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ABSTRACT

Title VII federal funds have been used in the Austin (Texas) Independent School District (AISD) to help limited English proficient (LEP) students. In 1986-87, 4,143 students were assisted, 87% of whom were Spanish speakers. LEP students in the AISD are helped through Transitional Bilingual Education (TBE) and English as a Second Language (ESL) instruction. TBE is available to pre-kindergarten through grade 8. The regular secondary program is also enhanced for Hispanic LEP students. Pre- and posttest data were analyzed for four tests (including the Language Assessment Battery) by grade and test area. In 1986-87, English proficiency improved significantly at four of six tested grade levels, with 78% of individual students scoring gains. English achievement levels generally improved. Spanish proficiency and achievement results were generally positive. A total of 120 students received tutoring through Title VII in 1986-87, compared to 76 the previous school year. Parent workshops provided in 1986-87 (n=18) received uniformly positive ratings and comments. The bulk of the report consists of 10 appendixes giving facts and figures on test results, teacher and administrator survey results, tutor records, parent workshops, district records, and dropouts. (SLD)

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PROGRAMS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY: EVALUATION 1986-87

TITLE VII

EXECUTIVE SUMMARY

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The Austin Independent School District (AISD) served 4,143 students with limited English proficiency (LEP) in 1986-87; 87% were Spanish speakers, 5% were Vietnamese, and 8% represented 49 other language groups. LEP students in AISD are served through one of two basic programs--Transitional Bilingual Education (TBE) and English as a Second Language (ESL). TBE, which provides dual language instruction, is available to Spanish speakers at grades pre-K through 8 and Vietnamese speakers at grades K-6. ESL provides intensive English instruction to other LEP students. Only those who decline service by these programs are not served.

Title VII federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary program for Hispanic LEP students. The four secondary campuses involved are those with the highest concentrations of Hispanic LEP students--Murchison Junior High plus Travis, Anderson, and Johnston High Schools. The overall budget of the 1986-87 Title VII Program was $87,893; 274 students were impacted (for a cost of $321 per student). Title VII provided four additional types of service:

- Staff training (through ESL endorsement courses and campus workshops),
- Student tutoring,
- Curriculum development, and
- Parent training.

MAJOR FINDINGS: TITLE VII

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1. English proficiency improved significantly at four of six grade levels from fall to spring (based on raw scores on the Language Assessment Battery). Most individual students (78%) made gains.

2. English achievement improved in each of five subject areas at most grade levels based on the ITBS and TAP; 1987 percentile scores were higher than 1986 scores in 17 of 23 comparisons.

3. Spanish proficiency and achievement results on La Prueba Riverside de Realización en Español (Prueba Riverside) were generally positive. The percent of students overall showing gains in language and content areas increased over 1985-86; thus, objectives were met. Additionally, when mean raw score gains were examined by subject and grade, 16 out of 20 comparisons were significant.

4. The number of LEP students tutored through Title VII increased from 76 in 1985-86 to 120 in 1986-87.

5. Four courses leading to endorsement to teach ESL were offered through Title VII; three teachers completed all courses.

6. A total of 18 parent workshops were provided in 1986-87. Evaluation ratings and comments were uniformly positive.

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TITLE VII PROGRAM DESCRIPTION

Title VII federal funds have been utilized in AISD since 1985-86 to enhance the regular secondary program for Hispanic LEP students. Title VII provides four additional types of service--

- Staff training (through ESL endorsement courses and campus workshops),
- Student tutoring,
- Curriculum development, and
- Parent training.

The four secondary campuses involved are those with the highest concentrations of Hispanic LEP students--Murchison Junior High plus Travis, Anderson, and Johnston High Schools. A total of 307 LEP students monolingual or dominant in Spanish or balanced in English and Spanisn (LEP categories A, B, or C) were enrolled in these schools for part or all of 1986-87 and were therefore impacted by Title VII services; 253 LEP students were enrolled at these schools at year's end.

AISD-funded services at the campuses are shown below.

AISD-Funded Services	Title VII Campuses			
	Murchison	Travis	Anderson	Johnston
Bilingual content area instruction	X			
Literacy program	X			
English as a second language	X	X	X	X
Spanish for native speakers		X		

IS AISD'S SECONDARY TITLE VII PROGRAM HAVING AN IMPACT?

PROGRAM IMPLEMENTATION AND SERVICES

Costs

The overall cost of Title VII in 1986-87 was $87,893, or $320.78 per student (274). Program implementation will be explored in terms of Title VII's four components.

Staff Training

Staff training provided ESL endorsement classes and teacher workshops. In 1986-87, teachers could take the third and fourth of a series of four ESL semester courses leading to endorsement certification. Interested staff could also participate in workshops at the program schools.

Endorsement Classes

The following is true about the endorsement implementation:

- This year 14 program teachers enrolled in the third ESL course and seven enrolled in the fourth and final ESL endorsement course (five finished the fourth course).
- Three teachers completed all four courses offered in 1985-86 and 1986-87 leading to endorsement.
- Three courses were finished by five teachers and six completed two courses. One course was finished by 11 teachers. Thus, 25 teachers were involved overall.
- The three teachers completing all four endorsement courses instructed students in:
  Language
  Social Studies
  Vocational Arts
- Teachers completing two or more courses served students in:

Reading	Social Studies
Language	Science
Mathematics	Art

- The total cost to Title VII for the tuition of the 21 teachers who enrolled in the two endorsement classes in 1986-87 was $4,235, or $201.67 per endorsement participant.

The five AISD teachers who finished the last course were asked to complete a survey; three of them were program teachers who finished all courses in the ESL endorsement series. The following was expressed by these teachers:

- Of the five teachers, four responded they had learned "a lot" from the last class; one stated that "some" learning had occurred.
- Four of the teachers indicated the ESL courses were worth their expenditure of time -- one did not.
- While two teachers believed endorsement class participation had improved their LEP students' English skills; two were more neutral. One did not have any LEP students.

A count was done of the number of LEP students served by teachers who had completed two or more of the four endorsement courses in 1985-86 or 1986-87. It was felt that teachers enrolled in more than one course were more likely to use ESL techniques enough to have a measurable impact on students' learning Overall, 98 students were served. (See Figure 29.) Of course, other students were, or will be, impacted somewhat -- those served by teachers participating in one class, non-LEP students, and students to be served in coming years by all endorsement teachers. However, in terms of program students, most of those served were at Travis where five teachers completed two or more endorsement courses. Most Travis students were taught by one of two ESOL teachers. She was bilingually endorsed through a grandfather clause in the state law, and took the courses to formalize her training.

FIGURE 29*
TITLE VII STUDENTS SERVED BY
ENDORSEMENT TEACHERS IN 1986-87

School	Number Served						
	7	8	9	10	11	12	Total
Murchison	1	0	0	0	0	0	1
Anderson	0	0	2	0	0	0	2
Johnston	0	0	10	0	0	0	10
Travis	0	0	39	27	14	5	85
Total	1	0	51	27	14	5	98

Includes 14 teachers in two or more endorsement courses

Teacher Workshops

Workshops were implemented as planned and focused on two topics:

- Designing lesson plans for LEP students, and
- Mainstreaming LEP students in secondary content area classes using cooperative learning techniques.

*Figure numbers do not start with Figure 1, because this was taken from a longer report, Programs for Students with Limited English Proficiency: Evaluation 1986-87.

The lesson plan workshop was held in December, 1986, and was attended by nine teachers. In-service evaluation questionnaires were filled out by participants. **Teachers indicated overall satisfaction with the workshop program and presenter** in terms of:

- Presentation and meeting of objectives,
- Interest level,
- Presentation of information,
- Effective uses of printed materials,
- Usefulness of content,
- Knowledgeability and preparation of presenter.

Eight of nine respondents said they would like more related training.

The second group of workshops, which focused on using cooperative learning for mainstreamed LEP students, was held during the spring of 1987. The series of five workshops, repeated twice, was attended by 18 program teachers. Teachers were asked to complete a pre- and post workshop survey.

Participants surveyed at the beginning of the series had a wide range of familiarity with cooperative learning concepts and techniques. The seven teachers responding to the survey at the end of the course provided generally positive responses.

- All were implementing cooperative learning techniques,
- All felt adequately prepared to use the tecnniques.

The pre- and post-survey responses for these seven teachers were reviewed for each of the 10 items. The number of responses which became more positive varied from 4 to 7 per item. All teachers felt more comfortable defining the term "cooperative learning"; 6 of 7 believed they were able to organize effective cooperative learning groups and select appropriate materials for cooperative learning better. The two items for which only four of the seven teachers showed improved ratings at the end related to their familiarity with research on cooperative learning and their comfort in using the techniques. The three who were somewhat familiar with the literature and almost always felt comfortable with the techniques initially were the ones whose ratings did not change after the workshop series. **Thus, overall responses were positive.**

Tutor Assistance

During 1985-86 and 1986-87, University of Texas tutors from multicultural classes assisted program LEP students. Plans for 1986-87 were to assign tutors to all four campuses both semesters. Tutors were assigned to all four program schools first semester. Second semester, Anderson did not have any tutors because of problems in assignment coordination and tutor transportation. First semester, 1986-87, 39 tutors were assigned to program LEP students at the four program campuses; 30 tutors were assigned second semester to program LEP students at three schools. In 1986-87, 120 program LEP students received tutoring services. This was considerably more than the 78 program students in 1985-86 who were served.

Two data collection problems impacted counts of students served and comparisons of tutored and nontutored students' performance. Both problems may have resulted in some tutored students being assigned to the nontutored group.

- First semester, no tutor records were received from one school and both semesters data were incomplete from all schools. Also, some tutor records lacked the last names of the tutored students. Attempts were made to trace last names, but in some cases it was impossible and data were lost.

- This year other community groups have been tutoring at the four program schools. This was not determined until spring interviews. Names of those tutored by others were not available. Some program LEP students who were designated as nontutored may have actually been tutored.

Evaluation findings examining the gains of tutored and nontutored program students may be found in this final report under English Proficiency and English Achievement. Significant differences in favor of tutored students were not found for English proficiency on the LAB. While ITBS /TAP percentile scores increased more for tutored students than nontutored in two-thirds or 6 of 9 comparisons, they could not be tested for significance because of small sample size.

National research (Cohen, 1982) suggests peer tutoring programs are most effective when:

- Highly structured with well-planned curricula and methods,

- Focused on basic content and skills, and

- Relatively short in duration (a few weeks or months).

Title VII and UT staff should explore whether more extensive training of tutors could strengthen the program still further. More training of students in the use of FSL techniques might be particularly helpful, because most speak only English. Also, logs indicate tutors often worked with the whole class--this does not really constitute "tutoring."

Parent Workshops

This new 1986-87 component was implemented as planned. A series of six workshops, repeated three times, dealt with the following topics.

- Helping your children learn
- Extracurricular activities
- Preventing runaways
- Helping your children say "no" to drugs and alcohol
- Sexual problems of adolescence

- Ethnic differences in the role and authority of police in assisting students
- Importance of communication
- Adjustment to a new culture and country
- Hispanic conflicts and acceptance
- New immigration law

Parent workshops were given by a Spanish/English speaking clinical psychologist, with a background in education and counseling. Evaluation forms completed at each meeting indicated that parent attendance varied between 3 and 100. Attendance was reportedly even higher at some sessions based on staff reports (all may not have turned in evaluation forms). **Overall, the evaluations were uniformly positive.**

Parents wanted more discussion about the following topics:

- Approaching sex education with their children
- New immigration law
- Drugs in adolescence
- Helping children take advantage of school
- Signs and causes of homosexuality

Curriculum Development

Handbook sections on philosophy methodology/techniques, lessons, and videotapes were written and reorganized. The bibliography has been revised with new entries added. Also, a consultant prepared a synthesis of different ESL methodologies with sample lessons.

ENGLISH PROFICIENCY

The Language Assessment Battery is a language proficiency test. Title VII project students were administered the English portion in the fall and spring to evaluate progress in English oral proficiency. The highest possible score is 92.

The English proficiency objective was that students' average posttest percentile scores on the English Assessment Language Battery (LAB) would be higher than the pretest percentile scores. The objective was met by students at grades 10, 11, and 12 (see Figure 30). AISD Title VII students in grades 7, 8, and 9 had such limited proficiency that their scores remained at the first percentile despite raw score gains. Percentile norms are more sensitive to proficiency gains in the middle and upper ranges of scores. LAB norms are based on English speakers in New York City. Students with little English proficiency must earn 45 to 53 points to get beyond the first percentile (based on grade). Because percentiles were not considered an accurate measure of growth at these grade levels, raw scores were also examined.

Four out of six grade levels showed significant growth in raw scores--grades 8, 9, 10, and 11.

FIGURE 30
LAB PERCENTILE AND MEAN RAW SCORES
FOR PROGRAM STUDENTS, 1986-87 BY GRADE

GRADE	N	FALL		SPRING	
		MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	18	35.22	1	38.44	1
8	10	34.80	1	42.60*	1
9	27	39.50	1	52.18*	1
10	21	51.95	4	60.00*	7
11	9	58.67	5	65.89*	8
12	5	58.20	3	67.20	6

* = Gains significant at $p < .05$ level

In terms of English proficiency the following was also found:

- A slightly greater percentage of program participants made gains in 1985-86 than in 1986-87. Of the program students with both pre- and posttests, 109 of the 131 (83.2%) 1985-86 participants made gains in the English LAB; in 1986-87, 71 (78%) of the 91 participants showed gains.

- In terms of meeting District standards for showing English proficiency (23rd percentile on the LAB), this year four students of the 91 with pre- and posttest scores reacned proficiency. None reached proficiency last year.

- The mean raw score gains of both the program students who were tutored by University of Texas students and those who were not tutored were highly significant (at the .0001 level).

- Regression analysis revealed that there was no significant difference between the patterns of growth of the tutored and nontutored groups. Both groups showed raw score gains at all grade levels. In the tutored group these were significant at one out of six grade levels; nontutored raw score gains were significant at three out of six grade levels. (See Figure 31.)

- The percentage of tutored students making gains in 1986-87 (86.4%) was considerably higher than that found in 1985-86 (47.2%).

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FIGURE 31
LAB PERCENTILE AND MEAN RAW SCORES FOR
TUTORED/NONTUTORED STUDENTS IN 1986-87, BY GRADE

TUTORED		FALL 1986-87		SPRING	
GRADE	N	MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	7	34.14	1	38.43	1
8	5	31.00	1	36.80	1
9	16	38.88	1	53.31*	2
10	9	52.44	4	59.56	6
11	5	54.20	3	65.20	8
12	2	42.00	1	57.00	3
NONTUTORED		FALL 1985-86		SPRING	
GRADE	N	MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	11	35.91	1	38.46	1
8	5	38.60	1	48.40	2
9	12	40.33	1	50.67*	1
10	12	51.58	3	60.33*	7
11	4	64.25	8	66.75	9
12	3	69.00	7	74.00*	11

* = Significant at $p < .05$

In summary, English proficiency mean raw score gains were seen at all grade levels; these were significant at four out of six grade levels. Most individual students showed gains (78%), and a small group were able to show English oral proficiency this year.

While no significant difference between the tutored and nontutored groups in LAB gains from pre- to posttesting was evident, several factors may have affected these outcomes. All tutor records were not returned, so some students in the nontutored group may actually have been served. Also, this year other service groups offered tutoring to students at the program schools; some LEP students may have been served but this is unknown. Some students were at schools that had tutors for two years, while others were part of a newly implemented tutoring program this year. How these variables influenced the outcomes is unknown.

ENGLISH ACHIEVEMENT (ITBS/TAP)

Most Title VII students have not been in AISD or its programs for LEP students for very long. Two-thirds (65%) of the 120 junior high and 59% of the 132 senior high students in Title VII at year's end had been participating less than two years. Students had to be in AISD a minimum of 1.1 years to be in the achievement analyses since scores for May, 1986 and 1987 were required. Overall, 56% of the Title VII students could be validly tested both years. Students in AISD LEP programs less than two years represented 42% of those tested.

Grade Equivalent Scores--1986 to 1987

Most analyses were performed using percentile scores as required by program objectives. However, grade equivalent scores offer another perspective on the growth students demonstrated. Gains at the three Title VII high schools combined and Murchison Junior High are shown in Figures 32 and 33.

Students scored below the national norm in both 1986 and 1987 in all areas. Students scored closest to the national average in mathematics. Gains of greater than 1 GE help these students close the gap between their performance and the national norm.

- **Murchison 7th and 8th graders showed average gains exceeding 1 GE in reading, language, and mathematics at grade 7. Grade 8 average mathematics gains were considerably less than 1 GE (.69).** Last year's mathematics gain was also below 1 GE. Murchison had no 8th grade bilingual matnematics teacher for part of last year; this year Murchison was still understaffed in mathematics--one period each of seventh and eighth grade bilingual mathematics was taught. Thus, many Title VII students had mathematics with an English-speaking teacher.

- **Title VII high school average gains exceeded 1 GE in mathematics and language at all grades (10, 11, 12) but were considerably less than 1 GE (.2 GE) in reading at grades 10 and 12 (.4 GE).** Grade 11 reading gains were strong (1.6 GE). The number tested was less than 20 at grades 11 and 12. The reason for the low reading gains is unclear. Grade 9 gains cannot be discussed because students are tested with the ITBS in grade 8 and the TAP in grade 9. Test characteristics and norms are too dissimilar to allow valid comparisons.

Percentile Scores (1986-87)

Overall English achievement outcomes were evaluated in terms of the formal objective which stated that program students average posttest percentiles (spring, 1987) would be higher than their average pretest percentiles (spring, 1986).

Figures 34 and 35 show that **the objective was met in each subject by most grade levels; percentiles increased in 17 of 23 comparisons by subject and grade.**

- By subject, mathematics was the best area, with gains at all grade levels. Reading and social studies showed the least improvement.

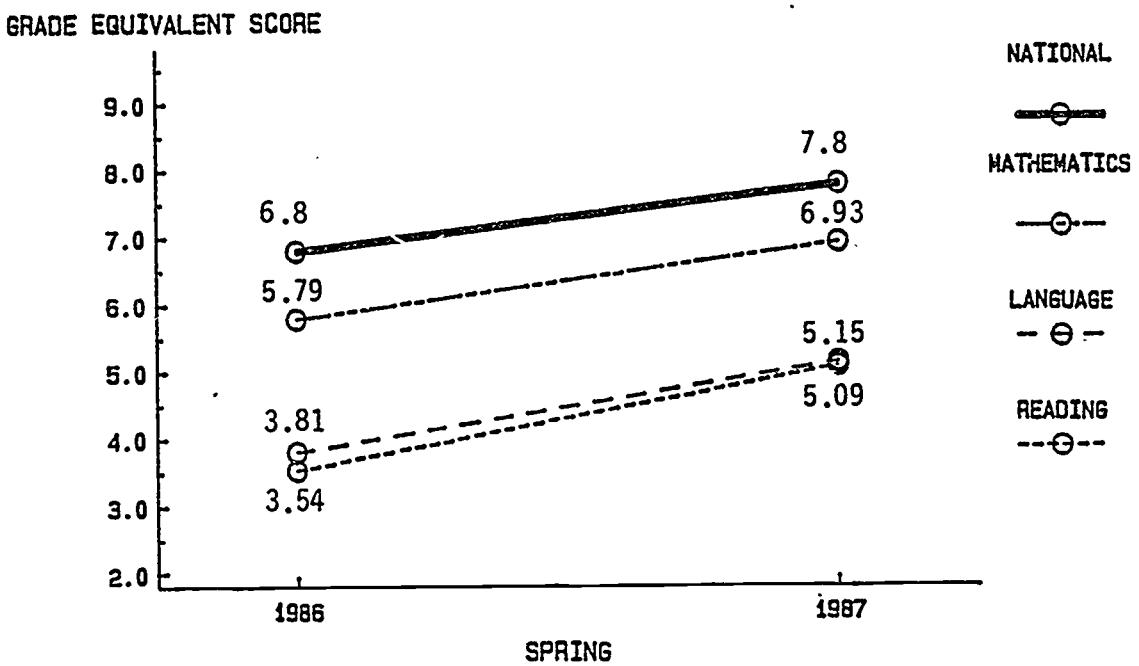
- By grade, grade 7 showed the best performance, with gains in all areas. Grades 10 and 12 improved in the fewest areas (3 of 5).

FIGURE 32
TAP MEAN GE SCORES
TITLE VII HIGH SCHOOLS ONE-YEAR FOLLOW-UP--
1986 (PRE) AND 1987 (POST)

		MATHEMATICS			LANGUAGE			READING		
	TOTAL IN GROUP	NUMBER TESTED	PREMATH MEAN	POSTMATH MEAN	MATHGAIN MEAN	NUMBER TESTED	PRELANG MEAN	POSTLANG MEAN	LANGGAIN MEAN	NUMBER TESTED	PREREAD MEAN	POSTREAD MEAN	READGAIN MEAN
GRADE													
09	60	32		7.89		32		6.81		32		6.24	
10	41	20	7.47	9.04	1.57	20	6.42	7.68	1.26	20	6.45	6.58	0.13
11	19	13	8.38	9.58	1.20	12	6.12	7.21	1.09	13	5.42	6.96	1.55
12	13	9	9.64	11.14	1.50	9	6.41	7.98	1.57	9	6.74	7.16	0.41
TOTAL	133	74	8.17	8.89	0.72	73	6.10	7.26	1.15	74	6.04	6.57	0.53

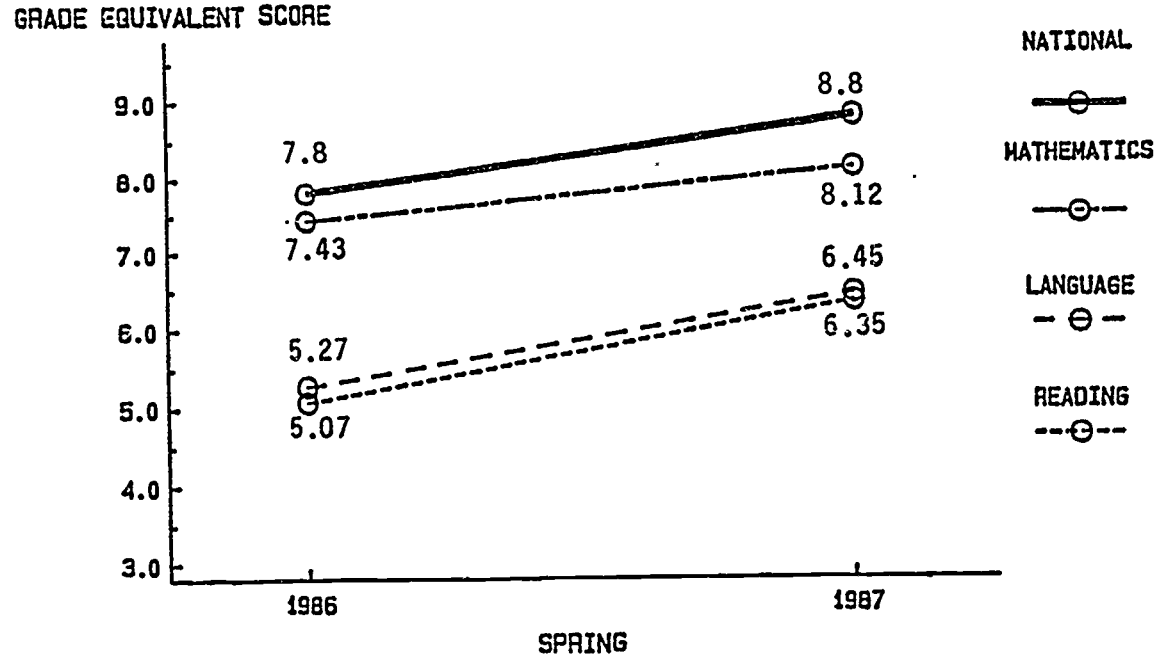
Note: Gains could not be calculated at grade 9 because students were tested at grade 8 with the ITBS. 1982 norms.

FIGURE 33
GRADE 7 MURCHISON TITLE VII
ITBS GE SCORES SPRING, 1986 AND 1987



Grade Equivalent (GE) scores for students tested both years.
1982 norms. N = 30-37

GRADE 8 MURCHISON TITLE VII
ITBS GE SCORES SPRING, 1986 AND 1987



Includes LEP students dominant or monolingual in Spanish or balanced in English and Spanish.
N = 30-33

FIGURE 34
PERCENTILE GAINS OF TITLE VII STUDENTS ON THE 1987 ITBS/TAP

	Reading				Language				Mathematics				Social Studies				Science			
Grade	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain
7	36	3.5	10	6.5	31	5	10	5	37	9	18	9	32	5	11.5	6.5				
8	32	8	13	5	31	12	17	5	31	18	25	7	31	14	13	-1				
10	18	13	8.5	-4.5	18	14.5	13	-1.5	18	13	28	15	16	13	16	3	16	5	12.5	7.5
11	12	1	6.5	5.5	11	4	10	6	12	14	15	1	12	6	7.5	1.5	12	10	2.5	-7.5
12	10	12.5	12.5	0	10	16	21.5	5.5	10	28.5	39.5	11	9	15	9	-6	9	9	13	4

FIGURE 35
GRADES MEETING THE ACHIEVEMENT OBJECTIVE ON THE 1987 ITBS/TAP

CONTENT AREA	OBJECTIVE MET	OBJECTIVE UNMET
Reading	7,8,11	10,12
Language	7,8,11,12	10
Mathematics	7,8,10,11,12	
Social Studies	7,10,11	8,12
Science	**10,12	11

* Ninth graders were excluded from all analyses, because they took the ITBS in 1986 and the TAP in 1987.
** Grades seven and eight do not take the science test.

Additionally, the overall student gains were examined for tutored and nontutored students. Grades 7-8 and grades 10-12 were collapsed to adjust for the small numbers tutored at individual grades. As can be seen in Figure 36, tutored students exhibited more improvement than nontutored in two-thirds or 6 of 9 comparisons. Sample sizes were too small for significance testing.

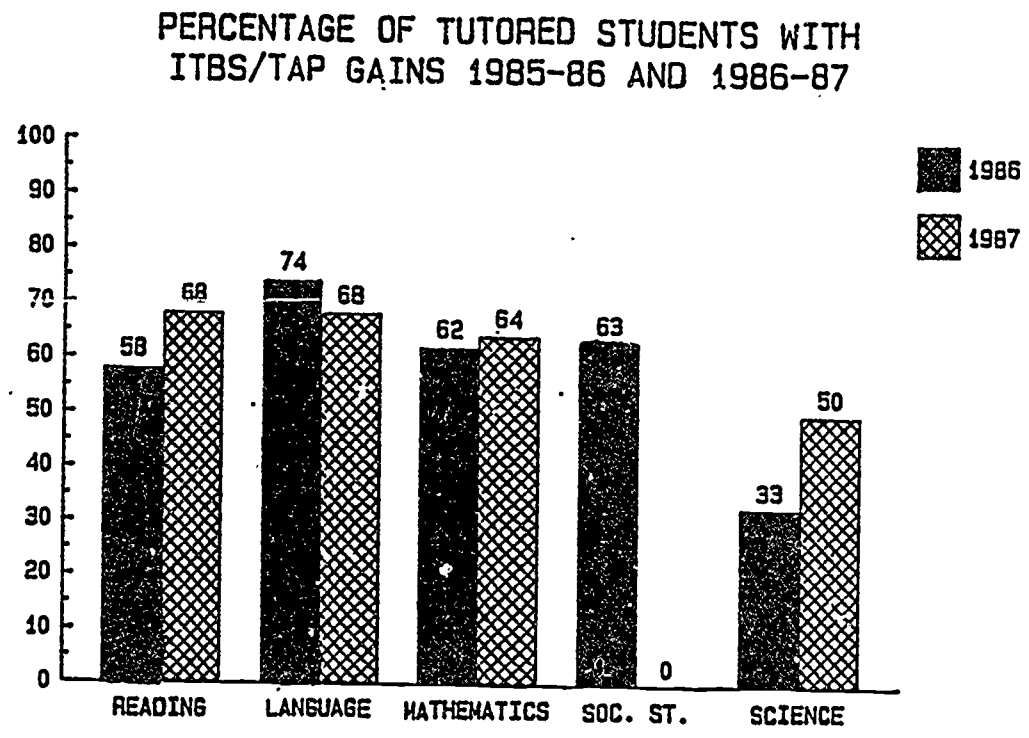
FIGURE 36
PERCENTILE GAINS OF TUTORED AND NONTUTORED TITLE VII STUDENTS ON THE 1987 ITBS/TAP

	Tutored	Reading				Language				Mathematics				Social Studies				Science			
Grade		N	Median Pre	Post	Gain	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain	N	Median Pre	Post	Gain
7-8	Yes	19	4	13	9	18	12	19.5	7.5	11	18	23	5	0	0	0	0				
	No	49	5	11	6	44	7	12.5	5.5	57	12	24	12	63	11	12	1				
	Total					62				68											
10-12	Yes	3	1	11	10	7	1	8	7	3	6	20	14	2	18	7	-11	4	3	18	15
	No	37	9	8	-1	32	11	16.5	5.5	37	23	33	10	35	10	11	1	33	8	14	6
	Total	40				39				40				37				37			

Only students tutored in each area with pre- and posttests are included; no one tutored in social studies at grades 7 and 8 had both scores.

Also, the percentage of those students with gains in 1986-87 was compared to those with gains in 1985-86. The results are shown in Figure 37. In 1987, a greater percentage of tutored students made gains in reading, mathematics, and science. However, caution should be noted in interpreting the findings; the number of tutored students with ITBS/TAP scores (excluding grade nine) in 1987, was much smaller than in 1986. (The N was so small in both social studies and science that no real comparison can be made.)

FIGURE 37



Scores of both years' ninth graders were excluded

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SPANISH PROFICIENCY AND ACHIEVEMENT

Spanish proficiency and achievement was measured by La Prueba Riverside de Realización en Español (Prueba Riverside), which measures achievement in reading, language, mathematics, social studies, and science; it is designed to be of comparable difficulty to the Iowa Tests of Basic Skills. The highest possible raw score varies from 25 to 30, depending upon the subtest. La Prueba Riverside was administered at Murchison, because Title VII LEP students received bilingual instruction in the content areas plus ESL. At Travis, LEP students received one daily period each of Spanish for Native Speakers and ESL; content areas were taught in English. In the case of Travis, La Prueba Riverside was administered to evaluate school achievement in the students' more fluent language.

The two objectives used to evaluate students' Spanish proficiency and achievement stated that the percentage of Title VII Program students making gains in language and other content areas would be higher in 1986-87 than in 1985-86. Overall, the percentage of students making gains increased in every subject area. As can be seen below, both schools met the objective in three of five areas, narrowly missing the objective in the other areas. It should be noted that Murchison has had limited bilingual mathematics instruction over the past two years.

FIGURE 38
PERCENTAGE OF TITLE VII STUDENTS SHOWING
GAINS LA PRUEBA RIVERSIDE

SUBJECTS	MURCHISON				TRAVIS			
	N	1985-86	N	1986-87	N	1985-86	N	1986-87
Reading	75	61%	101	73%	12	33%	47	75%
Language	75	59%	101	72%	13	54%	47	53%
Mathematics	76	67%	101	65%	13	46%	47	81%
Social Studies	76	54%	101	60%	12	75%	47	72%
Science	76	57%	99	57%	12	42%	47	57%

Mean raw score gains were examined by grade level; 16 of 20 comparisons were significant (see Figure 39). Actual scores are shown in the technical report.

- Grade 7 showed significant gains in all subjects, with grades 9 and 10 showing significant gains in four of five areas. Grade 8 showed significant gains in three areas.
- Significant gains were seen at all four grade levels in reading and mathematics; gains were significant in language and social studies at three grades and in science at two.

Thus, Prueba Riverside results were quite positive.

FIGURE 39
GRADE LEVELS WITH SIGNIFICANT AND NOT SIGNIFICANT GAINS ON LA PRUEBA RIVERSIDE -- 1986-87

SUBJECT	SIGNIFICANT	NOT SIGNIFICANT
Reading	7,8,9,10	
Language	7,8,9	10
Mathematics	7,8,9,10	
Social Studies	7,9,10	8
Science	7,10	8,9

Gains significant at $p < .01$ level or greater

DROPOUT RATES

Figure 40 shows the 1985-86 secondary dropout rate of program LEP A and B students (English monolingual, or Spanish dominant) and other LEP C,D, and E students (bilingual, English dominant, and English monolingual) attending Title VII program campuses. Rates cover the period of September through July of 1985-86. Students are considered dropouts if they leave AISD during the year and a request for a transcript is not received by July 1. LEP dropout rates are overestimates to the extent that students return to other countries that do not request transcripts.

