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ABSTRACT

This report documents the purpose, procedures and results for each information source used in the evaluation of the 1984-85 State Compensatory Education (SCE) program in the Austin (Texas) Independent School District. The majority of this document presents seven appendices, each devoted to an aspect of the program: (1) Management Information System; (2) School Characteristics and SCE Achievement Gains; (3) Teacher Service Report; (4) Counselor Service Report; (5) Project Achieve; (6) Planner Logs; and (7) Transitional Bilingual Education (TBE). The results indicate four major positive findings. First, in response to the central information need created by the 1984 legislation (House Bill 72) regarding Annual Performance Reports to the Texas Education Agency, a series of computer screens was developed containing school statistics on as many as 23 variables. Second, seventh grade TBE participants made strong gains in the reading, language, and mathematics subscales of the Iowa Tests of Basic Skills (ITBS). Eighth grade (TBE) students made greater than expected gains in reading and mathematics ITBS subscales. Third, all SCE-eligible, Hispanic Limited English Proficient students had access to bilingually certified classroom teachers. Fourth, crisis interventions accounted for only 4% of the total number of counselor interventions. Major findings requiring further action involve teachers' use of pull-out formats; whether full focus was on the funded target population; and Project Achieve's lack of visibility. (KSA)

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# STATE COMPENSATORY EDUCATION

## Final Technical Report

1984-85

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Office of Educational Research and Improvement  
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STATE COMPENSATORY EDUCATION

Final Technical Report

1984-85

Publication No.: 84.22

**EXECUTIVE SUMMARY****A LOOK AT STATE COMPENSATORY EDUCATION IN AISD  
1984-85**

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This report documents the purpose, procedures, and results for each information source used in the evaluation of the 1984-85 SCE program. It contains seven appendices, each devoted to a single aspect of the program.

**MAJOR POSITIVE FINDINGS:**

- o In response to the central information need created by legislation (H.B. 72) regarding Annual Performance Reports to the Texas Education Agency, a series of computer screens was developed which contains information about each school on as many as 23 variables.
- o Seventh grade Transitional Bilingual Education (TBE) participants made strong growth as evidenced by gains in the reading, language, and mathematics ITBS subscale scores. Eighth grade (TBE) students made greater than expected gains in the reading and mathematics ITBS subscales.
- o All SCE-eligible, Hispanic, LEP students in schools without bilingually certified SCE teachers had access to other bilingually certified classroom teachers.
- o Crisis interventions accounted for only 4% of the total number of counselor interventions.

**MAJOR FINDINGS REQUIRING ACTION:**

- o SCE teachers served a small proportion of SCE-eligible students (23%) plus a significant number of students who were not SCE-eligible. Thirty-two percent of the total number of students served were not SCE-eligible. This raises questions as to whether the program fully focused on the target population for which it was funded.
- o The majority of SCE teachers continue to use pull-out formats for delivery of instruction, for a variety of reasons.
- o Project Achieve appears to suffer from a lack of visibility.

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State Compensatory Education  
Appendix A  
MANAGEMENT INFORMATION SYSTEM (INFO)

## MANAGEMENT INFORMATION SYSTEM ("INFO")

## Purpose

The development of the INFO screens was begun in response to the following central information need:

Information Need 11. What information is required for the annual performance report specified in HB 72?

In addition to streamlining completion of the newly required performance reports, the INFO screen component of the District's emerging management information system is intended to address several other goals. First, the INFO screens should become a single, readily accessible resource containing a variety of data already collected but presently reported under several different covers. Second, the INFO screens may be updated during the year, thereby providing a degree of recency and accuracy greater than that of most other codified forms of data. Third, and as a natural consequence of the first two, the INFO screens are expected to facilitate ORE's responses to recurrent questions at the campus level, and generally to facilitate informed decision-making across the District as a whole. Fourth, because of built-in flexibility, the INFO screens have the capacity to expand to meet currently unanticipated needs.

The INFO screens are only a minor aspect of what eventually will become a single major data base referred to as "SCHCHAR," or School Characteristics File. The final goal is to have the SCHCHAR file serve as a core data base for Annual Performance Reports to TEA, as required by H.B. 72; INFO screens will be a handy display mechanism for some of the more useful and/or needed information contained in the SCHCHAR file.

## Procedure

In August and September of 1984, ORE staff (with the help of the Information Services Committee) generated several lists of variables which might be appropriate for display on the INFO screens. Many of these were located in ORE reports and publications, such as the ROSE Report (ORE Publication No. 83.L), the school achievement profiles, and so on. These were distilled into a preliminary list of variables displayed on the screens and accessible by the "001 Achievement/ Performance/ Context" selection.

These screens were previewed at ORE and in meetings several times during the fall, 1984, by a number of District administrators. Among them were the Superintendent, the Special Assistant for Administrative Services, and the Assistant Superintendents for Elementary and Secondary Education (October 10, 1984); the secondary principals (November 21, 1984); the supervising principals (November 2, 1984); and the Elementary Advisory

Principals Team (December 12, 1984). The Director of High Schools, the Director of Junior High Schools, the Director of the Department of Federal and State Applications and Compliance, and the Director of Elementary School Management also were invited and provided feedback at various times on the screens.

### Results

As a result of each of these interactions, revisions and additions were made to INFO (OW-INFPT-01-01).

A core of 23 variables was selected for inclusion. Drafts of definitions for the variables were prepared for elementary, junior high, and high schools (see Attachments 1, 2, and 3). These were distributed to all principals in the District, together with hard copies of their respective schools' 001 screen, by the first week of March. (See Attachment 4 for hard copy examples of the 001 screens generated by OW-INFPT-01-01.) As a result of these meetings and the input obtained, numerous corrections and revisions have been made in the definitions.

Additionally, another entire set of screens (the "003 Achievement/Performance/Context Data by Characteristic") was developed as a cross-indexed version of the 001 screens. That is, while the 001 screens are organized by school (e.g., a school's performance on every one of the variables is displayed before going on to the next school), the 003 screens are organized by variable (each variable heads a list showing every school's performance on that variable before going on to the next variable). (See Attachment 5 for hard copy examples of the 003 screens generated by OW-INFPT-01-01.) Inaccuracies in the drafts of variable definitions were identified through discussion and corrected or clarified. Some variables were added, most notably, "Students not receiving any F's, most recent six weeks;" and TABS scores for Reading and Mathematics were broken out so they could be reported separately. (Note that these will be broken down further to reflect the grade level tested, since not every elementary school houses all the grade levels eligible for TABS testing.)

In anticipation of the time when INFO screens may be accessed at each campus (as part of the District's computer initiative), and to assist visitors to ORE previewing the screens, a simple guide was prepared with step-by-step instructions (see Attachment 6). At present, only persons at ORE and in the Superintendent's Office may access the screens. Projected developments for the use of INFO include distribution of updated hard copies to principals in August materials packets for use in long-term planning for the 1985-1986 school year. Hard copies of the screens are expected to serve as a component of the Annual Performance Report to Texas Education Agency next August, as well.



### Recommendations

The undertaking and completion of the INFO screen system is a major accomplishment, and the timely fashion with which the system is updated enhances the usefulness of the data. INFO clearly meets the short-term goals set down for it; it is a single, readily available, easily updated, and flexible information resource.

However, the usefulness of the system can be greatly enhanced by extending it beyond its current descriptive status. A data base that provides for the statistical and logical manipulation of the descriptive data to generate new variables and combinations of variables is even more flexible, parsimonious and useful.

Feedback received from the school principals indicates that ORE should consider changing its negatively stated categories to positively stated ones (e.g. changing "non-minority students" to minority students; "students not in Special Education" to "students in Special Education"). Their rationale is that variables should be stated the way that they are normally used.

Definitions for the INFO Screen  
"Categories" or Variables  
For Elementary Schools

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

December 4, 1984

Definitions for the INFO Screen "Categories" of Variables  
for Elementary Schools

1. Students at or above grade level, Spring 1984:  
This is the percentage of students tested whose percentile on the composite score on the ITBS is 50 or above (in other words, the grade equivalent score was at or above the grade level at the time of testing).
2. Students gaining one or more years in 1983-84:  
Students' scores on the 1982-83 ITBS were compared with their 1983-84 scores. If the 1983-84 grade equivalents were higher by a year or more, the students were counted. The number was then changed to a percentage by dividing by the number of students who took the test and multiplying by 100%.
3. Students meeting or exceeding the ROSE prediction in 1983-84:  
Based on several variables (such as age, grade, previous achievement test performance, etc.), a prediction was made of each student's performance on the 1983-84 ITBS. Then, students' actual performance was compared to their predicted performance. If the predicted and actual scores were equal, or if the actual performance was better than the predicted performance, the students were counted. Here again, the number was converted to a percentage.
4. Students mastering TABS objectives, Spring 1984:  
The average percentage of students tested at grades 3 and 5 who demonstrated mastery at the state level was calculated.
5. Nonminority students, October 1984:  
This figure is based on the October 5, 1984 count of students by ethnicity. The percentage of all students who are neither Black nor Hispanic (called "Other") was calculated. "Others" included American Indian and Asian students.
6. Average daily attendance in 1983-84:  
This is the official ADA for the 1983-84 school year.
7. Students not disciplined in 1983-84:  
The number of students with no occurrences in the categories of discipline used by the Office of Student Affairs (and recorded on the OSA green sheets) was divided by the total enrollment at the school (for the entire school year).

## Elementary Definitions, p. 2

8. Students not eligible for free or reduced-price meal in 1983-84:  
The percentage of students not enrolled in the free and reduced-price meal program was based upon lunch counts completed on May 25, 1984, and the enrollment as of January, 1984.
9. Students not LEP in 1984-85:  
The official LEP count at each school as of October, 1984 is subtracted from the total number of students enrolled at each school (as of October 5, 1984), the remainder is divided by the total enrollment at the school.
10. Students not in special education in 1983-84:  
The total number of students served through special education at each campus is subtracted from the number of students enrolled at each campus (as of the Student Master File update completed on June 14, 1984); this remainder is then divided by the total enrollment.
11. Students not in a compensatory education program in 1983-84:  
The number of students served by special education, Migrant, or SCE programs was subtracted from the total number of students enrolled at the campus (as of the Student Master File update completed on July 5, 1984). This difference (those not in any compensatory program) is divided by the total enrollment (as of the Student Master File update completed on July 5, 1985).
12. Students not reassigned for desegregation purposes in 1983-84.  
Each student who is attending the school he/she would have attended prior to desegregation is divided by the school's total enrollment (as of the June 1984 update of the Student Master File). Transfers were counted as being among those students who were not reassigned for desegregation purposes.
3. Students enrolled for the entire school year in 1983-84:  
This is the number of students enrolled on the first day of 1983-84 who were still enrolled on the last day of school, divided by the total number of students enrolled at any time during 1983-84.
14. Pupils per teacher in 1983-84:  
This number was determined by dividing the total number of students enrolled as of September, 1983 at each campus by the number of regular classroom teachers at each campus. Note that this entry is a **number** and not a percentage; the lower the number, the higher the assigned rank should be (that is, smaller class sizes are ranked higher).
15. Students promoted:  
This is the percentage of all students enrolled whose records show them to be enrolled at any grade level in 1983-84 which is higher than that for 1982-83.

Definitions for the INFO Screen  
"Categories" or Variables  
For Junior High Schools

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

February 18, 1985

Definitions for the INFO Screen "Categories" or Variables  
for Junior High Schools

1. Students at or above grade level, spring 1984:  
This is the percentage of students tested whose percentile on the composite score on the ITBS is 50 or above (in other words, the grade equivalent score was at or above grade level at the time of testing).
2. Students gaining one or more years in 1983-84:  
Students' scores on the 1982-83 ITBS were compared with their 1983-84 scores. If the 1983-84 grade equivalents were higher by a year or more, the students were counted. The number was then changed to a percentage by dividing by the number of students who took the test and multiplying by 100.
3. Students meeting or exceeding ROSE prediction in 1983-84:  
Based on several variables (student's age, grade, previous achievement test performance, etc.), a prediction was made of each student's performance on the 1983-84 ITBS. Then, students' actual performance was compared to their predicted performance. If the predicted and actual scores were equal, or if the actual performance was better than the predicted performance, the students were counted. Here again, the number was converted to a percentage.
4. Nonminority students, October 1984:  
This figure is based on the October 5, 1984 count of students by ethnicity. The percentage of all students who are neither Black nor Hispanic (called "Other") was calculated. "Others" included American Indian and Asian students.
5. Average daily attendance in 1983-84:  
This is the official ADA for the 1983-84 school year.
6. Students not disciplined in 1983-84:  
The number of students with no occurrences in the categories of discipline used by the Office of Student Affairs (as recorded on the OSA green sheets) was divided by the total enrollment at the school (for the entire school year).
7. Students not eligible for free or reduced-price meal in 1983-84:  
The percentage of students not enrolled in the free and reduced-price meal program was based upon lunch counts completed on May 25, 1984, and the enrollment as of January, 1984.
8. Students not LEP in 1984-85:  
The official LEP count at each school as of October 1984 is subtracted from the total number of students enrolled at each school (as of October 5, 1984); the remainder is divided by the total enrollment at the school.

9. Students not in special education in 1983-84:  
The total number of students served through special education at each campus is subtracted from the number of students enrolled at each campus (as of the Student Master File update completed on June 14, 1984); this remainder is then divided by the total enrollment.
10. Students not in a compensatory education program in 1983-84:  
The number of students served by special education, Migrant, Chapter 1, or SCE programs was subtracted from the total number of students enrolled at the campus (as of the Student Master File update completed on July 5, 1984). This difference (those not in any compensatory program) is divided by the total enrollment (as of the Student Master File update completed on July 5, 1984).
11. Students not reassigned for desegregation purposes in 1983-84:  
Each student who is attending the school he/she would have attended prior to desegregation is divided by the school's total enrollment (as of the June 1984 update of the Student Master File). Transfers were counted as being among those students who were not reassigned for desegregation purposes.
12. Students enrolled for the entire school year in 1983-84:  
This is the number of students enrolled on the first day of the 1983-84 school year who were still enrolled on the last day of school, divided by the total number of students enrolled at any time during 1983-84.
13. Pupils per teacher in 1983-84:  
This number was determined by dividing the total number of students enrolled as of September 1983 at each campus by the number of regular classroom teachers at each campus. Note that this entry is a **number** and not a percentage; the lower the number, the closer to 1 the assigned rank should be (that is, smaller class sizes are ranked higher).
14. Students not failing any courses in 1983-84:  
This is the total percentage of students who received no F's during the 1983-84 academic year.
15. Students not failing any courses, most recent six-weeks:  
This figure equals the percentage of students with no F's during the most recent six-weeks period. Updates generally will be made 1 to 2 weeks after the end of the grading period (Data Processing needs that time to complete processing all report cards).
16. Students promoted:  
This is the percentage of all students enrolled whose records show them to be enrolled at any grade level in 1983-84 which is higher than that for 1982-83.

Definitions for the INFO Screen  
"Categories" or Variables  
For Senior High Schools



AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

December 4, 1984

Definitions for the INFO Screen "Categories" or Variables  
for High Schools

1. Students at or above grade level, Spring 1984:  
This is the percentage of students tested whose percentile on the composite score on the ITBS or TAP is 50 or above (in other words, the grade equivalent score was at or above grade level at the time of testing).
2. Students gaining one or more years in 1983-84:  
Ninth-grade students' scores on the 1982-83 ITBS were compared with their 1983-84 TAP scores. If the 1983-84 grade equivalents were higher by a year or more, the students were counted. The number was then changed to a percentage by dividing by the number of students who took the test and multiplying by 100%.
3. Students meeting or exceeding the ROSE prediction in 1983-84:  
Based on several variables (such as age, grade, previous achievement test performance, etc.), a prediction was made of each student's performance on the 1983-84 TAP. Then, students' actual performance was compared to their predicted performance. If the predicted and actual scores were equal, or if the actual performance was better than the predicted performance, the students were counted. Here again, the number was converted to a percentage.
4. Students mastering TABS objectives, Spring 1984:  
The percentage of students tested at grade 9 who demonstrated mastery at the state level was calculated.
5. Nonminority students, October 1984:  
This figure is based on the October 5, 1984 count of students by ethnicity. The percentage of all students who are neither Black nor Hispanic (called "Other") was calculated. "Others" included American Indian and Asian students.
6. Average daily attendance in 1983-84:  
This is the official ADA for the 1983-84 school year.
7. Students not disciplined in 1983-84:  
The number of students with no occurrences in the categories of discipline used by the Office of Student Affairs (and recorded on the OSA green sheets) was divided by the total enrollment at the school (for the entire school year).

## Senior High Definitions, p. 2

8. Students not eligible for free or reduced-price meal in 1983-84:  
The percentage of students not enrolled in the free and reduced-price meal program was based upon lunch counts completed on May 25, 1984, and the enrollment as of January, 1984.
9. Students not LEP in 1983-84:  
The official LEP count at each school as of October, 1984 is subtracted from the total number of students enrolled at each school (as of October 5, 1984); the remainder is divided by the total enrollment at the school.
10. Students not in special education in 1983-84:  
The total number of students served through special education at each campus is subtracted from the number of students enrolled at each campus (as of the Student Master File update completed on June 14, 1984); this remainder is then divided by the total enrollment.
11. Students not in a compensatory education program in 1983-84:  
The number of students served by special education, Migrant, or SCE Writing Labs was subtracted from the total number of students enrolled at the campus (as of the Student Master File update completed on July 5, 1984). This difference (those not in any compensatory program) is divided by the total enrollment (as of the Student Master File update completed on July 5, 1984).
12. Students not reassigned for desegregation purposes in 1983-84:  
Each student who is attending the school he/she would have attended prior to desegregation is divided by the school's total enrollment (as of the June, 1984 update of the Student Master File). Transfers were counted as being among those students who were not reassigned for desegregation purposes.
13. Students enrolled for the entire school year in 1983-84:  
This is the number of students enrolled on the first day of 1983-84 who were still enrolled on the last day of school, divided by the total number of students enrolled at any time during 1983-84.
14. Pupils per teacher in 1983-84:  
This number was determined by dividing the total number of students enrolled as of September, 1983 at each campus by the number of regular classroom teachers at each campus. Note that this entry is a number and not a percentage; the lower the number, the higher the assigned rank should be (that is, smaller class sizes are ranked higher).
15. Students not failing any courses in 1983-84:  
This is the total percentage of students who received no F's during the 1983-84 academic year.

## Senior High Definitions, p. 3

16. Students not failing any courses, most recent six-weeks:  
This figure equals the percentage of students with no F's during the most recent six-weeks period. Updates generally will be made 1 to 2 weeks after the end of the grading period (Data Processing needs that time to complete processing all report cards).
17. Students not dropping out, 1983-84:  
Of all the students enrolled in 1983-84, this percentage includes those who remained enrolled, or transferred to another school. Those who withdrew from school and had not had a transcript requested by July, 1984 were considered to be dropouts.
18. Graduates attending college:  
This is the percentage of 1983-84 graduates for whom a college had requested a transcript as of June, 1984.
19. Graduates meeting competency in both reading and math:  
This is the percentage of all graduates who met competency in both reading and mathematics.
20. Students promoted:  
This is the percentage of all students enrolled whose records show them to be enrolled at any grade level in 1983-84 which is higher than that for 1982-83 (including all students who graduated).

