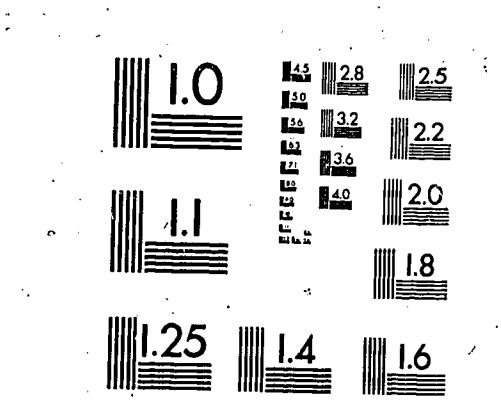

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ABSTRACT

The Austin (Texas) Independent School District presents its third and final report to the Texas Education Agency concerning the Summer School Pilot for 1982. This program was designed to provide additional basic skills instruction so that elementary school retainees would not fall further behind during the summer and would be better prepared to benefit from the following year's instruction. Data are provided for program features, short-term results, attendance rates, grade promotion, long-term impact, additional student information, and follow-up activities in reading and math. A summary of this information plus appendices (labeled A-F) detailing the purpose, procedures, and results for each information source are presented. The information sources include: (1) Iowa Tests of Basic Skills, (2) costs, (3) program description, and (4) attendance registers. (PN)

SUMMER SCHOOL PILOT 1982: THIRD REPORT TO THE TEXAS EDUCATION AGENCY

JULY 1983

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICT NO. 227-901

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SUMMER SCHOOL PILOT 1982: THIRD REPORT TO THE TEXAS EDUCATION AGENCY

JULY 1983

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SUBMITTED TO:

Office of Planning
and Research
Texas Education Agency

John Ellis, Superintendent

Publication No. 82.85

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*Out of sequence because it was taken from: RETENTION AND PROMOTION: 1982-83 Final Technical Report (ORE Pub. No. 82.42)

82.85

SUMMER SCHOOL PILOT 1982: FINAL REPORT SUMMARY

MAJOR POSITIVE FINDINGS

1. The summer school was very popular. A large number of students enrolled (1,193 for at least part of the program), attendance was high (94%), and staff and parents were enthusiastic about the program.

2. Math units were mastered at an average level of 87%. This exceeded the objective of mastery of attempted units at an 80% level.

3. In reading, 36 of the 37 units were mastered by at least 80% of the students. Although the objective was that units would be mastered by 90% of the students, these results show reasonably good mastery of reading skills by most students.

4. In the fall of 1982, teachers rated the reading and math skills of 1981-82 retainees who attended summer school as higher than the skills of those who did not. This was not true for 1980-81 retainees.

5. In math concepts, 1981-82 retainees who attended summer school showed better gains than those who did not at grades two and five and six combined.

MAJOR FINDINGS REQUIRING ACTION

1. The attendance rates of a sample of summer school retainees did not change between 1981-82 and 1982-83. However, the students showed good attendance (about 95%), which closely matches the average for the District overall.

2. In reading, retainees attending summer school did not show better gains than those who did not.

3. In math, the 1980-81 retainees who attended and those who did not attend summer school showed similar gains. The 1981-82 retainees who attended summer school showed better gains than those who did not in only two of ten comparisons of Math Concepts and Math Problem Solving ITBS scores.

WHAT WERE THE MAJOR FEATURES OF AISD'S SUMMER PROGRAM?

Austin's 1982 summer program provided 90 minutes of reading, 90 minutes of math, and 60 minutes for a snack break and community school activities. Mastery learning was used in both reading and math.

- The Chicago Mastery Learning System (CMLR) and other supplementary materials were used for the regular reading program.
- Three classes of limited-English-proficient (LEP A and B) students received instruction in English and Spanish reading using a variety of materials.
- Math for Everyone, Succeeding in Mathematics workbooks, calculator enrichment, and other materials were used in the math program.

A total of 1,193 students were enrolled in the summer school and attended at least part of the five-week session. All students in grades one through six who had ever been retained were eligible to attend. Most of the 77 teachers taught two reading or two math classes each day.

WHAT DID SHORT-TERM RESULTS SHOW?

Briefly, the short-term results were very positive.

- Staff and parents were enthusiastic about the program.
- Enrollment (1,193 for at least part of the session) and attendance rates (94%) were very high.
- Math units attempted were mastered at an average level of 87%. This exceeded the objective of an average mastery level of 80% on skill units attempted.
- In reading, 36 of the 37 units were mastered by at least 80% of the students. While this did not meet the objective of mastery of all units by 90% of the students, it does show reasonable reading progress by most students.
- Fall teachers of 1981-82 retainees rated those who attended summer school higher in reading and math skills than those who did not attend. This difference was not found for the 1980-81 retainees who did and did not attend, however.

DID THE SUMMER SCHOOL AFFECT ATTENDANCE RATES?

The attendance rates of a sample of retainees who attended summer school were checked for 1981-82, summer, and 1982-83. An equal number of students had shown increases or decreases in absence rates between 1981-82 and 1982-83.

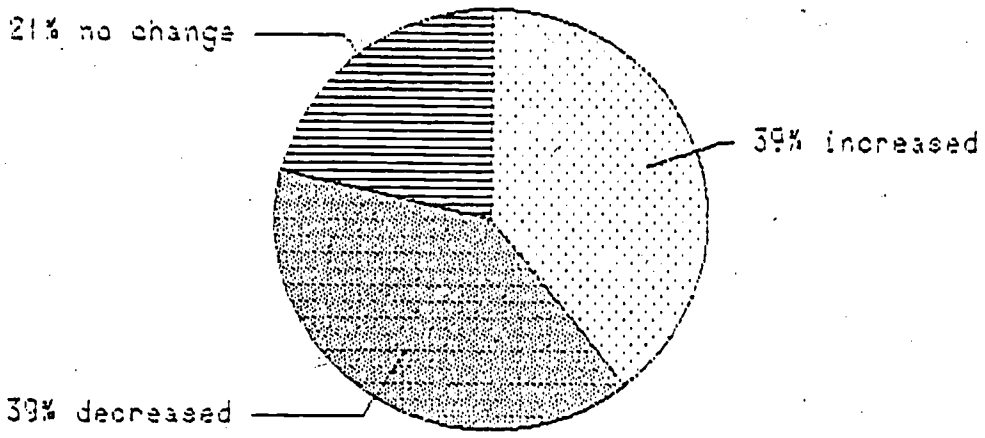


Figure 1. CHANGES IN NUMBER OF ABSENCES: 1981-82 TO 1982-83.

Thus, the summer school appeared to have little impact on the attendance rates of these students. However, these students also did not appear to have an attendance problem, since their attendance (about 95%) closely matched the average rate for the District overall.

WERE STUDENTS PROMOTED AFTER SUMMER SCHOOL?

Parents were informed that promotion should not be expected due to summer school attendance. A check was done to see if any of the 502 1981-82 retainees who attended summer school had been promoted by March 1983. A total of 26 students (5%) had been promoted. However, a higher percentage (13%) of those who did not attend summer school were promoted.

WHAT LONG-TERM IMPACT DID THE SUMMER SCHOOL HAVE ON STUDENT ACHIEVEMENT?

Since 1981-82 retainees who attended summer school seemed to show better math and reading skills in the fall but 1980-81 retainees did not, analyses were done separately for the two groups. Matched groups were selected last fall based on sex, ethnicity, grade, age, Reading Total and Math Total ITBS scores from spring 1982, and 1981-82 program service (Title I, Title I Migrant, limited English proficient, and special education service). Regression analyses were generally done by grade for the skill areas emphasized. Grades five and six were combined for 1981-82 retainees, and grades three-five combined for 1980-81 retainees due to small sample sizes.

Reading

Vocabulary was emphasized at grade one and reading comprehension at grades two through six during summer school. Reading achievement of 1980-81 and 1981-82 retainees who attended summer school did not differ significantly from those who did not attend in any of the 16 comparisons. Thus, the long-term reading objective of better performance by those attending summer school was not met.

Math

Summer school skills emphasized were math concepts and math problem solving. No significant differences were found for 1980-81 retainees who did and those who did not attend summer school in the skill areas emphasized.

Two significant differences in favor of 1981-82 retainees attending summer school were found in Math Concepts. Retainees in grades two and five and six combined who attended summer school gained about one month more than those who did not. Retainees who attended and those who did not attend summer school showed similar achievement patterns in math problem solving.

Thus, the math objective was met at grades two and five/six for 1981-82 retainees in math concepts, but not at other grades or in math problem solving.

Summary

Thus, while short-term results showed good mastery of reading and math skills presented and better skills in the fall for 1981-82 retainees at least, very few favorable results were found over a one-year period. The most likely explanation is that five weeks is not long enough to impact retainees' long-term achievement (especially in reading). It is also possible that the fall teachers were unable to capitalize on the extra skills students came in with in the fall, or that the ITBS tests used still did not match the summer school curriculum closely enough to measure gains in skills emphasized specifically.

DID EXTRA INFORMATION HELP ACHIEVEMENT?