- The LEP dropout rate for Spanish speakers at the four Title VII schools overall (18%) was well above the District rate (10.7%) and slightly above the District's Hispanic rate (15.3%).
- The rate for program students (LEP A and B) was slightly lower (18%) than that for LEP C, D, and E students (20%) at the Title VII schools.
- The LEP dropout rate was highest at grade 9 (37%) with little difference between program and other LEPs at the schools for both program students and for other LEP students at the schools.
- Murchison Junior High LEP students were less likely to drop out (90%) than Title VII senior high schools, regardless of their LEP status.

FIGURE 40
ANNUAL 1985-86 SECONDARY DROPOUT RATE FOR TITLE VII SCHOOLS
SPANISH DOMINANT/MONOLINGUAL (LEP A & B) VERSUS
OTHER SPANISH LEP (C, D, & F) STUDENTS

Group	LEP A & B STUDENTS			LEP C,D,E STUDENTS			COMBINED LEP STUDENTS (A,B,C,D,&E)		
School	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Murchison	10	109	9%	4	40	10%	14	149	9%
Travis	20	58	34%	5	17	29%	25	75	33%
Johnston	4	17	24%	5	21	24%	9	38	24%
Anderson	0	9	0%	6	24	25%	6	33	18%
TOTAL	34	193	18%	20	102	20%	54	295	18%
Grade									
7	3	42	7%	2	17	12%	5	59	8%
8	7	67	10%	2	23	9%	9	90	10%
9	17	45	38%	13	37	35%	30	82	37%
10	6	27	22%	2	14	14%	8	41	20%
11	1	12	8%	1	11	9%	2	23	9%
12	0	0	0%	0	0	0%	0	0	0%
TOTAL	34	193	18%	20	102	20%	54	295	18%

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INTRODUCTION

The Title VII evaluation requires a great deal of data analysis. Austin Independent School District (AISD) has provided considerable data analyst and evaluator time in setting up and running these analyses. Pre- and posttest of three tests (Prueba Riverside, Iowa Tests of Basic Skills, and Test of Achievement and Proficiency) were analyzed by grade and test area. In addition, Language Assessment Battery (LAB) results in English were analyzed for pre- and posttest. Program notes and program descriptions are attached. Much of the data were re-analyzed by tutored and nontutored groups and significance testing was done.

```
        NOTES FOR BARBARA YOMAN           SA-BY999 0101   06/16/87

**************** DATA SETS ****************

SA-BY001 0102
    PRUEBA - FALL 1985
    LAB    - FALL 1985
    LAB    - SPRING 1986
  FROM FOUR SCHOOLS  003 007 009 052
   INPUT      FILEID        $ 1-3
              STUID         $ 4-10
              STNAME        $ 11-30
              GRADE         $ 31-32
              SCHOOL        $ 33-35
              READ            36-37
              LANG            38-39
              MATH            40-41
              COMP            42-43
              SOCST           44-45
              SC              46-47
              COMPREH         48-50
              VOCAB           51-53
              WORKSTU         54-56
         @57  PREENG          ZD2.
         @59  POSTENG         ZD2.
         @61  PRESPAN         ZD2.
         @63  POSTSPAN        ZD2.;
*   IF PREENG GT 0  AND POSTENG GT 0;
CARDS;
*INCLUDE>SA-BY0010102
;


SA-BY001 0103
    PRUEBA - SPRING 1986
   INPUT      FILEID        $ 1-3
              STUID         $ 4-10
              GRADE         $ 31-32
              READ2           36-37
              LANG2           38-39
              MATH2           40-41
              COMP2           42-43
              SOCST2          44-45
              SC2             46-47;
CARDS;
*INCLUDE>SA-BY0010103
;

SA-BY001 0104
    PRUEBA - FALL 1986   ** DIFFERENT LAYOUT FROM OTHER PRUEBA TESTS
   INPUT      FILEID        $ 1-3
              STUID         $ 4-10
              STUNAME       $ 11-30
              GRADE         $ 31-32
              SCHOOL        $ 33-35
```

```
    TITLE VII - 1986-87 SCHOOL YEAR      ****** MASTER FILE ******          1180
    SCHOOL 003, 007, 009, 052                                              1190
    STATUS 2, 4, 8                                                         1200
    DOMINANCE A, B, C                                                      1210
    HISPANIC - LANGCODE = 002                                              1220
    FALL ENGLISH LAB SCORES - MUST HAVE BEEN TAKEN IN SEPT OR OCT OF 1986. 1230
    INPUT      STUID          1-7                                  00001240
               STUNAME      $ 8-34                                 00001250
               SCHOOL       $ 36-38                                00001260
               GRADE        $ 39-40                                00001270
               STATUS       $ 42                                   00001280
               DOMINANC     $ 43                                   00001290
          @45  FALLLAB        Z02.                                 00001300
          @48  SPRGLAB        Z02.                                 00001310
               ENDURSE        51                                      1320
               TUTREAD      $ 53                                      1330
               TUTLANG      $ 54                                      1340
               TUTMATH      $ 55                                      1350
               TUTSOCST     $ 56                                      1360
               TUTSC        $ 57;                                     1370
     FALL86 = FALLLAB;                                         00001380
     KEEP STUID  STUNAME  SCHOOL  GRADE  STATUS  DOMINANC  FALL86;  00001390
CARDS;                                                         00001400
*INCLUDE>SA-BY0040102                                          00001410
;                                                              00001420
                                                                   1430
                                                                   1440
                                                                   1450
BAR88586  **** THIS WILL BE A SAS DATASET - JOHN WILL CREATE.       1460
   INPUT: EOY 1986 LEP FILE.                                       1470
          ACTIVE ONLY                                              1480
          LANGDOM OF A & B                                          490
          HISPANIC                                                  500
          SCHOOLS 003 007 009 052                                  1510
          STATUS 2 & 8                                             1520
             +                                                     1530
          SPECIAL LIST FROM BARBARA                                1540
              89653                                                1550
              90090                                                1560
              53056                                                1570
              90520                                                1580
              49785                                                1590
              53056                                                1600
              68054                                                1610
              89791                                                1620
              90070                                                1630
              90071                                                1640
              05942                                                1650
              23357                                                1660
                                                                   1670
   ADD 1985 ITBS OR TAP PERCENTILES & GE'S                         1680
   ADD 1986 ITBS OR TAP PERCENTILES & GE'S                         1690
                                                                   1700
   ITBS:                        TAP:                               1710
     READING TOTAL                READING                         1720
     MATH TOTAL                   MATHEMATICS                     1730
     LANG TOTAL                   WRITTEN EXPRESSION              1740
     WORK STUDY SKILLS TOTAL      SOCIAL STUDIES                  1750
                                  SCIENCE                         1760
                                                                   1770
```

```
            TEACHER       $ 36                                    00000580
            READ2           37-38                                 00000590
            LANG2           39-40                                 00000600
            MATH2           41-42                                 00000610
            COMP2           43-44                                 00000620
            SOCST2          45-46                                 00000630
            SC2             47-48;                                00000640
CARDS;                                                            00000650
*INCLUDE>SA-BY0010104                                             00000660
;                                                                 00000670
                                                                  00000680
                                                                      0690
SA-BY001 0105                                                         0700
    TUTOR DATA                                                        0710
    ORIGINAL LIST CAME FROM EOY 1986 LEP FILE                         0720
       ACTIVE ONLY, LANGEON A & B, HISPANIC, STATUS 2 & 8,            0730
       SCHOOLS 003 007 009 052                                        0740
    *** BARBARA WILL ENTER TUTOR DATA AND                             0750
                  ADD EXTRA STUDENTS.                                 0760
   INPUT        SCHOOL          1-3                                00000770
                GRADE         $ 5-6                                00000780
                STUID         $ 8-14                               00000790
                STUNAME       $ 16-35                              00000800
                SEMESTER      $ 38                                 00000810
          @40   TUTREAD         ZD4.2                             00000820
          @45   TUTLANG        .ZD4.2                             00000830
          @50   TUTMATH         ZD4.2                             00000840
          @55   TUTSOCST        ZD4.2                             00000850
          @60   TUTSCI          ZD4.2;                            00000860
      TUTTOTAL = 0;                                               00000870
      TUTTOTAL + TUTREAD;                                         00000880
      TUTTOTAL + TUTLANG;                                         00000890
      TUTTOTAL + TUTMATH;                                         00000900
      TUTTOTAL + TUTSOCST;                                        00000910
      TUTTOTAL + TUTSCI;                                          00000920
      KEEP STUID  TUTTOTAL;                                       00000930
CARDS;                                                            00000940
*INCLUDE>SA-BY0010105                                             00000950
;                                                                 00000960
                                                                  00000970
                                                                      0980
SA-BY001 0106                                                         0990
    PRUEBA - SPRING 1987                                              1000
   INPUT        FILEID        $ 1-3                                00001010
                STUID         $ 4-10                               00001020
                STUNAME       $ 11-30                              00001030
                GRADE         $ 31-32                              00001040
                SCHOOL        $ 33-35                              00001050
                READ2           36-37                              00001060
                LANG2           38-39                              00001070
                MATH2           40-41                              00001080
                COMP2           42-43                              00001090
                SOCST2          44-45                              00001100
                SC2             46-47;                             00001110
CARDS;                                                            00001120
*INCLUDE>SA-BY0010106                                             00001130
                                                                  00001140
                                                                  00001150
                                                                      1160
                                                                      1170
```

```
**********  PROGRAMS  **********

SA-BY001 0101
    INPUT:  SA-BY001 0102
            1986 LEP FILE
    RUN AT DIFFERENT TIMES TO ADD LAB SCORES FROM THE LEP FILE ON TO THE
    CARD FILE.  THE UPDATED FILE (SAS) WAS THEN WRITTEN TO THE PUNCH QUE
    WHERE IT COULD BE LOADED BACK INTO THE SPH CARD FILE (SA-BY001 0102).


SA-BY002 0101
    INPUT:  SA-BY001 0102
    SORT AND PRINT IN DIFFERENT SEQUENCES
    PROC TABULATE  USING PRE & POST LAB SCORES

SA-BY002 0201
    INPUT: SA-BY001 0102
        CREATE ENG LAB GAINS
    INPUT:  EOY 1986 LEP FILE  FOR DOMINANCE AND STATUS
    OUTPUT:
        SELECT AND PRINT THOSE WITH LANGDOM A & B
        SELECT AND PRINT THOSE WITH STATUS 2 & 8
        PROC MEANS
             LABGAINS  PRELAB  POSTLAB
        SORT BY GRADE
             ANOTHER PROC MEANS
        SORT BY SCHOOL
             ANOTHER PROC MEANS
        PROC TABULATES COMMETED OUT.

SA-BY002 0301
    INPUT: SA-BY001 0102
        CREATE ENG LAB GAINS
    INPUT: SA-BY001 0105
        CREATE TOTAL TIME TUTORED
    MERGE  &  CREATE TUTORED GROUPS
    MEANS  &  PROC TABULATES  OF TUTORED GROUPS X PRELAB, POSTLAB, LABGAIN

SA-BY002 0401
    INPUT: BARB8586 - SAS DATA SET
        CREATE GAINS IN EACH SUBJECT AREA
    INPUT: SA-BY001 0105 - TUTORED TIME IN EACH SUBJECT AREA
    MERGE  &  CREATE TUTORED GROUPS IN EACH SUBJECT AREA
    MEANS  &  PROC TABULATES  OF TUTORED GROUPS X PRE, POST, GAIN

SA-BY002 0501
    INPUT: SA-BY001 0102
        CREATE ENG LAB GAINS
    INPUT: SA-BY001 0105
        CREATE TOTAL TIME TUTORED
              GROUP 1 = NOT TUTORED    GROUP 2 = TUTORED
    MERGE
    RUN PLOTS AND SCAT SPOT ON TWO GROUPS

SA- BY00 0101
    INPUT - PROFILE
    REGRESSION ANALYSIS
```

```
SA-BY003 0201                                                          2380
    INPUT: PRUEBA - SPRING 1986  &  FALL 1985                          2390
    CREATE MATH GAINS                                                  2400
    PROC UNIVARIATE                                                    2410
                                                                       2420
SA-BY003 0301                                                          2430
    INPUT:  PRUEBA - FALL 1985  &  SPRING 1986                         2440
    CREATE GAINS                                                       2450
    PRINT - ANYWAY YOU LIKE IT.                                        2460
                                                                       2470
SA-BY003 0401                                                          2480
    INPUT:  PRUEBA - FALL 1986 (SA-BY001 0104)  ****** DIFFERENT LAYOUT*** 2490
    PRINT FILE                                                         2500
                                                                       2510
SA-BY003 0501                                                          2520
    INPUT:  PRUEBA - FALL 1986 (SA-BY001 0104)  ****** DIFFERENT LAYOUT*** 2530
            PRUEBA - SPRG 1986 (SA-BY001 0103)                         2540
            PRUEBA - FALL 1985 (SA-BY001 0102)                         2550
    COMBINE FILES AND PRINT BY TEACHER                                 2560
    STUDENT MUST HAVE FALL 1986 RECORD TO BE INCLUDED IN COMBINED FILE. 2570
                                                                       2580
                                                                       2590
SA-BY004 0101                                                          2600
    INPUT:  LEPFIL                                                     2610
    OUTPUT: TITLE VII STUDENTS WITH FALL ENGLISH SCORES.                2620
                                                                       2630
SA-BY004 0201                                                          2640
    INPUT:  SA-BY001 0102   ENG LAB FALL85 & SPRG86                    2650
            SA-BY004 0102   ENG LAB FALL86                             2660
            LEPFIL          ENG LAB SPRG87  & UPDATED INFO FOR EACH STUDENT 2670
    OUTPUT: IF (ON SA-BY004 0102  OR  HAD 04/87 ENG LAB SCORE ON LEP FILE) 2680
              AND ARE CURRENTLY ACTIVE:                                2690
            PRINT LAB SCORES FOR EACH STUDENT BY SCHOOL, GRADE, STUNAME. 2700
                                                                       2710
SA-BY004 0301                                                          2720
    INPUT:  SA-BY004 0102   TITLE VII MASTER FILE                      2730
            LEPFIL                                                     2740
    OUTPUT: TITLE VII MASTER FILE TO PUNCH WITH SPRG LAB SCORES        2750
                                                                       2760
SA-BY004 0401                                                          2770
    INPUT:  SA-BY004 0102   TITLE VII MASTER FILE                      2780
            FRYEND1  FRYEND2  FRYEND3  -  SAS FILES OF STUDENTS WHO HAD 2790
               CLASSES WITH ENDORSED TEAHERS.                          2800
    OUTPUT: TITLE VII MASTER FILE TO PUNCH WITH NUMBER OF COURSES WITH  2810
            ENDORSED TEACHERS.                                         2820
                                                                       2830
SA-BY007 0101                                                          2840
    INPUT:  SGR TAPE FILE                                              2850
    SELECTING ON SCHOOL, GRADE, AND ESOL COURSE NUMBERS                2860
                                                                       2870
SA-BY008 0101                                                          2880
    INPUT:  CURRENT LEP FILE                                           2890
    OUTPUT:  TITLE VII STUDENT ROSTERS                                 2900
                                                                       2910
SA-BY008 0201                                                          2920
    INPUT:  CURRENT LEP FILE (LEPFIL)  &  STUDENT MASTER (STUMST)      2930
    MERGE                                                              2940
    TABLES OF SCHOOL X LOW INCOME.                                     2950
                                                                       2960
SA-BY009 0101                                                          2970
```

```
    INPUT:  EOY 1986 LEP FILE                                          2980
    OUTPUT: TITLE VII STUDENT ROSTERS                                  2990
                                                                       3000
                                                                       3010
SA-JF051 0301                                                          3020
    INPUT:  EOY 1986 LANG FILE  (ELBLANG6)                             3030
    OUTPUT: BAR886 - SAS DATA SET - TITLE VII STUDENTS FROM 1986       3040
                                                                       3050
SA-JF051 0401                                                          3060
    INPUT:  BAR886                                                     3070
            ITBS 1986 (VSAM) ITBSMST                                   3080
            TAP  1986 (VSAM) STEPFL                                    3090
    OUTPUT: BAR886 WITH TEST SCORES FOR 1986                           3100
                                                                       3110
SA-JF051 0501                                                          3120
    INPUT:  BAR886 WITH TEST SCORES FOR 1986                           3130
            ITBS 1985 - ESWITB29                                       3140
            TAP  1985 - ESWTAP03                                       3150
    OUTPUT: BAR88586 - TITLE VII STUDENTS WITH ITBS & TAP SCORES       3160
                       FROM 1985 & 1986                                3170
                                                                       3180
$$DITTO EOJ                                                      185|0090

319 CARDS TRANSFERRED
```

Title VII Program

Appendix A

LANGUAGE ASSESSMENT BATTERY

LANGUAGE ASSESSMENT BATTERY

Purpose

The Language Assessment Battery (LAB) is administered in English to provide a means of determining the English proficiency of secondary pupils for whom English is not the primary language spoken. The highest possible score is 92. The LAB was used to provide information concerning:

Decision Question D1: Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #1 - English Proficiency: By the end of each project year, project students' average posttest percentile scores on the English Language Assessment Battery (LAB) will be higher than the pretest percentile scores. (All schools)

Evaluation Question D1-1. Did program participants exhibit percentile gains, on the average, in their English language proficiency?

Evaluation Question D1-2. Did the percentage showing raw score gains exceed that of last year?

Evaluation Question D1-3. Did participants who were tutored exhibit greater percentile gains, on the average, in English proficiency compared to those not tutored?

Evaluation Question D1-4. Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

Procedure

The LAB was administered to all project participants (LEP A & B students) between September 29 and October 23, 1986, to provide a baseline comparison with results from the April and May, 1987 re-evaluation. At Murchison, the TBE teachers administered the group segments of the test; the TBE teachers also gave the individual part, assisted by Office of Research and Evaluation (ORE) staff members. At Travis and Johnston, the LPAC chairperson (LEP coordinator) administered the LAB; ORE staff members assisted in the administration of the individual segments at Travis. The program teacher specialist and LPAC coordinator at Anderson administered both the group and individual parts of the LAB.

From April 13 to May 4, 1987, the posttest was administered at the four schools using the same procedure except at Murchison, where the individual segments of the LAB were given by the ORE evaluation associate, assisted by the program teacher specialist.

LAB scores were entered on a computer terminal by the part-time clerk for bilingual programs. The programmer analyst wrote a program and transferred the pretest scores to a Statistical Analysis System (SAS) data file tape SA-BY001-0102 in February of 1987. Posttest scores were entered and merged with the pretest scores of 1986-87 on the original 1986-87 Title VII Master File. Student gains were examined in two ways. First, using the data on file, the percentage of 1986-87 raw score student gains were hand tabulated from the number showing gains from a PROC TABULATE procedure of SAS program SA-BY005-0101 in June 1987; the percentage gains were then compared with those found for 1985-86 Title VII LEP program students, overall and by tutored/nontutored groups. Second, percentile gains, on the average, for all Title VII LEP program students enrolled between September 30, 1986 and May 30, 1987, and subgroups of tutored and nontutored, were examined. To do this, the programmer analyst modified SA-BY004-0201 which then calculated raw score mean gains of all program students and the two subgroups. These mean raw score gains were transformed into equivalent percentiles, using the LAB Technical Manual (See Attachment A-1). A PROC GLM was run to evaluate the impact of tutoring on posttest outcomes in SAS program SA-BY004-0401. The regression models used in this comparison were tested for significance with F tests, calculated using SAS program SA-CL017-0401.

Results

Objective #1 - English Proficiency: By the end of each project year, project students' average posttest percentile scores on the English Language Assessment Battery (LAB) will be higher than the pretest percentile scores. (All schools)

Evaluation Question D1-1. Did program participants exhibit percentile gains, on the average, in their English language proficiency?

A discussion of LAB norms is necessary before scores are examined. LAB norms are based on average English speakers in New York City (See Attachment A-1). The LAB is more sensitive to measuring English proficiency at the mid- and upper ranges of scores. Students must earn 45 to 53 points to get beyond the first percentile (based on grade). The highest possible score is 92. For AISD Title VII students, those in grades 7, 8, and 9 had such limited proficiency that percentiles were not an accurate measure of growth. Achievement of objective #1 will therefore be discussed in terms of growth in percentiles and raw scores in fairness to the program.

As can be seen in Figure A-1, when program student percentile gains were examined by grade, students in grades 10, 11 and 12 demonstrated percentile gains in their English language proficiency. All grade levels made gains in raw scores. Correlated t-tests showed these gains to be significant at grades 8, 9, 10, and 11 but not at grades 7 and 12. (Sample size at grade 12 was only 5 students, making it significantly more difficult to achieve.) Attachment A-2 provides information on the scores.

FIGURE A-1
LAB PERCENTILE AND MEAN RAW SCORES
FOR PROGRAM STUDENTS, 1986-87 BY GRADE

		FALL		SPRING	
GRADE	N	RAW MEAN SCORE	PERCENTILE	RAW MEAN SCORE	PERCENTILE
7	18	35.22	1	38.44	1
8	10	34.80	1	42.60*	1
9	27	39.50	1	52.18*	1
10	21	51.95	4	60.00*	7
11	9	58.67	5	65.89*	8
12	5	58.20	3	67.20	6

*Gains significant at $p < .05$ level

Thus, in terms of percentiles, the objective was met at 3 of 6 grades (all high school). In terms of raw scores, significant gains were seen at 4 of the 6 grades.

Evaluation Question D1-2. Did the percentage showing raw score gains exceed that of last year?

A slightly greater percentage of program participants made gains in 1985-86 than in 1986-87. Of the 131 LEP program students, 109 (83.2%) made gains in the English LAB in 1985-86 whereas in 1986-87, 71 (78%) of the 91 program participants with both pre- and posttests showed gains.

Another measure of success for the program is the number of students able to show English proficiency based on District standards (the 23rd percentile). Of the 90 students with pre- and posttest scores, four reached proficiency this year. In addition, 11 students without pretest scores reached proficiency in English. In 1985-86, none of the Title VII students reached English proficiency.

Evaluation Question D1-3. Did participants who were tutored exhibit greater percentile gains on the average, in English proficiency compared to those not tutored?

For the second year, University of Texas students from multicultural classes assisted program LEP students. Three of the program schools received tutoring assistance both semesters, but one ended the second semester with only four tutors finishing. Anderson had tutors only during the first semester. It must be noted that some tutor records were not returned and that tutors from other organizations may have tutored some LEP students. Therefore, those not tutored may include some tutored students. For more details, see Appendix D-Tutor Records.

In order to answer this decision question, program LEP students were considered in the tutored subset if they had received tutoring either semester.

Figure A-2 examines the percentile gains of tutored and nontutored program LEP students in grades 7 through 12 for school year 1986-87. Tutored students showed percentile gains in grades 9, 10, 11, and 12; nontutored students made percentile gains at grades 8, 10, 11, and 12. Tutored and nontutored students showed gains at all grade levels in their raw scores. Significance testing of both groups' mean raw scores revealed significant gains among the nontutored at grades 9, 10, and 12; tutored student gains were only significant at grade 9. Overall gains for each group, collapsed across grades, were significant at the .0001 level of probability. (See Attachment A-3.)

FIGURE A-2
LAB PERCENTILE AND MEAN RAW SCORES
FOR TUTORED/NONTUTORED
STUDENTS IN 1986-87, BY GRADE

TUTORED		FALL 1986-87		SPRING	
GRADE	N	MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	7	34.14	1	38.43	1
8	5	31.00	1	36.80	1
9	16	38.88	1	53.31*	2
10	9	52.44	4	59.56	6
11	5	54.20	3	65.20	8
12	2	42.00	1	57.00	3
NONTUTORED		FALL 1985-86		SPRING	
GRADE	N	MEAN RAW SCORE	PERCENTILE	MEAN RAW SCORE	PERCENTILE
7	11	35.91	1	38.46	1
8	5	38.60	1	48.40	2
9	12	40.33	1	50.67*	1
10	12	51.58	3	60.33*	7
11	4	64.25	8	66.75	9
12	3	69.00	7	74.00*	11

*=significance at p .05

Additionally, a regression approach to analysis of covariance was used to compare the effects of tutoring against nontutoring on the pretest to posttest patterns of achievement. A series of regression models was constructed with the posttest score as the dependent variable. (See Attachment A-4.) The residual sum of squares associated with each model was obtained using the GLM (General Linear Models) procedure via SAS (Statistical Analysis System) on the AISD IBM mainframe. A systematic series of model comparisons was done, until the model was found which combined the best prediction of posttest scores (i.e., the lowest residual sum of squares) with the fewest predictor vectors. All model comparisons were evaluated by an F-test. See Attachment A-5, for the SAS program used to get these comparisons. For further details of these analyses see ORE Publication letter 81.0.

The relationship between pre- and posttest scores was found to be curvilinear. No model comparison was found to be significant, indicating that the tutored and nontutored groups were not statistically different populations. Thus, gains were similar for both groups.

Thus, in terms of greater percentile gains of tutored students, the objective was not met. In terms of raw scores, both groups exhibited highly significant gains when collapsed across grades; these gains were statistically significant for the nontutored students at three of the six grades, while tutored students showed statistically significant gains at one grade level. Regression analyses revealed no differential effect of tutored or nontutored subgroups upon LAB posttest achievement. It should be noted, however, that the impact of tutoring was not uniform. Murchison had tutors for two years; Anderson nad tutors for one semester in both 1985-86 and 1986-87, while the tutor component was newly implemented at Travis in 1986-87. Also, this year other community and student groups tutored at program schools, diffusing our ability to measure the impact of the university multicultural students assisting program LEP students. It is not known how these factors influenced meeting this objective.

Evaluation Question D1-4. Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

The percentage of tutored students making gains in 1986-87 (86.4%) increased by almost 40 percent over 1985-86 (47.2%). (See Attachment A-3 and Publication No. 86.25, TITLE VII PROGRAM FINAL TECHNICAL REPORT: 1985-86.)

Discussion

Overall, all but seventh and twelfth graders showed significant mean gains in English proficiency, most individual students showed gains (78%), and a small group were able to show Englisn proficiency this year, based on AISD's 23rd percentile criteria.

The percentage of individual students showing gains was slightly lower than last year, while the percentage of tutored LEP students making gains was considerably higher in 1986-87 than 1985-86.

Tutored and nontutored students made raw score gains at all grade levels; eacn groups' overall gains were hignly significant (at the .001 level). However, tutored students did not demonstrate greater percentile gains than their nontutored peers; regression analyses revealed that there was no significant difference in patterns of achievement scores between the tutored and nontutored. It should be noted that these findings may have been affected by several things --- coordination problems, varying program starting dates, other assistance groups, etc.

Table 1C. Percentile Ranks Corresponding to Number of Correct Items—Total English Level III

Total English—Level III							
		Number Correct Grade					
Stanine	Percentile Rank	7	8	9	10	11	12
	99	91-92	92	92	92	92	92
9	98	90	91	91	91		
	97						
	96	89					
	95						91
	94		90			91	
8	93	88					
	92			90	90		
	91						
	90		89				
	89	87					
	88						
	87						
	86					90	
	85				89		
7	84	86	87	89			
	83						
	82						90
	81						
	80						
	79		87				
	78	85					
	77						
	76			88	88	89	
	75						
	74	84					
	73		86				
	72						
	71						
	70	83					
6	69						
	68				87		89
	67			87			
	66		85			88	
	65	82					
	64						
	63			86			
	62				86		
	61	81					
	60		84				88
	59						
	58	80					
	57					87	
	56						
5	55		83				
	54	79			85		
	53						
	52					86	87
	51	78					
	50		82		84		

Table 1C. Percentile Ranks Corresponding to Number of Correct Items—Total English Level III (cont.)