Hard Copy Examples of the  
001 Achievement/Performance/Context

Data by Schools:  
INFO Screens

SCHOOL CHARACTERISTICS FILE -- "INFO" SCREEN -- LISTED BY SCHOOL -- AS OF 04/25/85:  
 PROG: OM-INFPT-01-01

AUSTIN INDEPENDENT SCHOOL DISTRICT MANAGEMENT INFORMATION SYSTEM			
ACHIEVEMENT/PERFORMANCE/CONTEXT DATA:	RANK OUT OF 60	SCHOOL %	AISD EL
STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984	35	50.7	57.0
STUDENTS GAINING ONE OR MORE YEARS IN 1983-84	42	47.7	52.3
STUDENTS MEETING/EXCEEDING ROSE PREDICTION IN 1983-84			
MATH	35	47.6	49.2
READING	29	48.5	48.7
STUDENTS MASTERING TABS OBJECTIVES, SPRING 1984			
MATH	51	75.0	80.7
READING	40	82.4	84.8

AUSTIN INDEPENDENT SCHOOL DISTRICT MANAGEMENT INFORMATION SYSTEM			
ACHIEVEMENT/PERFORMANCE/CONTEXT DATA:	RANK OUT OF 60	SCHOOL %	AISD EL
NONMINORITY STUDENTS, OCTOBER 1984	46	30.2	49.3
AVERAGE DAILY ATTENDANCE IN 1983-84	39	93.7	94.0
STUDENTS NOT DISCIPLINED IN 1983-84	1	100.0	97.7
STUDENTS NOT ELIG. FOR FREE/REDUCED PRICE MEAL 1983-84	36	48.7	55.0
STUDENTS NOT LEP, OCTOBER 1984	39	92.4	93.5
STUDENTS NOT IN SPECIAL EDUCATION IN 1983-84	13	92.8	90.4
STUDENTS NOT IN A COMPENSATORY ED. PROGRAM IN 1983-84	15	89.1	73.2
STUDENTS NOT REASSIGNED IN 1983-84	1	100.0	84.1
STUDENTS ENROLLED FOR THE ENTIRE SCHOOL YEAR IN 1983-84	36	80.1	80.7
PUPILS PER TEACHER IN 1983-84	47	25.3	23.8
STUDENTS PROMOTED, 1983-84	34	96.5	96.6

SCHOOL CHARACTERISTICS FILE -- "INFO" SCREEN -- LISTED BY SCHOOL -- AS OF 04/25/85:  
PROG: OW-INPPT-01-01

AUSTIN INDEPENDENT SCHOOL DISTRICT MANAGEMENT INFORMATION SYSTEM  
ACHIEVEMENT/PERFORMANCE/CONTEXT DATA:

	RANK OF 10	SCHOOL %	AISD JR
STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984	6	56.8	56.9
STUDENTS GAINING ONE OR MORE YEARS IN 1983-84	9	55.8	60.5
STUDENTS MEETING/EXCEEDING ROSE PREDICTION IN 1983-84			
MATH	4	54.1	52.7
READING	10	46.8	51.6

AUSTIN INDEPENDENT SCHOOL DISTRICT MANAGEMENT INFORMATION SYSTEM  
ACHIEVEMENT/PERFORMANCE/CONTEXT DATA:

	RANK OF 10	SCHOOL %	AISD JR
NONMINORITY STUDENTS, OCTOBER 1984	4	55.0	52.8
AVERAGE DAILY ATTENDANCE IN 1983-84	8	92.0	93.0
STUDENTS NOT DISCIPLINED IN 1983-84	9	78.2	85.8
STUDENTS NOT ELIG. FOR FREE/REDUCED PRICE MEAL 1983-84	6	64.0	68.0
STUDENTS NOT LEP, OCTOBER 1984	4	97.9	97.0
STUDENTS NOT IN SPECIAL EDUCATION IN 1983-84	8	88.2	88.8
STUDENTS NOT IN A COMPENSATORY ED. PROGRAM IN 1983-84	10	5.0	62.5
STUDENTS NOT REASSIGNED IN 1983-84	9	49.8	73.9
STUDENTS ENROLLED FOR THE ENTIRE SCHOOL YEAR IN 1983-84	10	85.3	88.8
PUPILS PER TEACHER IN 1983-84	10	25.1	23.6
STUDENTS NOT FAILING ANY COURSES IN 1983-84	6	75.5	75.0
STUDENTS NOT FAILING ANY COURSES, MOST RECENT SIX-WEEKS	7	57.3	59.5
STUDENTS PROMOTED, 1983-84	1	98.5	97.0

Hard Copy Examples of the  
003 Achievement/Performance/Context

Data by Characteristic:  
INFO Screens

MENU FOR SCREEN 005, 003 FOR SELECTION OF CHARACTERISTIC DESIRED:

84.22

ACHIEVEMENT/PERFORMANCE/CONTEXT DATA -- SORTED BY CHARACTERISTIC

NOTE - THIS MENU CONSISTS OF 2 SCREENS.  
 ENTER "FWD" TO SEE THE REST OF THE SUBJECT SELECTIONS.  
 TO SELECT THE SUBJECT DESIRED, ENTER THE 3 DIGIT SUBJECT CODE.

SUBJECT	SUBJECT CODE
STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984	002
STUDENTS GAINING ONE OR MORE YEARS IN 1983-84	003
STUDENTS MEETING/EXCEEDING ROSE PREDICTION IN 1983-84 - MATH	004
STUDENTS MEETING/EXCEEDING ROSE PREDICTION IN 1983-84 - READING	005
STUDENTS MASTERING TABS OBJECTIVES, SPRING 1984 - MATH	006
STUDENTS MASTERING TABS OBJECTIVES, SPRING 1984 - READING	007
NONMINORITY STUDENTS, OCTOBER 1984	008
AVERAGE DAILY ATTENDANCE IN 1983-84	009
STUDENTS NOT DISCIPLINED IN 1983-84	010
STUDENTS NOT ELIG. FOR FREE/REDUCED PRICE MEAL 1983-84	011
STUDENTS NOT LEP, OCTOBER 1984	012
STUDENTS NOT IN SPECIAL EDUCATION IN 1983-84	013

A-19

ACHIEVEMENT/PERFORMANCE/CONTEXT DATA -- SORTED BY CHARACTERISTIC

NOTE - THIS MENU CONSISTS OF 2 SCREENS.  
 TO SELECT THE SUBJECT DESIRED, ENTER THE 3 DIGIT SUBJECT CODE.

SUBJECT	SUBJECT CODE
STUDENTS NOT IN A COMPENSATORY ED. PROGRAM IN 1983-84	014
STUDENTS NOT REASSIGNED IN 1983-84	015
STUDENTS ENROLLED FOR ENTIRE SCHOOL YEAR IN 1983-84	016
PUPILS PER TEACHER IN 1983-84	017
STUDENTS NOT FAILING ANY COURSES IN 1983-84	018
STUDENTS NOT FAILING ANY COURSES, MOST RECENT SIX-WEEKS	019
STUDENTS NOT DROPPING OUT IN 1983-84	020
GRADUATES ATTENDING COLLEGE	021
GRADUATES MEETING COMPETENCY IN BOTH AREAS, 1983-84	022
STUDENTS PROMOTED, 1983-84	023

Attachment A-5  
 (Page 1 of 3)



ACHIEVEMENT/PERFORMANCE/CONTEXT DATA - LISTED BY CHARACTERISTIC - ELEMENTARY

STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984 - AISD PCT = 57.0

RANK	SCHOOL NAME	PCT	RANK	SCHOOL NAME	PCT
1	HILL	92.2	15	TRAVIS HEIGHTS	63.3
2	DOSS	89.2	17	BRENTWOOD	62.7
3	SUMMITT	82.1	18	BARTON HILLS	61.6
4	LEE	78.3	19	JOSLIN	60.4
5	OAK HILL	76.8	20	WNOTEN	60.3
6	PILLOW	76.1	21	ZILKER	60.1
7	BRYKER WOODS	72.7	22	NORMAN	59.8
8	MATHEWS	72.0	23	HIGHLAND PARK	59.5
9	WILLIAMS	71.5	24	ODDM	59.0
10	PEASE	70.9	25	ST. ELMO	56.9
11	PLEASANT HILL	69.9	26	REILLY	56.1
12	MENCHACA	67.5	27	HOUSTON	56.0
13	SUNSET VALLEY	66.3	28	LANGFORD	55.5
14	GULLETT	64.3	29	LINDER	55.4
15	CUNNINGHAM	63.3	30	SANCHEZ	54.7

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ACHIEVEMENT/PERFORMANCE/CONTEXT DATA - LISTED BY CHARACTERISTIC - ELEMENTARY

STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984 - AISD PCT = 57.0

RANK	SCHOOL NAME	PCT	RANK	SCHOOL NAME	PCT
31	BROWN	54.4	46	BARRINGTON	45.5
32	WEBB	53.1	47	BLACKSHEAR	45.2
33	READ	52.3	48	GRAHAM	45.0
34	ORTEGA	50.9	49	CASIS	44.9
35	ANDREWS	50.7	50	COJK	44.8
36	BRODKE	50.4	51	ZAVALA	44.2
37	ALLAN	49.1	52	HARRIS	43.6
38	MAPLEWOOD	48.7	53	BLANTON	43.5
39	PECAN SPRINGS	48.3	54	GDVALLE	43.1
40	ALLISON	47.8	55	BECKER	42.8
41	OAK SPRINGS	47.7	56	RDSEWOOD	42.7
42	SIHS	47.4	57	RIDGETOP	42.1
43	WINN	46.8	58	WOOLDRIDGE	39.3
44	HETZ	46.6	59	CAMPBELL	39.0
45	DAWSON	45.9	60	WALNUT CREEK	32.7

26

27

84.22

ACHIEVEMENT/PERFORMANCE/CONTEXT DATA - LISTED BY CHARACTERISTIC - HIGH SCHOOL

STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984 - AISD PCT = 50.5			STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984 - AISD PCT = 50.5		
RANK	SCHOOL NAME	PCT	RANK	SCHOOL NAME	PCT
1	AUSTIN	65.3			
2	MCCALLUM	58.4			
3	ANDERSON	56.6			
4	CROCKETT	51.7			
5	JOHNSTON	48.6			
6	REAGAN	48.0			
7	LINIER	45.9			
8	TRAVIS	41.5	ROBBINS		38.2
9	L.B.J.	36.6			

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ACHIEVEMENT/PERFORMANCE/CONTEXT DATA - LISTED BY CHARACTERISTIC - JUNIOR HIGH

STUDENTS AT OR ABOVE GRADE LEVEL, SPRING 1984 - AISD PCT = 56.9		
RANK	SCHOOL NAME	PCT
1	O. HENRY	64.1
2	PORTER	64.0
3	LAMAR	60.2
4	BEDICHEK	59.7
5	MARTIN	59.1
6	BURNET	56.8
7	MURCHISON	54.3
8	DOBIE	52.8
9	FULMORE	49.4
10	PEARCE	44.4

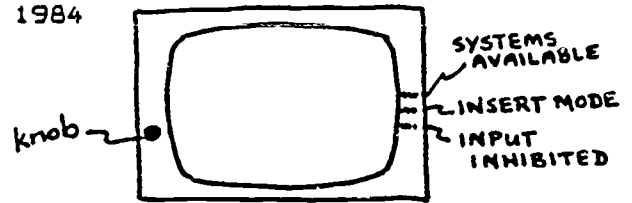
Attachment A-5  
 (Page 3 of 3)

Beginner's Guide to Using INFO

BEGINNER'S GUIDE TO USING INFO  
October 3, 1984YOU

1. Pull out knob on left side of the terminal.
2. Type in: CSSN and hit enter, located at lower right-hand corner of keyboard.

- \*3. Type in: ----- and hit the ← key on right side of the keyboard.
- \*4. Type in: ---- and hit enter (ignore the line that says "NEW PASSWORD").

CRT (Display)

1. After a brief pause, a little line will appear at top left corner of the screen (called "cursor").
2. Light briefly will come on next to "INPUT INHIBITED" on right side of screen. It goes off, and light by "SYSTEMS AVAILABLE" comes on while screen displays:

CICS/VS SIGNON - ENTER PERSONAL DETAILS (one line)

NAME: \_

(cursor moves as letters appear)

PASSWORD: \_

(cursor moves, nothing shows on screen)

3. (INPUT INHIBITED light comes on briefly, then:)

DFH3504I (time) SIGN -  
ON IS COMPLETE  
(SYSTEMS AVAILABLE light comes on)

START HERE IF SOMEONE HAS ALREADY LOGGED IN

5. Type in INFO and hit enter.
4. Letters "INFO" replace first four which were on the screen; when you hit enter, the INPUT INHIBITED light is triggered.

\*This information is missing from handout for security reasons.

YOUCRT (Display)

When the SYSTEMS  
AVAILABLE light comes  
on, the screen will  
show:

AUSTIN INDEPENDENT SCHOOL  
DISTRICT MANAGEMENT INFOR-  
MATION SYSTEM (one line)

001 PAYROLL

002 PERSONNEL

003 STUDENT

004 PLANNING

005 RESEARCH AND EVAL-  
UATION

ENTER A THREE DIGIT CODE OF  
INTEREST, PRESS ENTER. TO  
END, PRESS CLEAR.

ACTION CODE: \_\_\_\_

6. Choose one of the five categories shown on the screen (at present, only 003 and 005 contain information). Type in the number and hit enter.

5. The screen will temporarily go blank, with the INPUT INHIBITED light on, and then it will display a second selection list (all choices being within that broad category). At the bottom of the screen is this message:

ENTER THREE DIGIT CODE FOR  
SPECIFIC REPORT, PRESS  
ENTER. PRESS CLEAR TO END.

ACTION CODE \_\_\_\_

7. You will choose one of the subcategories to examine; type in the corresponding number and hit enter.

6. The screen will go blank again while the INPUT INHIBITED light is on; then the SYSTEMS AVAILABLE light comes on with the first "screen" of information.

YOUCRT (Display)

At the bottom of the screen are more instructions:

ENTER FWD TO BROWSE FORWARD,  
BWD TO BROWSE BACKWARD.  
PRESS CLEAR TO END.

ACTION CODE     

8. You may move forward (like paging through a book) to see more information by typing in FWD and hitting the enter key.

OR,

You can type in the ID number (see attached list) for a particular school that you want to know more about, and hit enter.

AND,

You may go back to the previous "page" or screen of information by typing BWD and hitting enter.

IF THERE IS NO PRIOR SCREEN and you entered the action code BWD, you may anticipate that the computer will default back to the same screen and ask you to make a choice again.

IF THERE IS NO NEXT SCREEN, the computer will come back with a message to that effect -----> 10. THIS SELECTION NOT AVAILABLE AT THIS TIME and ask you to make another choice, at which point you may wish to quit using INFO.

WHEN YOU HAVE OBTAINED THE INFORMATION YOU NEED or are tired and wish to leave the terminal,

9. Press the CLEAR key at the upper left-hand corner of the keyboard.

7. The CRT will display the next screen of information.

8. The computer will sort through all the screens, find the one you are interested in, and display it on the screen with the same message at the bottom of it.

9. The computer will flip back to the previous screen and display that, with the same message as always at the bottom of it.

11. INFO TERMINATED BY OPERATOR--TO REUSE PRESS ENTER

YOU

10. If you wish to take another look at INFO, hit the enter key once again and loop back through these steps, starting at step #6.

11. If you wish to leave the terminal, then type in CSSF and hit the enter key.

12. Push the knob on the left side of the CRT in, thereby turning the machine off.

CRT (Display)

12. Computer will return to main selection list again.

13. Computer screen will show:

DFH3506I           (time)  
SIGN-OFF IS COMPLETE

84.22

STATE COMPENSATORY EDUCATION  
APPENDIX B  
SCHOOL CHARACTERISTICS AND SCE ACHIEVEMENT GAINS



## SCHOOL CHARACTERISTICS AND SCE ACHIEVEMENT GAINS

## Purpose

A sample of State Compensatory Education (SCE) teachers was included in the fall 1984 District Survey. Information from this survey, plus information generated from the Teacher Service File (Appendix C) and the 1984 and 1985 Iowa Test of Basic Skills (ITBS) Files was used to provide some of the information relevant to the following decision and evaluation questions:

**Decision Question D1:** If SCE is refunded for 1985-86, should the Elementary Instructional Component be continued as is, modified, or discontinued?

**Evaluation Question D1-4:** Were the achievement gains realized by low-achieving students served by SCE teachers greater than the achievement gains predicted for those students?

**Evaluation Question D1-5:** Which schools showed the greatest achievement gains by the students served by SCE teachers?

**Evaluation Question D1-6:** What teaching modes and structures were used by the SCE teachers? Which were used by the schools with the greatest achievement gains by SCE-served students?

**Evaluation Question D1-7:** Did SCE teachers teach reading, language arts, and mathematics? In what proportion?

**Evaluation Question D1-8:** What were the coordination efforts directed specifically to SCE teachers?

**Evaluation Question D1-9:** How did SCE students' achievement gains compare with Chapter 1 students' and Migrant students' achievement gains?

## Procedure

Several questions were included in the fall 1985 District Teacher/Administrator Survey (see Systemwide Evaluation: 1984-85 Technical Report, ORE Publication No. 84.20, Vol. II) to obtain descriptions of the teaching modes and structures used by SCE teachers, and the reasons they were used (Attachment B-1). Surveys were sent to SCE elementary teachers in November. Analyses were run December 5.

In order to determine the ranking of schools with SCE teachers by average achievement gains, in addition to predicted versus actual gains, the Teacher Service File and the 1984 and 1985 ITBS Files were matched (ORE program SC-SCEEF-01-01).

### Data Analyses

The analysis used to generate the ROSE Report (ORE Publication No. 84.Q) provided a predicted ITBS score for each student; those served by SCE teachers were selected from the 1984 and 1985 ITBS files (file name ESWITL02) and their actual and predicted performances were compared.

Two different rankings were used. The first was based on the number of instances in which low-achieving students served by an SCE teacher gained at least .05 grade equivalent (GE) more than low-achieving students not served by SCE teachers (See Attachment B-2). The second ranking method was based on the size of the differences in gain between low-achieving students served/not served by the SCE teacher in the same school/grade/subject (see Attachment B-3). A third ranking method based on the ROSE-type analysis, examining the size of differences between actual and predicted achievement of students served by SCE teachers, is desirable. However, the numbers of students are too small to provide any useful comparisons at the school level. Therefore, this analysis was conducted by grade for all SCE-served students served/not served by SCE teachers. Results for this analysis appear in Figure B-1.

Finally, responses to the teachers' survey were tabulated and a general description of SCE instructional delivery was produced and compared with that for Chapter 1 and Migrant instructional programs. These results appear in Figure B-5.

## Results

**Evaluation Question D1-4:** Were the achievement gains realized by low-achieving students served by SCE teachers greater than the achievement gains predicted for those students?

Figure B-1 shows the ROSE report for all SCE-served students. The discrepancy score is the difference between the expected and the actual scores, no discrepancy score means the score obtained was the predicted score.

