	.4	3.3	1.8	2.1		
COLUMN TOTAL	94	15.2	19.6	.9	6.3	5.3	50.7	552

B-177

PAI CHI SQUARE = 61.6502 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = .0000  
 CRAMER'S V = .19213  
 CONTINGENCY COEFFICIENT = .3156  
 LAMBDA (ASYMMETRIC) = .3975 WITH ETHNIC DEPENDENT. = .4192 WITH DROPP DEPENDENT.  
 LAMBDA (SYMMETRIC) = .3282  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .9852 WITH ETHNIC DEPENDENT. = .4192 WITH DROPP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .423  
 KENDALL'S TAU B = -.13371 SIGNIFICANCE = .0001  
 KENDALL'S TAU C = -.12147 SIGNIFICANCE = .0001  
 CONDITIONAL GAMMA = .2991  
 SPENSER'S C (ASYMMETRIC) = -.13337 WITH ETHNIC DEPENDENT. = -.13005 WITH DROPP DEPENDENT.  
 SPENSER'S C (SYMMETRIC) = -.13871  
 ETA = .19574 WITH ETHNIC DEPENDENT.  
 ETA = .1541 WITH DROPP DEPENDENT.  
 PEARSON'S R = -.15153 SIGNIFICANCE = .0002

ATTACHMENT E-8  
 (Continued, page 22 of 33)



FILE NAME (CREATION DATE = 14 JUL 82)

CROSS TABULATION OF  
 ETHNIC BY DRCP  
 CONTROLLING FOR...  
 AGE VALUE.. 2  
 SEX VALUE.. 1  
 PAGE 1 OF 1

81.73

ETHNIC	DRCP					ROW TOTAL
	TRANSFER	DRIFT	OTHER	LATER	UNKNOWN	
1	0	1	1	1	3	6
	0	33.3	33.3	33.3	33.3	33.3
	0	.6	1.4	0	.1	2.1
	0	.1	.1	0	.1	.3
2	14	25	2	13	3	57
	5.4	9.7	.7	5.0	1.2	13.0
	6.6	15.1	14.3	18.3	13.0	67.3
	.7	1.3	.1	.7	.2	2.0
3	6	1	1	2	0	10
	35.3	5.9	5.9	11.8	0	59.0
	2.8	.5	7.1	2.8	0	13.2
	.3	.1	.2	.1	0	.7
4	5	65	4	8	6	88
	6.4	16.6	1.0	2.0	1.5	23.5
	11.8	39.2	28.6	11.3	26.1	117.0
	1.3	3.1	.2	.4	.3	2.3
5	167	74	7	47	14	309
	13.1	5.9	.6	3.7	1.1	24.5
	78.8	44.6	5.0	66.2	6.9	203.5
	8.6	3.8	.4	2.4	.7	15.9
COLUMN TOTAL	212	165	14	71	23	485
TOTAL	17.9	9.6	.7	3.7	1.2	23.1

E-178

RA. CHI SQUARE = 99.7795 WITH 30 DEGREES OF FREEDOM. SIGNIFICANCE = .000  
 CRAMER'S V = .1133  
 CONTINGENCY COEFFICIENT = .2211 WITH ETHNIC DEPENDENT.  
 LAMBDA (ASYMMETRIC) = .0 WITH ETHNIC DEPENDENT.  
 LAMBDA (SYMMETRIC) = .0 WITH ETHNIC DEPENDENT.  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .2381 WITH ETHNIC DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .2437 WITH ETHNIC DEPENDENT.  
 KENDALL'S TAU B = .0133 SIGNIFICANCE = .474  
 KENDALL'S TAU C = .0179 SIGNIFICANCE = .474  
 CONDITIONAL GAMMA = .288 WITH ETHNIC DEPENDENT.  
 SOMERS'S D (ASYMMETRIC) = .0151 WITH ETHNIC DEPENDENT.  
 SOMERS'S D (SYMMETRIC) = .136 WITH ETHNIC DEPENDENT.  
 CTA = .1133 WITH ETHNIC DEPENDENT.  
 ETA = .08778 WITH DRCP DEPENDENT.  
 PEARSON'S R = .01768 SIGNIFICANCE = .3181

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ATTACHMENT E-8  
 (Continued, page 23 of 33)



FILE NO: NAME (CREATION DATE = 14 JUL 82)

CROSS TABULATION OF ETHNIC BY DRCP

ETHNIC CONTROLLING FOR..

VALUE.. 1  
VALUE.. 3

PAGE 1 OF 1

81.73

		DRCP						
COUNT		1	2	3	4	5	ROW	
RCL PCT		TRANSFER	DRCP/OUT	OTHER	LANIER	UNKNOWN	STAY-IN	TOTAL
CCL PCT								
TCT PCT								
ETHNIC	2	4	15	1	8	5	41	72
		5.6	22.2	1.4	6.9	6.9	56.9	23.0
		11.1	19.5	16.7	38.5	22.7	25.6	
		1.3	5.1	.3	1.6	1.6	13.1	
ETHNIC	3	0	0	0	0	0	3	3
		0	0	0	0	0	100.0	100.0
		0	0	0	0	0	1.9	
		0	0	0	0	0	1.9	
ETHNIC	4	17	41	3	2	11	59	133
		12.8	31.8	2.3	1.5	8.3	44.4	42.5
		47.2	50.0	50.0	15.4	50.0	33.3	
		5.4	13.1	1.0	.6	3.5	18.8	
ETHNIC	5	15	23	2	6	6	51	105
		14.3	23.8	1.9	5.7	5.7	48.6	33.5
		41.7	31.5	33.3	46.2	27.3	32.1	
		4.8	8.7	.6	1.9	1.9	16.3	
CCLUPK		36	82	6	13	22	154	313
TOTAL		11.5	25.2	1.9	4.2	7.0	49.2	100.0

GAM CHI SQUARE = 14.42755 WITH 15 DEGREES OF FREEDOM. SIGNIFICANCE = .4934  
 CRAMER'S V = .12395  
 CONTINGENCY COEFFICIENT = .20991  
 LAPLADA (ASYMMETRIC) = .02222 WITH ETHNIC DEPENDENT. = 0 WITH DRCP DEPENDENT.  
 LAMBDA (SYMMETRIC) = .118  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .02363 WITH ETHNIC DEPENDENT. = .1957 WITH DRCP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .02141  
 KENDALL'S TAU B = -.7127 SIGNIFICANCE = .749  
 KENDALL'S TAU C = -.6288 SIGNIFICANCE = .0749  
 CONDITIONAL GAMMA = -.1799  
 SPENS'S C (ASYMMETRIC) = -.0745 WITH ETHNIC DEPENDENT. = -.0729 WITH DRCP DEPENDENT.  
 SPENS'S D (SYMMETRIC) = -.7126  
 ETA = .12176 WITH ETHNIC DEPENDENT.  
 ETA = .16107 WITH DRCP DEPENDENT.  
 PEARSON'S R = -.10169 SIGNIFICANCE = .363

B-179

ATTACHMENT E-8  
(Continued, page 24 of 33)



ETHNIC BY DRCP

14 JUL 82 14.43.41. PAGE 7

FILE: DRNAME (CREATION DATE = 14 JUL 82)

CROSS TABULATION OF ETHNIC CONTROLLING FOR...