Two approaches were tried in 1982 to give teachers extra information on students' learning styles and needs before summer school began.

- One sample of students received home visits from the reading and math teacher pair. These provided information about student needs and built rapport with the family.
- For another sample, the former teachers were called by the summer school teachers for more information about student needs and styles.
- Some students were in both groups. For the rest, no extra information was collected.

All students were to have a data card provided by the spring teacher listing basal placement and ITBS scores. However, all cards were not complete and students who enrolled after the regular school year was over usually did not have this card available.

Mean scores in reading and math for students receiving a home visit, telephone call, home visit and call, or neither contact were examined. Comparisons revealed that:

- Students in both the home visit and telephone call to former teacher groups seemed to show the best gains.
- Students receiving just home visits showed better gains at a few more grades than those who just had the summer school and former teachers talk to one another by phone.
- Students in either the home visit or phone call groups showed better gains than those with no extra contacts.

Thus, extra information did seem to help teachers serve student needs a little better.

DID FOLLOW-UP ACTIVITIES HELP STUDENT ACHIEVEMENT?

Summer school students received either general or specific follow-up in reading and math after the regular session ended.

- In reading, the general follow-up was a letter giving general ideas on how to help the child with reading for the rest of the summer. The specific follow-up group received this letter plus five fun reading activities for parents to do with their children weekly.

- In math, all students were allowed to take home their workbooks. The general follow-up group received a letter on the last day of class indicating activities parents could do with their children in certain areas. The specific follow-up group received this letter plus five sets of special instructions for workbook pages to complete weekly.

Parent survey results (returned by 24% of the sample) indicated that those who received specific follow-up in math were more likely to complete the workbook pages. However, ITBS achievement scores in reading and math showed no difference in the gains of those who received general and structured follow-up. The percentage of parents completing the assignments may have been too small to impact the average gain for the entire group, or the follow-up may not have been extensive enough to have an impact on achievement.

Summer School Pilot

Appendix A

IOWA TESTS OF BASIC SKILLS (ITBS)*

*Subsection of ITBS appendix covering all analyses related to retainees. Complete report in: RETENTION AND PROMOTION: 1982-83 Final technical report (ORE Publication No. 82.42).

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

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement test 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 7-10. The elementary schools administered the test April 19, 20, and 21 to students in grades K-6. Students in grades 7 and 8 were tested on February 15, 16, and 17. 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 proctors in their classroom 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.

What reliability and validity data are available on the instrument?

The reliability of individual subtests and area totals, as summarized by Kuder-Richardson Formula 20 coefficients, ranges from .75 to .97, across test levels. Coefficients for the total battery range from .94 to .99, across test levels. Equivalent-forms reliability coefficients, calculated for grades 3-8, range from .71 to .92, across subtests and area totals. 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.

Purpose

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

Decision Question D2: How effective have efforts been directed towards retainees? Should they be continued and/or modified?

Evaluation Question D2-4: How did the achievement of retainees who did and did not attend summer school compare on emphasized math and reading skills?

Evaluation Question D2-5: Did the achievement of summer school retainees who received home visits, phone calls to former teachers, or no extra contacts differ on skills emphasized?

Evaluation Question D2-6: Did the achievement of summer school students who received follow-up activities in the mail differ from other students on skills emphasized?

Procedure

Because 1981-82 retainees who attended summer school seemed to show better math and reading skills in the fall but 1980-81 retainees did not, analyses were done separately for the two groups. Matched groups were selected last fall based on sex, ethnicity, grade, age, Reading Total and Math Total scores from spring 1982, and 1981-82 program service (Title I, Title I Migrant, limited English proficiency, and special education service).

Regression analyses were generally done by grade. However, grades 5 and 6 were combined for 1981-82 retainees and grades 3-5 were combined for 1980-81 retainees because of small sample sizes.

The skill areas emphasized in reading were vocabulary and word-attack skills at grade 1 and comprehension at grades 2 through 6. Therefore, ITBS Vocabulary and Reading Comprehension scores were checked at the appropriate grades.

Math Problem Solving and Math Concepts ITBS scores were analyzed in math, since these were the skills emphasized. Mean scores in Math Computation were also calculated.

Figure numbers in this appendix begin with A-16 because summer school analyses represent one part of a larger ITBS appendix discussing all retention analyses found in the overall technical report on retention.

Results

SUMMER SCHOOL FOLLOWUP

Decision Question D2: How effective have efforts been directed towards retainees? Should they be continued and/or modified?

> Evaluation Question D2-4: How did the achievement of retainees who did and did not attend summer school compare on emphasized math and reading skills?

Because 1981-82 retainees who attended summer school seemed to show better reading and math skills in the fall but 1980-81 retainees did not, analyses were done separately for the two groups. In reading, Vocabulary scores were examined at grade one through six as the skills emphasized. Math skills emphasized were those tested by Math Problems and Math Concepts on the ITBS.

1981-82 Retainees

Reading: Five regression analyses in reading revealed no significant differences between 1981-82 retainees who attended summer school and those who did not. A linear relationship was found between pre- and posttest scores. The gains of 1981-82 retainees who attended summer school ranged in size from .49 (at grade four) to 1.17 (at grade six) GE years. Third- and fourth-grade gains were considerably smaller than those made at the other grade levels.

Math. No significant differences were found in math problem solving skills based on ITBS scores. Gains for retainees who attended summer school ranged from .52 (at grade four) to 1.04 (at grade three) grade equivalent years (see Figure A-17).

Two significant differences in favor of retainees who attended summer school were found in Math Concepts. On the average, retainees who attended summer school after repeating second grade gained about .87 GE years compared to .74 GE years for those who did not. For students with low pretest scores, retainees who attended summer school showed better gains than those who did not. At grade five/six, retainees who attended summer school gained .58 GE years compared to .52 GE years for those who did not (see Figure A-18). Retainees who attended summer school with higher pretest scores showed better gains than those who did not attend. Both the slopes and intercepts for the two groups at grades two and four differed. Line plots are shown in Attachment A-5. A linear relationship was found between pre- and posttest scores in both math concepts and problem solving.

Math Computation was not emphasized during summer school but scores are shown in Figure A-19 for informational purposes. Retainees who attended summer school at grades one, two, and three appeared to have slightly higher (one to two months) mean GE scores than those who did not. These may or may not be significant differences. Students who attended summer school gained about .67 GE years overall in Math Computation while those who did not gained about .61 GE years.

SUBJECT AND SUBTEST(S): Vocabulary Grade 1
Reading Comprehension Grade 2-6

GROUP: 81-82 Retainees in Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST	F Sig.
1	93	.94	1.92	.24	.98	.74	-.8 to +2.6	7	30	ns
2	42	1.71	2.62	.49	.91	.57	-.7 to +2.3	8	67	ns
3	25	2.62	3.12	.45	.51	.73	-.8 to +2.0	9	44	ns
4	24	3.08	3.57	.60	.49	.80	-2.1 to +1.8	10	49	.052
5	31	3.85	4.60	.39 (5/6)	.75	1.17	-1.3 to +2.6	11	54	ns (5/6)
6	3	4.73	5.90		1.17	1.46	- .2 to +2.7	12	56	
	218									

SUBJECT AND SUBTEST(S): Vocabulary Grade 1
Reading Comprehension Grade 2-6

GROUP: 81-82 Retainees Not in Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	93	.95	1.91	.17	.96	.86	-1.7 to +2.6	7	30
2	42	1.59	2.66	.59	1.06	.67	- .8 to +2.4	8	67
3	25	2.43	3.23	.45	.80	.76	- .7 to +2.3	9	44
4	24	3.15	3.85	.69	.70	.86	-1.8 to +2.1	10	49
5	31	3.83	5.15	.44 (5/6)	1.32	.87	0.0 to +2.8	11	54
6	3	4.40	3.80		-.60	1.04	-1.8 to 0.0	12	56

Figure A-16. READING ITBS SCORES FOR 1981-82 RETAINEES. Mean grade equivalent scores for students taking the 1978 version of the ITBS (Form 7) are shown. The top half shows information for 1981-82 retainees (retained in spring 1982) who attended summer school; the bottom half focuses on those who did not attend. SSPP refers to the Summer School Pilot Project.

SUBJECT AND SUBTEST(S): Math Problem-Solving GROUP: 81-82 Retainees Attending Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST	F Sig.
1	103	1.12	1.86	.48	.74	.65	-1.1 to +2.5	7	22	ns
2	46	2.00	2.59	.23	.59	.80	-1.0 to +2.1	8	24	ns
3	29	2.53	3.57	.18	1.04	.88	- .8 to +2.4	9	23	ns
4	32	3.17	3.68	.41	.52	.89	-1.1 to +2.7	10	25	ns
5	36	3.95	4.80	.61 (5/6)	.86	.90	-1.2 to +2.4	11	27	ns (5/6)
6	3	3.73	4.33		.60	.53	+ .0 to +1.0	12	29	
	249									

SUBJECT AND SUBTEST(S): Math Problem-Solving GROUP: 81-82 Retainees Not Attending Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	103	1.10	1.73	.43	.63	.74	-1.2 to +2.3	7	22
2	46	1.97	2.55	.50	.58	.65	- .9 to +2.0	8	24
3	29	2.62	3.55	.31	.93	1.03	- .7 to +3.0	9	23
4	32	3.15	3.45	.57	.31	.85	-1.4 to +1.8	10	25
5	36	4.03	4.96	.64 (5/6)	.93	.75	- .9 to +2.4	11	27
6	3	4.47	4.83		.37	1.79	-1.7 to +1.4	12	29

Figure A-17. MATH PROBLEM-SOLVING SCORES FOR 1981-82 RETAINEES. Mean grade equivalent scores on the 1978 ITBS Form 7 are shown for those who attended and did not attend summer school.