Grade	Discrepancy Score	(n)
1		(91)
2	-0.01	(59)
3	-0.03	(71)
4	0.07	(51)
5	-0.11	(69)
6	0.02	(40)

Figure B-1: DISCREPANCY SCORES FOR ACTUAL VERSUS PREDICTED ACHIEVEMENT GAINS OF SCE-SERVED STUDENTS BY GRADE.

As can be seen from this analysis, on the average, SCE-served students in grades 4 and 6 made greater gains than those predicted for them.

**Evaluation Question D1-5:** Which schools showed the greatest achievement gains by the students served by SCE teachers?

The two ranking methods are summarized below (see Figure B-2). Schools are referred to by a code letter. At the time of this report each school was assigned a confidential code letter. The list of letters is on file at ORE and only principals of each respective school and SCE coordinators and administrators may be granted access to the file.

RANKING #1			RANKING #2		
.05 GE advantage for SCE served			average GE difference (served/not)		
Rank	School	Pro- Portion	Rank	School	GE Difference
1	D	100%	1	C	.372
2	A	83%	2	D	.338
3	J	69%	3	A	.324
4	K	66%	4	J	.067
5	H	60%	5	E	.063
6	B	50%	6	G	.055
6	C	50%	7	H	.035
6	E	50%	8	K	.023
6	G	50%	9	B	.017
10	I	40%	10	I	-.030
11	F	33%	11	F	-.070

Figure B-2. SUMMARY OF RANKING METHODS TO SHOW ACHIEVEMENT GAINS OF STUDENTS BY SCHOOL.

Caution must be exercised when making decisions based on these rankings because of the small and unequal number of students served at each campus. Comparisons also need to be made with caution because each program focused on different combinations of grade levels and subjects.

Although not specifically addressed as an evaluation question, another piece of information is contained within this set of analyses that deserves notice. Figure B-3 on the following page summarizes the average total gain differences between SCE-served and non-served students by grade level and subject area.

As can be seen, SCE-served students gained more than non-served in reading across all grades; first and second grade SCE-served gained more than non-served in language; and fourth and fifth grade SCE-served gained more in mathematics than non-served SCE students.

GRADE	SCE-STATUS	GAINS		
		R	LA	M *
1	Served	.98	.97	.50
	Not-Served	.88	.91	.68
2	Served	.77	.91	.74
	Not-Served	.72	.77	.87
3	Served	.96	1.15	-
	Not-Served	.80	1.17	-
4	Served	.84	.51	1.27
	Not-Served	.77	.62	.70
5	Served	.74	.54	1.30
	Not-Served	.73	.59	.74
6	Served	.93	.73	-
	Not-Served	.82	.90	-

\*R = Reading, LA = Language Arts, M = Mathematics

Figure B-3. AVERAGE ITBS GAINS: SCE-SERVED VERSUS SCE ELIGIBLE, NON-SERVED, DISTRICTWIDE

Although a two-tailed t-test revealed that in general, the mean gain scores were not significantly different for the SCE-served versus the SCE non-served students, t-tests did reveal an interesting and noteworthy trend. Figure B-4 below provides data that show six instances of the average SCE-served students in a particular grade scoring significantly lower than their non-served age mates on a subscale of the 1984 ITBS. However, in three of these instances, the SCE-served students were not scoring significantly differently than their peers on the 1985 ITBS. These results must again be viewed with caution, but the general trend seems to indicate that SCE-served students are moving toward catching up.

Grade	ITBS (Subscale)*	Not-Served	Served	T	1 Tailed Prob.
2	1984 (R)	1.6100	1.2987	2.52	.0125
	1985 (R)	2.3263	2.1050	1.36	.0970
3	1984 (R)	2.3571	1.8867	4.10	.0000
	1985 (R)	3.2014	2.8167	2.89	.0070
	1984 (L/A)	2.3171	2.0544	1.99	.0375
4	1985 (L/A)	3.5857	3.3089	1.46	.0835
	1984 (R)	3.1500	2.5729	5.44	.0000
	1985 (R)	3.9171	3.5543	2.28	.0230
5	1984 (L/A)	3.6986	3.2071	3.46	.0030
	1985 (L/A)	4.4114	3.9771	1.45	.0895
	1984 (R)	3.7817	3.3217	3.45	.0030
	1985 (L/A)	4.4417	4.0917	1.98	.0375

\*R = Reading, L/A = Language Arts, M = Mathematics.

Figure B-4: T-TESTS FOR SELECTED 1984 AND 1985 ITBS SCORES, SCE-SERVED VERSUS NON-SERVED.

Evaluation Question D1-6: What teaching modes and structures were used by the SCE teachers? Which were used by the schools with the greatest achievement gains by SCE-served students?

Of the ten SCE teachers responding to the teacher survey, nine reported that SCE instruction was given in a location separate from the regular classroom setting. Teacher preference and space considerations were most often cited as reasons for this "pull-out" format. Eight of the ten teachers reported that they function as a supplementary teacher for SCE-served students, as opposed to a primary teacher.

Evaluation Question D1-7: Do SCE teachers teach reading, language arts, and mathematics? In what proportion?

As can be seen in Figure C-1, SCE teachers served students in both reading/language arts and mathematics. Reading/language arts contacts constituted 93% of the total number of contacts for reading/language arts and mathematics combined. As is pointed out in the above Evaluation Question D1-6, the SCE teachers most often act as supplementary teachers in reading/language arts and/or mathematics.

Evaluation Question D1-8: What were the coordination efforts directed specifically to SCE teachers?

Nine SCE teachers answered question number 93 concerning satisfaction with coordination between the SCE program and the regular instructional program. Of these nine respondents, five "strongly agreed" and four "agreed" that they were satisfied with coordination efforts.

Evaluation Question D1-9: How did SCE students' achievement gains compare with Chapter 1 students' and Migrant students' achievement gains.

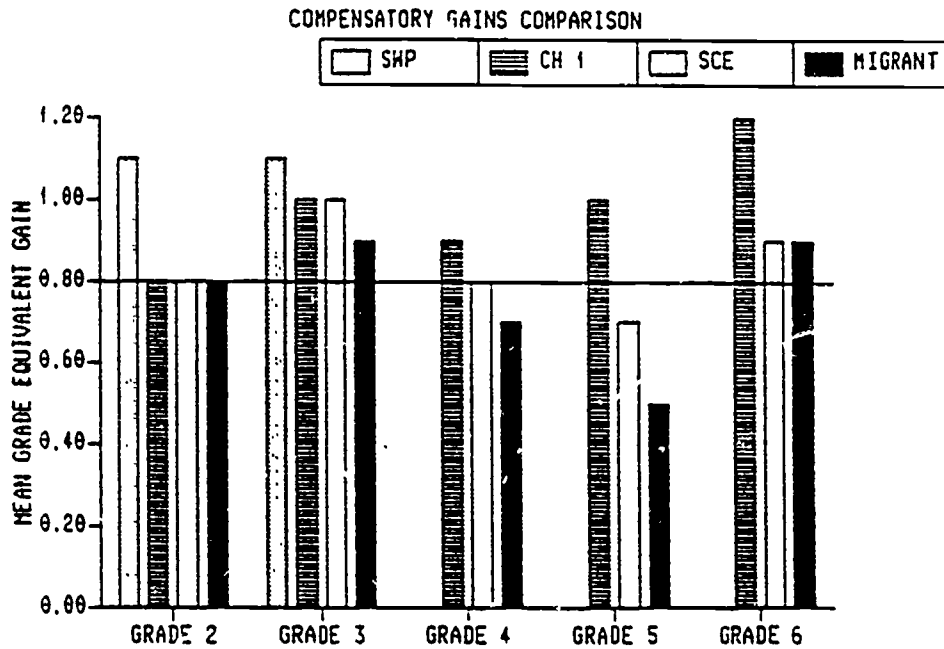


Figure B-5: COMPARISON OF ACHIEVEMENT GAINS FOR SCE-SERVED STUDENTS AND OTHER COMPENSATORY STUDENTS.

Figure B-5 graphs the percent of students who gained a month or more in grade equivalents by compensatory program and grade. As can be noted, the patterns for the programs are very similar. A one-way analysis of variance showed that the discrepancy scores for these groups are not significantly different than each other.

## Teacher Survey Questions for SCE Teachers

Question 89: Where do students receiving compensatory instruction meet with the compensatory teacher?

- A. In the classroom where a regular teacher is teaching other students, or
  - B. In a separate location.
- 

Question 90: What considerations led to choosing this arrangement?

- A. Class size
  - B. Space
  - C. Teacher preference
  - D. Class schedules
  - E. Other reasons
  - F. Don't know
- 

Question 91: How do you, the SCE teacher, function?

- A. As the primary Reading and/or Math teacher for SCE-served students, or
  - B. As a supplementary teacher for compensatory-served students.
- 

Question 92: 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, or
  - F. I don't know.
- 

Question 93: I am satisfied with the amount of coordination on my campus between the compensatory program and the regular instructional program

- A. Strongly agree
  - B. Agree
  - C. Neutral
  - D. Disagree
  - E. Strongly disagree
  - F. Don't know/not applicable
-

The possible responses for questions 94-99, in reference to the general question: "Which teacher (regular or compensatory) does the above provides the service for students receiving compensatory services:" were posted on the following scale:

Compensatory teacher	Mostly compensatory teacher	Both teachers equally	Mostly classroom teacher	Classroom teacher
-------------------------	-----------------------------------	-----------------------------	--------------------------------	----------------------

---

Question 94: Determines report card grades in area(s) with compensatory education.

---

Question 95: Selects materials for compensatory teacher to address.

---

Question 96: Selects skills for compensatory teachers to address.

---

Question 97: Explain instruction in parent conferences.

---

Question 98: Write plans and lessons for compensatory teachers.

---



School	SCE Status	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Proportion	Rank #1
		R	L	M*	R	L	M	R	L	M	R	L	M	R	L	M	R	L	M		
D	SCE Served	.89	1.01		.91	.96		1.01	1.20											1.00	1
	Not Served	.54	.62		.56	.40		.79	1.10												
A	SCE Served	.40	.10		1.10	.70		1.44	1.84		1.57	1.30		.87	.83		1.02	1.03		.83	2
	Not Served	0	0		.60	.64		1.02	1.59		.86	1.14		.39	.26		1.14	1.17			
J	SCE Served			.90	.86	1.12		1.02	.89		1.02	.42	.80	.79	.79	1.30	.80	.73		.69	3
	Not Served			.81	.80	1.14		.68	1.12		.81	1.16	.72	.65	.51	.81	.66	.70			
K	SCE Served										.96	.66		.66	.37		1.01	.73		.66	4
	Not Served									.73	.50		.60	.50		.87	1.05				
H	SCE Served	.15	0		.80	1.20		.97	1.53		.93	.70		.65	.80					.60	5
	Not Served	.60	.55		.63	.99		.72	1.51		.69	.44		.78	.47						
B	SCE Served	1.08	1.06		.96	.86		.81	.83											.50	6
	Not Served	1.08	.94		.75	.63		.88	1.22												
C	SCE Served	1.67	1.60		.42	.58		.64	1.31											.50	6
	Not Served	.57	0		.70	.93		.69	1.10												
E	SCE Served				.68	1.18		.98	.86											.50	6
	Not Served				.73	.59		.91	1.22												
G	SCE Served										1.02	.56		.66	.73					.50	6
	Not Served									.74	.52		.80	.63							
I	SCE Served										.64	.24		.78	.29		.90	.65		.40	10
	Not Served									.65	.31		.66	.65		.60	.81				
F	SCE Served			.10	.76	.14	.74	.60	1.35		.70	1.17	1.35							.33	11
	Not Served			.75	.94	.99	.70	.73	.94		.79	.73	1.00								
Average Total	SCE Served	.98	.97	.50	.77	.91	.74	.96	1.15		.84	.51	1.27	.74	.54	1.30	.93	.73		.56	
	Not Served	.88	.91	.68	.72	.77	.87	.80	1.17		.77	.62	.70	.73	.59	.74	.82	.90			

\*R = Reading  
L = Language Arts  
M = Mathematics

SCE School Ranking #1

Schools are ranked on the proportion of instances in which low-achieving students served by SCE teachers gained at least .05 GE more than low-achieving students not served by an SCE teacher in the same school/grade/subject.

B-10

School	Average GE Difference	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Rank #2
		R	L	M*	R	L	M	R	L	M	R	L	M	R	L	M	R	L	M	
C	.372	1.10	1.60		-.28	-.35		-.05	-.21											1
D	.338	.35	.39		.35	.56		.22	.16											2
A	.324	.40	.10		.50	.06		.42	.25		.71	.66		.48	.57		-.12	-.14		3
J	.067			.09	.06	-.02		.34	-.23		.21	-.74	.08	.14	.28	.49	.14	.03		4
E	.063				-.05	.59		.67	-.36											5
G	.055										.28	-.02		-.14	.10					6
H	.035	-.45	-.55		.17	.21		.25	.02		.24	.26		-.13	.33					7
K	.023										.23	.16		.06	-.13		.14	-.32		8
B	.017	0	.12		.21	.23		-.07	-.39											9
I	-.030										-.01	-.07		.12	-.36		.30	-.16		10
F	-.070			-.65	-.18	-.85	.04	-.13	.42		-.09	.44	.35							11

\*R = Reading  
L = Language Arts  
M = Mathematics

## SCE School Ranking #2

Schools are ranked on the average GE difference between low-achieving children served by SCE teachers and not served by SCE teachers in the same school/grade/subject.

B-11

84.22

State Compensatory Education  
Appendix C  
TEACHER SERVICE REPORT

## TEACHER SERVICE REPORT

## Purpose

The State Compensatory Education (SCE) Elementary Teacher Service Report for 1984-85 provided information relevant to the following decision and evaluation questions:

**Decision Question D1:** If SCE is refunded for 1985-86, should the Elementary Instructional Component be continued as is, modified, or discontinued?

**Evaluation Question D1-1:** How many students were served by SCE teachers? What percentage of low-achieving students actually were served by SCE elementary teachers at schools with SCE teachers?

**Evaluation Question D1-2:** What percentage of low-achieving LEP students at schools with SCE teachers were served by a bilingually certified teacher?

**Evaluation Question D1-3:** Did SCE teachers serve between 40-50 students?

**Evaluation Question D1-4:** Were the achievement gains realized by low-achieving students served by SCE teachers greater than the achievement gains predicted for those students?

**Evaluation Question D1-5:** Which schools showed the greatest achievement gains by the students served by SCE teachers?

**Evaluation Question D1-6:** What teaching modes and structures were used by the schools with the greatest achievement gains by SCE-served students?

**Evaluation Question D1-7:** Did SCE teachers teach reading, language arts, and mathematics? In what proportion?

**Evaluation Question D1-9:** How did SCE students' achievement gains compare with Chapter 1 students' and Migrant students' achievement gains?

## Procedure

Data Collection

In August 1984, ORE generated a three-part print out listing all of the students in schools with SCE teachers. The first part included all the low-achieving students (i.e., all students with a 1984 ITBS score that was at or below the 30th percentile in reading, language arts, and/or mathematics). The second part of the listing included all the students whose ITBS scores were above the 30th percentile, while the third part included all students without 1984 ITBS scores. A space was provided for the teacher to indicate whether a student was served for reading/language arts and/or mathematics, whether a placement instrument was used, and the score(s) if available (see Attachment C-1).

Each of the sixteen SCE teachers (see Attachment C-2) received the listing of students during the last week of August. It was accompanied by a memorandum (Attachment C-3) instructing them how to use the list to determine the students to be served, and how to keep the records for the final evaluation.

In February, the SCE service records were retrieved through a memorandum (Attachment C-4) requesting all the SCE teachers to update their service records and return the updated listing to ORE by February 15, 1985. The data from the print out listings were key-punched to create the SCE "ELE-85" file (format shown in Attachment C-5).

Data Analyses

Frequency counts were obtained from the elementary teachers' service file (ELE-85), the Student Master File, the LANG file, and the personnel records of bilingual certification. The number of students served for reading, language arts, and mathematics for each grade level was determined. The numbers of limited-English-proficient students at each campus, and the availability of bilingually-certified teachers also were obtained.

## Results

Evaluation Question D1-1: How many students were served by SCE teachers? What percentage of low-achieving students were actually served by SCE elementary teachers at schools with SCE teachers?

The number of **low-achieving students** (those who performed below the 31st percentile in reading or math on the 1984 ITBS) enrolled in grades 1-6 in schools with SCE teachers was estimated to be 1738 (student mobility may make this figure fluctuate during the year). Out of those identified students: **23.4% were served by SCE teachers for reading/ language arts and/or mathematics.**

- 387 students with scores below the 31st percentile in reading/ language arts were served. This represents 27.5% of the identified students.
- 26 students with scores below the 31st percentile in mathematics were served. This represents 2.3% of the identified students.

It is important to be mindful that although only 23.4% of low-achieving students in schools with SCE teachers were served by SCE teachers, the other low achievers could have been served by other compensatory programs in the District (see the Overlap Study, ORE publication 84.1).

**Evaluation Question D1-2:** What percentage of low-achieving LEP students at schools with SCE teachers were served by a bilingually-certified SCE teacher?

- 23 (Spanish) LEP students were identified in elementary schools or grade levels without a bilingually-certified teacher.
- 10 of these 23 students were SCE eligible, but none of these 10 students were at schools served either by SCE or SCE bilingually-certified teachers.
- The two SCE bilingually certified teachers did not serve any students in schools or grades without a bilingually-certified teacher available.
- 10 LEP students (regardless of having access to another bilingually-certified teacher at their school and grade) who were identified as low-achievers in schools with bilingually-certified SCE teachers were served.

When reviewing these findings, however, it is important to note that the SCE teachers with bilingual certification were not hired for the express purpose of providing bilingual instruction.

**Evaluation Question D1-3:** Did SCE teachers serve between 40-50 students?

On the average, SCE teachers served 30 students each. The following figure presents the number of students identified and served, by school, in each subject area (Reading, Language Arts and/or Mathematics). Notice that Cook, Houston, and Langford each have two full-time SCE teachers. Highland Park, Langford (in addition to the two full-time teachers), and Webb each have a half-time SCE teacher.

SCHOOL (SCE Teachers)	R/LA		MATH		R/LA and/or M	
	Ident.	Served	Ident.	Served	Ident.	Served
Barrington (Bil.)	111	39	83	0	134	39
Casis (1.15) (1 Bil.)	105	27	73	0	116	27
Cook (2)	194	76	167	0	228	76
Highland Park (1/2)	58	30	41	0	70	30
Houston (2) (1 Bil.)	232	35	171	0	280	35
Joslin	118	25	105	0	154	25
Langford (2 1/2) (1/2 Bil.)	169	51	165	0	233	56
Reily	75	28	70	0	98	28
Sunset Valley	94	45	64	0	110	45
Travis Heights (Bil.)	91	12	84	21	126	27
Webb (1/2) (1/2 Bil.)	158	19	121	0	189	19
Total	1405	387	1144	26	1738	407
Average*	102.9	28.4	83.8	1.9	127.3	29.8

R/LA: Reading and/or Language Arts  
 IDENT: Identified low-achieving students  
 Bil.: Bilingually-certified teacher

\*Averages are based on 13.65 F.T.E. teachers.

