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AUTHOR	Christner, Catherine, Ed.
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ABSTRACT

This needs assessment was prepared to aid in budget planning of special/compensatory/remedial programs in the Austin (Texas) Independent School District (AISD). District data and student needs were examined for 1986-87 in 10 categories: prekindergarten classes, limited English proficiency, migrant status, special education, student dropouts, students retained, number of "F" grades given, areas indicated by districtwide achievement test results and by statewide basic/minimum skills assessment results, and discipline data. Schools having a high concentration of students from low income groups and with low achievement test scores were discovered. Availability of special/compensatory programs at each school and areas of overlap among programs were surveyed. Areas in which student needs were not being met were summarized including lack of funds to provide adequate level of compensatory help, district focus on elementary reading improvement to detriment of mathematics improvement, failure of several thousand low achieving students to receive compensatory services, and high levels of unmet needs among grade 9 students. Prekindergarten benefits were found to exceed program costs and program overlap was found to be significant. Figures throughout the text present data; program contact persons are listed. (LFL)

85.36

AISD NEEDS ASSESSMENT FOR 1986-87

85.36

I. Introduction

Contact Person: David Doss and Catherine Christner

Background

Each year at varying times during the school year plans are made to fund programs to help students with special needs. All too often this planning is done in isolation with a focus on only one segment of students in need.

Each year in planning for the Chapter 1/Chapter 1 Migrant application for funding for the next year, many different planning documents have been generated. These have been examined by program staff and these programs and the State Compensatory Education (SCE) program have been planned around them. While these needs assessments have been shared with other AISD staff, few attempts have been made to really synthesize these data with other available data to present to a districtwide audience.

The purpose of this document is to present a needs assessment of much wider scope to AISD staff to aid in planning for the needs of AISD students. There is a limited amount of local, state, and federal funds and an abundance of student needs to be met. It is hoped that all the needs presented here will be considered and then priorities can be determined and money spent accordingly.

III. What are the needs of AISD students in 1986-87 for prekindergarten classes?

Contact person: Catherine Christner

Background

Until this school year, AISD's prekindergarten classes were totally funded out of federal or local monies. Now the District receives funds for a half-day program from the state and funds the remainder of the day with Chapter 1 and Chapter 1 Migrant monies. Under the law (HB72) districts are required to provide a half-day prekindergarten program to all four year old children who are eligible for free/reduced price lunch or who are identified limited English proficient (LEP). The District currently funds 25 units with 18 children served in each unit.
In order to estimate the number of potential prekindergarten students, counts of kindergarten students in several categories were generated. In addition to numbers of students eligible for free/reduced price lunch and LEP students, numbers of low-scoring (at or below the 30th%ile) kindergarten students are included. Since Chapter 1 funds may be used to supplement all or some of these units, students with the greatest need would be selected for program participation first. Figure 1 reflects the counts of current kindergarten students by whether they are LEP, low income, low achievers, or some combination for each AISD elementary campus. Also included are the location of the current units.

Using the numbers in Figure 1, the counts of additional prekindergarten units needed were generated based on the current prekindergarten pupil/teacher ratio of 18 to 1 and the needs for additional units based on three different formulas: the numbers of LEP students and the numbers of low-achieving students; the numbers of LEP students and the numbers of low-achieving students who were also low income; and the numbers of LEP students and the numbers of students who were low income. See Figure 2. Half units (9 students) are included in these figures although they are logistically not feasible.

Major Findings

- The data in Figures 1 and 2 indicate a strong need for additional prekindergarten classes. The fewest additional units needed are 36 while the maximum needed are 80.

These data do not consider where building space is available or if the space available is appropriate for prekindergarten class needs.

- There is an inherent dilemma in planning the units in that the State has indicated one criteria (LEP and low income students) while the District's focus has been on LEP and low achieving students. Which groups of students are in the most need?

- Some of the campuses where the greatest needs are in terms of numbers of students to be served (i.e. Langford and Houston) are not traditional Chapter 1 campuses (see Section III1). Since Chapter 1 money has been used to supplement the half day program to make a full day program, money from other funding sources like SCE or Chapter 2 may need to be used if the District continues its commitment to a full day program.

- The District may have to implement its expanded prekindergarten program gradually since it may take some time and effort to identify and then recruit parents of potential students. Many parents may not be willing to have their children participate if after school care is not available at that campus.

- Included in Figure 2 are many half units. The District may need to consider having combined attendance area classes where there are not enough children at one campus, but there are enough when two or more attendance areas are combined.

- Currently there are three Migrant units (at Metz, Zavala, and Sunset Valley). There are needs at each of these schools for service for LEP and/or low-income and/or low-achieving students. Since there are sometimes difficulties recruiting enough migrant students to fill these units, consideration should be given to combining either Chapter 1 or LEP units with Migrant to increase the student population most in need of service.

References:

Christner, C. (1986) ECIA Chapter 1: 1986-87 needs assessment (ORE Pub. No. 85.04). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Figure 1. ESTIMATES OF PREKINDERGARTEN NEEDS BY COUNTS OF VARIOUS CONFIGURATIONS OF 1985-86 KINDERGARTEN STUDENTS, BY CAMPUS.

Ranking of Schools by Percent Low-Income	School	Current program units	# Low (less LEP) Income	# LEP Hisp.	# LEP Non-hisp.	# Low Income (less LEP) & # low achievers	# Low (less LEP) achievers
1	Becker	L	99 (77)	22	1	50 (42)	58 (50)
2	Allison	C, L	78 (61)	20	1	37 (32)	52 (46)
3	Oak Springs	C	39 (35)	5	0	28 (24)	28 (24)
4	Ridgetop		44 (27)	16	1	8 (7)	14 (13)
5	Norman	C	35 (35)	0	0	15 (15)	19 (19)
6	Zavala	M	55 (41)	15	0	34 (25)	37 (27)
7	Brown	C	78 (69)	8	2	35 (32)	46 (42)
8	Campbell	C	53 (44)	9	0	36 (30)	38 (32)
9	Govalle	C, L	87 (62)	31	0	49 (35)	59 (42)
10	Dawson	C	49 (46)	6	0	21 (21)	39 (38)
11	Mathews		42 (27)	4	13	10 (8)	14 (12)
12	Sims	C, C	44 (43)	1	0	19 (19)	23 (23)
13	Sanchez	L	56 (35)	22	0	26 (22)	34 (29)
14	Andrews	C	80 (66)	16	0	42 (32)	54 (43)
15	Linder		73 (57)	16	2	19 (18)	28 (27)
16	Allan	C	86 (57)	22	0	32 (30)	40 (36)
17	Ortega	C	44 (37)	7	0	28 (24)	32 (28)
18	Walnut Creek		10 (8)	0	2	4 (4)	5 (5)
19	Brooke	L	49 (48)	2	0	30 (29)	35 (34)
20	Maplewood		28 (27)	1	0	9 (9)	15 (15)
21	Metz	M, L	57 (32)	28	0	35 (12)	48 (24)
22	Blackshear	C	64 (49)	14	1	37 (32)	43 (38)
23	Casis		4 (4)	0	0	1 (1)	4 (4)
24	Wooldridge		49 (41)	7	2	25 (21)	38 (33)
25	Wooten		49 (25)	11	17	19 (5)	29 (13)
26	Graham		3 (3)	0	0	1 (1)	4 (4)
27	Harris	C	53 (50)	4	0	30 (30)	43 (42)
28	Winn	C	77 (77)	0	0	36 (36)	55 (55)
29	Pecan Springs	C	52 (49)	3	0	33 (30)	52 (49)
30	Cook		32 (30)	2	2	15 (15)	26 (25)
32	Bryker Woods		4 (4)	0	0	3 (3)	5 (5)
33	Travis Hts.		50 (40)	11	2	15 (11)	27 (22)
34	Gullett		6 (5)	1	0	3 (2)	3 (2)
35	Reilly		27 (23)	6	1	7 (6)	21 (20)
36	Houston		79 (71)	10	1	35 (34)	71 (70)
37	Barton Hills		10 (10)	0	0	7 (7)	11 (11)
38	Joslin		28 (26)	2	0	11 (11)	23 (23)
39	Zilker		40 (31)	9	0	17 (16)	24 (23)
40	Barrington		21 (16)	5	2	8 (5)	25 (20)
41	St. Elmo		26 (23)	4	0	9 (9)	17 (17)
42	Highland Park		4 (4)	0	0	1 (1)	3 (3)
43	Sunset Valley	M	21 (20)	1	1	13 (12)	31 (30)
44	Langford		63 (57)	8	3	30 (29)	63 (62)
45	Pleasant Hill		35 (27)	7	2	19 (12)	36 (28)
47	Odom		31 (27)	6	1	10 (8)	33 (29)
48	Brentwood		17 (17)	0	0	5 (5)	16 (16)
49	Lee		10 (9)	1	2	3 (2)	9 (7)
51	Pillow		22 (11)	12	2	3 (3)	12 (12)
52	Cunningham		20 (20)	0	0	5 (5)	20 (20)
53	Williams		17 (17)	1	2	6 (6)	36 (34)
54	Menchaca		7 (7)	0	0	3 (3)	8 (8)
55	Summitt		7 (7)	0	0	3 (3)	12 (12)
56	Oak Hill		8 (8)	0	0	3 (3)	9 (9)
57	Patton		5 (5)	0	1	4 (4)	14 (13)
58	Doss		5 (4)	0	3	0 (0)	5 (4)
59	Hill		4 (2)	0	7	2 (1)	17 (14)
60	Pease		0 (0)	0	0	0 (0)	3 (3)
		25	2170 (1795)	378	74	989 (842)	1466 (1389)

Key
C = Chapter 1
L = LEP
M = Migrant

Figure 2. ESTIMATES OF ADDITIONAL PREKINDERGARTEN UNITS NEEDED, BASED ON THREE DIFFERENT CRITERIA OF NEED.

Ranking of Schools by Percent Low-Income	School	Current program units	Additional units needed for LEP students, and students who are both low income and low achievers	Additional units needed for LEP students, and students who are low achievers	Additional units ne for LEP students and low income
1	Becker	L	+2 1/2	+3	+4 1/2
2	Allison	C, L	+1	+1 1/2	+2 1/2
3	Oak Springs	C	+1/2	+1/2	+1
4	Ridgetop		+1	+1 1/2	+1 1/2
5	Norman	C	0	0	+1
6	Zavala	M	+1	+1	+2
7	Brown	C	+1	+2	+3
8	Campbell	C	+1	+1	+2
9	Govalle	C, L	+1 1/2	+2	+3
10	Dawson	C	+1/2	+1 1/2	+1 1/2
11	Mathews		+1	+1 1/2	+2 1/2
12	Sims	C, C	-1	-1/2	+1/2
13	Sanchez	L	+1	+1 1/2	+2
14	Andrews	C	+1 1/2	+2	+3 1/2
15	Linder		+2	+2 1/2	+4
16	Allan	C	+2	+2	+3
17	Ortega	C	+1/2	+1	+1 1/2
18	Walnut Creek		0	0	+1/2
19	Brooke	L	+1/2	+1	+1 1/2
20	Maplewood		+1/2	+1	+1 1/2
21	Metz	M, L	0	+1	+1
22	Blackshear	C	+1 1/2	+2	+2 1/2
23	Casis		0	0	0
24	Wooldridge		+1 1/2	+2	+2 1/2
25	Wooten		+1 1/2	+2	+3
26	Graham		0	0	0
27	Harris	C	+1	+1 1/2	+2
28	Winn	C	+1	+2	+3
29	Pecan Springs	C	+1/2	+1 1/2	+1 1/2
30	Cook		+1	+1 1/2	+1 1/2
32	Bryker Woods		0	0	0
33	Travis Hts.		+1	+2	+3
34	Gullett		0	0	0
35	Reilly		+1/2	+2	+1 1/2
36	Houston		+2 1/2	+4 1/2	+4 1/2
37	Barton Hills		0	+1/2	+1/2
38	Joslin		+1/2	+1	+1 1/2
39	Zilker		+1	+1 1/2	+2
40	Barrington		+1/2	+1 1/2	+1
41	St. Elmo		+1/2	+1	+1 1/2
42	Highland Park		0	0	0
43	Sunset Valley	M	0	+1	0
44	Langford		+2	+4	+3 1/2
45	Pleasant Hill		+1	+2	+2
47	Odom		+1/2	+2	+1 1/2
48	Brentwood		0	+1	+1
49	Lee		0	+1/2	+1/2
51	Pillow		+1	+1	+1
52	Cunningham		0	+1	+1
53	Williams		+1/2	+2	+1
54	Menchaca		0	0	0
55	Summitt		0	0	0
56	Oak Hill		0	+1/2	0
57	Patton		0	1	0
58	Doss		0	0	0
59	Hill		+1/2	+1	+1/2
60	Pease		0	0	0
			36.0	69.5	80.0

II2. What are the needs of AISD students for 1986-87 in terms of limited English proficiency?

Contact Person: Nancy Schuyler

Background

Students classified as limited English proficient (LEP) are served by bilingual education and/or English as a second language programs (unless their parents refuse this service).

Major Findings

- Official October counts for the last 3 years show that AISD's count of LEP students is increasing. The increase between 1983 and 1984 was 2%; the increase between 1984 and 1985 was 13%.

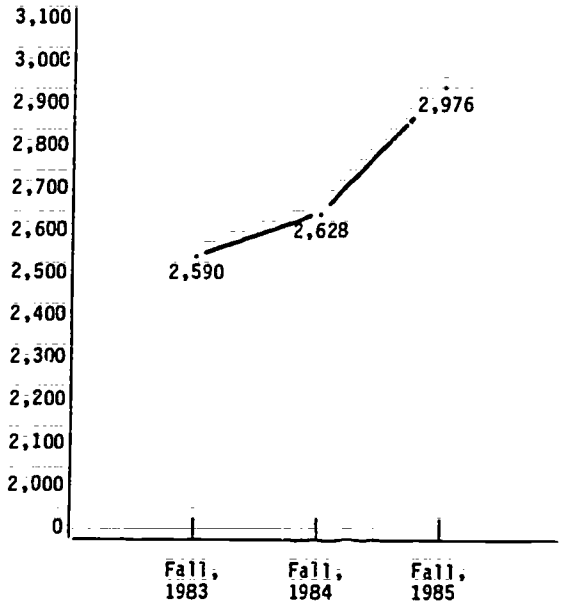

Figure 1. OCTOBER COUNT OF LEP STUDENTS K-12. Those whose parents disapproved the service are excluded. One hundred thirty pre-K students in 1985-86 are not reflected (first time counted).

