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ABSTRACT

Project Teach and Reach involves six basic skills teachers, from six different campuses, at kindergarten through third grade in reading and math for low-achieving black students in the Austin Independent School District (Texas). This document contains the final technical report, responding to the following questions: (1) what is Teach and Reach; (2) was it implemented as planned; (3) what impact did the program have on student achievement; (4) was the program considered beneficial; and (5) are changes needed in the program? An Executive Summary lists the major findings and the major findings requiring action. The appendices contain a variety of materials, survey instruments and/or test results for the following topics: (1) Project Records; (2) Districtwide Surveys; (3) Staff Interviews; and (4) Iowa Tests of Basic Skills. (PN)

PROJECT TEACH AND REACH:

1984-85 Final Technical Report

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1984-85 Final Technical Report

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PAINTING PICTURES OF DISTRICT PROJECTS 1984-85: TEACH AND REACH

EXECUTIVE SUMMARY

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MAJOR POSITIVE FINDINGS

1. Teach and Reach students gained more than predicted at grade 2 in mathematics.

2. Most of the 136 students served in mathematics at grades 1, 2, and 3 showed higher percentile scores in 1984-85 than in 1983-84.

3. Most administrators and teachers with students served by Teach and Reach believe it promoted increased student learning this past year.

MAJOR FINDINGS REQUIRING ACTION

1. Patterns of achievement for the 88 students served in reading were mixed. Results suggested greater growth for students in grades one and three than for those in kindergarten and second grade.

2 The achievement selection criteria Teach and Reach uses to identify students need to be re-examined. Only about one third of those served in mathematics and one half of those served in reading had pretest scores in the primary target range of the 30th to 40th percentile on the ITBS.

3. The teachers whose students received supplementary instruction through Teach and Reach suggested these areas for improvement.

   Two thirds suggested:
   - Revised score ranges for selection,
   - Improved instructional approaches.

   One half suggested:
   - Better instructional arrangements,
   - Improved coordination of schedules,
   - Consideration of subject areas for focus.

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TEACH AND REACH

WHAT IS TEACH AND REACH?

Staff: 1 supervising teacher
6 basic skills teachers (1 per campus served)
1 part time parental advisor
1 secretary

Students Served by Campus, Subject Area, and Grade Level:

	Reading					Mathematics				
	K	1	2	3	Total	K	1	2	3	Total
Andrews	10	8	10	6	34	0	0	C	0	0
Govalle	0	0	0	0	0	0	0	15	25	40
Harris	12	11	7	0	30	0	0	0	8	8
Rosewood	0	0	0	0	0	9	10	13	2	34
Sims	0	0	0	0	0	0	8	16	13	37
Sunset Valley	0	23*	1*	0	24	0	16*	1*	0	17
Total	22	42	18	6	88	9	34	45	48	136

* Some students served in both areas are counted twice.

The total number of students served as of January, 1985 was 224.

Budget:

Allocation:	$205,051
Expenditures as of May 31, 1985:	$167,754
Cost per student:	$ 749 (based on 224 students served)

Methods:

Group size.
- Most groups were small (fewer than five students).
- Some individual help was provided as time permitted.

Place of Instruction. As of April,

- Four of six teachers used pullout only;
- One usually taught small groups in classrooms;
- One pulled out students for reading and went into classroom for mathematics.

Students were generally instructed during mathematics or language arts time, depending on the subject taught.

Subject Areas Taught. Three basic skills teachers taught mathematics only, two taught reading and mathematics, one taught reading only (kindergartners were introduced to mathematics).

Duration. Lessons were generally 30 minutes four days per week. First grade mathematics classes were shorter at one school (15-20 minutes) and longer at another.

Groups started receiving service September 17 through November 12, 1984, depending on grade level and campus.

Grading. Teach and Reach teachers generally did not determine students' grades or participate in parent-teacher conferences. They provided input on performance to regular classroom teachers.

Materials. Materials varied widely across schools. In September, each teacher chose and ordered materials s'he liked. Teachers had one or more texts they used plus workbooks and teacher-made worksheets and materials. All gave homework in varying amounts. Techniques and materials used also included educational games, reward systems for motivation and achievement, oral work, chalkboard work, charts, flashcards, manipulatives, drill, exercises, quizzes, bulletin boards, analogies, choral and echo reading, holistic instruction.

WAS TEACH AND REACH IMPLEMENTED AS PLANNED?

For the most part, Teach and Reach was implemented as planned.

1. All proposed staff were hired.

2. About 40 students at grades K-3 in each of the six schools originally specified were served in reading and/or mathematics. (Grade 4 was also an option in the original proposal.)

3. Instruction focused on reading and mathematics skills tested on the Iowa Tests of Basic Skills (ITBS) and Texas Assessment of Basic Skills (TABS).

4. Parent involvement was encouraged through workshops, home visits and calls, and information sent to parents.

5. An evaluation was designed and carried out.

Problems encountered and changes made in the program included the following.

1. Staffing. The supervising teacher was hired late in September. This contributed to several other problems:

   - One basic skills teacher and the parental advisor were not hired until October.

- The basic skills teachers on board in August had identified students and started to serve them. Some students served did not match initial guidelines; some teachers did not have enough students. Many students were added to the program and some were taken out. Some completely new groups were formed. Most groups started late (start dates varied from September 17 through November 12).

- Materials were ordered after the supervising teacher came on board (each teacher decided what to use on their own). Materials available at the schools and teacher-made materials were used until these arrived.

One teacher left the program at the end of February and was replaced.

2. Coordination. Originally, Teach and Reach teachers were to coordinate plans with other teachers on Fridays. This was not possible because other teachers were in class at this time. Some teachers began teaching students in groups or individually Friday mornings; others planned alone. Most consulted the other teachers about once a week outside of class--some asked for written weekly plans.

3. Pullout. Pulling students out of class for service was not advocated in the proposal because of research findings of its negative impact; however, it was allowed. This became the primary method of service; four of the six teachers used pullout exclusively by spring, with two going to the classrooms sometimes and pulling students out sometimes.

4. Selection Criteria. Students scoring between the 30th and 40th percentiles in reading or mathematics on the ITBS were the primary target group. The second target group was students scoring below the 30th percentile eligible for Chapter 1 but not served.

   Only one third of those served in mathematics scored between the 30th and 40th percentiles, with 58% scoring below this level. In reading, one half scored between the 30th and 40th percentiles, with 23% scoring below this level. Thus, 25% of those served in reading and 11% of those served in mathematics scored above the 40th percentile. Program staff reported this was necessary because there were not 40 students per school scoring at the appropriate level in the grade levels selected for service.

5. Skills Taught. Instruction was to be based on needs identified by the ITBS skills analyses and TABS results. Most teachers reported reviewing test results for basic information on students' skill levels, but not using them as a specific guide for individual work. They felt all the students needed work on the same skills. Usually all students in a group were taught the same skill together, with extra help provided to those in need. One teacher individualized more.

6. Parental Advisor. The original proposal emphasized training parents to help their children with reading and mathematics. This was provided to some extent, but the focus of most workshops, home visits, and calls was more general, including effective child rearing, parent involvement in education, and ways to obtain social services. This broader focus was at least partially attributable to the background of the parental advisor, which was in social services rather than education. A loan library of reading and mathematics materials for parents which was to be developed in 1984-85 will not be available until next year.

7. Staff Development. Teach and Reach did not actively offer any sessions for school staff and none were requested. Teachers did help with parent workshops.

WHAT IMPACT DID THE PROGRAM HAVE ON STUDENT ACHIEVEMENT?

There are a number of ways to look at the impact of a program on achievement. One way is to ask:

> "Did the students served show achievement gains greater than the national average?"

This approach provides valuable descriptive information. However, the best assessment of the value of a supplementary program to AISD is the extra benefit it provides above and beyond that seen for similar students who only receive the regular program. This more salient question can be stated as:

> "Did students in the program learn more than similar AISD students who did not participate?"

We will attempt to address both questions in this summary. The impact of the program on student achievement is difficult to assess for a variety of reasons (including the small number of students served per grade level, one teacher per campus, and the difficulty of finding a valid comparison group). In addition, Teach and Reach only served students for approximately 30 minutes per day four days a week; the rest of the time was spent with the regular teacher, and, for some students, other special teachers. The total length of time students spent on a subject did not increase (this is true for most compensatory programs); part of the allotted class time was simply spent with the Teach and Reach teacher rather than the regular classroom teacher. For the most part, students missed independent practice time in the regular class in favor of more instruction and guided practice with Teach and Reach. (The teacher at Sunset Valley did primarily help the first graders with mathematics assignments given by the regular teacher.)

Factors other than program service which can impact achievement tend to balance out with larger samples. However, with smaller samples, the program must have a larger impact to be detected with statistical tests. With a smaller project impact, trends in the data can be detected, but it is more difficult to make conclusive statements on impact.

In evaluating Teach and Reach, the ITBS Reading Total and Mathematics Total scores of those served in each area as of January were checked before and after service. Language scores were used at the kindergarten level. A total of 80 of the 88 students served in reading had pretest and posttest scores; 113 of 136 mathematics students had scores. Mathematics scores for the nine kindergarten students served could not be examined because no mathematics pretest is available.

Increases and Decreases in Student Scores

The expectation is that students who learn an average amount in a year will achieve roughly the same percentile score for pre- and posttests. Small positive and negative changes can be expected. A program with a positive effect should have considerably more students showing increases than decreases in percentile scores.

The overall number and percentage of Teach and Reach students who had percentile scores which increased, stayed the same, or decreased is shown below.

	Reading		Mathematics	
	No.	%	No.	%
Increases	45	56%	74	65%
No Change	0	-	3	3%
Decreases	35	44%	36	32%
Total	80	100%	113	100%

The percentage of student showing increases versus decreases in scores is not statistically significant in either reading or mathematics. However, a higher percentage of students appeared to make gains in mathematics as opposed to reading.

A review of these increases and decreases in percentile scores by grade reveals the following patterns.

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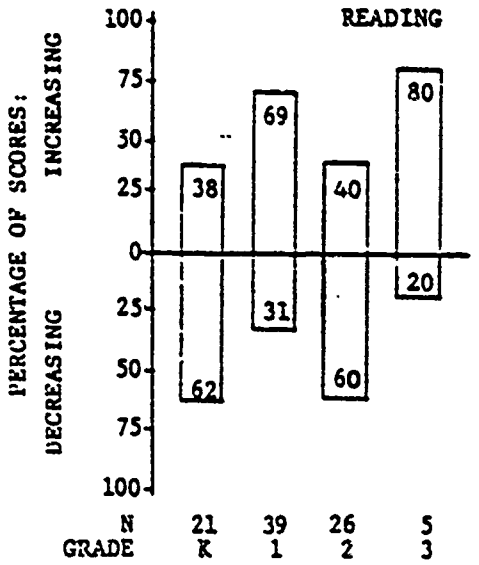

Figure 1. PERCENTAGE OF TEACH AND REACH READING STUDENTS SHOWING INCREASES AND DECREASES IN ITBS READING TOTAL PERCENTILE SCORES. Comparisons are from spring, 1984 to spring, 1985 at grades 1-3; kindergarten scores are from fall, 1984 and spring, 1985.

- Student gains in reading were more positive at grades 1 and 3; 27 of 39 first graders (69%) showed gains while 4 of 5 third graders (80%) did (note small sample size).
- Less than half (about 40%) of those served in reading at the kindergarten and second-grade level showed gains.

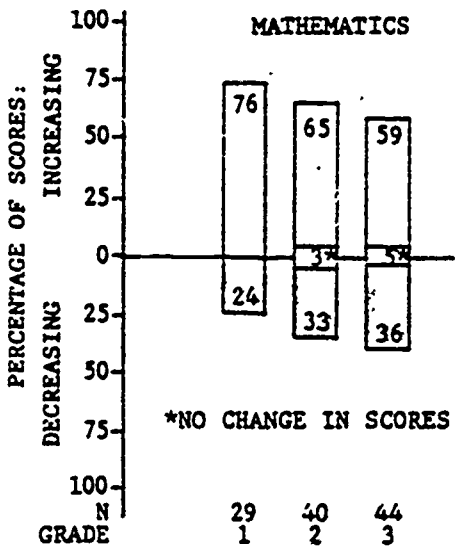

Figure 2. PERCENTAGE OF TEACH AND REACH MATHEMATICS STUDENTS SHOWING INCREASES AND DECREASES IN ITBS PERCENTILE SCORES. Comparisons are from spring, 1984 to spring, 1985. Kindergartners (N=9) are not included because no mathematics pretest is available.

- A larger percentage of students showed increases than decreases in mathematics scores at all three grade levels.
- The highest percentage of students showed increases at grade 1.

In both reading and mathematics some individual students showed large increases and decreases in percentile scores between pre- and post-testing.

Distribution of Scores

The distribution of students' percentile scores before and after service suggests that:

- Teach and Reach had a mixed impact in reading. There was an increase in both the percentage of students scoring below the 30th percentile (from 23% to 44%) and above the 49th (from 10% to 38%). The percentage scoring between 30 and 49 decreased. More students moved above 49 than below 30.

- In mathematics, the pattern was more positive. There was a decrease in the percentage of students scoring below 30 (from 58% to 42%) and from 30-49 (from 41% to 33%), with a corresponding increase in the percentage scoring at or above 50 (from 2% to 26%).

These data suggest a need to concentrate on serving students who initially score at or below the 40th percentile--only 11% of those served in mathematics scored above the 40th percentile prior to service while 28% of those served in reading did.

Report on School Effectiveness (ROSE)

The ROSE report (1985) is based on regression analyses which consider previous achievement and the following factors in comparing the growth of Teach and Reach students to others in AISD.

- Sex
- Ethnicity
- Family income
- Pupil/teacher ratio for the grade
- Transfer status
- Desegregation status (Was school impacted? Was student reassigned?)

The ROSE indicates whether, compared to similar students in AISD, those in Teach and Reach:

- Exceeded predicted gains,
- Achieved predicted gains, or
- Achieved below predicted gains.

Results indicate that:

- The gains of second graders served in mathematics exceeded predicted levels.

- Students served in reading at grades K-3 and in mathematics at grades 1 and 3 achieved predicted gains; i.e., gains were not significantly different from similar students not served.

ROSE Results

GRADE	N	PERFORMANCE IN... READING	N	MATHEMATICS
K	21	Achieved predicted gain	9	Not available
1	39	Achieved predicted gain	29	Achieved predicted gain
2	26	Achieved predicted gain	40	Exceeded predicted gain
3	5	*	44	Achieved predicted gain

*Number is too small for analysis.

WAS THE PROGRAM CONSIDERED BENEFICIAL?

Program staff believed they helped their students learn new skills and feel better about school and themselves. The teachers believed their services were well accepted at the schools. The supervising teacher reported positive feedback from parents and strong support from their advisory board and other community members and groups.

The districtwide surveys included questions for administrators and teachers who had students served by Teach and Reach.

The eight administrators at the six Teach and Reach campuses all believed that:

- Teach and Reach was promoting increased learning,
- The goals and objectives were clearly communicated,
- The instructional emphasis on skill needs should have a positive effect on achievement.

Most indicated they had sufficient control over the way the program was implemented. In addition, most comments they had heard about Teach and Reach from students, parents, and teachers were positive.

Teachers' responses were fairly positive, although more mixed than administrators.

- Almost three fourths (71%) agreed that Teach and Reach promoted increased learning. However, smaller percentages agreed that Teach and Reach enhanced their instructional program (41%) or helped the students prepare for testing (50%).
- Not quite half (46%) of the teachers observed improved attitudes toward school work for Teach and Reach students.
- Half of the teachers indicated coordination was adequate between Teach and Reach and the regular instructional program.

The biggest contributions cited in comments were that Teach and Reach:

- Improved students' confidence and attitudes towards school work;
- Provided extra small group instruction;
- Worked on specific skills.

ARE CHANGES NEEDED IN THE PROGRAM?

The Teach and Reach basic skills teachers suggested the following improvements for next year:

- Sharing ideas and materials that worked among Teach and Reach teachers;
- Better scheduling--including Teach and Reach in schools' master schedules;
- Better communication with teachers;
- Serving students from the 30th-50th percentile only.

The spring districtwide survey included items on whether change was needed in Teach and Reach. At least half of the classroom teachers who had students served by the program indicated change was needed in all areas listed.

Area	Change Needed		
	None	Some	Great
Percentile rank ranges of those served (N=54)	35%	43%	22%
Instructional approach (emphasis on skill analyses)	38%	44%	18%
Instructional arrangement	50%	30%	20%
Coordination of schedules across teachers	51%	33%	16%
Subject areas focused on	51%	38%	11%

Comments most often made by teachers for changes were that Teach and Reach:

- Should be available five days a week--not four;
- Needs to be coordinated more closely with classroom teachers;
- Should be available to low achievers who are not Black;
- Should serve students with lower percentile scores.

The supervising teacher indicated the following changes were planned for next year.

- A notebook of ideas to share across teachers will be available.
- A filing system will be established for all skill records.
- A lending library of instructional materials for parents will be set up.
- Teachers will hold classes four and a half days per week.
- Staff Development and staff meetings will be held monthly.

Achievement results suggest Teach and Reach may want to concentrate on mathematics and serve students at or below the 40th percentile who need help.

BIBLIOGRAPHY

Doss, D. ROSE--The report on school effectiveness 1984-85. Austin, TX: Austin Independent School District, Office of Research and Evaluation, (Publication No. 84.Q), June, 1985.

Describes ROSE procedures and results for all schools.

Schuyler, N. Project Teach and Reach: 1984-85 final technical report. Austin, TX: Austin Independent School District, Office of Research and Evaluation (Publication No. 84.45), June, 1985.

Describes questions addressed, procedures used, and all results found in Teach and Reach evaluation.

Teach and Reach

Appendix A

PROJECT RECORDS

TEACH AND REACH
PROJECT RECORDS

Purpose

Project Records supplied information relevant to the following decision question and information needs:

Decision Question D1. Should Project Teach and Reach be continued as is, modified, or discontinued?

Information Need I1. Who was served by Teach and Reach?

Information Need I2. How was Teach and Reach structured and implemented?

Procedure

Students Served

ORE needed to know the students served by Teach and Reach for several reasons.

1. To fulfill a request by program staff that longitudinal scores by supplied on students served by Teach and Reach.
2. To allow inclusion of Teach and Reach in the annual study of overlap in students served by compensatory programs in AISD.
3. To complete analyses of the cost and impact of the program.

Data Collection. To determine who was served by Teach and Reach, the following steps were taken.

1. At the October 12 inservice, the request for students' scores was discussed. Teachers were told that if they promptly supplied the names, identification (ID) numbers, grade levels, of those served, we would send them a listing of all scores available for the student based on a Chapter 1 longitudinal file (BIGG file). A blank form was provided for student information (see Attachment A-1). Test scores are available in students' cumulative folders, but teachers wanted this information in summary form.

2. Three responded fairly quickly to the request for student information--the other three responded very slowly. The supervising teacher was asked to remind teachers of the need to send in student names about two weeks after the initial request was made. She did so at the next staff meeting.

3. A reminder memorandum was sent to three teachers who had not returned lists November 27 (see Attachment A-2) along with another blank form.

4. The last two teachers sent in their lists early in January.

5. Rosters changed considerably at some schools through October. As updates on new students were received, these test scores were also determined.