Figure C-1: SUMMARY OF NUMBERS OF SCE STUDENTS IDENTIFIED AND SERVED, BY SCHOOL IN READING/LANGUAGE ARTS AND/OR MATH

SCHOOL: [REDACTED]

GRADE: 5

OFFICE OF RESEARCH AND EVALUATION

DATE OF PRINTING: 08/27/84 SC-S2110101

THE FOLLOWING STUDENTS ARE ELIGIBLE FOR SCE INSTRUCTIONAL SERVICES BASED UPON AVAILABLE ITBS SCORES

STUDENT NUMBER	STUDENT NAME	RT SITE	LT SITE	MT SITE	SCE ELIGIBILITY R/LA	MATH	CHECK IF SERVED R/LA	CHECK IF SERVED MATH	OPTIONAL	
									PLACEMENT INSTR/SCORE	FINAL INSTR/SCORE
[REDACTED]	GEORGE	31	44	22	NO	SCE	*	*	*	*
[REDACTED]	LETICHA G	31	44	02	NO	SCE	*	*	*	*
[REDACTED]	MICHAEL	31	35	15	NO	SCE	*	*	*	*
[REDACTED]	SHERYL A	33	60	22	NO	SCE	*	*	*	*
[REDACTED]	ALEA M	35	55	22	NO	SCE	*	*	*	*
[REDACTED]	BRET L	35	24	22	SCE	SCE	*	*	*	*
[REDACTED]	MICHELLE	35	42	25	NO	SCE	*	*	*	*
[REDACTED]	DAVID A	38	35	19	NO	SCE	*	*	*	*
[REDACTED]	KRISTEN R	40	46	19	NO	SCE	*	*	*	*
[REDACTED]	TAMARA D	40	24	25	SCE	SCE	*	*	*	*
[REDACTED]	ADAM	40	51	16	NO	SCE	*	*	*	*
[REDACTED]	DERRICK R	47	37	25	NO	SCE	*	*	*	*
[REDACTED]	SANDRA	49	68	16	NO	SCE	*	*	*	*
[REDACTED]	MONICA R	49	62	25	NO	SCE	*	*	*	*
[REDACTED]	SHERYL	64	64	22	NO	SCE	*	*	*	*

C-6

S = SPECIAL CIRCUMSTANCE, POSSIBLY INVALID SCORE.

NOTES: 1. TEST SCORES ARE FROM APRIL, 1984, IOWA TEST OF BASIC SKILLS.  
RT=READING TOTAL; LT=LANGUAGE TOTAL; MT=MATH TOTAL

2. STUDENT ELIGIBILITY FOR SCE SERVICES IN READING/LANGUAGE ARTS (R/LA) OR MATH IS BASED UPON 1984 ITBS SCORES:  
"SCE"=PERCENTILE OF 30 OR BELOW, STUDENT IS ELIGIBLE; "NO"=PERCENTILE ABOVE 30, STUDENT IS NOT ELIGIBLE.  
BLANK=NO TEST SCORE IS AVAILABLE.

53

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84.22

Attachment C-1  
(Page 1 of 2)



SCHOOL: [REDACTED]

GRADE: 5

OFFICE OF RESEARCH AND EVALUATION

DATE OF PRINTING: 08/27/84 SC-SELIG0101

ELIGIBILITY FOR SCE INSTRUCTIONAL SERVICES FOR THE FOLLOWING STUDENTS IS UNKNOWN (NO SCORES AVAILABLE)

STUDENT NUMBER:	STUDENT NAME	RT SILE	LT SILE	MT SILE	SCE ELIGIBILITY		CHECK IF SERVED R/LA	CHECK IF SERVED MATH	OPTIONAL	
					R/LA	MATH			PLACEMENT INSTR/SCORE	FINAL INSTR/SCORE
[REDACTED]	RAMON									
[REDACTED]	FABIAN	A								
[REDACTED]	MICHAEL									
[REDACTED]	ANGELA	M								
[REDACTED]	DENISE	I								
[REDACTED]	PAUL	L								
[REDACTED]	DARREN									
[REDACTED]	TONYA	L								
[REDACTED]	ROBERT J H			34		NO				
[REDACTED]	THOMAS	R								
[REDACTED]	MARTIN	A								
[REDACTED]	JUANITA									
1558952	COLLINS	RDY	D	33						

S = SPECIAL CIRCUMSTANCE, POSSIBLY INVALID SCORE.

NOTES: 1. TEST SCORES ARE FROM APRIL, 1984, IOWA TEST OF BASIC SKILLS.  
RT=READING TOTAL; LT=LANGUAGE TOTAL; MT=MATH TOTAL

2. STUDENT ELIGIBILITY FOR SCE SERVICES IN READING/LANGUAGE ARTS (R/LA) OR MATH IS BASED UPON 1984 ITBS SCORES:  
\*SCE\*=PERCENTILE OF 30 OR BELOW, STUDENT IS ELIGIBLE; \*NO\*=PERCENTILE ABOVE 30, STUDENT IS NOT ELIGIBLE;  
BLANK=NO TEST SCORE IS AVAILABLE.

84.22

C-7

Attachment C-1  
(Page 2 of 2)

SCHOOLS WITH SCE TEACHERS

1984-1985

<u>School</u>	<u>Name of Teachers</u>	<u>Certified</u>
Barrington	Kay Monzingo	ESL
Casis	Joan Smith Ysabel Pena (.50)	ESL
Cook	Diane Hernandez Hilda Baker	
Highland Park	Anne Gray(.50)	
Houston	Naomi Galloway Deborah Shaffer	ESL
Joslin	Linda Donovan	
Langford	Ofelia Hernandez (.50) Barbara Williams Ruth Porter	Bilingually
Reilly	Marilyn Jones	
Sunset Valley	Malinda Walker	
Travis Heights	Susan Ronberg Marek	ESL
Webb	Sylvia Lomas (.50)	Bilingually

August 27, 1984

TO: SCE Teachers, Principals, and Instructional Coordinators

FROM: Maria Defino, SCE Evaluator

SUBJECT: Student Eligibility

Enclosed is the SCE STUDENT ELIGIBILITY PACKAGE for your school. The package contains three printouts; each one has a different heading:

1. The Following Students Are ELIGIBLE FOR SCE Instructional Services Based Upon Available ITBS Scores.
2. The Following Students Are NOT ELIGIBLE FOR SCE Instructional Services Based Upon Available ITBS Scores.
3. The Eligibility of the Following Students for SCE Instructional Services is UNKNOWN (No Scores Available).

The eligible student section includes, in reading percentile ascending order, all the students in your school who scored at or below the 30th percentile in reading, language arts, or math. The printout shows Reading Total percentile (RT %ile), Language Total percentile (LT %ile), and Math Total percentile (MT %ile) for each student. Reading and language arts are combined in "R/LA SCE Eligibility." The printout indicates "SCE" if the student is eligible for R/LA, for MATH, or for both. If the space under either R/LA or MATH SCE Eligibility is blank, it means there are no ITBS scores available for determining eligibility and other criteria should be used.\*

The right side of the printout provides space for you to indicate which students are served on a regular basis. If an instrument was used for placement\* and/or end-of-program assessment, indicate instrument and score in the appropriate column. Bilingually certified SCE teachers should indicate in the last column which students served are limited English proficient (LEP categories A and B). This column is also for all SCE teachers to indicate any unusual circumstances that would significantly affect a student's achievement (e.g., prolonged absence). The originals will be sent to ORE in February 1985.

Students suspected to be SCE eligible (i.e., poor school performance) and who are not in the ELIGIBLE FOR SCE printout should be located in either of the other two printouts. If the student is transferring in from another school in AISD, look for his/her scores in the microfiche enclosed. If the student is not found (new to the District) or is in the UNKNOWN eligibility printout, testing and placement should be done by the school.\*

\*For those students for whom testing and placement are required, we recommend the following procedure, which is used successfully by the Chapter 1 Program.

OPTIONAL IDENTIFICATION PROCEDURES

1. Make a list of students who are enrolled, appear to be low achievers, and are not in the ELIGIBLE or NOT ELIGIBLE lists.
2. Students in grades 2-6 who do not have scores on either the printout, the microfiche, or their folder from a previous district, could be tested with the proper test.

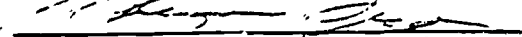
<u>Grade</u>	<u>Test</u>
K	TOBE-2 Level K
1	CAT Level 11
2	CAT Level 12
3	CAT Level 13
4	CAT Level 14
5	CAT Level 15
6	CAT Level 16

3. For grade 1 students not on the lists or without scores from a previous district:
  - . If your school administers the MRT to all first graders, use the percentile score for the Pre-Reading Composite.
  - . If your school does NOT administer the MRT to first graders, test the student using the CAT Level 11.
  - . If a first-grade student enters your school AFTER the MRT testing takes place, administer the CAT, Level 11.
  - . A student who was retained at the end of the 1983-84 year, and does not have spring 1984 scores should be tested with the CAT level and norms for the grade he would be in, had he not been retained.
4. Kindergarten students will be given the ITBS by the District in September, and percentile scores will be available soon thereafter. Those students who do not take the ITBS in September would be given the TOBE.

Testing materials may be requested by calling Maria Defino at 458-1227.

MD:if  
Enclosure

cc: Timy Baranoff  
Ruben Olivarez

Approved:   
Director of Research and Evaluation

Approved:   
Assistant Superintendent for Elementary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Office of Research and Evaluation

January 25, 1985

TO: SCE Elementary Teachers  
FROM: Maria Defino  
SUBJECT: Service Records

Near the start of the school year you received a computer printout which listed the students at each grade level in your school, rank ordered according to their achievement test performance. At that time you were asked to place a check mark by the names of students you served on a regular basis during the year.

Please update these service records as much as possible and send them to me at ORE, Box 79, Room C, by Friday, February 15, 1985.  
I am requesting them somewhat earlier than usual to facilitate production of the Overlap Study for 1984-85.

Please feel free to call me at 458-1227 if you have any questions.

MD:bw

cc: Kathryn Stone  
Ann Neeley  
Elma Berrones

Approved: *Slynn Ligon (sc)*  
Director, Office of Research and Evaluation

Approved: *Ruth Mae Miller*  
Assistant Superintendent for Elementary Education

FILE LAYOUT

LABELED  UNLABELED

PAGE 1 OF 1

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

BY: John Fry

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

DATE CREATED: 2-12-85

RECORD SIZE 80 CHARACTERS \_\_\_\_\_

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

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

SEQUENCE \_\_\_\_\_

DESCRIPTION Teacher Service File

REMARKS \_\_\_\_\_

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	1	3		ID	TSP
3	4	6		YEAR	85
7	7	13	NUMERIC	STUDENT ID	
1	14	14			FILLER
15	15	29	ALPHA	LAST NAME	
1	30	30			FILLER
10	31	40	ALPHA	FIRST NAME	
1	41	41			FILLER
1	42	42	ALPHA	MIDDLE INITIAL	
1	43	43			FILLER
3	44	46	NUMERIC	SCHOOL CODE	
1	47	47			FILLER
2	48	49	NUMERIC	GRADE	
1	50	50			FILLER
1		51	ALPHA-NUM	SERVED-READING	SPACE OR '1'
1		52			FILLER
1		53	ALPHA-NUM	SERVED-MATH	SPACE OR '1'
1		54			FILLER
1		55	ALPHA-NUM	TRANSFER	SPACE OR 'T'
1		56			FILLER
1		57	ALPHA-NUM	BILINGUAL TEACHER	SPACE OR '1'



84.22

State Compensatory Education  
Appendix D  
COUNSELOR SERVICE RECORD

## COUNSELOR SERVICE RECORD

## Purpose

The SCE Elementary Counselor Service Records for 1984-85 provided information relevant to the following decision and evaluation questions:

Decision Question D2: If SCE is refunded for 1985-86, should the Guidance and Counseling Component be continued as is, modified, or discontinued?

Evaluation Question D2-1: How many students were served by the Guidance and Counseling Component of SCE?

Evaluation Question D2-2: What proportion of SCE counselors' services were devoted to crisis situations versus all other reasons for interventions?

## Procedure

Data Collection

On November 5, 1984, each of the 38 regular counselors (serving 49 schools) received a packet of 125 scannable Counseling Record forms (Attachment D-1). The form was designed by the SCE Evaluator and revised by the Guidance and Counseling Steering Committee. Directions for filling in the Counseling Records were sent to all participating counselors (two counselors funded by Special Education did not participate) in a memorandum prepared by members of the Steering Committee (Attachment D-2). Additionally, all of the participating counselors (Attachment D-3) met in January to review the definitions, clarify areas of coding disagreement, and so on, in an effort to obtain greater consistency in coding. However, no data pertaining to interrater agreement were collected. (**NOTE:** The Records were not distributed until November because they were not ordered until September, soon after the SCE Evaluator was hired. The company with the lowest bid needed several weeks to produce and deliver the sheets to AISD.)

Briefly, the Counseling Record is a scannable sheet which counselors were responsible for completing themselves at each school, entering as many of their activities as possible. Each entry was coded, as appropriate, in the following categories: **type** (subcategories: whole class, individual, or small groups); **reasons** (subcategories: crisis, developmental/preventive, academic, behavior, attendance, LST/ARD, assessments, family/health, other); **direct contact** (subcategories: student, teacher, AISD staff, other agency, parent/guardian); and **coordination** (subcategories: Parent Involvement Program, hearing/vision screening, LST/ARD, group



testing, Aim High, LEP, agency programs, Project Pride, student records, other). Counselors were instructed to turn in their records at the end of each six-weeks' grading period; they were sent reminders about this just prior to the end of each grading period. Feedback about records was sent as deemed necessary (Attachment D-4). In the last week of April, counselors were asked to turn in all remaining Counseling Records to ORE by May 15. No other standardized conditions for completing the Records were required. No reliability or validity data, and no norms, were established for the Counseling Record form.

### Data Analyses

A computer program (SC-CSF02-04-01) was utilized to obtain frequency counts, by school and for the total sample, for each coding category and subcategory. The percentage that each subcategory contributed to the total count for a category was calculated for each six-weeks' period, as well. Looking across all schools, the program determined the lowest individual frequency for each subcategory and the highest individual frequency for each, over both the given six-weeks' period and cumulatively (Attachment D-5).

Several factors contribute to the necessity for viewing these data as a piloting of the Counseling Record form. First, the Records were distributed so late in the year that the data cannot in any way be presumed to reflect a "normal" year's work on the part of counselors. Second, it was clear at the January counselors' meeting that, at least up until that time and possibly even beyond then, discrepancies existed in the ways counselors chose to code their activities. Both of these situations can be corrected for the 1985-86 year; the Supervisor of Elementary Guidance and Counseling (there will not be an SCE Evaluator to take this responsibility) will need to reorder the Counseling Records in the summer, and should hold review sessions with the counselors focusing on how the forms are to be completed. (Ideally, interrater agreement data could be obtained in such sessions.) Keeping in mind the need for implementing these recommendations and the limitations of the current data base, the following results may be presented.

### Evaluation Question D2-1: How many students were served?

A total of 17,979 individual student contacts were made in one-to-one sessions with counselors during the coding period. There were 21,960 student contacts made in the context of small group sessions with counselors. Finally, 3307 whole-class interventions were made by counselors between November 6 and May 15. Thus, a grand total of 43,246 student interventions were reported for the coding period.

Indirectly, counselors intervened on behalf of individual students (e.g., conferred with teachers, parents, and so on) a total of 35,590 times. The lowest frequency of such interventions reported by a counselor was one; the highest was 1297; and the average for all 35 participating counselors was 1017.

Not only does this data not reflect an entire year for the counselors, it also does not reflect the work of all the counselors at all the schools. Of the 38 counselors, two counselors (representing three schools) did not participate in reporting counselor service, one additional counselor (representing one school) returned incomplete records for her school (these incomplete records were used in the totals and this counselor represents the 1FTE) Attachment D-6 provides the counselor information by individual schools.

Evaluation Question D2-2: What proportions of SCE counselors' services were devoted to crisis situations versus all other reasons for interventions?

A total of 69,577 reasons for intervening were coded by counselors across the nine subcategories. Of these, 2768, or 4%, were related to crisis situations. (See Attachment D-5 for a breakdown of percentages for all nine subcategories, together with lows, highs, and averages.)

57.7% of these crisis interventions were made by participating SCE funded counselors. These crisis interventions accounted for 3.6% of the participating SCE counselors' total, number of interventions per school.



AUSTIN INDEPENDENT SCHOOL DISTRICT  
 Division of Instruction  
 Elementary School Management  
 Elementary Guidance and Counseling

1984-85

Instructions For Completing The  
COUNSELING RECORD

Use a #2 pencil - NOT black ink! Do not punch holes or staples on sheets because it will not go through the machine.

1. School: Your school
2. Name: Counselor's name
3. Date to left of column
4. When you work with an entire class on a specific topic such as: responsibility, study skills lesson, etc. enter the name of the teacher and grade, then bubble in WHOLE CLASS and DEV, (developmental).
5. If you consult with a teacher and the principal about Johnny's behavior, bubble in Behavior, STUDENT, Teacher, and AISD Staff.\*
6. If you confer with a mother and child about child's absence because of family problems, bubble in Individual, Attendance, Family, Parent.
7. Organizing materials for TABS Preassessment - bubble in Grp. Testing.
8. Teacher reports Peter crying. You visit with him and find he has been abused by stepfather. You file report with police and DHR. Bubble in Individual, Family, Teacher, Other Agency.
9. Friendship Group which includes Sara, Salina, Frances and Janey - mark 4 times under Small Group and 4 times under Developmental.
10. Consultation with Visiting Teacher and/or Home Visitor re: medical appointment for child - bubble Family, Student and AISD Staff.
11. Parent Conference re: child to refer to Psychotherapy Agency. Bubble Behavior, STUDENT, Agency, Parent.
12. Local Support Team for Mary, James and Elicio. Bubble in Academic, LST/ARD, STUDENT, Teacher, AISD Staff, Parent.
13. Rene (behavior) after conference you place him in In-School Suspension for 3 days. Bubble in Individual, CRISIS, Academic, Behavior, STUDENT, Teacher, AISD Staff, Parent.
14. Vision and Hearing co-ordination.
15. Sent invitations to LPAC. Bubble in LEP.
16. Sent Cum Folders - bubble in Student Records.
17. Parent Group - setting up with principal. Bubble in AISD Staff and P.I.P. (Parent involvement program)

18. Shoe card - bubble in Family/Health, STUDENT, Other Agency, Parent.  
 19. L.D. Observation of Tom - bubble in Academic, Assessments, and STUDENT.

To save paper you may continue with the following day's record on the same sheet.

20. Hall Duty - bubble in Other.  
 21. Phone call or school visit with Gloria Richards re: guidance materials, etc. bubble in AISD Staff and Other under coordination.

#### EXPLANATION OF CATEGORIES:

##### Under "Reason"

DEV/Prev. - Developmental/Preventive  
 Family/Hlth - Family/Health

##### Under "Contact"

Oth. Agency - Other Agency  
 Parent/Grdn - Parent/Guardian

##### Under "Coordination"

P.I.P. - Parent Involvement Program  
 Hrg/Vsn Scrn - Hearing/Vision Screening  
 Grp. Testing - Group Testing  
 Agency Prog - Agency Program  
 St. Records - Student Records

\* If you actually see the child in a direct counseling situation mark Individual under Type.