- Elementary students represent 78% of the LEP population, with 22% at the secondary level. These relative percentages have remained stable over the last three years.

- Spanish students represent 85% of the LEP population. Vietnamese students represent the next largest group (6%). These relative percentages have remained fairly stable over the last three years. Overall, 40 language groups are associated with LEP students.

It seems likely that the number of LEP students in AISD will continue to increase--probably at a rate greater than overall enrollment increases in AISD. Political and economic unrest in many countries appears to be contributing to this trend. In addition, the number of LEP students at the prekindergarten level will increase substantially (over the 130 served in 1985-86) because new TEA regulations require that pre-K service be provided to all LEP and low income students (see pre-K section). Figure 3 lists the LEP student count (as of October, 1985) at each AISD campus.

Has the number of LEP students dominant in another language increased in recent years?

Background

LEP students are further classified for instruction as dominant in a language other than English, balanced bilingual, or English dominant.

Major Findings

- The actual number of students in all three groups has increased over the last three years.
- In 1985-86, 54% of those served were classified as other language dominant, with 24% balanced bilingual and 21% English dominant. There has been a slight shift towards identifying more students dominant in a language other than English over the last three years.

  Between 1983-84 and 1984-85, this percentage increased almost 9%; betweer 1984-85 and 1985-86, the percentage increased again slightly (2%).
- The percentage in the other two groups decreased accordingly, with more of the decrease in the English dominant group.

Year		Other Language Dominant	Balanced Bilingual	English Dominant
83-84	#	1,109	663	718
	%	43.0%	25.7%	27.8%
84-85	#	1,365	616	606
	%	51.7%	23.4%	23.0%
85-86	#	1,600	705	623
	%	53.8%	23.7%	20.9%

Figure 2. LANGUAGE DOMINANCE OF LEP STUDENTS. Based on October counts; a few students with no language dominance available at that time are excluded each year. Categories A and B are called "other language dominant," category C is called "balanced bilingual," and categories D and E are called "English dominant."

References:

Schuyler, N.B., and Garcia-Hashas, P. (1986). Programs for Limited English Speakers: 1985-86 final technical report (ORE Pub. No. 85.39). Austin, TX: Austin Independent School District, Office of Research and Evaluation. (In press)

TOTAL NO. LEP (PRE-K TO 12)

Elementary Schools	PreK	K	1	2	3	4	5	6	Total
Allan	9	21	41	29	30				130
Allison	13	19	19	17	13				81
Andrews	0	14	13	14	9	5			55
Barrington	0	6				16	13	12	47
Barton Hills			8	8	9				25
Becker	12	18	23	15	12	8	9	5	102
Blackshear	4	13				11	4	7	39
Blanton							9	7	16
Brentwood		4				1	1	3	9
Brooke	16		1	1		11	25	14	68
Brown	2	12	20	16	12	6	11	6	90
Bryker Woods			1	2	4				7
Campbell	1	6				11	10	8	36
Casis			13	18	14				45
Cook		5				21	8	12	46
Cunningham						12	3	9	24
Dawson	2	5	12	8	12	12	8	8	67
Doss		3	2	1		2	3		11
Govalle	16	24	26	17	12				95
Graham						27	14	25	66
Gullett		1				1	2		4
Harris		1	3	1		1			6
Highland Park		1	15	14	15				45
Hill		7		3		5			15
Houston		10	6	7	9	14	7	12	65
Joslin		6	5	4	1	7	7	2	32
Langford		11	11	4	7	9	6	6	54
Lee		3	1	2	1			1	8
Linder		17	16	14	12	12	13	8	92
Maplewood		2	3	2	4	1	4	1	17
Mathews		14	13	3	10	3	7	12	62
Menchaca			1				1	1	3
Metz	19	29	40	26	23				137
Norman	1	1	2						4
Oak Hill			1		1				4
Oak Springs	2	7	13	8	6				36
Odom		6	4	5	4	1	5	1	26
Ortega	8	8				10	12	12	50
Patton		3	8		2	1	2		16
Pease		1		1					2
Pecan Springs		3	3	2	2	2			12
Pillow		10	13	17	14				54
Pleasant Hill		7	5	4	1	2	4	3	26
Read							1	2	3
Reilly		2	7	2	4	2	5	2	24
Ridgetop		16	15	13	6	3	5	4	62
St. Elmo		5	5	4	2	4	2	4	26
Sanchez	16	1	22	20	16				75
Sims			1	3	1				5
Summitt			2	1					3
Sunset Valley	4	3	19	13	15				54
Travis Heights		11	15	3	6	2	7		44
Walnut Creek		1				9	15	12	37
Webb						23	10	18	51
Williams		4	2		1	3	2	3	15
Winn			4	1		2			7
Wooldridge		10				5	9	4	28
Wooten		28	28	22	9				87
Zavala	5	9				16	17	18	65
Zilker		10	13	5	4	4	2	4	42
									2,457

Secondary Schools	7th	8th	9th	10th	11th	12th	Total
Anderson			16	10	5	1	32
Austin			9	6	1	1	17
Bedichek	14	5					19
Burnet	14	13					27
Crockett			14	11	5	3	33
Dobie	7	4					11
Fulmore	29	10					39
Johnson (LBJ)			2				2
Johnston			14	11	9	4	38
Lamar	14	10					24
Lanier			9	9	2	3	23
Martin	48	18					66
McCallum			14	10	7	3	34
Murchison	28	60					88
O. Henry	21	5					26
Pearce	6	7					13
Porter	7	12					19
Reagan			12	5	1	2	20
Travis			40	27	23	11	101
							632

Special Campuses	7th	8th	9th	10th	11th	12th	Total
Developmental Center	1		1				2
Rio Grande		1	1				2
Clifton Center	1	1	3	2	1	3	11
Robbins				1			1
Austin State Hosp.	1						1
							17

Figure 3. LEP STUDENT COUNT (AS OF OCTOBER, 1985) AT EACH AISD CAMPUS.

II3. What are the needs of AISD students in 1986-87 in terms of migrant status?

Contact person: Catherine Christner

Background

Students are considered migrants if their parent(s) or guardian is an agricultural worker or fisher and has moved within the last six years from one school district to another to obtain temporary or seasonal agricultural or fishing work. Since schooling has often been disrupted for these students and they are frequently low achievers, federal funds are available to AISD to provide compensatory instruction and health and parental involvement services for these students. Funds are provided to each district based on the number of migrant students identified in that district.

Major Findings

- The number of eligible migrant students in AISD has been steadily decreasing over the last several years. There is no expectation that this trend will change in the future.

Grade	1983-84 Enrolled	1984-85 Enrolled	1985-86 Enrolled	Difference Between 1983-84 and 1985-86 Figures
PK	100	55	67	-33
K	133	108	70	-63
1	152	169	147	-5
2	151	131	105	-46
3	107	112	90	-17
4	116	90	85	-31
5	74	82	60	-14
6	89	68	60	-29
7	78	74	53	-25
8	50	52	56	+6
9	72	55	48	-24
10	39	23	31	-8
11	26	24	15	-11
12	23	18	19	-4
Total	1210	1061	906	-304

Figure 1 Number of Eligible Migrant Students Enrolled in AISD in 1983-84, 1984-85, and 1985-86.

- Ninety-seven percent of migrant students are Hispanic.
- It is becoming increasingly more difficult to plan services as the students are dispersed throughout the district, not clustered in a few attendance areas. (See Figure 2)

Currently the Migrant Program split-funds teachers with Chapter 1 and SCE at locations where there are the highest concentrations of students. This allowed an increase in the number of students served (as of the second six weeks, 1985-86) to 324 as opposed to 283 for the same time period in 1984-85.

References:

Christner, C., Rogers, N., Leben, C., and Prevost, M. (1986). ECIA Chapter 1/Chapter 1 Migrant: 1985-86 final technical report (ORE Pub. No. 85.03). Austin, TX: Austin Independent School District, Office of Research and Evaluation. (In press)

Christner, C. (1985) ECIA Chapter 1 Migrant: 1984-85 final technical report (ORE Pub. No. 84.07). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Christner, C. (1984). ECIA Chapter 1 Migrant: 1983-84 final technical report (ORE Pub. No. 83.12). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

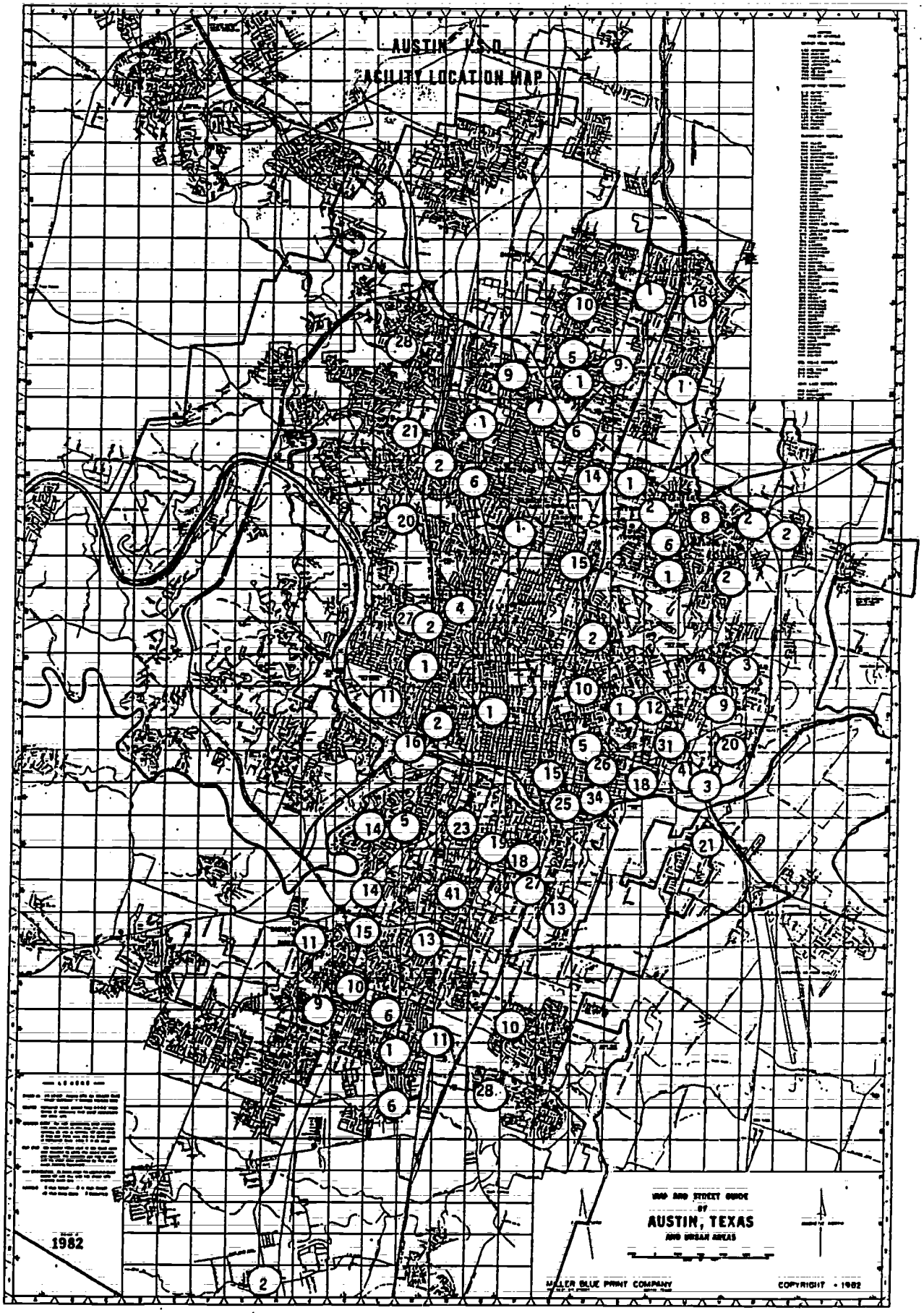

Figure 2: NUMBER OF MIGRANTS AT EACH AISD CAMPUS, 1985-86.

II4. What are the needs of AISD for students in 1986-87 in terms of Special Education?

Contact Person: David Wilkinson

Background

Number by Handicapping Condition. While the average person probably thinks of Special Education students as being primarily classified as Mentally Retarded, only about 7-8% of special Education students in AISD fall in that classification. The largest number of students served is in the Learning Disabled category, 53-59% of all Special Education students. Emotionally Disturbed and Speech Handicapped are the next most frequent categories. In recent years, from 6,700 to 7,500 AISD students annually have been served by Special Education. See Figure 1. In 1985-86, 6,489 students had been served by Special Education by January 10, 1986. See Figure 2. However, the number of students actually in Special Education at a given time is lower, around 5,700 at the start of the 1986 spring term.

Number by Grade. The number of Special Education students in each grade is relatively constant above Early Childhood. There is more variation at the high school grades, with the largest number of students of any grade being served at grade 9. See Figure 2.

Ethnicity and Sex. From 41-43% of AISD Special Education students are White, 30-32% are Hispanic, and 26-27% are Black. In 1984-85, the percentage of Black students in Special Education was 7% higher than the percentage of Black students in AISD. The percentage of Hispanic students in Special Education was 1% higher, and the percentage of White students was 7% lower. Approximately two thirds of all AISD Special Education students are male. The number of male students exceeds the number of female students in nearly every handicapping condition, most noticeably in the categories of Emotionally Disturbed and Learning Disabled.