6. Chapter 1's BIGG file computer program was used to print out students' scores. We had hoped all schools could be done at the same time. Because of the staggered return of student names, the program had to be run several times as student names were returned.

Updates on changes in students served were obtained in two ways.

1. Late in January, teachers were asked to send any updates on students served by the program. They had the option of listing changes on a blank form or noting changes on a printout showing who we had listed as served (see Attachment A-3). This update was needed to assure a current listing was available for the overlap study carried out in February.

2. As teachers were interviewed (in January, March, and April), the current listing of students was reviewed and revised if necessary.

The Student File. As lists of students were returned, any missing ID numbers were looked up on the STUD file (based on Student Master File). Students' ID numbers, names, grades, and subject area for instruction were then keyed into the CRT terminal. A password and program name (DP-REACH) were assigned to the file. The programmer set up the appropriate fields; the evaluation associate keyed in names and updates as received. Subject areas were coded as reading (R), math (M), or both reading and math (B). The status column was used to indicate students who were added (A) or dropped (D) during the fall, or added or dropped after January (A* or D*). The format is shown in Attachment A-4.

Data Analyses. Once final student lists were available in April, counts were made (by hand) of the number of students served by Teach and Reach by campus, grade, and area taught. All students in the program as of January were included. A separate count was made of the number of students who left the program after January.

Overlap Study. The Chapter 1 Migrant evaluator and programmer/analyst completed the overlap study in April. This study produced a duplicated and unduplicated count of the number of students served by 1, 2, 3, or 4, and 5 or more programs. In the duplicated counts, students can be counted more than once; in the unduplicated counts they can not. Program codes and definitions used are shown in Figure A-1. It should be noted that some codes indicate students eligible for a program but not served.

Students served in reading, mathematics, and both areas were treated as separate populations. Students served at all were included--including some who dropped out of the program. The only ones excluded were those with no designation on their records of reading, mathematics, or both areas (these students never really entered the program).

Program Structure and Implementation

Various pieces of information obtained from Teach and Reach helped to clarify the nature of the project and implementation.

1. Project proposal: This proposal, developed during the summer of 1984, reflects plans for the program (see Attachment A-5). It describes project goals, philosophy, staffing, target schools, procedures and strategies, parental involvement, evaluation, advisory board, staff qualifications, and proposed budget. This proposal was intended as a guide for project implementation in 1984-85.

2. Supervising teacher: She provided information on how the project was being implemented throughout the year. In the fall, she provided descriptive data on the project (gathered based on Attachment A-6). She also talked with each teacher about the nature of the program at their school. She also supplied general progress reports throughout the year. In the spring, information gained through the teachers was verified with her and she supplied additional information on program implementation.

3. Teach and Reach brochure: A project description was included in this brochure as well as in the December issue of Developments.

4. Staff interviews: Teachers and the parental advisor were interviewed in the spring of 1985 to obtain information on Teach and Reach at each campus (see Appendix C).

Results

Students Served

The chart below shows the number of students served in reading and mathematics as of January by Teach and Reach.

	Reading					Mathematics				
	K	1	2	3	Total	K	1	2	3	Total
Andrews	10	8	10	6	34	0	0	0	0	0
Govalle	0	0	0	0	0	0	0	15	25	40
Harris	12	11	7	0	30	0	0	0	8	8
Rosewood	0	0	0	0	0	9	10	13	2	34
Sims	0	0	0	0	0	0	8	16	13	37
Sunset Valley	0	23*	1*	0	24	0	16*	1*	0	17
Total	22	42	18	6	88	9	34	45	48	136

*Some students served in both areas are counted twice

The total number of students served as of January, 1985 was 224.

A large number of students were added and dropped in September and October at most campuses as loads were readjusted to more closely match ITBS and other program guidelines. It is difficult to tell from records turned in to us how many students actually were added or dropped to the program after this point because teachers turned in their original lists on so many different dates and the file simply notes "add" or "drop."

My best estimate (based on a review of lists sent for review in January versus final lists created in April) is that the following number of students were added and dropped at each campus after October.

Estimated Student Additions and Deletions after October, 1984

Campus	Adds	Drops
Andrews	2	5
Govalle	-	-
Harris	1	5
Rosewood	2	4
Sims	-	1
Sunset Valley	2	9

The reasons students were added or dropped after October included:

- Students moving to or from Teach and Reach schools,
- Students moving to special education,
- Students scoring too high or low on the ITBS (a few were served after October and phased out).

The Overlap Study

Duplicated Count. Figure A-1 shows a duplicated count of the overlap of Teach and Reach students served in reading, mathematics, or both areas with other compensatory programs. A total of 231 Teach and Reach students are included. Major areas for overlap were:

1. Teach and Reach served 82 students in mathematics who are also served in reading by Chapter 1.
2. Teach and Reach served thirty students in reading, nine in mathematics, and seven in both areas who are eligible for Chapter 1 but not served.
3. Teach and Reach served three students in reading, six in mathematics, and one in both areas who also received special education services.

It is important to remember that students can be reflected more than once in these counts.

Unduplicated Counts. Unduplicated counts of overlap for each Teach and Reach campus and across AISD are shown in Figure A-2. The summary pages reflect a slightly higher number of students because of those students no longer in Teach and Reach who transferred to other AISD campuses.

The chart below shows the number of Teach and Reach students also in other special programs by campus. Note that two categories reflect students eligible for a program but not served.

Campus	In Chapter 1 Reading	Ch.1 Eligible (Not Served)	In Special Education	Eligible for Ch.1 Migrant (Not Served)
Andrews		9TRR, 1TRM, 5TRM	1TRR	
Govalle	22TRM	4TRM		
	(1TRM ----- same student -----1TRM)			
Harris		20TRR, 1TRM, 2TRB	1TRR (also in Ch.1 NS)	
Rosewood	30TRM	3TRM	1TRM	
	(1TRM----------same student ----------1TRM)			
	(2TRM-----same students--------2TRM)			
Sims	24TRM		1TRR	
	(1TRM-----same student---------1TRM)		1TRM	
Sunset Valley			1TRB	
Total:	81	45	10	1

UNDUPLICATED COUNT OF TEACH AND REACH STUDENTS IN OTHER SPECIAL PROGRAMS: 1984-85. Students in ( ) fit in two categories besides Teach and Reach. TRM, TRR, TRB reflects Teach and Reach, Mathematics, Reading, and both areas.

Thus, the greatest overlap is between students in the Chapter 1 reading and Teach and Reach mathematics programs (81 students). This occurs at Govalle, Rosewood, and Sims.

A total of 45 Teach and Reach students are eligible for Chapter 1 but not served; 10 Teach and Reach students are in special education; 1 is eligible for Chapter 1 Migrant but not served.

Six Teach and Reach students fit in two other categories; 4 are actually served by two other programs (Chapter 1 and Special Education).

Program Structure and Implementation

Differences in the way the program was initially designed (see project proposal in Attachment A-5) and implemented (based on information from supervising teacher, basic skills teachers, and ITBS records) were in the following areas.

Objective 3: Teach and Reach planned to provide opportunities for regular conferences between the Teach and Reach and classroom teachers. The original conception was that these could occur on Fridays when the Teach and Reach teachers did not have regular classes. However, this was not possible because the classroom teachers were in class at this time. Teachers generally talked before or after school or other break times; some teachers provided each other with written summaries of their plans for each week.

Objective 5--Parent Involvement: The Staff Interviews appendix discusses differences between the proposal and implementation. Basically, the focus became somewhat more general than originally planned--partly because of the background of the person hired for the position.

Philosophy: Pulling students from the classroom for instruction was not advocated because of research findings, but grouping decisions were left to local campus option. While most teachers tried working in at least some classrooms initially, four of six used pull out exclusively by March. The other two pulled at least some groups of students out for instruction.

Targeted Schools and Students: Students at Harris were served later than most students at other campuses because the teacher was not hired until late October. The supervising teacher who hired her was also hired late (late in September). Some groups did not receive service until after October 1 at every school but one due to changes made in the students served and students added to accomplish a load of 40 students per day.

Original guidelines called for serving approximately 40 students per campus who scored between the 30th and 40th percentile in reading or mathematics on the ITBS and were not served by Chapter 1. Students below the 30th percentile could also be served if they were not served by Chapter 1. Grades K-3 were targeted with grade 4 as an option.

As of January, 224 students were served rather than 240 (some left the program). Only one third of those served in mathematics scored between the 30th and 40th percentiles, with 58% scoring below this level. In reading, one half scored between the 30th and 40th percentiles, with 23% scoring below this level. Thus, 25% of those served in reading and 11% of those served in mathematics scored above the 40th percentile. Staff reported there were not 40 students available per school at the appropriate level in grade levels selected. No fourth graders were served.

The Overlap Study showed 81 Teach and Reach Math students were served by Chapter 1 in reading. These problems generally arose because 40 students scoring between the 30th and 40th percentile could not be identified at the appropriate grade level in the appropriate subject area.

Two teachers taught 4 1/2 days per week rather than 4; most others planned on their own on Fridays and provided some individual help to students in need.

Instructional Procedures and Strategies: Most teachers did review skills analyses sheets for students. However, most reported that they did not plan their instruction strictly around them. They reported that most students needed work in the same areas, so instruction was based more on essential elements tested than on individual skills analyses. Often, whole groups would be introduced to a concept together and those who needed extra help would then receive it. At grade 1, one teacher found Metropolitan Readiness Tests (MRT) more helpful for reading because they were more recent (the MRT is optional).

Time Use and Scheduling: Scheduling was sometimes difficult; the amount of time devoted to grade levels served was not always equal; students were generally served during the subject area time slot (however, it was unclear whether students always received primary instruction in the classroom or whether they missed it to receive Teach and Reach instruction).

Parental Involvement Component: (See Staff Interviews Appendix.) Ten parent workshops/meetings were held (only four appeared to focus on reading and mathematics achievement). Meetings including principals, teachers, and parents were not mentioned by the advisor. She did meet regularly with principals, however. A few parent/teacher conferences were held (some parents were called). Teachers did share some materials with parents. The parent advisor did not provide information to parents on testing--one of the teachers did. A loan library of instructional materials was not available this year but will be next year.

Staff Development Component: Teach and Reach did not supply any workshops to campus staff. Teach and Reach did not encourage such workshops and none were requested.

1984-85 OVERLAP STUDY

DEFINITIONS OF PROGRAMS FOR 1984-85 OVERLAP STUDY

The programs included in this study are defined below:

ABBREVIATION	PROGRAM OR STUDENT GROUP	DEFINITION
LEP-TBE	Transitional Bilingual Education	Elementary LEP students with a Spanish or Vietnamese home language, or 7th and 8th grade LEP students at Murchison Junior High who are enrolled in the TBE program.
LEP-ESL	ESL Programs for LEP students	K-12 LEP students who are not in the TBE program must be provided ESL instruction. (No Special Education students)
LEP-SE	LEP students receiving their ESL instruction as part of their special education program	K-12 LEP students enrolled in special education who are receiving special help with English as specified in their individual education plans (IEPs).
1MIG-S	One-Year Migrant Students Served by a Migrant Program Teacher	These are "currently" migratory students whose parent(s) or guardian is a migratory agricultural worker or or migratory fisher, and who have moved within the last 12 months from one school district to another in order to find seasonal work, and who were served by a Migrant Program teacher, K-12, in 1984-85.
5MIG-S	Five-Year Migrant Students Served by a Migrant Program Teacher	These are "formerly" migratory students who have not migrated during the last year, but who did migrate within the last six years, and who were served by a Migrant Program teacher, K-12, in 1984-85.
1MIG-NS	One-Year Migrant Students Not Served by a Migrant Program Teacher	These are "currently" migratory students whose parent(s) or guardian is a migratory agricultural worker or migratory fisher, and who have moved within the last 12 months from one school district to another in order to to find seasonal work, and who were not served by a Migrant Program teacher, K-12, in 1984-85.

Figure A-1. 1984-85 OVERLAP STUDY RESULTS. (Page 1 of 5)

5MIG-NS	Five-Year Migrant Students Not Served by a Migrant Program Teacher	These are "formerly" migratory students who have not migrated during the last year, but who did migrate within the last six years, and who were not served by a Migrant Program teacher, K-12, in 1984-85.
SP-ED	Special Education	A special education student is a student, ages 0-21 years, who has a handicap or impairment which prevents learning or benefitting from regular education services. The identification of this handicap or impairment is determined from a comprehensive individual assessment consisting of two major parts: (1) assessment of language and communication, physical, emotional/behavioral, sociological, and intellectual functioning; and (2) assessment of educational performance levels and competencies. The decision to place a student into Special Education can only be made by the Admission, Review and Dismissal (ARD) Committee based on these assessments as stipulated by the S.B.O.E. Rules for Handicapped Students. The ARD Committee is composed, at a minimum, of a school administrator, a special education teacher or classroom teacher, and the parents. Additional members may include a special education supervisor appraisal personnel, the student, if appropriate, and other school personnel as needed. The students included in this report are the active special education students who were listed on SEMS, the District's special education file, for 1984-85, at the time the "Overlap Programs" were run.
CH1-S	Chapter 1 Students Served	The Chapter 1 Program provides supplementary reading instruction to low-achieving students in 30 elementary schools (Allison, a Schoolwide Project school is not included in this number, however, Becker Elementary (at grades 4-6)--a Schoolwide Project school at grades K-3--is included in this figure.) AISD Chapter 1 schools must be chosen by first ranking all of the District's schools on the basis of

		the percentage of low-income students who reside in each school's attendance area. Individual students within Chapter 1 schools are ranked on the basis of greatest educational need. Chapter 1 eligible students are those with reading achievement test scores at or below the 30th percentile (or the 30th percentile in language for kindergarten students). Students with the lowest test scores are served first, with as many students served as resources allow. Any student served as of November 1984 is included in these analyses.
CH1-SWP	Chapter 1 Schoolwide Projects	The Schoolwide Project schools, Allison and Becker, are distinguished from regular Chapter 1 schools by their reduced pupil/teacher ratio. Supplemental local funds are used to hire additional classroom teachers. In a Schoolwide Project school, Chapter 1 funds are combined with local funds to lower the pupil/teacher ratio, and Chapter 1 instruction is no longer distinguishable from regular instruction. All students in the school are considered to be served by Chapter 1. This year AISD will have Schoolwide Projects at Allison and Becker for the fifth year. Both schools utilize the Schoolwide Project concept at grades K-3. (Becker at grades 4-6 will be considered a regular Chapter 1 school.)
CH1-NS	Chapter 1 Eligible Students/Not Served	Some students who are eligible for Chapter 1 services are not actually served by the program. These students may sometimes be served by other programs, such as Special Education. However, some schools did not serve all of their eligible students because of limited Chapter 1 resources. Students included in this category are those in Chapter 1 schools who were eligible for Chapter 1 service, but who were not served by the Chapter 1 Program.

Figure A-1. (Page 3 of 5)

SCE-E	State Compensatory Education	The SCE program provides compensatory education to low-achieving elementary students. Students are assigned by the the principals of schools with SCE teachers. Decisions are based on achievement scores (ITBS) and teacher recommendations. For consistency with Chapter 1, the principals were asked to select students at or below the 30th percentile for SCE services. Teaching mode and subjects covered (reading, language arts, and/or math) are at the discretion of each principal.
PROJ-ACH	Project Achieve	Project Achieve is a program targeted at those eighth- and ninth- grade students scoring at the 40th percentile or lower on the 1983-84 ITBS Reading test. The students are taught study skills and test-taking skills, in language arts classes.
TR-R	Teach and Reach-Reading	This locally funded program is designed to improve specific reading skills of identified Black students in six schools: Sunset Valley, Harris, Rosewood, Govalle, Andrews, and Sims. Students are identified based on ITBS scores and teacher judgement. Chapter 1 students are not being served in reading. The program focuses on grades K-3.
TR-M	Teach and Reach-Mathematics	This locally funded program is designed to improve specific mathematics skills of identified Black students in six schools: Sunset Valley, Harris, Rosewood, Govalle, Andrews, and Sims. Students are identified based on ITBS scores and teacher judgement. The program focuses on grades K-3.
TR-B	Teach and Reach-Both Reading and Mathematics	This locally funded program is designed to improve specific reading and mathematics skills of identified Black students in six schools: Sunset Valley, Harris, Rosewood, Govalle, Andrews, and Sims. Students are identified based on ITBS scores and teacher judgement. Chapter 1 students are not being served in reading. The program focuses on grades K-3.