\* If you make an indirect contact for a child, then mark STUDENT under Contact.

#### COUNSELING RECORD SHEETS:

The Counseling Record sheets are due in the Office of Research and Evaluation at the end of each six weeks:

Monday, November 19, 1984  
 Thursday, January 17, 1985  
 " February 22, 1985  
 " April 18, 1985  
 " May 30, 1985

(It might be wise to keep a xeroxed copy of Counseling Record Sheets and the date it was sent to ORE.)

Contact Persons: Maria Defino, Office of Research and Evaluation, 451-8411 Ex. 229  
 Gloria Richards, Elementary Guidance and Counseling, 451-8411 Ex. 325

Elementary Counselors  
1984-1985

<u>School</u>	<u>Name of Counselor</u>	<u>Funding</u>	
		<u>AI</u> <u>SD</u>	<u>SCE</u>
Allan	Melba Davis	1.00	
Allison	Rosemary Rodriguez	.40	.10
Andrews	Jan Thomas	1.00	
Barrington	Carolyn Sullivan	.40	.10
Becker	Brenda G. Brooke	1.00	
Blackshear	Sarah Firestone	.60	.40
Blanton	Nicholas Noy	1.00	
Brooke	Wayne Norris	.40	.10
Brown	Frankie Brown	.80	.20
Campbell	Thomas Dunn	.80	.20
Casis	Jane Hembree	.30	.20
Cook	Christella Cain	.70	.30
Cunningham	Clara B. Walker	1.00	
Dawson	Minnette Mueller	.80	.20
Govalle	Kathryn Moore	.80	.20
Graham	Cornelia Tolley	.40	.10
Gullett	Sylvia Nichols	.30	.20
Harris	Donna Sparr	.70	.30
Highland Park	Wayne Norris	.40	.10
Houston	Aurora Zerrien	1.00	
Joslin	Jack Brock	1.00	
Langford	Eunice Houston	.80	.20
Linder	Rosemary Rodriguez	.40	.10
Maplewood	Tanya Hubbard	.30	.20
Mathews	Judith Scott	.40	.10
Metz	Mary Caldwell	.80	.20
Norman	Harriett Franks	.40	.20
Oak Hill	Suzie Ramon	1.00	
Oak Springs	Ouida Bohac	.40	.20
Odom	Orphalinda Bazan	1.00	
Ortega	Judith Scott	.40	.10
Pecan Springs	Ouida Bohac	.40	.10
Pillow	Elizabeth Colop	.40	.10
Pleasant Hill	Margery Johnson	1.00	
Read	Carolyn Sullivan	.40	.10
Reilly	Tanya Hubbard	.30	.20
Ridgetop	Elizabeth Colop	.40	.10
St. Elmo	Lorna Patch	1.00	
Sanchez	Cornelia Tolley	.40	.10
Sims	Sylvia Nichols	.30	.20
Sunset Valley	Janet Leeth	1.00	
Travis Heights	Eva Ornelas	.70	.30
Walnut Creek	Harriett Franks	.40	.20

<u>School</u>	<u>Name of Counselor</u>	<u>Funding</u>	
		<u>AI</u> <u>SD</u>	<u>SCE</u>
Webb	Sandra Baran	1.00	
Williams	Mabel Jean Schmer	1.00	
Winn	Birdie Caldwell	.70	.30
Wooldridge	Jill Winn	.80	.20
Wooten	Special Education Counselor		
Zavala	Jane Hembree	.30	.20
Zilker	Adeline Hamilton	.80	.20
Totals		32.4	5.6
Total Allocation	38		

December 1984

TO:

FROM: Maria Defino, SCE Evaluator

SUBJECT: Counseling Records

Thank you for having returned your counseling record sheets to my office. While processing the sheets, I noticed the following (marked as they apply):

- Recording is not being done continuously; that is, not all of the rows on a page were used before you went on to another.
- The school name was not written at the top of each sheet (most important for counselors who work in two schools).
- Events occurring at two schools were recorded on a single page, rather than on separate record forms.
- Bubbles were not filled in for each student seen in a small group (they need to be).

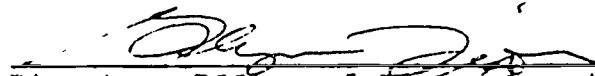
Other: \_\_\_\_\_  
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Please call Gloria or me if you are unsure of any aspect of coding your activities onto the record forms. I'll be happy to help you--especially before any "systematic" coding errors occur and any time is wasted. These days, every minute counts! Again, thank you for your cooperation and participation in the evaluation process.


MD:bw

cc: Ruben Olivarez

Approved: \_\_\_\_\_

  
 Director, Office of Research and Evaluation

Approved: \_\_\_\_\_

  
 Assistant Superintendent for Elementary Education



## SUMMARY TABLE OF COUNSELORS' REASONS FOR INTERVENING

Subcategory	Total Frequency*	% of All Reasons	Individual Low Frequency	Individual High Frequency	Individual Average***
CRISIS	2,768	3.98	3	475	79
Developmental/ Preventive	22,445	32.26	5	1,521	641
Academic	9,883	14.20	5	578	282
Behavior	14,583	20.96	26	875	417
Attendance	1,046	1.50	0	498	30
LST/ARD	4,421	6.35	0	621	126
Assessments	3,061	4.40	0	251	87
Family/Health	6,542	9.40	6	752	187
Other	4,828	6.94	0	754	138
TOTAL	69,577	99.99**			1,987

\*Frequencies do not include Allison, Linder, and Webb; data for Zilker is incomplete.

\*\*Does not total to 100% because of rounding.

\*\*\*This average is based on the 35 participating counselors, representing 46 schools.

COUNSELOR SERVICE RECORDS BY SCHOOL

84.22

Note: The counseling data presented here for the following schools does not include the sixth six-weeks period because the records were not available at the time of this scanning:

Allan  
Becker  
Dawson  
Joslin

The counseling records for Zilker are incomplete.

The counseling records for the following schools are unavailable for the entire year, and therefore not included here:

Allison  
Linder  
Webb

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 142 - ALLAN

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	7	12.07
INDIVIDUAL	40	68.97
SMALL GROUP	11	18.97
YEAR-END TOTALS	58	100.00
RUNNING TOTAL	58	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	10	10.42
DEV./PREV.	4	4.17
ACADEMIC	17	17.71
BEHAVIOR	23	23.96
ATTENDANCE	6	6.25
LST/ARD	7	7.29
ASSESSMENTS	3	3.13
FAMILY/HLTH.	11	11.46
CTHER	15	15.63
YEAR-END TOTALS	96	100.00
RUNNING TOTAL	96	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	30	39.47
TEACHER	23	30.26
AIISD STAFF	12	15.79
OTH. AGENCY	3	3.95
PARENT/GRDN.	8	10.53
YEAR-END TOTALS	76	100.00
RUNNING TOTAL	76	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	3	6.67
HRG/VSN SCRIN	4	8.89
LST/ARD	4	8.89
GRP. TESTING	2	4.44
AIM HIGH	2	4.44
LEP	7	15.56
AGENCY PROC.	2	4.44
PRIDE	0	.00
ST. RECORDS	4	8.89
OTHER	17	37.78
YEAR-END TOTALS	45	100.00
RUNNING TOTAL	45	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 102 - ANDREWS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	11	2.33
INDIVIDUAL	254	53.70
SMALL GROUP	208	43.97
YEAR-END TOTALS	473	100.00
RUNNING TOTAL	473	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	49	6.67
DEV./PREV.	227	30.88
ACADEMIC	97	13.20
BEHAVIOR	128	17.41
ATTENDANCE	25	3.40
LST/ARD	61	8.30
ASSESSMENTS	60	8.16
FAMILY/HLTH.	72	9.80
OTHER	16	2.18
YEAR-END TOTALS	735	100.00
RUNNING TOTAL	735	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	364	32.38
TEACHER	274	24.38
AISD STAFF	290	25.80
OTH. AGENCY	49	4.36
PARENT/GRDN.	147	13.08
YEAR-END TOTALS	1124	100.00
RUNNING TOTAL	1124	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	21	3.54
HRG/VSM SCRN	66	11.13
LST/ARD	143	24.11
GRP. TESTING	98	16.53
AIM HIGH	38	6.41
LEP	2	.34
AGENCY PROG.	5	.84
PRIDE	4	.67
ST. RECORDS	8	1.35
OTHER	208	35.08
YEAR-END TOTALS	593	100.00
RUNNING TOTAL	593	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 149 - BARRINGTON

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	107	18.64
INDIVIDUAL	227	39.55
SMALL GROUP	240	41.81
YEAR-END TOTALS	574	100.00
RUNNING TOTAL	574	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	48	4.40
DEV./PREV.	272	24.93
ACADEMIC	274	25.11
BEHAVIOR	202	18.52
ATTENDANCE	7	.64
LST/ARD	180	16.50
ASSESSMENTS	52	4.77
FAMILY/HLTH.	24	2.20
OTHER	32	2.93
YEAR-END TOTALS	1091	100.00
RUNNING TOTAL	1091	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	296	35.24
TEACHER	225	26.79
AISS STAFF	143	17.02
OTH. AGENCY	32	3.81
PARENT/GRDN.	144	17.14
YEAR-END TOTALS	840	100.00
RUNNING TOTAL	840	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	1	.29
LST/ARD	169	48.99
GRP. TESTING	48	13.91
AIM HIGH	1	.29
LEP	22	6.38
AGENCY PROG.	38	11.01
PRIDE	0	.00
ST. RECORDS	32	9.28
OTHER	34	9.86
YEAR-END TOTALS	345	100.00
RUNNING TOTAL	345	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 104 - BECKER

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	16	2.56
INDIVIDUAL	451	72.04
SMALL GROUP	159	25.40
YEAR-END TOTALS	626	100.00
RUNNING TOTAL	626	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	85	8.74
DEV./PREV.	311	31.96
ACADEMIC	287	29.50
BEHAVIOR	165	16.96
ATTENDANCE	1	.10
LST/ARD	92	9.46
ASSESSMENTS	6	.62
FAMILY/HLTH.	15	1.54
OTHER	11	1.13
YEAR-END TOTALS	973	100.00
RUNNING TOTAL	973	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	289	29.02
TEACHER	248	24.90
AIISD STAFF	313	31.43
OTH. AGENCY	30	3.01
PARENT/GRDN.	116	11.65
YEAR-END TOTALS	996	100.00
RUNNING TOTAL	996	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	.42
HRG/VSN SCRIN	31	13.08
LST/ARD	72	30.38
GRP. TESTING	20	8.44
AIM HIGH	18	7.59
LEP	0	.00
AGENCY PROG.	5	2.11
PRIDE	0	.00
ST. RECORDS	42	17.72
OTHER	48	20.25
YEAR-END TOTALS	237	100.00
RUNNING TOTAL	237	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 105 - BLACKSHEAR

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	151	13.45
INDIVIDUAL	326	29.03
SMALL GROUP	646	57.52
YEAR-END TOTALS	1123	100.00
RUNNING TOTAL	1123	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	3	.22
DEV./PREV.	551	39.55
ACADEMIC	230	16.51
BEHAVIOR	346	24.84
ATTENDANCE	2	.14
LST/ARD	72	5.17
ASSESSMENTS	12	.96
FAMILY/HLTH.	120	8.61
OTHER	57	4.09
YEAR-END TOTALS	1393	100.00
RUNNING TOTAL	1393	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	245	30.21
TEACHER	269	33.17
AISD STAFF	147	18.13
OTH. AGENCY	31	3.82
PARENT/GRDN.	119	14.67
YEAR-END TOTALS	811	100.00
RUNNING TOTAL	811	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	11	4.74
HRG/VSN SCRN	21	9.05
LST/ARD	40	17.24
GRP. TESTING	43	18.53
AIM HIGH	3	1.29
LEP	29	12.50
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	14	6.03
OTHER	71	30.60
YEAR-END TOTALS	232	100.00
RUNNING TOTAL	232	



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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 106 - BLANTON

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	24	1.32
INDIVIDUAL	1047	57.72
SMALL GROUP	743	40.96
YEAR-END TOTALS	1814	100.00
RUNNING TOTAL	1814	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	94	4.75
DEV./PREV.	861	43.55
ACADEMIC	134	6.78
BEHAVIOR	492	24.89
ATTENDANCE	9	.46
LST/ARD	162	8.19
ASSESSMENTS	74	3.74
FAMIL /HLTH.	75	3.79
OTHER	76	3.84
YEAR-END TOTALS	1977	100.00
RUNNING TOTAL	1977	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	705	42.50
TEACHER	269	16.21
AISD STAFF	357	21.52
OTH. AGENCY	73	4.40
PARENT/GRDN.	255	15.37
YEAR-END TOTALS	1659	100.00
RUNNING TOTAL	1659	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	4	1.73
LST/ARD	168	72.73
GRP. TESTING	44	19.05
AIM HIGH	0	.00
LEP	0	.00
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	0	.00
OTHER	15	6.49
YEAR-END TOTALS	231	100.00
RUNNING TOTAL	231	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS /S OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 108 - BROOKE

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	34	4.24
INDIVIDUAL	188	23.47
SMALL GROUP	579	72.28
YEAR-END TOTALS	801	100.00
RUNNING TOTAL	801	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	3	.38
DEV./PREV.	538	68.80
ACADEMIC	40	5.12
BEHAVIOR	189	24.17
ATTENDANCE	2	.26
LST/ARD	4	.51
ASSESSMENTS	0	.00
FAMILY/HLTH.	6	.77
OTHER	0	.00
YEAR-END TOTALS	782	100.00
RUNNING TOTAL	782	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	170	31.66
TEACHER	113	21.04
AI SD STAFF	105	19.55
OTH. AGENCY	4	.74
PARENT/GRON.	145	27.00
YEAR-END TOTALS	537	100.00
RUNNING TOTAL	537	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCR N	4	4.65
LST/ARD	38	44.19
GRP. TESTING	10	11.63
AIM HIGH	0	.00
LEP	0	.00
AGENCY PROG.	1	1.16
PKIDE	2	2.33
ST. RECORDS	3	3.49
OTHER	28	32.56
YEAR-END TOTALS	86	100.00
RUNNING TOTAL	86	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 109 - BROWN

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	60	2.22
INDIVIDUAL	1785	66.06
SMALL GROUP	857	31.72
YEAR-END TOTALS	2702	100.00
RUNNING TOTAL	2702	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	32	.95
DEV./PREV.	1141	33.77
ACADEMIC	440	13.02
BEHAVIOR	876	25.92
ATTENDANCE	459	14.77
LST/ARD	16	.47
ASSESSMENTS	6	.18
FAMILY/HLTH.	299	8.85
OTHER	70	2.07
YEAR-END TOTALS	3379	100.00
RUNNING TOTAL	3379	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	409	16.65
TEACHER	1297	52.81
AIISD STAFF	230	9.36
OTH. AGENCY	98	3.99
PARENT/GRDN.	422	17.18
YEAR-END TOTALS	2456	100.00
RUNNING TOTAL	2456	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	.25
HRG/VSN SCRN	10	2.52
LST/ARD	16	4.03
GRP. TESTING	57	14.36
AIM HIGH	1	.25
LEP	0	.00
AGENCY PROG.	2	.50
PRIDE	18	4.53
ST. RECORDS	4	1.01
OTHER	288	72.54
YEAR-END TOTALS	397	100.00
RUNNING TOTAL	397	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 111 - CAMPBELL

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	91	4.71
INDIVIDUAL	753	39.00
SMALL GROUP	1087	56.29
YEAR-END TOTALS	1931	100.00
RUNNING TOTAL	1931	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	86	3.98
DEV./PREV.	1471	68.01
ACADEMIC	81	3.74
BEHAVIOR	206	9.52
ATTENDANCE	4	.18
LST/ARD	22	1.02
ASSESSMENTS	33	1.53
FAMILY/HLTH.	109	5.04
OTHER	151	6.98
YEAR-END TOTALS	2163	100.00
RUNNING TOTAL	2163	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	84	13.33
TEACHER	347	55.08
ATSD STAFF	127	20.16
OTH. AGENCY	23	3.65
PARENT/GRDN.	49	7.78
YEAR-END TOTALS	630	100.00
RUNNING TOTAL	630	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	23	9.09
LST/ARD	24	9.49
GRP. TESTING	14	5.53
AIM HIGH	0	.00
LEP	0	.00
AGENCY PROG.	6	2.37
PRIDE	0	.00
ST. RECORDS	0	.00
OTHER	186	73.52
YEAR-END TOTALS	253	100.00
RUNNING TOTAL	253	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 112 - CASIS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	5	1.62
INDIVIDUAL	155	50.16
SMALL GROUP	149	48.22
YEAR-END TOTALS	309	100.00
RUNNING TOTAL	309	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	32	2.35
DEV./PREV.	28	2.06
ACADEMIC	340	25.00
BEHAVIOR	485	35.66
ATTENDANCE	25	1.84
LST/ARD	91	6.69
ASSESSMENTS	93	6.84
FAMILY/HLTH.	259	19.04
OTHER	7	.51
YEAR-END TOTALS	1360	100.00
RUNNING TOTAL	1360	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	749	40.14
TEACHER	500	26.80
AI SD STAFF	372	19.94
OTH. AGENCY	23	1.23
PARENT/GRDN.	222	11.90
YEAR-END TOTALS	1866	100.00
RUNNING TOTAL	1866	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P. I. P.	0	.00
HRG/VSM SCR N	7	.97
LST/ARD	339	46.95
GRP. TESTING	67	9.28
AIM HIGH	87	12.05
LEP	0	.00
AGENCY PROG.	9	1.25
PRIDE	3	.42
ST. RECORDS	0	.00
OTHER	210	29.09
YEAR-END TOTALS	722	100.00
RUNNING TOTAL	722	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSFLO LOGS AS OF 05/17/85

SC=CSF02=04=01 YEAR-END TOT S

SCHOOL 161 - COOK

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	113	10.02
INDIVIDUAL	703	62.32
SMALL GROUP	312	27.66
YEAR-END TOTALS	1128	100.00
RUNNING TOTAL	1128	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	132	11.62
DEV./PREV.	513	45.16
ACADEMIC	104	9.15
BEHAVIOR	198	17.43
ATTENDANCE	14	1.23
LST/ARD	31	2.73
ASSESSMENTS	43	3.79
FAMILY/HLTH.	71	6.25
OTHER	30	2.64
YEAR-END TOTALS	1136	100.00
RUNNING TOTAL	1136	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	719	63.97
TFACHER	269	23.93
AISD STAFF	47	4.18
OTH. AGENCY	12	1.07
PARENT/GRDN.	77	6.85
YEAR-END TOTALS	1124	100.00
RUNNING TOTAL	1124	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRIN	7	12.96
LST/ARD	14	25.93
GRP. TESTING	28	51.85
AIM HIGH	0	.00
LEP	0	.00
AGENCY PRGG.	1	1.85
PRIDE	0	.00
ST. RECORD	0	.00
OTHER	4	7.41
YEAR-END TOTALS	54	100.00
RUNNING TOTAL	54	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 113 - CUNNINGHAM