Instructional Location. The majority of Special Education students (about 85%) are served on a regular campus, either by a combination of regular and Special Education personnel or by Special Education personnel only. From 53-57% of all students served are in integrated or self-contained classrooms on a regular campus. Approximately 12-15% of Special Education students are served on separate campuses or in other settings. Only from .1% to .2% of Special Education students are located in a residential setting.

Major Findings

- AISD identifies a larger percentage of its student enrollment for Special Education than any of the urban Texas school districts.
- AISD identifies larger percentages of students as Learning Disabled and Emotionally Disturbed (with the exception of San Antonio) than are identified by the other seven urban Texas school districts and by the State.

- AISD served a higher percentage of its enrollment in 1983-84 than was served either in Texas or the U.S.

- AISD is most out of line with national service figures in the categories of Learning Disabled and Emotionally Disturbed.

The large number of Special Education students served in AISD is a concern for the District. Comparative information from outside the District indicates that AISD may be overidentifying students for services, particularly in the categories of Learning Disabled and Emotionally Disturbed.

While the overall percentage of students in Special Education has declined slightly over the past two years, the percentage of students within certain handicapping conditions (e.g., Emotionally Disturbed) has risen. Adjustments to the level and type of services provided through Special Education need to be considered.

References

Wilkinson, D. & Luna, N. (1986). Special Education in AISD: Context and program description (ORE Pub. No. 85.26). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Wilkinson, D. & Luna, N. (1986). Special Education: 1985-86 Final technical report. (Publication No. 85.34). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

HANDICAPPING CONDITION	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Auditorially Handicapped	85	96	106	101	104	114
Autistic	-	2	4	7	12	17
Deaf-Blind	6	3	2	0	0	1
Emotionally Disturbed	767	737	847	889	930	1,076
Learning Disabled	3,914	4,010	4,102	4,164	4,192	4,030
Mentally Retarded	577	542	526	566	500	547
Multiply Handicapped	-	1	1	9	153	135
Orthopedically Handicapped	135	132	144	150	141	157
Other Health Impaired	170	220	252	313	350	382
Pregnant	194	140	120	198	107	122
Speech Handicapped	866	932	842	870	812	880
Visually Handicapped	53	60	62	62	73	80
TOTAL	6,767	6,875	7,008	7,329	7,374	7,541

Source: Superintendent's Annual Report, Part III, sent to the Texas Education Agency in June each year.

Figure 1. TOTAL NUMBER OF HANDICAPPED STUDENTS SERVED BY HANDICAPPING CONDITION, 1979-80 THROUGH 1984-85. The data in this figure were supplied by Special Education.

Grade	Number of Special Education Students*
Infant Program	22
Early Childhood	289
Kindergarten	194
1	313
2	500
3	508
4	534
5	514
6	504
7	544
8	572
9	702
10	554
11	337
12	402
TOTAL	6,489

* Cumulative count as of January 10, 1986.

Figure 2. NUMBER OF SPECIAL EDUCATION STUDENTS SERVED BY GRADE, 1985-86.

II5. What are the needs of AISD for 1986-87 in terms of the number of dropouts?

Contact Person: David Doss

Background

A study completed in the spring of 1983 indicated that 24% of students who are in the District at age 14 drop out of school within four and a half years. That study also indicated that the dropout rate differs according to the sex and ethnicity of the students as seen in Figure 1. Academic failure, as measured by grade point average and retention in grade, was the best predictor of which students were likely to drop out. When students of similar academic success were compared, Black students were found to be less likely to drop out than Hispanic and Anglo students (who were equally likely to drop out). Similarly, when equated for academic success, boys were less likely to drop out than girls.

Group	Dropouts	Dropout Rate
Hispanic	335	35%
Males	180	38%
Females	155	33%
Black	186	28%
Males	97	29%
Females	89	26%
Anglo and Other	421	18%
Males	216	18%
Females	205	19%
Total Males	493	25%
Total Females	449	23%
Total	942	24%

Figure 1. LONGITUDINAL DROPOUT RATE BY SEX AND ETHNICITY. Students age 14 in 1978-79 followed to January, 1983.

Subsequently, ORE was asked to develop a system to monitor the annual dropout rate. That system has been in place for two years ('83-'84 and '84-'85) and defines dropouts as students who have left the Austin Independent School District and have not had their transcripts requested by another school. Preliminary rates are calculated each summer and updated the following summer to take into account returning students and summer dropouts. Figure 2 provides the districtwide results for the first two years by sex and ethnicity. Figure 4 presents the results by school.

In 1984-85 the monitoring system was extended downward to junior high for the first time. The preliminary districtwide results are presented in Figure 3 by sex and ethnicity. Figure 5 presents the results by school. Figures 6 and 7 provide the preliminary dropout results for 1984-85 by grade.

Major Findings

High School

- Students in grade 9 show the highest dropout rate (13%).
- The 1984-85 preliminary dropout rate ranged from 6.4% (LBJ) to 15.1% (Travis) at the regular high schools. The rate at W. R. Robbins was 31.5%.
- Districtwide the increase in the preliminary dropout rate of 1.0 percentage point represents a 10% increase.

- Black students showed a decrease from 1983-84 to 1984-85 in both absolute number and preliminary dropout rate.
- The preliminary rate increased for both males and females.

Group	Preliminary, 1983-84 Number	%	Preliminary, 1984-85 Number	%	Difference	Updated, 1983-84 Number	%
Black	329	11.0%	319	10.5%	-0.5%	277	9.2%
Hispanic	577	14.3%	600	15.9%	+1.6%	554	13.7%
Anglo/Other	798	8.0%	968	9.2%	+1.2%	850	8.5%
Male	922	10.6%	1,064	11.8%	+1.2%	923	10.6%
Female	782	9.4%	883	10.2%	+0.8%	758	9.1%
Total	1,704	10.0%	1,947	11.0%	+1.0%	1,681	9.8%

Figure 2. PRELIMINARY 1983-84, PRELIMINARY 1984-85, AND UPDATED 1983-84 HIGH SCHOOL DROPOUT RESULTS, BY ETHNICITY AND SEX.

Junior High

- The 1984-85 preliminary dropout rate ranged from 1.2% (Pearce) to 5.4% (Murchison).
- The rate for Hispanic students was more than double the rate for Black students.

Group	Number	Percentage
Black	42	2.2%
Hispanic	162	5.8%
Anglo/Other	173	3.3%
Male	191	3.8%
Female	186	3.8%
Total	377	3.8%

Figure 3. PRELIMINARY 1984-85 JUNIOR HIGH DROPOUT RESULTS BY ETHNICITY AND SEX.

References

Doss, D. A. (1983). "Mother Got Tired of Taking Care of my Baby": A Study of Dropouts (ORE Pub. No. 82.44). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Doss, D. A. and Sailor, P. (1985). Appendix K: Dropout Results. Systemwide Evaluation: 1984-85 Technical Report (Volume III) (ORE Pub. No. 84.20). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Sailor, P. (1986). AISD'S Dropout Rate: 1983-84 and 1984-85. Feedback Vol. 9 No. 2 (ORE Pub. No. 85.12) Austin, TX: Austin Independent School District, Office of Research and Evaluation.

School	Preliminary, 1983-84 Number	%	Preliminary, 1984-85 Number	%	Difference	Updated, 1983-84 Number	%
Anderson	202	10.6%	162	8.6%	-2.0%	194	10.2%
Austin	116	7.2%	141	8.1%	.9%	119	7.4%
Crockett	300	10.0%	317	10.3%	.3%	330	11.0%
LBJ	98	8.1%	76	6.4%	-1.7%	92	7.6%
Johnston	169	9.1%	161	8.1%	-1.0%	161	8.7%
Lanier	257	13.4%	265	13.4%	0.0%	208	10.9%
McCallum	111	7.5%	144	9.2%	1.7%	115	7.8%
Reagan	149	8.8%	249	14.8%	6.0%	123	7.2%
Robbins	31	13.1%	79	31.5%	18.4%	81	34.2%
Travis	271	12.6%	353	15.1%	2.5%	258	12.0%
Total	1,704	10.0%	1,947	11.0%	1.0%	1,681	9.8%

Figure 4: PRELIMINARY 1983-84, PRELIMINARY 1984-85, AND UPDATED 1983-84 HIGH SCHOOL DROPOUT RESULTS BY SCHOOL.

School	Number	Percentage
Bedichek	46	3.6%
Burnet	37	4.4%
Dobie	43	5.0%
Fulmore	63	5.2%
Lamar	30	3.5%
Martin	42	3.6%
Murchison	36	5.4%
O. Henry	26	3.2%
Pearce	11	1.2%
Porter	43	3.3%
Total	377	3.8%

Figure 5: PRELIMINARY JUNIOR HIGH SCHOOL DROPOUT RESULTS FOR 1984-85.

Grade	Enrollment	Preliminary Dropouts Number	%
9	6,316	819	13.0
10	4,442	494	11.1
11	3,595	430	12.0
12	3,334	204	6.1
Total	17,687	1,947	11.0

Figure 6. PRELIMINARY DROPOUT RESULTS FOR 1984-85 SENIOR HIGH STUDENTS, BY GRADE.

Grade	Enrollment	Preliminary Dropouts Number	%
7	4,887	183	3.7
8	5,006	194	3.9
Total	9,893	377	3.8

Figure 7. PRELIMINARY DROPOUT RESULTS FOR 1983-84 JUNIOR HIGH STUDENTS, BY GRADE.

II6. What are the needs of AISD for 1986-87 in terms of the number of students retained?

Contact Person: Nancy Schuyler

Background

Elementary. A revised AISD's retention policy at the elementary level was adopted in the spring of 1981 and officially put into effect during the 1981-82 school year. The revised policy was more specific than the previous one in terms of who should be considered for retention and the steps in the decision-making process. Higher retention rates followed.

House Bill 72 calls for a new policy statewide in which students must maintain an average score of 70 or above in language arts, mathematics, social studies, and science (with a minimum of 70 or above in language arts and mathematics) in order to be promoted. Those scoring below this level may not be promoted they must be considered for retention or placement in the next grade (with remediation provided in either case). Social promotions are prohibited.

The 1985-86 school year is one of transition in that a grade of 70 represents 70% mastery of the essential elements at the student's instructional level. Beginning in 1986-87, 70% mastery of the essential elements at the student's grade level will be required.

Major Findings

It is not clear whether this change will increase retention rates or not. A substantial increase seems more likely next year than this year given the higher standards. The information provided below shows the pattern of retention rates before and after the 1981 policy revision. This may help in estimating the impact of this new policy change.

The elementary retention rate rose with the last change in policies:

- The retention rate nearly doubled after publication of the new policy in spring, 1981.
- The number retained rose to its highest point (1,448) in 1981-82 when the new policy was officially put into effect.
- The number retained dropped from 1,448 to 1,025 in 1982-83 and has been slowly increasing since then.
- Ninth graders and first graders represent half of all students retained. (See Figure 3).

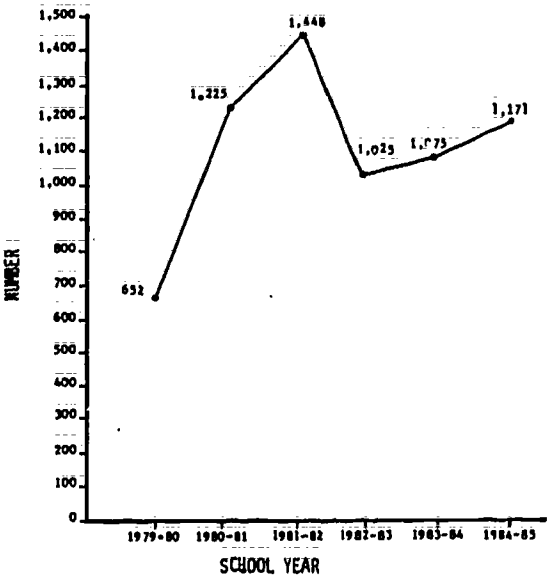

Figure 1. NUMBER OF STUDENTS RECOMMENDED FOR RETENTION: SPRING, 1979-80 THROUGH SPRING, 1984-85.

The new policy could also impact the retention rates by grade. Traditionally, the highest percentage of retainees (about half) has been at the first grade level with diminishing percentages in the higher grades. Kindergartners have also been retained infrequently. The new policy will probably force consideration of retention for more students at the second through sixth grade levels. Whether these students will be placed in the next grade or retained is unknown at present.

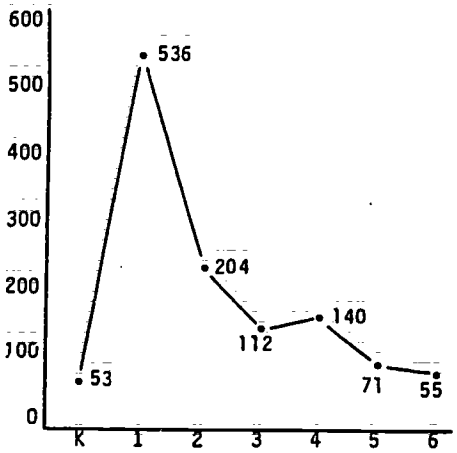

Figure 2. NUMBER OF STUDENTS RECOMMENDED FOR RETENTION IN SPRING, 1985 BY GRADE.

References

Baenen, N. and Turner, B. O. (1982). Final Technical Report: Retention and promotion 1981-82 (ORE Pub. No. 81.36)). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Schuyler, N.B. and Turner, B. O. (1983). Final Technical Report: Retention and promotion 1982-83 (ORE Pub. No. 82.42). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Systemwide Evaluation: 1983-84 technical report (Volume II). (1984). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

1984-85 Grade	Number of Students	Percent of Total Retainees	Students at Each Grade Level
K	93	3.0%	2.5%
01	583	18.9%	13.0%
02	262	8.5%	6.3%
03	108	3.5%	2.8%
04	135	4.4%	3.4%
05	87	2.8%	2.3%
06	49	1.6%	1.3%
07	198	6.4%	5.0%
08	112	3.6%	2.8%
09	977	31.7%	21.9%
10	283	9.2%	8.5%
11	90	2.9%	3.5%
12	105	3.4%	1.9%

Figure 3. NUMBER OF STUDENTS BY GRADE LEVEL WHO ARE CURRENTLY ACTIVE IN AISD IN 1985-86 AT THE SAME GRADE LEVEL AS IN 1984-85.