Figure A-1. (Page 4 of 5)

Programs	CH1-S	CH1-SWP	CH1-NS	MIG	SPED	LEP-TBE	LEP-ESL	LEP-SPED	SCE-E	PROJ-ACH	TR-R	TR-M	TR-B
CH1-S	3981	0	0	135	269	166	410	10	0	0	1	82	0
CH1-SWP	0	804	0	50	68	47	103	3	0	0	1	0	0
CH1-NS	0	0	3246	128	622	100	229	51	0	0	30	9	7
MIG	135	50	128	882	83	40	112	21	41	26	0	1	0
SPED	269	68	622	83	4872	73	84	180	39	273	3	6	1
LEP-TBE	166	47	100	40	73	845	0	0	25	25	0	0	0
LEP-ESL	410	103	229	112	84	0	1481	0	53	22	0	0	0
LEP-SPED	10	3	51	21	180	0	0	198	1	3	0	0	0
SCE-E	0	0	0	41	39	25	53	1	608	0	0	0	0
PROJ-ACH	0	0	0	26	273	25	22	3	0	5123	0	0	0
TR-R	1	1	30	0	3	0	0	0	0	0	66	0	0
TR-M	82	0	9	1	6	0	0	0	0	0	0	135	0
TR-B	0	0	7	0	1	0	0	0	0	0	0	0	30

Figure A-1. UNDUPLICATED COUNT OF STUDENTS SERVED BY COMPENSATORY PROGRAMS. (Page 5 of 5)

UNDUPLICATED COUNT OF STUDENTS PARTICIPATING IN EACH COMBINATION OF PROGRAMS

84.46

SCHOOL: ANDREWS

	PROGRAM(S)	GRADE(S)							
		K	1	2	3	4	5	6	K-6
2.	SP ED	1	1	6	3	5	0	0	16
8.	LEP-ESL	1	0	0	0	0	0	0	1
45.	CHI-S	35	54	15	22	22	0	0	148
46.	CHI-NS	29	43	4	13	8	0	0	97
47.	CHI-S LEP-TBE	2	0	2	0	2	0	0	6
48.	CHI-NS TGR-BOTH	5	0	0	0	0	0	0	5
49.	TGR-BOTH	4	0	0	0	0	0	0	4
50.	CHI-S SP ED	3	6	3	1	2	0	0	15
51.	CHI-S LEP-ESL	3	9	0	5	1	0	0	18
52.	CHI-NS LEP-ESL	1	2	0	0	1	0	0	4
53.	CHI-S SMIG-NS LEP-ESL	1	3	0	1	0	0	0	5
54.	CHI-NS TGR-READ	0	8	1	0	0	0	0	9
55.	CHI-NS TGR-MATH	0	1	0	0	0	0	0	1
56.	TGR-READ	0	0	9	6	0	0	0	15
57.	SP LD TGR-READ	0	0	1	0	0	0	0	1
58.	CHI-NS SP ED	0	0	1	6	4	0	0	11

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Figure A-2. UNDUPLICATED COUNT OF OVERLAP IN PROGRAMS AT TEACH AND REACH CAMPUSES AND ACROSS AISD. (Page 1 of 9)

UNDUPLICATED COUNT OF STUDENTS PARTICIPATING IN EACH COMBINATION OF PROGRAMS

SCHOOL: GOVALLE

	PROGRAM(S)	GRADE(S) K	1	2	3	4	5	6	K-6
2.	SP ED	0	2	4	8	0	0	0	14
5.	LEP-TBE	0	1	0	2	0	0	0	3
9.	LEP-ESL	1	1	1	2	0	0	0	5
9.	IMIG-MS	0	1	0	0	0	0	0	1
11.	SMIG-S	1	0	4	0	0	0	0	5
15.	SP ED LEP-TBE	0	0	2	0	0	0	0	2
20.	SMIG-MS LEP-TBE	0	1	0	0	0	0	0	1
31.	IMIG-MS LEP-ESL	0	0	0	1	0	0	0	1
45.	CHI-S	49	55	29	27	0	0	0	160
46.	CHI-NS	14	93	19	13	0	0	0	139
47.	CHI-S LEP-TBE	5	2	3	5	0	0	0	15
50.	CHI-S SP ED	1	1	1	0	0	0	0	3
51.	CHI-S LEP-ESL	14	6	5	3	0	0	0	28
52.	CHI-MS LEP-ESL	1	2	0	3	0	0	0	6
54.	CHI-S SMIG-NS LEP-ESL	0	0	1	0	0	0	0	1
55.	CHI-NS TGR-MATH	0	0	1	3	0	0	0	4
58.	CHI-NS SP ED	1	0	4	9	0	0	0	14
64.	CHI-S SMIG-S	1	1	1	2	0	0	0	5
67.	CHI-S SMIG-NS	0	0	1	0	0	0	0	1
69.	CHI-MS LEP-TBE	1	1	1	1	0	0	0	4
71.	CHI-NS SMIG-NS	0	0	0	1	0	0	0	1
75.	CHI-NS SP ED LEP-ESL	0	0	1	0	0	0	0	1
76.	CHI-S SMIG-NS SP ED LEP-ESL	0	1	0	0	0	0	0	1
78.	CHI-S SP ED LEP-TBE	0	2	2	0	0	0	0	4
80.	CHI-MS SMIG-S	2	1	0	1	0	0	0	6
81.	CHI-MS IMIG-NS	0	0	1	0	0	0	0	1

Figure A-2. (Page 2 of 9)

84.46

SCHOOL: HARRIS

	PROGRAM(S)	GRADE(S)							
		K	1	2	3	4	5	6	K-6
2.	SP ED	4	0	1	1	3	0	0	9
12.	SMIG-NS	0	0	0	2	0	0	0	2
45.	CHI-S	0	49	41	25	30	0	0	145
46.	CHI-NS	39	48	2	3	2	0	0	94
48.	CHI-NS T&R-MATH	2	0	0	0	0	0	0	2
50.	CHI-S SP ED	0	2	4	1	1	0	0	8
51.	CHI-S LEP-ESL	0	1	1	0	2	0	0	4
52.	CHI-NS LEP-ESL	1	0	0	0	0	0	0	1
53.	CHI-S SMIG-NS LEP-ESL	0	1	0	0	0	0	0	1
54.	CHI-NS T&R-READ	9	11	0	0	0	0	0	20
56.	T&R-READ	2	0	7	0	0	0	0	9
58.	CHI-NS SP ED	1	1	2	3	0	0	0	7
67.	CHI-S SMIG-NS	0	1	0	0	0	0	0	1
71.	CHI-NS SMIG-NS	0	2	0	0	0	0	0	2
99.	T&R-MATH	0	0	0	9	0	0	0	9
104.	CHI-NS SP ED T&R-READ	1	0	0	0	0	0	0	1
105.	CHI-S T&R-READ	0	1	0	0	0	0	0	1

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Figure A-2. (Page 3 of 9)

04-19-85

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

UNDUPLICATED COUNT OF STUDENTS PARTICIPATING IN EACH COMBINATION OF PROGRAMS

SCHOOL: MCSEWOOD

	PROGRAM(S)	GRADE(S)							
		K	1	2	3	4	5	6	K-6
2.	SP ED	0	0	0	1	0	0	0	1
12.	SMIG-NS	0	0	0	1	0	0	0	1
45.	CHI-S	31	19	13	9	0	0	0	72
46.	CHI-NS	12	3	0	3	0	0	0	18
47.	CHI-S LEP-TBE	0	0	0	2	0	0	0	2
50.	CHI-S SP ED	3	2	0	1	0	0	0	6
51.	CHI-S LEP-ESL	2	1	0	0	0	0	0	3
52.	CHI-NS LEP-ESL	1	0	0	0	0	0	0	1
55.	CHI-NS TGR-MATH	3	0	0	0	0	0	0	3
58.	CHI-NS SP ED	0	0	0	1	0	0	0	1
69.	CHI-NS LEP-TBE	0	0	0	1	0	0	0	1
99.	TGR-MATH	3	1	2	3	0	0	0	9
100.	CHI-S TGR-MATH	5	10	12	3	0	0	0	30
102.	CHI-S SP ED TGR-MATH	0	1	0	1	0	0	0	2
121.	SP ED TGR-MATH	1	0	0	0	0	0	0	1
122.	CHI-S SMIG-NS TGR-MATH	0	0	1	0	0	0	0	1
123.	CHI-S SMIG-NS SP ED LEP-SPED	0	0	0	1	0	0	0	1

Figure A-2. (Page 4 of 9)

04-19-85 AUSTIN INDEPENDENT SCHOOL DISTRICT 84.1
OFFICE OF RESEARCH AND EVALUATION PAGE 11-56

UNDUPLICATED COUNT OF STUDENTS PARTICIPATING IN EACH COMBINATION OF PROGRAMS

SCHOOL: SIMS

	PROGRAM(S)	GRADE(S)							
		K	1	2	3	4	5	6	K-6
2.	SP ED	2	1	2	0	0	0	0	5
45.	CHI-S	23	24	14	12	0	0	0	73
46.	CHI-NS	14	32	1	1	0	0	0	48
50.	CHI-S SP ED	3	0	1	1	0	0	0	5
53.	CHI-S SMIG-NS LEP-ESL	0	1	1	0	0	0	0	2
57.	SP ED TGR-READ	0	0	1	0	0	0	0	1
58.	CHI-NS SP ED	2	1	0	5	0	0	0	8
71.	CHI-NS SMIG-NS	0	1	0	0	0	0	0	1
83.	CHI-NS LMIG-NS	0	0	0	1	0	0	0	1
99.	TGR-MATH	1	0	4	5	0	0	0	10
100.	CHI-S TGR-MATH	0	7	10	7	0	0	0	24
102.	CHI-S SP ED TGR-MATH	0	1	0	0	0	0	0	1
118.	CHI-S SMIG-NS LEP-TBE	0	1	0	0	0	0	0	1
121.	SP ED TGR-MATH	0	0	0	1	0	0	0	1

Figure A-2. (Page 5 of 9)

UNDUPLICATED COUNT OF STUDENTS PARTICIPATING IN EACH COMBINATION OF PROGRAMS

SCHOOL: SUNSET VALLEY

PROGRAM(S)	GRADE(S) K	1	2	3	4	5	6	K-6
2. SP ED	1	14	24	19	0	0	0	58
5. LEP-TPE	1	0	0	0	0	0	0	1
6. SBIG-HS SP ED	0	0	0	1	0	0	0	1
9. LEP-ESL	0	9	6	2	0	0	0	17
12. SBIG-HS	1	1	3	0	0	0	0	5
23. SBIG-HS LEP-ESL	0	2	2	0	0	0	0	4
27. SP ED LEP-ESL	0	0	1	1	0	0	0	2
49. TGR-IN TH	0	16	1	0	0	0	0	17
50. TGR-PTAD	0	5	0	0	0	0	0	5
85. SCE-T	0	0	21	17	0	0	0	38
86. SBIG-HS SCE-E	0	0	1	0	0	0	0	1
89. LEP-ESL SCE-T	0	0	1	3	0	0	0	4
111. SP ED SCE-E	0	0	1	1	0	0	0	2
130. SP ED TGR-BOTH	0	0	1	0	0	0	0	1
131. SBIG-HS LEP-ESL SCE-E	0	0	0	1	0	0	0	1

Figure A-2. (Page 6 of 9)

84.46

TOTAL FOR ALL SCHOOLS

	PROGRAM(S)	GRADE(S)							
		K	1	2	3	4	5	6	K-6
1.	PROJ ACH	0	0	0	0	0	0	0	0
2.	SP ED	60	204	250	273	305	275	278	1645
3.	SP ED PROJ ACH	0	0	0	0	0	0	0	0
4.	LEP-ESL PROJ ACH	0	0	0	0	0	0	0	0
5.	LEP-TBE	47	31	34	34	35	24	20	225
6.	SMIG-HS SP ED	0	0	1	2	4	6	0	13
7.	IMIG-HS LEP-TBE	0	0	0	0	0	0	0	0
8.	LEP-ESL	73	103	67	62	67	39	31	442
9.	IMIG-HS	1	2	5	2	3	2	3	18
10.	SMIG-HS PROJ ACH	0	0	0	0	0	0	0	0
11.	SMIG-S	9	12	27	14	5	13	4	84
12.	SMIG-HS	17	18	22	28	27	18	23	153
13.	SP ED LEP-SPED	0	1	8	10	7	19	9	54
14.	IMIG-HS PROJ ACH	0	0	0	0	0	0	0	0
15.	SP ED LEP-TBE	0	3	5	2	4	3	4	21
16.	LEP-TBE PROJ ACH	0	0	0	0	0	0	0	0
17.	SP ED LEP-SPED PROJ ACH	0	0	0	0	0	0	0	0
18.	LEP-SPED	0	0	1	3	1	1	1	7
19.	SMIG-S LEP-ESL PROJ ACH	0	0	0	0	0	0	0	0
20.	SMIG-S PROJ ACH	0	0	0	0	0	0	0	0
21.	SMIG-S SP ED	1	0	0	0	0	0	0	1
22.	SMIG-HS SP ED LEP-SPED	0	0	0	0	0	3	2	5
23.	SMIG-HS LEP-ESL	0	3	3	0	2	1	2	11
24.	IMIG-S LEP-TBE	0	0	0	0	0	0	0	0
25.	IMIG-S	0	0	1	0	0	1	1	3
26.	SMIG-HS LEP-TBE	0	2	1	0	1	2	0	6

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60.	CHI=SLP	SMIG=S	LEP=TBE		1	1	0	0	0	0	0	2
61.	CHI=SLP	SP ED	LEP=ESL		1	1	1	0	0	0	0	5
62.	CHI=SLP	TGH=HEAD			0	1	0	0	0	0	0	1
63.	CHI=SLP	SMIG=S	SP ED	LEP=TBE	0	0	0	1	0	0	0	1
64.	CHI=S	SMIG=S			3	6	2	4	8	0	2	25
65.	CHI=S	SP ED	LEP=ESL		1	5	2	2	3	3	3	19
66.	CHI=S	SP ED	LEP=SPED		0	0	1	2	1	2	1	7
67.	CHI=S	SMIG=NS			3	8	4	2	2	7	8	34
68.	CHI=S	SMIG=NS	SP ED		0	0	0	0	0	1	2	3
69.	CHI=NS	LEP=TBE			36	12	8	6	6	7	5	80
70.	CHI=NS	SP ED	LEP=SPED		0	2	2	10	9	12	10	45
71.	CHI=NS	SMIG=NS			27	14	0	3	0	3	2	49
72.	CHI=NS	IMIG=NS	LEP=ESL		3	1	0	0	1	0	0	5
73.	CHI=NS	SMIG=NS	SP ED	LEP=ESL	1	0	0	0	1	0	0	2
74.	CHI=NS	SP ED	LEP=TBE		1	3	1	1	2	2	4	14
75.	CHI=NS	SP ED	LEP=ESL		2	5	5	2	6	2	4	26
76.	CHI=S	SMIG=NS	SP ED	LEP=ESL	0	1	0	0	1	0	0	2
77.	CHI=NS	IMIG=NS	SP ED	LEP=SPED	0	0	0	0	0	1	0	1
78.	CHI=S	SP ED	LEP=TBE		1	6	4	1	3	0	0	15
79.	CHI=NS	SMIG=NS	LEP=ESL		1	3	1	0	0	2	0	7
80.	CHI=NS	SMIG=S			7	18	5	2	2	1	1	36
81.	CHI=S	LEP=SPED			0	1	0	0	0	0	0	1
82.	CHI=NS	IMIG=NS	SP ED		1	0	1	0	0	0	0	2
83.	CHI=NS	IMIG=NS			1	2	2	1	0	0	0	6
84.	CHI=S	IMIG=NS			1	1	3	0	2	0	2	9
85.	SCE=E				0	130	93	70	68	69	38	468
86.	SMIG=NS	SCE=E			0	5	2	1	1	0	0	9
87.	LEP=TBE	SCE=E			0	4	2	2	4	3	4	19
88.	SMIG=S	LEP=TBE			1	1	2	1	0	0	0	5
89.	LEP=ESL	SCE=E			0	7	3	8	8	9	6	41
90.	CHI=NS	SMIG=S	LEP=TBE		2	2	0	0	0	0	1	5
91.	CHI=NS	IMIG=S			1	1	0	1	0	0	0	3
92.	CHI=NS	SMIG=NS	SP ED		0	4	1	0	1	0	0	6

Figure A-2. (Page 8 of 9)

126.	IMIG-NS	LEP-SPED		*	0	0	0	0	1	0	0	1	*
127.	IMIG-NS	LEP-SPED	SCE-E	*	0	0	0	0	1	0	0	1	*
128.	SP ED	LEP-ESL	SCE-E	*	0	0	0	0	0	1	1	2	*
129.	CHI-NS	LEP-SPED		*	0	0	0	0	1	0	0	1	*
130.	SP ED	T&R-BOTH		*	0	0	1	0	0	0	0	1	*
131.	SMIG-NS	LEP-ESL	SCE-E	*	0	0	0	1	1	0	0	2	*
132.	SMIG-NS	LEP-TBE	SCE-E	*	0	0	0	1	0	0	0	1	*
133.	IMIG-NS	LEP-TBE	SCE-E	*	0	0	1	0	0	0	0	1	*
134.	IMIG-S	SCE-E		*	0	0	0	0	0	2	0	2	*

Figure A-2. (Page 9 of 9)

84.46

Attachment A-1

Program Name: Teach and Reach

Date: _____

Basic Skills Teacher: _____

School: _____

I would like subtest scores for my students for past years they were in AISD. Yes ___

No ___

ID Number	Student Name Last, First, MI	Grade	Regular Teacher's Name

84.46

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 27, 1984

TO: Norvell Starling, Andrews
Evelyn Tucker, Sims
Cheryl Chance, Harris

FROM: Nancy Schuyler

SUBJECT: Teach and Reach Students

I have not received information on the students you are serving as yet. I need the information shown on the attached form before December 18. Please fill in the information (handwritten is fine) and return it to Sandra Bell as soon as possible. She will forward a copy to me.

Please note that I have changed the form slightly to include space for the name of your students' regular classroom teacher. If you have already started your list on the old form, simply attach a list of the homeroom teachers you serve one or more students of.

Norvell, for your kindergarten students, please indicate if you instruct them in reading (R), math (M) or both.

This information is vital to the Teach and Reach evaluation. I need it regardless of whether you want past test scores or not. Please note whether you want these scores on the attached form.

NS:lg
Attachment

cc: Sandra Bell Ray Evans Ruth Bailey
Timy Baranoff Alma Perry

APPROVED: _____
Director, Research and Evaluation

APPROVED: _____
Assistant Superintendent for Elementary Education

84.46

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 23, 1985

TO: Teach and Reach Staff
Georgene Wilson
Reginald Christopher

FROM: Nancy Schuyler

SUBJECT: Teach and Reach Survey Items

Thanks a lot for your input on survey items for teachers and administrators concerning Teach and Reach. My revised list is attached. If you have suggestions for changes, please send me your written comments or call me at 458-1228 by next Friday, February 1.

I would also appreciate each teacher's providing two pieces of information to Sandra by next Friday (sooner if possible):

1) The names of the regular teachers of your students,

2) An updated list of students you are serving (supply just the changes or a current complete list -- whichever is easier -- one blank form is attached).

This will enable us to survey the correct teachers and to include Teach and Reach in an annual study on possible overlaps between various special programs.

I also checked on the distribution dates for the teacher and administrator surveys -- they will be mailed out approximately March 1 (allowing time for review).

NS:lg
Attachment

cc: Timy Baranoff
Elaine Jackson

APPROVED: _____
Director, Research and Evaluation

APPROVED: _____
Assistant Superintendent for Elementary Education

USE IF YOU WISH TO LIST CHANGES, ADDITIONS OR DELETIONS.

Program Name: Teach and Reach Date: _____

Basic Skills Teacher: _____
School: _____

I would like subtest scores for my students for past years they were in AISD. Yes ___
No ___

ID Number	Student Name Last, First, MI	Grade	Regular Teacher's Name

January 25, 1985

TO: Teach and Reach teachers, Sandra Bell

FROM: Nancy Schuyler

I just thought of an easier way for you to provide me with an updated list of students. I've attached a printout showing the current list of students I have for each of you.

Please mark changes on the printout as follows.

Dropped = D (indicate whether transferred or dropped for another reason; also mark date dropped)

Added = A (please indicate date, grade, subject area taught)

Check for any other inaccuracies. Please return the list to Sandra by next Friday.

Thanks a bunch.

(If you've already listed changes on the other form I sent earlier, that's fine; don't do it over.)

FILE LAYOUT

☐LABELED ☐UNLABELED PAGE 1 OF 1

LABEL ID _____ TAPE NO. _____ BY: Belinda Turner

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: FALL 1989

RECORD SIZE 80 CHARACTERS _____ SUG. SCRATCH DATE: _____

_____ DENSITY _____ BPI

SEQUENCE _____

DESCRIPTION Teach and Reach Students

REMARKS in RPIN DP-REACH 01 01

NO. OF COLS.	COLUMNS FROM	COLUMNS TO	DATA FORMAT	FIELD NAME	REMARKS
7	1	7	Numeric	student Id	
23	8	30	Alphanumeric	student name	
3	31	33	Numeric	School	
2	34	35	"	Grade	
4	36	39	Alphanumeric	FILLER	spaces
1	40	40	"	status	A=Added D=Dropped Blank=(in the program can begin)
2	41	42	"	month	status month
2	43	44	"	FILLER	spaces
1	45	45	"	subject code	m=math, R=Reading, B=Both

TABLE OF CONTENTS

PROJECT TEACH AND REACH

GOAL: TO IMPROVE THE ACHIEVEMENT OF BLACK STUDENTS IN ELEMENTARY SCHOOLS, PARTICULARLY IN GRADES K-3.

OBJECTIVES:

1. To provide an additional teacher at certain designated schools where large numbers of Black students are performing below the 50th %ile on standardized tests in reading and mathematics.

2. To provide designated Black students with additional direct instruction in reading and/or mathematics in order to strengthen skills needed for academic success.