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	59	4.15
INDIVIDUAL	476	33.50
SMALL GROUP	886	62.35
YEAR-END TOTALS	1421	100.00
RUNNING TOTAL	1421	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	46	2.45
DEV./PREV.	698	37.11
ACADEMIC	120	6.38
BEHAVIOR	239	12.71
ATTENDANCE	6	.32
LST/ARD	51	2.71
ASSESSMENTS	66	3.51
FAMILY/HLTH.	189	10.05
OTHER	466	24.77
YEAR-END TOTALS	1881	100.00
RUNNING TOTAL	1881	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	381	27.16
TEACHER	383	27.30
AISD STAFF	422	30.08
OTH. AGENCY	38	2.71
PARENT/GRDN.	179	12.76
YEAR-END TOTALS	1403	100.00
RUNNING TOTAL	1403	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRIN	24	9.16
LST/ARD	28	10.69
GRP. TESTING	59	22.52
AIM HIGH	3	1.15
LEP	0	.00
AGENCY PROG.	20	7.63
PRIDE	0	.00
ST. RECORDS	7	2.67
OTHER	121	46.18
YEAR-END TOTALS	262	100.00
RUNNING TOTAL	262	

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AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 114 - DAWSON

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	215	25.23
INDIVIDUAL	113	13.26
SMALL GROUP	524	61.50
YEAR-END TOTALS	852	100.00
RUNNING TOTAL	852	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	22	1.92
DEV./PREV.	212	18.50
ACADEMIC	138	12.04
BEHAVIOR	390	34.03
ATTENDANCE	15	1.31
LST/ARD	142	12.39
ASSESSMENTS	28	2.44
FAMILY/HLTH.	147	12.83
OTHER	52	4.54
YEAR-END TOTALS	1146	100.00
RUNNING TOTAL	1146	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	245	23.69
TEACHER	432	41.78
AISD STAFF	162	15.67
OTH. AGENCY	56	5.42
PARENT/GRDN.	139	13.44
YEAR-END TOTALS	1034	100.00
RUNNING TOTAL	1034	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	60	14.81
HRG/VSN SCRN	12	2.96
LST/ARD	154	38.02
GRP. TESTING	23	5.68
AIM HIGH	4	.99
LEP	10	2.47
AGENCY PROG.	7	1.73
PRIDE	0	.00
ST. RECORDS	9	2.22
OTHER	126	31.11
YEAR-END TOTALS	405	100.00
RUNNING TOTAL	405	



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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 115 - GOVALLE

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	245	18.73
INDIVIDUAL	618	47.25
SMALL GROUP	445	34.02
YEAR-END TOTALS	1308	100.00
RUNNING TOTAL	1308	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	48	2.23
DEV./PREV.	432	20.07
ACADEMIC	579	26.91
BEHAVIOR	647	30.07
ATTENDANCE	5	.23
LST/ARD	130	6.04
ASSESSMENTS	55	2.56
FAMILY/HLTH.	227	10.55
OTHER	29	1.35
YEAR-END TOTALS	2152	100.00
RUNNING TOTAL	2152	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	414	42.29
TEACHER	176	17.98
AIISD STAFF	208	21.25
OTH. AGENCY	39	3.98
PARENT/GRDN.	142	14.50
YEAR-END TOTALS	979	100.00
RUNNING TOTAL	979	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	31	7.51
HRG/VSN SCRN	10	2.42
LST/ARD	40	9.69
GRP. TESTING	35	8.47
AIM HIGH	6	1.45
LFP	31	7.51
AGENCY PROG.	13	3.15
PRIDE	4	.97
ST. RECORDS	8	1.94
OTHER	235	56.90
YEAR-END TOTALS	413	100.00
RUNNING TOTAL	413	

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SCHOOL 159 - GRAHAM

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	1	.33
INDIVIDUAL	179	58.69
SMALL GROUP	125	40.98
YEAR-END TOTALS	305	100.00
RUNNING TOTAL	305	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	20	2.38
DEV./PREV.	52	6.18
ACADEMIC	73	8.68
BEHAVIOR	355	42.21
ATTENDANCE	5	.59
LST/ARD	69	8.20
ASSESSMENTS	24	2.85
FAMILY/HLTH.	149	17.72
OTHER	94	11.18
YEAR-END TOTALS	841	100.00
RUNNING TOTAL	841	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	522	43.00
TEACHER	353	29.08
AISS STAFF	235	19.36
OTH. AGENCY	15	1.24
PARENT/GRDN.	89	7.33
YEAR-END TOTALS	1214	100.00
RUNNING TOTAL	1214	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	2	1.23
HRG/VSN SCRIN	2	1.23
LST/ARD	8	4.94
GRP. TESTING	67	41.36
AIM HIGH	3	1.85
LEP	51	31.48
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	3	1.85
OTHER	26	16.05
YEAR-END TOTALS	162	100.00
RUNNING TOTAL	162	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 117 - GULLETT

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	36	2.80
INDIVIDUAL	258	20.05
SMALL GROUP	993	77.16
YEAR-END TOTALS	1287	100.00
RUNNING TOTAL	1287	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	55	2.53
DEV./PREV.	1108	51.01
ACADEMIC	464	21.36
BEHAVIOR	254	11.69
ATTENDANCE	15	.69
LST/ARD	12	.55
ASSESSMENTS	18	.83
FAMILY/HLTH.	88	4.05
OTHER	158	7.27
YEAR-END TOTALS	2172	100.00
RUNNING TOTAL	2172	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	662	42.74
TEACHER	628	40.54
AISD STAFF	156	10.07
OTH. AGENCY	21	1.36
PARENT/GRDN.	82	5.29
YEAR-END TOTALS	1549	100.00
RUNNING TOTAL	1549	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	11	8.97
HRG/VSN SCRN	12	9.68
LST/ARD	1	.81
GRP. TEST	6	4.84
AIM HIG	0	.00
LEP	1	.81
AGENCY PRG.	12	9.68
PRIDE	4	3.23
ST. RECORDS	5	4.03
OTHER	72	58.06
YEAR-END TOTALS	124	100.00
RUNNING TOTAL	124	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 118 - HARRIS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	165	15.93
INDIVIDUAL	458	44.21
SMALL GROUP	413	39.86
YEAR-END TOTALS	1036	100.00
RUNNING TOTAL	1036	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	233	12.33
DEV./PREV.	619	32.75
ACADEMIC	103	5.45
BEHAVIOR	209	11.06
ATTENDANCE	4	.21
LST/ARD	204	10.79
ASSESSMENTS	139	7.35
FAMILY/HLTH.	166	8.78
OTHER	213	11.27
YEAR-END TOTALS	1890	100.00
RUNNING TOTAL	1890	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	967	47.64
TEACHER	371	18.28
AISD STAFF	365	17.98
OTH. AGENCY	149	7.34
PARENT/GRDN.	178	8.77
YEAR-END TOTALS	2030	100.00
RUNNING TOTAL	2030	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	149	20.00
HRG/VSN SCRN	13	1.74
LST/ARD	202	27.11
GRP. TESTING	55	7.38
AIM HIGH	10	1.34
LEP	1	.13
AGENCY PROG.	46	6.17
PRIDE	0	.00
ST. RECORDS	69	9.26
OTHER	200	26.85
YEAR-END TOTALS	745	100.00
RUNNING TOTAL	745	

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SCHOOL 119 - HIGHLAND PARK

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	36	4.72
INDIVIDUAL	212	27.79
SMALL GROUP	515	67.50
YEAR-END TOTALS	763	100.00
RUNNING TOTAL	763	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	12	1.54
DEV./PREV.	480	61.70
ACADEMIC	5	.64
BEHAVIOR	219	28.15
ATTENDANCE	1	.13
LST/ARD	0	.00
ASSESSMENTS	1	.13
FAMILY/HLTH.	53	6.81
OTHER	7	.90
YEAR-END TOTALS	778	100.00
RUNNING TOTAL	778	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	145	38.87
TEACHER	85	22.79
AISD STAFF	45	12.06
OTH. AGENCY	6	1.61
PARENT/GRDN.	92	24.66
YEAR-END TOTALS	373	100.00
RUNNING TOTAL	373	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	16	28.57
HRG/VSN SCRN	1	1.79
LST/ARD	0	.00
GRP. TESTING	18	32.14
AIM HIGH	0	.00
LEP	6	10.71
AGENCY PROG.	2	3.57
PRIDE	1	1.79
ST. RECORDS	0	.00
OTHER	12	21.43
YEAR-END TOTALS	56	100.00
RUNNING TOTAL	56	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 162 - HOUSTON

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	0	.00
INDIVIDUAL	635	33.26
SMALL GROUP	1274	66.74
YEAR-END TOTALS	1909	100.00
RUNNING TOTAL	1909	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	190	6.40
DEV./PREV.	1521	51.23
ACADEMIC	189	6.37
BEHAVIOR	101	3.40
ATTENDANCE	5	.17
LST/ARD	130	4.38
ASSESSMENTS	47	1.58
FAMILY/HLTH.	72	2.43
OTHER	714	24.05
YEAR-END TOTALS	2969	100.00
RUNNING TOTAL	2969	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	562	24.52
TEACHER	969	42.28
AISS STAFF	384	16.75
OTH. AGENCY	36	1.57
PARENT/GRDN.	341	14.88
YEAR-END TOTALS	2292	100.00
RUNNING TOTAL	2292	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	80	10.90
LST/ARD	267	36.38
GRP. TESTING	300	40.87
AIM HIGH	0	.00
LEP	0	.00
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	8	1.09
OTHER	79	10.76
YEAR-END TOTALS	734	100.00
RUNNING TOTAL	734	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 120 - JOSLIN

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	110	12.10
INDIVIDUAL	338	37.18
SMALL GROUP	461	50.72
YEAR-END TOTALS	909	100.00
RUNNING TOTAL	909	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	22	2.15
DEV./PREV.	353	34.47
ACADEMIC	102	9.96
BEHAVIOR	156	15.23
ATTENDANCE	5	.49
LST/ARD	35	3.42
ASSESSMENTS	34	3.32
FAMILY/HLTH.	281	27.44
OTHER	36	3.52
YEAR-END TOTALS	1024	100.00
RUNNING TOTAL	1024	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	502	52.51
TEACHER	204	21.34
AI SD STAFF	114	11.92
OTH. AGENCY	20	2.09
PARENT/GRDN.	116	12.13
YEAR-END TOTALS	956	100.00
RUNNING TOTAL	956	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
NRG/VSN SCRN	11	5.16
LST/ARD	55	25.82
GRP. TESTING	126	59.15
AIM HIGH	1	.47
LFP	0	.00
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	5	2.35
OTHER	15	7.04
YEAR-END TOTALS	213	100.00
RUNNING TOTAL	213	

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SCHOOL 168 - LANGFORD

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	15	1.15
INDIVIDUAL	185	14.24
SMALL GROUP	1099	84.60
YEAR-END TOTALS	1299	100.00
RUNNING TOTAL	1299	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	35	2.45
DEV./PREV.	939	65.85
ACADEMIC	63	4.42
BEHAVIOR	198	13.88
ATTENDANCE	3	.21
LST/ARD	5	.35
ASSESSMENTS	96	6.73
FAMILY/HLTH.	75	5.26
OTHER	12	.84
YEAR-END TOTALS	1426	100.00
RUNNING TOTAL	1426	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	481	72.22
TEACHER	103	15.47
AISD STAFF	45	6.76
OTH. AGENCY	5	.75
PARENT/GRDN.	32	4.80
YEAR-END TOTALS	666	100.00
RUNNING TOTAL	666	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	0	.00
LST/ARD	0	.00
GRP. TESTING	45	93.75
AIM HIGH	1	2.08
LEP	0	.00
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	0	.00
OTHER	2	4.17
YEAR-END TOTALS	48	100.00
RUNNING TOTAL	48	



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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 122 - MAPLEWOOD

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	1	.14
INDIVIDUAL	215	29.13
SMALL GROUP	522	70.73
YEAR-END TOTALS	738	100.00
RUNNING TOTAL	738	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	64	3.07
DEV./PREV.	695	33.29
ACADEMIC	274	13.12
BEHAVIOR	415	19.88
ATTENDANCE	3	.14
LST/ARD	149	7.14
ASSESSMENTS	91	4.36
FAMILY/HLTH.	218	10.44
OTHER	179	8.57
YEAR-END TOTALS	2088	100.00
RUNNING TOTAL	2088	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	438	34.41
TEACHER	270	21.21
AISS STAFF	296	23.25
OTH. AGENCY	148	11.63
PARENT/GRDN.	121	9.51
YEAR-END TOTALS	1273	100.00
RUNNING TOTAL	1273	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	9	1.63
HRG/VSN SCRIN	41	7.41
LST/ARD	131	23.69
GRP. TESTING	90	16.27
AIM HIGH	24	4.34
LEP	0	.00
AGENCY PROG.	164	29.66
PRIDE	0	.00
ST. RECORDS	13	2.35
OTHER	81	14.65
YEAR-END TOTALS	553	100.00
RUNNING TOTAL	553	

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SCHOOL 123 - MATHEWS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	149	17.80
INDIVIDUAL	157	18.76
SMALL GROUP	531	63.44
YEAR-END TOTALS	837	100.00
RUNNING TOTAL	837	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	26	2.03
DEV./PREV.	386	30.16
ACADEMIC	229	17.89
BEHAVIOR	313	24.45
ATTENDANCE	58	4.53
LST/ARD	52	4.06
ASSESSMENTS	87	6.80
FAMILY/HLTH.	100	7.81
OTHER	29	2.27
YEAR-END TOTALS	1280	100.00
RUNNING TOTAL	1280	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	323	32.73
TEACHER	242	24.52
AI SD STAFF	180	18.24
OTH. AGENCY	19	1.93
PARENT/GRDN.	223	22.59
YEAR-END TOTALS	987	100.00
RUNNING TOTAL	987	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	4	2.08
HRG/VSN SCR N	21	10.94
LST/ARD	83	43.23
GRP. TESTING	40	20.83
AIM HIGH	2	1.04
LEP	0	.00
AGENCY PROG.	4	2.08
PRIDE	0	.00
ST. RECORDS	28	14.58
OTHER	10	5.21
YEAR-END TOTALS	192	100.00
RUNNING TOTAL	192	

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SCHOOL 124 - METZ

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	35	3.07
INDIVIDUAL	332	29.10
SMALL GROUP	774	67.84
YEAR-END TOTALS	1141	100.00
RUNNING TOTAL	1141	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	40	2.58
DEV./PREV.	282	18.21
ACADEMIC	255	16.46
BEHAVIOR	770	49.71
ATTENDANCE	7	.45
LST/ARD	68	4.39
ASSESSMENTS	20	1.29
FAMILY/HLTH.	67	4.33
OTHER	40	2.58
YEAR-END TOTALS	1549	100.00
RUNNING TOTAL	1549	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	264	24.49
TEACHER	452	41.93
AISS STAFF	146	13.54
OTH. AGENCY	35	3.25
PARENT/GRDN.	181	16.79
YEAR-END TOTALS	1078	100.00
RUNNING TOTAL	1078	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	6	2.36
HRG/VSN SCRIN	16	6.30
LST/ARD	29	11.42
GRP. TESTING	52	20.47
AIM HIGH	0	.00
LEP	19	7.48
AGENCY PROG.	7	2.76
PRIDE	0	.00
ST. RECORDS	26	10.24
OTHER	99	38.98
YEAR-END TOTALS	254	100.00
RUNNING TOTAL	254	

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SCHOOL 150 - NORMAN

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	103	36.14
INDIVIDUAL	140	49.12
SMALL GROUP	42	14.74
YEAR-END TOTALS	285	100.00
RUNNING TOTAL	285	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	21	4.02
DEV./PREV.	130	24.86
ACADEMIC	118	22.56
BEHAVIOR	40	7.65
ATTENDANCE	5	.96
LST/ARD	15	2.87
ASSESSMENTS	25	4.78
FAMILY/HLTH.	40	7.65
OTHER	129	24.67
YEAR-END TOTALS	523	100.00
RUNNING TOTAL	523	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	214	31.15
TEACHER	214	31.15
AI SD STAFF	152	22.13
OTH. AGENCY	19	2.77
PARENT/GRDN.	88	12.81
YEAR-END TOTALS	687	100.00
RUNNING TOTAL	687	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	.29
HRG/VSN SCR N	53	15.27
LST/ARD	18	5.19
GRP. TESTING	14	4.03
AIM HIGH	25	7.20
LEP	4	1.15
AGENCY PROG.	12	3.46
PRIDE	0	.00
ST. RECORDS	23	6.63
OTHER	197	56.77
YEAR-END TOTALS	347	100.00
RUNNING TOTAL	347	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 148 - OAK HILL

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	26	1.71
INDIVIDUAL	524	34.38
SMALL GROUP	974	63.91
YEAR-END TOTALS	1524	100.00
RUNNING TOTAL	1524	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	59	2.21
DEV./PREV.	1176	44.03
ACADEMIC	298	11.16
BEHAVIOR	450	16.85
ATTENDANCE	4	.15
LST/ARD	35	1.31
ASSESSMENTS	94	3.52
FAMILY/HLTH.	334	12.50
OTHER	221	8.27
YEAR-END TOTALS	2671	100.00
RUNNING TOTAL	2671	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	475	37.37
TEACHER	355	27.93
AISD STAFF	217	17.07
OTH. AGENCY	35	2.75
PARENT/GRDN.	189	14.87
YEAR-END TOTALS	1271	100.00
RUNNING TOTAL	1271	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	40	7.58
HRG/VSN SCR/N	6	1.14
LST/ARD	4	.76
GRP. TESTING	103	19.51
AIM HIGH	0	.00
LEP	0	.00
AGENCY PROG.	5	.95
PRIDE	4	.76
ST. RECORDS	40	7.58
OTHER	326	61.74
YEAR-END TOTALS	528	100.00
RUNNING TOTAL	528	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 125 - OAK SPRINGS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	3	.35
INDIVIDUAL	82	9.58
SMALL GROUP	771	90.07
YEAR-END TOTALS	856	100.00
RUNNING TOTAL	856	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	3	.17
DEV./PREV.	829	47.67
ACADEMIC	39	2.24
BEHAVIOR	774	44.51
ATTENDANCE	0	.00
LST/ARD	10	.58
ASSESSMENTS	16	.92
FAMILY/HLTH.	10	.58
OTHER	58	3.34
YEAR-END TOTALS	1739	100.00
RUNNING TOTAL	1739	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	827	47.02
TEACHER	839	47.70
AIISD-STAFF	40	2.27
OTH. AGENCY	12	.68
PARENT/GRDN.	41	2.33
YEAR-END TOTALS	1759	100.00
RUNNING TOTAL	1759	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	1.22
HRG/VSN SCRN	2	2.44
LST/ARD	0	.00
GRP. TESTING	19	23.17
AIM HIGH	1	1.22
LEP	0	.00
AGENCY PROG.	2	2.44
PRIDE	0	.00
ST. RECORDS	0	.00
OTHER	57	69.51
YEAR-END TOTALS	82	100.00
RUNNING TOTAL	82	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 156 - ODOM