81.73

AGE VALUE.. 2 SEX VALUE.. 3

PAGE 1 OF 1

ETHNIC	DRCP					ROW TOTAL			
	COUNT	RCW PCT	TRANSFER	DROPOUT	OTHER				
	1	0	1	1	2	3	4	5	
	1	0	1	1	2	3	4	5	2
	1	0	1	1	2	3	4	5	.1
	1	0	1	1	2	3	4	5	.1
	2	20	25	2	9	2	238		296
	2	6.8	8.4	.7	3.0	.7	81.4		14.6
	2	8.3	11.9	25.0	12.9	5.3	15.4		
	2	1.1	1.2	.1	.4	.1	11.8		
	3	0	1	1	0	0	6		7
	3	0	14.3	1	0	0	85.7		.3
	3	0	.5	0	0	0	.4		
	3	0	.0	0	0	0	.3		
	4	37	55	3	9	11	3.6		421
	4	8.8	13.1	.7	2.1	2.6	72.7		20.3
	4	15.3	26.2	37.5	12.9	28.3	21.0		
	4	1.8	2.7	.1	.4	.5	1.1		
	5	1.5	129	3	32	25	9.3		1297
	5	14.3	9.3	.2	4.0	1.9	69.6		64.1
	5	16.4	61.4	37.5	74.3	65.8	52.1		
	5	9.1	6.4	.1	2.6	1.2	44.6		
COLUMN TOTAL	242	210	0	7	38	1455	2023		
TOTAL	12.7	1.4	.4	3.5	1.9	71.9	1.5		

RAW CHI SQUARE = 35.92973 WITH 21 DEGREES OF FREEDOM. SIGNIFICANCE = .157  
 CRAMER'S V = .06663  
 CONTINGENCY COEFFICIENT = .1321  
 LAMBDA (ASYMMETRIC) = WITH ETHNIC DEPENDENT. = WITH DRCP DEPENDENT.  
 LAMBDA (SYMMETRIC) = WITH ETHNIC DEPENDENT. = WITH DRCP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .161 WITH ETHNIC DEPENDENT. = .133 WITH DRCP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .015  
 KENDALL'S TAU B = -.0785 SIGNIFICANCE = .001  
 KENDALL'S TAU C = -.04766 SIGNIFICANCE = .001  
 CONDITIONAL GAMMA = -.1682  
 GOMPER'S C (ASYMMETRIC) = -.08395 WITH ETHNIC DEPENDENT. = -.07513 WITH DRCP DEPENDENT.  
 GOMPER'S C (SYMMETRIC) = -.7811  
 ETA = .11553 WITH ETHNIC DEPENDENT.  
 ETA = .08752 WITH DRCP DEPENDENT.  
 ARSON'S R = -.08669 SIGNIFICANCE = .001

ATTACHMENT E-8 (Continued, page 25 of 33)

452



PRIMARY GAMMAS FOR CROSSSTABILATION OF ETHNIC BY DROP

ZERO-ORDER GAMMA = -0.044 2  
SECOND-ORDER PARTIAL GAMMA = -0.095 3

81.73

E-181

ATTACHMENT E-8  
(Continued, page 26 of 33)

FILE NONAME (CREATION DATE = 14 JUL 82)

CROSS TABULATION OF ETHNIC CONTROLLING FOR LEP BY DRGP VALUE.. PAGE 1 OF 1

81.73

ETHNIC	DRGP					ROW TOTAL
	TRANSFER	DROPOUT	OTHER	LANTER	UNKNOWN	
1	0	0	0	25	0	79.0
2	43	75	3	3	11	64
3	0	0	1	0	1	5
4	35	73	5	9	19	21
5	379	237	13	11	47	180
COLUMN TOTAL	457	343	24	15	78	2973
	11.2	9.4	.6	3.7	1.9	73.1

E-182

RAW CHI SQUARE = 139.762 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = .000  
 CRAMER'S V = .39214  
 CONTINGENCY COEFFICIENT = .16211  
 LAMBDA (ASYMMETRIC) = .16211 WITH ETHNIC DEPENDENT.  
 LAMBDA (SYMMETRIC) = .16211 WITH DRGP DEPENDENT.  
 UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .1134 WITH ETHNIC DEPENDENT.  
 UNCERTAINTY COEFFICIENT (SYMMETRIC) = .11297 WITH DRGP DEPENDENT.  
 KENDALL'S TAU B = -.0639 SIGNIFICANCE = .000  
 KENDALL'S TAU C = -.0393 SIGNIFICANCE = .000  
 CONDITIONAL GAMMA = -.13524  
 SCHERS' C (ASYMMETRIC) = -.06393 WITH ETHNIC DEPENDENT.  
 SCHERS' C (SYMMETRIC) = -.0639 WITH DRGP DEPENDENT.  
 ETA = .1336 WITH ETHNIC DEPENDENT.  
 ETA = .0714 WITH DRGP DEPENDENT.  
 PEARSON'S R = -.06554 SIGNIFICANCE = .000

456

ATTACHMENT E-8 (Continued, page 27 of 33)



FILE NO NAME (CREATION DATE = 14 JUL 82)

ETHNIC CONTROLLING FJR... LEP VALU... 3 PAGE 1 OF 1

81.73

ETHNIC	COLLN	DRCP					ROW TOTAL
		TRANSFER	DROPOUT	LANIER	UNKN	STAY-IN	
2	1	1	1	1	1	1	5
		1.0	1.0	1.0	1.0	1.0	1.7
		8.3	1.0	1.0	1.0	1.0	
		1.7	1.0	1.0	1.0	1.0	
3	4	2	1	1	1	15	25
		16.0	9.0	12.0	4.0	61.0	102.0
		33.3	5.0	10.0	1.0	39.0	43.1
		6.9	3.4	5.2	1.7	25.9	
4	1	1	1	1	1	2	3
		35.3	1.0	1.0	1.0	65.7	5.2
		8.3	1.0	1.0	1.0	5.3	
		1.7	1.0	1.0	1.0	3.4	
5	6	2	1	1	1	21	29
		21.7	6.9	1.0	1.0	72.4	103.0
		57.0	5.0	1.0	1.0	55.3	
		17.3	3.4	1.0	1.0	36.2	
COLUMN TOTAL	12	4	3	1	38	58	
TOTAL	27.7	6.9	5.2	1.7	65.5	1.0	

PAI CHI SQUARE = 10.12623 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = .654

CRAMER'S V = .24117

CONTINGENCY COEFFICIENT = .38544

LAMBDA (ASYMMETRIC) = .13793 WITH ETHNIC DEPENDENT. = .45020 WITH DRCP DEPENDENT.