II7. What are the needs of AISD secondary students for 1986-87 in terms of the percentages of F's received?

Contact Persons: Glynn Ligon, Rick Battaile

Background

A high percentage of secondary students makes at least one F (a grade below 70) sometime during the school year. Changes in State and local policies over the last few years probably have had an impact on these percentages. For example, State law now prohibits students from receiving a grade of "D" in a course. With the "D" grade (equated with a course average of 65), teachers previously had more flexibility in giving grades to marginal students (those in danger of failing). Now teachers must fail any student with a course average below 70.

Major Findings

- More than half of all secondary students receive at least one F sometime during a school year.

In 1984-85, during one or more reporting period (i.e., as a six-weeks or a final grade), 63% of the students in grades 7 and 8 received at least one F, as did 50% of the students in grades 9-12. During the first semester of 1985-86, 59% of the grades 7 and 8 students and 60% of the grades 9-12 students received at least one F.

- The percentages of students who actually receive an F as their final grade in a course vary greatly from the percentages who receive an F for one reporting period.

Figure 1 presents the failure data for grades 9-12 for the first semester in 1985-86. The percentages of students receiving an F as the final grade are, in some cases, more than 20 percentage points less than the comparable data for one reporting period.

- During the third six-weeks of a semester, the percentages of students receiving at least one F are the highest (see Figure 1).

Austin area school administrators have conjectured that the increases represent a cumulative effect of students' being in academic trouble during the first two six-weeks, then failing during the last reporting period.

Other speculations for the high third six-weeks data is that the increases may be due to students' "coasting" (e.g., some students had a high-enough average during the first and second six-weeks to make them confident they would pass the course, regardless of an F during the third six-weeks), as well as factors like more illness and fewer extra-curricular activities from which to be barred.

- At grades 7-12, ninth graders have the highest percentage of students receiving at least one F (see Figures 1 and 2).

This may be due to many factors, such as high school courses being more rigorous than junior high courses and the social and academic adjustments to high school life. In addition, ninth grade may contain more retainees than other grades (the retainees may account for more F's than non-retainees).

Students who drop out during high school (many of them marginal students) are probably one reason for the percentages decreasing in successive grade levels after grade 9.

- Hispanics have the highest percentage of students receiving at least one F, followed by Blacks.

Figure 2 presents first-semester 1985-86 data by ethnicity using the third six-weeks grades for junior high and the final grades for senior high.

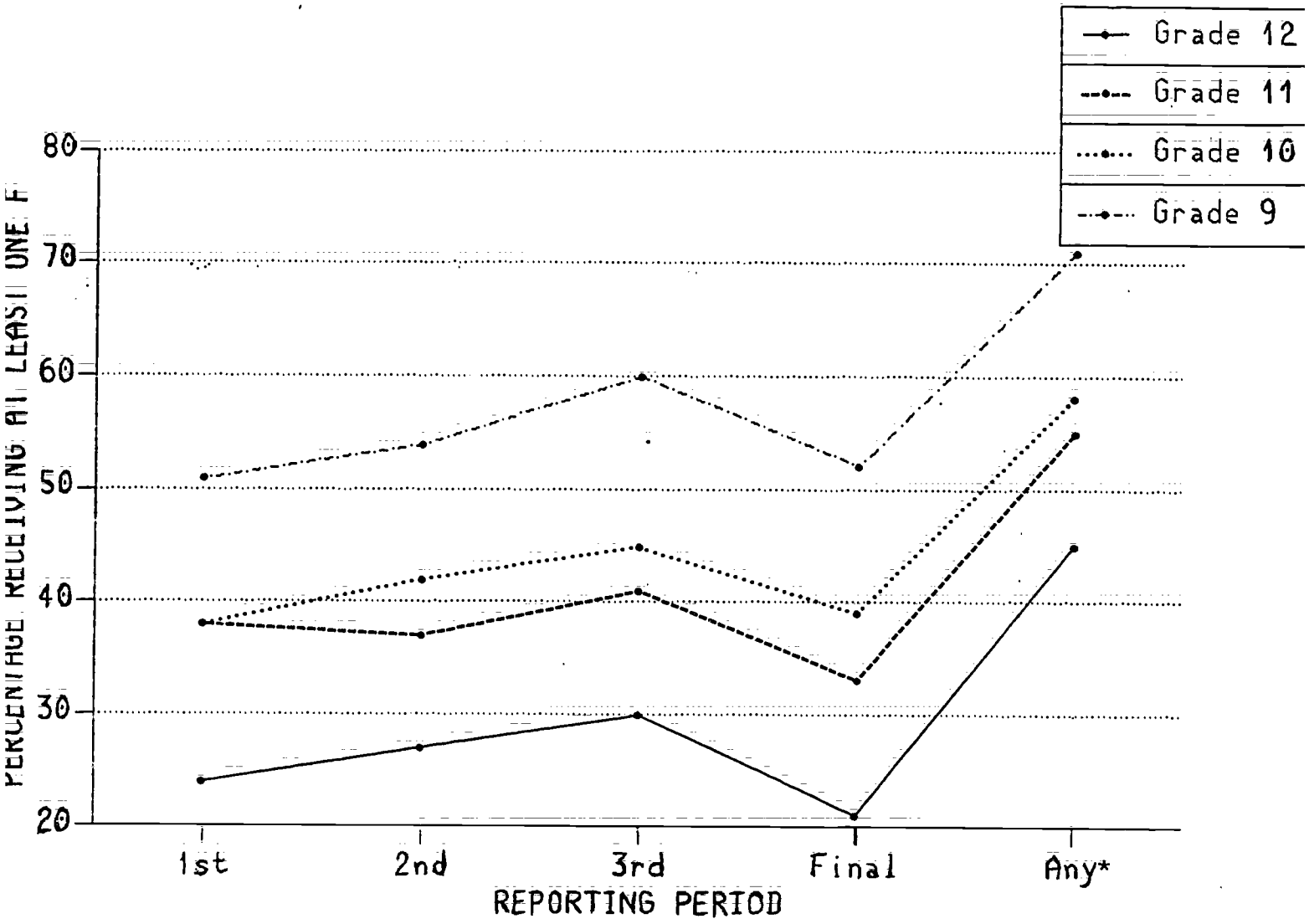

Figure 1. PERCENTAGE OF STUDENTS RECEIVING AT LEAST ONE F, BY REPORTING PERIOD AND GRADE, FIRST SEMESTER, 1985-86.

*Any six-weeks or final grade.

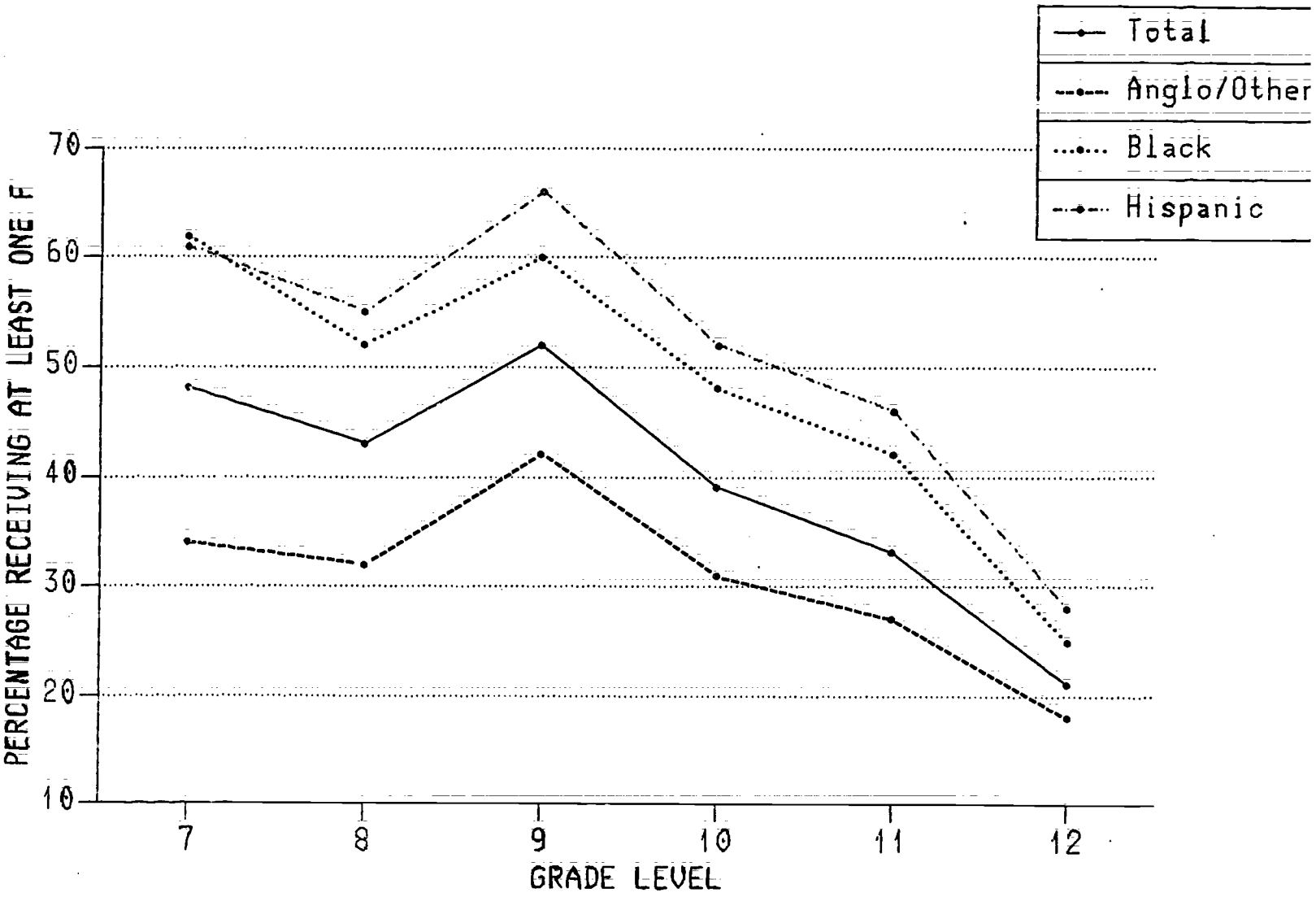

Figure 2. PERCENTAGE OF STUDENTS RECEIVING AT LEAST ONE F, BY GRADE LEVEL AND ETHNICITY, FINAL REPORTING PERIOD,* FIRST SEMESTER, 1985-86.

*Grades 7-8: third six-weeks; grades 9-12: final average.

II8. What are the needs of AISD students for 1986-87 in terms of the areas indicated by districtwide achievement test results?

Contact Persons: Evangelina Mangino, Rick Battaile

Background

In the spring of each year, the Iowa Tests of Basic Skills (ITBS) are administered to students in kindergarten through eighth grade. The Tests of Achievement and Proficiency (TAP) are administered to students in ninth through twelfth grades. Results of these tests are reported in percentile scores and grade equivalents for all students and by ethnicity (for Black, Hispanic, and Anglo/Other students). The following statements summarize the findings presented in the Student Achievement Final Report, 1984-85 (ORE Publication 84.58).

Major Findings

In 1984-85, AISD students consistently achieved above the national average at grades 1-12 in all areas (see Figures 1 and 2). The average AISD student in grades 1-8 achieved higher in all areas than three-fourths of the students in urban districts nationwide, while the average AISD student in grades 9-12 achieved higher than two-thirds of the students in urban districts nationwide.

While these overall statistics are impressive, some areas show a need for improvement at specific grade levels. Average achievement of Black and Hispanic students is generally below the national average, with minority achievement in grades 9-12 below the national average in all areas (see Figures 1 and 2). Across all grades, the discrepancies between Anglo and minority scores are still substantial.

Elementary and Junior High

Kindergarten students in 1984-85 achieved below the national average in Listening, with the median percentile slightly lower than the previous year's.

The lowest achievement area in grades 1 and 2 is Mathematics (although the scores are still above the national average). While Reading is the lowest area in grade 3, grade 3 scores were lower in all areas in 1984-85 compared to 1983-84.

At the higher grades in elementary and junior high, scores start declining compared to the lower grades. Reading scores are lowest in grades 4-8, while Mathematics scores are lowest in grades 5-8. Students in grades 7 and 8 in 1984-85 continued to be lower achieving compared to previous groups of AISD junior high students. (High school teachers will be challenged in the next few years to improve the skill levels of these students.)

AISD medians for minority students are higher in the early grades than in the later grades. Minority student achievement is below the AISD average at all grades (1-8), with Reading the lowest achievement area for Hispanics at grades 2-8 and Blacks at grades 2-6. (Language is the highest achievement area for minority students in grades 1-11; Mathematics in grade 12.)

Senior High

Science is the area of lowest achievement in grades 9-11, while Social Studies is the lowest in grade 12.

For minority achievement, both Hispanics and Blacks achieve at their lowest at grade 9 in Mathematics, at grade 10 in Social Studies, and at grade 11 in Science. Hispanics at grade 12 are lowest in Reading, while Blacks at grade 12 are lowest in Science.

