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ABSTRACT

Chapter 1, a federally funded compensatory education program, provided funding to 31 elementary schools with high concentrations of low-income students in the Austin (Texas) Independent School District (AISD) through the following components: (1) nonschoolwide projects of supplementary instruction; (2) schoolwide projects (SWP) in the most disadvantaged schools; (3) full-day kindergarten classes; (4) additional services in one nonpublic school and nine institutions for the neglected or delinquent; (5) Chapter 1 Migrant programs for migrant students; and (6) parent and community involvement programs. Evaluation of these programs focused on language and achievement gains. All Chapter 1 programs met the required gains in prekindergarten, and 21 of 25 met requirements for kindergarten. Less than half (18 of 31) of Chapter 1 schools met the required level of reading comprehension for their first grade Chapter 1 students. The majority of the schools improved their passing rates on the Texas Academic Assessment. Programs new to Chapter 1, such as Reading Recovery, were expanded to 20 elementary schools. Fifty-six tables and 61 figures present evaluation findings. Three attachments present supplemental information about some programs. (Contains 9 references.) (SLD)

CHAPTER 1/CHAPTER 1 MIGRANT, 1993-94
Executive Summary

Austin Independent School District
Office of Research and Evaluation

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Program Description

Chapter 1, a federally funded compensatory education program, provided funding to 31 AISD elementary schools with high concentrations of low-income students through the following components:

Non-Schoolwide Projects (Non-SWP) (Grades 1-6) provided supplementary reading and language arts instruction for students with low achievement scores at 5 elementary schools. Students were eligible for services at these campuses if they had a reading comprehension score at or below the 30th percentile on a standardized achievement test.

Schoolwide Projects (SWP) (Pre-K-6) Twenty-six schools which qualified for SWP funds were allowed to use the additional resources on all of their students, regardless of their achievement status. These schools, however, were still responsible for showing achievement gains in their low achieving population.

Full-Day Prekindergarten classes were funded at 29 out of 31 Chapter 1 schools.

One nonpublic school, grades PreK-8, and nine institutions for neglected or delinquent (N or D) youths, grades K-12, offered additional services.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students via a teacher/tutor, after-school tutors, and computer labs at eight AISD secondary campuses. A high priority was placed on dropout prevention activities such as summer school. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving students received service priority.

Parental/Community Involvement components were common to both Chapter 1 and Chapter 1 Migrant.

Major Findings

The 1993-94 criteria for evaluating Chapter 1 schools included:

- Language gains in the prekindergarten program,
- Gains in basic concepts for kindergarten students,
- Reading comprehension grade equivalence (GE) of no more than two months below grade level at first grade,
- Gains in reading comprehension and mathematics problem solving (where applicable) in grades 2-6,
- Improvements in percent of Chapter 1 fourth grade students passing TAAS reading, and
- Improvement in percent of students promoted to the next grade for Chapter 1 students in grades K-6.

ACHIEVEMENT

- All Chapter 1 schools met the required gains in the pre-K program, and 21 of the 25 schools with programs for kindergarten students met the required gains for kindergarten.
- In 1993-94, the mean standard score gain for pre-K students was 11.9 from pretest to posttest on the English PPVT-R. Bilingual students tested on the Spanish TVIP had a mean gain of 8.3 standard score points. While students in all pre-K programs achieved significant gains, the average standard score (81.9) for all pre-K students was below the national average of 100.
- Less than half (18) of the 31 Chapter 1 schools met the required level of reading comprehension for their first grade Chapter 1 students.
- In 1992-93, 6% of Chapter 1 students passed TAAS Reading at grade four. In 1993-94, the majority of Chapter 1 schools (25 of 31) improved their TAAS reading passing rate at grade four to 18% or higher.

PROGRAMS NEW TO CHAPTER 1

In 1993-94, the District expanded the Reading Recovery Program to 20 elementary schools. Chapter 1 funded the program at 18 of these campuses, and Chapter 2 funded the remaining two. All 20 schools had Reading Recovery instruction in English for first grade students whose reading skills were at the bottom of their classroom level. Six of the 20 campuses had Reading Recovery instruction in both English and Spanish.

- Reading Recovery (English only) served 252 students in the District. Fifty-three percent of first graders served are considered "program students" (i.e., had more than 60 lessons or successfully discontinued the program). Seventy-six (76) of the students served achieved a reading level high enough to discontinue the program.
- A survey of teachers of second grade students who were served by Reading Recovery in 1992-93 indicated that students who successfully discontinued the program have, as a group, maintained a reading level comparable to their classroom average.
- Observations at the elementary schools having Computer Curriculum Corporation or Jostens Learning for one year or more revealed that 81% of the time allotted to the use of the integrated earning system (ILS) was spent interacting with the computer on academic, technical, or procedural tasks. Only 5% of the students observed were involved in off-task behaviors.
- Student achievement at the 10 ILS elementary schools was analyzed by using the ITBS/NAPT for all subjects at grades 2 through 5. Of the 90 grade 2 through 5 comparisons:
  - 15% of the grades exceeded the predicted gain,
  - 82% of the grades equaled their predicted gain, and
  - 3% of the grades were below the predicted gain.
- Results were mixed on the effectiveness of technology in improving student achievement. For the majority of grades served, ILS had no apparent effect on student achievement.
- At the elementary and secondary levels, Jostens and CCC TAAS passing percentages were below the District average for all grades and all subjects, except grade 4 writing. The percentage of students passing TAAS writing in grade 4 was higher for Jostens (61%) and CCC (68%) than the AISD average passing rate (52%).

Major Findings (Continued)

PROMOTION AND ATTENDANCE

- The Priority Schools overall had more recommended placements (9.5%) than did the other elementary schools (2.1%), and twice the retention rate (0.6% and 0.3%, respectively). The promotion rate for Priority Schools is 90% compared to 97.7% districtwide.

- The average attendance rate for Priority Schools was slightly higher (95.9%) than the districtwide percentage for all AISD elementary schools (95.6%) in 1993-94. Thirteen of the 16 Priority Schools had improved attendance in 1993-94.

OTHER CHAPTER 1 COMPONENTS

- Seven of the nine Neglected or Delinquent (N or D) facilities met the majority of their Preponderance of Evidence goals required by TEA. The Chapter 1 program served 1,538 students and provided on-site tutors, teaching assistants, and instructional materials.

- Parent Training Specialists (PTSs) at 15 of 17 schools successfully included and involved parents and the community at their schools. Three of the Parent Training Specialists participating in transitional programs (elementary to middle school, middle to high school) involved parents and communities in joint meetings and activities.

- Both Chapter 1 and Chapter 1 Migrant Parent Advisory Councils (PACs) experienced increases in the number of meetings offered to parents and in parental attendance at these meetings.

- The Chapter 1 Migrant Student Record Transfer Clerk enrolled 10 migrant students in AISD's Evening School and the Migrant Recovery Program at Southwest Texas State University for the purpose of securing a General Education Development (GED) Diploma.

BUDGETS

The majority of the Chapter 1 budget (78%) was allocated for instruction: schoolwide projects (54%), full-day pre-K (21%), and supplementary reading instruction (3.4%).

The 1993-94 Chapter 1 Migrant budget of $208,743 showed a 14% decrease from 1992-93, while the number of eligible students increased from 405 to 519.

MANDATE External Funding Agency; Public Law 100-297

FUNDING AMOUNT: $9,270,195 (Chapter 1)
$ 208,743 (Chapter 1 Migrant)

FUNDING SOURCE: Federal

RECOMMENDATIONS:

1. Continue using Chapter 1 funds to supplement reading instruction at elementary schools.

2. Encourage school staff to focus more Chapter 1 programs on improving mathematics education at elementary schools.

3. The focus of Chapter 1 funds should be on programs (reading or mathematics) specific to the students' needs.

PROGRAM DESCRIPTIONS

The Components of the Chapter 1 Program

In 1993-94, the Chapter 1 Program had the following components:

Non-Schoolwide Projects (Non-SWP) (Grades 1-6). Chapter 1 provided supplementary reading and language arts instruction for students with low achievement scores at 5 elementary schools with large concentrations of low-income families. Students were eligible for services at these campuses if they had reading comprehension scores at or below the 30th percentile on a standardized achievement test.

Schoolwide Projects (SWP) (Pre-K-6). Schools which qualified for SWP funds were allowed to use the additional resources on all of their students, regardless of their achievement status. They were still responsible, however, for showing achievement gains in their low achieving population. During the 1993-94 school year, 14 more schools qualified for SWP funds, bringing the total number of Chapter 1 SWPs to 26. Sixteen campuses were the "Original 16 Priority Schools.[1]"

Full-Day Prekindergarten. Almost 21% of the Chapter 1 budget was allocated to full-day prekindergarten programs at 29 of the 31 Chapter 1 schools.

Nonpublic School (Pre-K-8). St. Mary's Cathedral School was the only nonpublic school in Austin that provided Chapter 1 services. Supplementary reading and mathematics instruction was offered to low-achieving students in a computer-assisted-instruction laboratory.

Institutions for the Neglected or Delinquent Youths (K-12). The nine institutions for neglected or delinquent youths which participated in the Chapter 1 program this year were Gardner House, Turman House, Mary Lee Foundation, Junior Helping Hand Home, Settlement Club Home, Spectrum Youth Shelter, Travis County Youth Shelter, The Oaks Treatment Center, and Better Roads Group Home. Children at these institutions received compensatory reading and mathematics services.

[1]In 1987, the School Board approved a student assignment plan which created 16 predominately low income (75% or more), minority schools. Fourteen of the schools were funded by Chapter 1, the other two schools were funded by AISD. To assure that students received quality education in these schools, the Division of Elementary Education developed A Plan for Educational Excellence and entered into a five-year covenant with the 16 Priority Schools, providing financial support for other special services and personnel. Although this covenant concluded at the end of the 91-92 school year, the 16 schools are still frequently referred to as the "Original 16 Priority Schools".

The Components of the Chapter 1 Migrant Program

In 1993-94, the Chapter 1 Migrant Program had the following components:

Reading Instruction (K-12). One middle school had a teacher and/or tutor who was partially funded by the Migrant Program. Nine additional tutors provided services to students after school at designated migrant campuses. The priority for service was on low-achieving students.

Migrant Student Record Transfer System (MSRTS). A national recordkeeping network, MSRTS, contains program eligibility and service information, medical records, and achievement data on all migrant children. The District's MSRTS clerk maintained these records and assisted in efforts to keep migrant students enrolled in school.

Components Common to the Chapter 1 and Chapter 1 Migrant Programs

Administration. The administrator for both programs was responsible for filing applications for funding, directing fiscal matters, and consulting with instructional and evaluation staff on program planning and implementation.

Coordination. Instructional coordinators worked directly with program staff to provide guidance, support, materials, and staff development. They also monitored and ensured compliance with federal regulations.

Evaluation. Both programs provided funds for the evaluation of the programs, completion of TEA reports, special testing, needs assessments, on-line students files, and other services as program needs indicated.

Parental Involvement. Each program employed one or more Parental Involvement Representatives.

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CHAPTER 1 SERVICE

Eligibility

To be eligible for Chapter 1 service at Non-SWPs, students must score at or below the 30th percentile for their grade level in Reading Comprehension on the Iowa Tests of Basic Skills (ITBS) (grade 2), the Norm-referenced Assessment Program for Texas (NAPT) (grades 3-6), or the Pre-Reading Composite score in English or Spanish on the Metropolitan Readiness Test (MRT) for first graders. Kindergarten students take the Boehm Test of Basic Concepts-Revised.

Retainees, special education students, and LEP (C, D, or E) students may be served by Chapter 1 if they have an achievement test score at or below the 30th percentile. LEP (A or B) students may be served if it is recommended by the teacher or determined by their scores on the California Achievement Test (CAT) (grades 1-6).

Students who do not have valid spring semester ITBS or NAPT test scores (grades 2-6) or valid fall MRT Pre-Reading Composite scores (grade 1), or who have received test scores that are clearly discrepant from their classroom achievement (as judged by the teacher), are "special tested" with the CAT any time after the first day of school.

Of the 15,704 students served in NON-SWP and SWPs, 10% (1,583) were "special tested" with the CAT to determine eligibility for service. Of the 1,583 students tested with the CAT:

- Eighty-eight percent (1,382) were tested because they had no previous test scores;
- Nine percent (144) were new to AISD; and,
- Two percent (27) were tested because there were discrepancies between their test scores and class performances, or they were referred for special testing by the support team.

Number of Students Served

Chapter 1 served 19,051 students across all instructional components in 1993-94. Four of the five components in 1993-94 experienced an increase in the number of students served. Chapter 1 funded 26 SWPs (14 more than 1992-93), carried half the cost of full-day prekindergarten at 29 schools, and served kindergarten students at the 26 Chapter 1 SWPs. Figure 1 shows the number of students served by each component for the last four years.

FIGURE 1
CHAPTER 1 STUDENTS SERVED BY EACH COMPONENT

	1990-91	1991-92	1992-93	1993-94
Non-SWPs	1,028	1,482	1,674	445
Full-Day Pre-K	1,383	1,643	1,702	1,809
Schoolwide Projects	6,273	6,328	3,970	15,259
Non-Public School	20	22	48	49
N or D Institutions	869	1,054	1,185	1,489
TOTAL	10,846	10,957	8,579	19,051

Demographics

FIGURE 2
ETHNICITY OF CHAPTER 1 STUDENTS (1993-94)

	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	TOTAL
Non-SWPs	0 0%	2 0.4%	170 38.2%	234 52.6%	39 8.8%	445
Chapter 1 Schoolwide Projects (including Original 16 Priority Schools)	17 0.1%	230 1.5%	4,597 30.1%	8,654 56.7%	1,761 11.6%	15,259
Full-Day Prekindergarten	1 0.05%	39 2.15%	493 27.3%	1,164 64.3%	112 6.2%	1,809
TOTALS	18 0.1%	271 1.5%	5,260 30%	10,052 57.4%	1,912 11%	17,513

The following are characteristics of students served by each Chapter 1 component:

Non-SWPs

- Chapter 1 teachers served 90% of the students eligible for service.
- 88% of the limited-English-proficient (LEP) students who were eligible for Chapter 1 were served by a Chapter 1 teacher.
- 89% of the served students were eligible for free or reduced-price meals (not a prerequisite for Chapter 1 service).
- 49% of the students served were female and 51% were male.

Schoolwide Projects

- 25% of the students were LEP.
- 85% of the students were eligible for free or reduced-price meals.
- 49% were female, and 51% were male.

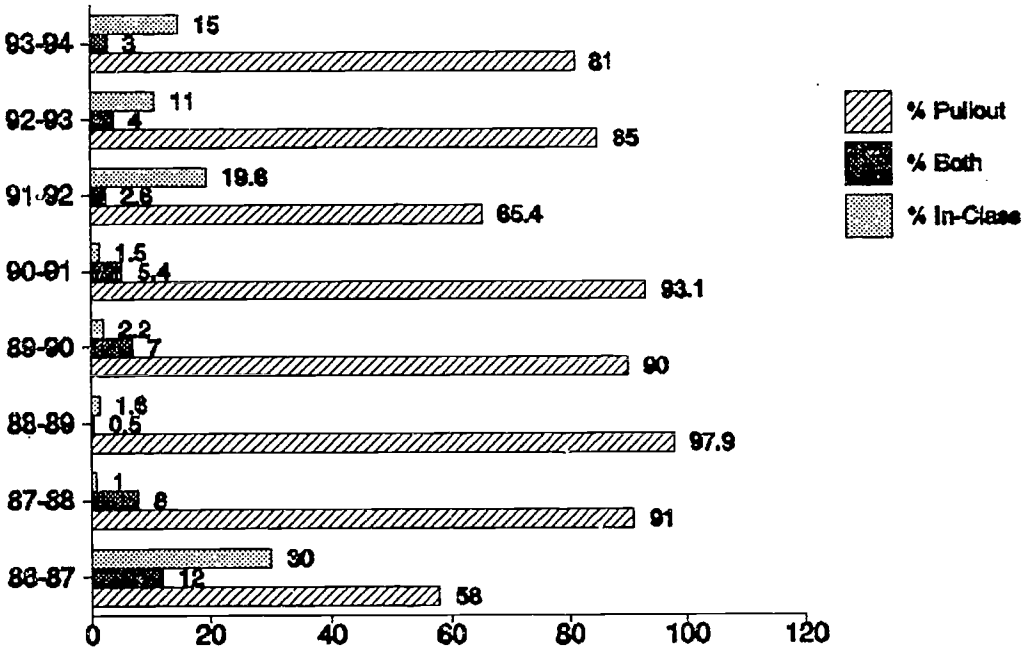
Full-day Pre-K

- Full-day pre-K children accounted for 10% of the Chapter 1 population.
- 98% were eligible for free or reduced-price meals.

Service Location for Supplementary Reading Instruction

In 1993-94, the majority of the students served (81%) were pulled out from their classroom (pullout); 15% were served in class; and 3% were served in a combination of both locations. The general trend in the last seven years has resulted in an increase in pullout from 58% in 86-87 to 81% in 1993-94. Figure 3 shows how these ratios have changed in the past eight years.

FIGURE 3
SERVICE LOCATIONS FOR THE NON-SWP COMPONENT 1986-87 THROUGH 1993-94



PREKINDERGARTEN

The AISD prekindergarten (pre-K) program served 2,972 students (1,001 half-day and 1,971 full-day) during 1993-94. At the 49 elementary schools which provided pre-K programs, 19 had half-day and 30 had full-day sessions.

The half-day prekindergarten program is mandated by the State for all four-year-olds who are limited-English-proficient (LEP) or low income. Full-day pre-K was funded through Chapter 1 and Chapter 2. Chapter 1 provided funding for full-day pre-K in 29 of the 31 Chapter 1 schools. The full-day program at Travis Heights was funded by Chapter 2 Formula funds.

Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds. The focus is increasing language, concept, personal, and social development.

The number of students attending prekindergarten has increased by 96% from 1986-87 to 1993-94. The number of pre-K teachers has more than tripled during the same period. Figure 4 summarizes some comparison data for the prekindergarten program from 1986-87 to 1993-94.

FIGURE 4
COMPARISONS OF 1986-87 THROUGH 1993-94
AISD PREKINDERGARTEN PROGRAM

VARIABLE	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
# Full-Day Classes	0	76	83	89	89	98	106	121
# Half-Day Classes	84	36	44	60	60	66	68	64
# Teachers	42	94	105	111	119	131	140	153
# Low Income Students	1,081	1,352	1,541	1,692	1,735	1,857	1,942	2,872
# LEP Students	435	553	597	536	669	754	766	835
# Half-Day Students	1,516	603	757	907	586	944	996	1,001
# Full-Day Students	0	1,302	1,381	1,321	1,793	1,667	1,745	1,971
# Total Students	1,516	1,905	2,138	2,228	2,404	2,611	2,741	2,972

Students who attended pre-K in 1993-94 represented a diverse population. As can be noted from Figure 5, Hispanics made up the largest ethnic group (1,753), followed by African Americans (691), Others (400), and Asians (128). There were 1,438 female and 1,534 male pre-K students, as shown in Figure 6. Eighty percent of the pre-K students were English speaking, 18 percent were Bilingual, and two percent were ESL. Low-income children represented 97% of the pre-K students served.