81-82

SUBJECT AND SUBTEST(S): Math Concepts GROUP: Retainees Attending Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST	F Sig.
1	104	1.13	1.83	.38	.70	.60	- .4 to +2.6	7	33	ns
2	47	1.88	2.75	.35	.87	.63	- .6 to +2.2	8	36	.006
3	29	2.65	3.58	.51	.93	.80	- .4 to +2.9	9	28	ns
4	32	3.32	3.89	.39	.58	.74	-1.1 to +1.7	10	32	ns
5	36	4.38	5.05	.73 (5/6)	.67	.82	- .8 to +2.7	11	37	.045 (5/6)
6	3	5.07	4.57	-.50	.58	.36	- .8 to -.10	12	40	
	251		4.43	5.01						

SUBJECT AND SUBTEST(S): Math Concepts GROUP: 81-82 Retainees Not Attending Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	104	1.13	1.76	.38	.63	.67	- .8 to +2.5	7	33
2	47	1.96	2.70	.63	.74	.52	- .2 to +2.1	8	36
3	29	2.91	3.71	.56	.80	.81	- .4 to +2.7	9	28
4	32	3.28	3.83	.71	.54	.70	- .6 to +2.4	10	32
5	36	4.38	4.90	.55 (5/6)	.52	.84	-1.7 to +2.2	11	37
6	3	4.70	5.23		.53	.55	- .1 to + .9	12	40

Figure A-18. MATH CONCEPTS SCORES FOR 1981-82 RETAINEES. Mean GE scores on the ITBS (1978 Form 7) are shown for those attending and not attending summer school.

SUBJECT AND SUBTEST(S): Math Computation GROUP: 81-82 Retainees in Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	102	1.34	2.02		.68	.47	- .6 to +1.6	7	26
2	46	2.26	2.94		.68	.45	- .4 to +1.7	8	28
3	29	2.99	3.76		.76	.62	- .2 to +2.1	9	39
4	32	3.39	3.97		.58	.61	- .7 to +2.0	10	42
5	36	4.58	5.27		.69	.93	-1.1 to +2.6	11	45
6	4	4.90	5.10		.20	.26	- .1 to + .5	12	45
	249								

SUBJECT AND SUBTEST(S): Math Computation GROUP: 81-82 Retainees Not in Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	102	1.34	1.93		.59	.54	- .6 to +2.1	7	26
2	46	2.33	2.93		.60	.58	- .8 to +2.2	8	28
3	29	3.15	3.74		.59	.53	- .6 to +1.3	9	39
4	32	3.53	4.12		.59	.79	-1.2 to +2.2	10	42
5	36	4.51	5.21		.71	.72	- .9 to +2.2	11	45
6	4	5.23	5.65		.43	.28	+ .1 to + .7	12	45

Figure A-19. MATH COMPUTATION ITBS SCORES. Mean grade equivalent scores for students taking Form 7 of the ITBS (normed in 1978). Scores for retainees attending and not attending summer school are shown.

1980-81 Retainees

Regression analyses for the skills emphasized were also run for the 1980-81 retainees who did and did not attend summer school. Analyses were carried out for grades one, two, and three-five combined. None of the 1980-81 retainees who had scores available were in the sixth grade.

No significant differences were found in either reading or math between the groups. All sample sizes were small (6 to 33 per group) so gains varied widely by grade. Scores are shown in Figures A-20 through A-23. The chart below shows the range of mean gains made by those who did and did not attend summer school who were retained at the end of the 1980-81 school year.

1980-81 RETAINEES--MEAN GAINS IN GE'S

Area	Attended Summer School	Did Not Attend Summer School
Reading	.29-1.63	.12-.87
Math Problem-Solving	.45-.82	.0-1.66
Math Concepts	.60-1.12	.23-1.20

Summary

Overall, the summer session appeared to have little long-term impact on student achievement--at least as measured by the ITBS. There is some indication that math concepts skills were improved slightly. Since 1981-82 retainees who attended summer school did appear to have better skills than those who did not based on teacher judgements in the fall, it may be that this advantage was largely lost during the year. Five weeks may not be long enough to have an impact on long-term achievement, or the ITBS subtests chosen may not have matched the curriculum closely enough to be sensitive to the change. The impact on math concepts may reflect the greater time spent on math relative to the regular school year per day. Reading scores also tended to be somewhat lower initially, which could have made it a little more difficult for teachers to impact skills in five weeks. Reading is generally more difficult to remediate based on AISD's high school tutorial classes.

SUBJECT AND SUBTEST(S): Vocabulary Grade 1
Reading Comprehension Grades 2-6 GROUP: 1980-81 Retainees Attended Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST	F Sig.
1	31	1.73	2.27	.49	.54	.71	-1.2 to 1.8	7	30	ns
2	16	2.34	2.93	.58	.59	.65	- .5 to +1.9	8	67	ns
3	9	2.84	3.13	.82 (3-5)	.29	.77	-1.5 to + .9	9	44	ns (3 - 5)
4	6	4.32	5.17		.85	.93	- .3 to +2.0	10	49	
5	8	4.63	6.25		1.63	1.04	- .2 to +3.2	11	54	
	70									

82.85

SUBJECT AND SUBTEST(S): Vocabulary Grade 1
Reading Comprehension Grades 2-6 GROUP: Did Not Attend Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	31	1.69	2.24	.59	.55	.68	- .7 to +2.0	7	30
2	16	2.23	2.76	.68	.53	.57	- .5 to +1.5	8	67
3	9	2.96	3.82	.63 (3-5)	.87	.93	- .1 to +2.9	9	44
4	6	4.42	4.53		.12	1.02	-1.3 to +1.6	10	49
5	8	4.53	5.21		.69	1.11	- .7 to +1.8	11	54

A-11

Figure A-20. MATH CONCEPTS SCORES FOR 1980-81 RETAINEES. Mean GE scores on Form 7 of the ITBS (1978) for those attending and not attending summer school are shown.

SUBJECT AND SUBTEST(S): Math Problem Solving GROUP: 1980-81 Retainees Attended Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST	F Sig.
1	33	1.81	2.63	.47	.82	.86	-1.0 to +3.0	7	22	ns
2	19	2.42	3.14	.15	.73	1.02	-2.1 to +2.2	8	24	ns
3	8	3.06	3.80	.55 (3-5)	.74	1.24	-1.5 to +2.2	9	23	ns (3 - 5)
4	6	4.28	4.73		.45	.99	- .7 to +2.0	10	25	
5	6	4.37	4.92		.55	1.21	-1.2 to +2.3	11	27	
	72									

82.85

SUBJECT AND SUBTEST(S): Math Problem Solving GROUP: Did Not Attend Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	33	1.86	2.65	.24	.78	.91	-1.3 to +3.1	7	22
2	19	2.34	3.05	.50	.71	.70	- .6 to +1.9	8	24
3	8	3.10	4.76	.25 (3-5)	1.66	.75	.4 to +2.9	9	23
4	6	4.27	4.27		0.0	1.13	-1.5 to +1.4	10	25
5	6	4.45	5.28		.83	.78	- .1 to +1.9	11	27

Figure A-21. MATH PROBLEM-SOLVING SCORES FOR 1980-81 RETAINEES ON THE ITBS FOR THOSE ATTENDING AND NOT ATTENDING SUMMER SCHOOL. Form 7 of the ITBS normed in 1978 was given in April of both years. Mean grade equivalent scores are shown.

SUBJECT AND SUBTEST(S): Math Concepts GROUP: 1980-81 Retainees Attended Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST	F Sig.
1	33	1.89	2.55	.80	.65	.51	-.6 to +1.8	7	33	ns
2	20	2.09	3.21	.49	1.12	.68	-.7 to +2.2	8	36	ns
3	8	3.11	3.71	.73 (3-5)	.60	.82	-.5 to +1.9	9	28	ns
4	6	4,57	5.53		.97	.73	-.1 to +1.9	10	32	ns
5	6	4.95	5.57		.62	1.08	-.6 to +2.3	11	37	ns
	73									

82.85

SUBJECT AND SUBTEST(S): Math Concepts GROUP: Did Not Attend Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	33	1.78	2.64	.58	.86	.57	- .3 to +2.2	7	33
2	20	2.47	3.18	.39	.71	.75	- .5 to +2.5	8	36
3	8	3.16	4.36	.55 (3-5)	1.20	.69	.3 to +2.6	9	28
4	6	4.53	4.77		.23	1.01	- .8 to +2.1	10	32
5	6	4.40	5.45		1.05	.83	- .2 to +2.1	11	37

Figure A-22. MATH CONCEPTS SCORES FOR 1980-81 RETAINEES. Mean GE scores on Form 7 of the ITBS (1978) for those attending and not attending summer school are shown.