3. To provide opportunities for the additional teacher assigned to a campus to confer on a regular basis with the regular classroom teachers whose children he/she is serving.

4. To demonstrate, for students participating in the program, improvement over the previous year's performance in reading and/or mathematics on standardized achievement tests.

5. To involve parents in the education of their children by:

   a) having parents participate in workshops focusing on training them to work with their children on teacher-assigned homework in reading and/or mathematics and the appropriate use of materials made by parents in the workshops.

   b) offering home visits to parents as a support system to ensure that they understand and use effectively the instructional materials made in workshops.

   c) ensuring their attendance at parent-teacher conferences.

   d) making available to parents on a loan basis paperback books, learning games and other reading and mathematics instructional materials.

PROJECT TEACH AND REACH - a program designed to improve the academic performance of Black students on standardized tests.

PHILOSOPHY

The teaching of skills alone does not define "reading" as a school subject. Neither does knowing a body of skills, and particularly those limited to standardized tests, indicate that a child can and will become a reader. The primary goal of reading instruction should be for children to become lifetime readers.

Children having problems learning to read should be given the opportunity to read more not less; and those reading experiences must include exposure to meaningful and enjoyable reading materials.

Instruction for "poor readers" is expected to be of the same high quality as that for "good readers." Pressures directed toward teachers by the public (parents, school boards, school administrators, legislators, etc.) affect the what and the how of teaching. There is a mandate to raise achievement levels of students; the day of "accountability" has arrived. Therefore, to have students make sense of tests seems a major teaching responsibility.

Teachers in this program should make it clear to the students that the instruction they will receive will help them improve their performance on the Iowa Test of Basic Skills and the Texas Assessment of Basic Skills. Why this is important should also be understood by the students.

Teachers will help students understand that learning to read and compute well are activities within their reach, that these activities are worth their efforts and that success is expected.

The basic skills and regular classroom teachers, the supervising teacher, the principal and parental advisor will all work cooperatively for the benefit of children.

Because of research findings, pull-out is not advocated. Grouping procedures would be a local campus decision. Local campus personnel would be expected to confer with the teachers in this program to ensure maximum teaching and learning benefits accrue to the students. Close communication between staff members is crucial.

The basic skills teacher would be considered as a regular member of the faculty and would attend all meetings and participate in all activities as do other members of the staff.

TARGETED SCHOOLS AND STUDENTS

A number of schools have been identified as prospective participants in this project. They were selected because of the high numbers of Black students performing below the 50 %ile in reading and mathematics on standardized achievement tests.

The schools are: Andrews, Harris, Govalle, Sims, Rosewood and Sunset Valley. The students served will be those not served by Chapter I and who score between the 30 and 40 %ile in either reading or mathematics. This project could pick-up where Chapter I left off. There may be students below the 30 %ile not served by Chapter I. Approximately 40 students would be served on a daily basis (four days per week); ten students may be selected from grades kindergarten through third. The principal would have the option of serving students in one or more of the specified grade levels K-3. For example, the principal could choose to serve ten students at four grade levels (K-3), forty students in grades one and two or forty students from grade one. The principal also would have the option of providing services to fourth grade students.

The principal would confer with grade level chairmen who would in turn discuss student needs with teachers at their grade levels. The principal would make the final decision as to which students would be served.

The same forty students would be served four days each week.

If all four grades were served, a maximum of one hour per day would be allotted to each grade level. Instructional periods would be about thirty (30) minutes.

PROGRAM STAFFING

To instruct targeted students, one basic skills teacher would be assigned to each of the designated schools.

To design program instruction, coordinate and monitor the program, there would be need of a supervising teacher.

To manage the parental involvement component, there would be need of a parental advisor. Other positions could be filled by volunteers.

To operate the office, a secretary would be needed.

INSTRUCTIONAL PROCEDURES AND STRATEGIES

The unit analysis (individual test results contained on ITBS and TABS computer printouts) would be utilized as the basis for determining student needs in reading and/or mathematics. Instruction would be planned and carried out accordingly. New skills that a student would be expected to master in the current year would also become part of the instructional learning plan.

The basic skills teachers would be responsible for familiarizing students with test language and test-taking techniques including listening, following directions and reading.

TIME USE AND SCHEDULING

Maximum and efficient use of time are vital; equal use of time over the grade levels (if all grades K-3 are to be served) would be expected.

Schedules can be determined by the principal and teachers at the campus level.

PARENTAL INVOLVEMENT COMPONENT

PARENT PARTICIPATION, UNDERSTANDING, SUPPORT AND ASSISTANCE IN THE EDUCATIONAL PROCESS ARE A MUST FOR CHILDREN TO SUCCEED IN SCHOOL.

THE BEGINNING FOCUS FOR A NEW PROGRAM WOULD BE THE PARENTS OF THE TARGETED PUPILS AND THEIR SCHOOLS. COMMUNICATION WOULD ALSO BE ESTABLISHED WITH THE BLACK COMMUNITY AT LARGE.

PARENTS WOULD BE EXPECTED TO MAKE A COMMITMENT TO BE ACTIVELY INVOLVED IN THE PROGRAM.

Meetings would be set up immediately with parents of targeted children. The location would be the most convenient for parents. The setting would be informal and parents would be made to feel as comfortable as possible. At these meetings, organization of the groups would take place. The goals and objectives for the program would be made known and the importance of the parents' involvement at a high level stressed.

Meetings would be set up between parents, the principal, the counselor and teachers of targeted children to:

- get acquainted
- discuss goals, plans and ways to implement these
- discuss ways parents and teachers can be helpful to each other

The parental involvement component would include:

- Meetings and workshops for parents
- Meetings between principals, teachers and parents
    - Referrals from principal, teachers, other school personnel on parent/child problems
    - Parent/teacher conferences
    - Information from teachers to parents
      Information from parents to teachers
    - Activity and materials-sharing for benefit of children
    - Reports to parents
      Reports to teachers
      Reports to pupils
    - Meetings with resources and agencies with pertinent information for parents

The parental advisor would be responsible for familiarizing parents with test language and test-taking techniques (including listening, following directions and reading) needed by students in order to perform well on standardized achievement tests.

The parental advisor will focus on improving communication between teachers and parents and principals and parents.

STAFF DEVELOPMENT COMPONENT

- Staff development would be focused at the campus level and would be based on the expressed needs of teachers and principals at the designated schools.
- Staff development would be individualized to respond to expressed needs and would be carried out by the basic skills teacher, her/his supervisor, the parental advisor or an appropriate resource person.
- Staff development would focus on helping teachers improve specific reading and/or mathematics skills of students (identified on individual printouts, ITBS and TABS).

EVALUATION COMPONENT

The supervising teacher would work cooperatively with the Director of the Office of Research and Evaluation or his designee to design an evaluation component for the project.

ADVISORY BOARD

The Board would appoint members to an Advisory Board which would meet on a regular basis.

Supervising Teacher

Skills and Knowledge Needed

- Able to work with others including parents, project and classroom teachers, staff from the parental involvement component, campus administrators, central office staff and community organizations' and agencies' staffs.
- Demonstrates good communication skills.
- Has broad knowledge of reading and mathematics and the skills necessary for student success.
- Able to demonstrate teaching techniques to others.
- Able to inspire and lead others to the completion of tasks.
- Has broad knowledge of instructional materials available to teach reading and mathematics.
- Able to manage students effectively and positively.
- Able to analyze and interpret computer printouts describing skills of individual students.
- Familiar with M. Hunter's theories and instructional practices.
- Able to deliver instruction in reading and mathematics to students.

Responsibilities

- Responsible for the implementation of Project Teach and Reach in cooperation with the principals of designated schools.
- Supervise the basic skills teachers assigned to designated campuses and the parental advisor.
- Provide leadership in making known appropriate teaching techniques and available instructional materials
- Provide staff development for basic skills teachers and share ideas for parent workshops.
- Confer on a regular basis with campus administrators of designated schools.
- Keep communication open with members of the Black community and central office staff as appropriate.
- Work closely with parental advisor.
- Attend parent workshops as appropriate.
- Provide model teaching as appropriate.
- Work with fourth grade students as identified by the principal and teachers.
- Work cooperatively with the Director of the Office of Research and Evaluation or designated staff to design an evaluation component for the project.
- Analyze available curricular materials and order appropriate instructional materials to be used in designated schools.
- Observe project students in their regular classroom

Educational Qualifications

- Minimum of three (3) years of successful classroom teaching experience at the primary level.
- BA or BSc and elementary teaching certificate mandatory, MA preferred.

Reporting Relationship

- Reports to the Director of Elementary School Curriculum

Basic Skills Teacher

Skills and Knowledge Needed

- Knowledgeable about the two subject areas emphasized in the project, reading and mathematics.
- Knowledgeable about specific reading skills and mathematics concepts and skills needed for students to be successful, particularly at the primary level.
- Knowledgeable of a wide range of teaching materials for reading and mathematics.
- Able to diagnose student academic needs.
- Able to analyze computer printouts on student's performance in reading and mathematics on standardized achievement tests and plan appropriate instruction for students so that maximum use is made of instructional time.
- Able and willing to keep in close communication with regular classroom teachers, principal, supervisor and parents.
- Able to keep records of student progress and growth.
- Will learn or is familiar with M. Hunter's instructional strategies for effective instruction.

Responsibilities

- Direct teach needed skills in reading and/or mathematics to approximately forty (40) Black students per day, four days per week from grades K-3 or grades designated by the principal; the students will be those performing on standardized achievement tests in the 30 to 40 %ile range or those not served by Chapter I
- Meet with classroom teachers on a regular basis to discuss needs and progress of students participating in the program and homework assignments.
- Assign creative homework twice weekly. The homework will be related to skills being taught at school by the basic skills and classroom teacher.
- Keep in close communication with parents through formal and informal conferences in cooperation with the classroom teacher.
- Keep parents informed of their children's progress in cooperation with the classroom teacher.
- Analyze computer printouts on individual students in order to know skills needing to be strengthened.
- Confer with the supervising teacher.
- Keep records of progress of students.

Educational Qualifications

- Minimum of three (3) years of successful classroom teaching experience at the primary level.
- BA or BSc and elementary teaching certificate.

Reporting Relationship

- Reports to the principal at the school where placed.
  The basic skills teacher will be evaluated by the principal in conjunction with the supervising teacher.

Other

- The basic skills teacher would be expected to participate in two parent workshops per year.

Parental Advisor

Skills and Knowledge Needed

- Ability to plan, develop, and implement the parent involvement component in a cost effective manner.
- Skills in managing the work of others.*
- Skills in working with parents, school personnel, community agencies, government personnel and others at all levels.
- Creative, imaginative and assertive.
- Ability to plan with, direct, monitor and train volunteers.
- Knowledgeable about curriculum taught in AISD, particularly reading and mathematics at the primary level.

Responsibilities

- Responsible for the operation of the parental involvement component.
- Meet with principals, teachers, grade level chairpersons and parents to receive information and guidance and to share information.
- Work in cooperation with principals, supervising teacher, and basic skills teachers.

Specifically

- Visit parents and encourage them to visit their schools.
- Help parents, teachers and administrators combine their efforts to help students learn.
- Provide parent workshops.
- Give information to parents and assist them in learning how to help their children with lesson assignments.
- Arrange for conferences between teachers and parents.
- Check on students' attendance.
- Keep the lines of communication open with parents, the school and other agencies -- all who could help children learn.
- Make concentrated efforts to involve parents who seldom participate by making home visits.

Reporting Relationship

- Would report directly to the supervising teacher.

*Could be volunteers

PROPOSED BUDGET

Salaries:

1 Supervising Teacher	$ 25,000.00
6 Teachers (6 Schools)	132,000.00
1 Parental Advisor	7,500.00
1 Secretary	8,600.00

Other Costs:

Instructional Materials and Supplies	$ 10,000.00
Parental Advisor Supplies	500.00
Reproduction	2,000.00
Postage	100.00
Telephone	857.00
Other Supplies	200.00
In-District Travel, Supervising Teacher & Parental Advisor	950.00
	$187,707.00

Formulated Summer, 1984

OREGEN:
Program Description
Fall

Program Name:_____

1. PROGRAM HISTORY: When did this program begin? Why?

What does your acronym stand for (if applicable)?

2. Who are your program staff? (attach if necessary)

	Name	ID#	Special Training
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

3. Who is served by your program?

a. Grade Levels:

K__ 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__

b. Campuses:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

c. Names and ID#'s of students (see attached).

d. Are the same students served all year?

If not, what is the basis of the change?

How frequently do changes occur?

e. How are students identified?

Achievement Test Scores ___ Are there specific criteria or cut-off scores?_____

Teacher Judgement___ Based on what specifically?_____

_____

Other _____

4. Does this program target...?

Outcome	YES		NO
	Primary Focus	Secondary Focus	
Discipline			
Attendance			
Achievement			
Reading			
Math			
Other (specify)			
Other (specify)			

If you have specific written goals and objectives, please attach.

5. What techniques do you use?

What materials?

6. What size groups do you work with?

   Individuals ____
   Small groups ___
   Whole classes ___
   Other _____

7. When will you first start working with students?

8. How much time did you have for planning?

9. What is a suitable comparison group?

10. Are there similar programs in the District and are you in any way associated with them?

OREGEN: Program Description

Mid-year update

1. Has the program been implemented as planned? Yes ___ No ___

   If not, what changes have occurred and why?

2. Have any students dropped out or been added? (see attached form)

Teach and Reach

Appendix B

DISTRICTWIDE SURVEYS

TEACH AND REACH
DISTRICTWIDE SURVEYS

Purpose

Some questions on districtwide surveys were addressed to teachers and administrators of Teach and Reach students. Responses provided information for the following decision and evaluation questions:

Decision Question D1. Should Project Teach and Reach be continued as is, modified, or discontinued?

Evaluation Question D1-2. Was Project Teach and Reach viewed as worthwhile?

Procedure

Survey Item Development

One of the evaluation associates for District Priorities sends out surveys annually to about one half of all teachers and all administrators in AISD. Detailed procedures on these surveys can be found in the 1984-85 Systemwide Evaluation Technical Report (ORE Pub. No. 84.20). She asked that items be submitted to her by early February for these surveys. The following steps were taken in developing items.

1. Project staff and one of the chairpersons for the Teach and Reach Advisory Board had expressed an interest in providing input for the survey items. A meeting was held January 22 with the supervising teachers, basic skills teachers, and one advisory board chairperson to discuss possible items.

2. These items were drafted and sent to staff, the Advisory Board chairpersons, and the Director of Elementary Curriculum on January 23 for review (see Attachment B-1). The Assistant Superintendent for Elementary Education also had a chance to review the items along with all other survey items.

3. The only change made in finalizing items was to add a "don't know/not applicable" option to the agree/disagree items.

4. The teacher surveys were sent out about March 19, with administrator surveys following about March 25. One reminder was sent to each group to encourage additional returns.

Sample

All principals and assistant principals at schools with Teach and Reach received eight items related to the project. All teachers at Teach and Reach campuses who had students served by the project received six items related to the project. The Teach and Reach campus teachers provided, over the telephone, the names of the teachers whose students they served. (An evaluation associate named all teachers at appropriate grade levels; the basic skills teachers indicated whether they did or did not serve any of the teachers' students.)

Analysis

The number and percent of respondents giving each option were determined by computer. Results were ready May 22. Answers to open-ended questions were reviewed by the evaluator and grouped by type.

Results

Response Rate

Items were sent to eight principals and assistant principals and sixty-five teachers at Teach and Reach campuses. Eight(100%) administrators and 56(86%) teachers responded.

Responses

Figure B-1 shows responses to all items from teachers. Figure B-2 shows responses from administrators. In general, teacher responses suggest that:

- Almost three fourths of the teachers (71%) agreed that Teach and Reach (T & R) has promoted increased learning for those served.

  However, smaller percentages agreed that Teach and Reach enhanced their instructional program (41%); one fourth (23%) indicated it did not. Half of the respondents felt T & R helped students prepare for testing; one third (32%) said it did not help.

- Almost half of (46%) of the teachers observed improved attitudes towards school work for T & R students; one third were neutral and 20% had not observed improvement.

- Half of the teachers indicated coordination was adequate between T & R and the regular instructional program--one third said it was not.

- Five items asked to what extent changes were needed in Teach and Reach.

  - About half indicated some or great improvement was needed in coordination of schedules across teachers, instructional arrangements (pull out versus in-class teaching), and subject areas for focus. The other half felt no improvement was needed.

  - Almost two thirds said some or great improvement was needed in addressing the percentile ranks of those served (65%) and the instructional approach (emphasis on skills analyses) (62%). The other third were satisfied.

Administrators' responses showed positive responses about the program in terms of its focus, campus administrators amount of control, and comments from teachers, students, and parents. All but one indicated a willingness to help in revising the program for next year. Complete responses are shown in Figure B-2.

1.TEACH AND REACH IS PROMOTING INCREASED LEARNING FOR THE STUDENTS IN MY CLASS WHO ARE SERVED.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	55/65	13	26	8	5	1	2
	84.6%	23.6%	47.3%	14.5%	9.1%	1.8%	3.6%
ELEMENTARY	55	13	26	8	5	1	2
		23.6%	47.3%	14.5%	9.1%	1.8%	3.6%

2.I HAVE OBSERVED IMPROVEMENT IN THE ATTITUDES TOWARDS SCHOOL WORK OF THOSE STUDENTS IN TEACH AND REACH.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	56/65	6	20	19	10	1	0
	86.2%	10.7%	35.7%	33.9%	17.9%	1.8%	0.0%
ELEMENTARY	56	6	20	19	10	1	0
		10.7%	35.7%	33.9%	17.9%	1.8%	0.0%

Figure B-1. RESPONSES TO SPRING, 1985 DISTRICTWIDE TEACHER SURVEY. (Page 1 of 9)

3.TEACH AND REACH HAS ENHANCED THE INSTRUCTIONAL PROGRAM IN MY CLASSROOM.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	56/65	10	13	19	11	2	1
	86.2%	17.9%	23.2%	33.9%	19.6%	3.6%	1.8%
ELEMENTARY	56	10	13	19	11	2	1
		17.9%	23.2%	33.9%	19.6%	3.6%	1.8%

4.I AM SATISFIED WITH THE AMOUNT OF COORDINATION ON MY CAMPUS BETWEEN THE TEACH AND REACH AND REGULAR INSTRUCTIONAL PROGRAM.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	56/65	8	20	10	11	6	1
	86.2%	14.3%	35.7%	17.9%	19.6%	10.7%	1.8%
ELEMENTARY	56	8	20	10	11	6	1
		14.3%	35.7%	17.9%	19.6%	10.7%	1.8%

5.TEACH AND REACH HAS HELPED STUDENTS PREPARE FOR THE ACHIEVEMENT TESTS THIS SPRING.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	56/65	7	21	14	4	0	10
	86.2%	12.5%	37.5%	25.0%	7.1%	0.0%	17.9%
ELEMENTARY	56	7	21	14	4	0	10
		12.5%	37.5%	25.0%	7.1%	0.0%	17.9%

Figure B-1. (Continued, page 2 of 9).