FIGURE 5
1993-94 PREKINDERGARTEN
ETHNICITY

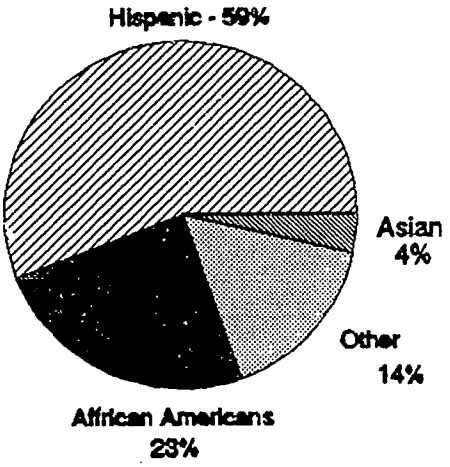
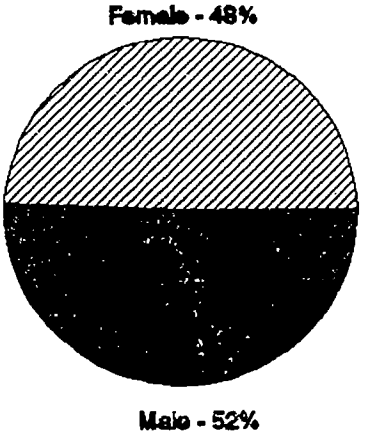


FIGURE 6
1993-94 PREKINDERGARTEN
GENDER



Zilker was the only school new to the prekindergarten program in 1993-94. The number of pre-K students served at each campus varied from 23 at Zilker to 123 at Houston. Figure 7 lists the number of pre-K students and classes at each of the campuses that offered prekindergarten in 1993-94. The average pupil-teacher ratio for pre-K classes was 19.4 in 1993-94, down from 19.6 in 1992-93.

In Figure 9, the average pretest, posttest, and gain scores on the PPVT-R are presented. Limited-English-proficient students were classified as either bilingual or ESL, depending upon the program of instruction the teachers indicated. While students in all types of pre-K programs achieved higher than average gains, the average standard scores for all groups of pre-K students were below the national average of 100.

FIGURE 9
SUMMARY OF PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1993-94

GROUP	NUMBER OF STUDENTS	PRETEST AVERAGE	POSTTEST AVERAGE	GAIN AVERAGE
Full-Day Bilingual	359	35.4	50.1	14.7
Full-Day ESL	11	50.3	71.2	19.9
Full-Day Low Income	815	73.6	85.1	10.9
Half-Day Bilingual	131	35.2	52.4	18.9
Half-Day ESL	44	58.3	78.4	19.5
Half-Day Low Income	372	83.9	93.0	7.8
National Average	--	100.0	100.0	0.0

Only students with valid pre- and posttests are included.

The average standard score gains for the students who took both the PPVT-R and the TVIP from 1987-88 through 1993-94 are presented in Figure 10. This comparison does not include 1991-92 since the Bracken Basic Concept Scale (BBCS) was given that year instead of the PPVT-R and TVIP.

FIGURE 10
STANDARD SCORE GAINS FOR STUDENTS TESTED ON THE PPVT-R AND TVIP, 1987-88 THROUGH 1990-91, 1992-93 AND 1993-94

GROUP	1987-88	1988-89	1989-90	1990-91	1992-93	1993-94
Full-Day PPVT-R Gain	15.9	16.3	16.1	18.3	8.7	14.1
Half-Day PPVT-R Gain	9.5	17.4	18.9	18.2	13.8	18.9
Full-Day TVIP Gain	6.8	8.0	8.7	3.3	8.5	7.6
Half-Day TVIP Gain	9.6	5.4	16.6	4.2	9.8	10.3
Full-Day Pre-K	N = 105	N = 138	N = 146	N = 162	N = 227	N = 327
Half-Day Pre-K	N = 30	N = 49	N = 66	N = 68	N = 74	N = 127

FIGURE 7
NUMBER OF 1993-94 PRE-K STUDENTS SERVED BY CAMPUS

CAMPUS	NUMBER OF STUDENTS	NUMBER OF CLASSES	CAMPUS	NUMBER OF STUDENTS	NUMBER OF CLASSES
Allan*	63	4	Maplewood	26	2
Allison*	70	4	Mathews	31	2
Andrews*	80	5	Metz*	57	4
Barrington	56	4	Norman*	38	2
Becker*	47	3	Oak Springs*	52	4
Blackshear*	60	4	Odom	67	4
Blanton*	58	3	Ortega*	48	3
Brentwood	37	2	Palm	54	4
Brooke*	54	3	Pecan Springs*	55	3
Brown*	63	4	Pillow	64	4
Campbell*	53	4	Pleasant Hill	64	4
Casis	30	2	Reilly*	27	2
Cook	77	4	Ridgetop*	28	2
Dawson*	52	3	St. Elmo	41	2
Galindo	60	4	Sanchez*	53	4
Govalle*	94	6	Sims*	34	2
Graham	37	2	Sunset Valley	65	4
Harris*	96	5	Travis Heights*	59	6
Houston*	123	7	Walnut Creek*	115	6
Jordan*	66	4	Widen*	111	6
Joslin	59	4	Winn*	72	5
Kocurek	65	4	Wooldridge	87	6
Langford	57	4	Wooten*	62	6
Linder*	121	6	Zavala*	61	4
			Zilker	23	2

* Schools with full-day prekindergarten programs

Full-day pre-K attendance decreased to the lowest average ever (89.8%) in 1993-94, down from 93.4% in 1992-93. Half-day pre-K average attendance was slightly higher than full-day (90.1%), but it was down from 92.3% in 1992-93. Both half-day and full-day pre-K attendance rates were below the 1993-94 AISD average attendance rate for all elementary students (95.6%). In Figure 8, information is presented for comparison of attendance rates of full-day and half-day prekindergarten students from 1987-88 through 1993-94.

FIGURE 8
AVERAGE ATTENDANCE RATES FOR PREKINDERGARTEN STUDENTS
1987-88 THROUGH 1993-94

YEAR	FULL-DAY HALF-DAY	DAYS ENROLLED	DAYS ABSENT	DAYS PRESENT	ATTENDANCE RATES
1987-88	Full-Day	151.0	12.6	138.4	91.7%
1987-88	Half-Day	139.8	13.9	126.0	90.1%
1988-89	Full-Day	151.9	12.5	139.4	91.8%
1988-89	Half-Day	139.5	14.3	125.2	89.7%
1989-90	Full-Day	152.2	11.9	140.3	92.2%
1989-90	Half-Day	141.2	12.9	128.2	90.8%
1990-91	Full-Day	147.5	12.2	135.3	91.7%
1990-91	Half-Day	154.5	12.6	141.8	91.8%
1991-92	Full-Day	157.3	12.8	144.5	91.9%
1991-92	Half-Day	148.4	15.2	133.2	89.8%
1992-93	Full-Day	154.9	10.4	144.6	93.4%
1992-93	Half-Day	140.0	10.9	129.2	92.3%
1993-94	Full-Day	152.5	15.4	137.0	89.8%
1993-94	Half-Day	138.0	13.6	124.4	90.1%

Program Effectiveness

In order to measure achievement gains for pre-K students, the Peabody Picture Vocabulary Test-Revised (PPVT-R) was administered twice to a sample of students in 1993-94. The sample was a randomly selected subset from each class. The sample of pre-K students was pretested in September and October of 1993 and posttested in April and May of 1994. A total of 1,732 students (58% of all pre-K students) had valid pre- and posttest scores.

A sample of LEP A and B Spanish monolingual students who received a bilingual instructional pre-K program was pre- and post-tested on the Test de Vocabulario en Imagines Peabody (TVIP) in addition to the English Language PPVT-R. A total of 421 students (79% of the bilingual population) had valid pre- and post-test scores on both the English and Spanish tests.

The PPVT-R and the TVIP are individually administered tests that measure knowledge of receptive (hearing) vocabulary. Standard test scores are based on national age-norms, with a mean of 100 and standard deviation of 15.

In Figure 9, the average pretest, posttest, and gain scores on the PPVT-R are presented. Limited-English-proficient students were classified as either bilingual or ESL, depending upon the program of instruction the teachers indicated. While students in all types of pre-K programs achieved higher than average gains, the average standard scores for all groups of pre-K students were below the national average of 100.

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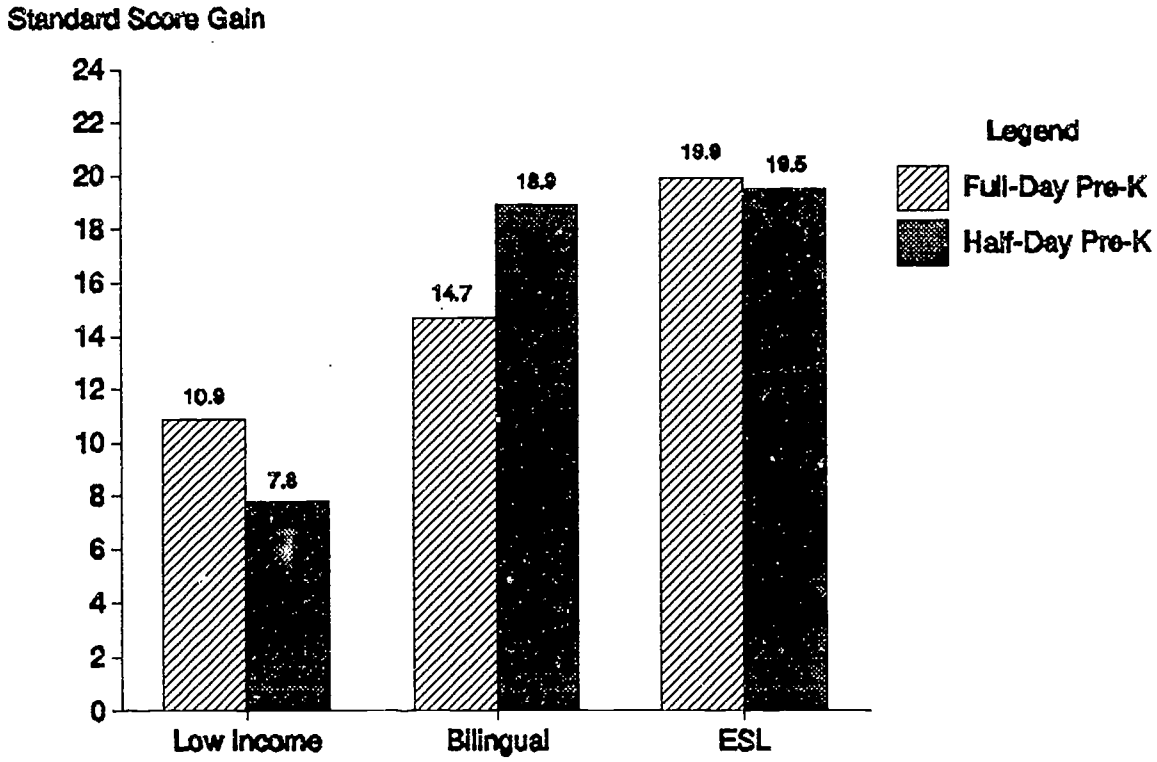
Half-Day PPVT-R Gain	9.5	17.4	18.9	18.2	13.8	18.9
Full-Day TVIP Gain	6.8	8.0	6.7	3.3	8.5	7.6
Half-Day TVIP Gain	3.6	5.4	16.6	4.2	9.8	10.3
Full-Day Pre-K	N = 105	N = 138	N = 146	N = 162	N = 227	N = 327
Half-Day Pre-K	N = 30	N = 49	N = 56	N = 69	N = 74	N = 127

Half-Day and Full-Day Comparisons.

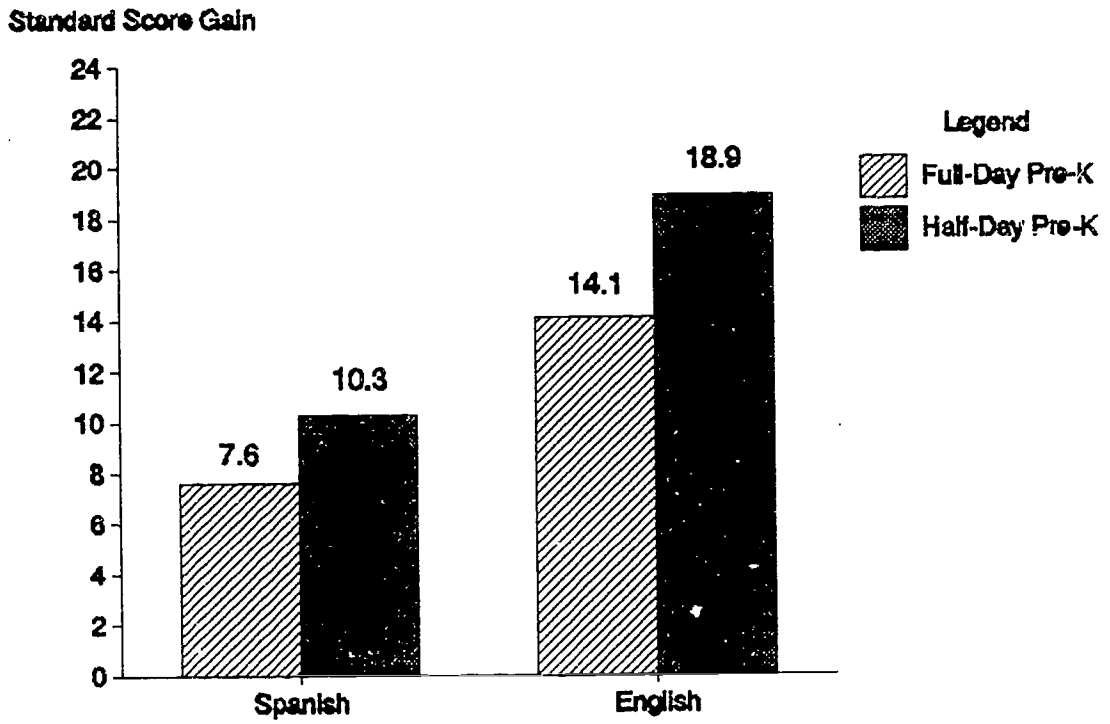
Standard score gains were computed by subtracting the pretest score from the posttest score for each student with valid pre- and posttest scores. Average gains for half-day low-income, bilingual, and ESL pre-K students are compared to full-day pre-K students in Figure 11. With the exception of bilingual students, full-day pre-K students achieved greater gains than half-day students on the PPVT-R in 1993-94.

FIGURE 11
PEABODY PICTURE VOCABULARY TEST-REVISED
GAINS ACHIEVED FROM FALL 1993 TO SPRING 1994



The TVIP has the same structure and standard score system as does the PPVT-R. The average gains of students taking both the PPVT-R and the TVIP in 1993-94 are shown in Figure . For both tests, the half-day bilingual students made greater gains than the full-day bilingual students. This finding contradicts program expectations. In addition, there appear to be some differences in the effect of half-day versus full-day pre-K programs for the LEP and low-income students. In 1993-94 full-day pre-K has produced greater gains for low-income and ESL students than for bilingual students; half-day pre-K has produced greater gains for bilingual students.

FIGURE 12
TEST DE VOCABULARIO EN IMAGENES PEABODY
AVERAGE GAINS FOR STUDENTS TAKING BOTH SPANISH AND ENGLISH TESTS
FALL 1993 TO SPRING 1994



The average pretest, posttest, and gains scores for the various groups of prekindergarten students from 1985-86 through 1990-91, 1992-93 and 1993-94 are presented in Figure 12. For purposes of comparison with previous years' data, students are grouped under LEP if they were served in either a bilingual or an ESL program.

With the exception of the 1987-88 and 1990-91 school years, half-day LEP students have had higher average gains than have the full-day LEP students. Half-day students made greater gains in 1993-94 on the PPVT-R (19.1) than the full-day students (14.9).

Full-day low-income students made greater gains (10.9) in 1993-94 than did half-day low-income students (8.0). Full-day low-income prekindergarten students have achieved higher gains than half-day students every year since 1987-88, the beginning of full-day pre-K.

FIGURE 13
SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1987-88 THROUGH 1990-91*, 1992-93 AND 1993-94

LEP	NUMBER OF STUDENTS	PRETEST AVERAGE	POSTTEST AVERAGE	GAIN AVERAGE
1987-88 (Full-Day)	185	56.3	67.5	16.8
1987-88 (Half-Day)	61	50.0	66.8	11.2
1988-89 (Full-Day)	196	48.3	63.5	15.2
1988-89 (Half-Day)	79	46.4	64.9	18.5
1989-90 (Full-Day)	171	41.3	57.3	16.0
1989-90 (Half-Day)	117	48.0	67.7	19.7
1990-91 (Full-Day)	233	44.6	62.9	18.3
1990-91 (Half-Day)	133	47.9	66.2	18.2
1992-93 (Full-Day)	308	41.3	52.6	11.5
1992-93 (Half-Day)	127	41.4	59.7	17.9
1993-94 (Full-Day)	370	35.9	50.7	14.9
1993-94 (Half-Day)	175	40.7	58.9	19.1

LOW INCOME	NUMBER OF STUDENTS	PRETEST AVERAGE	POSTTEST AVERAGE	GAIN AVERAGE
1987-88 (Full-Day)	405	77.4	90.5	13.1
1987-88 (Half-Day)	205	80.4	90.0	9.6
1988-89 (Full-Day)	522	77.7	89.0	11.3
1988-89 (Half-Day)	252	80.4	93.4	9.4
1989-90 (Full-Day)	570	75.7	88.6	12.9
1989-90 (Half-Day)	334	86.2	94.0	7.8
1990-91 (Full-Day)	637	74.4	85.7	11.3
1990-91 (Half-Day)	329	84.1	93.1	9.0
1992-93 (Full-Day)	720	75.5	87.6	11.7
1992-93 (Half-Day)	375	82.2	93.0	9.9
1993-94 (Full-Day)	815	73.6	85.1	10.9
1993-94 (Half-Day)	372	83.8	93.1	8.0

*The Bracken Basic Concept Scale (BBCS) was given in 1991-92 instead of the PPVT-R and TVIP.

KINDERGARTEN

Eligibility

A sub-population of kindergarten students was tested for Chapter 1 eligibility with the Boehm Test of Basic Concepts-Revised in fall 1993 and spring 1994. Kindergarten students who were tested belonged to one of two groups: 1) they attended one of the 16 Original Priority Schools, or 2) they attended a campus in which kindergarten students participated in a Chapter 1-funded computer lab during the school year.

Of the 1,732 kindergarten students tested with the Boehm Test of Basic Concepts-Revised, 54% (933) scored at or below the 30th percentile, qualifying those students for Chapter 1 service. Figure 14 summarizes eligibility by campus.

FIGURE 14
GRADE K STUDENTS ELIGIBLE FOR CHAPTER 1 SERVICE BY CAMPUS

CAMPUS	NUMBER & PERCENT ≤ 30TH PERCENTILE	NUMBER & PERCENT > 30TH PERCENTILE	CAMPUS	NUMBER & PERCENT ≤ 30 PERCENTILE	NUMBER & PERCENT > 30 PERCENTILE
Allan	59 65%	32 35%	Norman	19 50%	19 50%
Allison	47 62%	29 38%	Oak Springs	34 59%	24 41%
Becker	29 45%	36 55%	Ortega	33 66%	17 34%
Blackshear	33 62%	20 38%	Pecan Springs	47 57%	35 43%
Blanton	34 50%	34 50%	Reilly	19 40%	29 60%
Brooke	29 62%	18 38%	Ridgetop	13 50%	13 50%
Campbell	35 54%	30 46%	Sanchez	29 44%	37 56%
Dawson	3 11%	25 89%	Sims	21 58%	15 42%
Govalle	71 65%	39 35%	Widen	92 56%	72 44%
Harris	44 49%	46 51%	Winn	26 41%	37 59%
Houston	53 52%	49 48%	Wooldridge	71 55%	58 45%
Jordan	41 63%	24 37%	Zavala	31 53%	28 47%
Metz	20 38%	33 62%	TOTALS	933 54%	799 46%

Kindergarten students at 25 Chapter 1 campuses (22 SWPs and three non-schoolwide projects) were tested with the Boehm-R. The Boehm raw scores were converted to percentile rank and reported to the schools by student, class median, school median, and the District median. Students who scored at or below the 30th percentile were eligible for Chapter 1 service. Pre- and posttest percentile rank by campus are shown in Figure 15.