SUBJECT AND SUBTEST(S): Math Computation GROUP: 80-81 Retainees Attended Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	33	2.04	2.82		.78	.62	- .3 to +2.7	7	26
2	18	2.61	3.48		.87	.63	- .2 to +2.1	8	28
3	8	3.71	4.29		.58	1.05	- .9 to +1.7	9	39
4	6	5.05	5.35		.30	.81	-.6 to +1.3	10	42
5	6	4.95	6.45		1.50	.82	-.6 to +2.8	11	45
	71								

SUBJECT AND SUBTEST(S): Math Computation GROUP: Did Not Attend Summer School

1982 SSPP GRADE	n	PRETEST MEAN GE	POSTTEST MEAN GE	CORR(r) PRE/POST	GAIN MEAN GE	GAIN SD	GE SCORE RANGE-GAINS	ITBS LEVEL	# ITEMS ON SUBTEST
1	33	2.01	2.79		.78	.50	-.3 to +1.8	7	26
2	18	2.87	3.40		.53	.56	-1.2 to +1.5	8	28
3	8	3.69	4.33		.64	.77	-1.1 to +1.3	9	39
4	6	4.68	5.65		.97	.77	.1 to +1.9	10	42
5	6	4.95	5.80		.85	.63	.2 to +1.7	11	45

Figure A-23. MATH COMPUTATION SCORES FOR 1980-81 RETAINEES. Mean GE scores on Form 7 of the ITBS (1978) for those attending and not attending summmer school are shown.

Reading Objective

As of April 1983, retainees participating in the 1982 summer school will show higher achievement in reading areas emphasized than will retainees who did not participate based on the Iowa Tests of Basic Skills (ITBS).

This objective was not met. Retainees who attended summer school did not show higher achievement in reading skills emphasized compared to those who did not based on spring 1982 and 1983 ITBS scores.

Math Objective

As of April 1983, retainees participating in the 1982 summer school will show higher achievement in math areas emphasized than will retainees who did not participate based on the Iowa Test of Basic Skills (ITBS).

Retainees who attended summer school scored higher than those who did not in Math Concepts at grades two and five-six. They did not score higher in Math Concepts at grades one, three, and four.

Retainees who attended summer school did not show significantly higher achievement in Math Problem Solving than those who did not at any of the grade levels.

Spanish Reading

It was hoped that the summer school would improve LEP participants' ability to read in Spanish. This was difficult to measure for several reasons:

- The Prueba de Lectura, a Spanish Reading test, is given each spring but only to students in grades two through six.
- Only nine of the 39 LEP summer school participants had pre- and posttest scores.
- Any gains made by the summer school participants from spring to spring are probably due to a combination of summer school and regular school-year instruction.
- A good comparison group is not available, in that scores are only reported for all students tested each year at each grade. Scores are not reported on a pre- and post-test basis. Also, scores are reported separately for those LEP students who did and who did not receive Spanish instruction during the year. It is not known whether the summer school participants received this instruction or not during the regular school year.

Given these precautions, the best comparison available seems to be that of LEP summer school students' versus Spanish-dominant students who received Spanish instruction during the regular school year.

GRADE 82 AND 83		81-82	82-83
2 - 3	SS (N = 4)	35.5	47.0
	All	48.0 (N=77)	61.9 (N=52)
3 - 4	SS (N = 2)	50.0	67.5
	All	60.5 (N = 37)	69.4 (N=33)
4 - 5	SS (N = 2)	48.5	66.0
	All	61.7 (N = 32)	70.2 (N=22)
5 - 6	SS (N = 1)	71	87
	All	69.6 (N = 15)	72.1 (N=18)
Total (Mean)		51.25	66.9
		59.95	68.4

Figure A-24. PRUEBA DE LECTURA SCORES FOR 1981-82 AND 1982-83. Raw scores are shown for those attending summer school with pre- and posttest scores (SS) and all those receiving Spanish instruction during the regular school year (All).

Although extreme caution must be taken in interpreting these scores, this information overall suggests that LEP students in summer school scored closer to average after the program. The only grade at which this pattern does not hold is for those in grade three in 1982-83.

LEP Reading and Math

No formal objective was set for English reading ability, but the general questions of interest were: What were the average GE scores of retainees in summer school in April 1982 and April 1983? How did they compare to those of all LEP retainees? Was there an increase in the number of these students able to take the ITBS in 1983 compared to 1982?

There were three classes of LEP A and B students in the program. Reading for these students was a separate curriculum for Spanish reading and English as a Second Language. Math for Everyone (in English) and the rest of the regular math program were used. One bilingual teacher taught both reading and math to the students and helped the children by telling them what the English directions were in Spanish. One class operated basically at the kindergarten level, one at grade one, and one at an intermediate level (grades four - six).

Very few students had Reading Total and Math Total scores on a pre- and posttest basis, but those that are available are shown in Figure A-25.

It is difficult to compare these scores to those of all LEP students by grade since summer school grade assignments did not necessarily match regular school year assignments. However, a look at overall scores across grades suggests that:

- LEP students who attended summer school scored below the average for all LEP retainees in spring 1982.
- Summer School LEP students still score below the LEP retainee average in 1983, but close the gap somewhat in the reading area (but not in math).

READING TOTAL

Grade	N	1981-82	1982-83
0	2	.60	.95
1	5	1.20	2.20
4-6	2	2.60	3.60
Mean	9	1.38	2.23
Mean for all LEP Retainees	118	1.70	2.44

MATH TOTAL

Grade	N	1981-82	1982-83
0	4	1.13	1.75
1	15	1.55	2.37
4-6	7	2.89	3.73
Mean	26	1.85	2.64
Mean for all LEP Retainees	148	1.99	2.74

Figure A-25. SUMMER SCHOOL LEP A AND B STUDENT SCORES. Reading Total and Math Total mean GE scores on the 1981-82 (Pre) and 1982-83 (Post) ITBS.

One final measure of improved English skills was the ability of these students to take the ITBS. Teachers have the option of exempting students from taking the ITBS after they have attempted one subtest (usually in math) if they feel the students' command of English is not great enough to handle the remaining tests. A check was made to see how many valid scores were available for these students in reading. Overall, there was an increase from 10 students with 1981-82 scores to 23 students with 1982-83 scores. Thus, it appears that these students did show some improvement in their command of the English language. How much of this improvement is due to summer school is impossible to say.

Evaluation Question D2-5: Did the achievement of summer school retainees who received home visits, phone calls to former teachers, or no extra contacts differ on skills emphasized?

Before summer school began, teachers called the former teachers of about half of the students and visited the homes of about one fourth of the students. These groups were randomly selected, so some students fell in both groups. About one fourth had no contacts made. The home visits and phone calls to former teachers were designed to give the summer teacher more information about the students' needs and interests and build rapport with the homes.

Teachers reported completing about two thirds of the randomly assigned phone calls and 98% of the assigned home visits. Incomplete calls or home visits were included in the group receiving "neither" contact.

Figures A-26 and A-27 show the reading and math scores of summer school students in the areas emphasized.

In reading, students whose teachers both called former teachers and visited the home seemed to show better gains at grades 1, 3, and 5/6. Those receiving just home visits showed the best gains at grade two and those receiving just phone calls gained the most at grade four. The group which had no contacts did not show the best gains in any case.

In math concepts, students who had both a home visit and call to the former teacher showed the best gains at grades 1, 2, and 5/6. Those receiving just home visits and those receiving no visit or call made the best gains at grade 4, while those receiving no visit or call showed the best gains at grade 3. In math problem solving, those receiving home visits showed the best gains at grades two and three, those whose former teachers were called did best at grade one, those receiving home visits or both did best at grade four, and those receiving both did best at grade 5/6.

Thus, those students for whom teachers had additional information did seem to make slightly larger gains in reading and math. A phone call to the former teacher and a home visit seemed to have the most impact (eight cases), followed by home visits only (five cases), and phone calls only (two cases). There were only two cases in which the group for which the teachers had no advance information did as well or better than the other groups.