Total English—Level III							
		Number Correct Grade					
Stanine	Percentile Rank	7	8	9	10	11	12
	49			84			
	48	77					
	47					85	
	46		81		83		86
5	45						
	44	76		83			
	43						
	42	75			82		
	41		80				85
	40			82		84	
	39	74					
	38		79				
	37	73			81		
	36					83	84
	35		78	81			
	34	72			80		
	33						
4	32		77	80			
	31	71				82	83
	30				79		
	29	70	76	79		81	
	28						
	27	69	75		78		82
	26			78			
	25		74			80	
	24	68			77		81
	23		73	77			
	22	67				79	
	21		72				80
	20	66	71	76	76	78	79
3	19				75		
	18	65	70	75	74		
	17				73	77	78
	16	64	69		72	76	77
	15	63		74	71	75	76
	14		68	73	70	74	
	13	62	67			73	75
	12	61	66	72	68-69	72	
	11	60	65	71	67	70-71	74
	10	59	64	70	65-66	69	73
	09	58	62-63	69	63-64	67-68	72
2	08	57	60-61	68	62	64-66	70-71
	07	56	59		60-61	63	69
	06	55	57-58	67	57-59	61-62	66-68
	05	54	56	65-66	54-56	58-60	63-65
	04	52-53	54-55	62-64	52-53	56-57	60-62
	03	50-51	51-53	59-61	49-51	52-55	56-59
1	02	45-59	45-50	53-58	46-48	50-51	52-55
	01	1-44	1-44	1-52	1-45	1-49	1-51

```
1       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EV7SASBY                    11:43 WEDNESDAY, JUNE 24, 1

NOTE: THE JOB EV7SASBY HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INDEPENDENT SCHOOL DISTRICT (0198600I).

NOTE: CPUID   VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

1                                                                                00000080
2          OPTIONS  ERRORS = 0;                                                  00000090
3          OPTIONS  OBS = 0   NOREPLACE;                                         00000100
4                                                                                00000110
5          TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT                TITLE VII'; 00000120
6          TITLE2 'OFFICE OF RESEARCH AND EVALUATION              SA-BY004 0401'; 00000130
7          TITLE4 ENGLISH LAB TEST SCORES;                                       00000140
8                                                                                00000150
9          ************ GET FALL 86  SPRING 87 ENGLISH LAB SCORES **********;    00000160
10         ************************************************************;        00000170
11         DATA FRYLAB2;                                                         00000180
12             INPUT      STUID          1-7                                    00000190
13                        STUNAME      $ 8-34                                   00000200
14                        SCHOOL       $ 36-38                                  00000210
15                        GRADE        $ 39-40                                  00000220
16                        STATUS       $ 42                                     00000230
17                        DOMINANC     $ 43                                     00000240
18                   345  FALLLAB        2D2.                                   00000250
19                   348  SPRGLAB        2D2.                                   00000260
20                        ENDORSE        51                                     00000270
21                        TUTREAD      $ 53                                     00000280
22                        TUTLANG      $ 54                                     00000290
23                        TUTMATH      $ 55                                     00000300
24                        TUTSOCST     $ 56                                     00000310
25                        TUTSC        $ 57;                                    00000320
26                                                                               00000330
27              FALL86 = FALLLAB;                                                00000340
28              SPRGB7 = SPRGLAB;                                                00000350
29              IF FALL86 GT .    AND SPRGB7 GT .;                               00000360
30              LABGAIN = SPRGLAB - FALLLAB;                                     00000380
31         CARDS;                                                                00000390

NOTE: INVALID DATA FOR FALLLAB IN LINE 32 45-46.    18:31
NOTE: INVALID DATA FOR SPRGLAB IN LINE 32 48-49.    19:31
NOTE: FURTHER ERRORS OF THIS TYPE WILL NOT BE PRINTED.
      OPTIONS ERRORS=NN; * LIMIT REACHED.

RULE:     1234567 101234567 201234567 301234567 401234567 501234567 601234567 701234567 80

32          B0006ALEMAN          LINDA       S 00309 2C   .   . 1                    0010
STUID=B0006 STUNAME=ALEMAN          LINDA       S SCHOOL=003 GRADE=09 STATUS=2 DOMINANC=C FALLLAB . SPRGLAB=. ENDORSE=.
TUTREAD=  TUTLANG=  TUTMATH=  TUTSOCST=  TUTSC=  FALL86=. SPRGB7=. LABGAIN=. _ERROR_=1 _N_=1
NOTE: DATA SET USER010.FRYLAB2 HAS 91 OBSERVATIONS AND 17 VARIABLES. 80 DBS/TRK.
NOTE: THE DATA STATEMENT USED 4.34 SECONDS AND 330K.

298        ;                                                                     00000410
299        PROC SORT;                                                            00000420
300           BY STUID;                                                          00000430
301                                                                              00000440
302                                                                              00000450
303                                                                              00000460
```

FILE LAY OUT

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE VII
SA-8Y004 0401

11:43 WEDNESDAY, JUNE 24, 1987

ENGLISH LAB TEST SCORES

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|	
GRADE=07										
FALLLAB	18	35.22222222	10.97888645	16.00000000	56.00000000	2.58774835	31.170	13.61	0.0001	
SPRGLAB	18	38.44444444	10.23961294	25.00000000	64.00000000	2.41349992	26.635	15.93	0.0001	
LABGAIN	18	3.22222222	9.67443907	-20.00000000	19.00000000	2.28028716	300.241	1.41	0.1757	
GRADE=08										
FALLLAB	10	34.80000000	9.56614400	20.00000000	49.00000000	3.02508035	27.489	11.50	0.0001	
SPRGLAB	10	42.60000000	10.02441464	33.00000000	60.00000000	3.16999625	23.531	13.44	0.0001	
LABGAIN	10	7.80000000	10.39016629	-12.00000000	21.00000000	3.28565907	133.207	2.37	0.0416	*
GRADE=09										
FALLLAB	28	39.50000000	17.75449865	0.00000000	69.00000000	3.35528486	44.948	11.77	0.0001	
SPRGLAB	28	52.17857143	13.95509617	28.00000000	83.00000000	2.63726528	26.745	19.79	0.0001	
LABGAIN	28	12.67857143	10.21637600	-7.00000000	33.00000000	1.93071359	80.580	6.57	0.0001	***
GRADE=10										
FALLLAB	21	51.95238095	15.30841661	21.00000000	74.00000000	3.34057038	29.466	15.55	0.0001	
SPRGLAB	21	60.00000000	15.82719179	15.00000000	79.00000000	3.45377640	26.379	17.37	0.0001	
LABGAIN	21	8.04761905	11.11969510	-10.00000000	33.00000000	2.42651640	138.174	3.32	0.0034	**
GRADE=11										
FALLLAB	9	58.66666667	11.22497216	38.00000000	68.00000000	3.74165739	19.133	15.68	0.0001	
SPRGLAB	9	65.88888889	5.20683312	59.00000000	74.00000000	1.73561104	7.902	37.96	0.0001	
LABGAIN	9	7.22222222	9.01079599	-3.00000000	25.00000000	3.00359866	124.765	2.40	0.0429	*
GRADE=12										
FALLLAB	5	58.20000000	15.70668647	35.00000000	72.00000000	7.02424373	26.987	8.29	0.0012	
SPRGLAB	5	67.20000000	9.73139250	57.00000000	78.00000000	4.35201103	14.481	15.44	0.0001	
LABGAIN	5	9.00000000	7.48331477	3.00000000	22.00000000	3.34664011	83.148	2.69	0.0547	

NOTE: THE PROCEDURE MEANS USED 2.65 SECONDS AND 348K AND PRINTED PAGE 1.

```
652         PROC MEANS DATA=SORE N MEAN STD MIN MAX STDERR CV T PRT;          00001000
653           VAR FALLLAB SPRGLAB LABGAIN;                                    00001010
654                                                                           00001020
655                                                                           00001030
656         *PROC UNIVARIATE DATA=SORE;                                       00001040
657         * VAR FALLLAB SPRGLAB;                                           00001050
658         * BY TUTORED GRADE;                                              00001060
659         *PROC UNIVARIATE DATA=SORE;                                       00001070
660         * VAR FALLLAB SPRGLAB;                                           00001080
661                                                                           00001090
662           *******SORESPOT ANALYSES********;                              00001100
663                                                                           00001110
664         *PROC GLM DATA=SORE;                                              00001120
665         * MODEL V1=V3 V4 V6 V7 V8;                                        00001130
666         *                                                                 00001140
667         *PROC GLM DATA=SORE;                                              00001150
668         * MODEL V1=V3 V4 V5 V8;                                           00001160
669                                                                           00001170
```

Attachment A-3

LAB Scores

Tutor and Nontutored

(Page 1 of 5)

AUSTIN INDEPENDENT SCHOOL DISTRICT — TITLE VII
OFFICE OF RESEARCH AND EVALUATION — SA-BY004 0401

11:26 THURSDAY, JUNE 25, 19:

ENGLISH LAB TEST SCORES

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|
TUTORED=N									
FALLLAB	47	45.65106383	16.35872154	9.00000000	72.00000000	2.38616478	35.678	19.22	0.00
SPRGLAB	47	52.89361702	15.43180516	26.00000000	80.00000000	2.25096013	29.175	23.50	0.00
LABGAIN	47	7.04255319	9.80230168	-8.00000000	33.00000000	1.42981256	139.187	4.93	0.00
TUTORED=Y									
FALLLAB	44	41.88636364	17.02968121	0.00000000	74.00000000	2.56732104	40.657	16.32	0.00
SPRGLAB	44	51.86363636	15.98340842	15.00000000	83.00000000	2.40958948	30.818	21.52	0.00
LABGAIN	44	9.97727273	10.91934199	-20.00000000	33.00000000	1.64615274	109.442	6.06	0.00

NOTE: THE PROCEDURE MEANS USED 3.13 SECONDS AND 348K AND PRINTED PAGE 1.

```
652          PROC MEANS DATA=SORE N MEAN STD MIN MAX STDERR CV T PRT;          00001000
653           VAR FALLLAB SPRGLAB LABGAIN;                                     00001010
654           BY TUTORED;                                                      00001020
655                                                                            00001030
656         *PROC UNIVARIATE DATA=SORE;                                        00001040
657         * VAR FALLLAB SPRGLAB;                                            00001050
658         * BY TUTORED GRADE;                                               00001060
659         *PROC UNIVARIATE DATA=SORE;                                        00001070
660         * VAR FALLLAB SPRGLAB;                                            00001080
661                                                                            00001090
662           *******SORESPOT ANALYSES********;                                00001100
663                                                                            00001110
664         *PROC GLM DATA=SCRE;                                               00001120
665         * MODEL V1=V3 V4 V6 V7 V8;                                        00001130
666         *                                                                 00001140
667         *PROC GLM DATA=SCRE;                                               00001150
668         * MODEL V1=V3 V4 V5 V8;                                           00001160
669                                                                            00001170
670         *PROC GLM DATA=SCRE;                                               00001180
671         * MODEL V1=V2 V5 V8;                                              00001190
672                                                                            00001200
```

ENGLISH LAB TEST SCORES

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|
TUTORED=N GRADE=07									
FALLLAB	11	35.90909091	9.61721941	23.00000000	56.00000000	2.89970075	26.782	12.38	0.0001
SPRGLAB	11	38.45454545	8.95950486	26.00000000	57.00000000	2.70139236	23.299	14.24	0.0001
LABGAIN	11	2.54545455	8.15308085	-7.00000000	19.00000000	2.45824637	320.300	1.04	0.3248
TUTORED=N GRADE=08									
FALLLAB	5	38.60000000	6.91375441	32.00000000	49.00000000	3.09192497	17.911	12.48	0.0002
SPRGLAB	5	48.40000000	10.92245394	36.00000000	60.00000000	4.88466990	22.567	9.91	0.0006
LABGAIN	5	9.80000000	10.52140675	-6.00000000	21.00000000	4.70531614	107.361	2.08	0.1057
TUTORED=N GRADE=09									
FALLLAB	12	40.33333333	18.56356810	9.00000000	69.00000000	5.35884052	46.025	7.53	0.0001
SPRGLAB	12	50.66666667	14.08631401	28.00000000	80.00000000	4.06636859	27.802	12.46	0.0001
LABGAIN	12	10.33333333	10.04836788	-7.00000000	31.00000000	2.90071395	97.242	3.56	0.0045
TUTORED=N GRADE=10									
FALLLAB	12	51.58333333	14.37940878	21.00000000	76.00000000	4.12211025	27.682	12.51	0.0001
SPRGLAB	12	60.33333333	13.83389994	37.00000000	77.00000000	3.99494630	22.937	15.10	0.0001
LABGAIN	12	8.75000000	12.15898471	-8.00000000	33.00000000	3.50999655	138.960	2.49	0.0299
TUTORED=N GRADE=11									
FALLLAB	4	.25000000	4.99165971	-7.00000000	68.00000000	2.49582986	7.769	25.74	0.0001
SPRGLAB	4	66.75000000	6.60176744	59.00000000	74.00000000	3.30088372	9.890	20.22	0.0003
LABGAIN	4	2.50000000	4.04145188	-3.00000000	6.00000000	2.02072594	161.658	1.24	0.3040
TUTORED=N GRADE=12									
FALLLAB	3	69.00000000	2.64575131	67.00000000	72.00000000	1.52752523	3.834	45.17	0.0005
SPRGLAB	3	74.00000000	4.00000000	70.00000000	78.00000000	2.30940108	5.405	32.04	0.0010
LABGAIN	3	5.00000000	1.73205081	3.00000000	6.00000000	1.00000000	34.641	5.00	0.0377
TUTORED=Y GRADE=07									
FALLLAB	7	34.14285714	13.66672102	16.00000000	53.00000000	5.14285714	39.852	6.64	0.0006
SPRGLAB	7	38.42857143	12.77892987	25.00000000	64.00000000	4.82975472	33.252	7.96	0.0002
LABGAIN	7	4.28571429	12.33848026	-20.00000000	16.00000000	4.66350719	287.898	0.92	0.3935
TUTORED=Y GRADE=08									
FALLLAB	5	31.00000000	11.04536102	20.00000000	45.00000000	4.93963561	35.630	6.28	0.0033
SPRGLAB	5	36.80000000	4.76445170	33.00000000	42.00000000	2.13072758	12.947	17.27	0.0001
LABGAIN	5	5.80000000	11.05441088	-12.00000000	14.00000000	4.94368284	190.593	1.17	0.3058

ENGLISH LAB TEST SCORES

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|
TUTORED=Y GRADE=09									
FALLLAB	16	38.87500000	17.71204863	0.00000000	65.00000000	4.42801216	45.562	8.78	0.0001
SPRGLAB	16	53.31250000	14.20665924	29.00000000	83.00000000	3.55166481	26.648	15.01	0.0001
LABGAIN	16	14.43750000	10.30190112	-5.00000000	33.00000000	2.57547528	71.355	5.61	0.0001
TUTORED=Y GRADE=10									
FALLLAB	9	52.44444444	17.46504445	25.00000000	74.00000000	5.82168148	33.302	9.01	0.0001
SPRGLAB	9	59.55555556	19.04016223	15.00000000	79.00000000	6.34672074	31.970	9.38	0.0001
LABGAIN	9	7.11111111	10.20348524	-10.00000000	27.00000000	3.40116175	143.487	2.09	0.0699
TUTORED=Y GRADE=11									
FALLLAB	5	54.20000000	13.31164903	38.00000000	68.00000000	5.95315043	24.560	9.10	0.0008
SPRGLAB	5	65.20000000	4.49444101	61.00000000	71.00000000	2.00997512	6.893	32.44	0.0001
LABGAIN	5	11.00000000	10.48808848	-1.00000000	25.00000000	4.69041576	95.346	2.35	0.0789
TUTORED=Y GRADE=12									
FALLLAB	2	42.00000000	9.89949494	35.00000000	49.00000000	7.00000000	23.570	6.00	0.1051
SPRGLAB	2	57.00000000	0.00000000	57.00000000	57.00000000	0.00000000	0.000	.	.
LABGAIN	2	15.00000000	9.89949494	8.00000000	22.00000000	7.00000000	65.997	2.14	0.2780

NOTE: THE PROCEDURE MEANS USED 3.01 SECONDS AND 348K AND PRINTED PAGES 1 TO 2.

```
652         PROC MEANS DATA=SORE N MEAN STD MIN MAX STDERR CV T PRT;          00001000
653          VAR FALLLAB SPRGLAB LABGAIN;                                     00001010
654                                                                           00001020
655                                                                           00001030
656         *PROC UNIVARIATE DATA=SORE;                                       00001040
657         * VAR FALLLAB SPRGLAB;                                            00001050
658         * BY TUTORED GRADE;                                               00001060
659         *PROC UNIVARIATE DATA=SORE;                                       00001070
660         * VAR FALLLAB SPRGLAB;                                            00001080
661                                                                           00001090
662           *******SORESPOT ANALYSES********;                               00001100
663                                                                           00001110
664         *PROC GLM DATA=SORE;                                              00001120
665         * MODEL V1=V3 V4 V6 V7 V8;                                        00001130
666         *                                                                 00001140
667         *PROC GLM DATA=SORE;                                              00001150
668         * MODEL V1=V3 V4 V5 V8;                                           00001160
669                                                                           00001170
670         *PROC GLM DATA=SORE;                                              00001180
671         * MODEL V1=V2 V5 V8;                                              00001190
672                                                                           00001200
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE VII
SA-BY004 0401

14:01 THURS JUNE 25, 1987

ENGLISH LAB TEST SCORES

TUTORED Y

	LAB GAINS			
	+ GAIN	- GAIN	EVEN	#
	N	N	N	N
GRADE				
07	5	2	.	7
08	4	1	.	5
09	15	1	.	16
10	7	2	.	9
11	5	.	.	5
12	2	.	.	2
#	38	6	.	44

G-38
N.G.-6
G/N- 38/44 = 86.4%

Attachment A-4

LAB Scores

Regression Analysis of Tutored and Nontutored Raw Scores

(Page 1 of 9)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE VII
SA-BY004 0401

14:33 MONDAY, JUNE 22, 1987

ENGLISH LAB TEST SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	5	14351.76793835	2870.35358767	32.05	0.0001	0.653430	18.0611
ERROR	85	7611.99030341	89.55282710		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.46323555		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V3	1	1279.60868437	14.29	0.0003	1	86.16765411	0.96	0.3294
V4	1	12660.83502805	141.38	0.0001	1	0.41706173	0.00	0.9458
V6	1	13.77348885	0.15	0.6959	1	120.02901348	1.34	0.2502
V7	1	377.75819294	4.22	0.0431	1	260.96378378	2.91	0.0915
V8	1	19.79254414	0.22	0.6395	1	19.79254414	0.22	0.6395

PARAMETER	ESTIMATE	T FOR H0: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	33.53687918	3.32	0.0013	10.10941794
V3	0.34260694	0.98	0.3294	0.34927192
V4	-0.03242198	-0.07	0.9458	0.47509338
V6	0.00477887	1.16	0.2502	0.00412783
V7	0.00081610	1.71	0.0915	0.00516447
V8	-5.76259172	-0.47	0.6395	12.25763515

NOTE: THE PROCEDURE GLM USED 4.50 SECONDS AND 684K AND PRINTED PAGE 27.

APPENDIX A

Attachment A-4
(Page 2 of 9)

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ENGLISH LAB TEST,SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	4	14318.37472498	3579.59368125	40.27	0.0001	0.651909	17.9952
ERROR	86	7645.38351678	88.89980833		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.42866949		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V3	1	1279.60868437	14.39	0.0003	1	52.81299712	0.59	0.4430
V4	1	12660.83502805	142.42	0.0001	1	35.16888284	0.40	0.5310
V5	1	376.04188588	4.23	0.0427	1	347.59958389	3.91	0.0512
V8	1	1.88912668	0.02	0.8844	1	1.88912668	0.02	0.8844

PARAMETER	ESTIMATE	T FOR HO: PARAMETER=0	PR > ITI	STD ERROR OF ESTIMATE
INTERCEPT	29.13910225	4.12	0.0001	7.06871510
V3	0.21342370	0.77	0.4430	0.27689980
V4	0.19051717	0.63	0.5310	0.30290416
V5	0.00635263	1.98	0.0512	0.00321266
V8	0.83905711	0.15	0.8844	5.75587550

NOTE: THE PROCEDURE GLM USED 3.95 SECONDS AND 684K AND PRINTED PAGE 28.

```
669          PROC GLM DATA=SORE;                                    00001660
670           MODEL V1=V2 V5 V8;                                    00001670
671                                                                 00001680
672                                                                 00001690
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE VII
SA-BY004 0401

14:33 MONDAY, JUNE 22, 1987

ENGLISH LAB TEST SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	3	14315.28166290	4771.76055430	54.28	0.0001	0.651768	17.8951
ERROR	87	7648.47657886	87.91352389		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.37622119		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V2	1	13880.36002089	157.89	0.0001	1	52.81164882	0.60	0.4404
V5	1	358.60261415	4.08	0.0465	1	350.28196826	3.98	0.0491
V8	1	76.31902786	0.87	0.3541	1	76.31902786	0.87	0.3541

PARAMETER	ESTIMATE	T FOR HO: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	29.40072793	4.88	0.0001	5.82377573
V2	0.21342097	0.78	0.4404	0.27535950
V5	0.00622075	2.00	0.0491	0.00311646
V8	1.64629705	0.93	0.3541	1.98158637

NOTE: THE PROCEDURE GLM USED 3.68 SECONDS AND 684K AND PRINTED PAGE 29.

```
672          PROC GLM DATA=SCRE;                                    0C001690
673           MODEL V1=V2 V5;                                       00001700
674                                                                 0C001710
675                                                                 0C001720
```

APPENDIX A
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Attachment A-4
(Page 4 of 9)

ENGLISH LAB TEST SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	2	14238.96263504	7119.48131752	81.10	0.0001	0.648294	17.8816
ERROR	88	7724.79560672	87.78176826		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.36919251		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V2	1	13880.36002089	158.12	0.0001	1	46.79003178	0.53	0.4673
V5	1	358.60261415	4.09	0.0463	1	358.60261415	4.09	0.0463

PARAMETER	ESTIMATE	T FOR H0: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	29.69728717	5.26	0.0001	5.65083886
V2	0.20063606	0.73	0.4673	0.27481124
V5	0.00629229	2.02	0.0463	0.00311318

NOTE: THE PROCEDURE GLM USED 3.65 SECONDS AND 684K AND PRINTED PAGE 30.

```
675          PROC GLM DATA=SCRE;                                    00001720
676           MODEL V1=V3 V4 V8;                                    00001730
677                                                                 00001740
678                                                                 00001750
```


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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE VII
SA-BY004 0401

14:33 MONDAY, JUNE 22, 1987

ENGLISH LAB TEST SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	3	13970.77514109	4656.92504703	50.69	0.0001	0.636083	18.2936
ERROR	87	7992.98310067	91.87336897		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.58505967		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V3	1	1279.60868437	13.93	0.0003	1	6734.70886671	73.30	0.0001
V4	1	12660.83502805	137.81	0.0001	1	7211.95793591	78.50	0.0001
V8	1	30.33142867	0.33	0.5671	1	30.33142867	0.33	0.5671

PARAMETER	ESTIMATE	T FOR H0: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	17.79841609	4.24	0.0001	4.20060436
V3	0.73488379	8.56	0.0001	0.08583296
V4	0.76541738	8.86	0.0001	0.08639061
V8	3.28361067	0.57	0.5671	5.71478697

NOTE: THE PROCEDURE GLM USED 3.75 SECONDS AND 684K AND PRINTED PAGE 31.

```
678          PROC GLM DATA=SCRE;                                    00001750
679           MODEL V1=V2 V8;                                       00001760
680                                                                 00001770
681                                                                 00001780
```

ENGLISH LAB TEST SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	2	13964.99969464	6982.49984732	76.82	0.0001	0.635820	18.1960
ERROR	88	7998.75854712	90.89498349		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.53388606		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V2	1	13880.36002089	152.71	0.0001	1	13940.89135617	153.37	0.0001
V8	1	84.63967375	0.93	0.3372	1	84.63967375	0.93	0.3372

PARAMETER	ESTIMATE	T FOR H0: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	18.50294790	5.96	0.0001	3.10568664
V2	0.75005172	12.38	0.0001	0.06056419
V8	1.94374953	0.96	0.3372	2.01429590

NOTE: THE PROCEDURE GLM USED 3.71 SECONDS AND 684K AND PRINTED PAGE 32.

```
681          PROC GLM DATA=SORE;                                    00001780
682           MODEL V1=V2;                                          00001790
683                                                                 00001800
684                                                                 00001810
```

ENGLISH LAB TEST SCORES

GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: V1

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	1	13880.36002089	13880.36002089	152.83	0.0001	0.631967	18.1889
ERROR	89	8083.398220d7	90.82469911		ROOT MSE		V1 MEAN
CORRECTED TOTAL	90	21963.75824176			9.53019932		52.39560440

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
V2	1	13880.36002089	152.83	0.0001	1	13880.36002089	152.83	0.0001

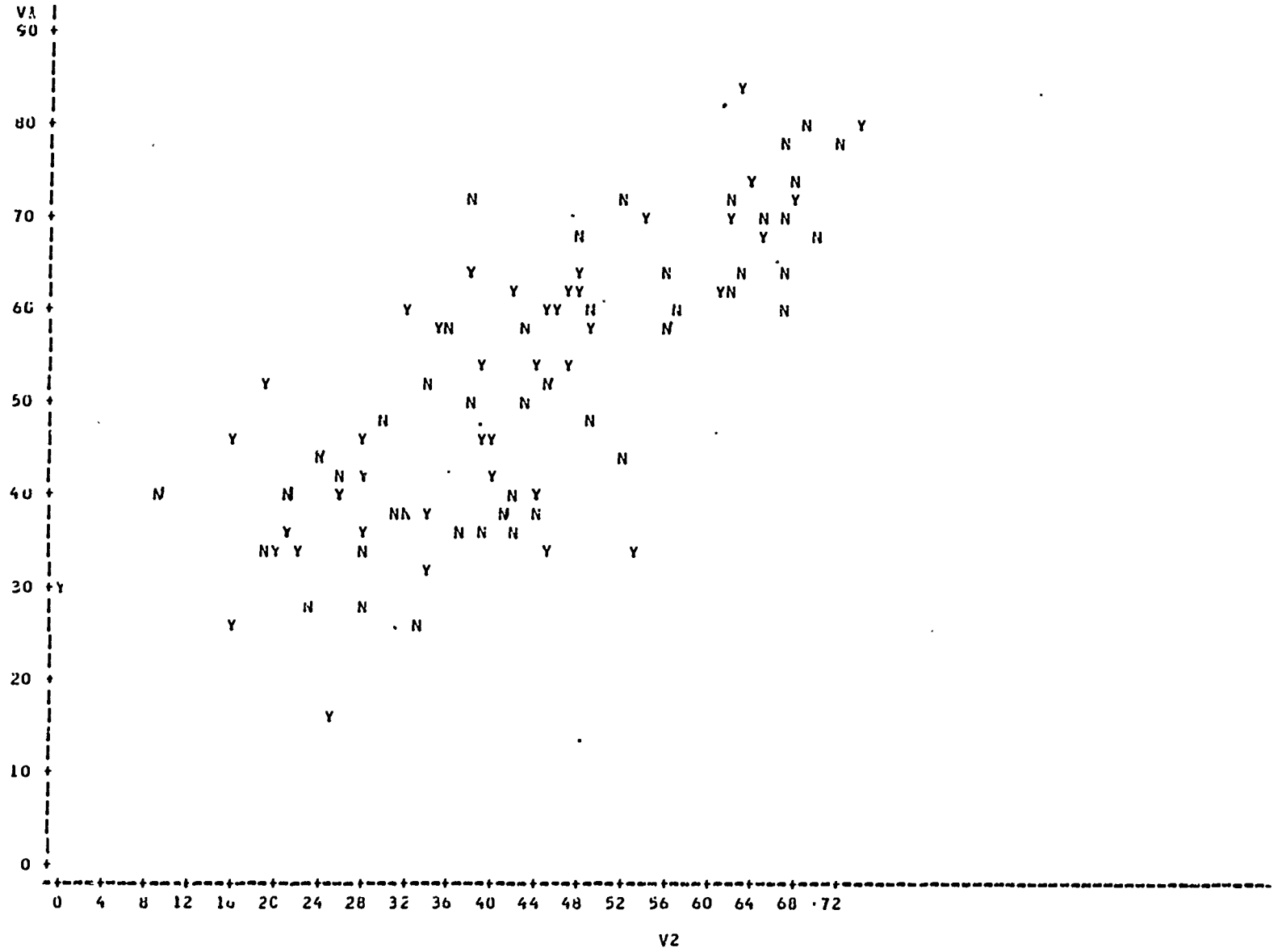
PARAMETER	ESTIMATE	T FOR HO: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	19.74886449	6.99	0.0001	2.82348873
V2	0.74308488	12.36	0.0001	0.06010907

NOTE: THE PROCEDURE CLM USED 3.48 SECONDS AND 684K AND PRINTED PAGE 33.

```
684          PROC PLOT DATA=SCRE;                                    00001810
685           PLOT V1*V2='1';                                        00001820
686                                                                  00001830
687                                                                  00001840
```

ENGLISH LAB TEST SCORES

PLOT OF V1*V2 SYMBOL IS VALUE OF TUTORED



NOTE: 5 OBS HIDDEN
NOTE: THE PROCEDURE PLOT USED 2.57 SECONDS AND 376K AND PRINTED PAGE 34.
NOTE: SAS USED 504K MEMORY.

PROG: SA-CL017-04-01 13:17 TUESDAY, JUNE 23, 1987 1
AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION
TWO GROUP F TEST
FOR TUTORED (1) VS. NONTUTORED STUDENTS(2)

OBS	RSQ1	RSQ2	RSQ3	RSQ4	RSQ5	RSQ6	RSQ7	N
1	0.65343	0.651909	0.651768	0.648294	0.636083	0.63582	0.631967	91

OBS	F15	F12	F23	F13	F34	F56	F67
1	2.12727 NS	0.373042 NS	0.0348357 NS	0.203812 NS	0.867921 NS	0.0628742 NS	0.931034 NS
DF	2-85	1-85	1-86	2	1-87	1-87	1-87

APPENDIX A
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Attachment A-5
(Page 1 of 1)

Title VII Program

Appendix B

IOWA TESTS OF BASIC SKILLS (ITBS)/
TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

IOWA TESTS OF BASIC SKILLS (ITBS)/ TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

Purpose

Academic achievement is the primary focus of education. For Title VII program LEP students, instructional efforts must be shared with helping students develop English language proficiency since this is the key to learning. Thus, both academic achievement and English proficiency are Title VII program goals.

The Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) were administered to provide achievement information in Reading, Language, Mathematics, Social Studies, and Science.

Decision Question D1. Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #2 - English Achievement: By the end of each program year, program students' average posttest percentile scores on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) (as appropriate) will be higher than average pretest percentile scores by subject area. (All schools)

Evaluation Question D1-5. Did program participants exhibit percentile achievement gains, on the average, by subject areas, when tested in English in:

a) Reading?
b) Mathematics?
c) Language?
d) Social Studies?
e) Science?

Evaluation Question D1-6. Did participants who were tutored exhibit greater percentile gains, on the average, in English achievement compared to those not tutored?

Evaluation Question D1-7. Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

Procedure

Test Administration

The ITBS is administered to all AISD students, grades K-8, while its continuation, the TAP, is given to students, grades 9-12. Both are administered as part of the regular districtwide testing program in April and May of each year.

All program LEP A,B, and C students are required to attempt the ITBS/TAP. However, if it is obvious they cannot handle the level of English proficiency required on the first test, the students are permitted to discontinue. This is based on teacher judgment that the student would be unable to answer one out of four items correctly. A separate decision is made for each subsequent subtest as a student who may not be able to take a reading comprehension test may be able to do reasonably well on a mathematics computation test. Subtests with an insufficient number of responses are automatically discounted when machine scored. A program student may also not be tested if that student was absent during the regular and make-up sessions of tne the districtwide testing.

All tests were administered by classroom teachers. All scoring was handled by the Office of Research and Evaluation (ORE).

Sample Description

The Title VII student population, upon which the ITBS/TAP analyses are based, is uniquely restricted for several reasons. Most participants have not been in AISD or its programs for LEP students for very long. Two-thirds (65%) of the 120 junior high and 59% of the 132 senior high students in Title VII at year's end had been participating less than two years. Students had to be in AISD a minimum of 1.1 years to be in the achievement analyses since scores for May, 1986 and 1987 were required. Overall, 56% of the Title VII students could be validly tested both years. Students in AISD LEP programs less than two years represented 42% of those tested.

Data Analysis

Evaluation Question D1-5 and Objective 2. Pre- and posttest median percentile scores on the ITBS (grades 7 and 8) and TAP (grades 9-12) were determined using SAS program LP-SAS16 0201 by grade and test area (reading, language, mathematics, social studies, and science). Program statements and sample output are shown in Attachment B-1. Gains were then hand-calculated (posttest median minus pretest median). Gains could not be determined for 9th graders, because they take the ITBS in grade 8 versus the TAP in grade 9; norms vary considerably.

Gains were also examined with grade equivalent scores with SAS program SA-JF080 0101. Grade equivalent scores are more appropriate than percentiles in examining gains; objectives might be re-written in this way next year.

Evaluation Question D1-6. The procedures described above for percentile scores were used except that students were divided into two groups--tutored and not tutored. Sample sizes by grade were too small to allow calculation of meaningful medians (see Attachment B-2 for the largest and smallest tutored sample size distribution); therefore, grades 7 and 8 and 10-12 were collapsed. Sample sizes were still too small to allow significance testing

Evaluation Question D1-7. The percentage of students (tutored and nontutored) showing gains were hand-calculated based on counts by subject and grade generated by SAS program LP-SAS16 0101. Percentages of tutored students showing gains in 1986-87 were then compared to the same data for 1985-86. Grade 9 was excluded from both sets of percentages.

Results

Formal overall English achievement outcomes were evaluated in terms of tne objective which stated that program students average posttest percentiles (spring, 1987) would be higher than their average pretest percentiles (spring, 1986).

Objective #2 - English Achievement: By the end of each program year, program students' average posttest percentile scores on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) (as appropriate) will be higher than average pretest percentile scores by subject area. (All schools)

Evaluation Question D1-5. Did program participants exhibit percentile achievement gains, on the average, by subject areas, when tested in English in:

a) Reading?
b) Mathematics?
c) Language?
d) Social Studies?
e) Science?

Figures B-1 and B-2 show that **the objective was met in each subject by most grade levels.**

- By subject, mathematics was the best area, with gains at all grade levels. Reading and social studies showed the least improvement, with gains at three of five grade levels.
- By grade, grade 7 showed the best performance, with gains in all areas. Grades 10 and 12 improved in the fewest areas (3 of 5).

FIGURE B-1
PERCENTILE GAINS OF TITLE VII STUDENTS ON THE 1987 ITBS/TAP

	Reading				Language				Mathematics				Social Studies				Science			
Grade	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain
7	36	3.5	10	6.5	31	5	10	5	37	9	18	9	32	5	11.5	6.5				
8	32	8	13	5	31	12	17	5	31	18	25	7	31	14	13	-1				
10	18	13	8.5	-4.5	18	14.5	13	-1.5	18	13	28	15	16	13	16	3	16	5	12.5	7.5
11	12	7	6.5	5.5	11	4	10	6	12	14	15	1	12	6	7.5	1.5	12	10	2.5	-7.5
12	10	22.5	12.5	0	10	16	21.5	5.5	10	33.5	39.5	11	9	15	9	-6	9	9	13	4

Figure B-2
GRADES MEETING THE ACHIEVEMENT
OBJECTIVE ON THE 1987 ITBS/TAP

CONTENT AREA	GAINS SHOWN	GAINS NOT SHOWN
Reading	7,8,11	***10,12
Language	7,8,11,12	10
Mathematics	7,8,10,11,12	
Social Studies	7,10,11	8,12
Science	** 10,12	11

* Ninth graders were excluded from all analyses, because they took the ITBS in 1986 and the TAP in 1987.
** Grades seven and eight do not take the science test.
*** Note: Grade 10 was in wrong column in Final Report 1986-87. (Original corrected 10/87.)