FIGURE 15
1993-94 BOEHM-R PRETEST AND POSTTEST PERCENTILES FOR ALL STUDENTS TESTED

CAMPUS	BOEHM PRETEST PERCENTILE	BOEHM POSTTEST PERCENTILE	CAMPUS	BOEHM PRETEST PERCENTILE	BOEHM POSTTEST PERCENTILE
Allan	20.0	45.0	Norman	30.0	32.5
Allison	25.0	25.0	Oak Springs	25.0	25.0
Becker	35.0	45.0	Ortega	15.0	45.0
Blackshear	25.0	50.0	Pecan Springs	25.0	50.0
Blanton	32.5	60.0	Reilly**	40.0	75.0
Brooke	25.0	45.0	Ridgetop**	32.5	60.0
Campbell	30.0	80.0	Sanchez	35.0	47.5
Dawson	60.0	*	Sims	25.0	25.0
Govalle	20.0	35.0	Widen	25.0	45.0
Harris	35.0	50.0	Winn**	35.0	35.0
Houston	30.0	25.0	Wooldridge	30.0	30.0
Jordan	20.0	45.0	Zavala	25.0	80.0
Metz	40.0	45.0			

* Because of testing irregularities on the Boehm-R at Dawson, posttest scores are not reported.
** Non-schoolwide projects

Program Effectiveness

Since percentile rank scores are not on an interval scale, students' scores were converted to normal curve equivalents (NCEs) for appropriate pre- and posttest score comparisons. Students were divided into three groups for comparison: 1) all students with both pre- and posttest scores, 2) students at or below the 30th percentile on the pretest, and 3) students above the 30th percentile on the pretest.

For all kindergarten students at Chapter 1 schools, the mean NCE gain was 9.5 (up from 5.1 in 1992-93), and the mean NCE posttest score was 48.2 (up from 47.6 in 1992-93). The national mean NCE is 50 with a gain of 2.0 NCE points considered to be the average.

The average NCE posttest scores for the low-achieving kindergarten students (those who scored at or below the 30th percentile on the pretest) ranged from a high of 61.8 at Zavala to a low of 25.9 at Sims. Figure 16 shows the mean pre- and posttest NCE scores for the three groups of kindergarten students.

FIGURE 16
BOEHM-R NCEs - DISAGGREGATED

Campus	Student Group: Pre-Test %ile	Number of Students	Pretest Mean NCE	Posttest Mean NCE	Mean NCE Gain/Loss
Allan	All	91	33.8	48.3	14.5
	≤30th	59	24.1	40.5	16.4
	>30th	32	51.7	62.8	11.1
Allison	All	76	38.0	36.8	-1.2
	≤30th	47	28.3	28.1	-0.2
	>30th	29	53.7	50.8	-2.9
Becker	All	65	44.8	49.6	4.7
	≤30th	29	28.5	32.0	3.5
	>30th	36	58.0	63.7	5.7
Blackshear	All	53	38.4	53.5	15.1
	≤30th	33	28.9	42.3	13.3
	>30th	20	53.9	72.0	18.1
Blanton	All	68	42.1	58.7	16.6
	≤30th	34	26.0	49.0	22.9
	>30th	34	58.2	68.4	10.2
Brooks	All	47	36.5	48.7	12.3
	≤30th	29	27.5	43.1	15.6
	>30th	18	51.0	57.8	6.9
Campbell	All	65	42.2	69.7	27.5
	≤30th	35	25.8	60.1	34.4
	>30th	30	61.3	80.9	19.5
Goville	All	110	35.8	43.8	8.0
	≤30th	71	24.3	35.6	11.3
	>30th	39	56.8	58.7	1.9
Harris	All	90	39.7	48.4	8.7
	≤30th	44	25.9	37.6	11.6
	>30th	46	52.9	58.8	5.9
Houston	All	102	40.1	36.0	-4.0
	≤30th	53	29.9	30.8	0.9
	>30th	49	51.1	41.7	-9.4
Jordan	All	65	33.1	45.8	12.7
	≤30th	41	23.4	39.2	15.7
	>30th	24	49.6	57.2	7.6

FIGURE 16 Continued
BOEHM-R NCEs - DISAGGREGATED

Campus	Student Group: Pre-Test %ile	Number of Students	Pretest Mean NCE	Posttest Mean NCE	Mean NCE Gain/Loss
Metz	All	53	48.1	48.1	0.0
	≤30th	20	27.2	28.9	1.7
	>30th	33	60.8	59.7	-1.1
Norman	All	38	38.8	42.7	4.0
	≤30th	19	22.9	32.7	9.8
	>30th	19	54.6	52.7	-1.9
Oak Springs	All	58	35.6	37.6	2.0
	≤30th	34	25.0	29.4	4.4
	>30th	24	50.5	49.0	-1.4
Ortega	All	50	34.2	51.8	17.5
	≤30th	33	23.3	39.7	16.4
	>30th	17	55.5	75.2	19.7
Pecan Springs	All	82	39.4	54.0	14.7
	≤30th	47	26.6	42.2	15.6
	>30th	35	56.4	69.8	13.4
Reilly*	All	48	46.6	65.9	19.3
	≤30th	19	23.1	50.9	27.9
	>30th	29	62.0	75.7	13.7
Ridgetop*	All	26	47.6	53.0	5.4
	≤30th	13	29.6	40.8	11.2
	>30th	13	65.6	65.2	-0.4
Sanchez	All	66	42.8	48.6	5.8
	≤30th	29	27.3	33.5	6.2
	>30th	37	55.0	60.5	5.5
Sims	All	36	37.6	36.7	-0.9
	≤30th	21	25.5	25.9	0.4
	>30th	15	54.5	51.8	-2.8
Widen	All	164	36.6	48.2	11.6
	≤30th	92	23.1	36.4	13.3
	>30th	72	53.8	63.1	9.4
Winn*	All	63	42.0	43.4	1.4
	≤30th	26	27.3	30.5	3.2
	>30th	37	52.3	52.5	0.2
Wooldridge	All	129	38.0	39.7	1.7
	≤30th	71	23.3	28.4	5.2
	>30th	58	56.1	53.5	-2.6

FIGURE 16 Continued
BOEHM-R NCEs - DISAGGREGATED

Campus	Student Group: Pre-Test %ile	Number of Students	Pretest Mean NCE	Posttest Mean NCE	Mean NCE Gain/Loss
Zavala	All	59	38.4	66.3	27.9
	≤30th	31	24.8	61.8	37.0
	>30th	28	53.5	71.2	17.7

* Non-Schoolwide Projects

In 1993-94, the state-mandated evaluation of Chapter 1 programs included a component regarding the achievement gains of Chapter 1-served kindergarten students. The District's application specified a gain of 2.0 NCEs for kindergarten students at schools which serve kindergartners. Twenty of the 25 schools (80%) met the 2.0 NCE gain required for Chapter 1 kindergarten students. Of those 20 schools, 17 were SWPs and three were non-schoolwide projects.

The Boehm data show a faster rate of achievement gain for the low-achieving students (12.3 mean NCE gain) than for the high-achieving students (5.5 mean NCE gain). However, students who started the school year with scores below the 30th percentile were not able to close the gap with the rest of their classmates.

The mean NCE posttest score was 37.7 for the low-achieving group, and 55.5 for the high-achieving group. Low-achieving kindergarten students at Campbell and Zavala made NCE gains of 34.3 and 37.0, respectively, and had mean posttest scores above the national average (60.1 and 61.8, respectively).

High-achieving students showed losses at eight Chapter 1 campuses (Allison, Houston, Metz, Norman, Oak Springs, Ridgetop, Sims, and Wooldridge). The mean NCE gains for high-achieving students range from a high of 19.7 at Ortega to a low of -9.4 at Houston.

FIRST GRADE

Eligibility

In the fall of 1993, first grade teachers at Chapter 1 schools were asked to test their students in Spanish or English (excluding special education students) on the Metropolitan Readiness Test (MRT) to determine Chapter 1 eligibility. Of the 2,334 students tested, 1,290 (55%) scored below the 31st percentile on the Pre-Reading Skills Composite, qualifying them for Chapter 1 service. Figure 17 shows the number and percent of students scoring at or below the 30th percentile, and those scoring above the 30th percentile, by campus.

FIGURE 17
GRADE 1 STUDENTS ELIGIBLE FOR CHAPTER 1 BY CAMPUS

CAMPUS	NUMBER & PERCENT ≤ 30TH PERCENTILE	NUMBER & PERCENT > 30TH PERCENTILE	CAMPUS	NUMBER & PERCENT ≤ 30 PERCENTILE	NUMBER & PERCENT > 30 PERCENTILE
Allan	45 64%	25 36%	Metz	38 58%	27 42%
Allison	37 58%	27 42%	Norman	25 58%	18 42%
Andrews	55 60%	36 40%	Oak Springs	47 73%	17 27%
Barrington	*	*	Ortega	12 33%	24 67%
Becker	29 48%	32 52%	Pecan Springs	58 75%	19 25%
Blackshear	52 70%	22 30%	Reilly	21 46%	25 54%
Blanton	36 43%	48 57%	Ridgetop	25 61%	16 39%
Brooke	33 57%	25 43%	Sanchez	28 47%	32 53%
Brown	43 53%	38 47%	Sims	26 62%	16 38%
Campbell	43 62%	26 38%	Walnut Creek	63 59%	44 41%
Dawson	34 51%	33 49%	Widen	75 56%	59 44%
Govalle	46 42%	63 58%	Winn	48 56%	38 44%
Harris	59 51%	56 49%	Wooldridge	83 60%	55 40%
Houston	66 47%	75 53%	Wooten	32 30%	41 56%
Jordan	42 68%	20 32%	Zavala	22 33%	44 67%
Linder	67 61%	43 39%	**TOTAL**	**1290** **55%**	**1044** **45%**

* Barrington became a Chapter 1 school after the administration of the MRT.

Achievement

Student achievement in first grade is evaluated through an examination of the students' grade equivalent (GE) scores on the Iowa Test of Basic Skills (ITBS) Reading Comprehension test. This test was administered in April of 1994 to most first graders in the District. Six schools (Davis, Joslin, Oak Hill, Odom, Reilly, and Travis Heights) were exempt from testing by their request.

In 1993-94, the District's Chapter 1 Application to the Texas Education Agency specified a GE of at least 1.6 for the Chapter 1 first graders as the criterion for measuring effectiveness of the Chapter 1 program in first grade. The ITBS, administered in the 8th month of the school year, has a national GE average of 1.8. The ITBS is a nationally normed test. A student with a GE of 1.6 scores at the level of an average first grader in the sixth month of the school year.

Of the 31 Chapter 1 schools serving first graders in 1993-94, thirteen met the required GE score of 1.6 for their Chapter 1 students. The average GE Reading Comprehension scores for first graders across all Chapter 1 schools was 1.6. Average GE scores for Chapter 1 schools in 1993-94 are listed in Figure 18.

In order to look at growth of Chapter 1 first graders from the beginning of the year to the time of the ITBS spring testing, the median percentile scores of students on the MRT was compared to their median percentile scores on the ITBS Reading Comprehension. Although these two tests do not form an ideal pre- and posttest comparison, they do give an indication of the standing of the Chapter 1 first graders relative to a national sample at the beginning and the end of the school year. The 50th percentile is the average score for both the MRT and ITBS.

Figure 18 lists the median MRT and ITBS Reading Comprehension percentile ranks for the Chapter 1-eligible students at each Chapter 1 school, in addition to the overall medians for the supplementary schools and SWPs. As the figure shows, in all but two schools (Blackshear and Wooten), Chapter 1 students made improvements in their standing relative to a national sample. Sims achieved a major improvement from the fall MRT median percentile of nine to the spring ITBS Reading Comprehension median percentile of 79. Sims was the only Chapter 1 school to achieve a median percentile above the 50th percentile for its Chapter 1-eligible population.

The median score for all Chapter 1 students in first grade on the MRT was the 11th percentile, whereas the median ITBS for the same students was the 23rd percentile. Overall, gains were made by the Chapter 1 schools, but students at both supplementary schools and SWPS are still well below the national average.

FIGURE 18
MRT, ITBS SCORES, AND GE FOR GRADE 1 STUDENTS

Campus	MRT Median Percentile	ITBS Reading Comprehension	
		Median Percentile	GE
Allan	10.0	32.0	1.4
Allison	9.5	11.0	1.3
Andrews	10.0	32.0	1.6
Barrington	9.0*	29.0	1.5
Becker	12.0	47.0	1.8
Blackshear	11.0	11.0	1.4
Blanton	9.0	20.0	1.4
Brooke	8.0	20.0	1.4
Brown	17.0	41.0	1.7
Campbell	10.0	23.0	1.4
Dawson	15.0	20.0	1.5
Govalle	14.0	47.0	1.7
Harris	10.5	29.0	1.5
Houston	15.0	20.0	1.4
Jordan	12.0	15.0	1.4
Linder	11.0	29.0	1.5
Metz	18.0	30.5	1.6
Norman	9.5	15.5	1.4
Oak Springs	11.0	20.0	1.4
Ortega	18.0	44.0	1.7
Pecan Springs	9.0	23.0	1.4
Reilly**	17.0	n/a	n/a
Ridgetop**	6.0	11.0	1.3
Sanchez	17.0	32.0	1.6
Sims	9.0	79.0	2.3
Walnut Creek	14.5	42.5	1.7
Widen	11.0	23.0	1.5
Winn**	9.0	32.0	1.6
Wooldridge	9.0	29.0	1.6
Wooten	14.0	11.0	1.3
Zavala	17.5	41.0	1.6
Supplementary Schools	11.0	21.5	1.5
Schoolwide Projects	11.0	23.0	1.6

* Barrington students (n = 5) were tested at another school with the MRT.
** Non-schoolwide projects

PRIORITY SCHOOLS

Introduction

In the spring of the 1986-87 school year, the Board of Trustees approved a new student assignment plan which returned students in the elementary grades to their neighborhood schools. This plan resulted in a dramatic shift in the distribution of students from low-income families among the Districts' schools. Most notably, 16 elementary schools in predominantly minority neighborhoods became heavily populated with students from low-income families. To assure that students in these 16 schools received a quality education, the Division of Elementary Education developed "A Plan for Educational Excellence" with the advice of a committee of teachers, principals, and other administrators. In the 1987-88 school year, the Plan was implemented in each of the 16 "Priority Schools," as the schools came to be called.

Because the 16 schools are also Chapter 1 schools, and because there is still a great deal of interest in the quality of education at these schools, the Chapter 1 evaluation staff have been reporting on various aspects of education at these schools, with a focus on student achievement.

The schools known as Priority Schools are listed below.

- Allan
- Allison
- Becker
- Blackshear
- Brooke
- Campbell
- Govalle
- Metz
- Norman
- Oak Springs
- Ortega
- Pecan Springs
- Sanchez
- Sims
- Winn
- Zavala

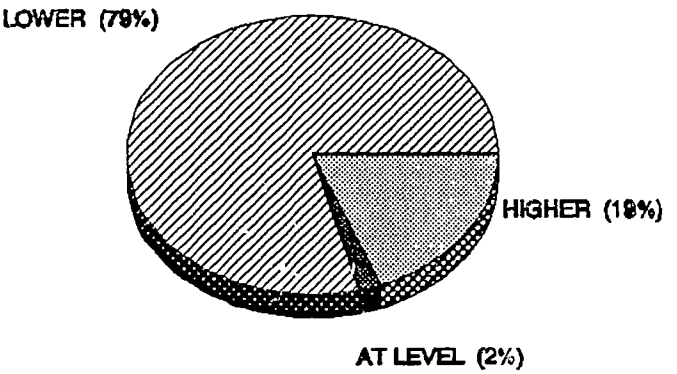
Pupil-Teacher Ratio (PTR)

A lower pupil-teacher ratio (PTR) has been a major focus at Priority Schools from their beginning in 1987-88 for all grade levels (pre-K through grade 6). The recommended average class size is 15 to 1 in pre-K through grade 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6. In 1993-94, the PTR was lowered at Priority Schools by the addition of 59 teachers and 4 teacher assistants. The number of additional teachers ranged from zero at Becker and Winn to six at Blackshear, Metz, and Sanchez. This year (1993-94) more Priority Schools elected to use their Chapter 1 funds on technology, Reading Recovery, and other supplementary programs aimed at improving achievement, in addition to, or, in place of, a lower PTR.

In 1993-94, the PTR was higher than the targeted level at only 19% (22) of the grade levels. The PTR was at the recommended level in 2% (2) of the Priority Schools grade levels, and lower than the recommended level in 79% (93) of the grade levels.

The AISD end-of-the-year attendance file is used to calculate the Pupil-Teacher Ratio. The number of teachers (excluding special area, early childhood, and special education teachers) is divided into the number of regular education students. This formula is used to determine the PTR for each class, grade level, and school, and for the District. This information is presented in Figure 19.

FIGURE 19
PUPIL-TEACHER RATIO: 1993-94 CLASSROOMS
COMPARISON TO RECOMMENDED LEVELS



Overall, the average PTR in the Priority Schools continues to be at or below the recommended level at the vast majority of grade levels (81%) during the seventh year. Table 15 compares the 1993-94 average with the first six years of the Priority Schools, beginning in 1987-88. The percentage of Priority Schools at or below the recommended PTR levels at each grade level decreased from 84% in 1992-93 to 81% in 1993-94.

FIGURE 20
PRIORITY SCHOOL PUPIL-TEACHER RATIO AT OR BELOW THE RECOMMENDED LEVELS AT EACH GRADE LEVEL, 1987-88 THROUGH 1993-94

Priority Schools	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Pupil-Teacher Ratio	92%	87%	93%	89%	76%	84%	81%

Figure 21 provides the 1993-94 PTR data for the Priority Schools by grade level at each school, in addition to the overall PTR for each campus, and each grade level across all 16 schools.

FIGURE 21
PUPIL-TEACHER RATIO DATA FOR THE PRIORITY SCHOOLS AS CALCULATED FROM THE ATTENDANCE FILE, JUNE 1994

	GRADE								
SCHOOL	PRE-K	K	1	2	3	4	5	6	AVERAGE
Allan	14.3	10.9	16.8	14.4	18.8	20.3	20.5	*	15.7
Allison	15.8	15.5	10.3	10.4	14.2	17.2	17.4	*	13.9
Becker	14.0	11.8	14.3	8.6	10.8	12.5	11.0	*	11.5
Blackshear	11.0	14.3	12.5	17.3	12.8	11.8	11.3	16.3	13.1
Brooks	12.3	12.5	14.0	10.7	14.3	12.3	16.7	*	12.8
Campbell	11.5	15.2	13.8	14.8	20.7	19.3	16.8	15.8	15.6
Govalle	14.7	15.1	17.4	15.3	17.6	17.6	19.0	*	16.5
Metz	12.5	10.2	14.2	11.0	13.2	8.9	10.6	14.6	11.6
Norman	18.5	14.3	16.3	8.4	14.3	14.7	17.0	*	13.9
Oak Springs	9.4	10.7	12.8	14.0	11.5	17.7	20.3	*	13.0
Ortega	15.0	8.8	8.2	9.0	7.8	9.4	14.0	*	9.8
Pecan Springs	16.0	11.4	12.0	10.7.	17.0	14.2	17.2	*	13.5
Sanchez	11.8	11.7	12.2	10.4	18.7	16.3	18.7	13.0	13.5
Sims	14.5	10.0	12.0	12.5	12.0	14.3	18.0	*	12.9
Winn	13.4	13.3	16.3	14.7	20.0	18.2	15.0	*	15.7
Zavala	11.0	14.8	16.8	15.0	13.5	15.0	15.7	18.0	14.5
Average	13.1	12.4	13.7	12.0	14.5	14.6	15.7	15.1	13.8

* There is no grade 6 at these schools.

In 1993-94, Ortega had the lowest schoolwide PTR (9.8), whereas Govalle and Allan had the highest schoolwide pupil-teacher ratios among the Priority Schools (16.5 and 15.7, respectively).

At every grade level, the PTR for the Priority Schools was well below the recommended level. The overall PTR for the Priority Schools of 13.6 is below the lowest recommended level of 15 to 1 for pre-K through grade 2. Since their beginning in 1987-88, the Priority Schools have maintained an average PTR below the recommended level at each grade level. Figure 22 compares the average PTR across all Priority Schools, by grade level, 1987-88 through 1993-94.