VOCABULARY (1ST) AND READING COMPREHENSION

GRADE	HOME VISITS				PHONE CALLS				BOTH				NEITHER			
	N	82	Gains	83	N	82	Gains	83	N	82	Gains	83	N	82	Gains	83
1 (V)	63	1.04	.86	1.90	13	1.06	.95	2.02	10	.93	1.12	2.05	105	1.18	.85	2.03
2(RC)	37	1.87	.97	2.85	14	1.80	.91	2.71	6	1.78	.90	2.68	89	2.02	.83	2.85
3(RC)	35	2.92	.70	3.62	8	2.58	.48	3.05	8	3.34	.79	4.13	39	2.70	.54	3.24
4(RC)	32	3.43	.73	4.17	11	2.85	.88	3.74	5	3.72	.20	3.92	54	3.47	.60	4.06
5 & 6(RC)	35	4.41	.83	5.23	7	4.31	.44	4.76	9	4.63	1.02	5.66	90	4.22	.92	5.14

Figure A-26. READING SCORES FOR THOSE RECEIVING CONTACT BEFORE SUMMER SCHOOL. ITBS mean grade equivalent scores are shown for the reading areas emphasized in summer school--vocabulary (V) at grade 1 and reading comprehension (RC) at grades 2-6.

MATH CONCEPTS

GRADE	HOME VISITS				PHONE CALLS				BOTH				NEITHER			
	N	82	Gain	83	N	82	Gain	83	N	82	Gain	83	N	82	Gain	83
1	61	1.27	.65	1.92	12	1.14	.92	2.06	10	1.07	1.03	2.10	108	1.36	.74	2.10
2	41	1.99	.90	2.89	14	2.31	.78	3.09	6	2.10	.97	3.07	87	2.13	.85	2.98
3	39	3.11	.68	3.79	7	3.10	.59	3.69	10	3.27	.74	4.01	44	2.66	.80	3.47
4	34	3.74	.66	4.40	11	3.56	.42	3.98	5	3.50	.14	3.64	58	3.51	.65	4.16
5 & 6	41	4.74	.60	5.34	8	4.56	.40	4.96	9	4.82	1.44	6.27	93	4.54	.80	5.34

MATH PROBLEM SOLVING

GRADE	HOME VISITS				PHONE CALLS				BOTH				NEITHER			
	N	82	Gain	83	N	82	Gain	83	N	82	Gain	83	N	82	Gain	83
1	63	1.15	.81	1.96	12	1.32	.84	2.16	10	1.32	.65	1.97	108	1.37	.72	2.09
2	40	2.09	.67	2.75	14	2.30	.53	2.83	6	2.60	.17	2.77	87	2.24	.64	2.87
3	38	2.87	.81	3.67	6	2.60	.65	3.25	9	3.44	.78	4.22	44	2.69	.76	3.45
4	34	3.35	.63	3.98	13	3.54	.30	3.84	5	2.72	.62	3.34	59	3.45	.45	3.90
5 & 6	41	4.28	.54	4.82	8	3.68	.84	4.51	9	4.41	1.28	5.69	93	4.30	.87	5.18

Figure A-27. MATH CONCEPTS AND MATH PROBLEM SOLVING SCORES FOR THOSE RECEIVING CONTACT BEFORE SUMMER SCHOOL. ITBS mean grade equivalent scores in math concepts are shown.

Evaluation Question D2-6: Did the achievement of summer school students who received follow-up activities in the mail differ from other students on skills emphasized?

Follow-up activities were designed to provide additional practice in reading and math for summer school retainees for the rest of the summer. Classes were randomly assigned to receive a general or specific form of followup to allow comparisons of effectiveness.

In reading, the "general" follow-up group received a letter giving general ideas on how to help the child with reading the rest of the summer. The "structured" group received this letter plus five weekly fun reading activities for parents to work on with their children. In math, all students were allowed to take home their workbooks. The "general" follow-up group received a letter on the last day of class indicating recommended activities in specific areas to work on in the workbook. The "structured" group received this letter plus five weekly letters with specific instructions for workbook pages to work on.

It should be noted that all students were assigned to a group but about one-third of the parents said they had received no follow-up information in at least one area. Since parent surveys were anonymous, the groupings shown in Figure A-28 are based on those assigned to receive structured or general followup. The fact that some parents reported that they had not received the materials must be considered in interpreting results.

Parent survey results indicated that those who received specific followup in math were more likely to complete workbook pages than those who received general or no followup.

Figure A-28 shows the mean grade equivalent scores in reading areas emphasized in summer school for those assigned to receive general and specific followup.

	STRUCTURED				GENERAL			
Grade	N	82 Mean	Gain	83 Mean	N	82 Mean	Gain	83 Mean
Gr. 1 (V)	101	1.06	.84	1.90	90	1.18	.91	2.09
Gr. 2 (RC)	80	1.88	.85	2.72	66	2.04	.92	2.96
3 (RC)	49	2.77	.51	3.28	41	2.90	.75	3.65
4 (RC)	56	3.63	.67	4.30	46	3.13	.63	3.75
5 & 6 (RC)	77	4.39	.85	5.24	64	4.19	.92	5.10

Figure A-28. ITBS READING SCORES FOR SUMMER SCHOOL RETAINEES RECEIVING STRUCTURED AND GENERAL FOLLOWUP ACTIVITIES. Mean grade equivalent scores are shown for areas emphasized in the summer program--vocabulary at grade 1 (V) and reading comprehension (RC) at grades 2-6. Fifth and sixth graders used the same materials and were often in the same classrooms.

Gains for the two groups appear to be quite similar except at grade 3 where the general followup group appeared to gain more. Thus, those who received structured followup activities for five weeks did not appear to gain any more than the other students in the reading areas emphasized.

MATH PROBLEM SOLVING

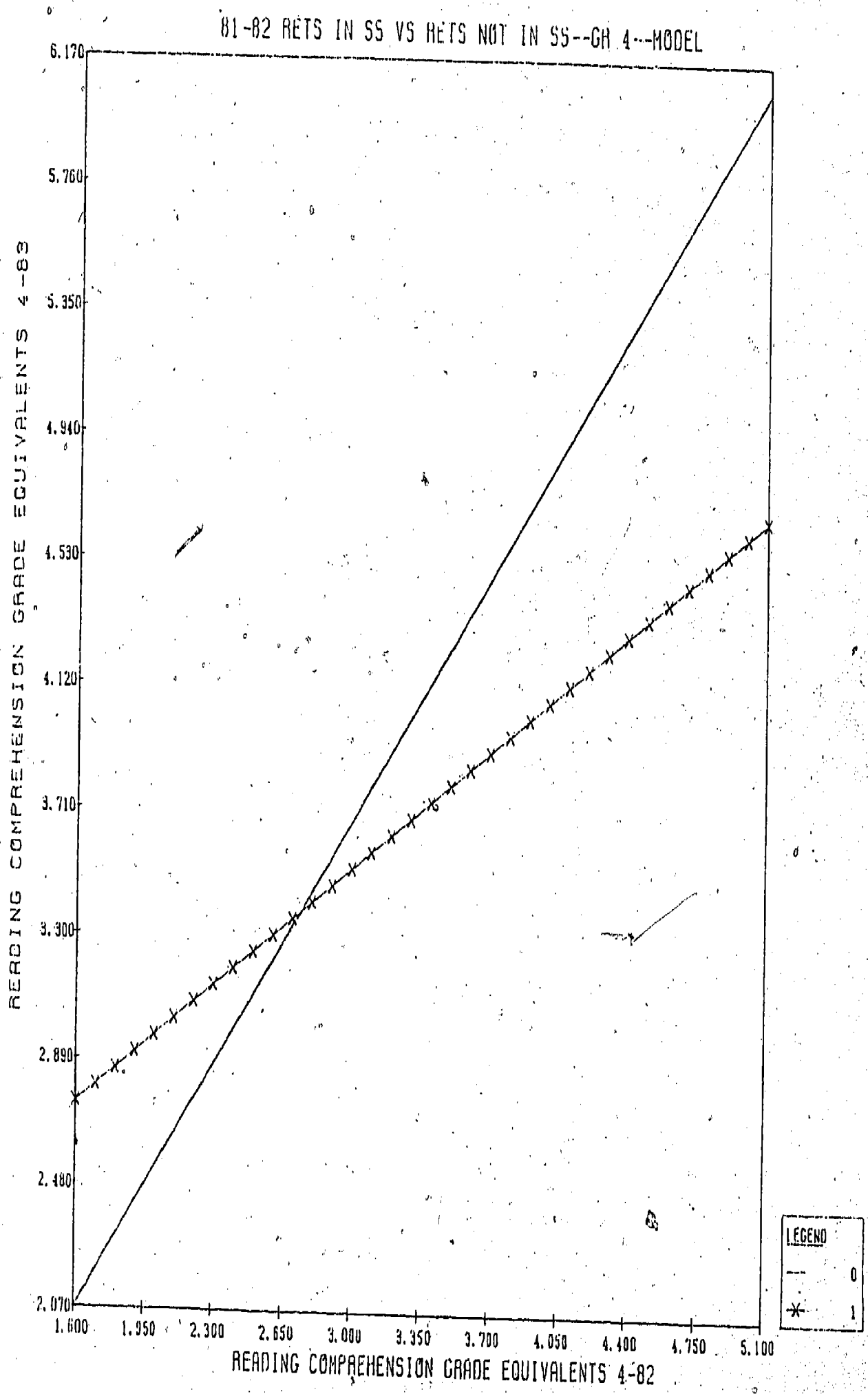
GRADE	STRUCTURED N	82 Mean	Gain	83 Mean	GENERAL N	82 Mean	Gain	83 Mean
Gr. 1	104	1.27	.75	2.02	89	1.32	.76	2.08
2	81	2.20	.60	2.80	66	2.24	.63	2.87
3	52	2.78	.66	3.44	45	2.88	.90	3.78
4	59	3.42	.66	4.09	52	3.37	.31	3.68
5/6	82	4.35	.89	5.25	69	4.17	.70	4.88