24. COORDINATION OF SCHEDULES ACROSS TEACHERS?
IN YOUR OPINION, HOW MUCH DOES TEACH AND REACH NEED TO CHANGE IN THIS AREA?
A. NO CHANGE NEEDED B. SOME IMPROVEMENT NEEDED C. GREAT IMPROVEMENT NEEDED

	NUMBER OF RESPONSES	A	B	C
TOTALS	51/65	26	17	8
		51.0%	33.3%	15.7%
	78.5%			
ELEMENTARY	51	26	17	8
		51.0%	33.3%	15.7%

25. INSTRUCTIONAL ARRANGEMENT (E.G. PULL OUT VERSUS TEACHING IN A REGULAR CLASSROOM)?
IN YOUR OPINION, HOW MUCH DOES TEACH AND REACH NEED TO CHANGE IN THIS AREA?
A. NO CHANGE NEEDED B. SOME IMPROVEMENT NEEDED C. GREAT IMPROVEMENT NEEDED

	NUMBER OF RESPONSES	A	B	C
TOTALS	54/65	27	16	11
		50.0%	29.6%	20.4%
	83.1%			
ELEMENTARY	54	27	16	11
		50.0%	29.6%	20.4%

26. PERCENTILE RANKS RANGES OF THOSE SERVED?
IN YOUR OPINION, HOW MUCH DOES TEACH AND REACH NEED TO CHANGE IN THIS AREA?
A. NO CHANGE NEEDED B. SOME IMPROVEMENT NEEDED C. GREAT IMPROVEMENT NEEDED

	NUMBER OF RESPONSES	A	B	C
TOTALS	54/65	19	23	12
		35.2%	42.6%	22.2%
	83.1%			
ELEMENTARY	54	19	23	12
		35.2%	42.6%	22.2%

Figure B-1. (Continued, page 3 of 9).

27. INSTRUCTIONAL APPROACH (EMPHASIS ON SKILL ANALYSES)?
IN YOUR OPINION, HOW MUCH DOES TEACH AND REACH NEED TO CHANGE IN THIS AREA?
A. NO CHANGE NEEDED B. SOME IMPROVEMENT NEEDED C. GREAT IMPROVEMENT NEEDED

	NUMBER OF RESPONSES	A	B	C
TOTALS	50/65	19	22	9
		38.0%	44.0%	18.0%
	76.9%			
ELEMENTARY	50	19	22	9
		38.0%	44.0%	18.0%

28. SUBJECT AREAS FOCUSED ON?
IN YOUR OPINION, HOW MUCH DOES TEACH AND REACH NEED TO CHANGE IN THIS AREA?
A. NO CHANGE NEEDED B. SOME IMPROVEMENT NEEDED C. GREAT IMPROVEMENT NEEDED

	NUMBER OF RESPONSES	A	B	C
TOTALS	53/65	27	20	6
		50.9%	37.7%	11.3%
	81.5%			
ELEMENTARY	53	27	20	6
		50.9%	37.7%	11.3%

Figure B-1. (Continued, page 4 of 9).

RESPONSES TO OPEN-ENDED QUESTIONS ON TEACHER SURVEY
(65 possible respondents)

1. Are changes needed in areas of Teach and Reach not mentioned specifically in previous questions?

Number Saying	
Availability (6)	
1	There were a lot of times when the teacher was not here because of meetings, etc., so sometimes the children did not get served for days.
1	Needs to be consistently available. (Not twice a week, or only when not organizing parent meeting, or absent, twice a week, etc., or long lunch or coffee hour, etc.)
1	The program should be five days a week.
1	Students need to see the Teach and Reach instructors five (5) days each school week. This would provide daily consistency of instruction. Regular classroom teachers have paperwork and need time to develop instructional materials, hold conferences, etc. just as badly as Teach and Reach personnel. This discrepancy in job descriptions results in a liaison problem.
1	Yes, it needs to be a five-day instead of a four-day program. The second grade students just begin to get in the swing of things when Friday comes and class is cancelled.
1	I believe all low achievers should qualify not just Black children. That is very unfair and I don't see how they can get away with it.
Coordination (5)	
1	They need to work more closely with classroom teachers.
1	Should stay up with class. They are several pages behind.
1	I think Teach and Reach students are falling behind the regular classroom students.
1	I prefer pull-out rather than in-class assistance.
1	Having written communication of skills/objectives being taught to students on assessment of skills on a regular basis could be helpful to classroom teacher(s).

Figure B-1. (Continued, page 5 of 9)

Miscellaneous (12)

1 Children should spend about 45 minutes in class instead of 30 minutes.

1 Need to add language skills, if possible.

10 No.

2. Do you have any suggestions for improvements in any areas of Teach and Reach?

Number Saying

Availability (7)

1 More classes for more children.

1 Make sure it is taught every day -- to all classes -- ON TIME!

1 They work with more students daily.

1 Should take all of the lowest kids no matter what race they are. Two of my lowest students cannot go because they are Anglo.

1 One suggestion for improvement in Teach and Reach is that if the instructor is unavailable to have work set aside to do independently for the students.

1 It should be for all pupils who qualify.

1 Yes, change (lower) the percent ranking to include those with greater needs. The cut off point was too high.

Coordination (3)

1 There needs to be a planning time initiated by the Teach and Reach teacher to correlate their activities with ours. I feel at nine weeks reporting time Teach and Reach teachers should be responsible for giving input on grades. I realize they can't give grades but feedback or input on progress of the students would be nice.

Figure B-1. (Continued, page 6 of 9)

Number Saying

1 More frequent conferencing of Teach and Reach and classroom teacher in the progress/assessment of students in the program. Working within the compliance of required AISD guidelines often disables students in the completion of assigned class work.

1 Materials to be used and stated objectives to be presented to classroom teachers whose students are effected (sic) be presented before program is underway. Perhaps joint inservices to blend ideas and objectives.

Miscellaneous (16)

1 Teach and Reach needs to be more individualized rather than being geared for a grade level.

1 More math skills could be covered.

1 I'm not familiar enough to make concrete suggestions. It seemed to be fine.

1 Many of the students have not had the opportunity to visit many sights in Austin that are interesting to the children and the children could really get a lot out of going on "study trips," not just fun trips.

1 The program is really very helpful!

11 No.

3. What was the biggest contribution of Teach and Reach this year on your campus?

Attitudes (6 plus 3 under "skills")

1 The children who go to Teach and Reach have a good attitude toward their school work.

1 I think the program provided my students with an opportunity to gain much needed confidence and momentum in a small group setting. I feel the extra instructional time has been beneficial and has made a difference.

Figure B-1. (Continued, page 7 of 9)

Number Saying	
1	Children have been motivated to go and do good work.
1	The biggest contribution of Teach and Reach this year on my campus has been their attitude and motivation to succeed in reading.
1	The program has helped improve the students' self-concept by enabling them to experience success.
1	It gives the students a sense of accomplishment under a different instructor other than the classroom teacher.

Skills (12)

1	More small group instruction for children who really needed extra help.
1	It helped my students on TABS test in the area of test taking skills.
1	Children began to achieve and become middle-high instead of low students; better self-esteem.
1	Children in my classroom benefited a great deal from the extra individual instruction which was not possible for one to give due to my class size.
1	Reinforcement of skills introduced in classroom.
1	The small group instruction of skills provides more direct teaching to low achievers--being in a small group allows them to focus on instruction presented and allows for more active participation with less distraction and thereby leads to better understanding.
1	The reinforcement of my teaching skills.
1	Students seem to be more sure of themselves in taking the TABS test. They have also improved in math skills a great deal.
1	Math skills (especially multiplication).
1	The concentrated teaching and review of the math skills covered on the ITBS test.

Figure B-1. (Continued, page 8 of 9).

Number Saying	
1	Providing the additional classroom supplements to student(s) in the academic areas of learning most crucial to their needs. Building self-esteem within some students enrolled in the program.
1	It helped those students in my math class to reinforce skills.

Miscellaneous (11)

1	An awareness that extra help is needed for students of low achievement and a start in the right direction.
1	The addition of _____ _____--a lovely, genuinely interested teacher!
1	Individual attention.
1	The teacher was given one grade level instead of the whole school. She had her own area to work in.
1	Our Teach and Reach teacher is very cooperative--especially with scheduling.
1	The teacher here works hard with students--and was really helpful in scheduling.
1	Math and _____ _____.
1	Funds spent on Teach and Reach would be better utilized to employ more regular classroom teachers to lower pupil:teacher ratios and give all children an opportunity to receive more personalized and individualized instruction resulting in higher academic gains reflected in standardized test scores.
2	None that I know of.
1	Not applicable.

Figure B-1. (Continued, page 9 of 9).

7.TEACH AND REACH IS PROMOTING INCREASED LEARNING FOR THOSE SERVED IN THIS SCHOOL.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	8	2 25.0%	6 75.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ELEMENTARY	8	2 25.0%	6 75.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

8.THE GOALS AND OBJECTIVES OF PROJECT TEACH AND REACH WERE CLEARLY COMMUNICATED TO ME.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	8	2 25.0%	6 75.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ELEMENTARY	8	2 25.0%	6 75.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

9.THE INSTRUCTIONAL EMPHASIS ON SKILL NEEDS (DIAGNOSTIC/ PRESCRIPTIVE APPROACH) OF TEACH AND REACH SHOULD HAVE A POSITIVE EFFECT ON STUDENT ACHIEVEMENT.

A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGEE F. DON'T KNOW/NOT APPLICABLE

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	8	4 50.0%	4 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
ELEMENTARY	8	4 50.0%	4 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%

Figure B-2. RESPONSES OF TEACH AND REACH ADMINISTRATORS TO TEACH AND REACH ITEMS. All principals and assistant principals at six campuses were surveyed. (Page 1 of 3).

16. THE AMOUNT OF CONTROL I HAD OVER THE WAY TEACH AND REACH WAS IMPLEMENTED IN MY SCHOOL WAS _____.
A. TOO LITTLE B. JUST THE RIGHT AMOUNT C. TOO MUCH

	NUMBER OF RESPONSES	A	B	C
TOTALS	7	1 14.3%	6 85.7%	0 0.0%
ELEMENTARY	7	1 14.3%	6 85.7%	0 0.0%

17. I HAVE HEARD PRIMARILY _____ COMMENTS ABOUT TEACH AND REACH FROM PARENTS.
A. POSITIVE B. NEGATIVE C. NO

	NUMBER OF RESPONSES	A	B	C
TOTALS	8	5 62.5%	1 12.5%	2 25.0%
ELEMENTARY	8	5 62.5%	1 12.5%	2 25.0%

18. I HAVE HEARD PRIMARILY _____ COMMENTS ABOUT TEACH AND REACH FROM STUDENTS.
A. POSITIVE B. NEGATIVE C. NO

	NUMBER OF RESPONSES	A	B	C
TOTALS	8	6 75.0%	1 12.5%	1 12.5%
ELEMENTARY	8	6 75.0%	1 12.5%	1 12.5%

Figure B-2. (Continued, page 2 of 3).

19. I HAVE HEARD PRIMARILY _____ COMMENTS ABOUT TEACH AND REACH FROM TEACHERS.
A. POSITIVE B. NEGATIVE C. NO

	NUMBER OF RESPONSES	A	B	C
TOTALS	8	5 62.5%	1 12.5%	2 25.0%
ELEMENTARY	8	5 62.5%	1 12.5%	2 25.0%

20. I WOULD BE WILLING TO HELP REVISE THE TEACH AND REACH PROGRAM FOR NEXT YEAR IF IT CONTINUES AT MY SCHOOL.
A. YES B. NO

	NUMBER OF RESPONSES	A	B
TOTALS	8	7 87.5%	1 12.5%
ELEMENTARY	8	7 87.5%	1 12.5%

Figure B-2. (Continued, page 3 of 3).

Possible
Districtwide Survey
Items
Teach and Reach

Indicate the extent to which you agree with the following items.

Teachers

1. Teach and Reach is promoting increased learning for the students in my class who are served.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

2. I have observed improvement in the attitudes towards school work of those students in Teach and Reach.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Teach and Reach has enhanced the instructional program in my classroom.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I am satisfied with the amount of coordination on my campus between the Teach and Reach and regular instructional program.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Teach and Reach has helped students prepare for the achievement tests this spring.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

6. In your opinion, how much does Teach and Reach need to change in the following areas?

   a. Coordination of schedules across teachers

      No change needed Some improvement needed Great improvement needed

   b. Instructional arrangement (e.g. pull out versus teaching in regular classroom)

      No change needed Some improvement needed Great improvement needed

(OVER)

c. Percentile ranks ranges of those served?

No change needed	Some improvement needed	Great improvement needed

d. Instructional approach (emphasis on skill analyses)?

No change needed	Some improvement needed	Great improvement needed

e. Subject areas focused on?

No change needed	Some improvement needed	Great improvement needed

Possible Districtwide Survey Items
Teach and Reach

Indicate the extent to which you agree with the following items.

Principals

1. Teach and Reach is promoting increased learning for those served in this school.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The goals and objectives of Project Teach and Reach were clearly communicated to me.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The instructional emphasis on skill needs (diagnostic/prescriptive approach) of Teach and Reach should have a positive effect on student achievement.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The amount of control I had over the way Teach and Reach was implemented in my school was _____.

   Too little Just the right amount Too much.

5. I have heard primarily _____ comments about Teach and Reach from parents.

   Positive Negative No

6. I have heard primarily _____ comments about Teach and Reach from students.

   Positive Negative No

7. I have heard primarily _____ comments about Teach and Reach from teachers.

   Positive Negative No

8. I would be willing to help revise the Teach and Reach program for next year if it continues at my school. Yes No

Teach and Reach

Appendix C

STAFF INTERVIEWS

TEACH AND REACH
STAFF INTERVIEWS

Purpose

Teach and Reach staff (supervising teacher, basic skills teachers, parental advisor) were interviewed as one source of information on the following information need:

Information Need I2: How was Teach and Reach structured and implemented?

Procedure

During the fall of 1984, the Teach and Reach supervising teacher provided some descriptive information about each teacher's activities.

During the spring of 1985 (primarily March and April), all basic skills teachers, the supervising teacher, and the parental advisor were interviewed. The first interview took place in January (before the Class Size study made a postponement necessary); a few changes were made in the form based on this first interview. This teacher was called for an update in May. The final form which was used to guide the interviews is shown in Attachment C-1. Interviews took place at the schools in all cases but one (one came to ORE). The interview with the supervising teacher was conducted last (May 2); details of achievement analyses and planning needs were also discussed at the meeting.

Results

Responses for all basic skills teachers are shown in Attachment C-2. Responses for each teacher are shown separately for item 1; the rest are combined by item. A summary of the supervising teacher's comments are included in Attachment C-3, the parental advisor's comments are shown in Attachment C-4. A summary of descriptive information gained is shown in Figure C-1.

WHAT IS TEACH AND REACH?

Staff: 1 supervising teacher
6 basic skills teachers (1 per campus served)
1 part time parental advisor
1 secretary

Students Served by Campus, Grade, Level, and Subject Area:

	Reading					Mathematics				
	K	1	2	3	Total	K	1	2	3	Total
Andrews	10	8	10	6	34	0	0	0	0	0
Govalle	0	0	0	0	0	0	0	15	25	40
Harris	12	11	7	0	30	0	0	0	8	8
Rosewood	0	0	0	0	0	9	10	13	2	34
Sims	0	0	0	0	0	0	8	16	13	37
Sunset Valley	0	23*	1*	0	24	0	16*	1*	0	17
Total	22	42	18	6	88	9	34	45	48	136

* Some students served in both areas are counted twice.

Budget:

Allocation	: $205,051
Expenditures as of May 31, 1985	: $167,754
Cost per student (based on expenditures and 224 students served)	: $749

Methods:

Group Size:
- Small groups--most less than 5
- Some individual help provided as time permitted
- Two team taught with the regular classroom teacher occasionally

Place of Instruction: As of April, four of six teachers used pullout only; one taught in classrooms with small groups usually (she pulled out one group); one pulled students for reading and went in to classrooms for mathematics. Students were generally instructed during mathematics or language arts time, depending on the subject taught.

Subject Areas Taught: Three taught mathematics only, three taught reading and mathematics.

Figure C-1. DESCRIPTION OF TEACH AND REACH PROGRAM: 1984-85. Summary across campuses. (Page 1 of 2)

ITBS Skills Analysis: Individual skills analyses were generally reviewed for basic information on students' skills but not used as a specific guide for individual work. Usually, all students in a group were taught the same skill (usually an essential element or skill tested on the ITBS). Most teachers indicated that all students needed work on the same skills--those that needed extra individual help were given it after the skill was introduced to everyone. One teacher did seem to individualize more. All but one of the teachers matched their lesson plans to those of classroom teachers. One teacher indicated the MRT and individually administered tests were more helpful with her first graders than the ITBS.

Duration: Lessons were generally 30 minutes four days per week. First grade mathematics was shorter at one school (15-20 minutes); and longer at another (about 40 minutes).

Fridays were intended as planning days with other teachers. This was difficult because other teachers were in class Fridays. Two Teach and Reach teachers held classes Friday mornings; others provided individual help as needed on Fridays. Teachers planned alone and attended joint meetings Fridays.

Students started receiving services September 17 through November 12, 1984 depending on grade level and campus (some scheduling problems occurred early in the year).

Grading: Teach and Reach teachers generally did not determine students' grades or participate in parent-teacher conferences. They provided input on performance to regular classroom teachers.

Materials: Materials varied widely across schools. In September, each teacher ordered materials s/he liked. Teachers all had one or more texts they used plus workbooks and teacher-made worksheets and materials. All gave homework in varying amounts. Techniques and materials used also included educational games, reward systems for motivation and achievement, oral work, chalkboard work, charts, flashcards, manipulatives, drill, exercises, dittos, quizzes, bulletin boards, analogies, choral and echo reading, holistic instruction.

Coordination: All Teach and Reach teachers agreed coordination was adequate with other teachers at the school--one strongly agreed. Most Teach and Reach teachers met with regular teachers about once a week--mostly before or after school. Forms showing regular teachers' plans for the next week were shared at several schools.

Figure C-1. (Page 2 of 2)

84.46

Teacher_____

Campus_____

Teach and Reach
Teacher Interview

1. How would you describe the way you teach your students?

Content:

How skills are selected:

Assessment/Record of progress:

Methods/technique:

Schedule:

Duration of content/frequency of instruction:

Do you incorporate any Project PASS strategies?

Group size: (What size group do you work with?)

_____ Individual students
_____ Small groups (5 or less)
_____ Large groups (over 5)
_____ Whole classes
_____ Other

2. Which best describes the way you deliver instruction?

   a. I pull students from their regular classroom to work with me at a specific time daily.

   b. I instruct small groups in the regular classroom while the teacher conducts other activities.

   c. I team teach with the regular teacher.

   d. Other: _____

   _____

3. What considerations led to choosing this approach to instruction?

   a. Class size

   b. Space

   c. Teacher preference

   d. Class schedules

   e. Other: _____

   _____

   _____

4. How often do you hold planning meetings with classroom teachers?

   a. More than once a week

   b. Once a week

   c. Every two weeks

   d. Once a month

   e. Irregularly, less than once a month

5. Do you consult in other ways?

6. If you work with students also served by Chapter 1, do you coordinate your efforts with Ch. 1 T? Do you serve any Chapter 1 students in reading? What about other special programs (SCE, Migrant, Sp. Ed., PLUS)?