FIGURE 22
PUPIL TEACHER RATIO (AVERAGE ACROSS PRIORITY SCHOOLS)
1987-88 THROUGH 1993-94

AVERAGE ACROSS SCHOOLS								
YEAR	PRE-K	K	1	2	3	4	5	6
1987-88	14.0	13.0	13.0	13.0	14.0	15.0	16.0	18.0
1988-89	13.6	13.6	12.2	12.4	14.8	15.4	16.2	19.3
1989-90	12.8	11.5	12.3	12.8	13.5	14.1	16.1	16.2
1990-91	14.4	12.6	13.0	13.3	14.9	14.6	15.8	13.8
1991-92	13.9	12.7	13.3	14.7	15.8	15.6	16.8	16.4
1992-93	12.6	13.2	12.7	14.0	14.7	16.3	16.2	14.9
1993-94	13.1	12.4	13.7	12.0	14.5	14.6	15.7	15.1
Recommended * LEVEL	15	15	15	15	18	18	20	20

*The recommended levels are not caps for individual grades, but averages for each school across the following grade spans: Pre-K - 2, 3 - 4, and 5 - 6.

The average PTR across all Priority Schools was below the recommended level at each of the grade levels for all seven years, 1986-87 through 1993-94. The same has not been true at each campus. Figure 23 indicates that grade 6 has the highest success rate across all schools reaching their goal in five out of seven years (71%). All 16 Priority Schools met their goals in grades 1 and 3, three out of seven years (34%). Grades 2 and 4 have not yet had a year in which all 16 Priority Schools have been at or below the recommended levels.

FIGURE 23
NUMBER OF PRIORITY SCHOOLS AT OR BELOW RECOMMENDED PTR LEVEL 1987-88 THROUGH 1993-94

AVERAGE ACROSS SCHOOLS								
YEAR	PRE-K	K	1	2	3	4	5	6*
1987-88	15	14	16	14	16	14	13	4
1988-89	12	11	16	14	16	12	15	3
1989-90	16	16	15	12	16	13	14	4
1990-91	12	15	16	12	14	14	16	4
1991-92	13	13	13	7	12	12	15	3
1992-93	14	15	14	11	15	11	14	4
1993-94	13	13	11	14	12	13	14	5
# OF YEARS ALL SCHOOLS MET RECOMMENDED LEVELS AT EACH GRADE LEVEL	1	1	3	0	3	0	1	5

* There were only four Priority Schools that had grade 6, 1987-88 through 1992-93. Five Priority Schools had grade 6 in 1993-94.

Teacher Transfer Requests

The teacher transfer request rate have been examined for Priority Schools compared with other elementary schools in the District since the beginning of Priority Schools in 1987-88. As in all years since then, the Priority School teacher transfer request rate for 1993-94 (13%) was higher than the rate for other elementary schools (11%). The teacher transfer request rate has declined in the past two years from its highest level of 21% in 1991-92 for the Priority Schools and 14% for other elementary schools. The Priority School teacher transfer request rate declined from 16% in 1992-93 to 13% in 1993-94. Figure 24 compares the teacher transfer request rates at Priority Schools and other elementary schools from 1987-88 to 1993-94.

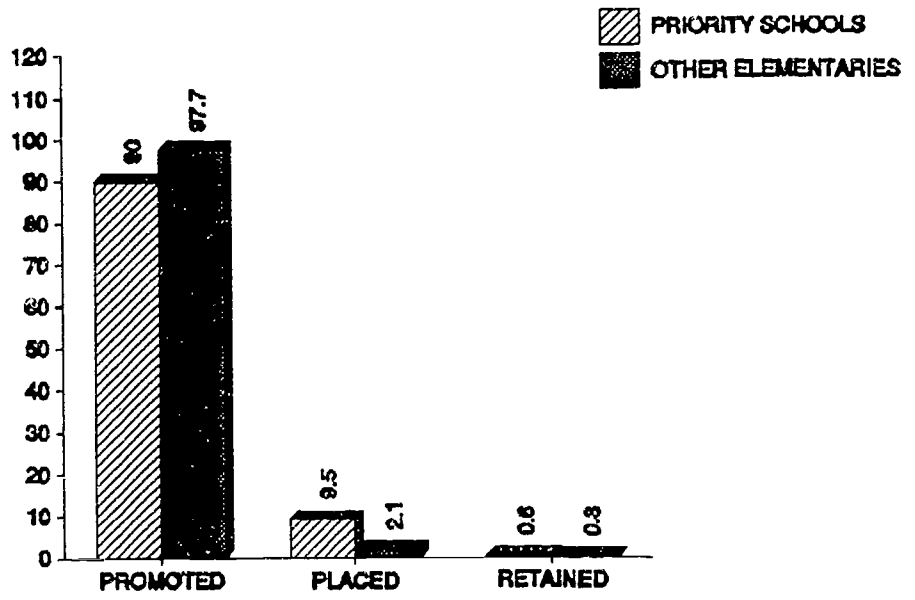
FIGURE 24
TEACHER TRANSFER REQUESTS FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS FROM 1987-88 TO 1993-94

	NUMBER OF TEACHERS	NUMBER OF TRANSFER REQUESTS	TRANSFER REQUEST RATE
PRIORITY SCHOOLS:			
1987-88	598	91	15%
1988-89	629	85	14%
1989-90	639	72	11%
1990-91	638	78	12%
1991-92	641	137	21%
1992-93	613	99	16%
1993-94	595	78	13%
OTHER ELEMENTARY SCHOOLS:			
1987-88	1,563	207	13%
1988-89	1,826	163	9%
1989-90	1,907	194	10%
1990-91	2,028	163	8%
1991-92	2,107	298	14%
1992-93	2,131	259	12%
1993-94	2,114	236	11%

Promotion/Retention/Placement Rates for the Priority Schools

The Priority Schools overall had more recommended placements (9.5%) than did the other elementary schools (2.1%), and twice the retention rate (0.6% and 0.3%, respectively). These comparisons are illustrated in Figure 25.

FIGURE 25
NUMBER OF RECOMMENDED PROMOTIONS, PLACEMENTS, AND RETENTIONS FOR PRIORITY SCHOOLS AND THE OTHER ELEMENTARY SCHOOLS, 1993-1994



Of the Priority Schools, Oak Springs had the lowest percentage of students promoted (78%), while having the highest percentage of "placed" students (22%). Sims had the highest retention rates for Priority Schools in 1993-94, with 2.8% of their grade K-5 students recommended for retention. The lowest percentage of Priority School students promoted (83.1%) and the highest percentage of "placed" (15.3%) were at grade 1.

At non-Priority Schools, the lowest percentage of students promoted (95.4%) and the highest percentage of "placed" (4.6%) were at grade 6. The percentages of recommended promotions, retentions, and placements for each of the Priority Schools as well as comparison percentages for other elementary schools are shown in Figure 26.

FIGURE 26
RECOMMENDED PROMOTION/PROMOTION/RETENTION
PRIORITY, OTHER AISD ELEMENTARY, AND ALL AISD ELEMENTARY SCHOOLS

	K			1			2			3			4			5			6			TOTAL		
School	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %
Allan	98	2	0	76	19	5	90	10	0	88	12	0	98	0	2	98	2	0	0	0	0	92	7	1
Allison	100	0	0	89	11	0	94	6	0	98	2	0	90	10	0	98	2	0	0	0	0	95	5	0*
Becker	99	1	0	88	11	2	83	17	0	72	28	0	94	6	0	93	7	0	0	0	0	88	11	0*
Blackshear	81	19	0	69	29	1	94	6	0	96	4	0	95	5	0	98	2	0	96	0	4	89	11	1
Brooke	94	66	0	89	5	5	92	8	0	88	12	0	96	4	0	95	0	2	0	0	0	93	6	1
Campbell	100	0	0	51	47	1	86	14	0	90	10	0	78	22	0	99	1	0	92	86	0	85	14	0*
Govalle	88	11	2	86	11	3	92	8	0	94	6	0	100	0	0	98	2	0	0	0	0	92	7	1
Metz	100	0	0	79	21	0	77	23	0	97	3	0	92	8	0	88	12	0	88	12	0	89	11	0
Norman	100	0	0	96	4	0	95	2	2	98	2	0	100	0	0	94	6	0	0	0	0	97	2	0*
Oak Springs	96	4	0	70	30	0	82	18	0	78	22	0	64	36	0	75	25	0	0	0	0	78	22	0
Ortega	96	4	0	88	12	0	85	15	0	79	21	0	66	34	0	71	25	4	0	0	0	81	18	1
Pecan Springs	99	1	0	80	20	0	94	6	0	100	0	0	87	13	0	95	1	4	0	0	0	92	7	1
Sanchez	100	0	0	94	5	2	73	27	0	88	13	0	71	29	0	77	23	0	73	27	0	83	17	0*
Sims	90	7	2	89	3	8	84	16	0	92	34	6	93	7	0	89	11	0	0	0	0	90	7	3
Winn	93	4	4	100	0	0	100	0	0	99	1	0	85	15	0	97	3	0	0	0	0	96	4	1
Zavala	98	2	0	91	9	0	88	12	0	91	9	0	95	5	0	100	0	0	100	0	0	94	6	0
Priority Schools	96	4	1	93	15	2	89	11	0	91	8	0	88	12	0	92	7	1	93	11	1	90	9	1
Other AISD Elem. Schools	99	1	0	96	3	1	97	3	0	97	2	0	98	2	0	98	2	0	95	5	0	98	2	0*
All AISD Elem. Schools	99	1	0	94	6	1	96	4	0	96	3	0	96	4	0	97	3	0	92	8	0	96	3	0*

* Percentage is greater than zero and less than 0.5.

Student Attendance Rates for the Priority Schools

Attendance rates were up in thirteen of the sixteen Priority Schools in 1993-94. Of the 15,276 students attending Priority Schools, an average attendance rate of 95.9% was achieved. This was higher than the District attendance rate of 95.6%; only the second time since 1986-87 that this has occurred.

The average student attendance rate for the original 16 Priority Schools has increased by 1.3 percentage points from 1986-87 to 1993-94. Average attendance at all AISD elementary schools has increased 0.3 percentage points during the same period. Figure 27 provides information on student attendance at the Priority Schools, by campus.

FIGURE 27
PERCENT OF STUDENT ATTENDANCE FOR
1986-87 THROUGH 1993-94, BY CAMPUS

SCHOOL	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94
Allan	94.6	95.0	94.2	95.1	95.3	95.4	94.3	96.2
Allison	95.0	95.0	95.3	95.7	94.6	95.4	94.9	95.6
Becker	94.3	94.4	95.4	96.5	96.2	95.2	95.2	95.8
Blackshear	93.5	94.4	94.5	94.7	94.5	94.8	95.1	95.0
Brooke	94.3	94.3	94.6	96.1	95.9	95.3	95.4	96.1
Campbell	95.4	95.8	94.7	95.4	95.7	95.1	94.3	96.0
Govalle	94.4	94.5	94.3	95.6	95.1	94.9	94.0	95.2
Metz	95.7	96.5	97.2	96.9	96.7	97.3	96.8	97.0
Norman	95.5	95.5	95.5	95.9	95.6	95.6	96.0	96.5
Oak Springs	93.2	94.4	95.2	94.8	94.0	94.6	94.5	95.0
Ortega	94.6	95.8	95.9	96.9	96.6	96.0	96.0	96.5
Pecan Springs	95.2	95.9	94.8	95.3	94.9	95.3	95.5	95.2
Sanchez	95.6	95.6	95.7	95.9	95.6	95.6	95.8	95.0
Sims	95.4	95.4	95.2	94.6	94.6	95.1	93.8	95.6
Winn	94.1	95.2	95.3	95.5	95.9	95.7	95.8	96.3
Zavala	93.4	94.5	95.4	95.4	95.5	96.2	96.9	97.7
Priority Schools	94.6	95.1	95.2	95.6	95.4	95.5	95.3	95.9
All AISD Elementary Schools	95.3	95.3	95.1	95.9	95.8	95.8	95.7	95.6

Student Achievement

During 1993-94, students in grades 2 through 5 who attended Priority School were tested with the TAAS test and the ITBS/NAPT. For grades 2 through 5 the POE was to show any positive NCE gain for mathematics and/or reading on the ITBS/NAPT. Of the 16 Priority Schools, seven (44%) schools showed a gain in reading and seven (44%) showed a gain in mathematics. Only three (19%) of the Priority Schools had gains in both mathematics and reading. Figure 28 shows the 1993-94 average NCE pretest, posttest, and gains in reading comprehension and math totals.

FIGURE 28
1993-94 AVERAGE NCE PRETEST, POSTTEST, & GAINS
FOR PRIORITY SCHOOL STUDENTS
Reading Comprehension and Math Total

SCHOOL	READING COMP			MATH TOTAL		
	Pre	Post	Gain	Pre	Post	Gain
ALLAN	44.6	41.2	-3.4 N=187	48.7	43.3	-5.4 N=180
ALLISON	42.2	43.3	1.1 N=243	49.8	49.7	-0.1 N=236
BECKER	53.7	50.3	-3.5 N=141	56.7	55.7	-1.0 N=138
BLACKSHEAR	42.3	43.4	1.1 N=146	46.0	45.0	-1.0 N=138
BROOKE	45.6	46.5	0.9 N=118	50.5	51.8	1.2 N=112
CAMPBELL	45.4	43.0	-2.4 N=194	50.0	48.8	-1.2 N=190
GOVALLE	44.6	40.38	-4.2 N=259	46.6	43.5	-3.1 N=244
METZ	43.3	44.6	1.2 N=191	47.9	47.2	-0.7 N=183
NORMAN	44.0	43.2	-0.8 N=132	41.3	44.3	2.9 N=123
OAK SPRINGS	41.7	39.4	-2.3 N=157	43.0	40.6	-2.4 N=148
ORTEGA	50.7	48.7	-2.0 N=116	54.1	55.1	1.0 N=109
PECAN SPRINGS	41.7	42.6	0.9 N=237	43.4	45.0	1.5 N=228
SANCHEZ	43.9	45.6	1.7 N=171	53.9	54.4	0.5 N=165
SIMS	43.2	45.9	2.6 N=107	47.4	47.2	-0.2 N=104
WINN	44.0	42.0	-2.0 N=275	42.7	47.9	5.2 N=275
ZAVALA	51.0	48.3	-2.7 N=145	55.4	56.5	1.1 N=138

The Preponderance of Evidence (POE) required by TEA included an 18% passing rate on the TAAS Reading at grade 4 for Chapter 1 schools. All of the 16 Priority Schools (which are also Chapter 1 schools) met this TAAS requirement. The percentage of grade 4 students at the Priority Schools who passed all TAAS subjects (mathematics, reading, and writing) ranged from 10.3% at Norman to 52.6% at Becker. Zavala showed outstanding achievement in grade 6 with 83.3% of the students passing all TAAS subjects. Figure 29 shows the number of students and the percent passing by school and grade level.

FIGURE 29
NUMBER AND PERCENT OF 1993-94 PRIORITY SCHOOL STUDENTS PASSING TAAS IN MATH, READING, AND WRITING

School & Grade	MATH		READING		WRITING		ALL SUBJECTS	
	#Tested	%Pass	#Tested	%Pass	#Tested	%Pass	#Tested	%Pass
ALLAN								
Grade 3	37	37.8	38	73.7	n/a	n/a	37	32.4
Grade 4	46	26.1	44	34.1	52	50.0	44	22.7
Grade 5	69	31.9	71	43.7	n/a	n/a	69	26.1
ALLISON								
Grade 3	63	52.4	66	56.1	n/a	n/a	63	42.9
Grade 4	61	41.0	60	55.0	60	71.7	59	37.3
Grade 5	65	35.4	63	54.0	n/a	n/a	62	29.0
BECKER								
Grade 3	41	53.7	40	77.5	n/a	n/a	40	52.5
Grade 4	38	55.3	38	71.1	37	83.8	38	52.6
Grade 5	27	33.3	27	66.7	n/a	n/a	27	29.6
BLACKSHEAR								
Grade 3	26	34.6	23	73.9	n/a	n/a	23	39.1
Grade 4	36	44.4	36	38.9	34	47.1	35	34.3
Grade 5	30	6.7	30	26.7	n/a	n/a	29	6.9
Grade 6	35	37.1	36	33.3	n/a	n/a	35	25.7
BROOKE								
Grade 3	26	53.8	24	83.3	n/a	n/a	24	45.8
Grade 4	30	46.7	29	55.2	26	69.2	29	41.4
Grade 5	34	61.8	34	82.4	n/a	n/a	34	55.9
CAMPBELL								
Grade 3	41	34.1	37	54.1	n/a	n/a	37	27.0
Grade 4	43	48.8	44	59.1	43	86.0	43	46.5
Grade 5	44	36.4	44	52.3	n/a	n/a	44	22.7
Grade 6	48	72.9	48	75.0	n/a	n/a	48	60.4

School & Grade	MATH #Tested	MATH %Pass	READING #Tested	READING %Pass	WRITING #Tested	WRITING %Pass	ALL SUBJECTS #Tested	ALL SUBJECTS %Pass
GOVALLE								
Grade 3	67	52.2	63	63.5	n/a	n/a	60	45.0
Grade 4	52	36.5	58	51.8	67	58.2	51	33.3
Grade 5	68	33.8	69	58.0	n/a	n/a	67	32.8
METZ								
Grade 3	49	30.6	48	56.3	n/a	n/a	48	27.1
Grade 4	41	24.4	40	65.0	43	79.1	40	22.5
Grade 5	65	23.1	61	49.2	n/a	n/a	61	21.3
Grade 6	55	29.1	55	50.9	n/a	n/a	54	25.9
NORMAN								
Grade 3	36	27.8	37	45.9	n/a	n/a	36	27.8
Grade 4	39	12.8	40	27.5	39	66.7	39	10.3
Grade 5	30	26.7	30	53.3	n/a	n/a	30	23.3
OAK SPRINGS								
Grade 3	36	16.7	38	44.7	n/a	n/a	36	13.9
Grade 4	35	25.7	36	25.0	35	57.1	35	22.9
Grade 5	45	17.8	46	32.6	n/a	n/a	44	13.6
ORTEGA								
Grade 3	28	53.6	28	92.9	n/a	n/a	28	53.6
Grade 4	30	46.7	30	43.3	32	84.4	30	26.7
Grade 5	30	66.7	29	62.1	n/a	n/a	29	51.7
PECAN SPRINGS								
Grade 3	62	25.8	60	58.3	n/a	n/a	59	20.3
Grade 4	70	40.0	67	52.2	65	75.4	67	32.8
Grade 5	70	44.3	69	59.4	n/a	n/a	69	37.7
SANCHEZ								
Grade 3	38	55.3	37	73.0	n/a	n/a	36	50.0
Grade 4	36	55.6	33	63.6	42	85.7	33	51.5
Grade 5	37	45.9	35	57.1	n/a	n/a	35	34.3
Grade 6	33	30.3	29	51.7	n/a	n/a	29	31.0
SIMS								
Grade 3	30	33.3	30	50.0	n/a	n/a	30	30.0
Grade 4	39	20.5	40	47.5	39	71.8	39	20.5
Grade 5	29	34.5	28	57.1	n/a	n/a	28	35.7

School & Grade	MATH #Tested	MATH %Pass	READING #Tested	READING %Pass	WRITING #Tested	WRITING %Pass	ALL SUBJECTS #Tested	ALL SUBJECTS %Pass
WINN								
Grade 3	88	37.5	88	68.2	n/a	n/a	87	29.9
Grade 4	75	45.3	74	58.1	74	71.6	74	36.5
Grade 5	65	36.9	65	60.0	n/a	n/a	64	35.9
ZAVALA								
Grade 3	30	66.7	30	90.0	n/a	n/a	30	60.0
Grade 4	35	48.6	32	65.6	34	70.6	32	40.6
Grade 5	30	76.7	31	83.9	n/a	n/a	30	73.3
Grade 6	18	94.4	18	88.9	n/a	n/a	18	83.3

STUDENT ACHIEVEMENT

During 1993-94, the District's application for ESEA Chapter 1 funds specified the following minimum achievement requirements for Chapter 1 students:

- Any positive NCE gain in Reading Comprehension (ITBS/NAPT);
- Any positive NCE gain in Mathematics Problem Solving (ITBS/NAPT); and
- Over 50% of the following criteria (where applicable) referred to by the Texas Education Agency as Preponderance of Evidence (POE):
  - 18% passing rate in TAAS Reading in grade 4
  - Grade equivalent score of 1.6 in 1st grade ITBS Reading Comprehension
  - 2.0 NCE gain in Boehm-R Test of Basic Concepts for Kindergarten students
  - 5 standard score points gained in prekindergarten Peabody Picture Vocabulary Test scores
  - 98% promotion rate

Figure 30 shows the number of Chapter 1 schools for whom each evaluation criterion was applicable, in addition to the number of schools which met each requirement.