MATH CONCEPTS

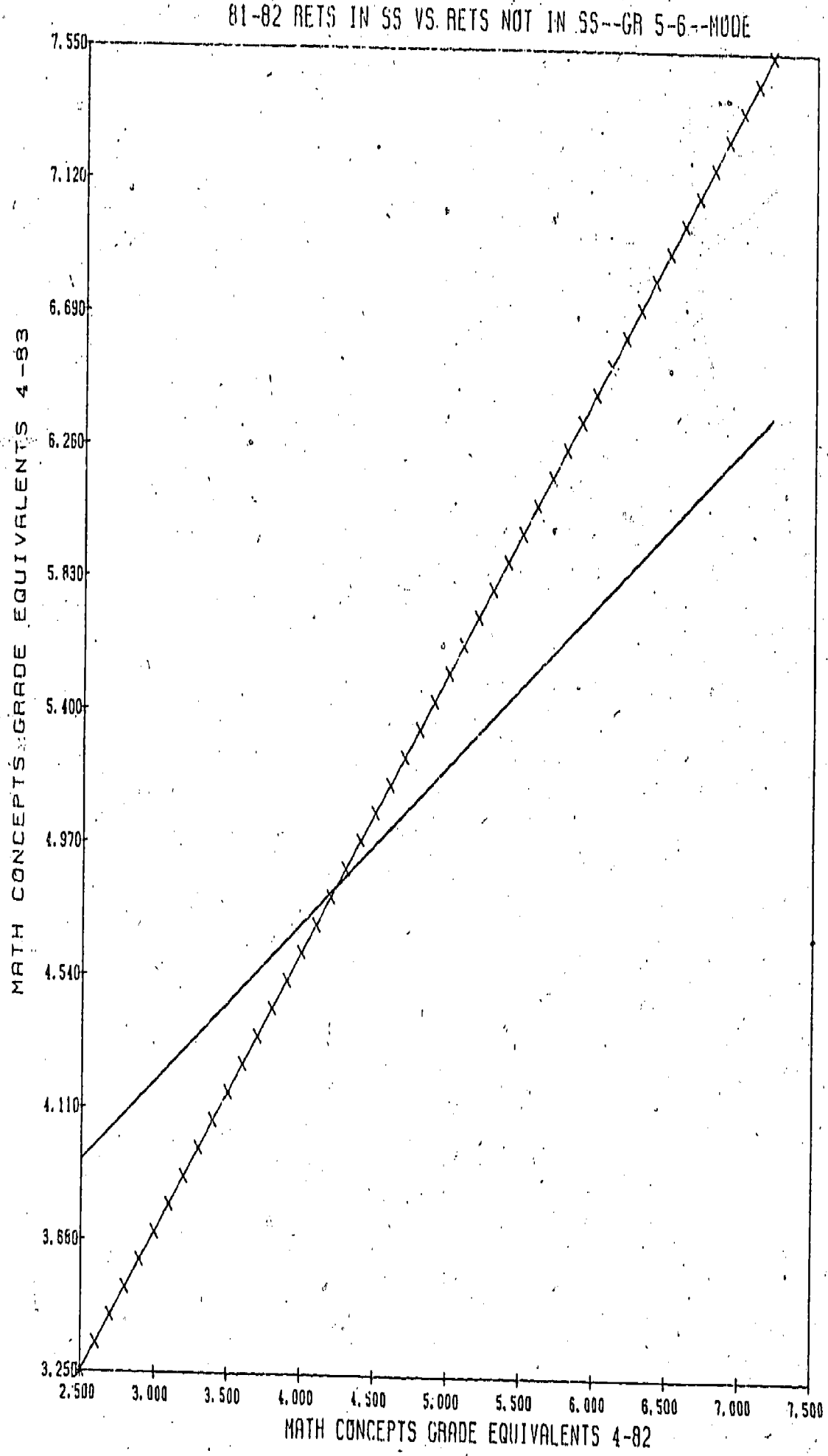
GRADE	STRUCTURED N	82 Mean	Gain	83 Mean	GENERAL N	82 Mean	Gain	83 Mean
1	104	1.27	.75	2.02	89	1.35	.71	2.06
2	81	2.00	.83	2.83	67	2.24	.89	3.13
3	54	2.78	.79	3.51	46	3.10	.74	3.84
4	58	3.69	.61	4.31	52	3.47	.59	4.06
5/6	82	4.83	.76	5.59	69	4.36	.77	5.12

Figure A-29. ITBS MATH SCORES FOR SUMMER SCHOOL RETAINEES RECEIVING GENERAL AND SPECIFIC FOLLOWUP. Mean grade equivalent scores are shown for the two areas emphasized in the summer program.

As these charts reveal, gains in math problem solving were similar for the two groups at grades one and two, greater for the general group at grade three, and greater for the specific followup group at grades four and five/six. In math concepts, gains were similar for the two groups at all grade levels.


81-82 RETS IN SS VS RETS NOT IN SS--GR 4--MODEL
READING COMPREHENSION GRADE EQUIVALENTS 4-83
6.170
5.760
5.350
4.940
4.530
4.120
3.710
3.300
2.890
2.480
2.070
1.600
1.950
2.300
2.650
3.000
3.350
3.700
4.050
4.400
4.750
5.100
READING COMPREHENSION GRADE EQUIVALENTS 4-82
LEGEND
0
1

81-82 RETS IN SS VS RETS NOT IN SS--GR2--MODEL 5
MATH TOTAL GRADE EQUIVALENTS: 4-82 TO 4-83
POST
4.080
3.820
3.560
3.300
3.040
2.780
2.520
2.260
2.000
1.740
1.480
.700
.960
1.220
1.480
1.740
2.000
2.260
2.520
2.780
3.040
3.300
PRE
LEGEND
0 0
1 1



Attachment A-5
(Continued, Page 3 of 3)

Summer School Pilot

Appendix B

COSTS

Data Description: Costs

Brief description of the data file:

Budget printouts from AISD's Finance office.

Which students or other individuals are included on the file?

None.

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

Continuously--budget reports are issued monthly.

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

Finance office.

How was the information contained on the file gathered?

Finance supplied to Department of Applications.

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

None that are known.

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

Finance records.

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

No.

Brief description of the file layout:

Unknown.

COSTS

Purpose

Finance figures provided information on how much the 1982 summer school cost overall, by funding source, and by student. A list of consultants used was also compiled from Finance figures.

Procedure

Finance supplied the Department of Federal and State Compliance with final budget figures. One of the grant planners compiled the figures and calculated per pupil costs. Per pupil costs are based on the 1,193 students served during at least part of the program. Figures could also be based on the June 14, 1982 enrollment figure of 1,064 students if desired ($248.63). Evaluation costs of $7,458.01 were excluded from the per pupil cost. The evaluator compiled a list of all consultants used and the amount they were paid.

Results

Austin's 1982 summer school for retainees cost $272,006. The Austin ISD spent $191,639 in local and $80,367 in TEA funds on the program. The per pupil cost (excluding evaluation expenses) was $221.75 based on 1,193 students served (see Figure B-1). Figure B-2 shows consultants used during the 1982 summer program. A total of $3,024.23 was spent, primarily to pay observers.

Figure B-1. SUMMER SCHOOL PILOT 1982: FINAL COSTS.

III. Project Expenditures: Report whole dollar amounts only.

Cost per pupil= $221.75
based on $264,547.99 in expenditures (excluding $7,458.01 in evaluation costs) and 1,193 students served during at least part of the summer program.

Line No.	Column Number / Class/Object Description	C/Obj.	GENERAL FUND: Summer School Pilot Program (5859) (A)	GENERAL FUND: Other General Funds (State and Local) (B)	Special Revenue Funds (Federal Funds) (C)	Governmental Expendable Trust Fund (Co-op) only (D)	Total Project (A+B+C+D) (E)
			$	$	$	$	$
01	Payroll Costs	6100	25,690	142,408			168,298
02	Purchased and Contracted Services	6200	4,631	11,194			15,825
03	Supplies/Materials	6300	33,229	16,816			50,045
04	Other Operating Expenses	6400	16,617	21,221			37,838
05	Lease/Purchase	6512		-0-			
06	Capital Outlay—Construction Remodeling	6620		-0-			
07	Capital Outlay—Equipment/Furniture	6630		-0-			
08	Total Direct Costs (Sum of lines 1-7)		$	$	$	$	$
08a	Flow Thru Out (Other Uses)	6991					
09	Indirect Costs (%)	5400					
10	Total Costs		$80,367	$191,639	$	$	$272,006

Austin ISD
School District/Contractor Name

TEXAS EDUCATION AGENCY

Report of Consultant Services

FOR THE SUMMER SCHOOL PILOT PROGRAM

227-901
County-District No.