LAMBDA (SYMMETRIC) = .13274

UNCERTAINTY COEFFICIENT (ASYMMETRIC) = .1177 WITH ETHNIC DEPENDENT. = .1334 WITH DRCP DEPENDENT.

UNCERTAINTY COEFFICIENT (SYMMETRIC) = .09768

KENDALL'S TAU B = .11603 SIGNIFICANCE = .1713

KENDALL'S TAU C = .09473 SIGNIFICANCE = .1713

CONDITIONAL GAMMA = .2866

SOMERS'S D (ASYMMETRIC) = .12114 WITH ETHNIC DEPENDENT. = .11229 WITH DRCP DEPENDENT.

SOMERS'S C (SYMMETRIC) = .11655

ETA = .2917 WITH ETHNIC DEPENDENT.

ETA = .22738 WITH DRCP DEPENDENT.

PEARSON'S R = .08163 SIGNIFICANCE = .2737

460

ATTACHMENT E-8 (Continued, page 29 of 33)







ETNOC BY CNCP

14 JUL 92 14.43.41.

PAGE 15

CPU TIME REQUIRED.. 17.026 SECONDS

FINISH

TOTAL CPU TIME USED.. 17.220 SECONDS

81.73

RUN COMPLETED

NUMBER OF CONTROL CARDS READ 35  
NUMBER OF ERRORS DETECTED

E-188

467

468

ATTACHMENT E-8  
(Continued, page 33 of 33)

ESAA/District Priorities--Systemwide Desegregation

Appendix F

A SURVEY OF THE LITERATURE ON SCHOOL DROPOUTS

## A SURVEY OF THE LITERATURE ON SCHOOL DROPOUTS

Students who drop out are put at great social and economic disadvantage. In addition to the loss of school experience and skills, dropouts are far less likely to find employment than are graduates. In 1970, 48.3% of Austin men 16-21 who were not high school graduates and were not enrolled in school were unemployed, although only 18.4% of same-age, non-enrolled high school graduates were unemployed (US Census Bureau, 1970). The unemployment rate among dropouts in Philadelphia in 1976 was 45% (Philadelphia, 1977), and for a 1979 nationwide sample of 18-21 year olds, the unemployment rate among dropouts was 27.8% compared with 10.5% for graduates (Rumberger, 1981). Dropping out affects chances for employment of different ethnic groups differently: the employment discrepancy between dropouts and graduates is most acute for Hispanic women (35.5% unemployment for dropouts, 7.0% for graduates) and for Anglo men (20.4% for dropouts, 6.2% for graduates) (Rumberger, 1981).

How Many Dropouts are There?

There are basically two ways to get this information: A) to use school-provided data on withdrawals, or B) to survey a sample of the population in order to determine what proportion have not completed high school. School data is somewhat unreliable, because state education agencies rely on school district counts of the number of students whom the district "does not expect" to return to school (e.g., Texas Education Agency, 1980). In many cases this determination by the school district is not made on the basis of requests for transcripts after the student withdraws, but on the reason given by the student for withdrawal. For example, the Austin Independent School District considers "entering the armed forces" as a reason given by a possible dropout, but not "moving to another state," whether or not a request for transcript is ever made.

The best estimate for the prevalence of dropping out can be had from a population survey, the most complete of which is the US Census. In 1970 in Austin, 18% of the population over 25 years of age had less than one year of high school (US Census Bureau, 1970). In 1979, among a nationwide sample of 12,700 men and women age 14-21 (Rumberger, 1981), 18% of the eighteen year olds were dropouts. Dropout rates are higher for minorities than for Anglos: the figures are 36% for Hispanics, 24% for Blacks, and 16% for Anglos. Among Hispanics, women are more likely to dropout (39% compared to 32%), but among Blacks and Anglos, men are more likely to dropout (25% vs. 22% for Blacks, 17% vs. 14% for Anglos). While the rates of dropping out in Austin are lower (about 12%, see Appendix E of this report), the distribution pattern is similar: twice as many Hispanics as Anglos drop out, and women are generally more likely than men to drop out, particularly if they are below grade level.

Characteristics of Dropping Out and of Dropouts

Before reviewing research on attempts to identify students at risk for dropping out, it is perhaps informative to review some descriptive characteristics of dropouts. The peak age for students dropping out is

15 to 17 years of age, depending on the school attendance laws. Most dropouts leave school during the summer months or during the first two months of the school year; in a large-scale study of dropouts in Toronto, 57% dropped out during these months (Young and Reich, 1974). Registrars and guidance counselors in Austin report that many students who eventually drop out have a history of attendance problems, beginning each year with high attendance, as if to "give school another try" and then attend less and less frequently because they fall behind their peers academically. Most of the dropouts in the Toronto sample were below grade placement, and the average number of credits earned at the time of dropping out was half the number of credits earned by graduates at the same point in their high school career. Dropouts also tend to have lower family incomes than graduates (Rumberger, 1981, Young and Reich, 1974), and are more likely to belong to minority groups, particularly linguistic minorities (Philadelphia, 1977, Rhode Island, 1977-78, Rumberger, 1981, Watson, 1976, Young and Reich, 1979).

### The School's Task in Alleviating the Dropout Problem

There has been quite a long history of attempts by schools to alleviate the problems faced by dropouts. Schools have been especially interested in prevention programs. There are basically two components of prevention programs: A) identifying students who are at most risk for dropping out, and B) developing the appropriate prevention programs. This review will be focused on past attempts to identify students at risk.

### Three Methodologies Used in Dropout Studies

There have been three research paradigms used in past dropout prediction research. 1) The earliest studies attempted to generate multiple regression equations predicting dropping out from information contained in student records or from information available by survey. 2) Another method is to identify groups of elementary or junior high students as being at risk for dropping out and then to follow these students through their high school careers. 3) The third group of studies identified groups of dropouts and graduates and surveyed them by interview or questionnaire in order to identify reasons for a student's decision to drop out or remain in school.