7. I am satisfied with the amount of coordination on my campus between the Teach and Reach and regular instructional program.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Rate each of the following activities on how much you and the classroom teacher coordinate/communicate.

a. Work separately; no communication/coordination

b. Inform each other of decisions as needed

c. Meet regularly to communicate, plan

d. Coordinate thoroughly, work together some

e. Work together all the time

8. Writing instructional plans and lessons.

9. Selecting skills to include in a unit, and instructional materials to use.

10. Explaining instruction in parent conferences.

11. Determining students' grades in area(s) taught.

12. What teachers do you work with students of?

Teacher	Grade

13. Does this student list appear accurate? Have you added or dropped any students? When?

Is the information I have on subject areas taught by grade accurate? (Get extra info from JoAnn and Norvell)

14. How well do you feel your services are accepted in the school?

15. How do you feel about the services you are providing to the students? What do you feel is the biggest help to them?

16. Are you involved in any way with the after-school tutorials? Are your students?

17. Did you have any implementation problems that might affect the success you have with the children this year?

ADDRESS ANY QUESTIONS LEFT BLANK ON ORIGINAL SURVEY.

Suggestions for next year:

84.46

Teacher Norvell Starling

Campus Andrews

Gr. K-3 Reading
K Some math
(80% reading, 20% math)
(will only check reading scores)

Teach and Reach
Teacher Interview

1. How would you describe the way you teach your students?

Content. ITBS Skills sheets, Essential Elements book → lesson plan
Gr. 2 & 3 – stress comprehension, Gr. 1 stress word attack, reading to read, K – sounds, problem solving Gr. 1 phonics
Gr. 1 – Curitan Series (ditto, commercial); Gr. 2+3 Taskmaster with Comprehension Skills, teacher made, single sheets from work books, Specific Skills series. K – Curitan 1st section, props (adapt)
How skills are selected: ITBS Skills analyses, Essential Elements
Assessment/Record of progress: worksheets, Quizes every week or so (when skill is completed)

Methods/technique: Direct teach. Project BEST: Go over with students, work sheets with students (go over first very specifically. Try to show them how to analyze what's said and what is not). Then gives individual worksheets. Lots of oral work. Give kids practice.

Schedule: 10 groups, ½ hour each. 4 days per week.
Friday -- work day; tutor some, some classroom.

Grade 1-3: Sept. 17 } Dates started to serve students
K: Nov. 12 }

Duration of content/frequency of instruction:
30 minutes 4 days per week.
Pulls from language arts block (K is language/math together)

Do you incorporate any Project PASS strategies?
wholistic instruction, choral readings (could do more)
Provide practice.

Group size: (What size group do you work with?)

___ Individual students
✓ Small groups (5 or less) mostly
2 groups of 2 (Gr. 3), rest larger
___ Large groups (over 5)
✓ Whole classes Friday once in a while
___ Other

84.46

Teacher Lionel Brown (through Feb.) / Sandra Brown (early March)

Campus Rosewood

K-3 Mathematics

Teach and Reach
Teacher Interview

1. How would you describe the way you teach your students?

Content: LB: Skill review. Introduction of new concepts. Skill development beyond grade level, ITBS skill development. Weekly tests. Materials: Holt, Houghton Mifflin dittos; Harcourt Brace manipulatives, Classroom Teacher Correspondence (publication).
SB: Holt math, Houghton Mifflin. Manipulatives, games, exercises. Worksheets, repeat learned/taught skills, introduce new skills/concepts, classroom teacher worksheets. SB.

How skills are selected: General form lists skills students need. Work on same skills with all students unless teacher indicates an individual needs help.

Assessment/Record of progress: SB tests, skills sheet, homework; She has not used, need tests with multiple choice ITBS format: Has used sample questions similar to ITBS.

Methods/technique: SB: Small groups. Math lessons on board. Coloring games using math. Sometimes finish work regular teacher has assigned -- coordinate with their schedules. Use individual chalk boards; point system for rewards (eg. bringing back homework), rewards are stickers, going to library etc. kindergarten students like paperwork -- uses dittos. Math games -- bingo, flashcards. Sometimes she lets them play teacher.

Schedule: SB: 9 classes 30 minutes each.
1 group is taken to resource room; rest stay in one corner of regular classroom. Started taking both 2nd grade classes out of room May 1, 1985.

Date Started		
LB	Oct 29	K (started working with whole classes initially. This is when she started with just TAR kids.)
LB	Oct 30	1-3 LB worked at Rosewood through Feb 28; SB started teaching March 5th 18?

Duration of content/frequency of instruction:
SB: 30 minutes per day, 4 days per week.
Friday: planning, some individual help to students.

took field trips with different classes

Do you incorporate any Project PASS strategies?
SB (not involved in PASS)
LB ?

Group size: (What size group do you work with?)

- ✓ Individual students
- ✓ Small groups (5 or less)
- ✓ (some with 1s) Large groups (over 5)
- ✓ Whole classes in 2 classes she sometimes team teaches.
- Other Math drills -- 3 teams.

84.46

Teacher Evelyn Tucker

Campus Sims

Gr. 1, 2, 3 Math

Teach and Reach
Teacher Interview

1. **How would you describe the way you teach your students?**

Content: Materials Succeeding in Math, Math Around Us (Scott Foresman) worksheets, drill, activities, homework (1-2 times a week--usually 2). Motivation activities (Bulletin Board challenge), prizes given if children earn ★'s 5 times. Teacher-made worksheets, number cards, basic fact games, Bean bag toss.

How skills are selected: ITBS skills taught, try to schedule around what teachers are doing. All learn together initially, then extra help is given to those who need it. Skills analyses (ITBS) not as helpful as %ile score. All students needed review of all skills.

Assessment/Record of progress: Paper & pencil test once in a while -- will practice with answer sheet/ITBS format before April

Methods/technique:
New concepts to whole group, then extra help to those in need. Paper & pencil & oral work, chalkboard once they understand (let's Tx st. see mistakes) Lots of oral work. Shared participatory activities: pairs, teams. Manipulatives -- cut & paste.

Schedule:
6 groups 30 - 40 minutes + (1st gr.)
Some (2nd) get all math from her -- rest get some in reg. class also
Started Oct. 29 with 1st, Sept. 17 with 2nd-3rd

Duration of content/frequency of instruction:
4 days a week 30-40 min. +
plan Fridays

Do you incorporate any Project PASS strategies?
Quotations, total group instruction.
Discuss! [illegible] what they've learning can be used

Group size: (What size group do you work with?)

4 Individual students (mot., dis.) once in a while
___ Small groups (5 or less)
✓ Large groups (over 5) 6 - 11
___ Whole classes
worked on 3rd grade play -- Other
all 3rd graders

84.46

Teacher Plumella Hargrove

Campus Goualle

2-3 Math

Teach and Reach
Teacher Interview

1. How would you describe the way you teach your students?

First you must reach the students -- they have lots of problems.

Content: ITBS skills, TABS (3rd-grade)
Supplementary basals. McGraw-Hill, Holt, Houghton/Mifflin, Harcourt, Succeeding in Math. Working with Numbers. Scott Foresman, Jovanovich. Picks & chooses what she needs from each.

How skills are selected: Ind. skills analyses pinpointed skills. Worked around skills taught in regular class as well

Assessment/Record of progress: Mini quizzes: 5 questions. Major test -- multiple choice format, bubble in responses. (ITBS format)

Methods/technique: Students work together for some skills -- sometimes different. Individualize instruction. Present material in the ways students learn best. Follow M. Hunters 7 steps, then provide ditto for mastery or worksheet. Charts, flashcards, analogies, choral reading/speaking sometimes. Call & response. Objective modeling. Build rapport. Some reteach.

Schedule:

10 groups, 30 minute sessions, 1 planning period (provide some individual help).
Most come during math time, some during independent study.
Teach most Fridays → Friday AM 2 groups + students for special help

Duration of content/frequency of instruction:
30 min. 4-5 times a week

Started serving students
Sept. 17 -- grade 3
Oct. 15 -- grade 2
Oct. 22 -- grade 3 (7 low ones)

Do you incorporate any Project PASS strategies?
Choral reading & speaking sometimes

Group size: (What size group do you work with?)

As time ✓ Individual students
✓ Small groups (5 or less)
✓ Large groups (over 5) 3-8
Whole classes avg 4-5
Other

84.46

Teacher Cheryl Chunee

Campus Harris

K, 1, 2 Reading
3 Math

Teach and Reach
Teacher Interview

1. How would you describe the way you teach your students?

Content: Eclectic; supplement, audiovisual
Wholistic reading. Echo, repeat. Letter, phonetics,

How skills are selected:
ITBS, TABS -- 1st isolated skills, then comprehensive.
Started with basics -- did not assume prior knowledge -- all students needed same skills.

Assessment/Record of progress:
Pre-screening
Periodically test -- short multiple choice tests with ITBS format, bubble in or circle correct answers. Keep ind. records of mastery of skills.
3. Posttest

Methods/technique:
Holistic, multi-sensory, multi-media. Tapes, films, worksheets, chalkboard. Madeline Hunter.
Work fairly independently -- sometimes cover skills not covered in class.
Homework -- send home when students need extra work on skill

Schedule: (no set schedule) language arts or math mainstream
2 at each grade, 3 at third (9 groups)

Started with students Oct. 29 (hired late)

Duration of content/frequency of instruction:
30 minute periods 4 days a week.
Fridays -- some one to one work.

Do you incorporate any Project PASS strategies? _____

New to AISD this year. However, she did use echo & choral reading as well as holistic instruction. These were stressed by PASS.

Group size: (What size group do you work with?)

√Friday Individual students
√ Small groups (5 or less)
_____ Large groups (over 5)
_____ Whole classes
_____ Other

84.46

Teacher JoAnn Lewis

Campus Sunset Valley

Gr. 1 Reading & Math

Teach and Reach
Teacher Interview

1. How would you describe the way you teach your students?

Content: Reading -- students come to work with her
Math -- she goes to classroom; often reinforces what teacher is doing or helps TLR kids with work -- makes sure students get assignments done. Sometimes she pulls them out -- depends on activity planned.

Materials: teacher made to teach skills. Resources: Holt Math Text: Mathematics Our Way, Scott Foresman, Steck Vaughn

Reading: New Phonics We Use - Lyons & Carnahan/Chicago, Frank Schaffer, Scott Foresman, American Sullivan, Random House

How skills are selected: ITBS, MRT, individualized test for placement (students)
Use Essential Elements and competencies

Assessment/Record of progress: tests weekly or so (sometimes every other week) -- students like. Bubble in almost daily -- use ITBS format often. Keep folders with work sample of work and record of skills introduced & mastered.

Methods/technique: direct teach, choral/oral reading, echo reading, charts, flashcards (vocabulary), student chalk-board, experience stories, teacher-made games (activities & oral work). Sharing -- exchange papers to check, pair students a lot, peer tutors from higher grades exchange activities with other classes (puppet shows)

Schedule: 11 groups Reading AM Math PM
Some students get reading only -- others get reading & mathematics

Started Sept. 24

Duration of content/frequency of instruction:
Reading - 30 minutes per day
Math - 15-20 minutes per day (reinforce)
also has one group she tutors for 20 minutes (3 students)
Fridays - - teach AM
Thursday - - consult with teachers

Do you incorporate any Project PASS strategies?
Choral reading, echo reading, modeling.
Black awareness selections.

Group size: (What size group do you work with?)

___ Individual students
✓ Small groups (5 or less)
✓ Large groups (over 5)
___ Whole classes
___ Other

Teacher's campus coded for confidentiality on items 2-17 T= teacher

2. Which best describes the way you deliver instruction?

4,2,5,3,1 a. I pull students from their regular classroom to work with me at a 6(1 class) specific time daily. 5- 2 classes

5,6 b. I instruct small groups in the regular classroom while the teacher conducts other activities. 3 did at 1st, not any more

5 c. I team teach with the regular teacher. 5 -- does individual work with 6(occasionally in 2 classes) Teacher Reads students on lesson for the day. Spot checks math, follows up.

d. Other: _____

3. What considerations led to choosing this approach to instruction?

a. Class size

5 d. Class schedules 4 started going to room for 1st qtr. initially & didn't work -- distracted, neither group got much done. More disruption in room.

4,2,3,1 b. Used Space available

e. Other: 1: less distracting, had chalkboard, started going in some classes but it didn't work out.

2,5,3,6 c. Teacher preference

3 Would recommend pulling K students whenever possible. Too distracting to work with small group in room. Other grades it depends on the teacher.

4. How often do you hold planning meetings with classroom teachers?

5,6 a. More than once a week

Informal talks before or after school or at lunch.

4,3,1 b. Once a week 4,1 - forms 4 forms tell what T's are working on

6 - most in writing.

3 - keeps track of their schedule; Works fairly independently.

2,1 c. Every two weeks

5 - at least weekly, usually more. Consult Thursdays in person, get form once a week from teachers on lesson plans & skills.

d. Once a month

2 Met with teachers at beginning of year

e. Irregularly, less than once a month

5. Do you consult in other ways?

1 - Exchange ideas on how to reach students
6 - Informal conversations, exchange of schedules
3 - Informal dialogue on how things are going, skills kids may need
5 - Informal verbal plus written form.
2 - Informal meetings as needed.
4 - Informally on Thursday before faculty meetings -- discuss problems, special skill needs

6. If you work with students also served by Chapter 1, do you coordinate your efforts with Ch. 1 T? Do you serve any Chapter 1 students in reading? What about other special programs (SCE, Migrant, Sp. Ed., PLUS)?

1 - few Ch. 1 for reading.
6 - some get Ch. 1 reading; one was also Sp. Ed. -- dropped from ER
3 - 1 child in speech, 1 in AIM High.
5 - no
4 Some sp. ed. resource for reading
2 - Gifted

7. I am satisfied with the amount of coordination on my campus between the Teach and Reach and regular instructional program.

5-feel a part of the staff.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	4, 6, 3, 5, 2			

Rate each of the following activities on how much you and the classroom teacher coordinate/communicate.

a. Work separately; no communication/coordination

b. Inform each other of decisions as needed — 5- base my work on what they are doing (regular teachers)

c. Meet regularly to communicate, plan

d. Coordinate thoroughly, work together some

e. Work together all the time

5, 6, 1 ← b 8. Writing instructional plans and lessons. 1- Get information from teachers, then plan lessons. Sometimes a little ahead.
5, 6 ← c 2, 3-a 4-b (form + talk)

6, 3, 5 a-b 9. Selecting skills to include in a unit, and instructional materials to use.
6, 5 ≤ 2 ≤ a 1- sequential order, essential elements 2 mostly separate, inform teacher
6 some exchange

2, 5, 1 ← a-b 10. Explaining instruction in parent conferences. 1- occasionally ask for input or joint visit.
3, 6 ← a 4 b 5- some

3, 6, 1, 5 ← b 11. Determining students' grades in area(s) taught. 1- tells teacher how students are doing, skills students have mastered, teacher determines grade (1, 3, 6)
4 & 0 5, 6 - provide input 4 Teacher gives grade but consults with her

12. What teachers do you work with students of?

Teacher	Grade
(listed elsewhere -- used for districtwide surveys)	

13. Does this student list appear accurate? Have you added or dropped any students? When?

Lists were turned in before Christmas; few changes.

Is the information I have on subject areas taught by grade accurate? (Get extra info from JoAnn and Norvell)

14. How well do you feel your services are accepted in the school?

1- Very well; increasing acceptance as year goes by.
6- No problems, good support from principal.
3- Pretty well overall. 5 feel part of staff
2- Very well, supportive, teachers coming to us for help
4 Well accepted by majority. Some concern that others could benefit that are not in.

15. How do you feel about the services you are providing to the students? What do you feel is the biggest help to them?
1 - Being able to relate to kids and discuss school problems. Try to build self-esteem and let them know they can succeed.
6 - Felt comfortable. Provided love & affection, allowed them to share problems; helped them feel calm & comfortable; let them help & talk.
3 - Provide good male role model Teaches some skills not covered in class -- thinking skills.
2 Individual attention helps. Skills weekly -- parents, dialogue, worksheets.
4 Going well generally. Caused students to think about learning & why they are here. Develop better attitudes toward school -- "can do" attitude

16. Are you involved in any way with the after-school tutorials?
yes 2, 4 (4th gr.) no 1, 6, 3, 5, 4 (some in language arts)

Are your students? 1 - a few may be -- no one has said
6 - some go.
3 - one in tutorials.
5 - some
2 - ≤ 5

17. Did you have any implementation problems that might affect the success you have with the children this year? 4 getting started
4, 1 Scheduling
1 Printout review took a while.
1 Getting teachers to recognize these students needed help too -- not just those on the bottom.
1 Group before lunch is hard to reach.
6 Coming in at mid-year -- repeated some things
3 Space -- changing arrangements
2, 3 Lack of materials 2 - used her own materials
5 Delays on materials.
4 planning time -- skills to teach, development

ADDRESS ANY QUESTIONS LEFT BLANK ON ORIGINAL SURVEY.

Suggestions for next year:
5, 3, 6, 1, 4 Talk about what's worked with other teachers. Share materials & ideas across schools. 4 some continuity -- don't know what each other is doing.
1 Prefer to work with students from 30th %ile up.
1 Prefer to work with one or two grade levels.
1 Scheduling -- set up math blocks to accomodate T & R across day; include T & R in master schedule.
6 Better communication with teachers -- provide their schedules to T's first, get ideas.
6 Skills chart.
6 Rewards system - attitude, behavior, homework, work
3 More male staff. 3 Keep same staff throughout year (school & T & R)
3 Specify how to reach kids -- counseling, image building, respect building, survival skills.
4 Prefer to serve 30-50 percentile

Supervising Teacher Comments

Discussion revolved around four areas:

- Verifying information provided by teachers.
- Her activities.
- Problems and possible changes in Teach and Reach next year.
- Achievement summaries--planning and evaluation (see ITBS appendix).

Additional Information on Teach and Reach

Materials: At the end of September when Sandra was hired, each teacher was given $500 for materials of his/her choice. Materials took anywhere from two to six weeks to receive.

Staff Development: Five sessions were held--

1. ITBS (Nancy Schuyler and Walter Jordan-Davis)
2. Retention Theory (Madeline Hunter)
3. Math Skills in the Early Grades (Charles Lamb)
4. Test-taking Strategies (Jimmie Kirven)
5. Reading Comprehension Skills (Dr. Lenora Waters and Cecile Banks).

The original proposal for Teach and Reach indicated that staff would provide inservice to schools based on school needs. No sessions were requested (they were not actively encouraged).

Saturday Activity: A Saturday Fun Day was organized for all Teach and Reach students.

Advisory Board: Met once a month (initially more often).

Adopt-A-School and Community Involvement:

Teach and Reach has received donations such as books, a mini-computer, soft drinks, food coupons, and newspaper coverage from:

- Capitol City Chamber of Commerce
- First National Bank
- The Villager
- Alphas (fraternity)
- McDonald's
- Austin Family Health Center
- Personal donor (computer).

Teacher Workshops: Each teacher gave one workshop (one will occur this summer)--content and presentation style varied. The parental advisor helped organize these workshops.

Homework: All teachers gave some--amount varied. All teachers did not give homework twice a week as specified in the proposal.