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	150	18.47
INDIVIDUAL	448	55.17
SMALL GROUP	214	26.35
YEAR-END TOTALS	812	100.00
RUNNING TOTAL	812	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	119	5.26
DEV./PREV.	444	19.61
ACADEMIC	388	17.14
BEHAVIOR	704	31.10
ATTENDANCE	19	.84
LST/ARD	132	5.83
ASSESSMENTS	77	3.40
FAMILY/HLTH.	359	15.86
OTHER	22	.97
YEAR-END TOTALS	2264	100.00
RUNNING TOTAL	2264	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	527	42.57
TEACHER	290	23.42
AI SD STAFF	216	17.45
OTH. AGENCY	70	5.65
PARENT/GRDN.	135	10.90
YEAR-END TOTALS	1238	100.00
RUNNING TOTAL	1238	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	21	6.44
HRG/VSN SCRN	21	6.44
LST/ARD	35	10.74
GRP. TESTING	18	5.52
AIM HIGH	0	.00
LEP	14	4.29
AGENCY PROG.	1	.31
PRIDE	1	.31
ST. RECORDS	5	1.53
OTHER	210	64.42
YEAR-END TOTALS	326	100.00
RUNNING TOTAL	326	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 126 - ORTEGA

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	163	19.78
INDIVIDUAL	153	18.57
SMALL GROUP	508	61.65
YEAR-END TOTALS	824	100.00
RUNNING TOTAL	824	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	38	2.80
DEV./PREV.	611	45.06
ACADEMIC	221	16.30
BEHAVIOR	199	14.68
ATTENDANCE	18	1.33
LST/ARD	90	6.64
ASSESSMENTS	86	6.34
FAMILY/HLTH.	49	3.61
OTHER	44	3.24
YEAR-END TOTALS	1356	100.00
RUNNING TOTAL	1356	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	318	29.86
TEACHER	246	23.10
AISD STAFF	245	23.00
OTH. AGENCY	26	2.44
PARENT/GRDN.	230	21.60
YEAR-END TOTALS	1065	100.00
RUNNING TOTAL	1065	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	8	4.04
LST/ARD	85	42.93
GRP. TESTING	29	14.65
AIM HIGH	0	.00
LEP	0	.00
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	68	34.34
OTHER	8	4.04
YEAR-END TOTALS	198	100.00
RUNNING TOTAL	198	



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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 151 - PILLOW

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	45	9.53
INDIVIDUAL	161	34.11
SMALL GROUP	266	56.36
YEAR-END TOTALS	472	100.00
RUNNING TOTAL	472	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	7	1.07
DEV./PREV.	311	47.70
ACADEMIC	87	13.34
BEHAVIOR	140	21.47
ATTENDANCE	6	.92
LST/ARD	37	5.67
ASSESSMENTS	4	.61
FAMILY/HLTH.	8	1.23
OTHER	52	7.98
YEAR-END TOTALS	652	100.00
RUNNING TOTAL	652	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	121	39.80
TEACHER	72	23.68
AI&D STAFF	66	21.71
OTH. AGENCY	1	.33
PARENT/GRDN.	44	14.47
YEAR-END TOTALS	304	100.00
RUNNING TOTAL	304	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	0	.00
LST/ARD	2	2.08
GRP. TESTING	12	12.50
AIM FIGH	0	.00
LEP	1	1.04
AGENCY PROG.	0	.00
PRIDE	1	1.04
ST. RECORDS	14	14.58
OTHER	66	68.75
YEAR-END TOTALS	96	100.00
RUNNING TOTAL	96	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 127 - SANCHEZ

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	6	2.90
INDIVIDUAL	83	40.10
SMALL GROUP	118	57.00
YEAR-END TOTALS	207	100.00
RUNNING TOTAL	207	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	11	2.08
DEV./PREV.	43	8.13
ACADEMIC	22	4.16
BEHAVIOR	147	27.79
ATTENDANCE	4	.76
LST/ARD	82	15.50
ASSESSMENTS	86	16.26
FAMILY/HLTH.	75	14.18
OTHER	59	11.15
YEAR-END TOTALS	529	100.00
RUNNING TOTAL	529	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	456	45.65
TEACHER	288	28.83
AISD STAFF	156	15.62
OTH. AGENCY	18	1.80
PARENT/GRDN.	81	8.11
YEAR-END TOTALS	999	100.00
RUNNING TOTAL	999	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	38	14.02
LST/ARD	81	29.89
GRP. TESTING	92	33.95
AIM HIGH	15	5.54
LEP	19	7.01
AGENCY PROG.	2	.74
PRIDE	0	.00
ST. RECORDS	0	.00
OTHER	24	8.86
YEAR-END TOTALS	271	100.00
RUNNING TOTAL	271	

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CGUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01      YEAR-END TOTALS

SCHOOL 129 - PECAN SPRINGS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	87	13.00
INDIVIDUAL	367	54.86
SMALL GROUP	215	32.14
YEAR-END TOTALS	669	100.00
RUNNING TOTAL	669	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	109	8.07
DEV./PREV.	438	32.42
ACADEMIC	93	6.88
BEHAVIOR	543	40.19
ATTENDANCE	3	.22
LST/ARD	53	3.92
ASSESSMENTS	27	2.00
FAMILY/HLTH.	29	2.15
OTHER	56	4.15
YEAR-END TOTALS	1351	100.00
RUNNING TOTAL	1351	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	601	41.11
TEACHER	585	40.01
AISD STAFF	121	8.28
OTH. AGENCY	20	1.37
PARENT/GRDN.	135	9.23
YEAR-END TOTALS	1462	100.00
RUNNING TOTAL	1462	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	0	.00
LST/ARD	7	7.95
GRP. TESTING	23	26.14
AIM HIGH	17	19.32
LEP	0	.00
AGENCY PROG.	10	11.36
PRIDE	0	.00
ST. RECORDS	1	1.14
OTHER	30	34.09
YEAR-END TOTALS	88	100.00
RUNNING TOTAL	88	

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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 130 - PLEASANT HILL

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	43	4.06
INDIVIDUAL	445	41.98
SMALL GROUP	572	53.96
YEAR-END TOTALS	1060	100.00
RUNNING TOTAL	1060	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	24	1.12
DEV./PREV.	261	12.21
ACADEMIC	431	20.17
BEHAVIOR	422	19.75
ATTENDANCE	20	.94
LST/ARD	123	5.76
ASSESSMENTS	101	4.73
FAMILY/HLTH.	752	35.19
OTHER	3	.14
YEAR-END TOTALS	2137	100.00
RUNNING TOTAL	2137	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	1018	37.06
TEACHER	644	23.44
AISSD STAFF	446	16.24
OTH. AGENCY	151	5.50
PARENT/GRDN.	488	17.76
YEAR-END TOTALS	2747	100.00
RUNNING TOTAL	2747	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	173	17.60
HRG/VSN SCRIN	50	5.09
LST/ARD	177	18.01
GRP. TESTING	174	17.70
AIM HIGH	11	1.12
LEP	3	.31
AGENCY PROG.	36	3.66
PRIDE	3	.31
ST. RECORDS	34	3.46
OTHER	322	32.76
YEAR-END TOTALS	983	100.00
RUNNING TOTAL	983	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 131 - READ

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	111	22.65
INDIVIDUAL	202	41.22
SMALL GROUP	177	36.12
YEAR-END TOTALS	490	100.00
RUNNING TOTAL	490	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	12	1.15
DEV./PREV.	250	23.97
ACADEMIC	255	24.45
BEHAVIOR	243	23.30
ATTENDANCE	2	.19
LST/ARD	233	22.34
ASSESSMENTS	17	1.63
FAMILY/HLTH.	6	.58
OTHER	25	2.40
YEAR-END TOTALS	1043	100.00
RUNNING TOTAL	1043	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	310	35.27
TEACHER	223	25.37
AIISD STAFF	180	20.48
OTH. AGENCY	23	2.62
PARENT/GRDN.	143	16.27
YEAR-END TOTALS	879	100.00
RUNNING TOTAL	879	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRIN	4	1.27
LST/ARD	194	61.39
GRP. TESTING	2	.63
AIM HIGH	1	.32
LEP	26	8.23
AGENCY PROG.	10	3.16
PRIDE	0	.00
ST. RECORDS	46	14.56
OTHER	33	10.44
YEAR-END TOTALS	316	100.00
RUNNING TOTAL	316	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 132 - REILLY

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	1	.18
INDIVIDUAL	360	66.42
SMALL GROUP	181	33.39
YEAR-END TOTALS	542	100.00
RUNNING TOTAL	542	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	61	3.08
DEV./PREV.	472	23.83
ACADEMIC	366	18.48
BEHAVIOR	360	18.17
ATTENDANCE	9	.45
LST/ARD	211	10.65
ASSESSMENTS	60	3.03
FAMILY/HLTH.	262	13.23
OTHER	180	9.09
YEAR-END TOTALS	1981	100.00
RUNNING TOTAL	1981	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	430	34.68
TEACHER	331	26.69
AISD STAFF	316	25.48
OTH. AGENCY	56	4.52
PARENT/GRDN.	107	8.63
YEAR-END TOTALS	1240	100.00
RUNNING TOTAL	1240	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	28	5.98
LST/ARD	171	36.54
GRP. TESTING	130	27.78
AIM HIGH	1	.21
LEP	0	.00
AGENCY PROG.	37	7.91
PRIDE	0	.00
ST. RECORDS	21	4.49
OTHER	80	17.09
YEAR-END TOTALS	468	100.00
RUNNING TOTAL	468	

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COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 133 - RIDGETOP

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	71	25.27
INDIVIDUAL	157	55.87
SMALL GROUP	53	18.86
YEAR-END TOTALS	281	100.00
RUNNING TOTAL	281	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	44	10.09
DEV./PREV.	124	28.44
ACADEMIC	37	8.49
BEHAVIOR	145	33.26
ATTENDANCE	3	.69
LST/ARD	16	3.67
ASSESSMENTS	1	.23
FAMILY/HLTH.	20	4.59
OTHER	46	10.55
YEAR-END TOTALS	436	100.00
RUNNING TOTAL	436	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	79	37.44
TEACHER	49	23.22
AISS STAFF	54	25.59
OTH. AGENCY	3	1.42
PARENT/GRDN.	26	12.32
YEAR-END TOTALS	211	100.00
RUNNING TOTAL	211	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	3	2.13
LST/ARD	17	12.06
GRP. TESTING	15	10.64
AIM HIGH	0	.00
LEP	21	14.89
AGENCY PROG.	0	.00
PRIDE	4	2.84
ST. RECORDS	28	19.86
OTHER	53	37.59
YEAR-END TOTALS	141	100.00
RUNNING TOTAL	141	

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COUNSELOR LOGS AS OF 05/17/85

SC-CSFG2-04-01 YEAR-END TOTALS

SCHOOL 136 - ST. ELMO

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	1	.11
INDIVIDUAL	833	90.74
SMALL GROUP	84	9.15
YEAR-END TOTALS	918	100.00
RUNNING TOTAL	918	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	476	27.63
DEV./PREV.	267	15.50
ACADEMIC	279	16.19
BEHAVIOR	318	18.46
ATTENDANCE	35	2.03
LST/ARD	68	3.95
ASSESSMENTS	48	2.79
FAMILY/HLTH.	204	11.84
OTHER	28	1.63
YEAR-END TOTALS	1723	100.00
RUNNING TOTAL	1723	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	487	31.26
TEACHER	631	40.50
AISSD STAFF	294	18.87
OTH. AGENCY	39	2.50
PARENT/GRON.	107	6.87
YEAR-END TOTALS	1558	100.00
RUNNING TOTAL	1558	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRIN	6	1.16
LST/ARD	143	27.71
GRP. TESTING	66	12.79
AIM HIGH	5	.97
LEP	25	4.84
AGENCY PROG.	12	2.33
PRIDE	0	.00
ST. RECORDS	37	7.17
OTHER	222	43.02
YEAR-END TOTALS	516	100.00
RUNNING TOTAL	516	



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SC-CSF02-04-01      YEAR-END TOTALS

SCHOOL 139 - SIMS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	40	5.65
INDIVIDUAL	281	39.69
SMALL GROUP	387	54.66
YEAR-END TOTALS	708	100.00
RUNNING TOTAL	708	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	23	2.01
DEV./PREV.	463	40.40
ACADEMIC	179	15.62
BEHAVIOR	75	6.54
ATTENDANCE	3	.26
LST/ARD	96	8.38
ASSESSMENTS	60	5.24
FAMILY/HLTH.	128	11.17
OTHER	119	10.38
YEAR-END TOTALS	1146	100.00
RUNNING TOTAL	1146	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	385	30.56
TEACHER	456	36.19
AISD STAFF	241	19.13
OTH. AGENCY	40	3.17
PARENT/GRDN.	138	10.95
YEAR-END TOTALS	1260	100.00
RUNNING TOTAL	1260	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	43	10.46
HRG/VSN SCRN	69	16.79
LST/ARD	93	22.63
GRP. TESTING	27	6.57
AIM HIGH	0	.00
LEP	56	13.63
AGENCY PROG.	2	.49
PRIDE	1	.24
ST. RECORDS	59	14.36
OTHER	61	14.84
YEAR-END TOTALS	411	100.00
RUNNING TOTAL	411	

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SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 158 - SUNSET VALLEY

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	52	4.24
INDIVIDUAL	476	38.86
SMALL GROUP	697	56.90
YEAR-END TOTALS	1225	100.00
RUNNING TOTAL	1225	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	43	1.65
DEV./PREV.	885	34.03
ACADEMIC	542	20.84
BEHAVIOR	542	20.84
ATTENDANCE	32	1.23
LST/ARD	134	5.15
ASSESSMENTS	189	7.27
FAMILY/HLTH.	213	8.19
OTHER	21	.81
YEAR-END TOTALS	2601	100.00
RUNNING TOTAL	2601	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	435	37.44
TEACHER	285	24.53
AI SD STAFF	193	16.61
OTH. AGENCY	67	5.77
PARENT/GRDN.	182	15.66
YEAR-END TOTALS	1162	100.00
RUNNING TOTAL	1162	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	.24
HRG/VSN SCR N	15	3.66
LST/ARD	82	20.00
GRP. TESTING	63	15.37
AIM HIGH	20	4.88
LEP	4	.98
AGENCY PROG.	9	2.20
PRIDE	1	.24
ST. RECORDS	98	23.90
OTHER	117	28.54
YEAR-END TOTALS	410	100.00
RUNNING TOTAL	410	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 140 - TRAVIS HEIGHTS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	123	11.99
INDIVIDUAL	265	25.83
SMALL GROUP	638	62.18
YEAR-END TOTALS	1026	100.00
RUNNING TOTAL	1026	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	48	3.79
DEV./PREV.	334	26.36
ACADEMIC	219	17.28
BEHAVIOR	219	17.28
ATTENDANCE	7	.55
LST/ARD	13	1.03
ASSESSMENTS	149	11.76
FAMILY/HLTH.	160	12.63
OTHER	118	9.31
YEAR-END TOTALS	1267	100.00
RUNNING TOTAL	1267	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	114	26.95
TEACHER	147	34.75
AISD STAFF	83	19.62
OTH. AGENCY	12	2.84
PARENT/GRDN.	67	15.84
YEAR-END TOTALS	423	100.00
RUNNING TOTAL	423	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	4	.87
HRG/VSN SCRN	13	2.83
LST/ARD	3	.65
GRP. TESTING	159	34.57
AIM HIGH	63	13.70
LEP	43	9.35
AGENCY PROG.	1	.22
PRIDE	0	.00
ST. RECORDS	29	6.30
OTHER	145	31.52
YEAR-END TOTALS	460	100.00
RUNNING TOTAL	460	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 141 - WALNUT CREEK

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	83	17.26
INDIVIDUAL	186	38.67
SMALL GROUP	212	44.07
YEAR-END TOTALS	481	100.00
RUNNING TOTAL	481	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	53	4.41
DEV./PREV.	327	27.18
ACADEMIC	189	15.71
BEHAVIOR	225	18.70
ATTENDANCE	11	.91
LST/ARD	67	5.57
ASSESSMENTS	115	9.56
FAMILY/HLTH.	52	4.32
OTHER	164	13.63
YEAR-END TOTALS	1203	100.00
RUNNING TOTAL	1203	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	397	31.63
TEACHER	413	32.91
AISD STAFF	279	22.23
OTH. AGENCY	33	2.63
PARENT/GRDN.	133	10.60
YEAR-END TOTALS	1255	100.00
RUNNING TOTAL	1255	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	.20
HRG/VSN SCRN	25	4.99
LST/ARD	61	12.18
GRP. TESTING	34	6.79
AIM HIGH	0	.00
LEP	49	9.78
AGENCY PROG.	7	1.40
PRIDE	0	.00
ST. RECORDS	53	10.58
OTHER	271	54.09
YEAR-END TOTALS	501	100.00
RUNNING TOTAL	501	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 166 - WILLIAMS

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	11	2.03
INDIVIDUAL	287	53.05
SMALL GROUP	243	44.92
YEAR-END TOTALS	541	100.00
RUNNING TOTAL	541	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	40	2.11
DEV./PREV.	117	6.18
ACADEMIC	378	19.98
BEHAVIOR	197	10.41
ATTENDANCE	16	.85
LST/ARD	621	32.82
ASSESSMENTS	251	13.27
FAMILY/HLTH.	138	7.29
OTHER	134	7.08
YEAR-END TOTALS	1892	100.00
RUNNING TOTAL	1892	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	931	47.09
TEACHER	414	20.94
AISD STAFF	346	17.50
OTH. AGENCY	62	3.14
PARENT/GRDN.	224	11.33
YEAR-END TOTALS	1977	100.00
RUNNING TOTAL	1977	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	29	2.83
HRG/VSN SCRIN	57	5.57
LST/ARD	542	52.93
GRP. TESTING	233	22.75
AIM HIGH	20	1.95
LEP	0	.00
AGENCY PROG.	3	.29
PRIDE	1	.10
ST. RECORDS	27	2.64
OTHER	112	10.94
YEAR-END TOTALS	1024	100.00
RUNNING TOTAL	1024	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-C1 YEAR-END TOTALS

SCHOOL 157 - WINN

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	337	12.30
INDIVIDUAL	1273	46.48
SMALL GROUP	1129	41.22
YEAR-END TOTALS	2739	100.00
RUNNING TOTAL	2739	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	100	3.90
DEV./PREV.	453	17.65
ACADEMIC	338	13.17
BEHAVIOR	325	12.66
ATTENDANCE	14	.55
LST/ARD	326	12.70
ASSESSMENTS	88	3.43
FAMILY/HLTH.	169	6.58
OTHER	754	29.37
YEAR-END TOTALS	2567	100.00
RUNNING TOTAL	2567	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	690	38.90
TEACHER	443	24.97
AI SD STAFF	384	21.65
OTH. AGENCY	64	3.61
PARENT/GRDN.	193	10.88
YEAR-END TOTALS	1774	100.00
RUNNING TOTAL	1774	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	7	.96
HRG/VSN SCR N	32	4.40
LST/ARD	58	7.98
GRP. TESTING	226	31.09
AIM HIGH	68	9.35
LEP	0	.00
AGENCY PROG.	12	1.65
PRIDE	2	.28
ST. RECORDS	28	3.85
OTHER	294	40.44
YEAR-END TOTALS	727	100.00
RUNNING TOTAL	727	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 152 - WCCLDRIDGE