Each of these three methodologies has advantages and disadvantages when used to identify students at risk for dropping out. Multiple regression approaches, including discriminant analysis, would seem ideal for identifying students prone to dropping out from large populations. Information which is normally collected by the school district could be entered into such an equation and those students prone to dropping out could be identified easily and efficiently. However, attempts to apply regression approaches using a large number of student variables to the identification problem were made in a number of studies appearing in the 1960's and early 1970's, and the results were disappointing. Usually, less than 20% of the variance in dropping out or staying in school could be accounted for. Researchers have moved on to the other methodologies mentioned. However, with one possible exception (Dudley, 1971), all of the studies using regression used a restricted sample--students who had been identified by school authorities as at risk for dropping out. Thus most of the variance in school variables

which might have discriminated dropouts from stay-ins may have been removed when school authorities were asked to identify such students. This methodology is still a promising one, although it may be insensitive to identifying specific reasons for dropping out if only school records are entered into the equation. To identify students at risk, however, it may be useful.

There have been few studies of the longitudinal type, probably because of the cost involved in carrying out a study lasting five years or more. However, this methodology is valuable for validating prediction procedures and for generating hypotheses about the mechanisms of dropping out. The only study reviewed which used this methodology had a high rate of sample attrition: only 1,400 of the original 2,400 sixth graders could be found six years later (Johnson and Hopkins, 1972). This may pose a difficult problem to resolve with studies of this type.

- o There have been a very large number of studies in the retrospective-survey type since the mid-1970's. Prediction and prevention efforts may be made more effective if more could be known about the reasons for students dropping out. The actual decision process a student goes through in choosing to drop out may be very important in understanding the process and devising prevention programs, yet this information is usually not to be found in the student's cumulative folder, nor can it necessarily be easily quantified for use in a prediction equation. Thus, studies using this methodology could be very useful; however, as with the other two methodologies, there are disadvantages. Dropouts who are disinclined to participate are not represented in the data and the respondent's perceptions of the interviewer and of the interviewer's role and purpose in obtaining the information may possibly bias the results.

#### Studies Applying Regression Analysis to Dropout Prediction

We will begin by reviewing studies applying multiple regression to the problem of dropout prediction. The only longitudinal study reviewed (Johnson and Hopkins, 1972) used regression analysis to predict outcome at the end of a six-year period and will be discussed in this section also. In a study by the State of Illinois' Office of Superintendents of Public Instruction (1962; cited in Dudley, 1971), group IQ scores, academic grade point average, number of grade retentions, reading gain from the fourth to the sixth grade, extra-curricular activity participation, days absent from school, peer status, and father's occupation all discriminated dropouts from graduates. Some of these variables have been validated in later studies as discriminators between dropouts and graduates.

In 1963, the Orange County Department of Education noted that 17% of Orange County students enrolled in grades nine through twelve left before graduation (Johnson and Hopkins, 1972). A study was designed so that sixth-grade students identified as dropout prone and students identified as most likely to graduate would be followed through school for six years, at which time the students would have been expected to graduate. As noted earlier, it was possible to locate only 1,400 of the original 2,400 at the end of the six years. The best combination of twelve "academic" variables (sixth-grade GPA, CAT Reading Comprehension, etc.) and sixteen "trait-descriptive" variables (teacher ratings of: participation in playground activities, tolerance of authority, etc.) only accounted for 15% of the variance in dropping out among the students identified in sixth grade as being most likely to drop out.

The best single predictors were: student feelings toward authority ( $r=.26$ ), student assumption of academic responsibility ( $r=.25$ ), CTMM-Total Score ( $r=.25$ ), high school GPA ( $r=.22$ ), and high school attendance ( $r=.18$ ). These results are disappointing, considering the effort involved; however, there are some flaws in the study's design which should be noted. First of all, regression analysis was applied to a group of children identified by school authorities as being most likely to drop out--the dependent variable being whether or not these children actually did drop out. This group was therefore homogeneous on whatever variables school authorities--in this case the students' sixth-grade teachers, principals, and school nurses--thought suggested potential dropping out. This restriction of range on sixth-grade school variables could have accounted for the lack of power for sixth-grade variables and high school variables to predict dropping out from this sample. Secondly, we do not know the characteristics of the 1,000 (42% of the sample) who could not be located; the students who remained in the sample could have been much more alike on whatever characteristics might be powerful predictors of dropping out than was the original sample.

One of the most interesting results of the Orange County study was the ability of the sixth-grade teachers to predict dropping out. Of the students chosen as LEAST likely to drop out, 75% of the original sample were found to have graduated, and 6% had dropped out (results for the other 19% are unknown). Of the students chosen as MOST likely to dropout, 31% were known to have graduated, and 30% were known to have dropped out. This means that of the final sample, if a teacher had identified a student as at risk for dropping out, there was a 49% probability the student actually had dropped out; if a student was selected as being least likely to drop out, there was a 92.5% chance that the student actually graduated. The rates of dropping out and graduating for a random sample of sixth graders not chosen as likely to drop out or graduate were 11% and 64% respectively. Thus, teacher nominations alone reduced a lot of the error in predicting dropping out, but teacher nomination was not entered into the regression equation and so we do not know how much error could be removed by teacher nominations alone.

In another attempt to identify predictor variables, the State of Indiana (Dudley, 1971) performed a review of the cumulative record information of dropouts and graduates. Fifty graduates and fifty dropouts were selected from each of twenty school systems; these systems accounted for about 7% of the Indiana school enrollment. For each of several system size and system assessed valuation levels a prediction equation was developed using discriminate analysis. These equations all contained students' age, father's occupation, mother's education, and academic grade point average. Using these equations with another sample of known dropouts and graduates resulted in 75% accurate classification, a large improvement over the results of the Orange County study. This study corrected several of the flaws in that study. Because they started with a known pool of dropouts and graduates, there was no attrition. Because the sample included students who had either dropped out or graduated but were selected on no other school variables, there does not seem to have been a restriction of range on the dependent variable. However, it's useful to remember that the chance prediction accuracy of this procedure will be 50% if dropouts and graduates are equally represented; Indiana's prediction equation based on student's age, father's occupation, mother's education, and academic GPA represents a 50% gain over chance.

More pessimistic results are reported in a study by Delaney and Tovian (1972). They identified 165 sophomores and juniors who were described by school authorities as potential dropouts. At the end of the academic year, thirty students had dropped out and 135 remained. Information regarding eleven characteristics from the students' cumulative records were subjected to a discriminant analysis; only 13% of the variance in dropping out could be accounted for by these eleven variables, with the dropout group having lower GPAs, more absences, more siblings, more class skips, and more detentions. This study also has the flaw of employing a restricted range of the dependant measure -- in this case, all students in the sample had been identified by school officials as potential dropouts. The predictive power of educator's judgement over cumulative file data is still unknown; but the results of the Orange County study suggested that it is a powerful predictor. The second design flaw in the Delaney and Tovian study is the small size of the dropout group -- there were only thirty cases, making generalization to other groups of dropouts difficult.