References

Mangino, E., Wilkinson, D., Battaile, R., and Washington, W. (1985) Student Achievement 1984-85 (ORE Pub. No. 84.58). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

1985 Austin Independent School District Achievement Profiles 1984-85 (ORE Pub. No. 84.61). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

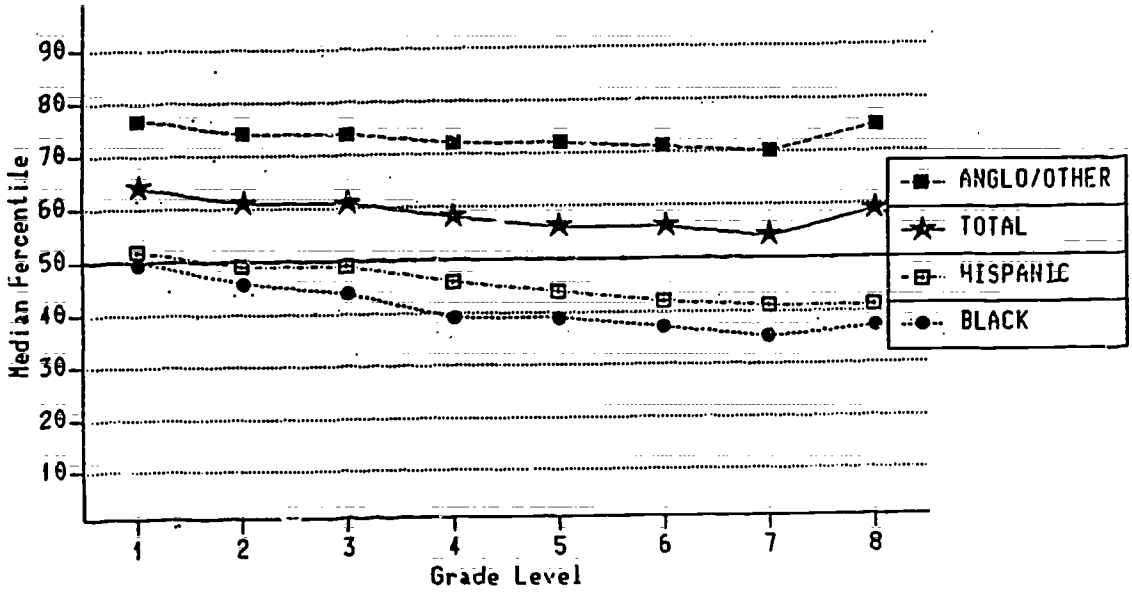

Figure 1: AISD MEDIAN PERCENTILES, 1984-85 ITBS, GRADES 1-8, COMPOSITE SCORES.

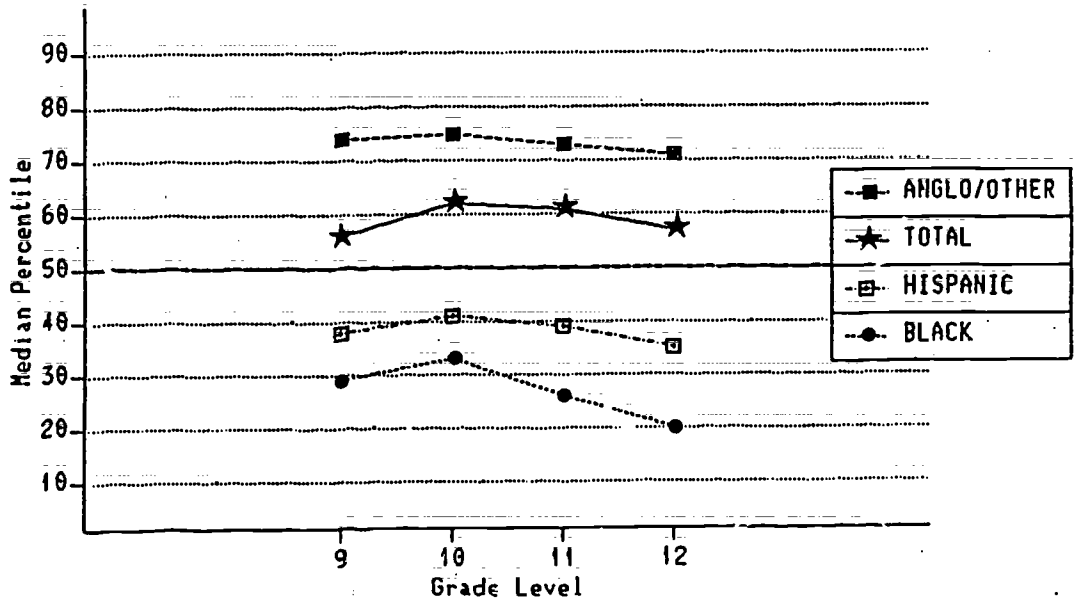

Figure 2: AISD MEDIAN PERCENTILES, 1984-85 TAP, GRADES 9-12, COMPOSITE SCORES.

I19. What are the needs of AISD students for 1986-87 in terms of the areas indicated by nonmastery of the TABS/TEAMS objectives?

Contact Person: Evangelina Mangino

Background

Since 1980, the Texas Assessment of Basic Skills (TABS) has been administered statewide in grades 5 and 9. In 1981, grade 3 was added. Mathematics, reading, and writing skills were measured at each grade level. Beginning in 1985-86, the Texas Educational Assessment of Minimum Skills (TEAMS), with revised objectives, replaces the TABS at grades 3, 5, and 9, and will be also administered to students in grades 1, 7, and 11. The Exit-Level TEAMS, administered in grade 11, must be passed before a high school diploma is granted. Each student has at least four opportunities to master the Exit-Level TEAMS before the end of their senior year.

Major Findings

Grades 3, 5, and 9

- 1985 AISD performance on the TABS objectives parallels the performance by students statewide, with AISD students performing, on the average, 1.6 percentage points lower than the students statewide (see Figures 1, 2, and 3).

In order to determine the objectives most in need of improvement, each objective was compared with the State results. Figures 1, 2, and 3 are lists of the objectives at each grade with the percentage of students mastering the objective in Austin and in the State, and the difference between the two. The revisions made to the objectives to be included on the TEAMS are also indicated on the figures.

Grade Eleven

- The first time the TEAMS was administered (October, 1985), AISD outperformed the State on every objective and in the percentages of students mastering the mathematics test and the language arts test.

Figure 4 provides a list of the Exit-Level TEAMS objectives and the percentage of students mastering each objective in AISD, in the State, and the differences between the two.

With the exception at grade 5 of dividing whole numbers, interpreting geometric terms and figures, and distinguishing fact from nonfact, the performance of AISD students on the TABS and Exit-Level TEAMS has been reasonably consistent from objective to objective within a test.

Test/Objectives	Austin	Difference	State
Mathematics			
1. Read and Write Whole Numbers*	89	-2	91
2. Order Whole Numbers	67	-5	72
3. Add Whole Numbers	88	-4	92
4. Subtract Whole Numbers	74	-5	79
5. Solve Word Problems: +, -	87	-2	89
6. Complete Number Patterns	84	-4	88
7. Multiply Whole Numbers*	92	-3	95
8. Identify Fractional Parts	89	-2	91
9. Identify Values of Money*	90	-3	93
10. Select Units of Measure	71	+2	69
New Objectives			
Identify the Place Value	--	--	--
Identify Two and Three Dimensional Shapes	--	--	--
Express Whole Numbers: Expanded Notation	--	--	--
Reading			
1. Identify Main Idea	68	-1	69
2. Recall Significant Facts, Details	85	-1	86
3. Sequence Events	71	-4	75
4. Follow Written Directions*	98	+1	97
5. Recognize Words/Phonic Analysis	93	-1	94
6. Use Context Clues	87	0	87
7. Understand Word Structure (Identify Words)	86	+2	84
8. Recognize Words by Sight	94	0	94
New Objectives			
Predict Outcome	--	--	--
Use Table of Contents	--	--	--
Writing			
1. Spelling	97	0	97
2. Punctuation	79	-2	81
3. Capitalization	89	-2	91
4. Usage	85	0	85
5. Sentence Structure	79	-2	81
6. Written Composition (Descriptive/Explanatory/Narrative)	70	+1	69
7. Handwriting*	99	-1	100
New Objective			
Proofreading	--	--	--

Figure 1. PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ON THE TABS, GRADE 3, FOR AISD, THE STATE, AND THEIR DIFFERENCES, 1984-85.

*Not included on the TEAMS.

Test/Objectives	Austin	Difference	State
Mathematics			
1. Interpret Graphs	94	0	94
2. Add Whole Numbers*	87	-3	90
3. Units of Measure*	90	-1	91
4. Order Whole Numbers*	90	0	90
5. Multiply Whole Numbers	79	-6	85
6. Subtract Whole Numbers	78	-5	83
7. Solve Word Problems: +, -	85	-1	86
8. Divide Whole Numbers	73	-9	82
9. Interpret Geometric Terms, Figures	58	-15	73
10. Identify Equivalent Fractions	55	-7	62
11. Interpret Place Value	63	-5	68
12. Solve Word Problems: x, ÷	61	-3	64
New Objectives			
Add and Subtract Decimals	--	--	--
Solve Word Problems: Decimals +, -	--	--	--
Find Perimeter or Area of Polygons	--	--	--
Estimate Measurement: Metric/Customary	--	--	--
Reading			
1. Identify Main Idea	63	-1	64
2. Recall Significant Facts, Details	75	-1	76
3. Sequence Events	76	0	76
4. Distinguish Fact, Non-Fact	64	-9	73
5. Draw Conclusions	63	0	63
6. Predict Outcomes*	64	-1	65
7. Use Context Clues	95	+1	94
8. Use Index*	88	-2	90
9. Use Maps, Charts (Graphic Sources)	89	0	89
10. Follow Written Directions*	87	-1	88
11. Identify Character Feelings*	80	0	80
New Objectives			
Identify Cause and Effect Relationship	--	--	--
Identify Parts of Book to Obtain Information	--	--	--
Writing			
1. Spelling	98	0	98
2. Punctuation	64	-5	69
3. Capitalization	89	-2	91
4. Correct English Usage	75	-2	77
5. Sentence Structure	85	-2	87
6. Commonly Used Forms*	91	-2	93
7. Written Composition (Descrip./Explan./Narr./Persuasive)	77	+4	73
8. Handwriting*	99	-1	100
New Objective			
Proofreading	--	--	--

Figure 2. PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ON THE TABS, GRADE 5, FOR AISD, THE STATE, AND THEIR DIFFERENCES, 1984-85.

*Not included on the TEAMS.

Test/Objectives	Austin	Difference	State
Mathematics			
1. Add/Subtract Whole Numbers*	95	-1	96
2. Multiply/Divide Whole Numbers*	91	-1	92
3. Solve Word Problems +, -, x, ÷	73	-2	75
4. Use Fractions/Mixed Numbers +, -, x	70	-2	72
5. Use Decimals +, -, x, ÷	81	-4	85
6. Solve Personal Finance Problems	54	-3	57
7. Find Total Dollar Amount*	89	-1	90
8. Use Measurement Units	79	-2	81
9. Use Ratio/Proportion/Percent	50	-2	52
10. Determine Distance/Location on Maps*	89	+1	88
11. Read, Interpret Charts/Graphs	95	-1	96
New Objectives			
Identify Relationship: Decimals, Fract., %	--	--	--
Determine Probability	--	--	--
Find Area: Rectangles, Triangles	--	--	--
Use Formulas to Solve Problems	--	--	--
Total Test	80	-4	84
Reading			
1. Identify Main Idea	73	+2	71
2. Sequence Events	69	-3	72
3. Perceive Cause - Effect	77	-1	78
4. Evaluate Information*	74	0	74
5. Distinguish Fact/Non-Fact	72	0	72
6. Draw Conclusions	73	-1	74
7. Make Generalizations	70	0	70
8. Follow Written Directions*	94	0	94
9. Use Parts of Book	74	+3	71
10. Use Reference Skills	88	+1	87
11. Use Maps, Charts (Graphic Sources)	84	-2	86
New Objectives			
Identify Meaning of Words	--	--	--
Identify Significant Details	--	--	--
Identify a Point of View/Purpose	--	--	--
Total Test	78	0	78
Writing			
1. Spelling	92	+1	91
2. Punctuation	83	-1	84
3. Capitalization	92	-2	94
4. Usage	74	+1	73
5. Sentence Structure	85	-2	87
6. Commonly Used Forms*	88	-3	91
7. Written Composition (Descrip./Explan./Narra./Persuasive)	61	-5	66
8. Handwriting*	99	0	99
New Objective			
Proofreading	--	--	--
Total Test	60	-5	65

Figure 3. PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ON THE TABS, GRADE 9, FOR AISD, THE STATE, AND THEIR DIFFERENCES, 1984-85.

*Not included on the TEAMS.

Test/Objectives	Austin	Difference	State
Mathematics			
1. Sequencing of Numbers	85	+7	78
2. Rounding of Numbers	77	+4	73
3. Equivalencies	70	+5	65
4. Exponential/Standard Notation	91	+3	88
5. Fractions, Mixed Numbers +, -, x	68	+11	57
6. Decimals +, -, x,	91	+1	90
7. Integers +	87	+5	82
8. Multiple Operations +, -, x,	69	+7	62
9. Formulas	69	+10	59
10. Proportion	73	+6	67
11. Percent	72	+5	67
12. Measurement Units	64	+8	56
13. Averages	85	+7	78
14. Probability	78	+7	71
15. Charts, Graphs	93	+1	92
16. Geometric Formulas	72	+7	65
17. Geometric Properties	65	+7	58
18. Equations	74	+9	65
Total Test	92	+4	88
Reading			
1. Main Idea	84	+5	79
2. Context Clues	95	+2	93
3. Word Structure	94	+3	91
4. Specific Details	95	+1	94
5. Sequencing of Events	96	+2	94
6. Drawing Conclusions	78	+5	73
7. Reference Source Identification	95	+2	97
8. Reference Source Usage	96	+2	94
9. Fact, Opinion	79	+5	74
10. Literary Analysis	94	+2	92
11. Capitalization	76	+1	75
12. Punctuation	58	+3	55
13. Spelling	72	+5	67
14. Correct English Usage	65	+5	60
15. Sentence Structure	65	+6	59
16. Sentence Combining	96	+1	95
17. Organization Skills	83	+3	80
18. Proofreading	66	+9	57
Total Test	94	+3	91

Figure 4. PERCENTAGES OF STUDENTS MASTERING OBJECTIVES ON THE TEAMS EXIT-LEVEL FOR AISD, THE STATE, AND THEIR DIFFERENCES, FALL, 1985.