Grade Equivalent Scores--1986 to 1987

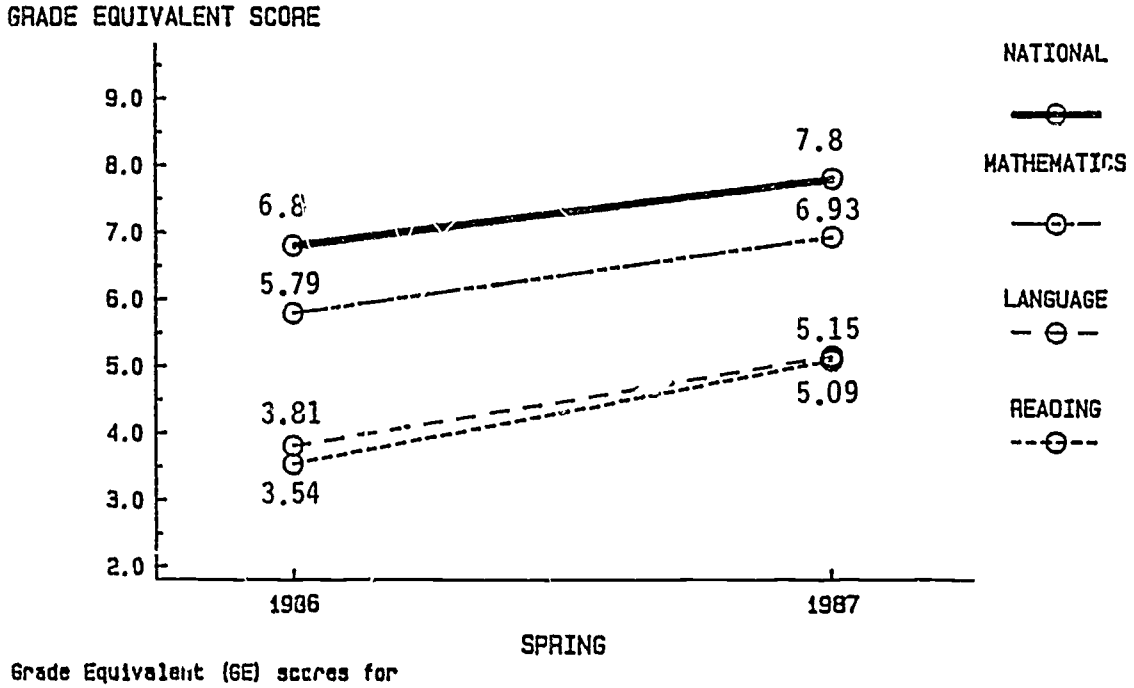
While most analyses were performed using percentile scores as required by program objectives, grade equivalent (GE) scores offer another perspective on the growth students are demonstrating. Gains at Murchison Junior High and the three Title VII high schools combined are shown in Figure B-3 and Figure B-4.

Compared to the national norm, students still score below the national norm in all areas. Students score closest to the national average in mathematics. Gains of greater than 1 GE help these students close the gap between their performance and the national norm. Full results are shown in Attachment B-3.

- Murchison 7th and 8th graders showed gains exceeding 1 GE in reading, language, and mathematics at grade 7. Grade 8 mathematics gains were considerably less than 1 GE (.69). Last year's mathematics gain was also below 1 GE. Murchison had no 8th grade bilingual mathematics teacher for part of last year; this year Murchison was still understaffed in mathematics--one period each of seventh and eighth grade bilingual mathematics was taught. Thus, many Title VII students had mathematics with an English-speaking teacher (see Figure B-3).

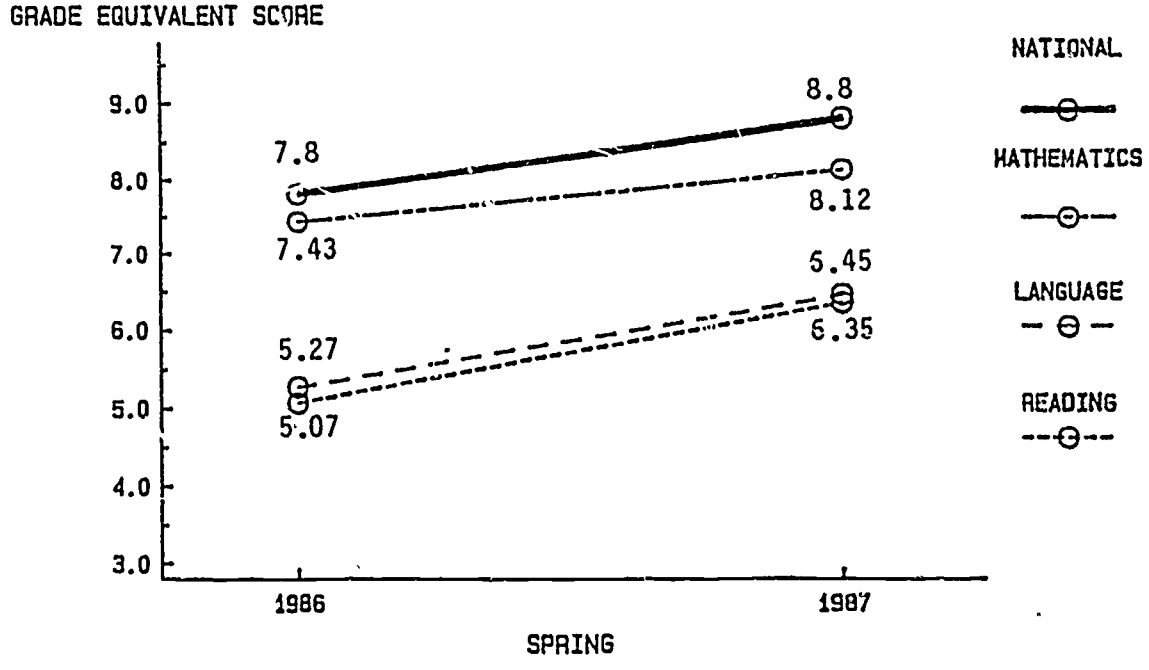
- Title VII high school gains exceeded 1 GE in mathematics and language at all grades (10, 11, 12) but were less than 1 GE (.2 GE) in reading at grades 10 and 12 (.4 GE). Grade 11 reading gains were strong (1.6 GE). The number tested was less than 20 at grades 11 and 12. The reason for the low reading gains is unclear. Grade 9 gains cannot be discussed because students are tested with the ITBS in grade 8 and the TAP in grade 9. Test characteristics and norms are too dissimilar to allow valid comparisons (see Figure B-4).

FIGURE B-3
GRADE 7 MURCHISON TITLE VII
ITBS GE SCORES SPRING, 1986 AND 1987



- Grade Equivalent (GE) scores for students tested both years. 1982 norms. N = 30-37

GRADE 8 MURCHISON TITLE VII
ITBS GE SCORES SPRING, 1986 AND 1987



Includes LEP students dominant or monolingual in Spanish or balanced in English and Spanish.
N = 30-33

Figure B-4
TAP MEAN GE SCORES
TITLE VII HIGH SCHOOLS ONE-YEAR FOLLOW-UP--
1986 (PRE) AND 1987 (POST)

	TOTAL 'N GROUP	MATHEMATICS				LANGUAGE				READING			
		NUMBER TESTED	PREMATH MEAN	POSTMATH MEAN	MATHGAIN MEAN	NUMBER TESTED	PRELANG MEAN	POSTLANG MEAN	LANGGAIN MEAN	NUMBER TESTED	PREREAD MEAN	POSTREAD MEAN	READGAIN MEAN
GRADE													
09	60	32		7.89		32		6.81		32		6.24	
10	41	20	7.47	9.04	1.57	20	6.42	7.68	1.26	20	6.45	6.58	0.13
11	19	13	8.38	9.58	1.20	12	6.12	7.21	1.09	13	5.42	6.96	1.55
12	13	9	9.64	11.14	1.50	9	6.41	7.98	1.57	9	6.74	7.16	0.41
TOTAL	133	74	8.17	8.89	0.72	73	6.10	7.26	1.15	74	6.04	6.57	0.53

Note: Gains could not be calculated at grade 9 because students were tested at grade 8 with the ITBS. 1982 norms.

Evaluation Question D1-6. Did participants who were tutored exhibit greater percentile gains, on the average, in English achievement compared to those not tutored?

The overall student gains were examined for tutored and nontutored students. Grades 7-8 and grades 10-12 were collapsed to adjust for the small numbers tutored at individual grades. As can be seen in Figure B-5, **tutored students exhibited more improvement than nontutored in two-thirds or 6 of 9 comparisons.** (Note: This was erroneously reported as 6 of 8 comparisons in Final Report 1986-87. The original was corrected 10/87.) Sample sizes were too small for significance testing.

FIGURE B-5
PERCENTILE GAINS OF TUTORED AND NONTUTORED
TITLE VII STUDENTS ON THE 1987 ITBS/TAP

Grade	Tutored	Reading				Language				Mathematics				Social Studies				Science			
		N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain	N	Median Pre	Median Post	Gain
7-8	Yes	19	4	13	9	18	12	19.5	7.5	11	18	23	5	0	0	0	0				
	No	49	5	11	6	44	7	12.5	5.5	57	12	24	12	63	11	12	1				
	Total					62				68											
10-12	Yes	3	1	11	10	7	1	8	7	3	6	20	14	2	18	/	-11	4	3	18	15
	No	37	9	8	-1	32	11	16.5	5.5	37	23	33	10	35	10	11	1	33	8	14	6
	Total	40				39				40				37				37			

Only students tutored in each area with pre- and posttests are included; no one tutored in social studies at grades 7 and 8 had both scores.

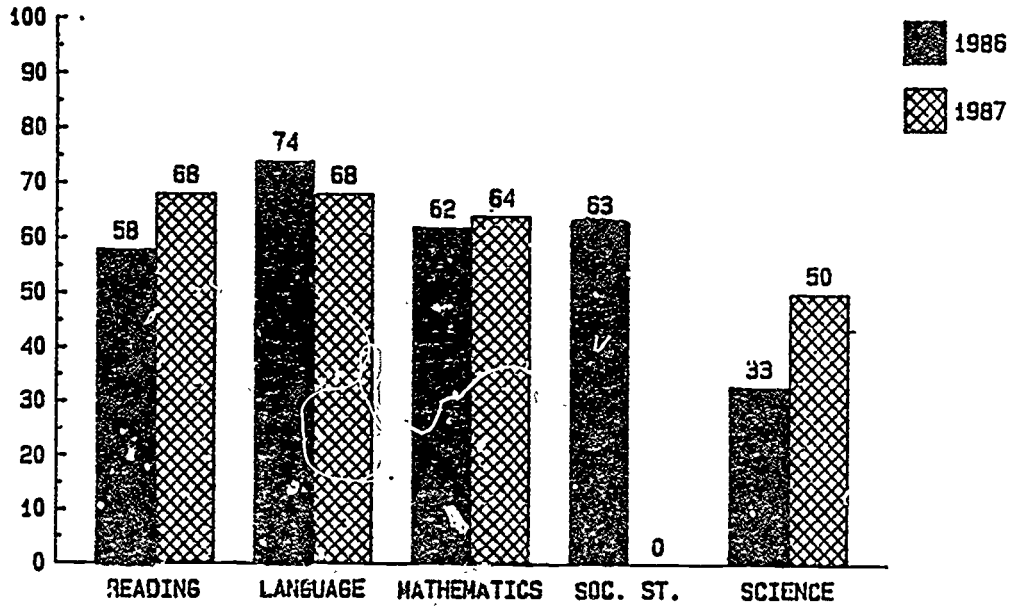
Evaluation Question D1-7. Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

The percentage of those students with gains in 1986-87 was compared to those with gains in 1985-86. The results are shown in Figure B-6. In 1987, a greater percentage of tutored students made gains in reading, mathematics, and science. However, caution should be noted in interpreting the findings; the number of tutored students with ITBS/TAP scores (excluding grade nine)

in 1987, was much smaller than in 1986. (The N was so small in both social studies and science that no real comparison can be made.)

Figure B-6

PERCENTAGE OF TUTORED STUDENTS WITH ITBS/TAP GAINS 1985-86 AND 1986-87



Scores of both years' ninth graders were excluded

Discussion

Overall achievement goals were examined in terms of percentiles and grade equivalent scores. The formal objective, which stated that spring 1987 percentiles of program students would be higher than their spring 1986 percentiles, was met in each subject by most grade levels; percentiles increased in 17 of 23 comparisons by subject and grade. While grade equivalent scores of Title VII participants were well below the national norms, in language secondary program student gains exceeded 1 GE at all grade levels examined (7, 8, 10, 11, and 12). Seventh graders and all Title VII high school levels (10, 11, and 12) also showed gains exceeding 1 GE in mathematics, the area in which program participants come closest to the national norm. Generally, students are closing the gap.

When the improvement of tutored and nontutored participants was examined, tutored program students showed greater gains than nontutored in two-thirds of the comparisons. Also, a greater percentage of tutored students made gains in reading, mathematics, and science in 1987. However, the small number of tutored students with ITBS/TAP scores restrict analysis procedures and their interpretation.

```
BARB8586  **** THIS WILL BE A SAS DATASET - JOHN WILL CREATE.
   INPUT: EOY 1986 LEP FILE.
          ACTIVE ONLY
          LANGDOM OF A & B
          HISPANIC
          SCHOOLS 003 007 009 052
          STATUS 2 & 8
            +
          SPECIAL LIST FROM BARBARA
              8965
              9009
              5305
              9052
              4978
              5305
              6805
              8979
              9007
              9007
              0594
              2335

     ADD 1985 ITBS OR TAP PERCENTILES & GE'S
     ADD 1986 ITBS OR TAP PERCENTILES & GE'S

     ITBS:                          TAP:
       READING TOTAL                  READING
       MATH TOTAL                     MATHEMATICS
       LANG TOTAL                     WRITTEN EXPRESSION
       WORK STUDY SKILLS TOTAL        SOCIAL STUDIES
                                      SCIENCE


 SA-BY001 0105
      TUTOR DATA
      ORIGINAL LIST CAME FROM EOY 1986 LEP FILE
         ACTIVE ONLY, LANGDOM A & B, HISPANIC, STATUS 2 & 8,
         SCHOOLS 003 007 009 052
      *** BARBARA WILL ENTER TUTOR DATA AND
                     ADD EXTRA STUDENTS.
     INPUT       SCHOOL          1-3                          00000770
                 GRADE         $ 5-6                          00000780
                 STUID         $ 8-14                         00000790
                 STUNAME       $ 16-35                        00000800
                 SEMESTER      $ 38                           00000810
           @40   TUTREAD         ZD4.2                        00000820
           @45   TUTLANG         ZD4.2                        00000830
           @50   TUTMATH         ZD4.2                        00000840
           @55   TUTSOCST        ZD4.2                        00000850
           @60   TUTSCI          ZD4.2;                       00000860
       TUTTOTAL = 0;                                          00000870
       TUTTOTAL + TUTREAD;                                    00000880
       TUTTOTAL + TUTLANG;                                    00000890
       TUTTOTAL + TUTMATH;                                    00000900
       TUTTOTAL + TUTSOCST;                                   00000910
       TUTTOTAL + TUTSCI;                                     00000920
       KEEP STUID  TUTTOTAL;                                  00000930
 CARDS;                                                       00000940
  *INCLUDE>SA-BY0010105                                       00000950
                                                              00000960

 SA-BY002 0401
      INPUT: BARB8586 - SAS DATA SET
         CREATE GAINS IN EACH SUBJECT AREA
      INPUT: SA-BY001 0105 - TUTORED TIME IN EACH SUBJECT AREA
      MERGE  &  CREATE TUTORED GROUPS IN EACH SUBJECT AREA
      MEANS  &  PROC TABULATES  OF TUTORED GROUPS X PRE, POST, GAIN
```

File Lay Out

```
1       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVOSAS16                    14:00 THURSOAY,

NOTE: THE JOB EVOSAS16 HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INOEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

1          OPTION ERRORS=0;                                                    00000130
2         ************************************************************************ 00000140
3         *   THIS PROGRAM PRINTS REPORTS OF TITLE VII STUDENTS PRE & POST      * 00000150
4         *   ITBS & TAP TEST SCORES.  THIS USES A TAPE FILE CREATED BY         * 00000160
5         *   LP-T7TST 01 01.  THIS IS LIKE LP-SAS16 01 01 EXCEPT THAT ONLY     * 00000170
6         *   STUDENTS WITH BOTH A PRE AND A POST TEST ARE INCLUDED.            * 00000180
7         ************************************************************************; 00000190
8                                                                               00000200
  104       DATA LP_TEMP;                                                       00001170
  105          SET LP_TTL7;                                                     00001180
  106          IF GRADE = '10' OR GRADE = '11' OR GRADE = '12';                 00001190
  107          IF RTFLAG NOT = 'MISSING';     /* INCLUDE ONLY THOSE WHO HAD */  00001200
  108                                         /* BOTH PRE & POST TESTS.     */
  109          TITLE1 'PROGRAM: LP-SAS16 02 01                    AUSTIN INDEPENDEN00001210

3       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVOSAS16                    14:00 THURSD

  110       T SCHOOL DISTRICT                                                   ';
  111          TITLE2 'DEPARTMENT OF MANAGEMENT INFORMATION';                   00001220
  112          TITLE3 'OFFICE OF RESEARCH AND EVALUATION';                      00001230
  113          TITLE5 'STATISTICS FOR TITLE VII STUDENTS - GRADES 10-12';       00001240
  114                                                                           00001250
  115                                                                           00001260
                                                                                00001270

NOTE: DATA SET USER010.LP_TEMP HAS 40 OBSERVATIONS AND 43 VARIABLES. 34 OBS/TRK.
NOTE: THE DATA STATEMENT USED 5.65 SECONDS AND 330K.

  115       PROC TABULATE DATA=LP_TEMP F=8 MISSING;                           00001270
  116          CLASS RTFLAG GRADE TUTREAD;                                    00001280
  117          KEYLABEL ALL='TOTAL'                                           00001290

  118                   N='#';
  119                                                                         00001300
  119          TABLE GRADE ALL,(RTFLAG ALL)*(TUTREAD ALL) / RTS=18 MISSTEXT='0'; 00001310
  120                                                                         00001310
  121       *PROC SORT DATA=LP_TEMP;                                         00001320
  122       *   BY TUTREAD;                                                  00001330
  123                                                                         00001340
  124                                                                         00001350
                                                                              00001360
```

PROGRAM: LP-SAS16 02 01

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

14:00 THURSDAY, JULY 2, 1987 1

STATISTICS FOR TITLE VII STUDENTS - GRADES 10-12

	READING						READING			TOTAL	
	+ GAIN		- GAIN		EVEN					TUTORED IN READING?	
	TUTORED IN READING?		TUTORED IN READING?		TUTORED IN READING?		+ GAIN	- GAIN	EVEN		
	N	Y	N	Y	N	Y	TOTAL	TOTAL	TOTAL	N	Y
GRADE	#	#	#	#	#	#	#	#	#	#	#
10	4	0	12	1	1	0	4	13	1	17	1
11	6	2	2	0	2	0	8	2	2	10	2
12	4	0	6	0	0	0	4	6	0	10	0
TOTAL	14	2	20	1	3	0	16	21	3	37	3

APPENDIX B
12

Attachment B-1
(Page 3 of 5)

STATISTICS FOR TITLE VII STUDENTS - GRADES 10-12

	TOTAL
	TOTAL
	#
GRADE	
10	18
11	12
12	10
TOTAL	40

NOTE: THE PROCEDURE TABULATE USED 5.23 SECONDS AND 592K AND PRINTED PAGES 1 TO 2.

```
124          PROC UNIVARIATE DATA=LP_TEMP FREQ NORMAL;                  00001360
125             VAR PRERTPC POSTRTPC;                                   00001370
126          *  BY TUTREAD;                                             00001380
127                                                                     00001390
128                                                                     00001400
```

STATISTICS FOR TITLE VII STUDENTS - GRADES 10-12

UNIVARIATE

VARIABLE=PRERTPC PRE READING %ILE

MOMENTS

N	40	SUM WGTS	40
MEAN	9.5	SUM	380
STD DEV	7.20755	VARIANCE	51.9487
SKEWNESS	0.695484	KURTOSIS	0.265373
USS	5636	CSS	2026
CV	75.8689	STD MEAN	1.13961
T:MEAN=0	8.33616	PROB>|T|	0.0001
SGN RANK	410	PROB>|S|	0.0001
NUM ^= 0	40		
W:NORMAL	0.910993	PROB<W	<0.01

QUANTILES(DEF=4)

100% MAX	31	99%	31
75% Q3	16.5	95%	20.95
50% MED	9	90%	17
25% Q1	3	10%	1
0% MIN	1	5%	1
		1%	1
RANGE	30		
Q3-Q1	13.5		
MODE	1		

EXTREMES

LOWEST	HIGHEST
1	17
1	17
1	20
1	21
1	31

FREQUENCY TABLE

VALUE	COUNT	PERCENTS CELL	PERCENTS CUM
1	8	20.0	20.0
3	3	7.5	27.5
4	1	2.5	30.0
5	2	5.0	35.0
6	5	12.5	47.5
9	2	5.0	52.5
10	2	5.0	57.5
11	1	2.5	60.0
12	2	5.0	65.0
13	2	5.0	70.0
14	1	2.5	72.5
15	1	2.5	75.0
17	7	17.5	92.5
20	1	2.5	95.0
21	1	2.5	97.5
31	1	2.5	100.0

```
NOTE: INFILE T7012 HAS THE FOLLOWING CHARACTERISTICS:
      DCB=(BLKSIZE=1300,LRECL=130,RECFM=F)

NOTE: MISSING VALUES WERE GENERATED AS A RESULT OF PERFORMING
      AN OPERATION ON MISSING VALUES.
      EACH PLACE IS GIVEN BY: (NUMBER OF TIMES) AT (LINE):(COLUMN).

      125 AT 38:14   132 AT 39:14   125 AT 40:14   133 AT 41:14   228 AT 42:14

NOTE: 266 LINES WERE READ FROM INFILE T7012.
NOTE: DATA SET USER010.LP_TTL7 HAS 266 OBSERVATIONS AND 43 VARIABLES. 34 OBS/TRK.
NOTE: THE DATA STATEMENT USED 50.97 SECONDS AND 330K.

104         DATA LP_TEMP;                                                    00001160
105            SET LP_TTL7;                                                  00001170
106            IF GRADE = '10' OR GRADE = '11' OR GRADE = '12';              00001180
107            IF RTFLAG NOT = 'MISSING';    /* INCLUDE ONLY THOSE WHO HAD */ 00001190
108                                          /* BOTH PRE & POST TESTS.     */ 00001200
109            TITLE1 'PROGRAM: LP-SAS16 02 01                AUSTIN INDEPENDEN00001210
110         T SCHOOL DISTRICT                                        ';       00001220
111            TITLE2 'DEPARTMENT OF MANAGEMENT INFORMATION';                00001230
112            TITLE3 'OFFICE OF RESEARCH AND EVALUATION';                   00001240
113            TITLE5 'STATISTICS FOR TITLE VII STUDENTS - GRADES 10-12';    00001250
114                                                                          00001260
115                                                                          00001270

NOTE: DATA SET USER010.LP_TEMP HAS 40 OBSERVATIONS AND 43 VARIABLES. 34 OBS/TRK.
NOTE: THE DATA STATEMENT USED 3.68 SECONDS AND 314K.

115         PROC TABULATE DATA=LP_TEMP F=8 MISSING;                          00001270
116            CLASS RTFLAG GRADE TUTREAD;                                   00001280
117            KEYLABEL ALL='TOTAL'                                          00001290

118                     N='#';                                               00001300
119                                                                          00001310
119            TABLE GRADE ALL,(RTFLAG ALL)*(TUTREAD ALL)  / RTS=18 MISSTEXT='0'; 00001310
120                                                                          00001320
121                                                                          00001330
```

```
52          ELSE
53          IF LTGAIN > 0 THEN LTFLAG = '+ GAIN';
54          ELSE
55          IF LTGAIN < 0 THEN LTFLAG = '- GAIN';
56          ELSE LTFLAG = 'EVEN';
57
58          IF MTGAIN = '.' THEN MTFLAG = 'MISSING';
59          ELSE
60          IF MTGAIN > 0 THEN MTFLAG = '+ GAIN';
61          ELSE
62          IF MTGAIN < 0 THEN MTFLAG = '- GAIN';
63          ELSE MTFLAG = 'EVEN';
64
65          IF SSGAIN = '.' THEN SSFLAG = 'MISSING';
66          ELSE
67          IF SSGAIN > 0 THEN SSFLAG = '+ GAIN';
68          ELSE
69          IF SSGAIN < 0 THEN SSFLAG = '- GAIN';
70          ELSE SSFLAG = 'EVEN';
71
72          IF SCGAIN = '.' THEN SCFLAG = 'MISSING';
73          ELSE
74          IF SCGAIN > 0 THEN SCFLAG = '+ GAIN';
75          ELSE
76          IF SCGAIN < 0 THEN SCFLAG = '- GAIN';
77          ELSE SCFLAG = 'EVEN';
78
79          LABEL RTFLAG = 'READING'
80                LTFLAG = 'LANGUAGE'
81                MTFLAG = 'MATH'
82                SSFLAG = 'SOCIAL STUDIES'
83                SCFLAG = 'SCIENCE'
84                PRERTPC = 'PRE READING %ILE'
85                POSTRTPC = 'POST READING %ILE'
86                PRELTPC = 'PRE LANGUAGE %ILE'
87                POSTLTPC = 'POST LANGUAGE %ILE'
88                PREMTPC = 'PRE MATH %ILE'
89                POSTMTPC = 'POST MATH %ILE'
90                PRESSPC = 'PRE SOCIAL STUDIES %ILE'
91                POSTSSPC = 'POST SOCIAL STUDIES %ILE'
92                PRESCPC = 'PRE SCIENCE %ILE'
93                POSTSCPC = 'POST SCIENCE %ILE'
94                TUTREAD = 'TUTORED IN READING?'
95                TUTLANG = 'TUTORED IN LANGUAGE?'
96                TUTMATH = 'TUTORED IN MATH?'
97                TUTSOCST = 'TUTORED IN SOCIAL STUDIES?'
98                TUTSC = 'TUTORED IN SCIENCE?';
99
100         DROP PRERTGE PRELTGE PREMTGE PRESSGE PRESCGE
101              POSTRTGE POSTLTGE POSTMTGE POSTSSGE POSTSCGE;
102
103
104
```

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

44:17 51:17 58:17 65:17 72:17

```
00000640
00000650
00000660
00000670
00000680
00000690
00000700
00000710
00000720
00000730
00000740
00000750
00000760
00000770
00000780
00000790
00000800
00000810
00000820
00000830
00000840
00000850
00000860
00000870
00000880
00000890
00000900
00000910
00000920
00000930
00000940
00000950
00000960
00000970
00000980
00000990
00001000
00001010
00001020
00001030
00001040
00001050
00001060
00001070
00001080
00001090
00001100
00001110
00001120
00001130
00001140
00001150
00001160
```

```
52          ELSE
53          IF LTGAIN > 0 THEN LTFLAG = '+ GAIN';
54          ELSE
55          IF LTGAIN < 0 THEN LTFLAG = '- GAIN';
56          ELSE LTFLAG = 'EVEN';
57
58          IF MTGAIN = '.' THEN MTFLAG = 'MISSING';
59          ELSE
60          IF MTGAIN > 0 THEN MTFLAG = '+ GAIN';
61          ELSE
62          IF MTGAIN < 0 THEN MTFLAG = '- GAIN';
63          ELSE MTFLAG = 'EVEN';
64
65          IF SSGAIN = '.' THEN SSFLAG = 'MISSING';
66          ELSE
67          IF SSGAIN > 0 THEN SSFLAG = '+ GAIN';
68          ELSE
69          IF SSGAIN < 0 THEN SSFLAG = '- GAIN';
70          ELSE SSFLAG = 'EVEN';
71
72          IF SCGAIN = '.' THEN SCFLAG = 'MISSING';
73          ELSE
74          IF SCGAIN > 0 THEN SCFLAG = '+ GAIN';
75          ELSE
76          IF SCGAIN < 0 THEN SCFLAG = '- GAIN';
77          ELSE SCFLAG = 'EVEN';
78
79          LABEL RTFLAG = 'READING'
80                LTFLAG = 'LANGUAGE'
81                MTFLAG = 'MATH'
82                SSFLAG = 'SOCIAL STUDIES'
83                SCFLAG = 'SCIENCE'
84                PRERTPC = 'PRE READING %ILE'
85                POSTRTPC = 'POST READING %ILE'
86                PRELTPC = 'PRE LANGUAGE %ILE'
87                POSTLTPC = 'POST LANGUAGE %ILE'
88                PREMTPC = 'PRE MATH %ILE'
89                POSTMTPC = 'POST MATH %ILE'
90                PRESSPC = 'PRE SOCIAL STUDIES %ILE'
91                POSTSSPC = 'POST SOCIAL STUDIES %ILE'
92                PRESCPC = 'PRE SCIENCE %ILE'
93                POSTSCPC = 'POST SCIENCE %ILE'
94                TUTREAD = 'TUTORED IN READING?'
95                TUTLANG = 'TUTORED IN LANGUAGE?'
96                TUTMATH = 'TUTORED IN MATH?'
97                TUTSOCST = 'TUTORED IN SOCIAL STUDIES?'
98                TUTSC = 'TUTORED IN SCIENCE?';
99
100         DROP PRERTGE PRELTGE PREMTGE PRESSGE PRESCGE
101              POSTRTGE POSTLTGE POSTMTGE POSTSSGE POSTSCGE;
102
103
104
```

```
00000640
00000650
00000660
00000670
00000680
00000690
00000700
00000710
00000720
00000730
00000740
00000750
00000760
00000770
00000780
00000790
00000800
00000810
00000820
00000830
00000840
00000850
00000860
00000870
00000880
00000890
00000900
00000910
00000920
00000930
00000940
00000950
00000960
00000970
00000980
00000990
00001000
00001010
00001020
00001030
00001040
00001050
00001060
00001070
00001080
00001090
00001100
00001110
00001120
00001130
00001140
00001150
00001160
```

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

44:17 51:17 58:17 65:17 72:17

NOTE: THE JOB EVOSAS16 HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID VERSION = FF SERIAL = 013553 MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

```
1          OPTION ERRORS=0;                                                                    00000130
2         ************************************************************************************ 00000140
3         *  THIS PROGRAM PRINTS REPORTS OF TITLE VII STUDENTS PRE & POST                    * 00000150
4         *  ITBS & TAP TEST SCORES.  THIS USES A TAPE FILE CREATED BY                       * 00000160
5         *  LP=T7TST 01 01.  THIS IS LIKE LP=SAS16 01 01 EXCEPT THAT ONLY                   * 00000170
6         *  STUDENTS WITH BOTH A PRE AND A POST TEST ARE INCLUDED.                          * 00000180
7         ************************************************************************************; 00000190
8                                                                                              00000200
9          DATA LP_TTL7;                                                                       00000210
10           INFILE T7012 LRECL=130 BLKSIZE=1300 RECFM=F;                                      00000220
11           INPUT STU_ID $ 1-7  STU_NAM $ 8-34  LOC $ 36-38  GRADE $ 39-40                    00000230
12                 TUTREAD $ 53  TLTLANG $ 54  TUTMATH $ 55                                    00000240
13                 TUTSOCST $ 56  TUTSC $ 57                                                   00000250
14                 PRE_TST $ 58-61  PRE_GRD $ 62-63                                            00000260
15                 PRERTSC $ 64  PRERTGE $ 65-67  PRERTPC   68-69                              00000270
16                 PRELTSC $ 70  PRELTGE $ 71-73  PRELTPC   74-75                              00000280
17                 PREMTSC $ 76  PREMTGE $ 77-79  PREMTPC   80-81                              00000290
18                 PRESSSC $ 82  PRESSGE $ 83-85  PRESSPC   86-87                              00000300
19                 PRESCSC $ 88  PRESCGE $ 89-91  PRESCPC   92-93                              00000310
20                 POST_TST $ 94-97  POST_GRD $ 98-99                                          00000320
21                 POSTRTSC $ 100  POSTRTGE $ 101-103  POSTRTPC   104-105                      00000330
22                 POSTLTSC $ 106  POSTLTGE $ 107-109  POSTLTPC   110-111                      00000340
23                 POSTMTSC $ 112  POSTMTGE $ 113-115  POSTMTPC   116-117                      00000350
24                 POSTSSSC $ 118  POSTSSGE $ 119-121  POSTSSPC   122-123                      00000360
25                 POSTSCSC $ 124  POSTSCGE $ 125-127  POSTSCPC   128-129;                     00000370
26                                                                                             00000380
27           IF TUTREAD = ' ' THEN TUTREAD = 'N';                                              00000390
28           ELSE TUTREAD = 'Y';                                                               00000400
29           IF TUTLANG = ' ' THEN TUTLANG = 'N';                                              00000410
30           ELSE TUTLANG = 'Y';                                                               00000420
31           IF TUTMATH = ' ' THEN TUTMATH = 'N';                                              00000430
32           ELSE TUTMATH = 'Y';                                                               00000440
33           IF TUTSOCST = ' ' THEN TUTSOCST = 'N';                                            00000450
34           ELSE TLTSOCST = 'Y';                                                              00000460
35           IF TUTSC = ' ' THEN TLTSC = 'N';                                                  00000470
36           ELSE TUTSC = 'Y';                                                                 00000480
37                                                                                             00000490
38           RTGAIN = POSTRTPC - PRERTPC;                                                      00000500
39           LTGAIN = POSTLTPC - PRELTPC;                                                      00000510
40           MTGAIN = POSTMTPC - PREMTPC;                                                      00000520
41           SSGAIN = POSTSSPC - PRESSPC;                                                      00000530
42           SCGAIN = POSTSCPC - PRESCPC;                                                      00000540
43                                                                                             00000550
44           IF RTGAIN = '.' THEN RTFLAG = 'MISSING';                                          00000560
45           ELSE                                                                              00000570
46           IF RTGAIN > 0 THEN RTFLAG = '+ GAIN';                                             00000580
47           ELSE                                                                              00000590
48           IF RTGAIN < 0 THEN RTFLAG = '- GAIN';                                             00000600
49           ELSE RTFLAG = 'EVEN';                                                             00000610
50                                                                                             00000620
51           IF LTGAIN = '.' THEN LTFLAG = 'MISSING';                                          00000630
```