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	80	10.34
INDIVIDUAL	572	73.90
SMALL GROUP	122	15.76
YEAR-END TOTALS	774	100.00
RUNNING TOTAL	774	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	59	4.79
DEV./PREV.	290	23.52
ACADEMIC	138	11.19
BEHAVIOR	294	23.84
ATTENDANCE	33	2.68
LST/ARD	28	2.27
ASSESSMENTS	48	3.89
FAMILY/HLTH.	308	24.98
OTHER	35	2.84
YEAR-END TOTALS	1233	100.00
RUNNING TOTAL	1233	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	448	34.97
TEACHER	266	20.77
AISS STAFF	209	16.32
OTH. AGENCY	102	7.96
PARENT/GRDN.	256	19.98
YEAR-END TOTALS	1281	100.00
RUNNING TOTAL	1281	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRN	35	8.12
LST/ARD	111	25.75
GRP. TESTING	111	25.75
AIM HIGH	8	1.86
LEP	3	.70
AGENCY PROG.	1	.23
PRIDE	16	3.71
ST. RECORDS	4	.93
OTHER	142	32.95
YEAR-END TOTALS	431	100.00
RUNNING TOTAL	431	

AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-04-01 YEAR-END TOTALS

SCHOOL 145 - ZAVALA

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	1	.34
INDIVIDUAL	231	79.11
SMALL GROUP	60	20.55
YEAR-END TOTALS	292	100.00
RUNNING TOTAL	292	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	46	3.40
DEV./PREV.	43	3.18
ACADEMIC	299	22.12
BEHAVIOR	446	32.99
ATTENDANCE	69	5.10
LST/ARD	160	11.83
ASSESSMENTS	56	4.14
FAMILY/HLTH.	219	16.20
OTHER	14	1.04
YEAR-END TOTALS	1352	100.00
RUNNING TOTAL	1352	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	747	37.41
TEACHER	489	24.49
AISSD STAFF	491	24.59
OTH. AGENCY	30	1.50
PARENT/GRDN.	240	12.02
YEAR-END TOTALS	1997	100.00
RUNNING TOTAL	1997	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	1	.13
HRG/VSN SCRN	0	.00
LST/ARD	369	49.60
GRP. TESTING	116	15.59
AIM HIGH	1	.13
LEP	1	.13
AGENCY PROG.	4	.54
PRIDE	24	3.23
ST. RECORDS	0	.00
OTHER	228	30.65
YEAR-END TOTALS	744	100.00
RUNNING TOTAL	744	



AUSTIN INDEPENDENT SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION

COUNSELOR LOGS AS OF 05/17/85

SC-CSF02-94-01 YEAR-END TOTALS

SCHOOL 146 - ZILKER

<u>TYPE</u>	<u>RAW</u>	<u>PERCENTAGE</u>
WHOLE CLASS	19	2.16
INDIVIDUAL	221	25.14
SMALL GROUP	639	72.70
YEAR-END TOTALS	879	100.00
RUNNING TOTAL	879	

<u>REASONS</u>	<u>RAW</u>	<u>PERCENTAGE</u>
CRISIS	44	3.42
DEV./PREV.	453	35.17
ACADEMIC	243	18.87
BEHAVIOR	106	8.23
ATTENDANCE	5	.39
LST/ARD	57	4.43
ASSESSMENTS	203	15.76
FAMILY/HLTH.	108	8.39
OTHER	69	5.36
YEAR-END TOTALS	1288	100.00
RUNNING TOTAL	1288	

<u>CONTACT</u>	<u>RAW</u>	<u>PERCENTAGE</u>
STUDENT	541	40.40
TEACHER	459	34.28
AIISD STAFF	183	13.67
OTH. AGENCY	42	3.14
PARENT/GRDN.	114	8.51
YEAR-END TOTALS	1339	100.00
RUNNING TOTAL	1339	

<u>COORDINATION</u>	<u>RAW</u>	<u>PERCENTAGE</u>
P.I.P.	0	.00
HRG/VSN SCRIN	8	2.78
LST/ARD	50	17.36
GRP. TESTING	172	59.72
AIM HIGH	1	.35
LEP	0	.00
AGENCY PROG.	0	.00
PRIDE	0	.00
ST. RECORDS	19	6.60
OTHER	38	13.19
YEAR-END TOTALS	288	100.00
RUNNING TOTAL	288	

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State Compensatory Education

Appendix E

PROJECT ACHIEVE

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E-1

## PROJECT ACHIEVE

## Purpose

Project Achieve is one of the programs constituting the Secondary Component of SCE. The major goal of Project Achieve is "to raise the reading achievement test scores of students who read at all levels of reading proficiency."

## Procedure

Project Description

Project Achieve provides for two reading specialists on each secondary school campus who work in close liaison with the Instructional Coordinator, Secondary Reading, in planning and implementing an effective reading program on each secondary campus. SCE provided \$176,269 for 18 of the reading specialists and three project aides.

The reading specialist teach four class periods in reading and use one class period to implement Project Achieve. During this period, they team-teach or plan with language arts teachers and other content area teachers who share the identified (same) student population. In addition, Project Achieve staff provide systematic inservice training for local campus area teachers in helping to raise the reading achievement test scores of students.

Project Achieve was designed primarily for students enrolled in grades 8 and 9 who have not attained a minimum competency level of 9.0 as measured by the TEAMS criterion-referenced tests or by other AISD-administered standardized reading achievement tests.

The Reading Specialist teaches mini-sessions in TABS skills, study skills, and test-taking skills in language arts classes. In addition, the Reading Specialist is responsible to:

- Study scope/sequence of the English/Language Arts Curriculum for 8th and 9th grades and recommend strategies for including TABS skills in the program.
- Assist language arts teachers in identifying optimal means of teaching the TABS skills in CLA and other 8th and 9th grade language arts classes.
- Keep records on all students who have not attained reading competency and track their progress from grade 8 through Basic Reading Skills I & II and Intermediate Reading Skills I and II through Reading Tutorial.

- Diagnose and evaluate students referred by counselors or content teachers and maintain records on diagnostic test results.
- Assess materials for reading level; assist, when possible in seeking/designing materials to meet assessed needs of students in all curricula areas.
- Serve as a diagnostician for teacher/counselor referred students.
- Maintain materials library for teachers on current research on teaching reading.

### Data Analysis

The Office of Research and Evaluation conducted a districtwide survey of administrators and teachers which included questions about Project Achieve.

#### Results

The results show that:

- 5,109 students were served, but
- Over one-fourth of the administrators and one-half of the teachers did not know about or did not utilize the program.
- Less than 25% of the teachers agreed that Project Achieve services were effective.
- No data is available for the impact of the Project on reading proficiency.

It is suggested Project Achieve suffers from a lack of visibility and that teachers may be receiving Project Achieve services without being aware of them. But the negative responses from those who do know about the Project is indeed disturbing.

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State Compensatory Education  
Appendix F  
PLANNER LOGS

## PLANNER LOG

## Purpose

The Planner Log provided information to address the following decision and evaluation questions:

**Decision Question D4:** If SCE is refunded for 1985-86, should the Planning Component be continued as is, modified, or discontinued?

**Evaluation Question D4-1:** What activities were documented by the Grants Planning Coordinator?

**Evaluation Question D4-2:** What activities in the District were funded with SCE monies?

## Procedure

The Planning Component consisted of a grants planning coordinator and a secretary. The grants planning coordinator was responsible for the planning process for the overall SCE Program, completion of forms to TEA, budget planning with component coordinators, and general technical assistance to different SCE components as requested. The grants planning coordinator is also responsible to assist in the monitoring process for compensatory grants.

## Results

Attachment F-1 contains a copy of the Planner's Log submitted for the period of August 1, 1984 to April 12, 1985. The log provides a brief description of the Planner's activity, the population impacted by the activity and the end product of that activity.

## PLANNING COORDINATOR'S FORM

PLANNING ACTIVITIES DURING 8/1/84-4/12/85

Planning  
Coordinator: Joan Burnham

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1. Developed and received funding for a career education grant from TEA ; established budgets and oversaw implementation of grant. (by Office of Vocational Education, Margaret Lindsey)	junior high school students	handbook (to be completed in May, 1985) with activities to integrate into science and language arts instruction.
2. Developed and received funding for a grant from the Texas Committee for the Humanities to have a cooperative effort with the school district, bringing consultant on Native American contributions into the school district.	elementary school students (5-6 grades)	curriculum guide for teaching Native American story, entitled "Who Speaks for Wolf," presentation by consultant to teachers and elementary students
3. Wrote and got funded a grant from the the B. Dalton Booksellers to bring in consultant Bill Halloran, expert on children's literature to work directly with teachers and low-income parents	parents (Winn and Pecan Springs); students, elem. and junior high sch. teachers/administrators	parent workshop, reading motivation program at Winn and Pecan Springs, administrator/teacher workshop
4. Represented the school district with legislative efforts on the federal level to get legislation passed, appropriations passed, etc. to benefit disadvantaged students	students	development of grants for magnet schools, math/science, funds appropriated; contacts with our Congressional delegation on key legislative efforts for our district.
5. Developed a grant with the University of Texas and AISD for a National Endowment for the Humanities grant to provide summer institutes and follow-up during the year for teachers teaching world literature	students (secondary); secondary teachers	grant for submission on 5/15/85

## POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

- |                                 |   |
|---------------------------------|---|
| 1. Title I students             | 7. Elementary students                    |
| 2. Title I Migrant students     | 8. Secondary students                     |
| 3. Bilingual students           | 9. Community members                      |
| 4. SCE students                 | 10. Selected district personnel (specify) |
| 5. Special Education students   | 11. Other (specify)                       |
| 6. Written Composition students |   |

## PLANNING COORDINATOR'S FORMS

planning coordinator:

PLANNING ACTIVITIES DURING 8/1/84-4/12/85Joan Burnham

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
6. Worked with the Department of Elementary Education and the U.T. Department of Children's Drama to develop a program using theater arts to address essential elements in social studies and language arts	elementary students, teachers (training)	grant to be submitted in July of 1985 to the National Endowment to the Arts
7. Coordinated committee efforts to establish a "key school, collaborative experimental school site with the University of Texas School of Education	elementary, middle, and secondary students	establishment of an ongoing committee of AISD and U.T. staff members to meet during a planning year, 1985-86
8. Assisted with Office's efforts to monitor state legislation and the actions of the SBOE		
9. Developed planning documents to district use in implementing H.B. 72 and drafted revised policies in some cases	elementary and secondary students	planning documents, policy drafts
10. monitored legislative efforts on the federal level, developing legislative analyses for district use	administrators, teachers, and students (all levels)	wrote legislative updates, communicated district view points on issues to Cong. delegation members
11. Provided technical assistance to other staff members in districts on grant funding sources	district administrators	grant applications developed by other staff persons
12. Designed and implemented a comprehensive study for the Reorganization Task Force on central office resource allocation to the campuses	Reorganization Task Force members, Citizens' Advisory Task Force (Reorganization), Cabinet	completed written study for Task Force

## POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

- |                                 |   |
|---------------------------------|---|
| 1. Title I students             | 7. Elementary students                    |
| 2. Title I Migrant students     | 8. Secondary students                     |
| 3. Bilingual students           | 9. Community members                      |
| 4. SCE students                 | 10. Selected district personnel (specify) |
| 5. Special Education students   | 11. Other (specify)                       |
| 6. Written Composition students |   |



9/1/84-4/12/85

PLANNING ACTIVITIES DURING

PLANNING COORDINATOR: Joan Burnham

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
13. Reviewed possible funding sources for district priorities from external funding sources on an ongoing basis	all divisions of school district	contacted appropriate district personnel on funding sources and in some instances wrote grants
14. Met with staff members on math/science new monies, magnet school funds, NSF monies, and began planning efforts for major district grants	elementary and secondary students; teachers at both levels (staff development) gifted students (elem. level).	-overseeing development of major district grants in these areas (3-4), which will be submitted in late spring, early summer to funding sources
15. Began establishing a meeting schedule for development of of training grant for school team in alcohol and drug prevention	junior and senior high students at one junior high school and a senior high school	grant will be submitted to the Dept. of Ed. Southwest Regional Training Center on May 6 to provide training funds for this purpose.
16. Developed and set up a major visitation trip of secondary principals to Eastern public and private high schools	secondary principals	trip visitations to 6 schools in October
17. Served on Volunteer Handbook Committee to design handbook for campuses	elementary and secondary students, parents, staff	Volunteer Handbook for district

## POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

- |                                 |   |
|---------------------------------|---|
| 1. Title I students             | 7. Elementary students                    |
| 2. Title I Migrant students     | 8. Secondary students                     |
| 3. Bilingual students           | 9. Community members                      |
| 4. SCE students                 | 10. Selected district personnel (specify) |
| 5. Special Education students   | 11. Other (specify)                       |
| 6. Written Composition students |   |

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State Compensatory Education  
Appendix G  
TRANSITIONAL BILINGUAL EDUCATION (TBE)

## TRANSITIONAL BILINGUAL EDUCATION (TBE)

Four transitional bilingual education teachers (See Attachment G-1) served LEP junior high school students. The entire program is currently housed at Murchison Junior High. Funds were provided for staff and materials. A full-time ESOL bilingual aide was also available for the TBE program.

There were 88 Spanish-dominant LEP students served by the Murchison Bilingual Program this year. To determine their progress in learning three analyses were conducted.

- t-test of Language Assessment Battery (LAB) gain scores (See Figure G-1).
- t-test of ITBS gain scores (See Figure G-2). Only those students with an ITBS score from both last year and this were used.
- Frequency distribution of program participants' ITBS scores (Reading, Language, Math computation) in 1984 and in 1985. (Included in these distributions is the percent who did not take the subtest--presumably because their English was limited to the extent they could not take the test.)

### LAB t-Test

In the fall, the LAB was administered to determine the English proficiency of all secondary students with a home language other than English who were new to the District and those students in the Murchison TBE Program.

The spring English LAB posttest was administered to all the LEP students in the Bilingual Program at Murchison and to those LEP students at other schools whose LEP status might change as a result. Students tested included those who scored at the 23rd percentile or above on both the reading and language subtests of the District's achievement test (ITBS for grades 7 and 8; TAP for grades 9-12) except those with both scores at or above the 40th percentile. Only Murchison, with its Bilingual Education Program, had enough LAB scores to calculate the basic statistics.

Because many of these students do not take districtwide achievement tests due to their limited English proficiency, the LAB is our best means of determining English language development. The information provided in Figure G-1 indicates that the English proficiency of the two groups is essentially equal and that their growth in English language skills was essentially parallel.

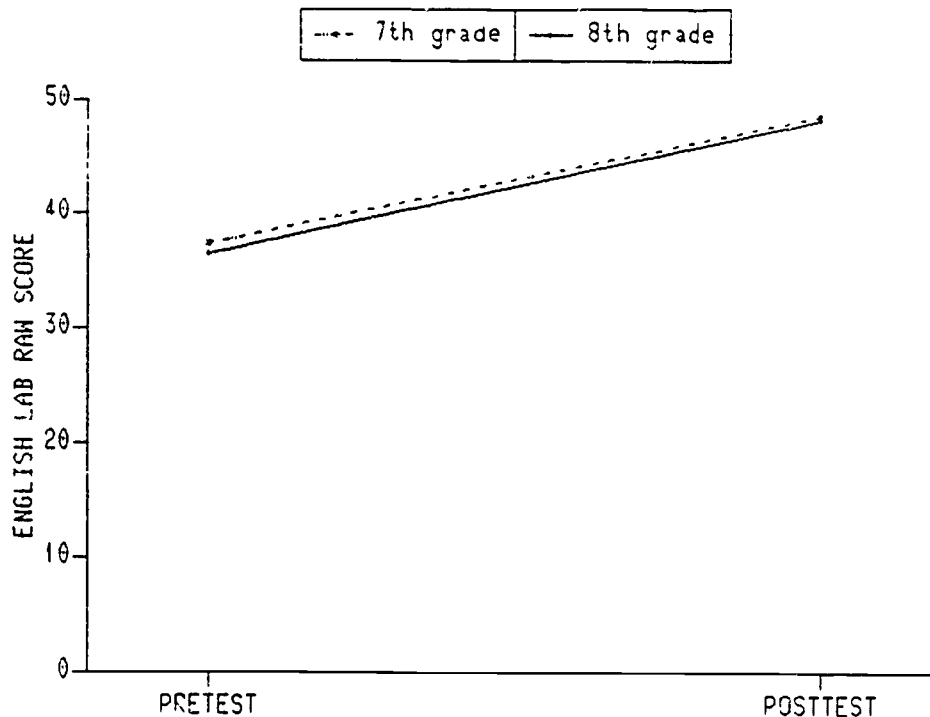


Figure G-1: ENGLISH LAB RAW SCORE PERFORMANCE OF STUDENTS IN THE MURCHISON BILINGUAL PROGRAM.

#### ITBS t-test

The information from Figure G-2 indicates strong growth in all the areas measured for the 7th grade participants with ITBS scores in both 1984 and 1985. The growth ranged from a low of 1.38 years in math to a high of 1.46 in reading. Because these students' scores are typically well below the national norm, it is essential that they gain at a rate greater than a year for each year in school. Otherwise they will fall farther behind rather than "catch up." While the achievement of 7th grade students in the program is progressing well, the progress of 8th grade participants is not as satisfactory.

Grade		N	1985 Posttest	1984 Pretest	Gain	SE	t	P
7	Reading	22	5.11	3.65	1.46	.10	15.59	<.0001
	Language	16	5.67	4.24	1.43	.26	5.46	<.0001
	Math	32	7.19	5.81	1.38	.17	8.21	<.0001
8	Reading	9	5.64	4.67	.97	.18	5.41	.0006
	Language	9	5.34	4.66	.68	.20	3.37	.0098
	Math	10	7.72	6.66	1.06	.39	2.73	.0231

Figure G-2: MURCHISON t-TEST ON GRADE EQUIVALENT GAIN SCORES IN READING, LANGUAGE, AND MATH COMPUTATION

### Frequency Distribution of ITBS Scores

Another measure of the success of the program is the percent of students able to take the ITBS and attain a score above the chance level. Above this level, students have gained enough English to allow them some comprehension of the subtest. Of the 7th grade students who did not take the math subtest in 1984 or with a score below chance level 77% (23 of 30) scored above the chance level in the 1985 test administration. In reading, the figure for 7th graders was 47% (26 of 55) and in language it was 42% (22 of 52). The percents of 8th graders to move from untested or chance level to higher levels were respectively 56% (9 of 16) for math, 44% (11 of 25) for reading, and 25% (5 of 20) for language. It is apparent from the data provided that the program was much more effective for 7th grade students than for its eighth graders. Seventh graders demonstrated good progress toward the national norm. Eighth grade students "held their own" against the national norm in reading and math, but fell farther behind in language.

Further details on the procedures followed in the evaluation of the TBE program, as well as the data analyses and results can be found in Local/State Bilingual: 1984-85 Final Technical Report (ORE Publication Number 84.32).

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