FIGURE 30
TEA EVALUATION CRITERIA

Criterion	Grades	# of Schools Required	# of Schools Meeting Requirements
ITBS/NAPT Reading Comprehension NCE Gain	2-5	31	26
ITBS/NAPT Math Problem Solving NCE Gain	2-5	19	11
TAAS Reading 18% Passing	4	31	25
Promotion (98%)	All	31	3
ITBS Reading Comprehension GE of 1.6	1	31	13
Boehm-R Basic Concepts 2.0 NCE Gain	K	25	20
Peabody Picture Vocabulary 5 Standard Score Points	Pre-K	29	29

One hundred percent of the 29 Chapter 1 schools' full-day prekindergarten programs met the achievement requirements of a five standard score point gain from pre- to posttest on the Peabody Picture Vocabulary Test. For students who took both the English and Spanish versions of the test, the higher of the two scores was used for the analyses.

Only three (10%) Chapter 1 schools met the 98% promotion requirement in 1993-94. This decrease from 92% meeting the requirement in 1992-93 resulted from a change in the formula. According to instructions from the Texas Education Agency, in 1993-94, students who were "placed" in the next grade were not included in the percentage of students promoted as they had been in previous years. While only 42% of the schools met the POE for grade 1 ITBS Reading comprehension GE of 1.6, this

percentage is an increase from 25% meeting the requirement in 1992-93. The ITBS/NAPT Reading Comprehension NCE gain for grades 2 through 5 was achieved by 26 (84%) of the 31 schools in 1993-94, down from 24 (96%) of 25 schools in 1992-93. NCE Gains for ITBS/NAPT Math Problem Solving at grades 2 through 5 were made at 11 (58%) of 19 schools, up from 5 (42%) of 11 schools in 1992-93.

Figures 31-34 summarize the evaluation results for Chapter 1 schools. The schools are listed under their Districts' area designation. A more detailed summary of each school's evaluation results is included in Attachment 1.

FIGURE 31
Chapter 1 Evaluation Summary
1993-94

Area 1	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			% Preponderance of Evidence (POE) Criteria Met	Preponderance of Evidence (POE) Criteria Not Met
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
OAK SPRINGS	28.5	30.4	+1.9	37.8	37.2	-0.6	40%	Gr. 1, Reading Gr. 4, Promotion
ORTEGA	32.1	35.9	+3.8	40.7	46.3	+5.6	80%	Promotion
ZAVALA	29.5	29.4	-0.1	39.9	44.8	+4.9	80%	Promotion
NORMAN	27.9	32.8	+4.9	29.6	35.1	+5.5	40%	Gr. 1, Reading Gr. 4, Promotion
WOOLDRIDGE	29.3	35.8	+6.5	38.0	39.4	+1.4	75%	Promotion
WOOTEN	26.2	32.8	+6.6	n/a	n/a	n/a	50%	Gr. 1, Promotion
WALNUT CREEK	27.5	29.4	+1.9	n/a	n/a	n/a	100%	-
BROWN	28.9	24.5	-4.4	n/a	n/a	n/a	50%	Reading Gr. 4, Promotion
RIDGETOP	27.9	42.8	+14.9	n/a	n/a	n/a	60%	Gr. 1, Promotion

FIGURE 32
Chapter 1 Evaluation Summary
1993-94

Area 2	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			% Preponderance of Evidence (POE) Criteria Met	Preponderance of Evidence (POE) Criteria Not Met
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
ALLAN	27.9	27.2	-0.7	39.0	36.5	-2.5	60%	Gr. 1, Promotion
BROOKE	30.7	35.0	+4.2	39.6	42.6	+3.0	60%	Gr. 1, Promotion
HOUSTON	28.6	33.9	+5.3	n/a	n/a	n/a	60%	K, Gr. 1
WIDEN	26.9	31.0	+4.1	n/a	n/a	n/a	60%	Gr. 1, Promotion
BLACKSHEAR	26.2	33.4	+7.2	35.0	36.9	+1.9	40%	Gr. 1, Reading Gr. 4, Promotion
CAMPBELL	28.3	31.1	+2.8	38.3	36.9	-1.4	60%	Gr. 1, Promotion
SIMS	25.1	31.7	+6.6	32.7	37.4	+4.6	60%	K, Promotion

FIGURE 33
Chapter 1 Evaluation Summary
1993-94

Area 3	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			% Preponderance of Evidence (POE) Criteria Met	Preponderance of Evidence (POE) Criteria Not Met
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
METZ	27.1	33.8	+6.7	37.2	36.7	-0.5	40%	K, Reading Gr. 4, Promotion
SANCHEZ	28.4	33.2	+4.8	41.5	40.6	-0.8	80%	Promotion
GOVALLE	25.3	28.0	+2.7	38.2	35.6	-0.6	80%	Promotion
ALLISON	29.1	34.4	+5.3	40.1	41.8	+1.7	40%	K, Gr. 1, Promotion
DAWSON	28.7	35.4	+6.7	n/a	n/a	n/a	40%	Gr. 1, Promotion
LINDER	30.9	40.1	+9.2	37.6	42.6	+5.1	50%	Gr. 1, Promotion

FIGURE 34
Chapter 1 Evaluation Summary
1993-94

Area 4	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			% Preponderance of Evidence (POE) Criteria Met	Preponderance of Evidence (POE) Criteria Not Met
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
BECKER	31.3	35.2	+3.9	41.8	43.3	+1.5	80%	Promotion
ANDREWS	30.4	35.2	+4.8	n/a	n/a	n/a	75%	Promotion
HARRIS	26.1	27.5	+1.3	35.4	34.1	-1.3	40%	Gr. 1, Reading Gr.4, Promotion
JORDAN	26.0	25.6	-0.5	29.7	29.0	-0.7	60%	Gr. 1, Promotion
PECAN SPRINGS	27.4	33.1	+5.7	35.4	35.7	+0.3	60%	Gr. 1, Promotion
WINN	28.4	28.2	-0.2	n/a	n/a	n/a	80%	Promotion

Student Achievement at Schoolwide Projects and Priority Schools

As is required by law, the evaluation of Chapter 1 programs focuses on the achievement gains of students who are "Chapter 1 eligible", i.e., those who scored below the 31st percentile before they were served. At schoolwide projects (SWPs) and Priority schools, however, the Chapter 1 plan specifies serving all students. Therefore, it was important to examine the achievement gains of all students at SWPs and Priority schools.

Figures 35-40 summarize the average ITBS/NAPT Reading Comprehension and Math Total gains for students at each SWP and Priority school. Gains are provided for 4 groups of students at each campus:

1) Overall gains for all students,
2) Gains for the Chapter 1-eligible population,
3) Gains for students who scored above the 30th percentile on the tests, and
4) Gains for students who scored in the top quartile (above the 75th percentile).

The gains are reported in grade equivalent (GE) months. The national average GE gain in a school year is 10 months. Results are mixed for different campuses. At some schools, Allan, for example, the gains are below the national average across all groups of students. At other campuses, Blackshear, for example, the gains are higher for the Chapter 1 population than for any other group.

Students in the top quartile, however, had a consistent pattern of making higher gains in mathematics than in reading. The highest gains for both reading comprehension and mathematics was 16 months (6 months above the national average gain). Differences in these students' scores in reading comprehension from spring 1993 to spring 1994 range from a low of -3 months (indicating that the these students performed at a higher level compared to the national norming group in spring 1993 than in spring 1994) to a high of 16 months (6 months greater than the national average gain). In mathematics, the differences ranges from 0 months (10 months less than the national average gain) to 16 months (6 months more than the national average gain).

More detailed results on the performance of students at SWPs and Priority Schools are reported in Attachment 1. The attachments provide grade-level information on the spring 1993 and spring 1994 grade equivalent scores of students in different achievement categories.

FIGURE 35
1992-93 and 1993-94 Schoolwide Project ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Allan	Reading Comprehension	6	6	6	2
	Math Total	8	5	6	6
Allison	Reading Comprehension	9	10	8	13
	Math Total	10	10	10	10
Andrews	Reading Comprehension	8	10	8	9
	Math Total	10	9	12	13
Barrington	Reading Comprehension	9	9	8	10
	Math Total	9	7	10	8
Becker	Reading Comprehension	8	10	8	6
	Math Total	11	9	11	12
Blackshear	Reading Comprehension	8	10	7	-3
	Math Total	8	9	8	0
Blanton	Reading Comprehension	6	5	7	4
	Math Total	8	7	10	13

FIGURE 35 (continued)
1992-93 and 1993-94 Schoolwide Project ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Brooke	Reading Comprehension	10	10	11	6
	Math Total	10	11	11	14
Brown	Reading Comprehension	6	4	7	4
	Math Total	10	7	11	13
Campbell	Reading Comprehension	8	8	8	4
	Math Total	10	10	10	11
Dawson	Reading Comprehension	9	10	7	11
	Math Total	10	9	10	16
Govalle	Reading Comprehension	5	7	5	1
	Math Total	7	7	6	7
Harris	Reading Comprehension	6	7	7	4
	Math Total	8	8	9	11
Houston	Reading Comprehension	8	10	7	11
	Math Total	10	11	10	13

FIGURE 35 (continued)
1992-93 and 1993-94 Schoolwide Project ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Jordan	Reading Comprehension	6	5	8	4
	Math Total	7	8	8	14
Linder	Reading Comprehension	12	13	13	8
	Math Total	12	10	14	14
Metz	Reading Comprehension	9	10	9	12
	Math Total	9	7	11	16
Norman	Reading Comprehension	8	10	8	13
	Math Total	10	11	10	14
Oak Springs	Reading Comprehension	6	8	8	12
	Math Total	7	6	8	8
Ortega	Reading Comprehension	8	9	7	-2
	Math Total	10	11	10	10
Pecan Springs	Reading Comprehension	9	10	8	5
	Math Total	10	8	12	17

FIGURE 35 (continued)
1992-93 and 1993-94 Schoolwide Project ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Sanchez	Reading Comprehension	9	9	11	5
	Math Total	11	7	13	13
Sims	Reading Comprehension	10	11	12	16
	Math Total	9	8	10	13
Walnut Creek	Reading Comprehension	8	8	9	6
	Math Total	10	9	11	15
Widen	Reading Comprehension	8	8	8	7
	Math Total	9	9	11	13
Wooldridge	Reading Comprehension	11	11	11	9
	Math Total	12	9	12	14
Zavala	Reading Comprehension	8	6	7	1
	Math Total	11	10	10	7

FIGURE 36
1992-93 and 1993-94 Priority School ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Allan	Reading Comprehension	6	6	6	2
	Math Total	8	5	6	6
Allison	Reading Comprehension	9	10	8	13
	Math Total	10	10	10	10
Becker	Reading Comprehension	8	10	8	6
	Math Total	11	9	11	12
Blackshear	Reading Comprehension	8	10	7	-3
	Math Total	8	9	8	0
Brooke	Reading Comprehension	10	10	11	6
	Math Total	10	11	11	14
Campbell	Reading Comprehension	8	8	8	4
	Math Total	10	10	10	11
Govalle	Reading Comprehension	5	7	5	1
	Math Total	7	7	6	7

FIGURE 36 (continued)
1992-93 and 1993-94 Priority School ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Metz	Reading Comprehension	9	10	9	12
	Math Total	9	7	11	16
Norman	Reading Comprehension	8	10	8	13
	Math Total	10	11	10	14
Oak Springs	Reading Comprehension	6	8	8	12
	Math Total	7	6	8	8
Ortega	Reading Comprehension	8	9	7	-2
	Math Total	10	11	10	10
Pecan Springs	Reading Comprehension	9	10	8	5
	Math Total	10	8	12	17
Sanchez	Reading Comprehension	9	9	11	5
	Math Total	11	7	13	13
Sims	Reading Comprehension	10	11	12	16
	Math Total	9	8	10	13

FIGURE 36 (continued)
1992-93 and 1993-94 Priority School ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Winn	Reading Comprehension	7	7	8	5
	Math Total	12	10	13	17
Zavala	Reading Comprehension	8	6	7	1
	Math Total	11	10	10	7

INSTITUTIONS FOR THE NEGLECTED OR DELINQUENT YOUTH

Nine institutions for the neglected or delinquent youth (N or D) received $124,769 of Chapter 1 funds to serve 1,489 children who resided in AISD's attendance areas. These grants were used to pay teacher assistants and tutors at seven of the N or Ds. The institutions also used their allotments to purchase computers, printers, software, and other instructional materials. The number of students served at each site ranged from 27 to 749, and length of service for each student ranged from one day to the entire school year.

Key demographics for students served at N or Ds in 1993-94 are summarized in Figure 37 below.

FIGURE 37
ETHNICITY AND GENDER OF N OR D STUDENTS BY INSTITUTION
N = 1,489

INSTITUTION	NATIVE AMERICANS	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	MALE	FEMALE
Better Roads	1	0	4	6	16	14	13
Junior Helping Hand	0	0	7	3	21	15	16
Settlement Club Home	0	0	11	9	20	0	40
Gardner-Betts	0	1	278	321	157	655	102
Spectrum	0	2	61	65	88	103	113
Travis County Youth Shelter	0	0	50	52	36	138	0
Turman House	0	0	48	53	24	125	0
The Oaks	0	2	11	10	72	45	50
Mary Lee	0	0	15	18	27	23	37
TOTALS	1	5	485	537	461	1,118	371

The nine N or Ds can be categorized as:

- A Texas Youth Commission halfway house (Turman House);
- A County juvenile detention center (Gardner-Betts);
- A home for wards of the State (Mary Lee Foundation);
- An emergency shelter affiliate of Middle Earth Unlimited, Inc. (Spectrum); and
- Five residential treatment facilities (Settlement Club Home, Travis County Youth Shelter, Junior Helping Hand Home, The Oaks Treatment Center, and Better Roads Group Home).

Placements were made because of delinquency, abuse, neglect, and/or emotional and behavioral problems. Three sites sent all students to AISD schools; two had an educational program in the facility but sent some students to AISD schools; and four sent some students to AISD while others participated in GED or other alternative programs. The ages of the residents ranged from 6 to 22, and six of the facilities were co-educational.

Because Chapter 1 is a supplementary education program, the focus was on improving students' academic skills and reducing the risk of school failure and early withdrawal. The diverse needs of the students led the staff at the N or Ds to approach educational improvement with varying emphasis. Five focused on preparing the youths to become more productive and employable members of society, another concentrated on improving self-esteem, and others strove to instill acceptable behaviors.

PROGRAM EFFECTIVENESS

Demonstration of student achievement and program success are measured by showing a preponderance of evidence as set by the the Texas Education Agency (TEA). Three goals were set for each of the N or D institutions. Therefore, to achieve success, two out of three goals must be met.

Seven of the nine N or Ds met the majority of preponderance of evidence goals set by the TEA.

NONPUBLIC SCHOOLS

St. Mary's Cathedral School was the only nonpublic school that participated in the Chapter 1 program. Forty-nine students, grades pre-K through 8, were served. Key demographics for the nonpublic school students are shown in Figure 38. Of the Chapter 1 funds, $26,250 was used to provide computer-assisted instruction in reading and mathematics and a half-time computer lab technician. The technician was responsible for ordering materials, maintaining the learning environment, assisting the students with basic computer operation, and monitoring students' use of computers and software for proper handling.

FIGURE 38
DEMOGRAPHICS OF CHAPTER 1
NONPUBLIC SCHOOL STUDENTS
N = 49

		GENDER		ETHNICITY			
GRADE	NO. SERVED	MALE	FEMALE	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
PK	6	2	4	0	0	5	1
K	11	6	5	0	2	7	2
1	3	2	1	0	2	1	0
2	5	4	1	0	1	4	0
3	5	3	2	0	1	3	1
4	6	3	3	0	1	3	2
5	4	1	3	0	1	2	1
6	4	1	3	0	0	4	0
7	3	0	3	0	0	3	0
8	2	1	1	1	0	1	0

PROGRAM EFFECTIVENESS

Figure 39 shows that grades pre-k and kindergarten met or exceeded the Desired Outcome gain of .5 percentile on the Peabody Picture Vocabulary Test-Revised (PPVT-R). Grades one through seven met or exceeded the Desired Outcome gain of +2 Normal Curve Equivalent score (NCE) in reading. Grades one and three through five did not meet the Desired Outcome (+2 NCE) or Level of Substantial Progress toward Desired Outcome (+1 NCE gain) in mathematics. Grade eight did not meet either criterion in reading or mathematics (+2 or +1). Grades 1-8 were tested with the California Test of Basic Skills (CTBS).

It should be noted that the computer lab technician was not directly responsible for enhancing students' achievement.

FIGURE 39
ACHIEVEMENT DATA

AVERAGE MEDIAN PERCENTILE/MEAN NCE GAIN				
GRADE	NUMBER OF STUDENTS	TEST	READING	MATH
Pre-K	5	PPVT-R	14%	-
K	10	PPVT-R	27%	-
1	3	CTBS	+46.0	- 1.0
2	4	CTBS	+ 2.3	+ 9.7
3	3	CTBS	+ 5.7	- 6.0
4	6	CTBS	+ 4.8	- 4.3
5	1	CTBS	+ 3.0	- 4.0
6	4	CTBS	+10.3	+10.3
7	3	CTBS	+ 9.3	+ 9.3
8	2	CTBS	- 8.5	-17.0
Total:	41			

CHAPTER 1/CHAPTER 1 MIGRANT PROGRAMS

Extended Day

Seventy-three students were served by the extended day program at Walnut Creek and Reilly elementary schools. Designated at-risk students received instruction in reading, math, and writing twice a week for an additional 90 minutes of instruction. Students were referred on the basis of grades, test scores, and teacher referrals. At Walnut Creek, cross-age tutoring and instruction in Spanish and Vietnamese were also offered in the extended day program. Reilly was new to the extended day program in 1993-94.

Help One Student to Succeed (HOSTS)

Help One Student To Succeed (HOSTS) was a structured mentoring program in which volunteers tutor second, third, and fourth grade students in language arts. Students are selected for HOSTS through evaluation of standardized test scores (below the 45th percentile in reading), a teacher administered test, and teacher recommendation; on a space available basis. Volunteers who were recruited by the HOSTS coordinator met with students on the same day each week throughout the year for 30 minutes to an hour, in order to establish a continuing relationship with their students.

The HOSTS program coordinator wrote individual lesson plans and completed educational testing for the students. Volunteers were then able to assist students with an ongoing instructional plan. In 1993-94, the HOSTS program served 116 students at Dawson, Ortega, and Zavala elementary schools. Dawson and Zavala were new to the program this year.

Achievement gains were reviewed for the HOSTS program, including students who participated at Dawson, Ortega, and Zavala. The TAAS writing passing rate for grade 4 at schools using the HOSTS program was 70%, well above the District average of 52%. Although above-predicted gains were made by HOSTS students with valid spring 1993 and spring 1994 ITBS/NAPT scores at grades 2 and 3 (2 months above predicted gain), the number of students was too small to analyze the effectiveness of the HOSTS program.

Content Mastery

The Content Mastery Program was designed to assist learning disabled students in achieving to their maximum potential in the mainstream classroom. Content Mastery uses a collaborative approach in which special education teachers work with regular education teachers to match the demands of the class with the skills of the student. Students are identified for Content Mastery through teacher recommendation and diagnostic testing.

Students using this service received grade-level instruction and assignments in the regular classroom, and went to the lab for help with classroom work, if needed. The format of the assignment was modified (large print, shortened length, etc.) to meet the child's special needs while retaining the content of the instruction. Computers were sometimes used as a teaching tool.

Content Mastery served 409 students at four elementary campuses in 1993-94. The schools offering Content Mastery to Chapter 1 students were Andrews, Dawson, Harris, and Wooldridge.