NOTE: THE JOB EVOSAS16 HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID VERSION = FF SERIAL = 013553 MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

```
1          OPTION ERRORS=0;                                                    00000130
2         ************************************************************************ 00000140
3         *   THIS PROGRAM PRINTS REPORTS OF TITLE VII STUDENTS PRE & POST      * 00000150
4         *   ITBS & TAP TEST SCORES.  THIS USES A TAPE FILE CREATED BY         * 00000160
5         *   LP=T7TST 01 01.  THIS IS LIKE LP=SAS16 01 01 EXCEPT THAT ONLY     * 00000170
6         *   STUDENTS WITH BOTH A PRE AND A POST TEST ARE INCLUDED.            * 00000180
7         ************************************************************************; 00000190
8                                                                               00000200
9          DATA LP_TTL7;                                                        00000210
10           INFILE T7012 LRECL=130 BLKSIZE=1300 RECFM=F;                       00000220
11           INPUT STU_ID $ 1-7  STU_NAM $ 8-34  LOC $ 36-38  GRADE $ 39-40     00000230
12                 TUTREAD $ 53  TUTLANG $ 54  TUTMATH $ 55                     00000240
13                 TUTSOCST $ 56  TUTSC $ 57                                    00000250
14                 PRE_TST $ 58-61  PRE_GRD $ 62-63                             00000260
15                 PRERTSC $ 64  PRERTGE $ 65-67  PRERTPC   68-69               00000270
16                 PRELTSC $ 70  PRELTGE $ 71-73  PRELTPC   74-75               00000280
17                 PREMTSC $ 76  PREMTGE $ 77-79  PREMTPC   80-81               00000290
18                 PRESSSC $ 82  PRESSGE $ 83-85  PRESSPC   86-87               00000300
19                 PRESCSC $ 88  PRESCGE $ 89-91  PRESCPC   92-93               00000310
20                 POST_TST $ 94-97  POST_GRD $ 98-99                           00000320
21                 POSTRTSC $ 100  POSTRTGE $ 101-103  POSTRTPC   104-105      00000330
22                 POSTLTSC $ 106  POSTLTGE $ 107-109  POSTLTPC   110-111      00000340
23                 POSTMTSC $ 112  POSTMTGE $ 113-115  POSTMTPC   116-117      00000350
24                 POSTSSSC $ 118  POSTSSGE $ 119-121  POSTSSPC   122-123      00000360
25                 POSTSCSC $ 124  POSTSCGE $ 125-127  POSTSCPC   128-129;     00000370
26                                                                              00000380
27           IF TUTREAD = ' ' THEN TUTREAD = 'N';                               00000390
28           ELSE TUTREAD = 'Y';                                                00000400
29           IF TUTLANG = ' ' THEN TUTLANG = 'N';                               00000410
30           ELSE TUTLANG = 'Y';                                                00000420
31           IF TUTMATH = ' ' THEN TUTMATH = 'N';                               00000430
32           ELSE TUTMATH = 'Y';                                                00000440
33           IF TUTSOCST = ' ' THEN TUTSOCST = 'N';                             00000450
34           ELSE TUTSOCST = 'Y';                                               00000460
35           IF TUTSC = ' ' THEN TUTSC = 'N';                                   00000470
36           ELSE TUTSC = 'Y';                                                  00000480
37                                                                              00000490
38           RTGAIN = POSTRTPC - PRERTPC;                                       00000500
39           LTGAIN = POSTLTPC - PRELTPC;                                       00000510
40           MTGAIN = POSTMTPC - PREMTPC;                                       00000520
41           SSGAIN = POSTSSPC - PRESSPC;                                       00000530
42           SCGAIN = POSTSCPC - PRESCPC;                                       00000540
43                                                                              00000550
44           IF RTGAIN = '.' THEN RTFLAG = 'MISSING';                           00000560
45           ELSE                                                               00000570
46           IF RTGAIN > 0 THEN RTFLAG = '+ GAIN';                              00000580
47           ELSE                                                               00000590
48           IF RTGAIN < 0 THEN RTFLAG = '- GAIN';                              00000600
49           ELSE RTFLAG = 'EVEN';                                              00000610
50                                                                              00000620
51           IF LTGAIN = '.' THEN LTFLAG = 'MISSING';                           00000630
```

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

14:08 TUESDAY, JUNE 23, 1987 7

FREQUENCIES OF PRE & POST TEST SCORES
FOR TITLE VII STUDENTS

	MATH	TOTAL		
	MISSING	TUTMATH		TOTAL
	TOTAL	N	Y	TOTAL
	#	#	#	#
GRADE				
07	32	62	7	69
08	26	40	17	57
09	35	55	13	68
10	21	33	6	39
11	6	15	3	18
12	5	15	0	15
TOTAL	125	220	46	266

tutored (largest sample size)

nontutored

APPENDIX B
20.

Attachment B.2
(Page 6 of 7)

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

14:08 TUESDAY, JUNE 23, 1987 11

FREQUENCIES OF PRE & POST TEST SCORES
FOR TITLE VII STUDENTS

	SCIENCE	TOTAL		
	MISSING	TUTSC		TOTAL
	TOTAL	N	Y	TOTAL
	#	#	#	#
GRADE				
07	69	68	1	69
08	57	54	3	57
09	67	61	7	68
10	23	34	5	39
11	6	14	4	18
12	6	15	0	15
TOTAL	228	246	20	266

tutored (Smallest sample size)

nontutored

Attachment B-3

GRADE EQUIVALENT SCORES--1986 TO 1987--BY GRADE

(Page 1 of 23)

AUSTIN INDEPENDENT SCHOOL DISTRICT
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ONE YEAR FOLLOW UP = 1986-1987
SPANISH = DOMINANCE = A OR B OR C
JRHI = TITLE VII

	NUMB	PREREAD		POSTREAD		PRELANG		POSTLANG		PREMATH		POSTMATH	
	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE 1986-87													
07	66	35	3.54	65	4.94	30	3.81	64	5.01	37	5.79	55	7.07
08	54	33	5.07	54	6.16	33	5.25	53	5.98	32	7.43	53	7.79
TOTAL	120	68	4.28	119	5.49	63	4.57	117	5.45	69	6.55	118	7.39
NOT TITLE VII	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE													
07	77	61	4.75	64	5.87	59	4.98	61	5.92	61	6.17	63	6.98
08	21	14	5.70	15	7.26	14	6.27	15	7.32	14	7.16	16	7.87
TOTAL	98	75	4.93	79	6.13	73	5.23	76	6.20	75	6.36	79	7.16
TITLE VII	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE													
09	60	36	5.87	53	6.13	36	5.80	54	6.27	36	7.97	54	7.47
10	41	21	6.34	39	6.44	21	6.45	39	7.30	21	7.39	39	8.97
11	19	13	5.42	17	6.65	12	6.12	18	6.73	13	8.38	18	9.27
12	13	10	6.76	12	6.72	10	6.74	12	8.07	10	9.93	12	10.61
TOTAL	133	80	6.03	121	6.36	79	6.14	123	6.84	80	8.13	123	8.51
NOT TITLE VII	SUM	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
GRADE													
09	38	31	6.41	35	7.29	31	6.60	35	7.28	31	7.61	35	7.99
10	17	7	6.81	14	6.93	7	7.33	14	7.82	7	7.76	14	8.88
11	2	1	5.70	1	7.50	1	7.10	1	8.90	1	6.70	1	9.90
12	1	1	5.90	0		1	6.10	0		1	7.20	0	
TOTAL	58	40	6.45	50	7.20	40	6.72	50	7.46	40	7.60	50	8.28

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
JRHI - TITLE VII TESTED IN READING

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	64	64	94.118	94.118
7	4	68	5.882	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	18	18	26.471	26.471
B	34	52	50.000	76.471
C	16	68	23.529	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.44	2	2	2.941	2.941
1	3	5	4.412	7.353
1.32	1	6	1.471	8.824
1.68	23	29	33.824	42.647
2.32	4	33	5.882	48.529
2.68	10	43	14.706	63.235
3	2	45	2.941	66.176
3.32	1	46	1.471	67.647
3.68	5	51	7.353	75.000
4.32	1	52	1.471	76.471
5.68	2	54	2.941	79.412
6.32	1	55	1.471	80.882
6.68	4	59	5.882	86.765
7.24	1	60	1.471	88.235
7.32	2	62	2.941	91.176
7.68	2	64	2.941	94.118
8.68	4	68	5.882	100.000

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JRHI - NOT TITLE VII

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	59	59	88.060	88.060
7	7	66	10.448	98.507
8	1	67	1.493	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	4	4	5.970	5.970
B	12	16	17.910	23.881
C	51	67	76.119	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.32	1	1	1.493	1.493
1.32	2	3	2.985	4.478
1.68	5	8	7.463	11.940
2.68	1	9	1.493	13.433
3	3	12	4.478	17.910
3.16	1	13	1.493	19.403
3.32	1	14	1.493	20.896
3.68	6	20	8.955	29.851
4.32	2	22	2.985	32.836
4.44	1	23	1.493	34.328
4.68	5	28	7.463	41.791
5.32	1	29	1.493	43.284
5.68	2	31	2.985	46.269
6	1	32	1.493	47.761
6.32	1	33	1.493	49.254
6.68	12	45	17.910	67.164
7	1	46	1.493	68.657
7.32	1	47	1.493	70.149
7.68	11	58	16.418	86.567
8.68	9	67	13.433	100.000

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ONE YEAR FOLLOW UP - 1986-1987
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STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	71	71	95.946	95.946
7	3	74	4.054	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	1	1	1.351	1.351
B	57	58	77.027	78.378
C	16	74	21.622	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0	1	1	1.351	1.351
0.52	1	2	1.351	2.703
1	5	7	6.757	9.459
1.32	1	8	1.351	10.811
1.68	24	32	32.432	43.243
2	2	34	2.703	45.946
2.32	1	35	1.351	47.297
2.68	6	41	8.108	55.405
3	2	43	2.703	58.108
3.68	9	52	12.162	70.270
4	3	55	4.054	74.324
4.32	3	58	4.054	78.378
4.68	2	60	2.703	81.081
5.68	4	64	5.405	86.486
5.84	1	65	1.351	87.838
6.32	2	67	2.703	90.541
6.68	1	68	1.351	91.892
7.68	2	70	2.703	94.595
8.68	4	74	5.405	100.000

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SRHI - NOT TITLE VII

TESTED IN READIN

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	27	27	77.143	77.143
7	8	35	22.857	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	1	1	2.857	2.857
B	24	25	68.571	71.429
C	10	35	28.571	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.6	3	3	8.571	8.571
1	1	4	2.857	11.429
1.68	4	8	11.429	22.857
2.68	3	11	8.571	31.429
3.32	2	13	5.714	37.143
3.68	2	15	5.714	42.857
4	1	16	2.857	45.714
4.32	1	17	2.857	48.571
4.68	3	20	8.571	57.143
5.32	3	23	8.571	65.714
5.68	4	27	11.429	77.143
6.68	3	30	8.571	85.714
7.68	3	33	8.571	94.286
8.68	2	35	5.714	100.000

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ONE YEAR FOLLOW UP = 1986-1987
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	NUMB	PREREAD	POSTREAD	READGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
07	35	3.54	5.09	1.54
08	33	5.07	6.35	1.28
TOTAL	68	4.28	5.70	1.42
GRADE				
07	30	3.81	5.15	1.34
08	32	5.27	6.45	1.18
TOTAL	62	4.56	5.82	1.26
GRADE				
07	37	5.79	6.93	1.13
08	32	7.43	8.12	0.68
TOTAL	69	6.55	7.48	0.92

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	NUMB	PREREAD	POSTREAD	READGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
07	55	4.75	6.01	1.26
08	12	5.79	7.03	1.24
TOTAL	67	4.94	6.19	1.26
GRADE				
07	50	4.94	6.10	1.16
08	12	6.34	6.91	0.57
TOTAL	62	5.21	6.26	1.05
GRADE				
07	54	6.24	7.07	0.84
08	12	7.09	7.99	0.90
TOTAL	66	6.39	7.24	0.85

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
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	NUMB	PREREAD	POSTREAD	READGAIN
	SUM	MEAN	MEAN	MEAN
GRADE				
09	28	6.56	7.65	1.09
10	6	6.90	7.80	0.90
11	1	5.70	7.50	1.80
TOTAL	35	6.59	7.67	1.08
GRADE				
09	28	6.75	7.64	0.90
10	6	7.50	9.40	1.90
11	1	7.10	8.90	1.80
TOTAL	35	6.89	7.98	1.09
GRADE				
09	28	7.74	8.35	0.61
10	6	8.05	10.15	2.10
11	1	6.70	9.90	3.20
TOTAL	35	7.77	8.71	0.94

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C

GRADE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
07	143	143	34.963	34.963
08	75	218	18.337	53.301
09	98	316	23.961	77.262
10	58	374	14.181	91.443
11	21	395	5.134	96.577
12	14	409	3.423	100.000

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	382	382	93.399	93.399
7	26	408	6.357	99.756
8	1	409	0.244	100.000

LANGGRP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SPAN	409	409	100.000	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	41	41	10.024	10.024
B	242	283	59.169	69.193
C	126	409	30.807	100.000

SCHGROUP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
JRHI	218	218	53.301	53.301
SRHI	191	409	46.699	100.000

TITLE7	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
T7NOX	156	156	38.142	38.142
T7YES	253	409	61.858	100.000

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
.	1	.	.	.
0	2	2	0.490	0.490
0.08	1	3	0.245	0.735
0.16	4	7	0.980	1.716
0.24	8	15	1.961	3.676
0.32	1	16	0.245	3.922
0.44	8	24	1.961	5.882
0.52	2	26	0.490	6.373
0.6	77	103	18.873	25.245
0.68	6	109	1.471	26.716
1	9	18	2.206	28.922
1.32	6	124	1.471	30.392
1.68	72	196	17.647	48.039
2	7	203	1.716	49.755
2.32	6	209	1.471	51.225
2.68	22	231	5.392	56.618
3	9	240	2.206	58.824
3.16	1	241	0.245	59.069
3.32	6	247	1.471	60.539
3.68	27	274	6.618	67.157
4	6	280	1.471	68.627
4.32	7	287	1.716	70.343
4.44	1	288	0.245	70.588
4.68	15	303	3.676	74.265
5	1	304	0.245	74.510
5.32	6	310	1.471	75.980
5.68	15	325	3.676	79.657
5.84	1	326	0.245	79.902
6	2	328	0.490	80.392
6.32	4	332	0.980	81.373
6.68	25	357	6.127	87.500
7	1	358	0.245	87.745
7.24	1	359	0.245	87.990
7.32	4	363	0.980	88.971
7.68	22	385	5.392	94.363
8.68	23	408	5.637	100.000

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SPANISH - DOMINANCE = A OR B OR C
JRHI - TITLE VII
GRADE=07

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	65	65	98.485	98.485
7	1	66	1.515	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	27	27	40.909	40.909
B	29	56	43.939	84.848
C	10	66	15.152	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.44	2	2	3.030	3.030
0.6	18	20	27.273	30.303
0.68	1	21	1.515	31.818
1.32	1	22	1.515	33.333
1.68	16	38	24.242	57.576
2	1	39	1.515	59.091
2.32	1	40	1.515	60.606
2.68	8	48	12.121	72.727
3	2	50	3.030	75.758
3.68	3	53	4.545	80.303
4.32	1	54	1.515	81.818
5.68	2	56	3.030	84.848
6.32	1	57	1.515	86.364
6.68	4	61	6.061	92.424
7.32	2	63	3.030	95.455
7.68	1	64	1.515	96.970
8.68	2	66	3.030	100.000

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JRHI = TITLE VII
GRADE=08

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	50	50	92.593	92.593
7	4	54	7.407	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
B	46	46	85.185	85.185
C	8	54	14.815	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.44	5	5	9.259	9.259
0.6	10	15	18.519	27.778
1	3	18	5.556	33.333
1.32	2	20	3.704	37.037
1.68	20	40	37.037	74.074
2.32	3	43	5.556	79.630
2.68	2	45	3.704	83.333
3	1	46	1.852	85.185
3.32	1	47	1.852	87.037
3.68	2	49	3.704	90.741
5.68	1	50	1.852	92.593
7.24	1	51	1.852	94.444
7.68	1	52	1.852	96.296
8.68	2	54	3.704	100.000

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JRHI = NOT TITLE VII
GRADE=07

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	71	71	92.208	92.208
7	5	76	6.494	98.701
8	1	77	1.299	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	7	7	9.091	9.091
B	14	21	18.182	27.273
C	56	77	72.727	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.16	1	1	1.299	1.299
0.24	4	5	5.195	6.494
0.32	1	6	1.299	7.792
0.6	2	8	2.597	10.390
1.32	2	10	2.597	12.987
1.68	3	13	3.896	16.883
2	1	14	1.299	18.182
2.68	1	15	1.299	19.481
3	3	18	3.896	23.377
3.32	2	20	2.597	25.974
3.68	8	28	10.390	36.364
4	1	29	1.299	37.662
4.32	1	30	1.299	38.961
4.68	7	37	9.091	48.052
5.32	1	38	1.299	49.351
5.68	2	40	2.597	51.948
6	1	41	1.299	53.247
6.32	1	42	1.299	54.545
6.68	15	57	19.481	74.026
7	1	58	1.299	75.325
7.32	1	59	1.299	76.623
7.68	9	68	11.688	88.312
8.68	9	77	11.688	100.000

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JRHI - NOT TITLE VII
GRADE=08

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	18	18	85.714	85.714
7	3	21	14.286	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
B	9	9	42.857	42.857
C	12	21	57.143	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.6	1	1	4.762	4.762
1.68	2	3	9.524	14.286
2	1	4	4.762	19.048
3.16	1	5	4.762	23.810
3.32	1	6	4.762	28.571
3.68	1	7	4.762	33.333
4.32	1	8	4.762	38.095
4.44	1	9	4.762	42.857
4.68	2	11	9.524	52.381
5.32	2	13	9.524	61.905
6.68	1	14	4.762	66.667
7.68	5	19	23.810	90.476
8.68	2	21	9.524	100.000

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SRHI - TITLE VII
GRADE=09

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	59	59	98.333	98.333
7	1	60	1.667	100.000

COMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	2	2	3.333	3.333
B	47	49	78.333	81.667
C	11	60	18.333	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.16	2	2	3.333	3.333
0.24	2	4	3.333	6.667
0.44	1	5	1.667	8.333
0.52	1	6	1.667	10.000
0.6	13	19	21.667	31.667
0.68	2	21	3.333	35.000
1	1	22	1.667	36.667
1.32	1	23	1.667	38.333
1.68	11	34	18.333	56.667
2.68	3	37	5.000	61.667
3	2	39	3.333	65.000
3.68	7	46	11.667	76.667
4	3	49	5.000	81.667
4.32	2	51	3.333	85.000
4.68	2	53	3.333	88.333
5.68	2	55	3.333	91.667
6	1	56	1.667	93.333
6.32	1	57	1.667	95.000
6.68	2	59	3.333	98.333
7.32	1	60	1.667	100.000

AUSTIN INDEPENDENT SCHOOL DISTRICT
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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - TITLE VII
GRADE=10

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	40	40	97.561	97.561
7	1	41	2.439	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
B	32	32	78.049	78.049
C	9	41	21.951	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0	1	1	2.439	2.439
0.16	1	2	2.439	4.878
0.24	1	3	2.439	7.317
0.6	16	19	39.024	46.341
1	1	20	2.439	48.780
1.68	4	24	9.756	58.537
2	2	26	4.878	63.415
2.32	1	27	2.439	65.854
2.68	3	30	7.317	73.171
3.68	4	34	9.756	82.927
4	1	35	2.439	85.366
4.32	1	36	2.439	87.805
4.68	1	37	2.439	90.244
5.68	1	38	2.439	92.683
8.68	3	41	7.317	100.000

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - TITLE VII
GRADE=11

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	18	18	94.737	94.737
7	1	19	5.263	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	1	1	5.263	5.263
B	17	18	89.474	94.737
C	1	19	5.263	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.6	5	5	26.316	26.316
1	2	7	10.526	36.842
1.68	7	14	36.842	73.684
2.32	1	15	5.263	78.947
5	1	16	5.263	84.211
5.68	1	17	5.263	89.474
5.84	1	18	5.263	94.737
6.32	1	19	5.263	100.000

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - TITLE VII
GRADE=12

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	13	13	100.000	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
B	9	9	69.231	69.231
C	4	13	30.769	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.6	3	3	23.077	23.077
1	1	4	7.692	30.769
1.68	3	7	23.077	53.846
2.68	1	8	7.692	61.538
3	1	9	7.692	69.231
7.68	2	11	15.385	84.615
8.68	2	13	15.385	100.000

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - NOT TITLE VII
GRADE=09

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	31	31	81.579	81.579
7	7	38	18.421	100.000

COMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	1	1	2.632	2.632
B	24	25	63.158	65.789
C	13	38	34.211	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
.	1	.	.	.
C	1	1	2.703	2.703
0.6	4	5	10.811	13.514
0.68	1	6	2.703	16.216
1	1	7	2.703	18.919
1.68	5	12	13.514	32.432
2	2	14	5.405	37.838
2.68	3	17	8.108	45.946
3.68	2	19	5.405	51.351
4	1	20	2.703	54.054
4.32	1	21	2.703	56.757
4.68	2	23	5.405	62.162
5.32	2	25	5.405	67.568
5.68	4	29	10.811	78.378
6.68	2	31	5.405	83.784
7.68	3	34	8.108	91.892
8.68	3	37	8.108	100.000

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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - NOT TITLE VII
GRADE=10

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	14	14	82.353	82.353
7	3	17	17.647	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
A	3	3	17.647	17.647
B	13	16	76.471	94.118
C	1	17	5.882	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
0.08	1	1	5.882	5.882
0.24	1	2	5.882	11.765
0.52	1	3	5.882	17.647
0.6	5	8	29.412	47.059
0.68	2	10	11.765	58.824
2.68	1	11	5.882	64.706
3.32	2	13	11.765	76.471
4.68	1	14	5.882	82.353
5.32	1	15	5.882	88.235
5.68	1	16	5.882	94.118
6.68	1	17	5.882	100.000

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15:20

ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - NOT TITLE VII
GRADE=11

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	2	2	100.000	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
B	1	1	50.000	50.000
C	1	2	50.000	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
5.68	1	1	50.000	50.000
7.68	1	2	50.000	100.000

AUSTIN INDEPENDENT SCHOOL DISTRICT
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FINAL REPORTS
SA-JF080 0101
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ONE YEAR FOLLOW UP - 1986-1987
SPANISH - DOMINANCE = A OR B OR C
SRHI - NOT TITLE VII
GRADE=12

STATUS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
2	1	1	100.000	100.000

DOMINANC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
B	1	1	100.000	100.000

LEPYEARS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
1.68	1	1	100.000	100.000

Title VII Program

Appendix C

LA PRUEBA RIVERSIDE DE REALIZACIÓN EN ESPAÑOL

LA PRUEBA RIVERSIDE de REALIZACIÓN en ESPAÑOL

Purpose

La Prueba Riverside de Realización en Español (Prueba Riverside) is a Spanish achievement test developed by Riverside Publishing which measures achievement in reading, language, mathematics, social studies, and science; it is designed to be of comparable difficulty to the ITBS. The highest possible raw score varies from 25 to 30, depending upon the subtest. La Prueba Riverside was administered to LEP students to provide information concerning:

Decision Question D1: Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #4 - Spanish Proficiency: By the end of each project year, the percentage of project students exhibiting raw score gains on the language portion of the Prueba Riverside will be higher than that found in the previous year. (Murchison and Travis only)

Evaluation Question D1-9. Did those project participants receiving instruction in Spanish exhibit raw score gains in their Spanish language scores? (Murchison and Travis only)?

Evaluation Question D1-10. Did the percentage showing raw score gains exceed that found last year?

Objective #5 - Spanish Achievement: By the end of each project year, the percentage of project students exhibiting raw score gains in reading, mathematics, social studies, and science of the Prueba Riverside will be higher than that found the previous year. (Murchison and Travis only)

Evaluation Question D1-11. Did those project participants receiving instruction in Spanish exhibit raw score gains in their Spanish achievement scores? (Murchison and Travis only)

Evaluation Question D1-12. Did the percentage showing raw score gains exceed that found last year?

Procedure

La Prueba Riverside was administered to Title VII LEP students at Murchison and Travis in the fall and spring of school year 1986-87. At Murchison, it was given because Title VII LEP students received bilingual instruction in the content areas plus ESL. At Travis, LEP students received one daily period each of Spanish for Native Speakers and ESL; content areas were taught in English. In the case of Travis, La Prueba Riverside was administered to evaluate school achievement in the students' more fluent language.

The Prueba Riverside was administered to program students from September 25 to October 8, 1986. At Murchison seventh and eighth graders were given the test by TBE teachers. The bilingual teacher at Travis administered the Prueba Riverside to program students in grades 9 and 10. Schedules did not permit testing to be done by the Title VII evaluation associate. While it is not optimal to have the teachers administer the test, they seemed to approach the task seriously and conscientiously. These results provided the baseline for comparison with April-May of 1987 re-evaluation scores. The pre- and posttest results for students who participated in the program for two years were also analyzed for significant gains.

Last year, the full time program specialist coordinated the testing. This year one full time program specialist was not hired; instead, program teacher/specialists were named at each school. Coordination of test administration was handled by the evaluation associate who conferred with the Title VII program teacher/specialists at Murchison and Travis. At Travis, one of the counselors also assisted.

The following coordination problems occurred in the administration of La Prueba in the fall. It is not known whether they affected test validity:

- The teacher/specialists at Murchison and Travis were hard to reach directly so telephone messages were left. Many times this slowed down communication.

- Manuals were sent to the teacher/specialist at Murchison on Thursday to arrive Friday for Tuesday fall testing. The teacher/specialist was to distribute them to the other teachers who would be testing. Teachers did not receive them until Monday. Thus, preparation time was minimal.

- At Murchison a meeting was scheduled on the Monday prior to testing by the evaluation associate to review test instructions. Apparently there was some miscommunication, because teachers were not notified and therefore did not show up. The evaluation associate discussed testing with the teacher/specialist alone.

- Make-ups were given to students by the evaluation associate at the request of the schools. Her Spanish fluency was not perfect in terms of pace. However, students did seem to understand and worked without apparent problems.

The Prueba Riverside posttest, administered between March 31 and April 27, 1987, went relatively smoother. Teachers' manuals and student booklets were sent to both Murchison and Travis one week before testing. The posttest was also administered by the TBE teacher at Murchison and the bilingual ESL teacher at Travis. Additionally, make-ups were given by a bilingual clinical psychologist with an educational background.

Hispanic students in the bilingual and transitional programs at their respective schools function with varying proficiency in two languages. Therefore, it was assumed that their Spanish fluency would generally not be as proficient as Spanish monolingual speakers. Subsequently, on the Prueba Riverside, students were assigned to a test level designated as "low average or below average." The only exceptions to this were the tenth graders at Travis who were tested out of level because the test ceiling was ninth grade. Students were given the following levels:

Grade	Level
7	12*
8	13
9	14
10	14

Because Prueba Riverside has only spring norms, students' raw scores were used to compare achievement gains. It should be noted, however, that during the first program year, 1985-86, seventh graders were mistakenly given level 13 in the fall. Thus, it should have been easier for them to show gains in the spring when given a lower level of the test. However, no unusual fluctuation in gains were noted; Murchison's overall subject mean raw score gains were basically the same with or without seventh grade scores.

Prueba pre- and posttest scores were keypunched and entered onto SAS data files SA-BY001-0104 and SA-BY001-0106 by the programmer analyst. In June, 1987, the program evaluation associate, assisted by ORE staff, modified an existing program, SA-BY003-0301 (Attachment C-1), to answer the foregoing decision and evaluation questions concerning student gains.

Results

Objective #4 - Spanish Proficiency: By the end of each project year, the percentage of project students exhibiting raw score gains on the language portion of the Prueba Riverside will be higher than that found in the previous year. (Murchison and Travis only)

> **Evaluation Question D1-9.** Did those project participants receiving instruction in Spanish exhibit raw score gains in their Spanish language scores? (Murchison and Travis only)

As can be seen in Figure C-1, Title VII Program students at Murchison and Travis in grades 7-10 made highly significant (.0001) overall mean raw score gains in language in 1986-87. When examined by grade, program LEP students exhibited significant mean raw score language gains in three of the four grades tested. (See Figures C-2 and C-3.) It should be noted that the actual number of points gained pre- to post is fairly small.

FIGURE C-1
LA PRUEBA RIVERSIDE MEAN RAW SCORE GAINS
OF TITLE VII PROGRAM STUDENTS
AT MURCHISON AND TRAVIS IN 1986-87

SUBJECT	N	MAX SCORE	MEAN PRE	MEAN POST	MEAN GAIN
Reading	148	30	17.30	20.07	2.78 ***
Language	148	25	12.72	14.47	1.75 ***
Mathematics	148	30	16.24	19.15	2.91 ***
Social Studies	148	28	15.95	17.77	1.82 ***
Science	148	28	15.43	17.11	1.69 ***

T tests were run to check pre- to posttest gains for significance.
*** = Significance at or above .001 level

FIGURE C-2
GRADE LEVELS WITH SIGNIFICANT AND
NOT SIGNIFICANT GAINS ON LA PRUEBA RIVERSIDE -- 1986-87

SUBJECT	SIGNIFICANT	NOT SIGNIFICANT
Reading	7,8,9,10	
Language	7,8,9	10
Mathematics	7,8,9,10	
Social Studies	7,9,10	8
Science	7,10	8,9

Gains significant at $p < .01$ level or greater

Evaluation Question D1-10. Did the percentage showing raw score gains exceed that found last year?

Figures C-4 shows that the percentage of Title VII students at Murchison (72%) making Spanish language gains increased over 1985-86 (59%). At Travis there was a marginal decrease of one percentage point in 1986-87. Thus, in terms of both the evaluation question and the Spanish language objective, Murchison program students met the achievement criterion. These participants received one period of formal bilingual language instruction and on-going bilingual language support in other content areas, and ESL each day. Travis participants, who narrowly missed meeting the objective, received a daily period of Spanish for Native Speakers.