Degracie, Christen, and Helius (1974) entered twenty student variables in a multiple regression equation to predict which of 525 randomly selected students in Mesa, Arizona would drop out. An equation consisting of six of the variables accounted for the most variance (only 22%). Presence of the student's father in the home was the best single predictor of dropping out (accounting for 6.25% of the unique variance) followed by Metropolitan Achievement Test composite scores for the previous year (0.4%), race (0.2%), specific high school attended (0.1%), last grade completed (0.1%), and grade at withdrawal (0.7%). Absenteeism, significantly related to dropping out in other studies, had no relation to dropping out for the Mesa sample. In interpreting these findings, several things should be kept in mind. The study was over the period of one school year; students who will eventually dropout but did not dropout that year are considered in the nondropout sample; students who dropped out during the year but returned the next are included in the dropout sample; thus, the dependant variable is not not finishing high school vs. completing high school, but leaving school during the course of one year. This could represent a restriction of range of another type. Dropping out during one school year may be more difficult to predict because it may depend more on variables extraneous to the school than does a longer term dependent measure such as high school completion, or dropping out over a longer period of years.

Recently, in an analysis of a nationwide sample of 14 to 21 year olds, Rumberger (1981) applied probit analysis using a large number of family and student characteristics in assessing the likelihood of dropping out. The results of this method of analysis allows one to specify an increment in the chances of dropping out for each increment in the independent variable. For example, one would be able to state the increased probability of dropping out for each \$1,000 drop in family income or for each sibling who left school. In this analysis, among family variables, a "cultural index" (involving whether the family owned a library card and how many newspapers and magazines they subscribed to) made a large difference in the chances of a student's dropping out, as did mother's education (for women), father's education (for men);

number of siblings in the family (for Anglo women), and whether or not the family had resided outside of the United States (for Hispanic men). Among student characteristics, the student's educational aspirations, best friend's educational aspirations (for Anglo males), and having a child or marrying before graduating from high school (for women) all had effects on a student's chances of dropping out (Rumberger, 1981).

In summary, four of the six studies reviewed thus far have been flawed due to a restriction in range of the dependent variable. However, variables which appear to be good candidates for predictors of student dropout have emerged: teacher nomination, presence of student's father in the home, father's occupation, father's education, mother's education, student GPA, number of grade retentions, and teacher judgement of the student's assumption of academic responsibility. Variables which have not been investigated but should also be promising as predictor variables are: number of credits earned, student statements of academic goals, student's extracurricular activity participation, family income, and family history of dropping out.

#### Reasons For Dropping Out

Concern with identifying the mechanisms of dropping out resulted in a number of studies appearing in the mid-1970's. These studies primarily involved surveying dropouts, graduates, and present students to determine the reasons for their decision to stay in school or to leave.

The Los Angeles Unified School District (1974) attempted to determine what phenomenological characteristics differentiated dropouts from non-attenders. Nonattenders were those who were not attending school but had not officially withdrawn. Attendance counselors interviewed 603 dropouts and 294 nonattenders, their parents, and/or their neighbors. The students were asked their main reasons for leaving or not attending. Of the school leavers, 34.7% said they left because they had no interest in school, 23.1% left because of academic failure, 11% left because of home problems, 11% left because of reading deficiency, 9% left to seek employment, and 9% left because of health problems. Thirty-five percent said they planned to return to school. The main distinguishing features between dropouts and nonattenders were that nonattenders more often reported health problems as their reason for nonattendance, and were more likely to have plans to return to school (64% vs. 35% of the dropouts).

There are several problems with this study. First of all, it is difficult to interpret these results without a comparison to a group of students enrolled and attending school (a baseline problem) -- are dropout and nonattenders less interested in school than stay-ins? Did dropouts more often have achievement problems than stay-ins? If stay-ins had as severe achievement problems as do many dropouts, would the stay-ins choose dropping out as an alternative? Secondly, the characteristics of the interview with the attendance investigator may have biased the results. How was the

interviewer's role and school position perceived by the students? Third, the only students represented in this data are students who were inclined to participate.

In a study of Toronto dropouts, Young and Reich (1974) attempted to avoid the baseline problem associated with the Los Angeles study. A list of all students withdrawing from Toronto schools between June 1973 and June 1974 was generated and every seventh student from this list was selected for the sample. These students were then contacted to determine if they were transfers or dropouts. Of 1424 withdrawals contacted, 503 were transfers and 921 were dropouts; 670 of these 921 were interviewed regarding their reasons for dropping out. Half of the dropout sample were matched to a control group on the basis of program of study, grade, sex, age, number of credits earned, and previous year's GPA. To the surprise of the researchers, 56% of the "control" group had dropped out by the time they were contacted for an interview. Thus, the matching variables seemed to be good predictors of dropping out.

The most interesting aspect of the Young and Reich study is their characterization of six dropout types. Previous attempts to predict dropouts or attempts to establish dropout prevention programs may have failed because dropouts were assumed to be a homogeneous group. However, as Young and Reich and other researchers have argued, dropouts leave school for different reasons. Young and Reich characterized the six dropout types as shown in Figure E-1.

The actual control group used in this study consisted of the first 75 control-group students contacted who were still enrolled in school. The largest apparent differentiating characteristic between the dropout and stay-in group as Young and Reich saw it was parental support: only 39% of the dropouts' parents actively opposed their children's decision, but 90% of the stay-ins reported that their parents wanted them to stay in school. In addition, the stay-ins seemed to have more specific plans for the future than did dropouts.

Only 16% of the dropouts deliberated longer than a year about their decision to leave school; 38% deliberated less than two months. Seventy-four percent showed little or no effort in utilizing school and community resources in their decision-making. Half of the dropouts left school because of some precipitating situation. One third of the dropouts could be described as "depressed" with their decision, particularly the Family Supporter (74%) and the Cultural Isolate (89%) groups.

This study has some of the same flaws as the Los Angeles study, such as the possibly biasing effects of the interview format and the possible problems associated with volunteer respondents; however, the descriptions of different dropout types are useful and the description of the dropout process by the dropouts is quite enlightening. It appears that, for students in Toronto at least, little thought goes into the decision to leave school, that little effort is made to use guidance resources available in the school or community, and that the decision to leave is often the result of a specific event or a particular school situation.

Further information regarding the dropout process comes from a study by the Ontario Institute for Studies in Education (Watson, 1976). Dropouts from 79 school systems across Ontario were used as a sample; 20,027 dropouts were identified and were sent questionnaires regarding their reasons for leaving school. Returns were received from 8,141, for a return rate of 40.6%. Of these, 28% reported that they had left because of a job offer, 11% left because they were "failing anyway", and 10% left for personal, nonfinancial reasons. Of 118 dropouts who were presently working, 62.7% said that school personnel had tried to persuade them to return to school, and 27.1% reported that school personnel had not tried to persuade them to return. Interestingly, 7% reported that they had not dropped out, but were expelled against their wishes.