From 5/17/82 To 5/31/83
Contract Period

22001208
Contract/Project No.

82.85

Authority for Data Collection: Texas Education Code 11.52 and Paragraph E of the General Provisions of the standard Texas Education Agency contract.
Planned Use of Data: Contract management.
Instructions: This report is a detailed record of any and all consultants who were paid during the period of this contract. In instances where consultant services were provided by an agency, the name of the organization with its Employer Identification Number (Federal ID Number) is to be indicated. Final settlement of claims under the contract is contingent upon receipt of this report.

NAME AND ADDRESS OF ORGANIZATION AND/OR CONSULTANT	FEDERAL ID OR SOCIAL SECURITY NO.	DATES OF SERVICES FROM	TO	RATE PER DAY	TOTAL COMPENSATION PAID	RESULTS: Topics studied, audiences served, product produced, presentations made, etc.
EVALUATION:						
1. Marta Hernandez	564-31-3816	June 4	July 11	$5.75/ Hr.	$ 684.25	Observations
2. Karen McDonald	466-80-5624	June 4	July 27	$5.75/ Hr.	$ 944.43	Observations and initial analysis of attendance and enrollment data
3. Dan Tousley	521-86-0833	June 4	Aug. 2	$5.75/ Hr.	$ 734.57	Observations and mastery test initial analysis
4. Condor General Services		Aug. 15	Aug. 16	$10/ Hr.	$ 121.03	Keypunching
5. SEDL		Aug. 25	Nov. 9	$10/ Hr.	$ 181.00	Keypunching
6. Kate Fox	566-72-8666	Sept.20	Sept.20	$31	$ 15.50	Typing Reports
7. Karen Reed	521-60-2344	Sept.21	Sept.27	$31	$ 124.00	Typing Reports
8. Carol Pankratz	459-82-4498	Apr.16 1983	Apr. 21 1983	$17.04 $24.63	$ 219.45	Set up data files--1982 summer school followup

Certification--I hereby certify that the foregoing report is true and correct and that funds have been expended according to the approved budget, and that supporting documents are available for audit.

Typed Name of Authorized Official	Telephone	Date	
Frank Partee	451-8411	7/13/83	

Signature of Authorized Official

To be submitted with a Final Expenditure Report for each contract to the responsible division
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

UIS 032

Figure B-2. CONSULTANTS USED IN 1982.

B-5

Summer School Pilot

Appendix C

PROGRAM DESCRIPTION

Program Description

The 1982 summer school for retainees, conducted from June 7 to July 9, 1982, enrolled 1,193 students in grades one through six for at least part of the session. Sites were Becker, Brooke, Cook, Maplewood, and St. Elmo elementary schools. These students were served by 77 teachers for an overall ratio of 15.5 students for each teacher.

Enrollment was originally to be done at the regular 1981-82 schools until mid-May with an opportunity to sign up on the first day at the summer school campuses on a "first come, first served" basis based on space available. It was felt, however, that it was important that all retainees from 1981-82 or previous years be served no matter when they enrolled. Enrollment was therefore opened indefinitely. The response to the program was greater than expected and the original estimate of 900 students to be served at three campuses was exceeded. Brooke and Becker were added as summer school campuses about three weeks before classes began.

The school day lasted from 8:30 - 12:30 and consisted of one-and-a-half hours of reading/language arts, one hour of recreational activity (snack, restroom break, and a community school activity of the student's choice), and one-and-a-half hours of math/applied skills.

Summer school teachers telephoned one-half of their students' former teachers to obtain information about the students' skills. A sample of children's parents were visited by summer school teachers to establish rapport between school and home. Follow-up activities were conducted in which parents were sent letters about workbook assignments or exercises to be completed during the five weeks following the end of summer school.

Summer school teachers were selected on the basis of length of their experience with the District, length of experience at their grade level, recommendations by instructional coordinators and principals, and lack of experience teaching in previous summer schools. After being selected and accepting their assignments, two in-service sessions were held: one, a general overview of the program held at the central administration building, and a second dealing with specifics of the local program and assignment of students to classes held at the local campuses. The general overview session was done twice to accommodate staff added late.

What did the math curriculum include?

The math materials (Math for Everyone) were developed by the Educational Service Center, Region XIII, and were supplemented by a workbook (Succeeding in Mathematics). Hispanic students of Limited English Proficiency (LEP) received instruction in Spanish using the same materials. Calculators and other enrichment materials were also used.

The Math for Everyone series contains a "scope and sequence" plan for each grade level. Specific instructional objectives are provided with the scope and sequence and are grouped according to instructional "strands." Teachers were to give priority to problem solving and numeration, and to teach geometry and measurement as time permitted.

Originally, students were to be assigned specific strands based primarily on their performance on the Iowa Tests of Basic Skills (ITBS) and/or the Texas Assessment of Basic Skills (TABS). The information actually used to make these decisions included ITBS subtest scores in reading and math, reading basal and math text levels completed, previous teacher recommendations made by telephone, parent ideas based on home visits, and informal assessments done by the summer school teacher.

The curriculum was to be taught as follows:

- 5-10 minutes: group motivational activities.
- 30 minutes: large group instruction using Math for Everyone.
- 30 minutes: small group instruction/independent practice using the Succeeding in Mathematics workbook.
- 20 minutes: enrichment, using calculators and teacher resource books.

After completing instructional activities for a unit, students were to be given a "formative" test. Students were required to answer 80% of the items correctly to "master" eaxh skill. Students achieving mastery were to work on enrichment activities while those who did not received additional instruction on the same skill unit and were retested with a "summative" test.

Information regarding whether the sequence of math instruction was implemented as planned was gained from three observers with a combined total of 108 hours of observation in summer school math classrooms. Observers were asked what the typical sequence of math instruction was. All three agreed that generally teachers asked questions, had students practice math skills independently, reviewed math skills with students after practice, gave workbook assignments, and then engaged in enrichment activities. The daily "group motivational activities" originally planned did not occur every day. The test-retest sequencing was not as obvious to the observers during the last two weeks as it was during the beginning. Testing did occur, however, and teachers' records were checked during the program to make sure they were being kept correctly. There seemed, to the observers, to be less enrichment activity occurring in first- and second-grade classrooms. Overall, the observers did not notice any great systematic differences between the planned and actual math program. Most math teachers (65%) responding to the Teacher Survey said the materials should be used again.

What did the reading curriculum include (including materials and equipment)?

The reading materials (Chicago Mastery Learning Reading-CMLR) were developed by the Board of Education of the City of Chicago and published and supported by Mastery Education of Watertown, Massachusetts.

At the first-grade level, about half of the CMLR time was to be spent in developing word attack/study skills, while the other half was to be spent in improving comprehension skills. At grades two through six, comprehension was to be the main emphasis.

CMLR materials were to be presented initially to the entire group. Within each unit, skills were sequenced so that each subskill would be mastered before moving to the next. As in the math program, students were to be given a formative test on the unit on which they received instruction. Students answering at least 80% of the items correctly were to receive CMLR enrichment activities, while those who did not were to receive "corrective" instruction, after which they were again tested. Students available for enrichment activities could also be available as a peer tutor for students needing more remediation or could read a book from the Reading is Fundamental program. A student must have attained 80% correct on the summative test to have mastered the skill unit. For those not achieving this criterion, review material was built into the next unit.

CMLR was to be used for one hour. For the other half hour, miscellaneous activities related to language arts could be undertaken: journal writing, library visits, independent reading, story reading in a group, were all suggested activities.

Impressions of the observers were that teachers most often spent the non-CMLR time reading aloud. This was supported by Teacher Survey results, on which 77% of teachers reported spending at least ten minutes a day in reading aloud during non-CMLR time. Other activities mentioned by teachers were: independent reading, phonics instruction, and vocabulary instruction. Materials from Scholastic (Text Extenders), Modern Curriculum Press (Grade 1), and Houghton-Mifflin (Grades 2-6) were used for reading activities. About 80% of the reading teachers judged the quality of the materials to be good or excellent, and 77% responded that the material should be used again.

Hispanic students with Limited English Proficiency (LEP) in categories A and B were not instructed with the CMLR materials, but were given instruction in Spanish reading, oral language development, vocabulary (on Monday, Tuesday, and Wednesday), and English as a Second Language (ESL) (on Thursday and Friday), using the following materials: Elena y Dani, Caracolitos, Stepping Into English, I Like English Teaching Cards, Language Visuals, and Scholastic Colección.

What community school activities were offered?

Offerings varied by campus. Generally, a variety of arts, crafts, table games, and physical education (indoor and outdoor) were available. Some campuses offered creative dramatics and typing. The community school also staffed school libraries so they could be open.

How many students were promoted after attending summer school?

An extra breakdown was done to see if the promotion rate was higher for those attending the 1982 summer school or not by March 1983. Figure C-1 shows the results.