FIGURE C-3
LA PRUEBA RIVERSIDE MEAN RAW SCORE GAINS OF 1986-87 TITLE VII PROGRAM STUDENTS, BY GRADE
(Page 1 of 2)

TITLE VII PROGRAM SA-8Y003 0301 8:33 WEONESOAY, JUNE 24, 1987 8
PRUEBA - PRE (FALL 1986) SA-8Y001 0104
PRUEBA - POST (SPRING 1987) SA-8Y001 0106

VARIABLE	N	MEAN	STANOARO DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STO ERROR OF MEAN	C.V.	T	PR>|T|
GRAOE=07									
REAO	48	15.8125	4.3254	7.0000	24.0000	0.6243	27.354	25.33	0.0001
REAO2	48	19.3333	4.5210	7.0000	27.0000	0.6526	23.385	29.63	0.0001
REAOG	48	3.5208	4.1565	-3.0000	16.0000	0.5999	118.053	5.87	0.0001
LANG	48	11.6250	3.4556	5.0000	20.0000	0.4988	29.726	23.31	0.0001
LANG2	48	13.5208	3.3069	7.0000	21.0000	0.4773	24.458	28.33	0.0001
LANGG	48	1.8958	2.5452	-4.0000	9.0000	0.3674	134.255	5.16	0.0001
MATH	48	15.8750	4.4941	8.0000	24.0000	0.6487	28.309	24.47	0.0001
MATH2	48	18.7917	4.4048	9.0000	26.0000	0.6358	23.440	29.56	0.0001
MATHG	48	2.9167	4.8371	-11.0000	13.0000	0.6982	165.842	4.18	0.0001
SOCST	48	15.1250	3.8016	8.0000	24.0000	0.5487	25.135	27.56	0.0001
SOCST2	48	17.0000	5.0781	7.0000	26.0000	0.7330	29.871	23.19	0.0001
SOCSTG	48	1.8750	4.3790	-8.0000	14.0000	0.6321	233.546	2.97	0.0047
SC	48	13.4792	3.8315	6.0000	21.0000	0.5530	28.425	24.37	0.0001
SC2	48	15.3750	3.9174	6.0000	26.0000	0.5654	25.479	27.19	0.0001
SCG	48	1.8958	3.6800	-8.0000	7.0000	0.5312	194.108	3.57	0.0008
GRAOE=08									
REAO	53	16.5283	6.1193	5.0000	28.0000	0.8406	37.023	19.66	0.0001
READ2	53	19.1321	5.4774	5.0000	27.0000	0.7524	28.629	25.43	0.0001
REAOG	53	2.6038	3.5374	-4.0000	11.0000	0.4859	135.856	5.36	0.0001
LANG	53	13.0189	4.8575	3.0000	23.0000	0.6672	37.312	19.51	0.0001
LANG2	53	15.0377	4.0948	5.0000	21.0000	0.5625	27.230	26.74	0.0001
LANGG	53	2.0189	3.5975	-7.0000	13.0000	0.4942	178.194	4.09	0.0002
MATH	53	16.4528	4.2452	7.0000	25.0000	0.5831	25.802	28.21	0.0001
MATH2	53	18.1887	4.8756	7.0000	27.0000	0.6697	26.806	27.16	0.0001
MATHG	53	1.7358	3.9426	-10.0000	11.0000	0.5416	227.129	3.21	0.0023
SOCST	53	16.1132	4.8859	4.0000	25.0000	0.6711	30.322	24.01	0.0001
SOCST2	53	17.1887	5.7481	3.0000	26.0000	0.7896	33.441	21.77	0.0001
SOCSTG	53	1.0755	5.5326	-12.0000	14.0000	0.7600	514.434	1.42	0.1630
SC	53	15.0377	4.5614	5.0000	24.0000	0.6266	30.333	24.00	0.0001
SC2	51	15.9608	4.6474	8.0000	26.0000	0.6508	29.118	24.53	0.0001
SCG	51	0.9412	3.7916	-8.0000	11.0000	0.5309	402.861	1.77	0.0824

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|
GRADE=09									
READ	26	19.0385	6.3968	2.0000	29.0000	1.2545	33.599	15.18	0.0001
READ2	26	21.8077	5.6144	2.0000	30.0000	1.1011	25.745	19.81	0.0001
READG	26	2.7692	3.4329	-2.0000	12.0000	0.6732	123.965	4.11	0.0004
LANG	26	12.5385	4.1591	5.0000	21.0000	0.8157	33.171	15.37	0.0001
LANG2	26	14.5769	4.0217	5.0000	22.0000	0.7887	27.589	18.48	0.0001
LANGG	26	2.0385	3.5494	-3.0000	15.0000	0.6961	174.123	2.93	0.0072
MATH	26	15.5769	5.4712	5.0000	28.0000	1.0730	35.124	14.52	0.0001
MATH2	26	19.1154	6.1013	3.0000	30.0000	1.1966	31.918	15.98	0.0001
MATHG	26	3.5385	4.4563	-3.0000	13.0000	0.8739	125.938	4.05	0.0004
SOCST	26	16.1923	4.8910	4.0000	26.0000	0.9592	30.205	16.88	0.0001
SOCST2	26	19.3077	4.3522	9.0000	26.0000	0.8535	22.541	22.62	0.0001
SOCSTG	26	3.1154	3.6258	-6.0000	11.0000	0.7111	116.383	4.38	0.0002
SC	26	17.7308	4.8626	5.0000	26.0000	0.9536	27.424	18.59	0.0001
SC2	26	19.1538	3.8020	11.0000	27.0000	0.7456	19.850	25.69	0.0001
SCG	26	1.4231	3.6897	-4.0000	11.0000	0.7236	259.276	1.97	0.0604
GRADE=10									
READ	21	20.4762	5.8874	5.0000	27.0000	1.2847	28.753	15.94	0.0001
READ2	21	21.9524	6.0620	6.0000	29.0000	1.3228	27.614	16.59	0.0001
READG	21	1.4762	2.3795	-3.0000	6.0000	0.5192	161.190	2.84	0.0101
LANG	21	14.7143	3.8619	8.0000	22.0000	0.8427	26.246	17.46	0.0001
LANG2	21	15.0952	4.0361	6.0000	22.0000	0.8808	26.738	17.14	0.0001
LANGG	21	0.3810	4.4326	-10.0000	11.0000	0.9673	1163.548	0.39	0.6979
MATH	21	17.3333	5.5618	6.0000	26.0000	1.2137	32.087	14.28	0.0001
MATH2	21	22.4286	5.9462	6.0000	30.0000	1.2976	26.512	17.29	0.0001
MATHG	21	5.0952	4.9285	-3.0000	17.0000	1.0755	96.728	4.74	0.0001
SOCST	21	17.0952	5.2049	5.0000	27.0000	1.1358	30.446	15.05	0.0001
SOCST2	21	19.0952	4.6358	9.0000	26.0000	1.0116	24.277	18.88	0.0001
SOCSTG	21	2.0000	3.9370	-3.0000	14.0000	0.8591	196.850	2.33	0.0305
SC	21	18.0000	4.8374	4.0000	23.0000	1.0556	26.874	17.05	0.0001
SC2	21	21.3333	4.3742	8.0000	27.0000	0.9545	20.504	22.35	0.0001
SCG	21	3.3333	3.8123	-2.0000	14.0000	0.8319	114.368	4.01	0.0007

NOTE: THE PROCEDURE MEANS USED 3.18 SECONDS AND 350K AND PRINTED PAGES 8 TO 9.

527 PROC DELETE DATA = BARBFIL1 BAR8FIL2; 00001370

NOTE: THE PROCEDURE DELETE USED 2.20 SECONDS AND 284K.
NOTE: SAS USED 358K MEMORY.

NOTE: SAS INSTITUTE INC.
SAS CIRCLE
PO BOX 8000
CARY, N.C. 27511-8000

FIGURE C-4
PERCENTAGE OF TITLE VII STUDENTS SHOWING
GAINS ON LA PRUEBA RIVERSIDE

SUBJECTS	MURCHISON			TRAVIS		
	N	1985-86	1986-87	N	1985-86	1986-87
Reading	75	61%	73%	12	33%	75%
Language	75	59%	72%	13	54%	53%
Mathematics	76	67%	65%	13	46%	85%
Social Studies	76	54%	60%	12	75%	62%
Science	76	57%	57%	12	42%	76%

Objective #5 - Spanish Achievement: By the end of each project year, the percentage of project students exhibiting raw score gains in reading, mathematics, social studies, and science on the Prueba Riverside will be higher than that found the previous year. (Murchison and Travis only)

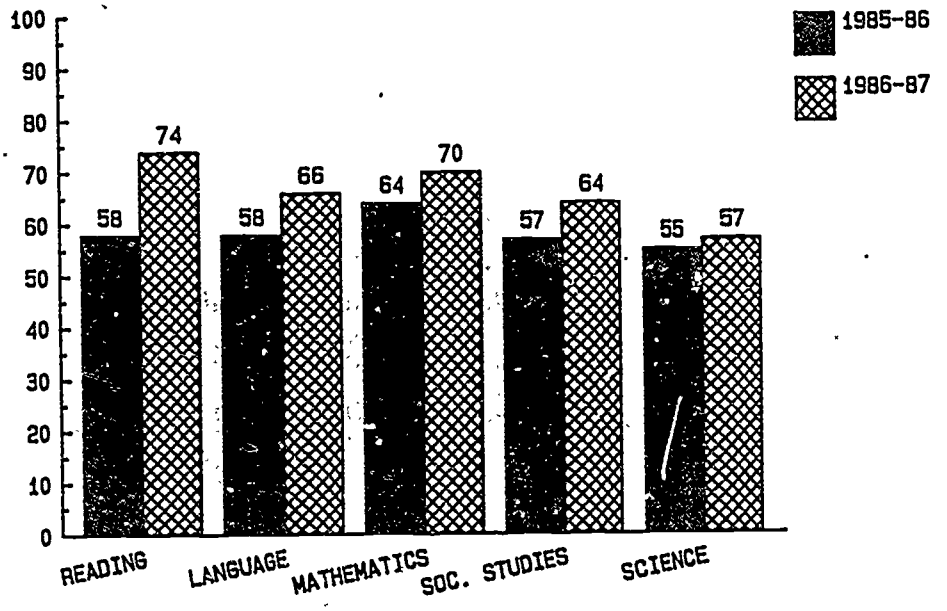
Evaluation Question D1-11. Did those project participants receiving instruction in Spanish exhibit raw score gains in their Spanish achievement scores? (Murchison and Travis only)

Overall, Title VII Program students made highly significant mean raw score gains ($p < .0001$) in all content areas of Spanish achievement in 1986-87 (see Figure C-1). When mean raw score gains were examined by grade level; 16 of 20 comparisons (including language) were significant (see Figure C-3).

Evaluation Question D1-12. Did the percentage showing raw score gains exceed that found last year?

In terms of both the evaluation question and the objective, the overall percentage of students making gains increased in every subject area (see Figure C-5). As can be seen in Figure C-3, Travis met the objective in all achievement areas. Murchison did in reading and social studies; the percentage remained the same in science and decreased slightly in mathematics in 1986-87 at Murchison. It should be noted that Murchison has had limited bilingual mathematics instruction over the past two years.

FIGURE C-5
COMBINED PERCENTAGE OF TITLE VII STUDENTS
WITH LA PRUEBA RAW SCORE GAINS



Discussion

Overall, Title VII students at Murchison and Travis showed combined significant mean raw score gains in Spanish language proficiency. When tested in Spanish, they also showed combined overall significant mean raw score gains in achievement. By grade, language and achievement mean raw scores revealed that 16 of 20 comparisons of gains were significant.

The two objectives used to evaluate students' Spanish proficiency and achievement stated that the percentage of Title VII Program students making gains in language and other content areas would be higher in 1986-87 than in 1985-86. Murchison met the language objective and the achievement objective in two of four areas; Travis met the achievement objective in all content areas, narrowly missing it in language.

TITLE VII PROGRAM SA-BY003 0301 8:33 WEDNESDAY, JUNE 24, 1987 7
PRUEBA - PRE (FALL 1986) SA-BY001 0104
PRUEBA - POST (SPRING 1987) SA-BY001 0106

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|
SCHOOL=007									
READ	47	19.6809	6.1507	2.0000	29.0000	0.8972	31.252	21.94	0.0001
READ2	47	21.8723	5.7545	2.0000	30.0000	0.8394	26.309	26.06	0.0001
READG	47	2.1915	3.0477	-3.0000	12.0000	0.4446	139.071	4.93	0.0001
LANG	47	13.5106	4.1330	5.0000	22.0000	0.6029	30.590	22.41	0.0001
LANG2	47	14.8085	3.9926	5.0000	22.0000	0.5824	26.961	25.43	0.0001
LANGG	47	1.2979	4.0104	-10.0000	15.0000	0.5850	308.998	2.22	0.0315
MATH	47	16.3617	5.5224	5.0000	28.0000	0.8055	33.752	20.31	0.0001
MATH2	47	20.5957	6.1949	3.0000	30.0000	0.9036	30.078	22.79	0.0001
MATHG	47	4.2340	4.6868	-3.0000	17.0000	0.6836	110.692	6.19	0.0001
SOCST	47	16.5957	4.9985	4.0000	27.0000	0.7291	30.119	22.76	0.0001
SOCST2	47	19.2128	4.4328	9.0000	26.0000	0.6466	23.072	29.71	0.0001
SOCSTG	47	2.6170	3.7690	-6.0000	14.0000	0.5496	143.981	4.76	0.0001
SC	47	17.8511	4.8003	4.0000	26.0000	0.7002	26.891	25.49	0.0001
SC2	47	20.1277	4.1683	8.0000	27.0000	0.6080	20.709	33.10	0.0001
SCG	47	2.2766	3.8261	-4.0000	14.0000	0.5581	168.063	4.08	0.0002
SCHOOL=052									
READ	101	16.1881	5.3286	5.0000	28.0000	0.5302	32.917	30.53	0.0001
READ2	101	19.2277	5.0217	5.0000	27.0000	0.4997	26.117	38.48	0.0001
READG	101	3.0396	3.8521	-4.0000	16.0000	0.3833	126.729	7.93	0.0001
LANG	101	12.3564	4.2862	3.0000	23.0000	0.4265	34.688	28.97	0.0001
LANG2	101	3168	3.7998	5.0000	21.0000	0.3781	26.541	37.87	0.0001
LANGG	101	..9604	3.1270	-7.0000	13.0000	0.3112	159.511	6.30	0.0001
MATH	101	16.1782	4.3529	7.0000	25.0000	0.4331	26.906	37.35	0.0001
MATH2	101	..4752	4.6446	7.0000	27.0000	0.4622	25.139	39.98	0.0001
MATHG	101	2.2970	4.4080	-11.0000	13.0000	0.4386	191.902	5.24	0.0001
SOCST	101	15.6436	4.4104	4.0000	25.0000	0.4389	28.193	35.65	0.0001
SOCST2	101	17.0990	5.4139	3.0000	26.0000	0.5387	31.662	31.74	0.0001
SOCSTG	101	1.4554	5.0090	-12.0000	14.0000	0.4984	344.159	2.92	0.0043
SC	101	14.2970	4.2815	5.0000	24.0000	0.4260	29.946	33.56	0.0001
SC2	99	15.6768	4.2972	6.0000	26.0000	0.4319	27.411	36.30	0.0001
SCG	99	1.4040	3.7196	-8.0000	11.0000	0.3768	267.059	3.73	0.0003

NOTE: THE PROCEDURE MEANS USED 3.61 SECONDS AND 350K AND PRINTED PAGE 7.

```
517          PROC SORT;
518               BY GRADE;                                   00001270
                                                              00001280
```

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM

APPENDIX C
10

Attachment C-1
(Page 1 of 2)

TITLE VII PROGRAM SA-BY003 0301 8:33 WEDNESDAY, JUNE 24, 1987 6
PRUEBA - PRE (FALL 1986) SA-BY001 0104
PRUEBA - POST (SPRING 1987) SA-BY001 0106

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	C.V.	T	PR>|T|
READ	148	17.2973	5.8151	2.0000	29.0000	0.4780	33.619	36.19	0.0001
READ2	148	20.0676	5.3892	2.0000	30.0000	0.4430	26.855	45.30	0.0001
READG	148	2.7703	3.6274	-4.0000	16.0000	0.2982	130.939	9.29	0.0001
LANG	148	12.7230	4.2584	3.0000	23.0000	0.3500	33.470	36.35	0.0001
LANG2	148	14.4730	3.8553	5.0000	22.0000	0.3169	26.638	45.67	0.0001
LANGG	148	1.7500	3.4323	-10.0000	15.0000	0.2821	196.131	6.20	0.0001
MATH	148	16.2365	4.7371	5.0000	28.0000	0.3894	29.176	41.7[illegible]	0.0001
MATH2	148	19.1486	5.2597	3.0000	30.0000	0.4323	27.468	44.2[illegible]	0.0001
MATHG	148	2.9122	4.5728	-11.0000	17.0000	0.3759	157.025	7.75	0.0001
SOCST	148	15.9459	4.6096	4.0000	27.0000	0.3789	28.908	42.08	0.0001
SOCST2	148	17.7703	5.2022	3.0000	26.0000	0.4276	29.275	41.56	0.0001
SOCSTG	148	1.8243	4.6697	-12.0000	14.0000	0.3838	255.966	4.75	0.0001
SC	148	15.4257	4.7367	4.0000	26.0000	0.3894	30.707	39.62	0.0001
SC2	146	17.1096	4.7272	6.0000	27.0000	0.3912	27.629	43.73	0.0001
SCG	146	1.6849	3.7834	-8.0000	14.0000	0.3131	224.541	5.38	0.0001

NOTE: THE PROCEDURE MEANS USED 3.21 SECONDS AND 350K AND PRINTED PAGE 6.

```
509        PROC MEANS  MAXDEC=4  N  MEAN  STD  MIN  MAX  STDERR  CV  T  PRT;      00001190
510            VAR  READ     READ2    READG                                       00001200
511                 LANG     LANG2    LANGG                                       00001210
512                 MATH     MATH2    MATHG                                       00001220
513                 SOCST    SOCST2   SOCSTG                                      00001230
514                 SC       SC2      SCG;                                        00001240
515            BY SCHOOL;                                                        00001250
516                                                                              00001260
```

APPENDIX C 11

overall

	Reading Gain | N	Lang G | N	math G | N	Soc St. G | N	Sc. G | N
Gr. 7	36 | 48	34 | 48	34 | 48	31 | 48	29 | 48
Gr. 8	38 | 53	39 | 53	32 | 53	30 | 53	27 51
Gr. 9	19 | 26	17 | 26	20 | 26	21 | 26	11 | 26
Gr. 10	16 | 21	8 | 21	18 | 21	13 | 21	16 | 21
Totals	109 / 148	98 / 148	104 / 148	95 / 148	83 / 146
OVERALL →	73.6%	66.2%	70.3%	64.2%	56.8%

Attachment C-1 (Page 2 of 2)

Title VII Program

Appendix D

ENDORSEMENT TEACHERS

ENDORSEMENT TEACHERS

Purpose

Questions were included in the districtwide survey for teachers and administrators of Title VII program student participants. Responses provided information concerning the following questions:

Decision Question D1: Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-15. How many teachers completed 1, 2, 3, and/or 4 classes in the endorsement series? What were the teachers' subject areas? What was the cost per teacher?

Evaluation Question D1-16. Did high school teachers participating in the ESL endorsement training program demonstrate improvement in specific competency areas?

Evaluation Question D1-17. How many LEP students were placed in the classes of endorsement participants? How many were not?

Objective #3 - English Achievement--Students of Endorsement Participants: By the end of each program year, average posttest percentile scores in appropriate subject areas on the ITBS or TAP will be higher than average pretest scores for project students in the classes of ESL endorsement participants.

Evaluation Question D1-8. Did program students in classes of teachers participating in the endorsement program exhibit higher average posttest than pretest percentile scores?

Procedure

A description of the data analysis used is given in the Results section.

Results

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-15. How many teachers completed 1, 2, 3, and/or 4 classes in the endorsement series? What were the teachers' subject areas? What was the cost per teacher?

Endorsement Classes

Hand tallying of enrollment lists provided by instructors were used to provide the following information about endorsement implementation:

- This year 14 program teachers enrolled in the third ESL course and seven enrolled in the fourth and final ESL endorsement course (five finished the fourth course). A few of those enrolled in ESL series classes were not teachers at the four program schools.

- Three teachers completed all four courses offered in 1985-86 and 1986-87 leading to endorsement.

- Three courses were finished by five teachers and six completed two courses. One course was finished by 11 teachers. Thus, 25 teachers were involved overall.

- The three teachers completing all four endorsement courses instructed students in:
  Language
  Social Studies
  Vocational Arts

- Teachers completing two or more courses served students in:

Reading	Social Studies
Language	Science
Mathematics	Art

- The total cost to Title VII for the tuition of the 21 program teachers who enrolled in the two endorsement classes in 1986-87 was $4,235, or $201.67 per endorsement participant.

Evaluation Question D1-16. Did high school teachers participating in the ESL endorsement training program demonstrate improvement in specific competency areas?

The five AISD teachers who finished the last course were asked to complete a survey (see Attachment D-2) developed by the evaluator and evaluation associate for use during the first program year. Surveys with six new questions were given to the participants, three of whom were program teachers

who finished all courses in the ESL endorsement series. The following was expressed by these teachers:

- Of the five teachers, four responded they had learned "a lot" from the last class; one stated that "some" learning had occurred.
- Four of the teachers indicated the ESL courses were worth their expenditure of time -- one did not.
- While two teachers believed endorsement class participation had improved their LEP students' English skills; two were more neutral. One did not have any LEP students.

Complete results can be found in Attachment D-2.

Evaluation Question D1-17. How many LEP students were placed in the classes of endorsement participants? How many were not? (by school).

The programmer analyst created a SAS program, SA-BY004 0401, to calculate the number of LEP students served by teachers who had completed two or more endorsement courses in 1985-86 or 1986-87 (see Attachment D-1). It was felt that teachers enrolled in more than one course were more likely to use ESL techniques enough to have a measurable impact on students' learning. Overall, 98 students were served. (See Figure D-1.) Of course, other students were, or will be, impacted somewhat -- those served by teachers participating in one endorsement class, non-LEP students, and students to be served in coming years by all endorsement teachers. However, in terms of program students, most of those served were at Travis where five teachers completed two or more endorsement courses. Most Travis students were taught by one of two ESOL teachers. She was bilingually endorsed through a grandfather clause in the state law and took the courses to formalize her training.

FIGURE D-1
TITLE VII STUDENTS SERVED BY
ENDORSEMENT TEACHERS IN 1986-87

School	Number Served						
	7	8	9	10	11	12	Total
Murchison	1	0	0	0	0	0	1
Anderson	0	0	2	0	0	0	2
Johnston	0	0	10	0	0	0	10
Travis	0	0	39	27	14	5	85
Total	1	0	51	27	14	5	98

Includes 14 teachers in two or more endorsement courses

Objective #3 - English Achievement--Students of Endorsement Participants: By the end of each project year, average posttest percentile scores in appropriate subject areas on the ITBS or TAP will be higher than average pretest scores for project students in the classes of ESL endorsement participants.

> **Evaluation Question D1-8.** Did program students in classes of teachers participating in the endorsement program exhibit higher average posttest than pretest percentile scores?

As can be seen in Figure D-1, the vast majority of the students served were at Travis (85 of 98). Most of these students were instructed by one ESL teacher who was already bilingually endorsed. Thus, the effect of the training for her was impossible to separate from the effect of the overall program. Therefore, composite results show the trends seen at Travis High. While other endorsement participants did not serve enough program LEP students to validly analyze, it should be noted that endorsement teachers impacted other students, too. LEP students of different language backgrounds and non-LEP students in the classes of these teachers benefited to the extent that ESL training was generalizable to all.

```
1      S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISASBY                    13:59 TUESOAY, JUNE 16, 1987

NOTE: THE JOB EVISASBY HAS BEEN RUN UNDER RELEASE 82.4 OF SAS
      AT AUSTIN INDEPENDENT SCHOOL DISTRICT (0198600l).

NOTE: CPUID    VERSION = FF  SERIAL = 013553  MODEL = 4341 .

NOTE: NO OPTIONS SPECIFIED.

1                                                                                00000140
2          OPTIONS  ERRORS = 0;                                                  00000150
3          OPTIONS  OBS = 0   NOREPLACE;                                         00000160
4                                                                                00000170
5          TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT                TITLE VII'; 00000180
6          TITLE2 'OFFICE OF RESEARCH AND EVALUATION               SA-BY004 0401'; 00000190
7          TITLE4 ADD NUMBER OF COURSES WITH ENDOR TEACH TO TITLE VII MASTER FILE; 00000200
8                                                                                00000210
9                                                                                00000220
10         ************** READ TITLE VII 1986-87 MASTER FILE ******************; 00000230
11         ************************************************************************; 00000240
12         DATA FRYLAB1;                                                         00000250
13             INPUT       STUID           1-7                                   00000260
14                         STUNAME       $ 9-34                                  00000270
15                         SCHOOL        $ 36-38                                 00000280
16                         GRADE         $ 39-40                                 00000290
17                         STATUS        $ 42                                    00000300
18                         DOMINANC      $ 43                                    00000310
19                   845   FALLLAB         2D2.                                  00000320
20                   848   SPRGLAB         2D2.                                  00000330
21                         ENDORSE         51                                    00000331
22                         TUTREAD       $ 53                                    00000340
23                         TUTLANG       $ 54                                    00000350
24                         TUTMATH       $ 55                                    00000360
25                         TUTSOCST      $ 56                                    00000370
26                         TUTSC         $ 57;                                   00000380
27         CARDS;                                                                00000390

NOTE: INVALID DATA FOR FALLLAB IN LINE 28 45-46.    19:31
NOTE: INVALID DATA FOR SPRGLAB IN LINE 28 48-49.    20:31
NOTE: FURTHER ERRORS OF THIS TYPE WILL NOT BE PRINTED.
      OPTIONS ERRORS=NN; * LIMIT REACHED.

RULE:     1234567 101234567 201234567 301234567 401234567 501234567 601234567 701234567 80

28          80006ALEMAN          LINDA      S 00309 2C  .  .                      0010
STUID=80006 STUNAME=ALEMAN          LINDA      S SCHOOL=003 GRADE=09 STATUS=2 DOMINANC=C FALLLAB=. SPRGLAB=. ENDORSE=.
TUTREAD= TUTLANG= TUTMATH= TUTSOCST= TUTSC= _ERROR_=1 _N_=1
NOTE: DATA SET USER010.FRYLAB1 HAS 266 OBSERVATIONS AND 14 VARIABLES. 106 OBS/TRK.
NOTE: THE DATA STATEMENT USED 12.48 SECONDS AND 322K.

294        ;                                                                     00000410
295        PROC SORT;                                                            00000420
296           BY STUID;                                                          00000430
297                                                                              00000440
298                                                                              00000450
299        ********** GET STUDENT WHO HAD CLASSES WITH ENDORSED TEACHERS ****;   00000460
300        ************************************************************************; 00000470

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
```

```
2       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISASBY                    13:59 TUESDAY, JUNE 16, 1987

          THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.FRYLAB1 HAS 266 OBSERVATIONS AND 14 VARIABLES. 106 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 44.54 SECONDS AND 292K.

301         DATA FRYLAB2;
302             SET  FRYEND1  FRYEND2  FRYEND3;                                    00000480
                                                                                   00000490
NOTE: DATA SET USER010.FRYLAB2 HAS 2164 OBSERVATIONS AND 1 VARIABLES. 666 OBS/TRK.
NOTE: THE DATA STATEMENT USED 17.35 SECONDS AND 306K.

303         PROC SORT;
304             BY STUID;                                                          00000500
305                                                                                00000510
                                                                                   00000520
WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.FRYLAB2 HAS 2164 OBSERVATIONS AND 1 VARIABLES. 666 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 48.53 SECONDS AND 292K.

306         DATA FRYLAB3;
307             SET FRYLAB2;                                                       00000530
308             BY STUID;                                                          00000540
309             IF FIRST.STUID  THEN ENDORSE = 0;                                  00000550
310             ENDORSE + 1;                                                       00000560
311             IF LAST.STUID   THEN OUTPUT;                                       00000570
312                                                                                00000580
313                                                                                00000590
                                                                                   00000600
NOTE: DATA SET USER010.FRYLAB3 HAS 1529 OBSERVATIONS AND 2 VARIABLES. 398 OBS/TRK.
NOTE: THE DATA STATEMENT USED 7.90 SECONDS AND 306K.

314         DATA FRYLAB1;
315             MERGE FRYLAB1   (IN = FRYIN1)                                     00000610
316                   FRYLAB3   (IN = FRYIN2);                                     00000620
317             BY STUID;                                                          00000630
318             IF  FRYIN1;                                                        00000640
                                                                                   00000650
NOTE: DATA SET USER010.FRYLAB1 HAS 266 OBSERVATIONS AND 14 VARIABLES. 106 OBS/TRK.
NOTE: THE DATA STATEMENT USED 8.31 SECONDS AND 306K.

319         PROC DELETE   DATA = FRYLAB2  FRYLAB3;                                 00000660
320                                                                                00000670
NOTE: THE PROCEDURE DELETE USED 3.46 SECONDS AND 284K.

321         PROC SORT;
322             BY SCHOOL;                                                         00000680
323                                                                                00000690
324         ***** READ IN LOCATION NUMBER AND NAME TABLE;                          00000700
                                                                                   00000710
WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.FRYLAB1 HAS 266 OBSERVATIONS AND 14 VARIABLES. 106 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 27.31 SECONDS AND 292K.
```

```
3       S A S   L O G   VSE SAS 82.4        VSE 3.1 JOB EVISASBY                    13:59 TUESDAY, JUNE 16, 1987

326             INPUT  SCHCOL     $ 43-45                                    00000730
327                    SCHNAME    $ 46-68;                                   00000740
328             CARDS;                                                       00000750

NOTE: DATA SET USER010.EVLOCAT HAS 296 OBSERVATIONS AND 2 VARIABLES. 266 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.80 SECONDS AND 306K.

625         ;
626         PROC SORT;                                                       00000770
627             BY SCHOOL;                                                   00000780
628                                                                          00000790
                                                                             00000800

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.EVLOCAT HAS 296 OBSERVATIONS AND 2 VARIABLES. 266 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 60.69 SECONDS AND 292K.

629         DATA FRYLAB1;
630             MERGE FRYLAB1   (IN = FRYIN1)                                00000810
631                   EVLOCAT;                                               00000820
632             BY SCHOOL;                                                   00000830
633             IF FRYIN1;                                                   00000840
                                                                             00000850

NOTE: DATA SET USER010.FRYLAB1 HAS 266 OBSERVATIONS AND 15 VARIABLES. 80 OBS/TRK.
NOTE: THE DATA STATEMENT USED 8.43 SECONDS AND 306K.

634         PROC DELETE  DATA = EVLOCAT;
635                                                                          00000860
                                                                             00000870

NOTE: THE PROCEDURE DELETE USED 2.04 SECONDS AND 284K.

636         PROC SORT;
637             BY SCHNAME  GRADE  STUNAME;                                  00000880
638                                                                          00000890
                                                                             00000900

WARNING: SORTSIZE VALUE IS LESS THAN THE MINIMUM
         REQUIRED BY YOUR SYSTEM SORT UTILITY.
         THE SORT UTILITY MAY TERMINATE ABNORMALLY.
NOTE: DATA SET USER010.FRYLAB1 HAS 266 OBSERVATIONS AND 15 VARIABLES. 80 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 58.86 SECONDS AND 292K.

639         PROC TABULATE  F=6;
640             CLASS  SCHNAME  GRADE  ENDORSE;                             00000910
641                                                                          00000920
                                                                             00000930
641             TABLE  SCHNAME ALL,  GRADE ALL,  ENDORSE ALL
642                    MISSTEXT = ' '   RTSPACE = 20;                       00000930
643                                                                          00000940
643             KEYLABEL  ALL = 'TOTAL';                                     00000950
644                                                                          00000950
645                                                                          00000960
                                                                             00000970
```

Name_____

School_____

Teacher Self Inventory

Please circle your response to the following questions regarding instructional materials using the scale below.