Problems

- Supervising teacher was hired late in September.
- Scheduling--most teachers (except Harris') started in August with other teachers. Teachers started scheduling and serving students on their own. The supervising teacher checked students served when she came on board. Changes had to made at some schools because students served did not meet guidelines or not enough students were served.
- Because five of the six basic skills teachers were working before the supervising teacher, she found it difficult at times to enforce uniformity across campuses in terms of methods, materials, or forms. (For example, each teacher generally used her own recordkeeping system; a form to record students' mastery was still being finalized in May).
- The teacher for Harris started in October. Rosewood's teacher was replaced at the beginning of March.
- A notebook of ideas to share across teachers of approaches or materials that worked will be available in the Teach and Reach office.
- A filing system will be established for all skills records.
- Staff development will be held monthly; staff meetings will be held monthly.
- A lending library of instructional materials for parents will be set up.

Parental Advisor Comments

The parental advisor was hired in October. Her background was in social services rather than education.

The parental advisor performed several functions (all listed in the original proposal):

1. Organized workshops for parents on various topics (teachers led most workshops). (See attached report.)
2. Served as a liaison between school personnel and parents.
3. Made home visits to parents to discuss behavior, achievement, and financial problems; referred them to appropriate agencies for help. (Home visits related to achievement were mentioned in proposal.)
4. Let parents know what Teach and Reach was all about; encouraged them to attend parent-teacher conferences.

While the parental advisor provided valuable support services for parents, she did not fulfill all guidelines for the parental component listed in the Teach and Reach proposal.

- Workshops were to focus on training parents to work with their children in reading and/or mathematics and the production of instructional materials. Four of ten workshops appeared to focus on reading or math instruction or achievement; the rest did not. Teachers provided some materials to parents.
- Home visits were to focus on use of instructional materials--most had a broader focus.
- Attendance at parent-teacher conferences was to be ensured--it was encouraged but not ensured.
- A loan system of paperbacks, learning games, and other reading and mathematics materials was to be established--it was not.

PARENT ADVISOR
PROJECT TEACH AND REACH

SUMMARY OF PROJECT TEACH AND REACH

I started in October, my first goal was attempting to contact parents from each of the six schools. I made myself known to parents and gave a brief overview of Project Teach and Reach and the purpose and goals of the project.

I also sent messages when workshops were scheduled and offered transportation if there was a need. I have been instrumental in helping parents with domestic needs, and principals, locating children with too many absents given to me by principals, that were concerned. I've made home visits, where there were no phones. We sent a newsletter to parents recommending constructive toys, book to purchase if interested. We spent a lot of time on this project trying to enhance the learning of our children. We are establishing a loan library at the school for benefit of our parents in helping their children with basic skills.

I am very pleased with the knowledge I have about the city of Austin and most of the resources to help the parents get the things they need and put forth some effort in doing for themselves.

Our motto for parents is: The child receives the greatest benefits when home and school work together.

All six principals have been supportive of Project Teach and Reach. I've had a good working relationship with each of them.

I feel that more can be done if the Parent Advisor had longer hours. I have gone the extra mile in Project Teach and Reach in which I have enjoyed and very grateful to have had this opportunity being a part of such a dynamic program. Respectfully Submitted,

Mrs. Drucilla Bostick Anderson
Parent Advisor (Coordinator)

April 12, 1985

SUMMARY OF EVENTS

Since Spring Break, we have tried to cover all of the things that needed to be done, before the closing of the school year.

We have worked closely with the Basic Skills Teachers and Principals to try and cover all aspects that pertain to the success of Project Teach and Reach. I have attempted to work alone with other teachers that needed my help.

I feel very grateful for this oportunity to work in this field of endeavor, it is rewarding work. I thrive on challenges, I need a challenge, it makes for a good day, and good feelings that you have tried to make things better for individuals that are not aware of the resources that are available to them.

There are about two more workshops before school is out, and pot luck supper with parents, Basic Skills Teachers, children and our supervisor and any concerned member and executive board members of Project Teach and Reach.

I have tried to serve parents and principals with great enthusiasm. When I have a job to do I give it my best, and I am committed in doing what I can to enhance, motivate, stimulate parents to act, and be more active in what's happening at their school and with their children.

PARENT ADVISOR
PROJECT TEACH AND REACH
CALENDAR OF EVENTS
November 1984 to March 7, 1985

November 9, 1984	Get Acquainted, Sims Elementary School Mrs. Alma Perry, Principal Attendance - 25
December 17, 1984	Open House - Rosewood Elementary' 4:00-6:00 p.m. Attendance 35
January 7, 1985	How To Help Your Child With Mathematics Rosewood Elementary - Lionel Brown Guest Speaker: Dr. Lamb/Members from Good Books Educational Supply Store Attendance 12
January 24, 1985	Mid-Year Workshop - Effective Child Rearing Guest Speaker: Mrs. McCracken/Drucilla Anderson Attendance 10
January 29, 1985	TABS - Govalle Elementary - Plunella Hargrove Attendance 15
February 28, 1985	Developing Self Discipline in Children Govalle Elementary - Plunella Hargrove Attendance 7
February 25, 1985	Developing Self Images - Sunset Valley - Jo Ann Lewis Attendance 26
March 7, 1985	Teach and Reach Round-Up - Cheryl Chance Harris Elementary Speakers: Mrs. Ada Simond/Mr. Gerald Henderson Attendance 66

PARENT WORKSHOPS

PROJECT TEACH AND REACH
1984-85

May 16, 1985

Parents Appreciation Night - Andrews Elemetnary
Norvell Starling, Basic Skills Teacher
Special Guest: Children from Teach and Reach
Attendance 40

May 20, 1985

Keep Learning Alive During The Summer
Sims Elementary - Evelyn Tucker, Basic Skills Teacher
Guest: Mrs. Johnnie Cavanaugh/Irene Fernandez, ESC XIII
Attendance 10

Teach and Reach

Appendix D

IOWA TESTS OF BASIC SKILLS (ITBS)

TEACH AND REACH
ITBS

Purpose

Iowa Tests of Basic Skills (ITBS) scores were analyzed in gathering information relevant to the following decision and evaluation questions:

Decision Question D1. Should Project Teach and Reach be continued as is, modified, or discontinued?

Evaluation Question D1-1. Did students in Teach and Reach show better achievement gains in reading and mathematics than would be expected?

Procedure

Some information was provided to Teach and Reach staff for planning and inservice purposes:

1. Inservice October 12, 1984:

   - How to interpret skills analyses,
   - Black student achievement districtwide,
   - The ROSE report,
   - Practice tests and testing guidelines,
   - Year-long plan for learning,
   - Skills tested,
   - TABS.

2. Fall, 1984: As teachers supplied the names and ID numbers of the students they served, they were supplied with a listing of all standardized test scores available for the students based on BIGG file (Chapter 1 file).

3. Planning information May, 1985:

   - An extra copy of alpha listing of spring, 1985 ITBS scores by school and grade (Teach and Reach students only).
   - A listing of Black elementary students at or below the 50th percentile in reading based on April, 1984 ITBS scores by school (based on Chapter 1's eligibility program).
   - An extra copy of ITBS skills analyses for individual students.

For the evaluation of the project, analyses were carried out using the Statistical Analysis System (SAS) on AISD's IBM 4341 computer. Lists of students served were obtained from staff (see DP-REACH 01 01); ITBS scores and descriptive information came from the ITBS and Student Master Files. The following information was gathered:

- Distribution of ITBS percentile scores for students served in mathematics and in reading for spring, 1984 and spring, 1985. Reading Total and Math Total scores were utilized except for kindergarten. Language Total scores were utilized at the kindergarten level for fall and spring and for spring, 1984 for first graders (see DP-SASTR 01 01).

- Listing of all Teach and Reach students' 1984-1985 scores in Reading Total and Math Total on the ITBS by area of service, school, and grade (see DP-SASTR 02 01).

- Summary of pretest (1984) and posttest (1985) mean percentile scores and gains between spring, 1984 and spring, 1985 (except at kindergarten where fall and spring scores were compared). Means were calculated based on grade equivalents and then converted to percentiles. Means were not calculated by campus because sample sizes were too small by grade to be meaningful. The supervising teacher received a listing of students' scores by campus, grade, and subject area of service (see DP-SASTR 03 01).

- Report on School Effectiveness (ROSE) analysis procedures were used to compare progress of all students served in Teach and Reach reading with similar students districtwide across grades K-3; the same was done for math. This analysis considers a number of variables, including ethnicity and low-income status. This provided an overall view of whether growth made by Teach and Reach students was at the level expected, above the level expected, or below the level expected compared to similar students in AISD (see Attachment D-1 for a more complete description).

The procedure used was to:

1) Take residual scores (deviation scores) from the ROSE file (FORTRAN format) (program name DP-ROSTR 02 01).

2) Calculate means and standard deviations for all AISD students at a grade level and for those in Teach and Reach at that level. The Statistical Analysis System (SAS) was used for these calculations (see DP-SAS 03 01).

3) Calculate the standard error for Teach and Reach by grade with a hand calculator with the following formula:

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

where SD is the standard deviation of the student residual scores and N is the number of students served by Teach and Reach in the school (see Guilford and Fruchter, 1973, p. 128).

4) Divide the group mean by the standard error. The resulting score was checked for significance at the .05 level (z=1.96) in a table of z-scores to check the probability of the means being obtained by chance.

Decision Rules:

1. All students in the program as of January were included in the analyses. Thus, those dropping out after January (DROP*) were included; the one student who added after January (ADD*) was not.

2. Only students with both 1984 and 1985 Reading Total or Math Total scores (depending on area(s) of service) were included. Special Circumstances scores were considered invalid and skipped.

3. Only those served in reading were included in the reading analyses; only those served in math were included in the math analyses.

4. Kindergarten pretest scores reflect fall, 1984 rather than spring, 1984. Kindergarten students do not take a mathematics test in the fall and therefore have no pretest. They also take language rather than reading tests; the Language Total score was therefore used.

5. Pretest scores for first graders in reading are Language Total scores; posttest scores are Reading Total scores.

In interpreting results of Teach and Reach achievement analyses, it is important to realize that students were only served by Teach and Reach about one-half hour per day four days a week. Other factors impacted students' achievement, e.g. the regular classroom teacher for the previous and current year and possible service in the after-school tutoring program (teachers indicated a few students were involved).

At grade levels where the sample size was 20 or greater, we have greater confidence that these factors balanced each other out and did not distort results; smaller samples are more susceptible to variations from these sources and are therefore less reliable.

Results

Frequency Distributions

Reading. Figure D-1 shows the pretest and posttest score distributions for Teach and Reach reading students. Scores reflect percentile Reading Totals for students with valid scores both years (with Language Total reflected for kindergarten).

Originally, the program hoped to serve those students scoring between the 30th and 40th percentile--the second priority was those scoring below the 30th percentile not served by Chapter 1. As grade levels for service and Chapter 1 rosters were examined in the fall, Teach and Reach felt it necessary to add students scoring outside these guidelines. A summary of students' scores is shown on the next page.

In terms of pretest scores:

- One half fit the criteria of 30-40th percentile;
- 23% scored below 30;
- 27% scored above the 40th percentile with 10% at the 50th percentile or above.

Thus, only one half were in the original primary target group with some lower and higher achievers added.

ITBS Reading Total Percentiles

Percentile Ranges	Pretest N	Pretest %		Posttest N	Posttest %	
1 - 19	15	19%		16	20%	
20 - 29	3	4%	23%	11	14%	34%
30 - 39	26	33%		10	13%	
40 - 49	28*	35%	68%	13	16%	29%
50 - 59	3	4%		10	13%	
60 - 69	5	6%	10%	9	11%	38%
70 - 99	-	-		11	14%	
Range of Scores	1 - 67			4 - 90		

*14 (18%) scored at the 40th percentile exactly

Figure D-1. ITBS READING TOTAL PERCENTILE SCORES BY RANGES: TEACH AND REACH PRE AND POST. Scores reflect performances in 1984 and 1985.

In terms of pre- to posttest results, this summary reveals that:

- The percentage of students scoring below the 30th percentile actually increased 11% between pre- and posttesting from 23% to 34% of those served.
- The percentage of students scoring between 30 and 49 dropped dramatically, from 68% to 29%.
- The percentage of students scoring at or above the 50th percentile increased 28%, from 10% to 38%.

This suggests Teach and Reach had a differential impact on students in reading--some students dropped below the 30th percentile who had previously scored higher and some rose above the 50th percentile who previously scored lower. Fortunately, the number increasing above 50 exceeded the number dropping below 30.

Mathematics. Figure D-2 shows pre- and posttest score distributions for ITBS Math Total percentile scores for Teach and Reach mathematics students (only those with valid scores both years). Original guidelines for selection of students were the same as in reading.

In terms of pretest scores:

- One third of those served scored between 30 and 40;
- Over half (58%) scored below 30:
- 9% scored between 41 and 49;
- 2% scored at the 50th percentile or above.

Thus, only one third fit the original primary target group with many lower achievers and a few higher achievers added.

ITBS Mathematics Total Percentiles

Percentile Ranges	Pretest N	Pretest %		Posttest N	Posttest %	
1 - 19	39	35%		26	23%	
20 - 29	26	23%	58%	21	19%	42%
30 - 39	36	32%		20	18%	
40 - 49	10	9%	41%	17	15%	33%
50 - 59	2	2%		11	10%	
60 - 69	-	-	2%	11	10%	26%
70 - 99	-	-		7	6%	
Range of Scores	1- 51			2 - 96		

Figure D-2. ITBS MATH TOTAL PERCENTILE SCORES BY RANGES FOR TEACH AND REACH STUDENTS IN 1984 AND 1985.

Pre- to posttest comparisons suggest better progress in mathematics than in reading for those served. Not only did the percentage of students scoring at 50 or above increase by 36%, but the percentage scoring below 30 decreased 16%.

Student Scores

An examination of individual student scores reveals their patterns of growth. An unusually large number of students appears to have made either very large gains or very large losses. It is difficult to tell whether these changes are the result of Teach and Reach, the regular teacher, or student disinterest in the testing on the pre- or posttest. All could have played a part in particular cases. Figure D-3 shows percentile scores for those served in each area by school and grade. Campus and student identities have been protected for confidentiality.

Score Increases and Decreases

Several counts were made to further examine changes in Teach and Reach student scores between pre- and posttesting. The chart which follows displays the number of students who showed gains, no change, or losses in percentile scores between pre- and posttesting.

Changes in Percentile Scores
Pre- to Post

READING

Number of Students Showing...	K		1		2		3	
	No.	%	No.	%	No.	%	No.	%
Gains	8	38	27	69	6	40	4	80
No Change (0)	0		0		0		0	
Losses	13	62	12	31	9	60	1	20
Total	21	100	39	100	26	100	5	100

MATHEMATICS

Number of Students Showing...	K		1		2		3	
	No.	%	No.	%	No.	%	No.	%
Gains	N/A*		22	76	26	65	26	59
No Change (0)			0		1	3	2	5
Losses			7	24	13	33	16	36
Total	0		29	100	40	100+	44	100

*No pretest available
+Does not total to 100 due to rounding

Reading

TEACH AND REACH READING 1984 AND 1985 11:05 WEDNESDAY, JUNE 5, 1985 1

ITBS Percentiles

UNS	SCHOOL	GRADE	AREA	READIND	READPRE	READPOST	READGAIN	MATHIND	MATHPRE	MATHPOST	MATHGAIN
1	1	0(K)	R	VA	36	44	-8	NA	0	0	0
2	1	0	R	VA	47	44	-3	NA	0	0	0
3	1	0	R	VA	36	57	21	NA	0	0	0
4	1	0	R	VA	42	57	15	NA	0	0	0
5	1	0	R	VA	36	13	-23	NA	0	0	0
6	1	0	R	VA	36	69	33	NA	0	0	0
7	1	0	R	VA	36	17	-19	NA	0	0	0
8	1	0	R	VA	47	9	-38	NA	0	0	0
9	1	0	R	VA	36	90	54	NA	0	0	0
10	1	0	R	VA	36	44	8	NA	0	0	0
11	1	1	R	VA	40	47	7	NA	0	0	0
12	1	1	R	VA	40	62	22	NA	0	0	0
13	1	1	R	VA	31	35	4	NA	0	0	0
14	1	1	R	VA	40	75	35	NA	0	0	0
15	1	1	R	VA	40	59	19	NA	0	0	0
16	1	1	R	VA	31	62	31	NA	0	0	0
17	1	1	R	VA	40	56	16	NA	0	0	0
18	1	1	R	VA	40	59	19	NA	0	0	0
19	1	2	R	VA	41	30	-11	NA	0	0	0
20	1	2	R	VA	47	35	-12	NA	0	0	0
21	1	2	R	VA	50	68	18	NA	0	0	0
22	1	2	R	VA	47	38	-9	NA	0	0	0
23	1	2	R	VA	41	58	17	NA	0	0	0
24	1	2	R	VA	38	27	-11	NA	0	0	0
25	1	2	R	VA	47	21	-26	NA	0	0	0
26	1	2	R	VA	38	60	22	NA	0	0	0
27	1	3	R	VA	35	50	13	NA	0	0	0
28	1	3	R	VA	38	45	7	NA	0	0	0
29	1	3	R	VA	40	38	-2	NA	0	0	0
30	1	3	R	VA	40	48	8	NA	0	0	0
31	1	3	R	VA	40	53	13	NA	0	0	0
32	3	0	R	VA	15	4	-11	NA	0	0	0
33	3	0	R	VA	22	26	4	NA	0	0	0
34	3	0	R	VA	1	4	3	NA	0	0	0
35	3	0	R	VA	6	4	-2	NA	0	0	0
36	3	0	R	VA	22	13	-9	NA	0	0	0
37	3	0	R	VA	15	13	-2	NA	0	0	0
38	3	0	R	VA	15	9	-6	NA	0	0	0
39	3	0	R	VA	15	9	-6	NA	0	0	0
40	3	0	R	VA	15	9	-6	NA	0	0	0
41	3	0	R	VA	15	9	-6	NA	0	0	0
42	3	0	R	VA	47	26	-21	NA	0	0	0
43	3	1	R	VA	31	27	-4	NA	0	0	0
44	3	1	R	VA	31	22	-9	NA	0	0	0
45	3	1	R	VA	31	47	16	NA	0	0	0
46	3	1	R	VA	40	30	-10	NA	0	0	0
47	3	1	R	VA	21	70	49	NA	0	0	0
48	3	1	R	VA	31	56	25	NA	0	0	0
49	3	1	R	VA	67	86	19	NA	0	0	0
50	3	1	R	VA	40	84	44	NA	0	0	0
51	3	1	R	VA	67	70	3	NA	0	0	0
52	3	1	R	VA	31	41	10	NA	0	0	0
53	3	1	R	VA	40	10	-30	NA	0	0	0
54	3	2	R	VA	47	35	-12	NA	0	0	0
55	3	2	R	VA	38	46	8	NA	0	0	0
56	3	2	R	VA	41	30	-11	NA	0	0	0

Key

Areas of Service: R = Reading, M = Math, B = Both

School 1

School 3

Indicators of Areas Served & Validity of Scores: Va = Valid (Served & Pre & Post Scores Available); NA = Not Applicable (Not served in area)

84.46

D-8

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Figure D-3. TEACH AND REACH STUDENTS' PRE- AND POSTTEST SCORES ON THE ITBS. (Page 1 of 5)

OBS	STUDENT NAME	SCHOOL	GRADE	AREA	READIND	READPRE	READPOST	READGAIN	MATHIND	MATHPRE	MATHPOST	MATHGAIN
57			2	R	VA	38	49	11	NA	0	0	0
58		School 3	2	R	VA	38	23	-15	NA	0	0	0
59			2	R	VA	47	60	13	NA	0	0	0
60			2	R	VA	41	21	-20	NA	0	0	0
61			1	R	VA	31	75	44	NA	0	0	0
62			1	B	VA	40	38	-2	VA	20	50	30
63			1	R	VA	31	80	49	NA	0	0	0
64			1	B	VA	17	18	1	VA	30	38	8
65			1	R	VA	67	41	-26	NA	0	0	0
66			1	B	VA	9	78	69	VA	34	56	27
67			1	B	VA	17	35	18	VA	43	22	-21
68		School 6	1	B	VA	31	20	-11	VA	51	33	-18
69			1	B	VA	54	59	5	VA	30	44	14
70			1	B	VA	67	14	-53	VA	43	66	23
71			1	R	VA	9	62	53	NA	0	0	0
72			1	B	VA	31	7	-24	VA	43	22	-21
73			1	B	VA	31	62	31	VA	8	13	5
74			1	R	VA	7	41	34	NA	0	0	0
75			1	B	VA	54	41	-13	VA	12	50	38
76			1	B	VA	17	68	51	VA	30	44	14
77			1	R	VA	67	20	-47	NA	0	0	0
78			1	B	VA	13	78	65	VA	43	66	23
79			1	R	VA	40	20	-20	NA	0	0	0
80			1	B	VA	41	86	45	VA	13	66	53

NOTE: CONDS AND 350K AND PRINTED PAGES 1 TO 2.