Year-Round School Program

Sanchez Elementary was in the second year of a three-year experiment on year-round education in AISD in 1993-94 . The school year revolves around a 60/20 schedule (60 days in school and 20 days out) in contrast to the nine months of school with the summer off. The breaks between the 60 day sessions are called intersessions. During each intersession a 10-day Sanchez Aztec Academy was provided for students who were falling behind in achievement. Reading, writing, and math were taught in the Academy through the use of common themes.

Enthusiasm for year-round schooling has grown among educators and parents in the past two years. Six additional schools chose year-round education for the 1994-95 school year. Those schools are Maplewood, Metz, Ortega, St. Elmo, Widen, and Winn.

Higher Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) is a general thinking skills program designed primarily for Chapter 1 and mildly learning disabled students in grades 4-7. The program strives to enhance basic and social interaction skills. HOTS represents a new approach to compensatory education. Instead of reteaching the information the students did not previously learn, HOTS encourages the development of the types of thinking strategies that students need in order to learn new material the first time it is taught in the classroom.

Harris Elementary served 76 Chapter 1 students with the HOTS program in 1993-94. This was their second year in the program.

Supplemental Reading Instruction (Literacy Groups)

Over one thousand (1,069) students were served by supplemental reading instruction at 13 Chapter 1 schools. Students were identified for Chapter 1 service by scoring at or below the 30th percentile in reading comprehension on a norm-referenced test.

Most supplemental reading instruction was conducted in literacy groups taught by Chapter 1 teachers in a pull-out setting. Students received reading instruction in small groups. Sixty-five percent of students served by Chapter 1 in literacy groups were considered at-risk. Although above predicted gains were made by supplemental reading students in grades 2-3 with valid spring 1993 and spring 1994 ITBS/NAPT reading comprehension scores, the impact was not statistically significant enough to declare the program effective.

FIGURE 40
NUMBER OF CHAPTER 1 STUDENTS SERVED BY PROGRAM TYPE

SCHOOL	Supple-mental	CCC	Content Mastery	HOSTS	HOTS	Jostens	Extended Day	Reading Recovery	Total
ALLAN	22	0	0	0	0	0	0	14	36
ALLISON	0	220	0	0	0	0	0	13	233
ANDREWS	82	0	40	0	0	0	0	16	142
BLANTON	0	0	0	0	0	0	0	14	14
BROOKE	0	169	0	0	0	0	0	25	194
BROWN	198	0	0	0	0	239	0	0	437
DAWSON	64	0	46	33	0	0	0	0	143
GOVALLE	0	0	0	0	0	0	0	13	13
HARRIS	0	0	256	0	76	0	0	17	349
HOUSTON	122	0	0	0	0	0	0	0	122
JORDAN	0	184	0	0	0	0	0	5	189
LINDER	149	0	0	0	0	0	0	15	164
NORMAN	0	231	0	0	0	0	0	0	231
OAK SPRINGS	0	135	0	0	0	0	0	0	135
ORTEGA	39	0	0	46	0	0	0	6	91
PECAN SPRINGS	0	209	0	0	0	0	0	0	209
REILLY	35	0	0	0	0	0	36	7	78
RIDGETOP	85	0	0	0	0	0	0	10	95
SANCHEZ		4	0	0	0	0	0	15	19
SIMS	0	0	0	0	0	221	0	0	221
WALNUT CREEK	36	0	0	0	0	0	37	8	81
WIDEN	49	0	0	0	0	0	0	22	71
WINN	0	188	0	0	0	0	0	0	188
WOOLDRIDGE	125	0	67	0	0	0	0	16	208
WOOTEN	63	111	0	0	0	0	0	9	183
ZAVALA	0	0	0	37	0	0	0	15	52
TOTAL	1069	1451	409	116	76	460	73	240	3898

CHAPTER 1/MIGRANT SUMMER SCHOOL

In the summer of 1992, thirteen Chapter 1 schools, including of Sanchez, held first-time Chapter 1-funded sessions. Sanchez, the District's first year-round school, held the session as an intersession.

There were limited accountability procedures in place during the first year. Chapter 1/Migrant evaluation staff gathered as much information as possible to form the following description/purpose of summer sessions:

- Chapter 1 regular summer school is a part of the Chapter 1/Migrant supplementary instructional program. The sessions are customized by each participating school to serve the following population:
  - Students scoring below the 30th percentile at "current" grade level in Reading Comprehension on the Iowa Tests of Basic Skills (ITBS) (grade 2) or the Norm-referenced Assessment Program for Texas (NAPT) (grades 3-6).
  - Current grade level is indicative of the grade a student was in at the end of a school year. (It is not the grade level the student will be promoted to for the new school year).
  - Students preparing for the Texas Assessment of Academic Skills writing test (TAAS).

The majority of classes offered were reading, mathematics, or writing. A few schools offered enrichment classes such as; technology/computer usage, creative writing, and phonics.

Data were insufficient for analyses.

EVALUATION PROCESS

By Spring 1993, Chapter 1 schools, Department of State and Federal Programs, and evaluation staff had worked out accountability procedures. Chapter 1/Migrant evaluation staff forwarded class rosters to participating summer school staff with instructions for completion and return to ORE. See Attachments.

Review of records from the Department of State and Federal Programs, class rosters, and data analyses produced the following summer school information:

- Eighteen Chapter 1 schools (including Sanchez) and one Neglected or Delinquent institute (N or D) held summer sessions from July 5-July 30, 1993. Sanchez and the N or D were excluded from further analyses, Sanchez for lack of data and the N or D for confidentiality reasons.
- Sixty-six teachers and three curriculum writers were funded by Chapter 1.
- Chapter 1 funded two tutors for the session held at the N or D institute, and Chapter 1 Migrant paid for migrant students' registration in secondary summer school classes. Migrant students in summer school activities will be discussed in the next paragraph.

- Six hundred and sixty-four students in current grades K-6 attended summer sessions at seventeen schools.
- Fifty-three percent of the students were male, forty-seven percent were female.
- Thirty-two percent were Black, 64% were Hispanic, and 3% were Other.
- Eighty-seven percent were low income students, twenty-two percent were Limited English Proficient, thirteen percent were enrolled in Special Education classes, and two percent were designated Gifted/Talented.

Chapter 1 Migrant provides tuition for at-risk secondary migrant students to attend or enroll in classes for academic credits. The students are registered or enrolled in correspondence courses, classes at local universities, or designated AISD secondary schools.

Review of migrant summer school records provided the following data:

- Two AISD secondary schools, Reagan High and Lamar Middle School, held summer sessions.
- Forty-five secondary migrant students were enrolled in one or more classes which ran the academic gauntlet.
- Eleven, or 0.24%, of the students were enrolled in special bilingual classes for migrant students at St. Edward's University.
- Three, or 0.7%, were current status, 43 or 0.93% were former status. Fifty-three percent of the students were males, and forty-seven percent were females.
- Transportation to one of the summer school sites was provided for four students.
- The students received vision, medical, and dental checkups prior to registration. Vision and dental follow-up services were provided four students.

CHAPTER 1/MIGRANT ACHIEVEMENT DATA

GENESYS, ORE'S GENeric Evaluation SYStem, produced the following data for Chapter 1 regular summer school stude s:

- The spring, 1994 ITBS/NAPT median percentile scores of program students fell below the national norm in 6 out of 12 comparisons.
- Thirteen comparisons of same scores to predicted levels of achievement by means of the Report on Program Effectiveness (ROPE) procedure were conducted. The results showed program students achieving predicted levels at the rate of 5, 4, and 2 in reading, mathematics and language respectively. One group of program students' scores were one below the national norm in mathematics, and another group was too small for analysis in language.

- Compared to AISD averages in mathematics, reading, and writing, the average percentage of program students mastering the TAAS at grades 3-6 was consistently 4% lower in all TAAS tests taken.

- The attendance rate of program students exceeded that of elementary students districtwide in both the Fall, 1993 and Spring, 1994 comparisons.

Review of summer school migrant grade reports showed:

- All migrant students passed the courses in which they were enrolled.

INTEGRATED LEARNING SYSTEMS IN CHAPTER 1 SCHOOLS

With the current emphasis in education on heterogeneous grouping and inclusion of all students, schools are challenged to meet the instructional needs of students who are at different skill levels within the same classroom. Many Chapter 1 schools have begun to use the integrated learning system as one of the ways to help meet the needs of low-achieving students.

What Is An Integrated Learning System?

An integrated learning system (ILS) is a computer system that provides instruction in several subject areas and practice problems covering a multiple-year curriculum sequence. Software is housed on a central file server computer linked in an electronic network to 15 to 30 student computers. Specific lessons are automatically loaded into each student's computer when that student "logs in" based on a continuous assessment of that student's previous accomplishments and current learning needs. The ILS includes a wide range of courseware with a sophisticated management system that can be tailored to district objectives. These systems use computers to diagnose, reinforce, and enhance learning. The systems monitor student achievement and provide documentation of student improvement.

Chapter 1 ILS Elementary Schools

The two major integrated learning systems (ILS) used in AISD in 1993-94 were the Computer Curriculum Corporation (CCC) system and the Jostens Learning system. CCC and Jostens are similar in that they both offer curriculum in the areas of mathematics, science, reading, and language skills. Both systems can generate reports to be used by teachers and principals to evaluate progress. CCC and Jostens are closed systems because "the system" evaluates and diagnoses the progress and places the student on a daily basis. Jostens has courseware correlating to the TAAS objectives for Texas. CCC will be introducing a similar courseware in fall 1994.

There were 14 Chapter 1 schools in AISD which worked to boost achievement through the use of an ILS. Of the schools using ILS, 11 (79%) used CCC and 3 (21%) used Jostens. The Chapter 1 elementary schools utilizing ILS include Allison, Barrington, Brooke, Brown, Houston, Jordan, Linder, Norman, Oak Springs, Pecan Springs, Sims, Winn, Wooldridge, and Wooten. Five of these schools (Barrington, Houston, Linder, Wooldridge, and Wooten) were not evaluated since their systems had been in use less than one school year. For the purpose of this evaluation, only the nine Chapter 1 campuses with CCC or Jostens for one year or more were studied (Allison, Brooke, Brown, Jordan, Norman, Oak Springs, Pecan Springs, Sims, and Winn).

The ILS may be used in a lab setting or as a distributive network in the classroom. Only two of the schools use the distributive network (Jordan and Wooldridge) while two other schools (Norman and Linder) hope to add that capability for 1994-95. Of the nine Chapter 1 schools studied, Brooke, Pecan Springs, and Jordan did not have lab aides. More information about the lab aide may be found later in *Reflections on Effectiveness of ILS.*

Grades Served

Each campus had special needs to consider when deciding which students to target to use the ILS. Some schools used the 1992-93 TAAS and NAPT scores, while other schools focused on specific grade levels. Two schools (Sims and Norman) chose to serve the entire student population, while two schools (Linder and Wooten) served the Chapter 1, at-risk, and below grade-level students.

In May 1994, questionnaires were sent to fifteen elementary principals who currently have an ILS; nine responded for a 60% return rate. They were asked to respond to the question, *"What was the initial goal for the implementation of CCC or Jostens at their campus?"* Responses from principals included the following goals:

- To improve TAAS scores;
- To improve student achievement in the areas of reading and mathematics;
- To serve Chapter 1, at-risk, or below-grade-level students;
- To provide basic skills to students lacking them while providing enrichment for more advanced students; and
- To increase the use of technology as an instructional tool.

The grade level most targeted for ILS usage was grade 4 with an average of 142 minutes of usage each week, followed by grade 5 with 135 minutes, and grade 3 with 133 minutes. This is understandable since students begin taking the TAAS test in grade 3. Lesser amounts of time were allotted to lower grades, with only one school (Sims) including pre-K classes. One 2nd grade class at Winn gave up their outside time to work in the ILS lab. Figure 41 shows the amount of time that students at the nine Chapter 1 campuses used the ILS in a typical week.

FIGURE 41
CHAPTER 1 ILS USAGE:
MINUTES PER WEEK BY GRADE AND SCHOOL

SCHOOL	Pre-K	K	1st	2nd	3rd	4th	5th
ALLISON					120	120	120
BROOKE				150	150	150	150
BROWN (Jostens)				70	105	175	105
JORDAN*					100	100	100
NORMAN		80	120	80	120	80	120
OAK SPRINGS					150	150	150
PECAN SPRINGS					150	150	150
SIMS (Jostens)	30	25	30	35	150	205	185
WINN		45		**150	150	150	
AVG.MINUTES PER WEEK	30	50	75	97	133	142	135

* Distributive Network

** One Second Grade Only

ACHIEVEMENT AND PROMOTION DATA

Report on Program Effectiveness

The schools studied differ on many factors, and to compare achievement scores directly could be misleading. The Report on Program Effectiveness (ROPE) provides a more accurate interschool comparison of achievement results. ROPE gives information on how each school's students perform on standardized tests (NAPT/ITBS) from one year to the next in relation to similar students across the District. The report combines the individual scores of each student in a school program. ROPE adjusts the scores for factors out of the school's control (i.e., sex, previous achievement, ethnicity, income level, and age in grade) before making the comparison.

ROPE compares students' actual scores with a predicted score for each student. The difference, called a residual, is an indication of how far above or below prediction a student performed on a test compared to students with similar characteristics. The residuals of all students in a program are combined to create a program's ROPE score.

Three ROPE results are possible: exceeded predicted gain, achieved predicted gain, and below predicted gain. A score of achieved predicted gain indicates that an additional program (the ILS) had no effect on student achievement above and beyond everyday classroom teaching. If the results exceed predicted gain, one can conclude that the program had a significant impact on student achievement. If the results are continually below predicted gain, the program may need to be reexamined. A score exceeding or below predicted gain is based on a statistical test to determine if the residual is significantly different from zero.

The following section presents the ROPE scores for the schools studied. ROPE generates scores only on students who have valid standardized test scores for the previous year; therefore, kindergarten and grade 1 students are not included in the results.

ROPE Scores and Comparisons

Figure 5 displays ROPE scores by test area (reading, mathematics, and language) for the 9 Chapter 1 elementary ILS schools studied. Grades 4 and 5 showed the most scores (5 each) which exceeded predicted gain.

Ten comparisons were possible for each school (two each in grades 2 and 3, and three each in grades 4 and 5). Allison, Jordan, Oak Springs, and Winn had eight comparisons because their grade 2 students did not take the ITBS. The results of the program effectiveness analyses are found in Figure 42.

FIGURE 42
PROGRAM EFFECTIVENESS BY TEST AREA, ILS ELEMENTARY SCHOOLS, 1993-94

	Allison	Brooke*	Brown*	Jordan	Norman*	Oak Springs	Pecan Springs	Sims*	Winn
Grade 2									
Reading	n/a	0	0	n/a	0	n/a	n/a	0	n/a
Mathematics	n/a	+	0	n/a	0	n/a	n/a	0	n/a
Language	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 3									
Reading	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	+	0	-	0	+
Language	n/a	n/a	n/a	n/a	n/a	n/a	n\a	n\a	n/a
Grade 4									
Reading	0	+	0	0	0	0	0	+	0
Mathematics	+	0	0	0	0	0	+	0	+
Language	0	0	0	0	0	0	0	-	0
Grade 5									
Reading	0	+	0	0	+	0	+	0	-
Mathematics	0	0	+	0	0	0	0	0	0
Language	0	+	0	0	0	0	0	0	0

* Grades 3, 4, and 5 at Brooke; grade 5 at Brown; grades 2, 3, and 5 at Norman; and, grades 2, 3, and 5 at Sims did not have the required number of 25 students with valid NAPT scores for two consecutive years to achieve statistical significance. These results should be interpreted with caution.

KEY

0 Achieved Predicted Gain	- Below Predicted Gain
+ Exceeded Predicted Gain	n/a Test not Given

Figure 43 shows a total of 80 ROPE scores for the 9 Chapter 1 elementary schools using an ILS. Sixteen percent of the grades 2 through 5 scores exceeded the predicted gain, 80% equaled the predicted gain, and 4% were below the predicted gain. The following grades and schools made gains significant enough for the program to have had a positive impact on achievement:

Reading

Sims - Grade 4
Pecan Springs - Grade 5

Mathematics

Allison - Grade 4
Brooke - Grade 2
Pecan Springs - Grade 4
Winn - Grade 2
Winn - Grade 3

FIGURE 43
COMPARISON OF ROPE SCORES, ILS ELEMENTARY SCHOOLS, 1993-94

	Allison	Brooke	Brown	Jordan	Norman	Oak Springs	Pecan Springs	Sims	Winn
Exceed Predicted	1 (13%)	4 (40%)	1 (10%)	0 (0%)	2 (20%)	0 (0%)	2 (25%)	1 (10%)	2 (25%)
Below Predicted	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (13%)	1 (10%)	1 (13%)
Equal Predicted	7 (88%)	6 (60%)	9 (90%)	8 (100%)	8 (80%)	8 (100%)	5 (63%)	8 (80%)	5 (63%)

In addition to examining achievement data on each elementary school using the ILS, two other types of comparisons were made: 1) each ILS program (CCC and Jostens) was looked at individually, and 2) both programs were looked at together. ROPE was used to compare program (Jostens and CCC) students. The ITBS/NAPT scores from spring 1994 were compared to predicted levels of achievement. Ten comparisons were made; results are presented in Figure 44.

FIGURE 44
PROGRAM EFFECTIVENESS FOR ITBS/NAPT
ELEMENTARY CCC, JOSTENS, AND TOTAL ILS

PROGRAM	Reading	Mathematics	Language
Computer Curriculum Corporation (CCC)			
Exceeded Predicted Levels	0	1	0
Achieved Predicted Levels	4	3	2
Below Predicted Levels	0	0	0
Jostens Learning System			
Exceeded Predicted Levels	0	1	0
Achieved Predicted Levels	4	3	1
Below Predicted Levels	0	0	1
TOTAL ILS Students			
Exceeded Predicted Levels	0	2	0
Achieved Predicted Levels	4	2	2
Below Predicted Levels	0	0	0

Chapter 1 ILS students exceeded their predicted gains only in mathematics. Out of 10 comparisons of ITBS/NAPT scores for Chapter 1 ILS students, 8 achieved predicted gains, and two exceeded predicted gains (both in mathematics).

TAAS Comparison

The Texas Assessment of Academic Skills (TAAS) is a criterion-referenced test which is designed to measure a well-defined set of skills and to reference students' scores to a mastery criterion for that set of skills. The skills are a subset of the Essential Elements adopted by the State Board of Education. TAAS reading and mathematics were given in spring 1994, to grades 3 through 10 (exit level), while TAAS writing was given to grades 4, 8, and 10 (exit level)

TAAS comparisons were made between the two ILS programs to examine possible differences in the TAAS passing rates of their participating students. The data in Figure 45 show a greater percentage of the Jostens students passing all tests taken in grades 3 and 5 than CCC, while grade 4 students using CCC had a higher passing percentage than Jostens' students. Overall, AISD passing percentages for all subjects and all grades were higher than either the CCC or Jostens' percentages, except at grade 4 writing. Grade 4 writing scores were higher for Jostens (61% passing) and CCC (68% passing) than the AISD average passing rate (52%).

Improving TAAS scores was one of the main goals for implementing the ILS at some schools according to Principal Questionnaires. The emphasis on language skills may aid writing skills. However, other factors such as changes in educational services coincident with the implementation of the ILS may have influenced the results.