Wheeler and Finley (1980) surveyed 267 former dropouts who were presently attending five alternative high schools in Phoenix regarding their reasons for having left school. The most frequently reported response was "being kicked out for poor attendance" (49.1%), followed by "did not like my classes" (40.8%), "did not like my teachers" (37.5%), "got bad grades, felt discouraged" (26.2%), "didn't like school" (24.7%), "got kicked out for poor grades" (16%), family problems (16%), personal problems (pregnancy, illness, etc.) (15%) and "could not get courses I wanted" (12.4%).

While this study may be flawed for the same reasons as previously reviewed survey studies, it offers additional evidence for the reasons for students choosing to drop out. Generalization from this study to other populations must be tempered by consideration that only students willing to continue their education in an alternative school were represented.

Rumberger's (1981) study of dropouts in the National Longitudinal Survey of Youth Labor Market Experience also included an analysis of reasons for dropping out given by the dropouts in the sample. Classifying reasons as school related, economic, or personal, the main reason for males leaving school was school related (primarily, "disliked school"), whereas for women, the reasons were both school related (32%), primarily "disliked school" (24%) or personal (33%), primarily "pregnancy" (19%). There were few differences in reasons given for dropping out among Black, Hispanic, or Anglo men, but among women, Black women left primarily because of pregnancy (41%), and Hispanic and Anglo women left equally because of a dislike of school or because of pregnancy. This study verified previous results that "dislike" of school is a primary reason for leaving, and, again, demonstrated that different population subgroups have different reasons for dropping out.

#### Summary and Recommendations

Previous studies involving attempts to predict dropping out have been reviewed. Most of these studies have been disappointing in the discriminating power of the prediction equations which have been attained. However, these studies have suffered several methodological flaws which would depress discriminating power:

- A. Many studies have attempted to discriminate dropouts from graduates within a group of students already selected by school authorities as being at risk for dropping out. This amounts to a restriction of range in variance problem.
- B. Several studies have attempted to predict dropping out over a relatively short period of time -- the nine-month academic year. This results in several misclassifications if the purpose is to predict long-term dropouts; that is, transient students, who leave but return to school at a later date are represented in the dropout group, and students who will drop out before the end of 12th grade but after the end of the study's year will be considered stay-ins.

Ideally, a group of students should be followed over the course of their school career, and after their dropout or stay-in status is known, and after measures of predictive variables are obtained for the members of both groups, a discriminant analysis should be performed to determine the degree to which dropping out over the long-term can be predicted when there is no restriction of range. Variables which are likely to predict dropping out would be GPA, number of credits earned, absenteeism, ethnicity, socioeconomic status, facility in English, and parents' education. Indications from the survey research are that counselors will need to seek out potential dropouts, in that dropouts do not appear to discuss their leaving school with anyone nor do they appear to deliberate for very long about their decision to leave. Thus, the efficient identification of at risk students is very important if intervention efforts are to be successful.

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DROPOUT PATTERNS

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1. Classic Dropout: "Students who have exhibited poor attitudes to school, have poor attendance, are failing subjects, lack credits, and are among the oldest at their grade level."
  2. Work-Oriented Dropout: "Students, usually borderline passes, who prefer work to school and leave when they get a job."
  3. Homemakers: "Girls, usually boderline passes, who are oriented toward homemaking and raising a family, and do not perceive school as necessary for their goals."
  4. Family Supporter: "Students, usually New Canadians, who feel a responsibility to assist in a family business or to contribute to the family income."
  5. Cultural Isolates: "New Canadians who have a language problem and who are socially isolated in school."
  6. Intellectual Elite: "Students who have the capacity to do well in school, but who have renounced the system."
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Figure F-1. DROPOUT PATTERNS IDENTIFIED BY YOUNG AND REICH  
(1974: pp. 17-26).

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ESAA/District Priorities--Systemwide Desegregation

Appendix G

A SURVEY OF THE LITERATURE ON SCHOOL EFFECTIVENESS

## A Survey of the Literature on School Effectiveness

Concern about social equity in 1960's combined with rising educational expenditures and apparently declining achievement scores in the 1970's, have created great pressure on schools to become more effective. One approach to learning more about practices which improve school effectiveness has been to identify "effective" schools and to compare them with "less effective" schools to see how they differ.

Recent work of this sort by Ronald Edmonds (1979) has received much attention nationally in recent months (New York City Public Schools, 1980). Edmonds has proposed the following five characteristics of effective schools:

1. The principal is a strong instructional and organizational leader.
2. There is an emphasis on basic skills instruction.
3. The principal instills in teachers an expectation that they can affect student achievement.
4. There is frequent monitoring of student progress.
5. The school environment is safe and orderly without being oppressive.

These characteristics appear to be relatively inexpensive to bring about in schools. The implication seems to be that if these characteristics are instilled in less successful schools, achievement will improve. However, no experimental studies validating this implication are known to date. Edmond's (1979) results have been questioned regarding his criteria of effectiveness (Miller, 1981), and for his assumption of larger associations between effectiveness and school characteristics than seems warranted by his own results (ORE, 1980). Despite these criticisms, Edmond's five characteristics of effective schools represent a step forward in that they suggest ways schools may improve their effectiveness. What follows is a brief review of what is known about school effectiveness.

In 1964, ten years after the U. S. Supreme Court decision which ruled that separate educational systems for white and minority students cannot provide equal access to education, the U. S. Congress commissioned James Coleman to conduct a survey of access to education in the United States (Coleman, et al, 1966). The purpose of the study was to determine what remedies were necessary to bring about equal educational opportunity for all groups. The final report had a tremendous effect on generating school effectiveness research. The results of Coleman's study indicated that when a student's home background (e.g., SES, number of books in the home) is controlled, school differences in characteristics and resources account for less than 10% of the variance in student achievement on standardized tests; thus, it seemed that there was little that schools could do to improve achievement.

The next five years saw a number of reanalyses of the Coleman data (Bowles, 1968; Mayeske, Wisler, Beaton, Weinfeld, Cohen, Okada, Proskok, and Tabler, 1972). The most serious criticism of Coleman's work involved the order in which school and home variables were entered in the regression analysis. Bowles (1968) noted that if some school characteristics are entered first into the equation, their relationship with achievement more than doubled. George Mayeske and his associates (1972) determined that school and home variables acting in consort accounted for 34% of the variance in Coleman's student achievement data.

Thus, in the early seventies, new optimism appeared that schools may have at least some effect on student achievement, but this effect appeared to operate in interaction with home factors. Interest now turned to identifying schools which were especially successful in promoting student achievement; that is, schools which produced consistently high-achieving students relative to other schools with students from similar backgrounds. Klitgaard and Hall (1973) asked if such schools could be identified; were there schools which were "statistical outliers" from a regression equation predicted by non-school background variables for six out of eight years? Using a sample of schools in Michigan, they were able to identify such schools.