References:

Defino, M. (1985). TABS Final Report (ORE Publication No. 84.25). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Defino, M. and Jenkins, V. (1985). Texas Assessment of Basic Skills, Final Technical Report: Spring 1985 (ORE Publication No. 84.23). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

1985 Preliminary Report of the Texas Assessment of Basic Skills, 1985. Austin, TX: Texas Education Agency.

II10. **What are the needs of AISD for 1986-87 in terms of discipline data?**

Contact Person: Nancy Schuyler

Background

Over the last several years the District's discipline policy and implementation procedures have changed. In 1984-85, for example, House Bill 246 resulted in a change of definitions and philosophy behind various suspension policies. Caution must be taken in making comparisons across years. Figure 1 presents the numbers of students not disciplined over the last three years. Figure 2 is a graphic representation of the different types (and number of each type) of behaviors which were disciplined in 1984-85. A by-grade count of students disciplined in 1984-85 is given in Figure 3.

Major Findings

- Grade 9 students had the highest discipline rates in 1984-85 followed closely by grades 7 and 8 students.
- Abusive conduct to other students was the most frequent form of behavior problem reported.
- Overall, senior high discipline rates have shown the most improvement since 1981-82.

References:

Schuyler, N. and Turner, B. (1985) Sunset and Sunrise: AISD's Accreditation Status 1984-85 Executive Summary (ORE Pub. No. 84.49). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Duty D. (1985) Discipline Report for the School Year 1984-85. Austin, TX: Austin Independent School District, Office of Student Affairs.

LEVEL	ENROLLMENT	NOT DISCIPLINED NUMBER	NOT DISCIPLINED PERCENT
Junior High			
1981-82	8,050	6,941	86.2%
1982-83	8,623	7,493	86.9%
1983-84	9,086	7,796	85.8%
1984-85	8,596	7,386	85.9%
Senior High			
1981-82	15,411	13,710	89.0%
1982-83	15,146	13,344	88.1%
1983-84	15,094	13,436	89.0%
1984-85	14,626	13,523	92.5%
Total			
1981-82	23,461	20,651	88.8%
1982-83	23,769	20,837	87.7%
1983-84	24,180	21,232	87.8%
1984-85	23,222	20,909	90.0%

Figure 1. SECONDARY DISCIPLINE RATES: 1981-82, 1983-84, 1984-85. Number and percent of AISD junior and senior students at regular campuses not disciplined. Enrollment based on year-end report of average daily membership for each year.

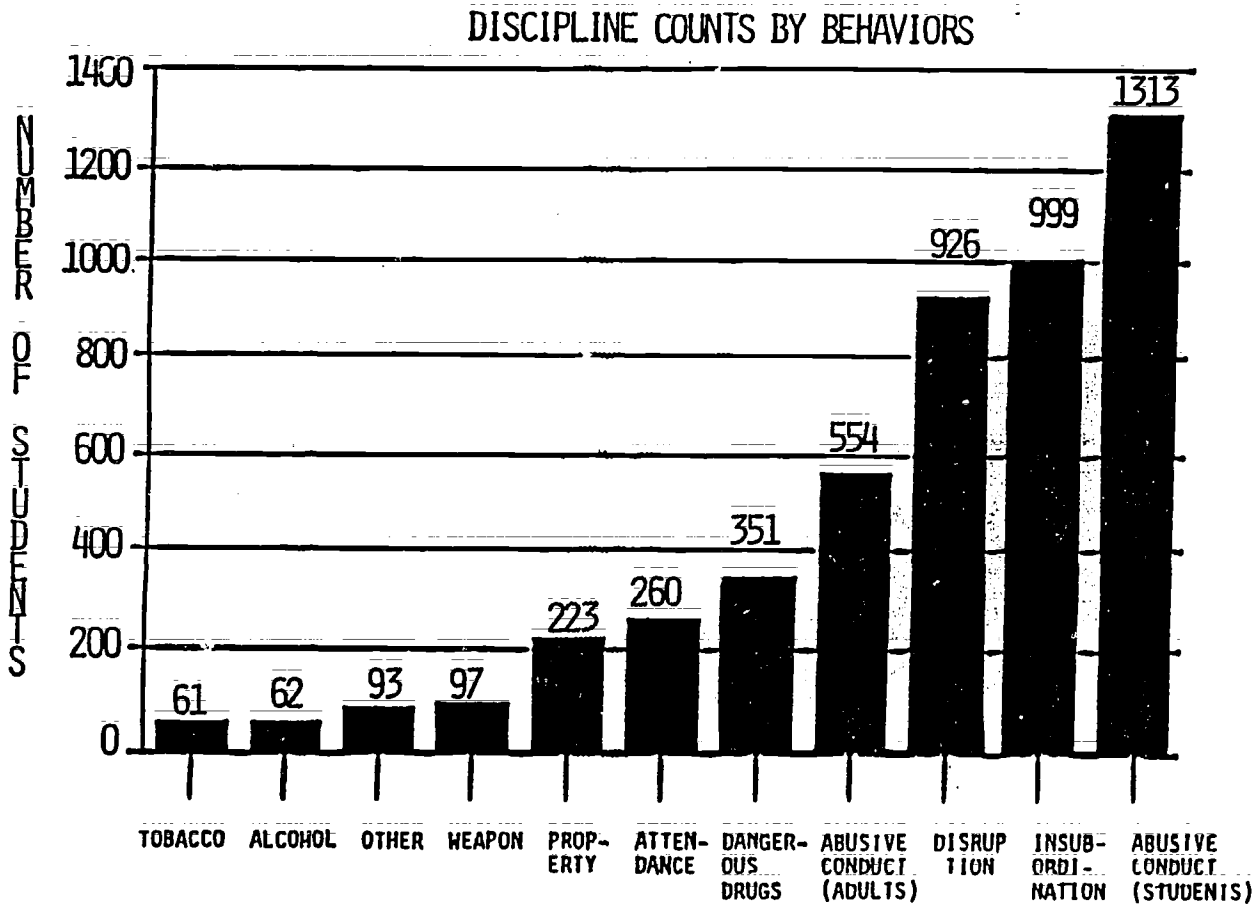

Figure 2. 1984-85 REPORTED DISCIPLINARY COUNTS BY TYPE OF BEHAVIOR PROBLEM. (Duty, 1985)

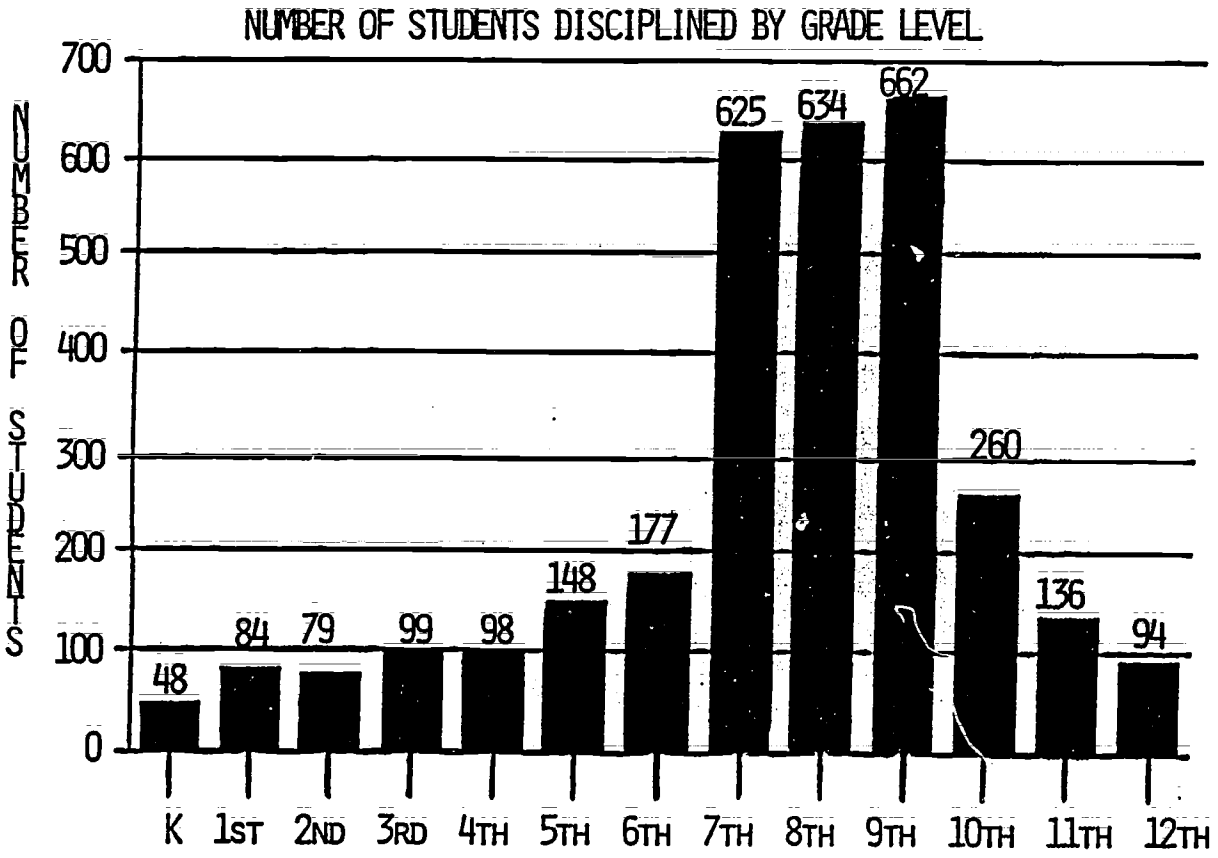

Figure 3. NUMBER OF STUDENTS DISCIPLINED BY GRADE IN 1984-85. (Duty, 1985)

RANK	SCHOOL	PERCENT LOW INCOME
1	BECKER	78.70
2	ALLISON	71.89
3	OAK SPRINGS	68.12
4	RIDGETOP	66.45
5	NORMAN	65.91
6	ZAVALA	64.69
7	BROWN	63.50
8	CAMPBELL	62.45
9	GOVALLE	60.70
10	DAWSON	60.27
11	MATHEWS	57.82
12	SIMS	57.10
13	SANCHEZ	56.62
14	ANDREWS	55.50
15	LINDER	55.20
16	ALLAN	54.95
17	ORTEGA	54.67
18	WALNUT CREEK	54.65
19	BROOKE	54.11
20	MAPLEWOOD	53.17
21	METZ	52.97
22	BLACKSHEAR	52.42
23	OASIS	51.89
24	WOOLDRIDGE	50.50
25	WOOTEN	50.00
26	GRAHAM	48.77
27	HARRIS	48.13
28	WINN	47.76
29	PECAN SPRINGS	47.10
30	COOK	46.61
31	BLANTON	43.85
32	BRYKER WOODS	43.50
33	TRAVIS HEIGHTS	40.72
34	GULLETT	39.60
35	REILLY	39.49
36	HOUSTON	39.06
37	BARTON HILLS	38.94
38	JOSLIN	38.55
39	ZILKER	38.26
40	BARRINGTON	37.50
41	ST. ELMO	35.40
42	HIGHLAND PARK	34.82
43	SUNSET VALLEY	34.43
44	LANGFORD	33.54
District Average = 31.5		
45	PLEASANT HILL	30.49
46	WEBB	28.84
47	ODOM	25.06
48	BRENTWOOD	23.39
49	LEE	23.19
50	READ	22.02
51	PILLOW	19.59
52	CUNNINGHAM	19.32
53	WILLIAMS	9.59
54	MENCHACA	8.20
55	SUMMITT	6.48
56	OAK HILL	5.66
57	PATTON	5.47
58	DOSS	3.72
59	HILL	3.14
60	PEASE	2.73

Figure 1. ALL ELEMENTARY SCHOOLS RANKED BY PERCENT LOW INCOME, 1985-86.

JUNIOR HIGH SCHOOLS RANKED BY PERCENT LOW INCOME

RANK	SCHOOL	PERCENT LOW INCOME
1	MURCHISON JR. HIGH	42.41
2	DOBIE JR. HIGH	36.83
3	PEARCE JR. HIGH	36.41
4	O. HENRY JR. HIGH	35.35
5	BURNET JR. HIGH	33.14
6	FULMORE JR. HIGH	30.80
7	MARTIN JR. HIGH	30.02
8	LAMAR JR. HIGH	28.76
9	PORTER JR. HIGH	21.85
10	BEDICHEK JR. HIGH	16.82

HIGH SCHOOLS RANKED BY PERCENT LOW INCOME

RANK	SCHOOL	PERCENT LOW INCOME
1	L.B.J. HIGH SCHOOL	22.92
2	REAGAN HIGH SCHOOL	20.11
3	TRAVIS HIGH SCHOOL	19.67
4	ANDERSON HIGH SCHOOL	17.57
5	JOHNSTON HIGH SCHOOL	15.94
6	LANIER HIGH SCHOOL	15.78
7	AUSTIN HIGH SCHOOL	12.84
8	CROCKETT HIGH SCHOOL	12.45
9	MCCALLUM HIGH SCHOOL	8.95

Figure 2. RANKING OF SECONDARY SCHOOLS BY PERCENT LOW INCOME, 1985-86.

III2. Which schools have a high concentration of students with needs as defined by low achievement test scores?

Contact person: Catherine Christner

Background

As part of the planning for the 1986-87 Chapter 1 Program, the numbers of educationally disadvantaged students at each elementary campus are examined. A student is considered to be educationally disadvantaged if he/she scores at or below the 30th %ile on the Iowa Tests of Basic Skills (ITBS) Reading Total (grades 2-6) or Language Total (grades K, 1).