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225                                                    00000230
226                                                    00000240
227                                                    00000250
228                                                    00000260
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NOTE: OBSERVATIONS AND 13 VARIABLES, 86 OBS/TRK.
NOTE: CONDS AND 306K.

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228                                                    00000260
229  MATH 1984 AND 1985*;                             00000270
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Figure D-3. (Page 2 of 5)

Math

TEACH AND REACH MATH 1984 AND 1985 WEDNESDAY, JUNE 5, 1985 3

IBS	STUDENT NAME	SCHOOL	GRADE	AREA	READIND	READPRE	READPOST	READGAIN	MATHIND	MATHPRE	MATHPOST	MATHGAIN
1	0(	2	M	NA	0	0	0		VA	38	6	-32
2	11	2	M	NA	0	0	0		VA	38	50	12
3	1!	2	M	NA	0	0	0		VA	38	45	7
4	2	2	M	NA	0	0	0		VA	33	27	-6
5	3	2	M	NA	0	0	0		VA	27	11	-16
6	3	2	M	NA	0	0	0		VA	1	22	21
7	5	2	M	NA	0	0	0		VA	9	45	36
8	6	2	M	NA	0	0	0		VA	22	36	14
9	7	2	M	NA	0	0	0		VA	22	4	-18
10	7	2	M	NA	0	0	0		VA	17	14	-3
11	7	2	M	NA	0	0	0		VA	17	41	24
12	8	2	M	NA	0	0	0		VA	17	27	10
13	8	2	M	NA	0	0	0		VA	27	22	-5
14	8	2	M	NA	0	0	0		VA	22	11	-11
15	(	2	M	NA	0	0	0		VA	22	27	5
16	(	3	M	NA	0	0	0		VA	2	23	21
17	(	3	M	NA	0	0	0		VA	36	39	3
18	(	3	M	NA	0	0	0		VA	45	35	-10
19		3	M	NA	0	0	0		VA	11	5	-6
20		3	M	NA	0	0	0		VA	45	61	16
21		3	M	NA	0	0	0		VA	41	58	17
22		3	M	NA	0	0	0		VA	11	9	-2
23		3	M	NA	0	0	0		VA	8	27	19
24		3	M	NA	0	0	0		VA	36	64	28
25		3	M	NA	0	0	0		VA	18	39	21
26		3	M	NA	0	0	0		VA	31	35	4
27		3	M	NA	0	0	0		VA	31	61	30
28		3	M	NA	0	0	0		VA	36	20	-16
29		3	M	NA	0	0	0		VA	31	31	0
30		3	M	NA	0	0	0		VA	2	5	3
31		3	M	NA	0	0	0		VA	18	35	17
32		3	M	NA	0	0	0		VA	11	9	-2
33		3	M	NA	0	0	0		VA	45	47	2
34		3	M	NA	0	0	0		VA	18	27	9
35		3	M	NA	0	0	0		VA	18	23	5
36		3	M	NA	0	0	0		VA	18	11	-7
37		3	M	NA	0	0	0		VA	8	47	39
38		3	M	NA	0	0	0		VA	36	96	60
39		3	M	NA	0	0	0		VA	36	43	7
40		3	M	NA	0	0	0		VA	27	51	24
41		3	M	NA	0	0	0		VA	27	39	12
42		3	M	NA	0	0	0		VA	36	47	11
43		3	M	NA	0	0	0		VA	18	51	33
44		3	M	NA	0	0	0		VA	14	71	57
45		1	M	NA	0	0	0		VA	13	33	20
46		1	M	NA	0	0	0		VA	27	44	17
47		1	M	NA	0	0	0		VA	15	13	-2
48		1	M	NA	0	0	0		VA	6	38	32
49		1	M	NA	0	0	0		VA	12	44	32
50		1	M	NA	0	0	0		VA	12	6	-6
51		1	M	NA	0	0	0		VA	30	61	31
52		1	M	NA	0	0	0		VA	25	44	19
53		2	M	NA	0	0	0		VA	38	71	33
54		2	M	NA	0	0	0		VA	27	67	40
55		2	M	NA	0	0	0		VA	27	18	-9
56		2	M	NA	0	0	0		VA	27	22	-5

School 2

School 3

School 4

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Figure D-3. (Page 3 of 5)

OBS	STUDENT NAME	SCHOOL	GRADE	AREA	READIND	READPRE	READPOST	READGAIN	MATHIND	MATHPRE	MATHPOST	MATHGAIN
57		4	2	M	NA	0	0	0	VA	27	81	54
58		4	2	M	NA	0	0	0	VA	33	54	21
59		4	2	M	NA	0	0	0	VA	33	22	-11
60		4	2	M	NA	0	0	0	VA	22	78	56
61		4	2	M	NA	0	0	0	VA	33	41	8
62		4	2	M	NA	0	0	0	VA	50	50	0
63		4	2	M	NA	0	0	0	VA	33	18	-15
64		4	2	M	NA	0	0	0	VA	38	78	40
65		4	2	M	NA	0	0	0	VA	33	67	34
66		4	3	M	NA	0	0	0	VA	27	54	27
67		4	3	M	NA	0	0	0	VA	41	31	-10
68		4	1	M	NA	0	0	0	VA	30	22	-8
69		4	1	M	NA	0	0	0	VA	3	6	3
70		4	1	M	NA	0	0	0	VA	12	22	10
71		4	1	M	NA	0	0	0	VA	34	27	-7
72		4	1	M	NA	0	0	0	VA	8	13	5
73		4	1	M	NA	0	0	0	VA	20	22	2
74		4	1	M	NA	0	0	0	VA	8	44	36
75		5	2	M	NA	0	0	0	VA	27	63	36
76		5	2	M	NA	0	0	0	VA	27	31	4
77		5	2	M	NA	0	0	0	VA	6	36	30
78		5	2	M	NA	0	0	0	VA	27	22	-5
79		5	2	M	NA	0	0	0	VA	17	67	50
80		5	2	M	NA	0	0	0	VA	22	31	9
81		5	2	M	NA	0	0	0	VA	33	50	17
82		5	2	M	NA	0	0	0	VA	17	11	-6
83		5	2	M	NA	0	0	0	VA	3	11	8
84		5	2	M	NA	0	0	0	VA	27	75	48
85		5	2	M	NA	0	0	0	VA	38	41	3
86		5	2	M	NA	0	0	0	VA	22	41	19
87		5	3	M	NA	0	0	0	VA	22	47	25
88		5	3	M	NA	0	0	0	VA	31	2	-29
89		5	3	M	NA	0	0	0	VA	36	35	-1
90		5	3	M	NA	0	0	0	VA	31	5	-26
91		5	3	M	NA	0	0	0	VA	36	9	-27
92		5	3	M	NA	0	0	0	VA	14	35	21
93		5	3	M	NA	0	0	0	VA	31	39	8
94		5	3	M	NA	0	0	0	VA	45	23	-22
95		5	3	M	NA	0	0	0	VA	18	16	-2
96		5	3	M	NA	0	0	0	VA	18	5	-13
97		5	3	M	NA	0	0	0	VA	36	7	-29
98		5	3	M	NA	0	0	0	VA	36	13	-23
99		5	3	M	NA	0	0	0	VA	27	27	0
100		6	1	B	VA	40	38	-2	VA	20	50	30
101		6	1	B	VA	17	18	1	VA	30	38	8
102		6	1	B	VA	9	78	69	VA	34	56	22
103		6	1	B	VA	17	35	18	VA	43	22	-21
104		6	1	B	VA	31	20	-11	VA	51	33	-18
105		6	1	B	VA	54	59	5	VA	30	44	14
106		6	1	B	VA	67	14	-53	VA	43	66	23
107		6	1	B	NV	0	59	59	VA	6	33	27
108		6	1	B	VA	31	7	-24	VA	43	22	-21
109		6	1	B	VA	31	62	31	VA	8	13	5
110		6	1	B	VA	54	41	-13	VA	12	50	38
111		6	1	B	VA	17	68	51	VA	30	44	14
112		6	1	B	VA	13	78	65	VA	43	66	23

School 4

School 5

School 6

84.46

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Figure D-3. (Page 4 of 5)

OBS STUDENT NAME SCHOOL GRADE AREA READIND READPRE READPOST READGAIN MATHIND MATHPRE MATHPOST MATHGAIN

113 School 6 1 8 VA 41 86 45 VA 13 66 53

NOTE: T
NOTE: S

NDS AND 350K AND PRINTED PAGES 3 TO 5.

84,46

Figure D-3. (Page 5 of 5)

The summary chart below shows whether more students made gains (+) or losses (-) by grade level.

	Total N	Reading	Total N	Mathematics
K	21	-	-	N/A
1	39	+	29	+
2	15	-	40	+
3	5	+	44	+

Thus, Teach and Reach was more successful in achieving student gains in mathematics than reading. In reading, Teach and Reach was more successful at grades one and three (note small sample size) than at grades K and two.

A more detailed look at the sizes of the gains and losses made by students is provided in Figure D-4. This breakdown shows that most of the very large gains (26 or more percentile points or more) occurred at grade one in reading and grades one and two in mathematics. It also confirms that the poorest growth was seen at the kindergarten and second grade level in reading with good growth for most students at the other grade levels in both areas (note small sample at grade 3 in reading).

Changes in Percentile Scores
Pre- to Post
(Size of Gain or Loss)

READING	K		1		2		3	
	No.	%	No.	%	No.	%	No.	%
+26->+65	2	10%	13	33%				
+16->+25	1	5%	8	21%	3	20%		
+ 6->+15	3	14%	2	5%	3	20%	4	80%
- 5->+ 5	5	24%	6	15%			1	20%
- 6->-15	6	29%	4	10%	7	47%		
-16->-25	3	14%	2	5%	1	7%		
-25->-53	1	5%	4	10%	1	7%		
Total	21	100%	39	100%	15	100%	5	100%

MATHEMATICS	K		1		2		3	
	No.	%	No.	%	No.	%	No.	%
+26->+60	N/A		8	28%	11	28%	7	16%
+16->+25	No		6	21%	5	13%	9	20%
+ 6->+15	pretest		4	14%	7	18%	5	11%
- 5->+ 5	available		5	17%	8	20%	11	25%
- 6->-15			3	10%	6	15%	5	11%
-16->-25			3	10%	2	5%	3	7%
-26->-32					1	3%	4	9%
Total	0 (9 served)		29	100%	40	100%	44	100%

Figure D-4. SIZE OF CHANGES IN PERCENTILE SCORES IN READING AND MATHEMATICS. Shows number and percent of students showing various size gains and losses between spring, 1984 and spring, 1985 on the ITBS in Reading Total and Mathematics Total sections. Students are reflected only in area(s) served. Percentages do not always total exactly 100% because of rounding.

Patterns of growth by campus reveal the following number of students showing gains, no change, and losses overall.

READING	Campus Number											
Number of	1		2		3		4		5		6	
Students Showing...	#	%	#	%	#	%	#	%	#	%	#	%
Gains	21	68			12	41					12	60
No Change (0)	-	-			-	-					-	-
Losses	10	32			17	59					8	40
MATHEMATICS												
Gains			22	61	8	100	15	65	18	56	11	79
No Change (0)			1	3	-	-	1	4	1	3	-	-
Losses			13	36	0	-	7	30	13	41	3	21

Caution must be taken in interpreting results by campus because small samples are more susceptible to the influences of other variables affecting the students (e.g., the regular classroom teacher, tutorial experience). If success is considered the number of students showing gains of any size, success rates varied from 41 to 77%.

Mean Gains

Average scores for Blacks in Teach and Reach and AISD overall in reading and mathematics are shown below.

	TEACH AND REACH				AISD BLACKS			
Grade:	K	1	2	3	K	1	2	3
READING								
N	21	39	26	5	708	842	642	598
Pretest	29	40	41	38	25	24	56	46
Posttest	28	50	38	45	29	47	41	40
Gain	-1	+10	-3	+7	+4	+17	-15	-6
MATHEMATICS								
N	9	29	40	44	791	839	642	598
Pretest	None	30	27	27	None	29	43	43
Posttest	47	33	36	31	31	39	42	45
Gain	None	+3	+9	+4	None	+10	-1	+2

Figure D-5. AVERAGE ITBS PERCENTILE SCORES FOR TEACH AND REACH VERSUS ALL BLACK AISD STUDENTS. Reading Total and Mathematics Total scores are shown for grades 1 through 3. Kindergarten scores are for language. Only students tested at both pr and posttest are included except at grade 1. Where all those tested are included. Teach and Reach scores are mean grade equivalents converted to percentiles; AISD Black scores are median percentiles.

These averages suggest greater gains or smaller losses for Blacks in Teach and Reach at some grade levels--grades 2 and 3 in reading and mathematics. However, a more valid comparison is available in the Report on School Effectiveness (ROSE), which considers many other background characteristics.

Report on School Effectiveness (ROSE)

The ROSE report (1985) is based on regression analyses which consider previous achievement and the following factors in comparing the growth of Teach and Reach students to others in AISD.

- Sex
- Ethnicity
- Family income
- Pupil/teacher ratio for the grade
- Transfer status
- Desegregation status (Was school impacted? Was student reassigned?)

The ROSE indicates whether those in Teach and Reach:

- Exceeded predicted gains,
- Achieved predicted gains, or
- Achieved below predicted gains.

Results indicate that:

- The gains of second graders served in mathematics exceeded predicted levels.
- Students served in reading at grades K-3 and in mathematics at grades 1 and 3 achieved predicted gains. Gains were not significantly different from similar students not served.

		PERFORMANCE IN...		
GRADE	N	READING	N	MATHEMATICS
K	21	Achieved predicted gain	9	Not available
1	39	Achieved predicted gain	29	Achieved predicted gain
2	26	Achieved predicted gain	40	Exceeded predicted gain
3	5	*	44	Achieved predicted gain

*Number is too small for analysis.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

THE ROSE—THE REPORT ON SCHOOL EFFECTIVENESS

1983-84

What is ROSE?

ROSE, the Report on School Effectiveness, provides information about AISD schools that is more than just descriptive. It is the result of a series of statistical analyses which answer the question, "How do the achievement gains of a school's students compare with those of other AISD students of the same previous achievement levels and background characteristics?" Regression analysis is used to produce predicted achievement levels in reading and math for each student based on the following characteristics:

- Previous achievement level,
- Sex,
- Ethnicity,
- Family income (whether or not the student or a sibling received a free or reduced-price lunch),
- Whether or not the student's school was impacted by desegregation,
- Whether or not the student was reassigned by the desegregation plan,
- Whether or not the student was a transfer student, and
- The average pupil/teacher ratio for the student's grade at his/her school (elementary only).

The predicted scores are then compared with the students' actual scores. On the elementary and junior high printouts, the numbers in parentheses give the average difference between the predicted and actual scores in grade equivalents. For example, a value of +.10 would mean that the students at that grade scored one month higher on the average than similar students districtwide. The verbal descriptors, "Exceeded Predicted Gain," "Achieved Predicted Gain," and "Below Predicted Gain" are assigned according to the statistical significance of the results. If the obtained average is far enough above or below the expected value of zero so that it would have occurred only 5% of the time or less by chance, then the "Exceeded" or "Below" label is assigned.

In producing the high school printouts, the comparison of actual and predicted scores is used to classify students as being either above or below their expected level of achievement. Again a statistical test is used to assign the verbal descriptors using the same decision rule, $p \leq .05$.

What is the purpose of ROSE?

The purpose of ROSE is to improve student achievement in reading and math through the identification of groups of students who are experiencing exceptional success or failure. The identification of these students creates an opportunity for improvement in the overall program if practices or conditions associated with the success or failure of these students can be identified.

If a school has students who are scoring above the predicted levels in reading and math, an examination of the practices of their teachers may reveal information which will be useful in improving performance for students in other groups or subject areas. Cases where the students are scoring below the predicted level also require close attention so that practices or conditions which are retarding student growth can be identified and altered.

Some Cautions!

In using ROSE, keep the following points in mind:

a. ROSE has its greatest value when the results do not entirely match your informal assessment; i.e., when it is providing you with new information. If the results are the complete opposite of your experience, however, then the analyses should be viewed with caution.

b. Test results have been considered only for reading and math. Exemplary or poor performance in other areas has not been examined.

c. ROSE attempts to adjust for as many factors outside the school's control as possible. When above- or below-average performance is found, additional factors outside the school's control may still be operating. Knowledge of the situation at the school is important to a full understanding of the report.

d. ROSE should be used constructively. The emphasis should be on initiating and reinforcing good practices and identifying problems. Remember, the purpose is to improve the education of our students.

e. Given that ROSE controls for certain background characteristics, some schools with high concentrations of low-income, low-achieving students will be found to exceed predicted achievement at some grades, even though their average achievement level is low. It is a strength of ROSE that it recognizes the effectiveness of the teachers of these students; however, nothing in the ROSE report should be taken as an indication that the District is satisfied with the achievement of our low-achieving students. Indeed, it is a priority goal of the District that low student achievement be improved at all grade levels. We expect over time that the effect of certain factors now explaining low achievement will have less effect on predicted achievement. ROSE may contribute to the success of that goal by reinforcing the efforts of effective teachers and by highlighting effective practices for others to follow.

f. The statistical significance of the results are influenced by the number of students tested; i.e., any given value is more likely to represent a real difference from the expected value if it is obtained from 100 students rather than 30. Therefore, in some cases elementary and junior high results that are significant may appear to be less extreme than other results that are nonsignificant if the sizes of the groups differ greatly.

School Characteristics Information

The values for the school characteristics listed on the ROSE may differ from those listed in individual school achievement profiles or elsewhere. The ROSE values are based on the population used in doing the analyses and therefore may not exactly reflect the total school population.