The question then became: What characteristics distinguish effective schools from less effective schools?

Weber (1971) identified four inner-city classrooms whose third-grade, low SES students were clearly above national norms on tests of reading achievement. Weber described the characteristics which all four schools appeared to share: strong leadership by the school principal, high expectations for all pupils, and strong emphasis on the acquisition of reading skills, frequent evaluation of pupil progress, and a quiet, orderly atmosphere. The principals had been in their schools long enough (two to fourteen years) to firmly establish their role and their educational programs. Notice the close similarity to Edmond's factors.

Unfortunately, these may be characteristics of some less effective schools as well. Weber did not describe a comparison group of noneffective schools. This flaw was corrected, however, in a study by New York State's Office of Education Performance Review, appearing three years later (1974).

Two inner-city schools in New York City, serving predominantly poor and predominantly black populations, were selected for in-depth study. One school was characterized as having a high level of student reading achievement, the other a low level. Formal classroom observations were carried out in the second, fourth, and sixth grades in both schools, along with informal observations in other classrooms and programs.

The investigator's conclusions about characteristics differentiating the two schools were similar to Weber's: the effective school had effective instructional leadership, specific plans to improving reading in operation, and an optimistic attitude in its teaching staff regarding their ability to influence student achievement. The ineffectual school was headed by a principal who had been temporarily promoted, and who conceivably did not have enough time to establish leadership.

Although this study did provide a comparison between an effective and a non-effective school, it contains several methodological flaws. The study compared only two schools, making it difficult to generalize beyond the specific schools involved. Also, the neighborhood environments of children attending both schools appear to have been different: the effective school was located in an impoverished but well-maintained housing project neighborhood. On the other hand, the noneffective school was surrounded by tenements and high-rise, low-income housing projects still under construction. Thus, there may have been many variables other than school characteristics accounting for these differences.

During the mid-1970's school effectiveness studies continued to be controversial. Many writers were not convinced that school effects had been demonstrated. In fact, in 1981, this controversy still continues (Miller, 1981). Miller questioned the notion that a casual link had been established between what administrators do and improved achievement among lower income students.

Lawrence Lezotte and Joseph Passalacqua attempted to demonstrate school effects independent of student background (1978). Using a sample of 2500 students from 10 Model Cities Neighborhood elementary schools in Detroit, Lezotte and Passalacqua regressed 1973 ITBS-Reading scores on school building, student SES, and 1972 ITBS Reading scores. They found that 1972 ITBS Reading scores accounted for 15% of the variance in 1973 Reading. Knowledge of which school building was attended accounted for 22% of the variance in 1973 ITBS Reading scores, although only 16% of this variance was unique to school building. Using 1972 ITBS Reading scores and knowledge of school building with SES held constant accounted for 40% of the variance in 1973 Reading scores. These findings are not greatly at odds with those of Coleman, however.

In an effort that was considered supportive of the Weber (1971) and State of New York (1974) studies, Ronald Edmonds and John Frederiksen (1979) reanalyzed a portion of the data on which Coleman's (1966) "Equality of Educational Opportunity Survey" was based, and performed separate evaluations of the schools for each of the eight subgroups of students that represented two races (Black and White) and four home background levels (low to high). The sixth-grade reading achievement scores from 812 northern elementary schools were ranked on the basis of the mean performance of the pupils in each of the eight subgroups, yielding eight separate rankings of the schools. Schools for which the mean achievement of pupils in a given subgroup was in the 75th national percentile or above were considered effective for that subgroup of race and SES.

Edmonds and Frederiksen found that a substantial number of schools were effectively teaching reading skills to the poorest group of children (Black and White), but that a school may not necessarily be effective for both poor and middle-class children. They determined that pupil performance was more closely related to family background than race, but that social class variables were more highly related to achievement for Blacks than

for Whites. And they found that the schools that were effective in teaching reading to poor children were characterized by teachers who had been assigned to the building (rather than having chosen to work in their school), teachers who believed that a common standard of instruction can be applied to all children, a mixing of students of varying abilities and backgrounds, smaller classes, more parental involvement, and a lower level of racial tension. Finally, their results suggested that schools which were effective for poor and Black children were indistinguishable from less effective schools on measures of pupil social background; thus performance differences must be attributable to the schools themselves.

Edmonds and Frederiksen's reanalysis of Coleman's data suffers from several flaws that affect the amount of confidence that can be placed in their conclusions. These flaws involve several possible violations of assumptions underlying the technique which was used to relate student achievement to student characteristics: Most seriously, the assumption of homoscedasticity underlying Pearsonian correlation may have been violated leading to a false impression of the strength of the relationship. More importantly, perhaps, the Pearsonian  $r$ 's reported by Edmonds and Frederiksen ranged from .05 to .20--hardly indicating a strong relationship between school characteristics and student achievement. While these correlations may have been statistically significant, they do not provide much hope that applying the principles to improving schools is likely to meet with much success.

While there have been serious flaws in the three previously mentioned research studies, these flaws are not impossible to overcome. The five characteristics of effective schools proposed by Ronald Edmonds receive some qualified support from an additional area of research: research investigating the climate of effective schools.

Soon after the Coleman report, Edward McDill (1967) identified a pair of high schools (one effective, one less effective) in each of ten regional areas of the United States. Effective schools were identified by ranking all U. S. high schools in terms of the numbers of National Merit Scholars produced and the proportion of graduates who later earned Ph.D.s. From these, institutions were chosen to reflect varying SES and ethnic composition. Responses to a series of teacher and student questionnaire items on school climate were factor analyzed and six factors emerged, each of which was significantly related to student achievement when achievement was controlled for student SES, IQ, and school SES. Factors identified were labeled:

1. Academic Emulation: the value of academic excellence.
2. Student Perception of Intellectualism Estheticism.
3. Cohesive and Equalitarian Estheticism.
4. Scientism: degree of scientific emphasis.
5. Humanistic Excellence: degree of artistic emphasis.
6. Academically Oriented Student Status System.

The factor most related to student achievement was "the degree to which academic excellence is valued by the student body." It would be many years before McDill's studies of the relationship of school climate to school achievement were picked up by other researchers.

Wilbur Brookover and his associates at Michigan State University have been developing measures of school climate since the early 1960's. In 1979, they reported the results of a large-scale study of Michigan schools in which many school climate variables (e.g., student expectations of academic attainment, teacher's perception of principal support, etc.) were related with 4th-5th grade student achievement.