Figure 1 reflects the elementary schools ranked in order of highest percentage of educationally disadvantaged students in reading. The second column of numbers reflects the actual number of students who are low scorers in reading. It should be noted that these figures only reflect students who were tested as part of the districtwide ITBS testing in the spring of 1985 (grades K-6) and in the fall of 1985 (grade K). Since Chapter 1 requires students to have test scores for possible identification for service, provisions are made to special test any student without a test score who enters a Chapter 1 school. Scores of these special-tested students are not included in these numbers.

Although Chapter 1 in AISD currently is a program dealing with reading, not mathematics, there are many students who score low on the Math Total of the ITBS. Figure 2 contains the elementary campuses ranked by the percent of students in grades 1-6 who scored at or below the 30th percentile on the ITBS Math Total in the spring of 1985. Also included is the number of students at each campus who scored low in mathematics.

Major Findings

- Generally the schools with the higher percentages of low income students had the higher percentages of educationally disadvantaged students. The ordering of schools by percent low income (see Figure 1, Section III1) is somewhat different than this ranking.
- A very different ordering of schools would be obtained if schools were ranked by the highest numbers of educationally disadvantaged students. Langford would be ranked number one with well over two times the number of students in need than Allison which would fall to number 23 in this ranking. Williams which is number 55 on the ranking by percent would be number 20 on the ranking by number. (See Figure 3)
- These figures indicate 6581 students are in need of remedial help in reading.

- The schools which have higher percentages of low-achieving students in reading also have higher percentages of low-achieving students in mathematics (in fact, they are often the same students.)

- If ranked by number, Langford would be number one, whereas it is ranked number 39 by percentage. Ridgetop which has the highest percentage of low mathematics scores would rank number 40 if ranked by the number of low scorers. Over half of the AISD elementary campuses had 100 or more grades 1-6 students who scored low in mathematics. See Figure 4.

- Based on this definition of low-scorers, 6215 students are in need of remedial mathematics help.

- Except for those students served by Special Education and students served by small programs like Teach and Reach or Project Plus, there are no large-scale compensatory programs at the elementary level to work with these students in mathematics.

References:

Christner, C. (1986) ECIA Chapter 1: 1986-87 Needs Assessment (ORE Pub. No. 85.04). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

RANK	SCHOOL	PERCENT EDUCATIONALLY DISADVANTAGED IN READING	NUMBER EDUCATIONALLY DISADVANTAGED IN READING
1	ALLISON*	50.00	125
2	RIDGETOP *	46.39	77
3	BROOKE*	45.24	95
4	METZ*	41.44	150
5	ZAVALA*	40.90	109
6	CAMPBELL *	40.82	120
7	WALNUT CREEK *	40.57	71
8	BLANTON*	40.22	183
9	CASIS*	40.07	115
10	BECKER*	39.96	199
11	ANDREWS*	39.83	143
12	OAK SPRINGS *	39.62	168
13	WOODRIDGE *	39.60	139
14	DAWSON*	39.20	167
15	BROWN*	38.40	182
16	HARRIS*	38.30	131
17	GOVALLE*	37.74	177
18	COOK*	36.88	177
19	BLACKSHEAR *	36.46	140
20	GRAHAM*	36.24	104
21	ALLAN*	36.04	204
22	HINN *	36.03	169
23	SIMS *	35.08	67
24	NORMAN*	34.94	58
25	PECAN SPRINGS *	34.62	108
26	SANCHEZ*	33.77	78
27	BARRINGTON *	33.23	103
28	GULLETT*	33.20	82
29	HOUTEN *	33.01	68
30	BRYKER WOODS *	32.90	51
31	LINDER*	32.04	149
32	READ	31.27	121
33	LANGFORD *	30.88	277
34	HIGHLAND PARK*	29.37	74
35	ORTEGA*	28.43	56
36	SUNSET VALLEY *	28.22	160
37	HOUSTON*	28.18	255
38	BARTON HILLS *	27.92	67
39	MAPLEWOOD *	27.87	68
40	JOSLIN*	27.52	120
41	WEBB	26.87	165
42	TRAVIS HEIGHTS*	25.59	131
43	ZILKER *	24.77	81
44	REILLY *	23.91	55
45	PLEASANT HILL	23.77	116
46	ST. ELMO *	22.86	91
47	COOK	22.74	146
48	CUNNINGHAM	22.45	97
49	MATHEWS*	21.93	59
50	BRENTWOOD	18.62	46
51	PILLOW	15.12	31
52	WILLIAMS	13.85	136
53	LEE	13.79	28
54	OAK HILL	13.03	95
55	MENCHACA	11.64	56
56	PATTON	10.99	63
57	SUMMITT	8.06	25
58	DOSS	7.36	32
59	HILL	5.69	19
60	PEASE	3.51	02

Figure 1. ALL ELEMENTARY SCHOOLS RANKED BY PERCENT EDUCATIONALLY DISADVANTAGED IN READING, 1985-86. The number of educationally disadvantaged in reading at each school is also provided. * Above district average in percent low income.

RANK	SCHOOL	PERCENT EDUCATIONALLY DISADVANTAGED IN MATH	NUMBER EDUCATIONALLY DISADVANTAGED IN MATH
1	RIDGETOP*	46.99	78
2	ALLISON*	46.80	117
3	ANDREWS*	40.95	147
4	BROOKE*	40.00	84
5	BLANTON*	39.56	180
6	OAK SPRINGS*	39.39	167
7	GOVALLE*	38.17	179
8	ZAVALA*	36.47	97
9	HARRIS*	36.26	124
10	WALNUT CREEK*	36.00	63
11	BROWN *	35.44	168
12	WINN *	34.75	163
13	COOK *	34.38	165
14	BLACKSHEAR*	34.11	131
15	SIMS *	34.03	65
16	CAMPBELL*	34.01	100
17	METZ *	33.43	121
18	WOOLDRIDGE*	33.33	117
19	BARRINGTON*	33.23	103
20	ALLAN *	33.04	187
21	CASIS *	32.75	94
22	PECAN SPRINGS*	32.05	100
23	BECKER *	31.33	156
24	BEAD	30.49	118
25	BRYKER WOODS*	30.32	47
26	LINDER *	30.32	141
27	DAWSON *	29.81	127
28	GULLETT *	29.55	73
29	NORMAN *	29.52	49
30	LANGFORD *	29.32	263
31	GRAHAM *	28.57	82
32	HOUSTON *	28.51	258
33	WOOTEN *	28.16	58
34	ORTEGA *	27.92	55
35	SUNSET VALLEY*	27.69	157
36	ST. ELMO *	27.14	108
37	TRAVIS HEIGHTS*	26.17	134
38	JOSLIN *	25.69	112
39	MAPLEWOOD *	25.00	61
40	WEBB	24.43	150
41	HIGHLAND PARK *	24.21	61
42	SANCHEZ *	22.94	53
43	ZILKER *	22.94	75
44	PLEASANT HILL	22.75	111
45	ODOM	21.81	140
46	BRENTWOOD	21.46	53
47	CUNNINGHAM	21.30	72
48	BARTON HILLS*	20.83	50
49	REILLY.*	19.57	45
50	MENCHACA	18.50	89
51	LEE	17.24	35
52	MATHEWS *	17.10	46
53	WILLIAMS	16.60	163
54	OAK HILL	16.46	120
55	PATTON	13.96	80
56	PILLOW	13.66	28
57	SUMMITT	10.00	31
58	PEASE	7.02	04
59	DOSS	6.90	30
60	HILL	2.99	10

Figure 2. ALL ELEMENTARY SCHOOLS RANKED BY PERCENT EDUCATIONALLY DISADVANTAGED IN MATHEMATICS, 1985-86. The number of educationally disadvantaged in mathematics at each school is also provided. * Above District average in percent low income.

RANK	SCHOOL	NUMBER EDUCATIONALLY DISADVANTAGED IN READING
1	LANGFORD	277
2	HOUSTON	255
3	ALLAN	204
4	BECKER	199
5	BLANTON	183
6	BROWN	182
7	GOVALLE	177
8	COOK	177
9	WINN	169
10	OAK SPRINGS	168
11	DAWSON	167
12	WEBB	165
13	SUNSET VALLEY	160
14	METZ	150
15	LINDER	149
16	ODOM	146
17	ANDREWS	143
18	BLACKSHEAR	140
19	WOODRIDGE	139
20	WILLIAMS	136
21	HARRIS	131
22	TRAVIS HEIGHTS	131
23	ALLISON	125
24	READ	121
25	CAMPBELL	120
26	JOSLIN	120
27	PLEASANT HILL	116
28	CASIS	115
29	ZAVALA	109
30	PECAN SPRINGS	108
31	GRAHAM	104
32	BARRINGTON	103
33	CUNNINGHAM	97
34	BROOKE	95
35	OAK HILL	95
36	ST. ELMO	91
37	GULLETT	82
38	ZILKER	81
39	SANCHEZ	78
40	RIDGETOP	77
41	HIGHLAND PARK	74
42	WALNUT CREEK	71
43	WOOTEN	68
44	MAPLEWOOD	68
45	SIMS	67
46	BARTON HILLS	67
47	PATTON	63
48	MATHEWS	59
49	NORMAN	58
50	ORTEGA	56
51	MENCHACA	56
52	REILLY	55
53	BRYKER WOODS	51
54	BRENTWOOD	46
55	DOSS	32
56	PILLOW	31
57	LEE	28
58	SUMMITT	25
59	HILL	19
60	PEASE	02
TOTAL		6581

Figure 3. ALL ELEMENTARY SCHOOLS RANKED BY NUMBER OF EDUCATIONALLY DISADVANTAGED IN READING AT EACH SCHOOL, 1985-1986.

RANK	SCHOOL	NUMBER EDUCATIONALLY DISADVANTAGED IN MATH
1	LANGFORD	263
2	HOUSTON	258
3	ALLAN	187
4	BLANTON	180
5	GOVALLE	179
6	BROWN	168
7	OAK SPRINGS	167
8	COOK	165
9	WILLIAMS	163
10	WINN	163
11	SUNSET VALLEY	157
12	BECKER	156
13	WEBB	150
14	ANDREWS	147
15	LINDER	141
16	ODOM	140
17	TRAVIS HEIGHTS	134
18	BLACKSHEAR	131
19	DAWSON	127
20	HARRIS	124
21	METZ	121
22	OAK HILL	120
23	READ	118
24	ALLISON	117
25	WOODLORIDGE	117
26	JOSLIN	112
27	PLEASANT HILL	111
28	ST. ELMO	108
29	BARRINGTON	103
30	CAMPBELL	100
31	PECAN SPRINGS	100
32	ZAVALA	97
33	CASIS	94
34	CUNNINGHAM	92
35	MENCHACA	89
36	BROOKE	84
37	GRAHAM	82
38	PATTON	80
39	RIDGETOP	78
40	ZILKER	75
41	GULLETT	73
42	SIMS	65
43	WALNUT CREEK	63
44	MAPLEWOOD	61
45	HIGHLAND PARK	61
46	WOOTEN	58
47	ORTEGA	55
48	SANCHEZ	53
49	BRENTWOOD	53
50	BARTON HILLS	50
51	NORMAN	49
52	BRYKER WOODS	47
53	MATHEWS	46
54	REILLY	45
55	LEE	35
56	SUMMITT	31
57	DOSS	30
58	PILLOW	28
59	HILL	10
60	PEASE	04
TOTAL		6215

Figure 4. ALL ELEMENTARY SCHOOLS RANKED BY THE NUMBER OF EDUCATIONALLY DISADVANTAGED IN MATH, 1985-86.

IV1. What special/compensatory programs are available at each AISD campus?

Contact person: Catherine Christner

Background

Many of AISD's 60,000 students have special needs of one type or another. A variety of programs has been developed because of state or federal law or local mandates to help these populations. These needs are generally due to handicaps, educational disadvantage, or limited English proficiency. In Figure 1 a listing is given of the programs (grades K-12) available at each AISD campus. Still to be implemented (and therefore not reflected in Figure 1) is the Writing to Read project at Oak Springs.

Major Findings

- All regular AISD campuses offer some Special Education services.
- Nearly all campuses have one or more programs for students with limited English proficiency.
- Over half the elementary campuses have a Chapter 1 Reading Improvement program.
- Govalle offers more programs than any other AISD campus.