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

1.	I feel prepared to teach LEP students.	1	2	3	4	5	
2.	I am comfortable teaching my content area to LEP students	1	2	3	4	5	
3.	I am able to elicit class participation from my LEP students.	1	2	3	4	5	N.
4.	I am able to respond to LEP students' language needs.	1	2	3	4	5	
5.	My present organization of instruction is adequate to meet the needs of LEP students.	1	2	3	4	5	
6.	I can adequately help my LEP students stay on task.	1	2	3	4	5	
7.	My instruction of the content area is relevant to and useful for LEP students.	1	2	3	4	5	
8.	I can adequately design objectives appropriate for the needs and achievement levels of my LEP students.	1	2	3	4	5	
9.	I can utilize audio-visual equipment effectively to augment LEP student learning.	1	2	3	4	5	
10.	I employ varied and student-appropriate evaluation strategies when assessing my LEP students.	1	2	3	4	5	
11.	In terms of my instructional objectives, I am able to individualize activities appropriate for the special needs and achievement levels of my LEP students.	1	2	3	4	5	
12.	I employ a variety of strategies to clarify instruction (e.g. modeling, audio-visual examples, whole group responses, etc.).	1	2	3	4	5	

N.R. = No Response

13. How many ESL endorsement classes have you taken?

____1 ____2 ____3 //// 4

14. How much do you feel you learned from this course?

//// A lot / Some ___A little ___Nothing

15. What were the most important skills and/or concepts you learned in this course?

Teacher A: The difficulty that non-English students might have in learning English
Teacher B: This course is a good preparation for assessment of learners' skills, phonology, morphology, culture teaching, and culture.
Teacher C: Techniques on dealing with LEP students
Teacher D: Practical application, learning, and basic linguistic data, too
Teacher E: Awareness

16. How would you improve the endorsement series?

Teacher A: No comment
Teacher B: Keep the courses and the teaching assignment as close as possible.
Teacher C: No comment
Teacher D: Better instruction at entrance level
Teacher E: No comment

17. The skills I acquired during my ESL class(es) were helpful enough to justify the amount of time I devoted to classwork. //// Yes / No

18. As a result of my participation in the endorsement classes, my students improved in English skills. (Please circle one of the following:)

/A. Strongly agree
/B. Agree
/C. Neutral
D. Disagree
E. Strongly disagree
/F. I don't have any LEP students.

Title VII Program

Appendix E

ADMINISTRATOR INTERVIEWS

ADMINISTRATOR INTERVIEWS

Purpose

Administrator interviews were conducted by the evaluator to provide information concerning:

Decision Question D1: Should AISD adopt the Title VII Program components when federal funding expires?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-8. What concerns/strengths about the implementation of the program were identified by:
a) Program administrator?
b) Campus administrators?

Procedure

To address the evaluation questions associated with the Title VII Program implementation and effectiveness, interviews were conducted with the program's administrator and campus' administrators, together with the LEP teacher specialist who coordinates the Title VII Program at their schools. All interviews were conducted by the program's evaluation associate in the offices of the staff.

Parallel interview forms for campus and program administrators were developed by the ORE staff to guide the interviews as shown in Attachments E-1 and E-2.

From March 26 to May 12, 1987, campus administrators and LEP teacher specialists were interviewed at the four program schools; at one of the schools the administrator and LEP teacher specialist were interviewed separately. The program administrator was interviewed on May 12, 1987, in the District Office of AISD.

Notes from the four campus interviews were paraphrased by the evaluation associate and recorded on a composite interview questionnaire (Attachments E-1 and E-2). Confidentiality was provided by designating the campus interviews by "school number" and recording the program administrators' responses together.

Results

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-8. What concerns/strengths about the implementation of the program were identified by:

a) Program administrator?
b) Campus administrators?

Campus Administrator Interviews

In general, the schools' administrators believed that Title VII was having a positive overall impact. Specifically, most noted improvement in:

- LEP student attendance,
- Self concept of LEP students,
- Coordination between ESL and content area teachers, and
- Acquisition of English language skills and academic content of achievement of LEP students.

However, in regard to the four program components:

- Opinions were mixed concerning the staff development component. Whereas two of the four schools' administrators and LEP teacher specialists believed that it was "completely" or "mostly" successful, two interviewed staffs stated that it was "somewhat" successful.
- Three schools' interviewed staffs judged the tutor component to be "completely" or "mostly" successful. The administrator and LEP teacher specialist at a fourth school held differing opinions; while one member stated that the tutor component was "mostly" successful, the other believed it was only "somewhat" successful, due to fewer available tutors second semester.
- Opinions varied concerning the curriculum development component. One school's administrator and LEP teacher specialist stated that it was "completely" successful, and three interviewed schools' staffs believed it to be "somewhat" successful. A fourth school's administrator and LEP teacher specialist differed; one judged the curriculum component as "not at all" successful while the other stated, "I don't know."
- Similarly, feedback about the success of the parent worksnops component varied. Two of the schools judged this component to be either "completely" or "mostly" successful. One school stated, "I don't know." An interviewed staff at one school differed; while one member believed that the parent workshop component was "mo tly" successful, the second member stated, "I don't know."

Complete results are shown in Attachment E-1.

Program Administrator's Interview

The program administrator saw the Title VII Program as having a definite impact. Specifically, her opinions include:

- More effective techniques of endorsement teachers are contributing to decreasing the dropout rate of LEP students.
- Endorsement teachers are using a natural approach in instructing LEP students. They are drawing upon a variety of carefully selected materials so that reading levels are more appropriate and fewer new concepts are introduced at one time.
- Parent workshops, conducted by a bilingual clinical psychologist, are impacting LEP students through counseling of the students' families.
- Cooperative learning workshops were very successful, although teacher participation was limited.
- Tutoring assistance, which was off to a good start last year, worked out even better this year.
- Title VII's success has contributed to the nomination of AISD for a state academic award.

The program administrator made these recommendations for modifications or improvements:

- The tutor program should be maintained, and if possible, more tutors should be added.
- Parent workshops should continue with little modification.
- Cooperative learning workshops should continue.
- The ESL endorsement component is being considered for deletion.

Complete results are shown in Attachment E-2.

Whereas both program administrator and interviewed school's staffs believe that Title VII is having a positive overall impact, especially in reducing the dropout rate, opinions are mixed on the effectiveness of the four components. To some extent, general comments reflected the impact of both the regular Transitional Bilingual Education and ESL programs and the Title VII Program. Observations are particularly positive at those schools which have larger Hispanic LEP populations, more teacher participants in training activities, and/or had university tutoring assistance for two semesters. Tutor ratings by the interviewed administrators and LEP teacher coordinators were impacted by the fact that schools wanted more tutors. Interviewed staffs also suggested that the tutors receive more training and that more information about how to use tutors be provided. However, most of the interviewed staffs' comments concerning tutors were positive.

Comments of the administrator/LEP teacher specialists and the program administrator were re-examined in terms of the stated objective that major components would be implemented as planned. The opinions of interviewed personnel do not indicate problems in implementation of the staff development or curriculum development component, although other concerns were expressed. Regarding the tutoring component, the four schools' desire for additional

tutors may be more reflective of the success of this component than of a problem in implementation. Also, in considering the implementation of the parent workshops component, parent attendance may have been hindered by the location of the workshops. A suggestion given at one of the schools is that meetings be held in the residential neighborhoods of Title VII program LEP students.

Campus Administrator Interview Questions

1. **How many of your teachers are involved in Title VII through tutors, endorsement classes, workshops, curriculum development?**

   None___ 1-15(#) 11 >15 11 I don't know___

   #1 Close to 15.

   #2 (A) Two or more, but I'm uncertain.
   (B) Around nine.

   #3 Seventeen or more.

   #4 Overall about 25.

2. **How well have endorsement teachers implemented Title VII program objectives with LEP students in terms of successes or problems in the following:**

   Adapting the content areas to meet the needs and levels of the LEP students?

   #1 TBE (Transitional Bilingual Education) teachers are doing a great job. Student progress failures are rare. In fact, the teachers have experienced no problems here.

   * #2 (A) One teacher is doing very creative things with writing at different levels, while one is doing detailed task analysis and adapting materials for different levels.

   (B) They are very conscious of the needs of LEP students, and this is being translated into adapting the content areas, i.e., simplifying materials by making them more understandable for all LEP students (although most are Hispanic). Some problems are that materials are way to difficult and/or students sometimes cannot follow teachers who are going too fast.

   #3 They have been successful because of the checking of the LEP teacher specialist. Most students are passing, because Title VII is placing more emphasis on LEP students. The tutors have impacted here, too.

   #4 Title VII has really helped make the endorsement teachers more aware of specific needs of LEP students. Specifically, it has made them more comfortable with LEP students, while making them more receptive to new ideas and the special needs of these students.

   *At one school the administrator (A) and LEP teacher specialist (B) were interviewed separately.

Developing appropriate and varied strategies for evaluation of LEP students?

#1 TBE teachers do evaluate students differently. They use Chicano students to do some oral translating of test materials for LEP students. However, it is a problem for some teachers. This is also true in mathematics, because for the past two years we have not had a bilingual teacher.

#2 (A) I don't know if application of what was learned in endorsement classes is being carried over in the classroom.

(B) They are using other resources, i.e., having the students put together a collage and come up with a theme in language arts, demonstrating directions or performance in sports and following up with a written test.

#3 They are using group strategies, peer tutors, tutors, and cooperative group learning. It is important for all teachers to take workshops.

#4 Yes, they have done that, too. One (teacher) does it orally, one-on-one. The ESOL teacher preps LEP students before tests so that they are able to do better. One (endorsement teacher) does an excellent job in giving explanations. Endorsement teachers are working more cooperatively with the ESOL teacher on testing. Tutors are being used to assist students taking tests.

Decreasing the dropout rate of LEP students?

#1 At this level this is true. We have only lost two students and one came back. Hispanic peers help keep kids in school. Evaluators haven't looked at social factors.

#2 (A) In one of the teacher's classes there is a positive attendance trend, but the teacher has a special education background anyway.

(3) Yes, we are keeping more LEP students. Generally dropouts are the ones who "have it" but don't have support. We don't investigate why they are not coming. With LEP students there is more follow-up. More dropouts are non-LEP.

#3 All the LEP students are back, exceeding expectations. Those who drop out do so due to financial reasons. We try to keep those by 1/2 day school/ 1/2 day work programs.

#4 This is difficult to measure. Generally speaking, they've (endorsement teachers) had a lot more impact, basically because they care.

Demonstrating increased competency in instruction of LEP students?

#1 You can't separate Title VII's impact. They (endorsement teachers) are getting competent just from experience. Tutoring and staff development have had an effect, but it is hard to separate.

#2 (A) One teacher is.

(B) Yes they are, based on talking with them in the classes we have together and working with the same students in various subjects, i.e., ESOL, Home Economics, reading, etc.

#3 Yes, this has been seen in the ability to pass the TEAMS testing. All but one of the seniors passed, and even this student passed mathematics.

#4 Of course. There is no doubt. For example, teachers attending the cooperative learning workshops have become more aware and are starting to internalize learning based on their own ideas and experiences. They are able to share this.

3. Do you feel Title VII has impacted LEP student attendance?
Yes //// **No** ___
Comments:

#1 They are here every day. We won the attendance award at the junior high level. We're 30 percent LEP. In October we averaged 4 to 5 absences (LEP) per week.

#2 (A) No comment.

(B) Students show a high interest, sense of commitment, responsibility to be here, to learn. Their curiousity is very high.

#3 Absolutely. If not, all students would be dropouts. It has created an awareness of and opportunities for LEP students.

#4 No doubt. The teacher makes all the difference in the world. We also have a great LEP coordinator who is very sensitive to students.

4. **In your opinion, has Title VII positively impacted the self-concept and school attitude of LEP students?**

Yes, A Lot	To Some Extent	Not At All
1 1, 1, 1/2	2, 1, 1/2	3

Comments:

#1 The students already have a positive self-concept due to participation in sports.

#2 (A) If concepts of endorsement were being carried out, it would have a positive impact on self-concepts.

(B) They are beginning to feel a part of the school setting, not left out, but positive about themselves and their own background. The learning of English still remains a tremendous challenge.

#3 This is demonstrated by their participation on the soccer team and in the mariachi band and Ballet Folklorico.

#4 LEP students would be totally lost without it--lost in the shuffle, forever dropouts. I don't think there is a student in one of my classes that walks down the hall and doesn't feel proud of himself. This is a change from the past.

5. **In your opinion, what impact has Title VII had upon the acquisition of English language skills and academic content achievement of LEP students?**

#1 It has had a positive effect. The training and tutors have helped. Materials are another thing. LEP students are learning a little bit more.

#2 (A) A double dose of English does help them make a transition.

(3) Yes, there has been an impact, especially in oral communication skills, but there is still a long way to go. We need to zero in more on the problem to help them learn the most important things first, i.e., expanding vocabulary, writing complete sentences, learning the mechanics of writing paragraphs, etc. It is not an easy thing to tell students to use English all the time. You must repeat it over and over again.

#3 There has been a relative increase in LAB scores from pre-to posttesting. The ESOL teacher emphasizes verbalizing. Also, two LEP students were NABE (National Association of Bilingual Educators) theme writing finalists on the topic "Why a Person Should Be Bilingual."

#4 Teachers are now sending over materials to the ESOL teacher so she can prepare the students. Everyone is cooperative, helpful. It would have been interesting to track the gains of LEP student newcomers from grade 9 to 12.

6. What coordination are you aware of that has occurred among ESL and content area teachers?

Has it improved? Yes 4½ No ___ Same ½

Is it adequate? Yes 4½ No ½

Comments:

#1 Coordination of materials, testing, supplies. All workshops are announced. The TBE teachers work through other content area departments; they are not isolated. Staff development has allowed teacher to mix informally.

#2 (A) Supposedly, students are bringing in assignments and getting help with it. I've seen some contact between the ESOL teacher and other teachers in content areas. More is needed.

(B) I've been able to share more because of endorsement classes. Teachers are asking all the time. They're not reticent, but ask what they can do or try. Content materials could be made more accessible by locating them in the library for checking out.

#3 However, it does make a difference. It's even more than adequate.

#4 It's been a matter of increasing it. The first year you don't know everyone. The ESOL teacher had to pave the way, like selling a product. The ESOL teacher helps students with other content area work one day a week (tries to keep it to one day a week!).

7. **Did any problem(s) occur which could impact Title VII program outcomes on your campus (teacher ratings, achievement of students)?**

#1 No.

#2 (A) There are internal problems in campus personnel that are impeding the Title VII program. The teacher is currently on a professional growth plan.

(B) This is my first year as a teacher specialist. I miss the "go-between" of the project specialist.

#3 No comment.

#4 There were problems in prescheduling which were resolvable through coordination of careful placement of the students by the LEP coordinator. Another problem was becoming aware of "babying" LEP students and knowing when to back off. Also, there were not enough tutors first semester and none second semester.

8. **How successful do you believe each of the Title VII components were this year?**

	Completely 1	Mostly 2	Somewhat 3	Not At All 4	
Staff Development	1 /	2 /	3 /	4	
Tutors	1 /	2 /, 1/2 /	3 1/2	4	
Curriculum Development	1 /	2	3 /	4 1/2	I don't kn
Parent Workshops	1 /	2 1/2 /	3	4	I don't kno

Comments:

#1 Students just love the tutors. I'm aware of the parent workshops but don't know about participation.

#2 (A) No comment.

(B) The first semester the tutor component was very successful; second semester there were not as many tutors. The teachers have been very pleased. They were spoiled first semester. The tutors have been generous with their time.

#3 We need whole-day staff development workshops. Also, now teachers want more tutors, so we're supplementing with other community groups, i.e., Amistad, Hispanic lawyers, Community in Schools.

#4 The actual tutors were excellent. We wanted more bodies; not all LEP students had one. The staff development was highly successful with those who've participated, but the participation level was extremely low. Why isn't it mandated that teachers have to take a certain number of hours in this area like they do in special education? In regard to parent workshops, tnere has been no feedback from parents, but they definitely need to be included. Sometimes there are transportation problems.

9. What recommendations do you have for modifications or improvement of the Title VII program in terms of:

Staff Development?

#1 Mandate staff development for all content teachers to get more people involved, sensitive to LEP student concerns. The whole school needs inservice. The staff needs to realize these issues. Attendance should not be by choice.

#2 (A) We don't have staff to deal with students from Middle Eastern countries.

(B) Involve Dr. Pam McCurdy who is teaching the linguistics class at St. Edward's University now. She has taught on the border of El Paso and has lots of experience working with ESL students. Also Steve Jackson. We need workshops on phonology, grammar for the ESL learner, and teaching strategies.

#3 Expand it on a larger scale, the objective being to build awareness. Attendance should be compulsory.

School #4 No comment.

Tutors?

#1 It went very well.

#2 (A) They need training from the University of Texas.

(B) More tutors! It takes coordination in the beginning.

#3 We need additional information about how to use them.

#4 More!

Curriculum Development?

#1 I would like to see regular content area materials for LEP students displayed in nonvolunteer workshops.

#2 (A) We really need to work on curriculum development for other language groups.

(B) I haven't seen much.

#3 We need help on how to modify or adjust lesson plans and teaching strategies to address LEP students. Teachers aren't aware that it's okay to modify curriculum. Then the pressure would be off them.

#4 Come up with specific, practical, and time efficient content area activities. These should use already prepared materials.

Parent Workshops?

#1 Circulate them. Hold them in the south area neighborhoods, closer to home.

#2 (A) How to get parents of LEP students involved? Would it be better to have teachers free to make home visitations?

(B) Parents need to be informed about how to work with teachers and students. They need information about the requirements for passing from grade to grade and for graduation.

#3 Most parents at the meetings represent elementary students, although there have been parents of some high school students.

#4 The person who is conducting them is excellent.

10. What differences do you see in the 1986-87 Title VII Program as compared to the 1985-86 program?

#1 This year it is better. The teachers have more experience, and there is more consistency. There is more involvement of content area teachers.

#2 (A) I wasn't here last year.

(B) There is more visibility and more empnasis placed on ESL programs (might be related to ESL teacher being moved closer to teachers' lounge). Also, other language groups are involved.

#3 There has been a growth in numbers; it's ballooned. Parents move into the attendance area so that their students may go to school. The growth of the program has encouraged "old" students to serve as assistants, aids. This makes for an easier, smoother transition. They act as role models, too.

#4 The LEP students don't feel like "dummies." They feel comfortable in their classes and around other ethnic groups. There is more continuity built on last year's success. Teachers are a lot more familiar with abilities and needs of LEP students. They are able to do more in-depth concept building.

How have these differences impacted the program?

#1 No comment.

#2 (A) No comment.

(B) There has been a greater contact with teachers.

#3 There has been a lot more parent involvement.

#4 No comment.

11. Overall, do you feel Title VII has had an impact?

#1 It has had an impact.

#2 (A) Yes, because I've seen it done. Students identify with the LEP teacher. This helps them learn how to work the system. She is a confidant, a counselor.

(B) Yes. There still is a tremendous need for information. Something happens in the home. Parents are interested in immigration but need to know about boundary changes, credits, and what happens as students are phased out of ESL support. Title VII is helping to make a difference in moving these students.

#3 It's exceeded its expectations at our school with students passing TEAMS and participating in Ballet Folklorico. It has helped students stay in school and their self-concept. There's still room for improvement. You have to have good teachers.

#4 Oh, definitely. But, it still needs to be stronger. Expose more teachers to it.

Program Administrator Interview Questions

1. How many teachers are involved in Title VII through:

tutors?

1-50(#) * I don't know___

endorsement classes?

1-50(#) * I don't know___

workshops?

1-50(#) over 200 I don't know___
at parent workshop on immigration alone

curriculum development?
1-50(#) 5 I don't know___

* "You would be a better source of this information than I."

2. How well have endorsement teachers implemented Title VII program objectives with LEP students in terms of successes or problems in the following:

Adapting the content areas to meet the needs and levels of the LEP students?

Information could best be gotten from interviews with the teachers themselves. However, success is definitely very apparent at Travis High School where the largest number of people are involved (in the cooperative learning workshops, endorsement series classes, and/or on the writing team for curriculum development).

Developing appropriate and varied strategies for evaluation of LEP students?

A natural approach to teaching LEP students was emphasized in Endorsement training. Part of evaluation is participation in these kinds of activities. (LEP students used to sit quietly in back of the room.) Also, teachers are using a wider variety of techniques to involve students; thereby, the teachers are better able to do more informal, on-going assessments.

Decreasing the dropout rate of LEP students?

The program is showing that LEP students are staying in school, and endorsement teachers, with more effective techniques, are largely responsible. However, LEP students have also been impacted by counseling done by Dr. Terr with their families (counseling-type parent sessions). At Travis the LEP teacher specialist is coordinating work/study programs that are helping keep LEP students in school.

Demonstrating increased competency in instruction of LEP students?

As previously stated, endorsement teachers are using a natural approach in teaching LEP students. They are using an extensive variety of materials which have been very carefully selected for all areas of curriculum so that the reading level is appropriate and the number of concepts introduced are few. New vocabulary is also highlighted and/or introduced separately.

3. **Do you feel Title VII has impacted LEP student attendance?**
Yes___ No___
Comments:

For accurate information, you need to check this with the computer.

4. **In your opinion, has Title VII positively impacted the self-concept and school attitude of LEP students?**

Yes, A Lot	To Some Extent	Not At All
1	2	3

Comments:

The Ballet Folklorico at Travis and Murchison has helped increased self-concepts. Also, Murchison's soccer team is mostly composed of LEP students. (They placed number one in the city.) Students are achieving and staying in school.

5. **In your opinion, what impact has Title VII had upon the acquisition of English language skills and academic content achievement of LEP students?**

AISD was one of six school districts in Texas that were recommended for an Academic Award. Title VII surely contributed to this. Also, you have this information, based on pre-and posttesting of evaluation instruments.

6. **What coordination are you aware of that has occurred among ESL and content area teachers?**

Has it improved? Yes ✓ No ___

Is it adequate? Yes ✓ No ___ (But, there's room for increased involvement.)

Comments:

LEP students are being scheduled into classes of content teachers with ESL or workshop training. Content area teachers are being involved in cooperative learning workshops and curriculum handbook activities.

7. **Did any problem(s) occur which could impact Title VII program outcomes on any campus (teacher ratings, achievement of students)?**

Murchison is still lacking a math bilingual teacher. TBE teachers at Murchison--from what I hear--were teaching nonTBE classes which resulted in larger numbers of TBE students per teacher. Surely, this makes a difference in achievement gains.

8. **How successful do you believe each of the Title VII components were this year?**

	Completely 1	Mostly 2	Somewhat 3	Not At All 4	
Staff Development	1	(2)	3	4	
Tutors	1	(2)	3	4	
Curriculum Development	1	(2)	3	4	
Parent Workshops	1	(2)	3	4	

Comments:

The cooperative learning workshops were very successful. However, only 15 people participated throughout. I wish we had had more teachers participating.

The tutors worked out even better this year than last.

The curriculum development is taking shape and will be a most valuable tool.

Excellent! (parent workshops) But, I wish we had had more parents participating throughout, including in the productive, small group sessions.

9. What recommendations do you have for modifications or improvement of the Title VII program in terms of:

Staff Development?

Continue the cooperative learning workshops. I'm very pleased with them. I'm seriously considering deleting the endorsement component.

Tutors?

Maintain as is. Add more tutors, if possible.

Curriculum Development?

We will not know until after the final draft, and teachers give us some feedback.

Parent Workshops?

Continue with very little modification.

10. What differences do you see in the 1986-87 Title VII Program as compared to the 1985-86 program?

This year's program has run much more smoothly.

How have these impacted the program?

Positive results demonstrate that the program is very well organized and that the leadership is most appropriate.

11. Overall, do you feel Title VII has had an impact?

Very definitely! We have become a model program for the state. If a second proposal gets funded, our Title VII Program will be in a position to assist other school districts in the country.

Title VII Program

Appendix F

TEACHER SURVEY

86.42

TEACHER SURVEY

Purpose

Questions were included in the districtwide survey for program and a random sample of teachers at the four Title VII schools. Responses provided information concerning the following questions:

> **Decision Question D1:** Should the Title VII Program be continued as it is, modified, or discontinued?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

> **Evaluation Question D1-14.** What concerns/strengths about the program were identified by the program teachers?

Procedure

Surveys

AISD teachers were surveyed in the spring with questions on a wide variety of topics. Title VII Teacher Survey questions were generated by the Office of Research and Evaluation (ORE) staff with input from the program director. These questions were designed to elicit information about the implementation and effectivenesss of the endorsement and tutor components from endorsement participants, teachers who had tutors, and a random sample of teachers at the program schools. The Teacher Survey questions were then passed on to the ORE evaluator who sent out the annual surveys to all teachers and administrators in Austin Independent School District (AISD). Teachers polled by Title VII questions responded between March 13 and April 20, 1987. (Please refer to Publication Number 86.45, Where We Stand: AISD Districtwide Surveys, 1986-87 and Publication Number 86.60, Districtwide Surveys, Technical Report 1986-87 for more details.)

Sample

Items given to the three groups varied.

GROUP	ITEMS NUMBERS
Teachers with Tutors	10-17
Endorsement Teachers	146-153
Randomly Sampled Teachers	154-155

Items cited above may be referred to in Attachment F-1.

The item response rate for those surveyed by Title VII was lower than the reported AISD response rate for the administration dates noted above. Whereas the overall response rate was 71%, (see above publications), item responses of teachers with tutors ranged between 63% and 66%; out of 38 asked, 24 or 25 responded. Item responses were received from 50% or 7 of the 14 endorsement teachers while of the 119 randomly sampled group, 67% (N=79) or 68% (N=81) teachers responded. Thus, sample sizes usually represented one-half to two-thirds of those surveyed.

It should be noted that Item 154 and 155, regarding sufficient English and/or Spanish materials for LEP students were only sent out to a random sampling of teachers at the program schools. They should also have been given to endorsement and teachers with tutors (N=52) as well.

Of this year's endorsement teachers, 11 of the 14 also attended ESL courses last year; one-half attended two classes in 1985-86. Of the 38 teachers with tutors in 1986-87, 4 also had tutors in 1985-86. Random sampling of teachers may have included some endorsement and/or teachers with tutors by chance.

Results

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

> **Evaluation Question D1-14.** What concerns/strengths about the program were identified by the program teachers?

In terms of this year's tutor findings, teacher responses concerning tutors' characteristics and impact were largely divided between the strongly agree/agree and neutral categories. Items 10-14 dealt with whether tutors were perceived as helpful, knowledgeable, well-prepared, reliable, and positive. Most respondents either agreed tutors had these attributes (36-56%) or were neutral (28-44%). The two statements with the highest percentage of respondents disagreeing (20%) related to whether tutors were well-prepared and reliable.

Items 15, 16, and 17 dealt with the impact of tutors or students. Respondents were most positive about the tutors' impact on students' attitude toward learning (54% agreed), followed by their impact on academic skills (38% agreed), and finally their impact on tutees' English skills (29% agreed). In terms of improved LEP student academic skills, 37% (N=24) of those surveyed responded that tutors had an impact; 29% (N=24) of the teachers reported that LEP student's English improved as a result of working with tutors.

Endorsement data from the 50% who responded may be found in Attachment F-1, items 146-153. Items 146-150 dealt with the quality of the endorsement training. Most responses were positive or neutral. The highest percentage agreed (43%) trainers were knowledgeable and

well-prepared; the lowest percentage (14%) agreed the training presented new skills or could be applied in the classroom.

On Items 151-153, 43% agreed the training impacted students' English skills, academic skills, and attitude toward learning.

Endorsement responses from Items 146-150 on the spring, 1987 survey were examined in terms of responses for similar items on the spring, 1986 survey. As can be seen in Figure 1, half (1987) or fewer (1986) teachers responded each year. Most who did indicated neutral opinions both years. However, in 1986, those who weren't neutral generally expressed positive opinions. In 1987, the pattern of those who were not neutral was somewhat different; fewer agreed and some disagreed with questions concerning the value of the endorsement trainer and training.

Of the random sample of teachers at the program schools who responded, almost or more than three-fourths (74%, N=81 and 85%, N=79) agreed that instructional materials in English and/or Spanish were adequate (Items 154-155).

FIGURE 1
USEFULNESS OF ENDORSEMENT TRAINING--RESPONSES TO DISTRICTWIDE SURVEY ITEMS BY TEACHERS IN TRAINING IN SPRING, 1986 AND SPRING, 1987

Key: Agree = Strongly agree, agree
Neutral = Neutral
Disagree = Disagree, strongly disagree

Survey Question	Survey Date	Number Polled	Number Responded	% Agree	% Neutral	% Disagree
Regarding endorsement training:						
the trainers were knowledgeable and well prepared.	Spring 86	23	10	40	60	0
	Spring 87	14	7	43	43	14
the training was interesting and informative.	Spring 86	23	10	50	40	10
	Spring 87	14	7	29	57	14
the connection between theory and application was clearly stated.	Spring 86	23	10	30	60	10
	Spring 87	14	7	29	57	14
the training presented new skills.	Spring 86	23	10	30	40	30
	Spring 87	14	7	14	71	14*
I could apply the information provided in the classroom.	Spring 86	23	11	27	73	0
	Spring 87	14	7	14	71	14*

Percent totals 99 due to rounding off

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

04/29/87
DP-TCHS7 10 01

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - TITLE VII

Teachers with Tutors -- Items 10-17

38 teachers surveyed
24-25 responded (63-66%)

10. THE TITLE VII TUTORS WERE HELPFUL TO THE STUDENT.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E	Agree	Neutral	Disagree
TOTALS	25	6 24.0%	8 32.0%	10 40.0%	1 4.0%	0 0.0%	56	40	4
SECONDARY	25	6 24.0%	8 32.0%	10 40.0%	1 4.0%	0 0.0%			
JR. HIGH SCHOOL	5	1 20.0%	2 40.0%	2 40.0%	0 0.0%	0 0.0%			
HIGH SCHOOL	20	5 25.0%	6 30.0%	8 40.0%	1 5.0%	0 0.0%			

11. THE TITLE VII TUTORS WERE KNOWLEDGEABLE.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E			
TOTALS	25	5 20.0%	6 24.0%	11 44.0%	3 12.0%	0 0.0%	44	44	12
SECONDARY	25	5 20.0%	6 24.0%	11 44.0%	3 12.0%	0 0.0%			
JR. HIGH SCHOOL	6	1 16.7%	1 16.7%	3 50.0%	1 16.7%	0 0.0%			
HIGH SCHOOL	19	4 21.1%	5 26.3%	8 42.1%	2 10.5%	0 0.0%			

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

04/29/87
OP-TCHS7 10 01

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - TITLE VII

12. THE TITLE VII TUTORS WERE WELL PREPARED.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	25	5 20.0%	4 16.0%	11 44.0%	5 20.0%	0 0.0%
SECONDARY	25	5 20.0%	4 16.0%	11 44.0%	5 20.0%	0 0.0%
JR. HIGH SCHOOL	6	2 33.3%	0 0.0%	3 50.0%	1 16.7%	0 0.0%
HIGH SCHOOL	19	3 15.8%	4 21.1%	8 42.1%	4 21.1%	0 0.0%

Agree Neutral Disagree
36 44 20

13. THE TITLE VII TUTORS WERE RELIABLE.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	25	5 20.0%	6 24.0%	9 36.0%	5 20.0%	0 0.0%
SECONDARY	25	5 20.0%	6 24.0%	9 36.0%	5 20.0%	0 0.0%
JR. HIGH SCHOOL	6	2 33.3%	1 16.7%	2 33.3%	1 16.7%	0 0.0%
HIGH SCHOOL	19	3 15.8%	5 26.3%	7 36.8%	4 21.1%	0 0.0%

44 36 20

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - TITLE VII

14. THE TITLE VII TUTORS WERE POSITIVE IN THEIR ATTITUDE.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	25	6 24.0%	8 32.0%	7 28.0%	4 16.0%	0 0.0%
SECONDARY	25	6 24.0%	8 32.0%	7 28.0%	4 16.0%	0 0.0%
JR. HIGH SCHOOL	6	2 33.3%	1 16.7%	1 16.7%	2 33.3%	0 0.0%
HIGH SCHOOL	19	4 21.1%	7 36.8%	6 31.6%	2 10.5%	0 0.0%

56 28 16

15. AS A RESULT OF WORKING WITH THE TITLE VII TUTORS, MY STUDENTS IMPROVED IN ENGLISH SKILLS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	24	1 4.2%	6 25.0%	11 45.8%	5 20.8%	1 4.2%
SECONDARY	24	1 4.2%	6 25.0%	11 45.8%	5 20.8%	1 4.2%
JR. HIGH SCHOOL	5	0 0.0%	1 20.0%	2 40.0%	1 20.0%	1 20.0%
HIGH SCHOOL	19	1 5.3%	5 26.3%	9 47.4%	4 21.1%	0 0.0%

29 46 25

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - TITLE VII

16. AS A RESULT OF WORKING WITH THE TITLE VII TUTORS, MY STUDENTS IMPROVED IN ACADEMIC SKILLS.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	24	1 4.2%	8 33.3%	12 50.0%	3 12.5%	0 0.0%
SECONDARY	24	1 4.2%	8 33.3%	12 50.0%	3 12.5%	0 0.0%
JR. HIGH SCHOOL	5	0 0.0%	1 20.0%	3 60.0%	1 20.0%	0 0.0%
HIGH SCHOOL	19	1 5.3%	7 36.8%	9 47.4%	2 10.5%	0 0.0%

38 50 13

17. AS A RESULT OF WORKING WITH THE TUTORS, MY STUDENTS HAD A MORE POSITIVE ATTITUDE TOWARD LEARNING.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	24	4 16.7%	9 37.5%	8 33.3%	3 12.5%	0 0.0%
SECONDARY	24	4 16.7%	9 37.5%	8 33.3%	3 12.5%	0 0.0%
JR. HIGH SCHOOL	5	1 20.0%	2 40.0%	1 20.0%	1 20.0%	0 0.0%
HIGH SCHOOL	19	3 15.8%	7 36.8%	7 36.8%	2 10.5%	0 0.0%

54 33 13

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - TITLE VII

146.REGARDING ENDORSEMENT TRAINING, THE TRAINERS WERE KNOWLEDGEABLE AND WELL PREPARED.
A. ALMOST ALWAYS
B. FREQUENTLY
C. SOMETIMES
D. RARELY
E. ALMOST NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	7	0 0.0%	3 42.9%	3 42.9%	0 0.0%	1 14.3%
HIGH SCHOOL	7	0 0.0%	3 42.9%	3 42.9%	0 0.0%	1 14.3%

43 43 14

147.REGARDING ENDORSEMENT TRAINING, THE TRAINING WAS INTERESTING AND INFORMATIVE.
A. ALMOST ALWAYS
B. FREQUENTLY
C. SOMETIMES
D. RARELY
E. ALMOST NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	7	0 0.0%	2 28.6%	4 57.1%	0 0.0%	1 14.3%
HIGH SCHOOL	7	0 0.0%	2 28.6%	4 57.1%	0 0.0%	1 14.3%

29 57 14

148.REGARDING ENDORSEMENT TRAINING, THE CONNECTION BETWEEN THEORY AND APPLICATION WAS CLEARLY STATED.