There were three samples studied: 61 predominantly white schools, 30 predominantly black schools, and 68 schools chosen at random from all Michigan schools. Questionnaires regarding school climate were administered to over 19,000 students, 780 teachers, and 158 principals. In addition, information about mean SES, percent of student body which was White, size of student body, average daily attendance, number of school personnel per 1,000 students, average teaching experience, average teacher salary, and percent of teachers having graduate degrees were collected.

The climate questionnaire items were factor analyzed. The resulting factors were correlated with student achievement on a statewide competency exam. The climate factor most related to school achievement was "student sense of academic futility"-- the extent to which students perceived academic effort as futile or perceived their peers as not caring about good grades. This factor explained 45% of the variance in achievement at Black schools, 26% of the variance in achievement at White schools, and 60% of the variance in achievement in the statewide random sample. All climate variables together accounted for 72.8% of the variance in Black schools, 44.5% in White schools, and 72.5% in the statewide random sample schools. However, climate interacted with SES and percentage of White students. Only 4.1% and 12.0% of the variance in student achievement was predicted uniquely by climate variables for the state and for the White schools, respectively. But climate uniquely accounted for 36.2% of the achievement in the Black sample. When climate variables were controlled, SES had no relationship to student achievement in any of the three samples. However, Brookover, et al did not control for previous achievement level. Thus, it is difficult to interpret how much climate affects achievement and how much achievement affects climate.

What support exists in these data for Edmonds' five characteristics of effective schools? This study differed from previous school effectiveness studies in that a large number of schools were studied, not just schools which were achievement outliers, and therefore is worth examining.

Teacher expectations for students were correlated .66 with achievement for the statewide sample, but relations of .2 with achievement were found in the white and Black samples. Teachers' perceptions of the principal's expectations for student achievement correlated .55 with achievement in Black schools, but was much lower in the other samples. Principal expectations for students correlated .54 in Black schools, and .38 for the statewide schools, but was very low in White schools. Thus, Edmonds' characteristic of principals instilling in teachers an expectation that they can have an impact on student achievement is mildly supported, at least in the Black sample.

Principal's report of the percentage of time devoted to instruction was mildly (.45) related to achievement in the statewide sample, but had no relation to achievement in the White and Black schools. This measure may have been insensitive to the principal's leadership effectiveness, and is probably not a good test of Edmond's hypothesis that principal leadership is a variable influencing school effectiveness.

School emphasis on basic skills was not directly assessed in this study; however, several school climate variables related to a basic skills emphasis were assessed: "student perception of teacher push and teacher norms" was slightly correlated (.203) with achievement in the Black sample, but unrelated to achievement in the other two samples. "Student perception of student academic norms" was mildly correlated with achievement (.23) in the Black sample, but unrelated in the other samples. Neither frequent monitoring of student progress nor orderly climate were assessed in this study.

The problem with this type of study, as with virtually all school effectiveness studies, is that a simultaneous, comparative methodology was used. We cannot determine from these studies if certain schools are effective because they have certain characteristics, or if certain characteristics are found in certain schools because those schools are effective; i.e., that this effectiveness is due to some other unmeasured factor or factor. What is needed is an experimental study where climate variables are manipulated, or a comparative, longitudinal study in which climate variables and student achievement vary over time. Wondering what climate variables might co-vary with changing achievement, Brookover and Lezotte (1979) sampled eight Michigan elementary schools, five of which were classified as "high-need" schools; that is, less than half of their fourth graders had attained at least 75% of the objectives on a 1974 state competency exam, the other three, with more than half of their fourth graders attaining at least 75% of objectives, were designated "low need." All of the "high-need" schools had improved in the number of students attaining at least 75% of the objectives; only one of the three "low-need" schools had improved: the other two declined.

Fieldworkers then distributed questionnaires to all K-4 classroom teachers who had worked in the school more than three years, and also to some support staff. Based on responses to questionnaire items, improving schools reported higher than expected increases in principal involvement in instruction, in perceived improvement in discipline, an increase in the amount of evaluation, an increase in teacher expectations regarding their ability to influence student achievement, an increased emphasis on basic skills, and perceived improvement in student behavior and attitudes. Decliners reported greater than expected improvement in principal support for staff, an increase in parent communication, and an improvement in openness and friendliness of staff. Interestingly, principals of improving schools rated students as average and not changing over the last three years; whereas, principals of the declining schools described their students as below average and getting worse. Teachers in the declining school rated teacher morale as "fairly high", and teachers in the improving schools rated teacher morale as "average."

Many of these results support Edmonds' contentions. However, the results are based on a small number of schools--there were only two "decliners." This makes it difficult to generalize results. Also, results are reported by frequency of respondents, within the improving or declining category, not by individual schools. It's impossible to determine whether high frequencies mean that schools within that category were actually more often rated as improving on a particular variable or whether there were simply more respondents from one class of schools.

In a research study growing out of studies of context effects on classroom teaching, Stallings and Mohlman (1981) investigated the effects of administrative policies on teacher morale, classroom intrusions, litter and vandalism, rate of absenteeism, classroom misbehavior, and student time-on-task. The sample included eight elementary schools: two upper income, four moderate income, and two lower income schools. The data included observations of teacher and student behavior, teacher and student questionnaires, absence records, physical environment observations, and principal interviews.

In schools where school policies were collaboratively developed, clear, well-communicated, and consistently enforced, students were absent less. Teacher morale was significantly related to the principal's being respectful, collaborative in making rules, providing clear, consistent, well-communicated policy, and providing necessary instructional and support services. Morale was also positively related to frequent interactive and productive meetings with the principal, and in these schools students misbehaved less, were on-task more, and had lower rates of absenteeism. When policies regarding student behavior were clear and consistently enforced, there were fewer classroom interruptions and more students on task.

Again, these data were obtained with a very small sample size, and so, again, generalizations are difficult, particularly with regard to different socioeconomic strata schools. There were only two lower-income schools. Yet the study is useful in that it investigated variables which may influence achievement: time on-task, absenteeism, student morale, and classroom behavior.

#### Conclusion - Summary

Concern over differential access to education for different socioeconomic groups has led to increased interest in methods of improving school effectiveness. This concern, combined with the controversy over James Coleman's report (1966) indicating that school variables have little impact on student achievement, generated several attempts at describing characteristics of schools that are effective for poor students "despite the odds." The studies have been consistent in their findings: effective schools are characterized by strong instructional leadership by the principal, an emphasis on basic skills instruction, an expectation that teachers can improve the achievement of their students, frequent monitoring of student progress, and a safe, orderly atmosphere. Unfortunately, these studies have had many methodological

flaws: most commonly, sample sizes are too small, there is a failure to control for previous achievement level, and the size of relationships are often overstated. Further research is needed. Ideally, a controlled experiment in which administrators attempt to make changes in the directions indicated by the effectiveness research should be performed. Only then can the characteristics be recommended without qualification.

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