FIGURE 45
1993-94 TAAS PASSAGE RATE COMPARISON FOR CCC, JOSTENS, AND ALL ILS ELEMENTARY SCHOOLS WITH THE DISTRICT AVERAGE

PROGRAM	READING			WRITING			MATHEMATICS			Passing All Tests Taken		
	Gr3	Gr4	Gr5	Gr3	Gr4	Gr5	Gr3	Gr4	Gr5	Gr3	Gr4	Gr5
CCC												
# Students Tested	445	447	472	n/a	437	n/a	456	456	476	464	469	489
% Passing	58%	50%	57%	n/a	68%	n/a	37%	34%	36%	33%	29%	33%
Jostens												
# Students Tested	72	85	56	n/a	84	n/a	72	83	58	72	89	58
% Passing	64%	42%	64%	n/a	61%	n/a	46%	20%	47%	44%	21%	45%
All ILS												
# Students Tested	517	532	528	n/a	521	n/a	528	539	534	536	558	547
% Passing	59%	49%	58%	n/a	67%	n/a	38%	32%	37%	34%	28%	34%
AISD												
% Passing	76%	71%	73%	n/a	52%	n/a	60%	53%	56%	56%	49%	53%

Promotion Rate for Elementary ILS Schools

Promotion rates at elementary ILS schools (94.4%) were below the District average of 97.7% for 1993-94. A comparison of 1992-93 and 1993-94 promotion data was done to discover if the ILS had an impact on promotion at elementary schools using ILS. Promotion refers only to those students who have successfully completed their current grade, not students who are "placed" in the next grade. As shown in Figure 46, schools with Jostens (Brown and Sims) were the only campuses to show an increase in promotion from 1992-93 (95.7%) to 1993-94 (96.1%). Chapter 1 schools are compared with all ILS elementary schools and AISD.

FIGURE 46
PROMOTION RATE BY ELEMENTARY ILS PROGRAM

PROGRAM	1992-93	1993-94	GAIN
Elementary ILS Students	95.9%	94.4%	-1.5%
Elementary CCC Students	96.0%	94.0%	-2.0%
Elementary Jostens Students	95.7%	96.1%	+0.4%
Chapter 1 ILS Students	95.1%	93.9%	-1.2%
Chapter 1 CCC Students	94.9%	93.2%	-1.7%
AISD	**97.6%**	**97.7%**	**+0.1%**

ILS OBSERVATIONS

Instrument Design and Test

As part of the evaluation, it was decided that staff members would observe students working at the CCC and Jostens systems at the nine Chapter 1 campuses. A minute-by-minute observation with an additional 15 minute classroom tally was the result. Trial runs with the observation scale were conducted by ORE evaluation staff at Mathews and Wooten Elementary Schools to assure interrater reliability. Minor changes were made to the scale before the final test. See Attachment 1 for a copy of the observation instrument.

Procedure for Selecting Classes and Students to be Observed

Before determining who would be observed, it was necessary to investigate how each school used the ILS. Only the schools that had the ILS for one year would be observed. Schedules for using the CCC and Jostens labs or distributive networks were requested from each of the schools to be observed. A total number of sessions per grade was tallied and a 10-15% sample of grades served was targeted.

Students were selected on a random basis from the classes selected prior to the observers' visits to the campuses. A total of 63 observations was completed on the nine Chapter 1 schools giving a 12.8% sample. The length of sessions varied from 12 minutes (Jordan) to 44 minutes (Brooke). The average length of the ILS session was 30 minutes for all schools observed, and 27 minutes for Chapter 1 schools.

Figure 47 shows the total number of ILS sessions for Chapter 1 schools and the targeted number of observations per grade level.

FIGURE 47
ILS SESSIONS PER WEEK BY GRADE:
CHAPTER 1 SCHOOLS

SCHOOL	Pre-K	K	1st	2nd	3rd	4th	5th	Special Education	Total Sessions
Allison	-	-	-	-	24	20	20	-	64
Brooke	-	-	-	25	15	15	15	-	70
Brown	-	-	-	8	12	18	8	-	46
Jordan (Dist. Network)	-	-	-	-	15	15	15	-	45
Norman	-	7	9	7	8	6	6	2	45
Oak Springs	-	-	-	-	15	15	15	-	45
Pecan Springs	-	-	-	5	20	25	20	-	70
Sims	3	2	2	3	10	15	10	2	47
Winn	-	5	-	5	25	25	-	-	60
Total Sessions by Grade	3	14	11	53	144	154	109	4	492

Observation Findings

Students were observed for a total of 1,727 minutes while in the CCC or Jostens labs or distributive network (Jordan) at the Chapter 1 schools. Eighty-four percent of the time allotted to use of the ILS was used interacting with the computer on academic, technical, or procedural tasks. Students needed assistance from the teacher or lab aide 10% of the time.

While working with CCC or Jostens, most students were observed to be attentive to the task at hand. Only 6% of the time were students involved in off-task behavior. Non-instructional time (transition, dead time, and waiting on the teacher) comprised 9% of the time students were to use the ILS. Figure 48 summarizes the data obtained from the observations.

FIGURE 48
PERCENTAGE OF TIME SPENT ON VARIOUS TASKS
DURING ILS OBSERVATIONS

VARIABLE	PERCENTAGE OF TIME*
Interaction with Computer	84.4
Academic Task	83.2
Technical Task	8.1
Procedural Task	2.5
Individual Interaction with Teacher	5.3
Group Interaction with Teacher	4.2
Interaction with Teacher-Total	9.5
On-Task Behavior	87.0
On-Task Interaction with Other Student	4.1
Off-Task Behavior	5.6
Non-Instructional Time	9.1

* Variables are combined for percentages shown. Numbers will not equal 100%.

A 15-minute tally of the entire classroom setting was made during each observation. This tally included 1356 students most of whom were using the ILS. The average class size for the nine Chapter 1 schools was 16 students. The 86 tallies showed 75% of the students observed in the classrooms to be interacting with the computer. This percentage seems lower than expected, but the fact that at Jordan (distributive network) only one or two students at a time worked on the ILS while the rest of the class worked on classroom instruction must be taken into consideration. Eighty-nine percent of the students were engaged in on-task behavior during the 15-minute tallies. Non-instructional time occurred with nine percent of the students. Figure 49 shows the same variables used above to illustrate the percentage of students engaged in each behavior during the 15-minute tally of classrooms.

FIGURE 49
PERCENTAGE OF STUDENTS ON VARIOUS TASKS
DURING 15 MINUTE CLASSROOM TALLY

VARIABLE	PERCENTAGE OF STUDENTS AT 15 MIN. TALLY
Interaction with Computer	75.0
Academic Task	74.6
Technical Task	2.7
Procedural Task	3.2
Individual Interaction with Teacher	1.2
Group Interaction with Teacher	4.0
Interaction with Teacher-Total	5.2
On-Task Behavior	89.2
On-Task Interaction with Other Student	8.6
Off-Task Behavior	2.2
Non-Instructional Time	8.6

* Variables are combined for percentages shown. Numbers will not equal 100%.

REFLECTIONS ON EFFECTIVENESS OF ILS

The Role of the Principal

The involvement of the principal in the selection, implementation, and utilization of the ILS is thought to be important to its success at the campus. Principals at ILS schools were surveyed in the spring 1994 ORE Coordinated Survey. Of the 98 principals who responded to the statement, *"I have been supportive of the use of an integrated learning system at my campus,"* 72% (71) agreed or strongly agreed. When asked on the 1994 ORE Coordinated Survey if their principal was supportive of the ILS technology at their school, 89% of the teachers responding agree or strongly agreed. This suggests that both the principals and the teachers agree that there is support for the ILS at their campuses.

Principals were asked to respond to questions about the utilization and implementation of the ILS at their campus on the Principal Questionnaire. Their input was solicited to gain from their experience. Of those responding, eight (89%) were pleased with the implementation and utilization of the ILS at the campus. However, Brown Elementary School experienced frequent technical difficulties, and has chosen not to have the Jostens lab for the 1994-95 school year. Principals had the following suggestions for schools which are considering the installation of an ILS in the future:

- Do not rely on one program to meet the needs of your slow learners.
- Utilize all the features of the program, not just reading and mathematics.

- Staff development is essential to the effectiveness of the ILS.
- Make sure your school has the hardware needed to support an ILS.
- Use reports to show and explain to parents in what area their child needs help.
- Investigate all integrated learning systems before deciding on one.
- Principal needs to be highly literate in technology to evaluate options in relation to needs and priorities of their school.
- Have a lab aide with CCC--it will prove to be the major difference between another supplemental program and a tremendous additional asset and instructional resource.
- Watch each cost line--some items are not necessary.
- Ensure that the District has purchased a full maintenance service contract--paid by AISD.
- CCC is the better investment for the limited budget.
- Customize the program to the needs of your students and staff.
- Pay close attention to the software and hardware compatibility.
- Start planning early.
- Monitor, monitor, monitor!

The Role of the Teacher

Teachers at ILS schools received varying amounts of training. Everyone was supposed to get one day of training. At schools where there was no lab aide, a contact person for the school received more extensive training. Because of delays in installation it was possible that teachers might not get the training before implementation.

Several teachers said informally during observations that they did not have enough training to use the system to its potential. Some teachers rarely received or used the reports generated by the ILS to help on student progress. In response to the statement, *"I am getting the training I need to use the ILS technology effectively,"* 65% of the elementary ILS teachers agreed or strongly agreed, while 13.5% disagreed or strongly disagree. The role of the teacher becomes even more important at schools without a lab aide.

The Role of the Lab Aide

The ILS at schools with a lab aide seemed to run more smoothly. If there was a technical problem (and there were many during observations), the lab aide could attend to it. At the schools without the aide, the teacher in the lab at the time of the problem would do what he or she could, but, if the problem was not corrected, the teacher would have to leave a message for the schoolwide ILS contact person who is typically also a classroom teacher. In response to the statement, *"The person who most often assists my students with computer-assisted instruction is,"* 63% of the classroom teachers at elementary ILS schools indicated that they were the ones who most often assisted their students with the ILS. Only 20% of the teachers surveyed agreed that the person who most often assisted the student was the lab aide.

Lab Setting vs. Distributive Network

The benefit of the lab aide is an issue each school should consider before implementing the ILS. There is a higher cost for the distributive network to allow for wiring throughout the school and the purchase of additional computers. In these schools without an aide, there is a contact person who has had more extensive training and deals with system problems. Teachers need to be trained to deal with the every day use of the system at their campus.

Many schools that use the lab setting use their existing computer lab which saves money on the hardware. A teaching assistant or lab aide may assist teachers by generating reports on student progress. The lab setting can be used by all students on campus while the distributive network in classrooms must focus on specific grade levels or needs.

SUMMARY

There is a growing interest in the use of the integrated learning system as districts are trying many alternative methods of instruction to reach children of much diversity. Twenty-two of the AISD schools used an ILS with the aim of improving student achievement in 1993-94. Computer Curriculum Corporation and Jostens Learning were the major integrated learning systems in the District.

Students were observed for a total of 1,727 minutes while in the CCC or Jostens labs or distributive network (Jordan) at Chapter 1 schools. Eighty-four percent of the time allotted to use of the ILS was used interacting with the computer on academic, technical, or procedural tasks. While working with CCC or Jostens, most students were attentive to the task at hand. Only 6% of the time were students involved in off-task behavior.

Gains in student achievement have not been significant enough to declare the CCC or Jostens programs effective. The gains that have been made at some schools and grade levels warrant the continued use of the systems. Review of the suggestions made by principals about implementation and utilization of the ILS would be of value for schools considering an ILS.

READING RECOVERY

Description

The Reading Recovery program is an early interventic effort to reach those first-grade students (the lowest 20% in reading skills) who are having the most difficulty learning to read. The program was developed by New Zealand child psychologist and educator, Dr. Marie Clay. It is based on the premise that early, high-quality help has the greatest potential for lasting impact and for reducing the need for continued compensatory education.

Children meet daily in a one-to-one session with a specially trained teacher for an average of 12-20 weeks. The goal of the program is for children to develop effective reading and writing strategies in order to work within an average group setting in the regular classroom.

Teacher Training

Initial training for teachers takes one academic year, but Reading Recovery teachers and teacher leaders begin to work with children immediately. Reading Recovery teacher leaders spend one year at a college campus training in the program before training other teachers.

Training at both the teacher leader level and the teacher level includes work with children behind a one-way mirror. This critical component provides opportunities for class members to observe and describe student and teacher behaviors articulately and to establish problem solving strategies for decision making. The research-based training focuses on analyzing children's reading behaviors and relating those behaviors to more general theories of literacy learning that teachers use to guide their work with the children.

Background of Reading Recovery in AISD

Two teachers from the District were trained in 1992-93, one funded by Chapter 1 and one by Chapter 2. This full-time academic year training program took place at Texas Woman's University (TWU) in Denton, Texas. The training consisted of 18 hours of graduate level courses.

During the 1992-93 school year, in addition to the two teachers receiving teacher leader training, 10 AISD teachers funded by Chapter 1 were trained by Round Rock ISD teacher leaders. Round Rock ISD was in its second year of implementation, sixty-two grade 1 students were served at 10 Chapter 1 schools (Andrews, Brooke, Govalle, Harris, Linder, Metz, Ortega, Widen, Wooldridge, and Zavala).

Implementation of Reading Recovery in AISD

Full implementation of the Reading Recovery program in AISD began in 1993-94 with two teacher leaders working with 39 teachers. The program was offered at 20 schools, 18 Chapter 1 and two Chapter 2 schools. Two more teacher leaders were trained at TWU during the 1993-94 academic year. Of the 33 English Reading Recovery teachers, eight (24%) were experienced and 25 (76%) were in training.

A Spanish version of Reading Recovery, *Descubriendo la Lectura*, was used at six schools--Allison, Andrews, Brooke, Harris, Linder, and Ridgetop. All six Spanish teachers were in training in 1993-94.

Teacher Continuation in Reading Recovery

The 1993-94 Chapter 1 Reading Recovery budget was $979,265.00. Seventy percent ($687,844) was allocated for teacher salaries. Because of the high cost of training Reading Recovery teachers, it is important to examine the teacher continuation rates for AISD. The percentage of teachers continuing to teach Reading Recovery after two years with the program was 78%. Figure 55 shows the number and percent of Reading Recovery teachers trained by AISD who remained with the program.

FIGURE 50
NUMBER AND PERCENT OF READING RECOVERY TEACHERS
WHO CONTINUE WITH AISD FOLLOWING TRAINING

	# of Reading Recovery Teachers Continuing with AISD	% of Reading Recovery Teachers Continuing with AISD
1992-93 to 1993-94	8 of 9	89%
1993-94 to 1994-95	38 of 39	97%
1992-93 to 1994-95	7 of 9	78%

Selection of Reading Recovery Children

Children are selected for placement in Reading Recovery using classroom teacher judgment and the results of Clay's Observation Survey. The six measures that comprise the survey are also used to evaluate the success of children in the program. These measures include: letter identification; word test; concepts about print; writing vocabulary; dictation test; and the text reading level.

Definition of Reading Recovery Terms

To understand the Reading Recovery program, it is helpful to learn the definition of the following terms used:

- Reading Recovery children were selected from among the lowest 20 percent of their first-grade classrooms in reading comprehension based on the results of the Observation Survey and teacher judgment.
- Discontinued children were those children served by Reading Recovery who successfully returned to average settings within the regular classroom.
- Program children were those served by Reading Recovery who were discontinued or had the opportunity for at least 60 lessons but did not discontinue.

AISD Students Served

The Chapter 1 Reading Recovery program in AISD served 252 grade 1 students in 1993-94. Of these 252 children, 136 (53%) were program children and 76 (30%) were discontinued. Fifty-seven percent (144) of these Reading Recovery children were program children being served for 60 lessons or more. Figure 56 shows a breakdown of the number and percent of Reading Recovery program and discontinued children by number of lessons.

FIGURE 51
NUMBER AND PERCENT OF READING RECOVERY PROGRAM AND DISCONTINUED STUDENTS IN 1993-94

	# of Students Served	% of Students Served	> 60 Lessons	< 60 lessons
Program Children	136 of 252	54%	136 (100%)	n/a
Discontinued Children	76 of 252	30%	40 (53%)	36 (47%)

The reasons for exiting the Reading Recovery program include withdrawal to another school, withdrawal to special education, discontinued, and the end of the school year. The following list shows the number and percentage of all children and program children who exited the program and the reason for exiting.

Of the 252 children served by Reading Recovery:

- 24 students (10%) withdrew to special education;
- 44 students (17%) withdrew for other reasons;
- 76 students (30%) were discontinued;
- 88 students (35%) were in the program at the end of the year; and
- 20 students (8%) were of unknown status.

Of the 136 program children (served more than 60 weeks):

- 76 students (56%) were discontinued;
- 5 students (4%) withdrew to special education;
- 12 students (9%) withdrew for other reasons; and
- 43 students (32%) were in the program at the end of the school year.

Reading Recovery Students in Grade 2 in 1993-94

A rank-order form was used to observe how grade 2 students who were Reading Recovery program or discontinued children in 1992-93 ranked in reading in the year followed Reading Recovery instruction. Second-grade teachers who had previous Reading Recovery students in their classes were asked to rank those students reading performance with their present class.

Program children who received more than 60 lessons but were not discontinued from Reading Recovery, on the average placed in the 25th percentile in reading in their second grade classes. Discontinued children placed in the 53rd percentile in second grade class in reading. These discontinued Reading Recovery students met the goal of the program for children to develop effective reading and writing strategies to enable them to work within an average group setting in the regular classroom.

Teacher Leader Interview

The two teacher leaders were interviewed after their first year in that role. There comments were very positive about the program and their role as teacher leader. The following are comment from these interviews:

Strengths of the Program:

- Teachers received thorough ongoing training, lots of campus contact, local supervision, and strong support.
- Teachers were supported with books and materials.
- There was continuing education with a feedback loop for teachers in training.
- There were a lot of committed teachers willing to go the extra mile who cooperated well with each other.
- Teachers worked well on the campuses and made an impact on the students there.

Areas for Improvement:

- On some campuses, communication with other teachers and the principal needs to improve. Reading Recovery teachers need to help others at their schools better understand the program.
- There should be better coordination with the main curriculum.
- Decisions about Reading Recovery children who are not making strong, fast gains in reading are difficult to make.
- Relationship between year-round school and Reading Recovery needs to be explored. Reading Recovery may not be good for the year-round school because of the intersessions--too much gap in instruction.
- It is important to develop a committee on each campus to make decisions about keeping or dropping students. This could include the principal, Reading Recovery teacher, the first grade team leader, and teacher leader.

A teacher leader stated that, *"Reading Recovery is extremely labor-intensive for teacher leaders and teachers. It requires long, painstaking process. Teachers are deeply involved with the children. For some teachers it takes more than a year to perfect the training."*

Teacher Survey

Reading Recovery teachers were asked in respond to 15 questions about the program in the spring 1994 ORE Coordinated Survey. Thirty-nine surveys were sent and 33 were returned for a return rate of 85%. Of those responding, 20 (80%) were first year Reading Recovery teachers and 5 (20%) were second year teachers. All (100%) of the teachers strongly agreed or agreed with the statement, *"I believe that Reading Recovery at my school is an effective early intervention program for first graders."* Ninety-six percent of the teachers agreed or strongly agreed that first grade teachers should be trained in Reading Recovery strategies. The results of that survey can be found in Figure 52.

FIGURE 52
SPRING 1994 ORE COORDINATED SURVEY
Reading Recovery

SURVEY ITEM	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I believe that Reading Recovery at my school is an effective early intervention program for first graders.	24 (96%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)
2. I have been a Reading Recovery Teacher at AISD for: 1 year = 20 (80%) 2 years = 5 (20%)					
3. I am getting the training that I need to be an effective Reading Recovery teacher.	17 (68%)	6 (24%)	1 (4%)	1 (4%)	0 (0%)
4. I use Reading Recovery strategies to help my non-Reading Recovery students.	22 (88%)	3 (12%)	0 (0%)	0 (0%)	0 (0%)
5. My principal has been supportive of me and the Reading Recovery Program.	16 (64%)	8 (32%)	1 (4%)	0 (0%)	0 (0%)
6. I want to continue being a Reading Recovery teacher.	23 (92%)	1 (4%)	1 (4%)	0 (0%)	0 (0%)
7. I have adequate books and supplies for my Reading Recovery lessons.	6 (24%)	12 (48%)	3 (12%)	3 (12%)	1 (4%)
8. I would like another Reading Recovery teacher at my school.	11 (48%)	5 (22%)	5 (22%)	2 (9%)	0 (0%)
9. I receive support and feedback from the classroom teachers who have my Reading Recovery students.	15 (60%)	6 (24%)	3 (12%)	1 (4%)	0 (0%)
10. I think first grade teachers should be trained in Reading Recovery strategies.	21 (84%)	3 (12%)	0 (0%)	1 (4%)	0 (0%)
11. I think second grade teachers should be trained in Reading Recovery strategies.	17 (68%)	4 (16%)	2 (8%)	2 (8%)	0 (0%)
12. I think kindergarten teachers should be trained in Reading Recovery strategies.	20 (80%)	2 (8%)	2 (8%)	1 (4%)	0 (0%)
13. My Teacher Leader was available to me whenever I needed help.	15 (60%)	5 (20%)	2 (8%)	0 (0%)	3 (13%)
14. I attended the annual Reading Recovery Conference in October 1993. Yes = 25 (100%) No = 0 (0%)					
15. The annual Reading Recovery Conference (Oct. 1993) was beneficial to me.	20 (83%)	2 (8%)	1 (4%)	1 (4%)	0 (0%)

Surveys Sent = 33 Return Rate = 85%
Surveys Returned = 33

The comments from teachers were very positive about Reading Recovery. The only response that seemed negative was to the question about the availability of the teacher leader. Thirteen percent (3) of the teachers strongly disagreed that the teacher leader was available whenever they needed help.