	Summer School Attenders		Non-SS Attenders		Total	
	N	%	N	%	N	%
Promoted	26	5.2%	97	12.6%	123	9.7%
Not Promoted	476	94.8%	670	87.4%	1146	90.3%
Total	502	100.0%	767	100.0%	1269	100.0

Figure C-1. PROMOTION RATES FOR 1981-82 RETAINEES WHO ATTENDED AND DID NOT ATTEND SUMMER SCHOOL. Figures are based on all students still on the Student Master File as of March 1983. Figures include eight students on AISD Student Master but in Austin private schools.

Thus, 26 (5.2%) of the 502 1981-82 retainees who attended summer school were promoted. However, 97 (12.6%) of the 767 1981-82 retainees who did not attend summer school were promoted. The source of this difference in promotion rate is not clear. It could be that those who went to summer school were the lowest achievers, or that parents of those who attended summer school did not push for promotion because they had been told summer school would not lead to it.

Retention/Promotion

Appendix F

ATTENDANCE REGISTERS

Instrument Description: Attendance Registers

Brief description of the instrument:

The instrument is a computer-generated form by school with the list of students to be checked at that school and space to record the number of days enrolled and the number of days absent for each of five six-week periods and overall. The information was taken from the attendance registers at each of the schools in the sample.

To whom was the instrument administered?

The instrument was administered by ORE staff with the help of the person in charge of keeping the attendance registers at the school.

How many times was the instrument administered?

Once.

When was the instrument administered?

The last week in April and the first week in May.

Where was the instrument administered?

At Allan, Barrington, Brown, Brentwood, Oak Hill, Pecan Springs, Rosewood, Zilker, Cook, Sunset Valley, and Maplewood.

Who administered the instrument?

The evaluation assistant for District Priorities.

What training did the administrators have?

Verbal instructions.

Was the instrument administered under standardized conditions?

No, although all registers are to be kept in a standard way.

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

No.

Who developed the instrument?

District Priorities' evaluator.

Are there norm data available for interpreting the results?

No.

What reliability and validity data are available on the instrument?

Reliability could be checked by double-checking attendance register. Validity is not applicable.

Attendance Registers

Purpose

The purpose of this appendix is to provide information to answer the following decision and evaluation questions from the 1982-83 Retention/Promotion Evaluation Design:

> Decision Question D2: How effective have efforts been directed towards retainees? Should they be continued and/or modified?
>
> > Evaluation Question D2-3: What were the attendance rates of 1981-82 retainees who attended summer school during 1981-82, summer school, and 1982-83?

TEA requested this information to determine whether summer school attendance had any impact on retainees' attendance.

Procedure

The study started with the random selection of ten schools. The schools selected were Allan, Barrington, Brown, Brentwood, Graham, Oak Hill, Pecan Springs, Rosewood, Summitt and Zilker. Sunset Valley, Cook, and Maplewood were later added to the sample. Once the schools were chosen the next step was to find retainees for whom the needed attendance information was available. The students selected met the following criteria: they attended one of the schools selected in April 1983, and they had summer school attendance data and attendance data for 1981-82 available from summer school records.

Grahan and Summitt had no summer school retainees who had complete attendance data available. Sample sizes at the other schools were also reduced because of this. Information from 1981-82 was often missing. A small number of students had also left AISD by April 1983. The total number of students checked was 84.

The form used to gather the data was developed by a District Priorities evaluator and generated by the AISD computer. The forms are by school with the list of students to be checked at that school and space to record the number of days enrolled and the number of days absent for each of the five six weeks and for the total number of days enrolled and absent (see Attachment F-1).

The procedure for getting the information was to have the evaluation assistant for District Priorities call each of the schools and either arrange a time when she could come out to the schools and gather the information or get the information over the telephone. Getting the information by telephone was done when there were three or less students per school. In one case the list was sent to the school and the person in charge of the attendance register filled in the information and sent it back to the office. If a student had just transferred, we called the previous school if the school registrar knew what it was.

Results

The average number of days enrolled and absent for retainees in the sample schools are shown in Figure F-1. The average absence rates were 5.1% for all of 1981-82, 5.2% for summer school, and 4.9% for the first five six weeks of 1982-83. Since absence rates typically increase slightly the last six weeks of the school year, absence rates seem fairly stable overall for the three periods.

Another check was made to see how many students' attendance had increased or decreased by more than 1% from 1981-82 to 1982-83. The number of absences went up for 33 students (39.3%), down for 33 students (39.3%), and did not change more than 1% for 18 students (21.4%). (See Figure F-2).

Thus, summer school appeared to have little impact on the attendance of these students. Average attendance rates changed only slightly from 1981-82 to 1982-83, and equal numbers of students' attendance increased and decreased. These results must be interpreted in light of District attendance rates. The average absence rates were 6% in 1981-82 and 5.4% for the first five six weeks of 1982-83. The average absence rate for 1982-83 overall was 5.5%. Thus, the retainees who attended summer school appeared to have average attendance--they did not miss school any more often than other AISD students.

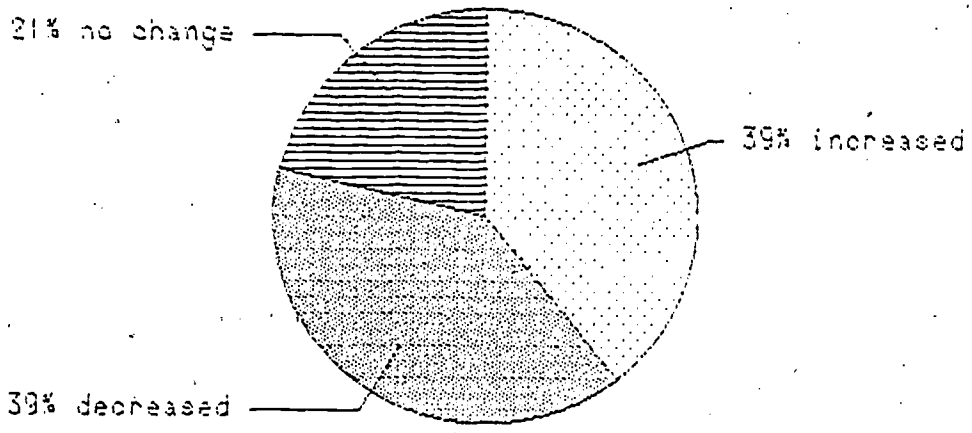


Figure F-2. PERCENT OF STUDENTS FOR WHOM THE NUMBER OF ABSENCES VARIED OR STAYED THE SAME FROM 1981-82 TO 1982-83.

Figure F-1. ATTENDANCE OF SUMER SCHOOL RETAINEES: 1981-82, SUMMER 1982, 1982-83. Schools were randomly selected for the sample. All retainees with complete attendance data available were included.

SCHOOLS		1981-82 DAYS ENROLLED	1981-82 DAYS ABSENT	1981-82 % DAYS ABSENT	SUMMER DAYS ENROLLED	SUMMER DAYS ABSENT	SUMMER % DAYS ABSENT	1982-83 DAYS ENROLLED	1982-83 DAYS ABSENT	1982-83 % DAYS ABSENT
Allan	N=26	166.1	5.8	3.5	23.1	0.7	2.8	145.9	6.7	4.6
Barrington	N=1	175.0	5.0	2.9	24.0	0.0	0.0	146	4.0	2.7
Brentwood	N=2	172.5	1.0	0.6	24.0	0.5	2.1	146	2.5	1.7
Brown	N=9	137.4	6.3	4.6	23.2	1.2	5.3	146	6.8	4.7
Cook	N=15	165.4	11.1	6.7	24.0	1.2	5.0	145.9	9.9	6.8
Maplewood	N=2	168.0	17.5	10.4	24.0	2.5	10.4	146	8	5.5
Metz	N=9	163.6	13.3	8.2	21.6	2.9	13.4	110.1	6.2	5.6
Oak Hill	N=2	172.5	3.0	1.7	24.0	0.5	2.1	146	7.5	5.1
Pecan Springs	N=3	146.7	3.7	2.5	21.3	1.7	7.8	115	2.3	2.0
Rosewood	N=4	175.0	6.8	3.9	24.0	0.8	3.1	144.5	2.8	1.9
Sunset Valley	N=10	170.4	11.1	6.5	22.6	1.3	5.8	145.5	8.1	5.6
Zilker	N=1	79.0	2.0	2.5	24.0	1.0	4.2	146.0	8.0	5.5
GRAND TOTAL	N=84	162.3	8.3	5.1	23.1	1.2	5.2	140.9	6.8	4.9

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

ATTENDANCE - 1ST 5 6 WEEKS

E = ENROLLED
A = ABSENT

SCHOOL:
TEACHER:

NAME (LAST, FIRST)	ID#	GRADE	1 E	1 A	2 E	2 A	3 E	3 A	4 E	4 A	5 E	5 A	TOTAL E	TOTAL A

SCHOOL:
TEACHER:

NAME (LAST, FIRST)	ID#	GRADE	1 E	1 A	2 E	2 A	3 E	3 A	4 E	4 A	5 E	5 A	TOTAL E	TOTAL A