Reference:

Christner, C. (1986). 1985-86 Overlap Study (ORE Pub. No. 85.37). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

1985-86 Programs at AISD Schools

High Schools	Sp Ed	LEP-TBE	LEP-ESL	Migrant	Title VII	SCE-SWP	Chapter 1	Teach & Reach	SCE	Chapter 1 SWP	Project Plus
Austin	X		X								
Johnston	X		X	X	X						
Lanier	X		X								
McCallum	X		X								
Reagan	X		X								
Travis	X		X	X	X						
Crockett	X		X								
Anderson	X		X	X	X						
LBJ	X		X								

Junior High Schools	Sp Ed	LEP-TBE	LEP-ESL	Migrant	Title VII	SCE-SWP	Chapter 1	Teach & Reach	SCE	Chapter 1 SWP	Project Plus
Fulmore	X		X	X							
Lamar	X		X								
Burnet	X		X								
O. Henry	X		X	X							
Pearce	X		X								
Porter	X		X								
Martin	X		X	X							
Murchison	X	X	X	X	X						
Bedichek	X		X								
Dobie	X		X								

Figure 1. 1985-86 SPECIAL/COMPENSATORY PROGRAMS AVAILABLE AT EACH AISD CAMPUS. (Page 1 of 3)

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1985-86 Programs at AISD Schools

Elementary Schools	Sp Ed	LEP-TBE	LEP-ESL	Migrant	Title VII	SCE-SWP	Chapter 1	Teach & Reach	SCE	Chapter 1 SWP	Project Plus
Allison	X	X	X			X					
Andrews	X	X	X				X	X			
Barton Hills	X	X	X	X					X		
Becker	X	X	X							X	
Blackshear	X	X	X				X				
Blanton	X	X	X				X				
Brentwood	X	X									
Brooke	X	X	X	X			X				
Brown	X	X	X				X				
Bryker Woods	X	X	X	X			X				
Campbell	X	X	X				X				
Casis	X	X	X	X			X				
Cunningham	X	X	X								
Dawson	X	X	X	X			X				
Govalle	X	X	X	X			X	X			X
Gullett	X		X						X		
Harris	X	X	X				X	X			
Highland Park	X	X	X	X					X		
Joslin	X	X	X	X					X		
Lee	X		X								
Maplewood	X	X	X				X				
Mathews	X	X	X				X				
Metz	X	X	X	X			X				
Oak Springs	X	X	X				X	X			
Ortega	X	X	X				X				
Sanchez	X	X	X	X			X				
Pease	X										
Pecan Springs	X	X	X				X				
Pleasant Hill	X	X	X								
Read	X		X								

Figure 1. 1985-86 SPECIAL/COMPENSATORY PROGRAMS AVAILABLE AT EACH AISD CAMPUS. (Page 2 of 3)

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1985-86 Programs at AISD Schools

Elementary Schools	Sp Ed	LEP TBE	LEP-ESL	Migrant	Title VII	SCE-SWP	Chapter 1	Teach & Reach	SCE	Chapter 1 SWP	Project Plus
Reilly	X	X	X						X		
Ridgetop	X	X	X				X				
St. Elmo	X	X	X								
Summitt	X	X	X								
Sims	X	X	X				X	X			
Travis Heights	X	X	X	X					X		
Walnut Creek	X	X	X				X				
Allan	X	X	X	X			X				
Patton	X	X	X								
Wooten	X	X	X				X				
Zavala	X	X	X	X			X				
Zilker	X	X	X				X				
Menchaca	X			X							
Oak Hill	X	X	X								
Barrington	X		X	X			X				
Norman	X	X					X				
Pillow	X	X	X								
Wooldridge	X	X	X				X				
Doss	X	X									
Hill	X	X									
Odom	X	X	X								
Winn	X	X	X				X				
Sunset Valley	X	X	X					X	X		X
Graham	X	X	X				X				
Linder	X	X	X	X			X				
Cook	X	X	X				X				
Houston	X	X	X						X		
Williams	X	X	X								
Webb	X	X	X	X					X		
Langford	X	X	X	X					X		

Figure 1. 1985-86 SPECIAL/COMPENSATORY PROGRAMS AVAILABLE AT EACH AISD CAMPUS. (Page 3 of 3)

IV2. What areas of overlap are there among special or compensatory programs?

Contact person: Catherine Christner

Background

Since 1977-78, the Office of Research and Evaluation has examined the numbers of students served by one or more compensatory or special programs. This study was instituted because of the District's concern about the possibility of students being served by multiple programs and therefore receiving less regular instruction. Each year the overlap study has documented the relative success/failure of the District in keeping the overlap of programs for any one student to a minimum. All figures reflect grades K-12 only. Numbers for 1985-86 reflect December 1985 figures.

Major Findings

- Over 20% of AISD's 61,000+ students received services from one or more programs in 1985-86 (see Figure 1).

The numbers are down from the 1984-85 level reflected in the figure because Project Achieve was a one year secondary program that served over 5,000 students in 1984-85. The patterns of service across the last several years are very similar.

	1982-83	1983-84	1984-85	1985-86
Number of Students Who...				
-Were Served by One Program =	16,476	13,780	15,922	11,460
-Were Served by Two Programs =	2,350	2,051	2,733	2,081
-Were Served by Three Programs =	245	258	258	264
-Were Served by Four Programs =	21	23	16	12
-Were Served by Five or More Programs =	0	0	0	0

Figure 1. NUMBERS OF STUDENTS SERVED BY MULTIPLE PROGRAMS FOR 1982-83 THROUGH 1985-86.

- All overlap among programs does not represent a problem. The programs for LEP students are all part of the foundation instructional program. Much of the overlap shown in Figure 1 reflects LEP students receiving compensatory instruction from Chapter 1 or SCE. Additionally students in Allison and Becker are participating in schoolwide projects (lowering of their pupil-teacher ratio to 15 to 1) and many are being served by transitional Bilingual education (TBE) or English as a second language program (ESL).

Figure 2 summarizes the duplicated counts of students served by various programs and those eligible for Chapter 1 but not served by Chapter 1.

- Special Education and Chapter 1 served the largest numbers of students--each serving over 5,000.

- Areas of concern still remaining are those where students are being served by more than one compensatory program. An example is the 12 students who are served by Chapter 1 as well as by Teach and Reach-Both (both reading and math). The 16 students reflected as being served by both Chapter 1 and Plus were served by Chapter 1 until Plus was implemented on their campus at which time Plus began serving them and Chapter 1 discontinued serving them.

- Chapter 1 has improved its served/not served ratio of eligible students in 1985-86 by serving 12% more of the eligible students at the Chapter 1 schools than were served in 1984-85.

References

Christner, C. (1986). 1985-86 Overlap Study (ORE Pub. No. 85.37). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

Christner, C. (1985). 1984-85 Overlap Study (ORE Pub. Letter 84.I). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

PROGRAMS	CH1-S	CH1-SWP	CH1-NS	MIG	SPED	LEP-TBE	LEP-ESL	LEP-SE	SCE	SCE-SWP	PLUS	TR-R	TR-M	TR
CH1-S	4252	0	0	61	214	161	390	11	0	0	16	1	46	
CH1-SWP	0	642	0	0	45	16	39	3	0	0	0	0	0	
CH1-NS	0	0	2926	97	629	76	222	45	0	0	4	5	14	
MIG	101	18	124	612	74	26	97	19	8	19	0	0	0	
SPED	214	45	629	35	4694	81	95	163	37	25	1	0	6	
LEP-TBE	161	16	76	23	81	625	0	0	20	9	1	0	0	
LEP-ESL	390	39	222	81	95	0	1303	0	24	24	0	0	0	
LEP-SE	11	3	45	14	163	0	0	186	0	1	0	0	0	
SCE	0	0	0	8	37	20	24	0	490	0	0	0	0	
SCE-SWP	0	0	0	0	25	9	24	1	0	379	0	0	0	
PLUS	16	0	4	0	1	1	0	0	0	0	23	0	0	
TR-R	1	0	5	0	0	0	0	0	0	0	0	15	0	
TR-M	46	0	14	0	6	0	0	0	0	0	0	0	120	
TR-B	12	0	11	0	5	0	0	0	1	0	0	0	0	

Figure 2: DUPLICATED COUNTS OF STUDENTS SERVED OR IDENTIFIED BY PROGRAMS IN 1985-86.

Legend

CH1-S = Chapter 1-served
CH1-SWP = Chapter 1-Schoolwide Project (Becker)
CH1-NS = Chapter 1 eligible students not served by Chapter 1
MIG = Migrant students served
SPED = Students served by Special Education
LEP-TBE = Limited English proficient students who are served through a Transitional bilingual education (TBE) prog
LEP-ESL = Limited English proficient students who are served through an English as a second language (ESL) program
LEP-SE = Limited English proficient students who are receiving ESL as part of their Special Education program
SCE = State Compensatory Education (SCE) served
SCE-SWP = SCE-Schoolwide Project (Allison)
PLUS = Project Plus served
TR-R = Teach & Reach - Reading served
TR-M = Teach & Reach - Mathematics served
TR-B = Teach & Reach - Both Reading and Mathematics served

V. In what areas are AISD students' needs currently not being met?

Contact Persons: Catherine Christner and David Doss

Background

This report has sought to identify the various areas indicated for special/compensatory/remedial programs to best meet students' needs. In a number of areas the trends of growth (LEP students) or decline (migrant students) give direction in terms of planning for these populations. In the case of LEP, Special Education, and the Migrant Program, the District receives funds based on the students identified. While Chapter 1 entitlement is based on the number of students who are in need of compensatory education, the funds are not enough to reach all the District's low-achievers, especially since Chapter 1 is currently operating only at the elementary level. The monies the District receives from SCE and Chapter 2 have more discretion available in how the District spends this money.

HB72 and HB246 clearly indicate the District should provide remediation to students in need during the regular school program. The District is in an increasingly tight financial picture for local funds with increasing salaries, etc. The long-range forecast for federal funds is a continuing decline even in the face of increasing need.

Major Findings

- There are more needs for compensatory help for students than there is money to provide the services.

- The District has chosen to focus its compensatory funds on elementary reading improvement which is a definite need. At the same time, there is an equal need (see Section II.2) for elementary mathematics improvement.

- While there are compensatory reading services provided at the elementary level, there are still several thousand students who are low achievers and who are not being provided services. Of the students who scored at or below the 30th %ile in reading, almost 3,000 (38%) did not receive any compensatory assistance. That is about 50 students per school. The school with the largest number of unserved students was Houston with 207. About 22% of the students at Pecan Springs were low achievers who were not served. See Figure 1.

- AISD grade 9 students show several areas of need that are not currently being met. They show the highest retention rates, dropout rates, discipline rates, special education placement, and number of F's received.

- While prekindergarten is an expensive option, research indicates the long-range benefits to students and society is much greater than its cost (see ORE Pub. No. 83.30).

- Even greater emphasis needs to be placed on the coordination of the small and large compensatory programs (see Section III2) so that students will not receive multiple service in the same area when so many other students are not receiving services at all.

References:

Christner, C. and Sailor, P. (1984) Early Childhood Education: The best thing going in education? (ORE Pub. No. 83.30). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

School		Served	Not Served
Allan	#	161	52
	(%)	(22.45)	(7.25)
Allison	#	178	0
	(%)	(44.17)	(0.00)
Andrews	#	175	10
	(%)	(29.41)	(1.68)
Barrington	#	95	32
	(%)	(20.04)	(6.75)
Barton Hills	#	23	51
	(%)	(6.73)	(14.91)
Becker	#	221	0
	(%)	(34.16)	(0.00)
Blackshear	#	142	19
	(%)	(29.28)	(3.92)
Blanton	#	151	18
	(%)	(28.98)	(3.45)
Brentwood	#	18	47
	(%)	(4.55)	(11.87)
Brooke	#	105	30
	(%)	(31.63)	(9.04)
Brown	#	127	94
	(%)	(17.89)	(13.24)
Bryker Woods	#	41	5
	(%)	(18.55)	(2.26)
Campbell	#	126	16
	(%)	(33.51)	(4.26)
Casis	#	71	26
	(%)	(15.78)	(5.78)
Cook	#	168	14
	(%)	(26.17)	(2.18)
Cunningham	#	15	97
	(%)	(2.28)	(14.76)
Dawson	#	216	14
	(%)	(32.83)	(2.13)
Ooss	#	14	22
	(%)	(2.40)	(3.77)
Govalle	#	204	24
	(%)	(30.31)	(3.57)
Graham	#	81	9
	(%)	(22.82)	(2.54)
Gullett	#	40	28
	(%)	(10.44)	(7.31)
Harris	#	129	38
	(%)	(25.85)	(7.62)
Highland Park	#	28	36
	(%)	(7.39)	(9.50)
Hill	#	4	31
	(%)	(0.74)	(5.71)
Houston	#	93	207
	(%)	(7.42)	(16.51)
Joslin	#	58	76
	(%)	(8.77)	(11.50)
Langford	#	154	146
	(%)	(12.87)	(12.20)
Lee	#	6	26
	(%)	(1.81)	(7.85)
Linder	#	114	58
	(%)	(15.99)	(8.13)
Maplewood	#	80	6
	(%)	(21.74)	(1.63)
Mathews	#	40	36
	(%)	(9.62)	(8.65)
Menchaca	#	14	46
	(%)	(2.20)	(7.22)
Metz	#	172	33
	(%)	(30.66)	(5.88)
Norman	#	60	3
	(%)	(27.40)	(1.37)
Oak Hill	#	24	70
	(%)	(2.56)	(7.47)
Oak Springs	#	148	27
	(%)	(29.31)	(5.35)
Odom	#	37	133
	(%)	(4.21)	(15.15)
Ortega	#	68	26
	(%)	(21.86)	(8.36)
Patton	#	10	61
	(%)	(1.25)	(-
Pease	#	6	
	(%)	(2.37)	(
Pecan Springs	#	47	
	(%)	(10.00)	(21.
Pillow	#	14	
	(%)	(2.88)	5.
Pleasant Hill	#	20	12
	(%)	(2.83)	(17.54)
Read	#	16	86
	(%)	(3.86)	(20.72)
Reilly	#	38	49
	(%)	(8.94)	(11.53)
Ridgetop	#	64	30
	(%)	(22.22)	(10.42)
Sanchez	#	81	30
	(%)	(22.38)	(8.29)
Sims	#	82	10
	(%)	(31.54)	(3.85)
St. Elmo	#	19	91
	(%)	(3.34)	(15.99)
Summitt	#	4	25
	(%)	(1.09)	(6.83)
Sunset Valley	#	89	86
	(%)	(10.87)	(10.50)
Travis Heights	#	41	110
	(%)	(5.80)	(15.56)
Walnut Creek	#	59	19
	(%)	(22.01)	(7.09)
Webb	#	53	87
	(%)	(7.35)	(12.07)
Williams	#	30	122
	(%)	(2.29)	(9.31)
Winn	#	137	77
	(%)	(20.79)	(11.68)
Wooldridge	#	118	36
	(%)	(22.43)	(6.84)
Wooten	#	66	31
	(%)	(16.34)	(7.67)
Zavala	#	102	40
	(%)	(26.02)	(10.20)
Zilker	#	56	38
	(%)	(11.41)	(7.74)
TOTAL		4753	2916

Figure 1. BY SCHOOL COUNTS OF ALL ELEMENTARY STUDENTS WITH AN ITBS SCORE AT OR BELOW THE 30th %ILE IN READING WHO EITHER DID OR DID NOT RECEIVE SOME COMPENSATORY OR OTHER SPECIAL HELP AS OF DECEMBER, 1985.

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION

Dr. Glynn Ligon, Director

OFFICE OF RESEARCH AND EVALUATION

Dr. David A. Doss, Assistant Director

EDITOR

Dr. Catherine Christner

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