A. ALMOST ALWAYS
B. FREQUENTLY
C. SOMETIMES
D. RARELY
E. ALMOST NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	7	0 0.0%	2 28.6%	4 57.1%	0 0.0%	1 14.3%
HIGH SCHOOL	7	0 0.0%	2 28.6%	4 57.1%	0 0.0%	1 14.3%

29 57 14

149.REGARDING ENDORSEMENT TRAINING, THE TRANING PRESENTED NEW SKILLS.

A. ALMOST ALWAYS
B. FREQUENTLY
C. SOMETIMES
D. RARELY
E. ALMOST NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	7	0 0.0%	1 14.3%	5 71.4%	1 14.3%	0 0.0%
HIGH SCHOOL	7	0 0.0%	1 14.3%	5 71.4%	1 14.3%	0 0.0%

14 71 14

RESPONSE SUMMARY FOR SPRING 1987 TEACHER SURVEY - TITLE VII

150.REGARDING ENDORSEMENT TRAINING, I COULD APPLY THE INFORMATION PROVIDED IN THE CLASSROOM.
- A. ALMOST ALWAYS
- B. FREQUENTLY
- C. SOMETIMES
- D. RARELY
- E. ALMOST NEVER

	NUMBER OF RESPONSES	A	B	C	D	E
TOTALS	7	0 0.0%	1 14.3%	5 71.4%	0 0.0%	1 14.3%
HIGH SCHOOL	7	0 0.0%	1 14.3%	5 71.4%	0 0.0%	1 14.3%

14 71 14

151.AS A RESULT OF MY PARTICIPATION IN THE ENDORSEMENT CLASSES, MY STUDENTS IMPROVED IN ENGLISH SKILLS.
- A. STRONGLY AGREE
- B. AGREE
- C. NEUTRAL
- D. DISAGREE
- E. STRONGLY DISAGREE
- F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	7	0 0.0%	3 42.9%	2 28.6%	0 0.0%	2 28.6%	0 0.0%
HIGH SCHOOL	7	0 0.0%	3 42.9%	2 28.6%	0 0.0%	2 28.6%	0 0.0%

43 29 29

152. AS A RESULT OF MY PARTICIPATION IN THE ENDORSEMENT CLASSES, MY STUDENTS IMPROVED IN ACADEMIC SKILLS.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	7	0 0.0%	3 42.9%	2 28.6%	0 0.0%	1 14.3%	1 14.3%
HIGH SCHOOL	7	0 0.0%	3 42.9%	2 28.6%	0 0.0%	1 14.3%	1 14.3%

43 29 29

153. AS A RESULT OF MY PARTICIPATION IN THE ENDORSEMENT CLASSES, MY STUDENTS HAD A MORE POSITIVE ATTITUDE TOWARD LEARNING.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE
F. DON'T KNOW

	NUMBER OF RESPONSES	A	B	C	D	E	F
TOTALS	7	1 14.3%	2 28.6%	3 42.9%	0 0.0%	1 14.3%	0 0.0%
HIGH SCHOOL	7	1 14.3%	2 28.6%	3 42.9%	0 0.0%	1 14.3%	0 0.0%

43 43 14

154.I HAVE SUFFICIENT INSTRUCTIONAL MATERIALS IN ENGLISH TO ADDRESS THE RANGE OF READABILITY LEVELS IN MY LEP STUDENTS.
A. YES
B. NO
C. I HAVE NO LEP STUDENTS.
COMMENTS:

	NUMBER OF RESPONSES	A	B	C
TOTALS	81	27 33.3%	33 40.7%	21 25.9%
SECONDARY	81	27 33.3%	33 40.7%	21 25.9%
JR. HIGH SCHOOL	8	3 37.5%	3 37.5%	2 25.0%
HIGH SCHOOL	73	24 32.9%	30 41.1%	19 26.0%

155.I HAVE SUFFICIENT INSTRUCTIONAL MATERIALS IN SPANISH TO ADDRESS THE RANGE OF READABILITY LEVELS IN MY LEP STUDENTS.
A. YES
B. NO
C. I HAVE NO LEP STUDENTS.
COMMENTS:

	NUMBER OF RESPONSES	A	B	C
TOTALS	79	7 8.9%	52 65.8%	20 25.3%
SECONDARY	79	7 8.9%	52 65.8%	20 25.3%
JR. HIGH SCHOOL	8	0 0.0%	6 75.0%	2 25.0%
HIGH SCHOOL	71	7 9.9%	46 64.8%	18 25.4%

Title VII Program

Appendix G

TUTOR RECORDS

TUTOR RECORDS

Purpose

University of Texas students who assisted LEP students on an individual basis in the content areas maintained tutor records which provided information concerning:

> **Decision Question D1:** Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #1 - English proficiency: By the end of eacn project year, project students' average posttest percentile scores on the English Language Assessment Battery (LAB) will be higher than the pretest percentile scores. (all four schools

> **Evaluation Question D1-3.** Did participants who were tutored exhibit greater percentile gains, on the average, in English proficiency compared to those not tutored?
>
> **Evaluation Question D1-4.** Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

Objective #2 English Achievement: By the end of each project year, program students' average posttest percentile scores on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) (as appropriate) will be higher than average pretest percentile scores by subject area. (all schools)

> **Evaluation Question D1-6.** Did participants who were tutored exhibit greater percentile gains, on the average, in English achievement compared to those not tutored?
>
> **Evaluation Question D1-7.** Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

> **Evaluation Question D1-18.** Who was served by each component? How often? What was the cost per student? In which content areas did program participants receive tutoring services?

Procedure

Students Served

For the second year, University of Texas tutors from multicultural classes assisted program LEP students. Plans for 1986-87 were to assign tutors to all four campuses both semesters. Tutors were assigned to all four program schools first semester. Second semester, Anderson did not have any tutors because of problems in assignment coordination and tutor transportation.

How Tutoring Was Carried Out

English speaking tutors were able to work with Hispanic LEP students by adapting and simplifying materials, e.g., with illustrations, note-taking, clarification of vocabulary, utilization of Spanish/English dictionaries, and identification of main concepts.

Data Collection

Two sessions of University of Texas students, enrolled in multicultural education courses, kept record forms in duplicates which provided data about the students served. The record forms (see Attachment G-1) were jointly maintained by the student who entered data and the tutee's teacher who kept the record form file in the classroom. At the end of the semester, one copy of the record form was to have been given to a coordinating teacher at each program campus while the tutee's teacher kept the second copy. Two data collection problems impacted counts of students served and comparisons of tutored and nontutored students' performance. Both problems may have resulted in some tutored students being assigned to the nontutored group.

- First semester, no tutor records were received from one school and both semesters' data was incomplete from all schools. Also, some tutor records lacked the last names of the tutored students. Attempts were made to trace last names, through telephone calls to teachers and computerized printouts of class lists. However, frequently the printouts were not helpful, because there were several students in the a class with the same first name, making it impossible to identify the tutored student.

- This year other community groups have been tutoring at the four program schools. This was not determined until spring interviews. Names of those tutored by others were not available. Some program LEP students who were designated as nontutored may have actually been tutored.

See the Discussion section for possible improvements in data collection next year.

Data Analysis

This will be discussed in the Results section.

Results

Objective #1 - English proficiency: By the end of each program year, program students' average posttest percentile scores on the English Language Assessment Battery (LAB) will be higher than the pretest percentile scores. (all schools)

> **Evaluation Question D1-3.** Did participants who were tutored exhibit greater percentile gains, on the average, in English proficiency compared to those not tutored?
>
> **Evaluation Question D1-4.** Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

Objective #2 English Achievement: By the end of each program year, program students' average posttest percentile scores on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) (as appropriate) will be higher than average pretest percentile scores by subject area. (all schools)

> **Evaluation Question D1-6.** Did participants who were tutored exhibit greater percentile gains, on the average, in English achievement compared to those not tutored?
>
> **Evaluation Question D1-7.** Did the percentage of tutored program participants making gains exceed that found last year? (all four schools)

Complete evaluation findings examining the gains of tutored and nontutored program students may be found in Appendix A, LAB, and Appendix C, ITBS/TAP, of this technical report. The following is a summary of the relevant findings:

- English proficiency (LAB)
  - -- significant differences in favor of tutored students were not found on the LAB.
  - -- The percentage of tutored students making gains in 1986-87 (86.4%) was considerably higher than that found in 1985-86 (47.2%).
- English achievement (ITBS)
  - -- ITBS/TAP percentile scores increased more for tutored students tnan nontutored in two-thirds of the comparisons (6 of 9); they were not tested for significance because of small sample sizes.
- -- In 1987, a greater percentage of tutored students made gains in reading, mathematics, and science than in the previous year. However, the 1987 sample size was generally much smaller.

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

> **Evaluation Question D1-18.** Who was served by each component? How often? What was the cost per student? In which content areas did program participants receive tutoring services?

Hand tallying done by the evaluation associate determined that during the first semester, 1986-87, 39 tutors were assigned to program LEP students at the four program campuses; 30 tutors were assigned second semester to program participants at three schools. SAS program, SA -BY006-0101, written by the programmer analyst, revealed that in 1986-87, 120 program LEP students received tutoring services. This was considerably more than tne 78 program students in 1985-86 who were served. (See Attachment G-2.) Most LEP students were tutored twice weekly per subject; some received more assistance, usually from more than one tutor. There were no additional expenditures for tutoring during 1986-87. The overall cost per Title VII student was $321 (see Appendix I, District Records); this was based on costs of personnel, testing, supplies, etc..

Program LEP students were tutored by 60 tutors in seventeen content areas according to hand tallying done by the evaluation associate.

- Mathematics
- English
- Vocational Arts
- Biology
- ESL
- Social Studies
- Reading
- Homemaking
- Typing
- Geography
- World Geography
- Pre Algebra
- American History
- History
- Science
- Physical Science
- Drama

Discussion

Proposed improvements for data collection of tutor records include providing tutors with computerized monthly printouts of students' names with entry spaces for evaluation data needed for those tutored (perhaps by class). The evaluation associate could give instructions to tutors about entering data in bound printouts to be maintained by the receiving teacher.

National research (Conen, 1982) suggests peer tutoring programs are most effective when:

- Highly structured with well-planned curricula and methods,
- Focused on basic content and skills, and
- Relatively short in duration (a few weeks or months).

Title VII and UT staff should explore whether more extensive training of tutors could strengthen the program still further. More training of students in the use of ESL techniques might be particularly helpful, because most speak only English. Also, logs indicate tutors often worked with the whole class--this does not really constitute "tutoring".

Attachment G-I

Record of Tutor Services (Title VII Project)

Part I: Time Sheet

Tutor_____School_____

Full Name of LEP Students(s) Tutored	Grade	Content Area	Contact Minutes	Date

PROGRAM: SA-BY006 01 01 AUSTIN INDEPENDENT SCHOOL DISTRICT 14:17 THURSDAY, JULY 2, 1987 1
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

UNDUPLICATED COUNT OF TITLE VII STUDENTS
BY GRADE

	TUTORED?		
	NO	YES	TOTAL
	#	#	#
GRADE			
07	38	31	69
08	24	33	57
09	39	29	68
10	25	14	39
11	8	10	18
12	12	3	15
TOTAL	146	120	266

NOTE: THE PROCEDURE TABULATE USED 7.79 SECONDS AND 588K AND PRINTED PAGE 1.

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310        SCHOOL DISTRICT                                          ';            00000560
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312            TITLE3 'OFFICE OF RESEARCH AND EVALUATION';                        00000580
313            TITLE5 'UNDUPLICATED COUNT OF TITLE VII STUDENTS';                 00000590
314            TITLE6 'BY GRADE WITHIN SCHOOL';                                   00000600
315            CLASS TUTFLAG GRADE;                                               00000610
316            BY LOC;                                                            00000620
317            KEYLABEL ALL='TOTAL'                                               00000630
318                     N='#';                                                    00000640
319                                                                               00000650
319            TABLE GRADE ALL,TUTFLAG ALL                  / RTS=18 MISSTEXT='0'; 00000650
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APPENDIX G
6

Attachment G-2

Title VII Program

Appendix H

PARENT WORKSHOPS

PARENT WORKSHOPS

Purpose

Decision Question D1. Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-13. What training was offered to parents? How many participated? Did parents of LEP students participating in parent training gain understanding of their children's situational problems and techniques to assist their children in handling them?

Results

This new 1986-87 component was implemented as planned. A series of six workshops, repeated three times, dealt with the following topics.

Helping your children learn
Extracurricular activities
Preventing runaways
Helping your children say "no" to drugs and alcohol
Sexual problems of adolescence
Ethnic differences in the role and authority of police in assisting students
Importance of communication
Adjustment to a new culture and country
Hispanic conflicts and acceptance
New immigration law

Parent workshops were given by a Spanish/English speaking clinical psychologist, with a background in education and counseling. Evaluation forms (see Attachment H-1) completed at each meeting indicated that parent attendance varied between 3 and 100. Attendance was reportedly even higher at some sessions based on staff reports (all may not have turned in evaluation forms). **Overall, the evaluations were uniformly positive.** Very few responded with neutral or negative responses.

Parents wanted more discussion about the following topics:

- Approaching sex education with their children
- New immigration law
- Drugs in adolescence
- Helping children take advantage of school
- Signs and causes of homosexuality

In addition to the findings of the 1986-87 implemented parent workshops, data gathered concerning on-going teacher workshops revealed that they were implemented as planned and focused on two topics:

- Designing lesson plans for LEP students, and
- Mainstreaming LEP students in secondary content area classes using cooperative learning techniques.

The lesson plan workshop was held in December, 1986, and was attended by nine teachers. In-service evaluation questionnaires were filled out by participants. **Teachers indicated overall satisfaction with the workshop program and presenter.** (See Attachment H-3.)

Of the nine respondents, eight said they would like more related training. All respondents gave high effectiveness ratings to aspects of both the presentation and presenter. (See Attachment H-3.)

The second group of workshops, which focused on using cooperative learning for mainstreamed LEP students, was held during the spring of 1987. The series of five workshops, repeated twice, was attended by 18 program teachers. Teachers were asked to complete a pre- and post workshop survey. (See Attachment H-2.) Participants surveyed at the beginning of the series had a wide range of familiarity with cooperative learning concepts and techniques. The seven teachers responding to the survey at the end of the course provided generally positive responses.

All were implementing cooperative learning techniques.

All felt adequately prepared to use the techniques.

The pre- and post-survey responses for these seven teachers were reviewed for each of the 10 items. The number of responses which became more positive varied from 4 to 7 per item. All teachers felt more comfortable defining the term "cooperative learning"; 6 of 7 believed they were able to organize cooperative learning better. The two items for which only four of the seven teachers showed improved ratings at the end related to their familiarity with research on cooperative learning and their comfort in using the techniques. The three who were somewhat familiar with the literature and almost always felt comfortable with the techniques initially were the ones whose ratings did not change after the workshop series. **Thus, overall responses were positive.**

86.42

Program Educación Bilingue Fecha _____

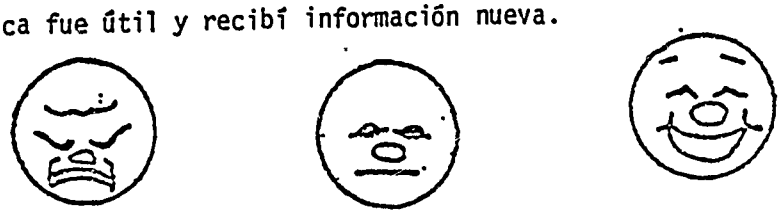
EVALUACION DE LA SESION

NO ES NECESARIO FIRMAR SU NOMBRE

Para planear sesiones en el futuro díganos como le gustó esta sesión. Marque un círculo alredor de la carita que más bien enseñe su reacción a cada pregunta.

1. La plática mantuvo mi atención.

2. La plática fue útil y recibí información nueva.



3. La plática estuvo bien organizada.

4. Soy dispuesto de animar a otros padres que vengan a estas sesiones. Deseo continuen este tipo de orientacion.

5. Las pláticas me hicieron sentir optimista para el futuro.

Puede escribir sus comentarios acerca de esta plática.

¿Que otras temas le gustaría que se trataran en el futuro?

Name_____

School_____

Cooperative Learning Workshop Survey

(Pretest)

Please respond to the first two questions using this scale:

Very Much	Somewhat	A Little	Not At All
1	2	3	4

1. I feel comfortable defining the term "cooperative learning". (0) (4) (1) (1) — 1 2 3 4

2. I am familiar with research concerning the effectiveness of cooperative learning upon student achievement. (1) (4) (1) (1) — 1 2 3 4

Use this scale to answer the following questions.

Almost Always	Frequently	Sometimes	Rarely	Almost Never
1	2	3	4	5

3. I feel comfortable using cooperative learning techniques. (2) (2) (1) (1) (1) — 1 2 3 4 5

4. I am able to organize students into effective cooperative learning groups. (1) (3) (1) (2) — 1 2 3 4 5

5. I am able to select appropriate tasks for cooperative learning groups. (2) (2) (2) (1) — 1 2 3 4 5

6. I am able to select appropriate materials for cooperative learning groups. (1) (2) (2) (1) (1) — 1 2 3 4 5

Use this scale to respond to these questions.

Many (8 or more)	Some (4-7)	Few (1-3)	None
1	2	3	4

7. How many books and/or articles about cooperative learning have you read? (1) (3) (4) — 1 2 3 4

8. How many times have you used cooperative learning techniques? (1) (3) (1) — 1 2 3 4

Use this scale to answer the following questions.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

9. I feel confident instructing a colleague in the structuring of cooperative learning groups. (1) (2) (1) (2) — 1 2 3 4 — No Comment = (1)

10. I am able to use cooperative learning to affect student achievement. (3) (2) (1) — 1 2 3 4 — No Comment = (1)

11. List three cooperative learning techniques.

Teacher #1--Grouping according to ability

Grouping with student instructor

Practice what was modeled by teacher

Teacher #2--Small group work with students of mixed abilities

Small group works to solve a common problem

Teacher #3--None given

Teacher #4--Pairing

Small groups

Guided practice

Teacher #5--None given

Teacher #6--Individual group work at different levels

Content area groups broken off according to students' grade levels

Teacher #7--None given

12. List three strengths of cooperative learning.

Teacher #1--Several levels can be taught at the same time

Several skills can be taught at the same time

Students are on task since they are working at their level of understanding

Teacher #2--Low level students may succeed

Low level of anxiety over competition

Students support each other

Teacher #3--None given

Teacher #4--Support from the group

Immediate feedback

Building self-esteem

Teacher #5--Involve more people in common goal

Use the strengths of group to offset individual weakness

Motivate more people to learn

Teacher #6--Students feel more at ease in small groups

Students respond to one another more freely

Students put pressure on one another to get work done within each other's groups

Teacher #7--None given

Name_____

School_____

Cooperative Learning Workshop Survey

(Posttest)

Please respond to the first two questions using this scale:

Very Much	Somewhat	A Little	Not At All
1	2	3	4

1. I feel comfortable defining the term "cooperative learning". (7) 1 2 3 4

2. I am familiar with research concerning the effectiveness of cooperative learning upon student achievement. (2) (5) 1 2 3 4

Use this scale to answer the following questions.

Almost Always	Frequently	Sometimes	Rarely	Almost Never
1	2	3	4	5

3. I feel comfortable using cooperative learning techniques. (4) (2) (1) 1 2 3 4 5

4. I am able to organize students into effective cooperative learning groups. (4) (1) (2) 1 2 3 4 5

5. I am able to select appropriate tasks for cooperative learning groups. (4) (3) 1 2 3 4 5

6. I am able to select appropriate materials for cooperative learning groups. (4) (3) 1 2 3 4 5

Use this scale to respond to these questions.

Many (8 or more)	Some (4-7)	Few (1-3)	None
1	2	3	4

7. How many books and/or articles about cooperative learning have you read? (4) (3) 1 2 3 4

8. How many times have you used cooperative learning techniques? (0) (0) (1) 1 2 3 4

Use this scale to answer the following questions.

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

9. I feel confident instructing a colleague in the structuring of cooperative learning groups. (R) (5) 1 2 3 4

10. I am able to use cooperative learning to affect student achievement. (3) (4) 1 2 3 4

11. List three cooperative learning techniques.

Teacher #1--Break into small groups (3-6)

Assign roles

Give task with a variety of responses and then have each group share findings and analyze results to apply to each member personally

Teacher #2--Divide class into heterogeneous groups

Pick group leader/reporter

Teacher facilitates by checking up on groups after giving instructions/examples

Teacher #3--Group work

Discovery learning through doing

Responsible students help guide learning process

Teacher #4--Students help one another

Students learn by discovery

Students are guided by teacher preparation and instructions, then supervision

Teacher #5--Sequencing

Spaces

Categories

Teacher #6--Small group teaching

Teams-Games-Tournaments (TGT)

Students Teams--Achievement Divisions (STAD)

Teacher #7--Task sturcture (mix activities)

Reward structure (Rewards for appropriate behavior; interpersonal reward structure)

Authority structure (Refers to the control that students exercise over their own activites)

12. List three strengths of cooperative learning.

Teacher #1--Student is less intimidated

Small group gives more opportunity for participation

Other students model expected behavior

Teacher #2--All students participate even LEP students

Learning environment can be non-competitive in design

This technique makes learning "fun." It teaches high levels of thinking (synthesis, evaluation).

Teacher #3--Helps reduce anxiety level of student new to language

Helps increase motivation

Helps students learn by discovery

Teacher #4--Association with real world

Verbal skills improve

Thinking ability improves

Teacher #5--Students teach each other

Provides slower students an opportunity to participate

Teachers teamwork to achieve individual and group goals

Teacher #6--Students feel positive about completing task

Students feel good about helping one another

Interracial cooperation improves racial attitudes and behaviors in school

Name_____

Teacher #7--Students participate actively

Develops the question skill

Cooperative learning encourages others to participate and express ideas and support

13. I implemented cooperative learning activities in my classroom.

(4) Yes ____No

If yes, use this scale to answer the following questions:

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

14. I felt adequately prepared to use cooperative learning techniques in the classroom.

1 (4) 2 (3) 3 4

15. I assigned specific roles to each student in every group.

1 (3) 2 (3) 3 (1) 4

16. My role as a teacher was that of facilitator.

1 (4) 2 (2) 3 (1) 4

17. The reporter from each group reported to the large group.

1 (2) 2 (5) 3 4

18. I was able to incorporate content information and use of higher order skills through questions and probing.

1 (5) 2 (2) 3 4

19. The groups consisted of 4-6 students.

2 (7) 3

20. I was appraised during a time when my class was participating in cooperative learning activites.

2 (2) 3 (4)

21. My appraiser(s) liked what was going on in my classroom.

2 (2) 3 NA (5)

22. My appraisal was higher when I was a cooperative learning facilitator than when I was a traditional teacher.

1 (1) 2 3 (1) 4 NA (3-)

Added by Teacher #5:

23. Although there is not a space required, I would like to add that this was a very interesting workshop. I have just scratched the surface of the subject. I would like to see more offerings in subject areas. It is definitely a way to get students interested. I would like more information about it.

OFFICE OF STAFF DEVELOPMENT
IN-SERVICE EVALUATION QUESTIONNAIRE

Please complete each item and return to the session monitor as you leave the session.

A. SESSION IDENTIFICATION

SESSION NUMBER

Session Title: Designing Lesson Plans for LEP Students

DATE (MO / DAY / YEAR)

LOCATION (SCHOOL)

Presenter(s): Francis Rhoads

B. YOUR POSITION/LOCATION

Job Title: ○ Teacher ○ Aide ○ Administrator ○ Other

Office or School # (See Back)

○ K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ Secondary ○ All-level Elementary ○ Other

C. PROGRAM/PRESENTER(S)

Please circle the number on the scale which best describes your assessment of the program/presenter.

	LOW				HIGH
1. Objectives were clear.	0	0	0	0	0
2. Interest was maintained.	0	0	0	0	0
3. Information was presented clearly and concisely.	0	0	0	0	0
4. Content was relevant/useful.	0	0	0	0	0
5. Audio-visual materials were effectively used.	0	0	0	0	0
6. Printed materials were effectively used.	0	0	0	0	0
7. Objectives were met.	0	0	0	0	0
8. Presenter was knowledgeable and well prepared.	0	0	0	0	0

omitted

D. FUTURE PLANNING

Please indicate whether or not you would like additional training on this subject.

○ yes ○ no omitted

E. ADDITIONAL COMMENTS

Please add any questions, comments, or suggestions regarding this session and/or future requests.

Title VII Program

Appendix I

DISTRICT RECORDS

DISTRICT RECORDS

Purpose

District records provided information concerning:

Decision Question D1: Should AISD adopt the Title VII Program Components when federal funding expires?

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-15. How many teachers completed 1, 2, 3, and/or 4 classes in the endorsement series? What were the teacners' subject areas? What was the cost per teacher?

Evaluation Question D1-17. How many LEP students were placed in the classes of endorsement participants? How many were not? (by school)

Evaluation Question D1-18. Who was served by each component? How often? What was the cost per student? In which content areas did program participants receive tutoring services?

Results

The above evaluation questions have previously been discussed in Appendix D - Endorsement Teachers, Appendix H - Parent Workshops, and Appendix G - Tutor Records. Although there were no direct student costs, Title VII expenditures for salaries, employee benefits, supplies, travel, telephone, reproduction, data processing, etc. resulted in an indirect cost of $320.78 per student; this was based on the October, 1986 Title VII Program student enrollment count (274 students) and the 1986-87 federal grant budget allocation of $87,893.

Title VII Program

Appendix J

DROPOUTS

DROPOUTS

Purpose

The AISD dropout rates were examined in terms of Title VII LEP students at the four program schools.

Decision Question D1: **Should AISD adopt the Title VII Program components when federal funding expires?**

Objective #6 - Activities: Major components will be implemented as planned in 1986-87.

Evaluation Question D1-19. What effect did the program have on the dropout rate of LEP students?

Procedures

District records provided the information for the data analysis. Procedures for how dropouts are counted may be found in Attachment J-1, taken from Publication No. 85.70, 1985-86 FINAL DROPOUT REPORT. These procedures were used by the Office of Research and Evaluation (ORE) evaluation associate in charge of dropout analysis in writing SAS programs SA - PS014 and SA - PS0141201 to calculate specific Hispanic LEP dropout frequencies. The data were then grouped by LEP status (with program LEP students separated out) and summarized by the Title VII evaluation associate. (See Attachment J-2.)

Results

Figure J-2 shows the 1985-86 annual secondary dropout rate of program LEP A and B students (English monolingual, or Spanish dominant) and other LEP C,D, and E students (bilingual, English dominant, and English monolingual) attending Title VII program campuses. Rates cover the period of September through July of 1985-86. Students are considered dropouts if they leave AISD during the year and a request for a transcript is not received by July 1. LEP dropout rates are overestimates to the extent that students return to other countries that do not request transcripts. Also, it should be noted that some program LEP B status students (6 or less) changed to LEP C status before the end of the 1985-86 school year. These students were not counted as program students in the dropout analysis, and how this might have affected the analysis is unknown.

- The LEP dropout rate for Spanish speakers at the four Title VII schools overall (18%) was well above the District rate (10.7%) and slightly above the District's Hispanic rate (15.3%).

- The rate for program students (LEP A&B) was slightly lower (18%) than that for LEP C, D, & E students (20%) at the Title VII schools.

- The LEP dropout rate was highest at grade 9 (37%) with little difference between program students and other LEP status students at the schools.

- Travis had the highest LEP dropout rate. For program LEPs it was 34% and for other LEPs it was 29%.

- Murchison Jr. Hi. LEP students were less likely to drop out (90% continuing) than Title VII senior high schools, regardless of their LEP status. (Junior high dropout rates were lower than senior high rates for AISD overall as well.)

- At Anderson, there were no dropouts among the nine program LEP students enrolled (N very small). However, 25% of the 24 LEP C, D, E status students at Anderson left school.

FINAL REPORT

The Office of Research and Evaluation (ORE) has reported yearly high school dropout counts since 1983-84. In July, 1986, a longitudinal computerized data base (the Secondary Student Longitudinal File, or SSLF) was constructed that enables us to answer questions about the enrollment status of any group of high school students at any point in time, beginning with students enrolled during the 1983-84 school year. This report will present data from three cohorts of high school students--those enrolled in 1983-84, 1984-85, and 1985-86. (Of course these are not independent. Many students appear in two or more cohorts.)

Assigning Dropout Status Codes on the SSLF

Our method for assigning dropout status codes on the SSLF is as follows:

- Each year's cohort includes all students enrolled in an AISD high school at any time during the school year.
- Any student who withdraws from AISD is first considered a dropout.
- If the student's transcript is requested by a district, school, or other institution offering a high school diploma, the student is judged to be pursuing an education and his/her classification is changed from "dropout" to "transfer."
- In July following each school year, dropout status codes are assigned to each student in that year's population. Possible statuses are:

  --still enrolled
  --school-year dropout (withdrew, no transcript request)
  --school-year transfer (withdrew, transcript request)
  --graduate
  --died.

- The annual dropout rate is calculated by dividing the number of school-year dropouts by the total enrollment.
- Also in July, dropout codes assigned in years before the school year just completed are updated to reflect changes in status or information not available the previous July. Besides changes, two additional statuses became possible at this updating.

  --summer dropout (completed one school year, but did not show up the following school year, and no transcript request).
  --summer transfer (same as above but with transcript request).

- Longitudinal dropout rates are calculated from the updated numbers.

FIGURE J-1
ANNUAL 1985-86 SECONDARY DROPOUT RATE FOR TITLE VII SCHOOLS
SPANISH DOMINANT/MONOLINGUAL (LEP A & B) VERSUS
OTHER SPANISH LEP (C, D, & E) STUDENTS

Group	LEP A & B STUDENTS			LEP C,D,E STUDENTS			COMBINED LEP STUDENTS (A,B,C,D,&E)		
School	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %	Dropouts	Enrollment	Dropout %
Murchison	10	109	9%	4	40	10%	14	149	9%
Travis	20	58	34%	5	17	29%	25	75	33%
Johnston	4	17	24%	5	21	24%	9	38	24%
Anderson	0	9	0%	6	24	25%	6	33	18%
TOTAL	34	193	18%	20	102	20%	54	295	18%
Grade									
7	3	42	7%	2	17	12%	5	59	8%
8	7	67	10%	2	23	9%	9	90	10%
9	17	45	38%	13	37	35%	30	82	37%
10	6	27	22%	2	14	14%	8	41	20%
11	1	12	8%	1	11	9%	2	23	9%
12	0	0	0%	0	0	0%	0	0	0%
TOTAL	34	193	18%	20	102	20%	54	295	18%

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