Promotion/Retention

The promotion rate for grade 1 Reading Recovery students was 77.9% in 1993-94. An additional 19.2% of the students were "placed" in first grade. The retention rate of 2.9% is well above the rate of AISD retention rate for all students of 0.3%. There is no way to know how many of these students would have been retained without the Reading Recovery program.

CHAPTER 1 MIGRANT SERVICE

The Migrant Education Program is a federally funded program that provides supplementary services to eligible migrant students in grades PreK - 12. Children of migrant agricultural workers or migratory fishers are eligible for the program for a period of six years after a qualifying move for securing agricultural work.

The main components of the Migrant Education Program are the following:

- Supplementary Instruction,
- Parental Involvement,
- Migrant Student Record Transfer System (MSRTS), and
- Health Services provided to migrant students on an emergency basis through limited program funds.

SUPPLEMENTARY INSTRUCTION/ACHIEVEMENT

In 1993-94, a total of 519 eligible migrant students were enrolled in AISD schools. One hundred twenty-seven or 24% of the migrant students in grades 6-12 were served by the Chapter 1 Migrant Supplementary Reading Instruction Component in 1993-94. This total includes students served by a Chapter 1 Migrant teacher and tutors.

The Chapter 1 Migrant teacher, employed at Porter Middle School, served 21 students. This represents 4.05% of the eligible student population.

Another 106 (20%) were served through the Chapter 1 Migrant tutoring program implemented four years ago in schools with large concentrations of migrant students. The tutoring program hired nine tutors. These tutors provided 2,200.5 hours of service to migrant students at the following secondary schools: Fulmore Middle School, Martin Junior High, and Mendez Middle School; Austin, Evening, Johnston, and Travis High Schools.

In addition, four students (0.08%) received tutoring services from grant agencies.

One hundred-thirteen (22%) of the 519 eligible migrant students attended 14 Priority Schools, which provided school-wide Chapter 1 services to elementary students.

A total of 244 (47%) of migrant students were served through various programs (i.e. Chapter 1 Migrant, Chapter 1 Regular Schoolwide Projects, and grant programs).

Figure 53 indicates an increase in the number of eligible migrant students enrolled in AISD in 1993-94.

FIGURE 53
SECONDARY MIGRANT STUDENTS SERVED BY CHAPTER 1 MIGRANT SUPPLEMENTARY READING INSTRUCTION, 1988-89 THROUGH 1993-94

	1988-89		1989-90		1990-91 *		1991-92		1992-93		1993-94	
	#	%	#	%	#	%	#	%	#	%	#	%
Served	138	24	170	36	175	52	120	32	124	24	127	24
Not Served	441	76	305	64	161	48	278	60	386	76	392	76
Total Eligible	579	100	475	100	336	100	406	100	510	100	519	100

* In 1989-90 the tutoring program began. Data for 1989-90 through 1993-94 includes migrant students instructed by teachers or tutors. Prior years reflect students taught by teachers only.

Of the 127 secondary migrant students who were served by a Chapter 1 Migrant teacher or tutor:

- Fifty-four percent were male, and 46% were female;
- Ninety-nine percent were Hispanic;
- Sixty-four (50%) attended middle schools;
- Sixty-three (50%) attended high schools;
- All were served in a combination of pullout and other methods;
- Forty-four (35%) attended summer school funded by Chapter 1 Migrant funds;
- Four (3%) did not attended summer school because they were promoted to next grade level, and
- Ten (8%) graduated from high school or completed the General Education Diploma (GED) program.

Although the Chapter 1 Migrant budget has decreased by one third over a two-year period, the number of students receiving service has risen slightly.

Figure 54 presents the average Grade Equivalency gain of all migrant students, served and not served, with both pre-and posttest scores. Grade 2 scores are ITBS Reading Comprehension and Grade 3-11 scores are NAPT Reading scores. The shaded areas show GE gains/losses for migrant students (served and not served) in grades 6-11.

FIGURE 54
MEAN GRADE EQUIVALENT READING GAINS FOR ALL MIGRANT STUDENTS AND SERVED MIGRANT STUDENTS, 1992-93 THROUGH 1993-94

	ALL MIGRANT STUDENTS		SERVED MIGRANT STUDENTS	
GRADE	1992-93	1993-94	1992-93	1993-94
2	5.6 (N=16)	6.7 (N=11)	--	--
3	-8.4 (N=16)	-3.6 (N=16)	--	--
4	2.5 (N=32)	6.0 (N=19)	--	--
5	-0.4 (N=30)	-1.1 (N=26)	--	--
6	-2.5 (N=21)	4.1 (N=29)	0.7 (N=2)	3.4 (N=17)
7	1.2 (N=22)	-2.3 (N=19)	7.2 (N=2)	-2.1 (N=12)
8	0.8 (N=27)	-1.4 (N=20)	0.2 (N=2)	-4.2 (N=12)
9	-9.7 (N=13)	-0.2 (N=20)	-12.1 (N=8)	-1.6 (N=15)
10	0.5 (N=16)	-0.5 (N=7)	-0.6 (N=4)	-3.0 (N=6)
11	1.6 (N=8)	0.4 (N=14)	-5.5 (N=3)	0.7 (N=9)
12	--	--	--	--
Total	N=107	(N=109)	(N=21)	(N=45)

Figure 55 shows a 5-year summary of mean GE gains/losses for migrant students receiving supplementary instruction. No conclusive finding can be reached from these data. The number of students participating is too small for analysis in some of the grades.

FIGURE 55
MEAN GRADE EQUIVALENT GAINS OF SERVED MIGRANT STUDENTS, 1989-90 THROUGH 1993-94

Grade	1989-90	1990-91	1991-92	1992-93	1993-94
2	0.3 (N=4)	too few	too few	--	--
3	0.6 (N=5)	too few	too few	--	--
4	0.7 (N=8)	too few	too few	--	--
5	too few	too few	no students	--	--
6	too few	too few	1.6 (N=3)	too few	3.4 (N=17)
7	1.4 (N=8)	no students	-0.1 (N=3)	-2.1 (N=12)	too few
8	1.5 (N=6)	1.5 (N=7)	no students	no students	-4.2 (N=12)
9	0.6 (17)	1.2 (N=17)	-0.1 (N=8)	-12.1 (N=8)	-1.6 (N=15)
10	0.2 (N=11)	0.6 (N=9)	3.4 (N=3)	-0.6 (N=4)	-2.9 (N=6)
11	0.3 (N=7)	1.2 (N=9)	too few	-5.5 (N=3)	0.7 (N=9)
12	-0.02 (N=12)	-0.09 (N=4)	no students	--	--

The table below shows 1994 TAAS results for served migrant students in grades 6 through 12. Students in grades 6 through 8 have higher passing rates in reading than those not served at the same grade level. Both served and not served migrant students passed mathematics at lower rates regardless of their grade levels.

TABLE 56
SPRING 1994 TAAS DATA FOR
MIGRANT STUDENTS SERVED AND ALL MIGRANT STUDENTS

	Migrant Students Served				All Migrant Students			
	Reading		Mathematics		Reading		Mathematics	
Grade	Number Valid Tests	% Passing	Number Valid Tests	% Passing	Number Valid Tests	% Passing	Number Valid Tests	% Passing
6	17	41.0	18	33.3	34	41.0	36	33.3
7	13	53.0	16	12.5	25	36.0	30	10.0
8	15	47.0	16	31.3	26	46.0	29	31.0
9	01	0.0	00	00.0	01	00.0	00	00.0
10	06	33.3	07	28.6	07	43.0	09	33.3
11	01	100.0	07	28.6	02	100.0	11	27.3
12	06	33.3	08	50.0	08	25.0	11	45.5

ATTENDANCE

Chapter 1 migrant students attended school 19,141 days (89.0%) of the 21,502 eligible attendance days. Migrant attendance is 8% away from the 1997-98 goal of 97% attendance.

OTHER CHAPTER 1/MIGRANT PROGRAM COMPONENTS

PARENTAL AND PARENT-COMMUNITY INVOLVEMENT COMPONENTS

Parental Involvement is a component whose basic goal is to encourage parents' participation in their children's education through home visitations, workshops in parenting, early childhood education, and child care/health. Staff activities of this component include:

- Acting as liaisons between parents, schools, community,
- Providing Spanish/English language translation/interpretation during conferences (Parent-teacher, medical staff-parent, social service staff-parent, etc.),
- Securing social services directly related to student's academic benefit and providing follow-up services, and
- Assisting with PTA activities and organizing *Parent Advisory Council (PAC)* meetings, which are required of school districts receiving Chapter 1 or Chapter 1 Migrant funds. These meetings inform parents about the program, solicit their comments on program agenda, and communicate any proposed changes in the program.

The Parental Involvement Component (PIC) was placed under School Support Services in the 1992-93 school year, during the district's implementation of the Vertical Team Organization. This placement resulted in the following changes:

- The role of the Parent Involvement Specialist, supervisor of the PIC, changed from occasional presenter to active co-leader in School Support Services. The Parental Involvement Specialist worked closely with the Parent Training Specialist staff (PTS) in School Support Services. The PTS Component will be included in this section under the Parent-Community Involvement Component.
- The four Parental Involvement Representatives (PIR) were relocated from their component's central office to campus home school sites. The relocation produced the following service pattern to parent and student populations of schools paired with their campus home site:
  - Two PIRs began providing services to four other schools each, in addition to their campus home site;
  - Another began providing service to four schools including the home school site, and
  - The fourth was placed at a middle school which had a large concentration of migrant students.
- The scope of their services covered 14 elementary and one secondary schools in AISD.
- All four PIRs began interfacing with other School Support Services staff, which included the PTS, Visiting Teachers, Adopt-A-School, School Community Services, Health Services, and Community Education/At-Risk.

The Parent Training Specialist component, part of the five-year Plan for Educational Excellence, was implemented in 16 low income schools, already functioning as Chapter 1/Chapter 1 Migrant schools in the 1988-89 school year. These 16 schools, called Priority Schools, reported to School Support Services. Beginning in the 1992-93 school, one Middle School opted to hire, as part of its regular staff, a Parent Training Specialist, bringing the total number to 17.

The main function of this component is to offer activities which encourage parents and community members to become involved with the schools and to volunteer as role models, adopters, tutors, and speakers. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication among schools, homes, and communities is fostered and improved.

EVALUATION PROCESS

Chapter 1/Chapter 1 Migrant evaluation staff administer an annual interview and questionnaire to Chapter 1, Chapter 1 Migrant, and the Parent-Community (PTS) staffs as part of the data gathering process. The Parental Involvement Specialists' office is asked to forward copies of current PAC meeting records to the Chapter 1/Chapter 1 Migrant evaluation staff at ORE. The records are reviewed and tallied to determine attendance, number, and content of meetings.

PAC records, questionnaires and interview responses, and meeting minutes were used in gathering data for this report.

PAC MEETINGS

The documentation of 1993-94 PAC meetings shows the following:

FIGURE 57
PAC Meetings: Activity and Attendance Data

	CHAPTER 1 REGULAR				CHAPTER 1 MIGRANT			
ACTIVITIES	NUMBER OF MEETINGS		ATTENDANCE*		NUMBER OF MEETINGS		ATTENDANCE*	
	92-93	93-94	92-93	93-94	92-93	93-94	92-93	93-94
District-wide	1	4	14	97	1	3	22	47
Orientation	1	6	40	72	0	0	0	0
Planning Sessions	2	4	21	30	3	5	44	24
Workshops	0	3	0	70	0	3	0	29
TOTALS	4	17	75	269	4	11	66	100

*Attendance = Duplicated Counts

INTERVIEW

The Parental Involvement Specialist's Interview, administered in Spring 1994, showed that the specialist:

- Held 10 staff meetings between September, 1993 and May, 1994;
- Worked with PAC presidents and parents in 13 PAC-related meetings or workshops;
- Chaired the National Coalition of Title I/Chapter 1 Parents Regional VI Conference Planning Meeting, which met from October 1993 through March 1994;
- Provided conference workers from Chapter 1/Migrant and evaluation staff for the conference held in Austin, Texas, March 23-27, 1994. The conference included 500 parents from Chapter 1 and Chapter 1 Migrant programs throughout a five-state region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas);
- Chaired Parent Training Specialists' meetings in the Director's absence, made presentations, and provided guest presenters in other instances;
- Hosted a series of workshops (October, 1993 through May, 1994) for spanish speaking parents and their children on family values, sexuality and other related topics; and
- Worked with the Chapter 1 Migrant Instructional Coordinator, MegaSkills facilitator, and other Support Services staff.

The Parental Involvement Specialist felt that the component's greatest implementation strengths were the audiences or parent/student populations reached through the campus-site based Parental Involvement Representative Plan. See Attachments for interview.

QUESTIONNAIRES

The Parent Training Specialists and Parental Involvement Representatives were asked by both the Director of School Support Services and Chapter 1/Migrant evaluation staff to complete questionnaires. There were four questions and one comment section between the two questionnaires. See Attachments for questionnaires.

Chapter 1/Migrant evaluation staff assumed responsibility for review and tally of both questionnaires.

Although the questionnaires forwarded to the Parent Training Specialists (PTS) and Parental Involvement Representatives (PIR) were designed to be applicable to both groups, the results will be reported separately, because of the differences in job descriptions and requirements.

Fifteen of the 17 PTSs responded to the questionnaires. The PTSs gauged their work's effectiveness on the following indicators:

Increases in:

- Parental involvement in all facets of school and community life (15 or 100%),
- Students' school attendance (10 or 67%),

- Parental attendance at workshops and other school related activities (10 or 67%), and
- The number of volunteers from all segments of the community, parents, grandparents, neighborhood businesses, and others. (8 or 53%)

Self Empowerment

- A combined total of 25 parent volunteers became first-time, tax-paying employees of the business world (3 or 2%).

Successful Implementation of:

- Middle school transition programs for students and parents, increased parental initiative in volunteering and fundraising, and a lessening of cultural gender bias were reported by two (0.1%) respondents each, and
- Continuation of special project funding (Zavala's Health Clinic), and success in providing workshops, presentations, placement of volunteers, were reported by 1 (0.6%) each.

Analysis of the PTSs' answers to the questions submitted by Chapter 1/Migrant evaluation revealed the following activities:

- A total of 61 regular workshops, whose contents consisted of such activities as Make It-Take It, Family Math, and Hygiene sessions attended by mothers or fathers and students in fourth through sixth grades. The average attendance for these workshops was 12 adults, 8 children.
- A total of 55 MegaSkills workshops, with average attendance of 9 parents/adults excluding AISD staff. MegaSkills' presentations were often combined with regular workshops.
- The PTS held a total of 91 other presentations or workshops. The average attendance was 20 adults, 10 staff members, and 12 children. The presentations were usually combined with Parent Teacher Association activities, held at night, with attendance bolstered by door prizes and pot luck suppers.
- The contents centered around grade level meetings and information on testing, TAAS in particular. The audience participated through questions and answers, brainstorming, and oral reports. ORE's Chapter 1/Migrant evaluation staff presented five such workshops on "Interpreting Your Child's TAAS Test Score."
- Other activities with high parental attendance and participation were coffee, breakfast, or lunch with the principal, and workshops given during Assemblies.

The PTSs reported the following projects and descriptions as new projects begun during the 1993-94 school year:

- Allan - Serving as a link between O'Henry Middle School for the Johnston vertical team. The PTS monitored approximately 45 sixth graders from Allan's area who attend O'Henry Middle School because of residential zoning. The project included working with the parents and students to help the students to maintain high attendance rates, achievement, and interest throughout the transition from elementary to middle school. The PTS participated in staff meetings at each school site.

- Allison - Adult ESL classes, which produced literate citizens, who became part of the 25 adult first-time employees (N = 8).

- Brooke - Middle school transition program which included cross visits between middle school teachers and parents of students preparing to enter middle school. The teachers made home visits and parents made visits to the middle schools.

- Blackshear - Neighborhood Walks before students returned to school. PTS and teachers made over 100 direct contacts with people of the area.

- Campbell - Monthly grade level meetings open to all parents, regardless of child/children's grade level. Involving the Significant Others, a program involving grandparents, aunts, uncles, and other less immediate family members in activities at the school.

- Govalle - Adult ESL classes, which produced literate citizens, who became part of the 25 adult first-time employees (N = 13).

- Norman - Muffins for Moms and Donuts for Dads workshops, whole youth treatment (self esteem, personal hygiene, and sexuality workshops with the same sex parents of students in grades four through six).

- Ortega - Free Lunch Pass Drawing which entitled the lucky parent to a free lunch on the date of their visit to their child's classroom.

- Pecan Springs - Parents' Support Group for Hyperactive Students.

- Sanchez - Students and Parents' Transition to Middle School Program , and a television special called Community Tour of Sanchez Elementary School.

- Sims - Father and Son Workshops involving male members of the community in workshop activities and role of presenter . The workshops are aimed at counteracting gender bias.

- Winn - Parent Volunteer Survey which allowed parents to select the area/areas in which they opted to work. Volunteers were available for 13 daily school activities throughout the school year as a result of this survey administered in Fall 1993.

- Zavala - Daily Morning Home Visits made to parents of tardy or chronically absent students increased the attendance rate of these students and consequently impacted the attendance rate for the whole school.

- Martin - Transitional Dialogue Program for face-to-face contact between current seventh graders in Middle School and sixth graders in feeder schools. The panel of seventh graders were transported to feeder schools for the purpose of discussing transition from elementary to middle school.

Review of PTSs' bi-monthly meetings minutes showed the following presentations were available to the assembly of PTSs and PIRs:

- Positive Strategies in Motivating Minorities (Parental Involvement Specialist),
- Reading Recovery Information to Share with Parents (Lynda Steinberg),
- Active Parenting, a fast-paced video program portraying families from various ethnic backgrounds as they address common problems. (Mimi Lupin, Program Coordinator, Houston, Texas),
- DARE (Rudy Landers, local Austin Police Department),
- Attendance (Bill Perry, AISD),
- Pending Title I Reauthorization (Ambrosio M... ...rez),
- 78702 RAYS (Willia Bailey),
- Interpretation of the TAAS Report Card (Shirin Catterson and Wanda Washington), and
- Dealing with Frustration (Carl Pickhardt).

Two of the bi-monthly meetings, called Share-A-Thon, were set aside for sharing of ideas and materials found to be useful by a PTS or PIR. The following are examples of ideas or materials shared:

- Allison - Free Medication Dispersal Directory - A directory of drugs available to certain qualified groups free of charge directly from the manufacturer. A directory had been prepared for each PTS, PIR, and the clerk.
- Zavala - Quick Case Documentation - A demonstration on using the Student Emergency Contact Card to temporarily record student data.
- Govalle - Emergency Workshop Fillers - A packet of presentations/activities the PTS/PIR could do in case a scheduled presentation does not materialize. The packet also contained a list of businesses and community agencies available to make presentations on short notice.
- Ridgetop - Community Center Uses - How to secure community centers for PAC meetings and other school-related activities.
- Sanchez - Personal Time-Management Documentation Packet.

- Allan - Accountability Communication Packet designed for setting up meetings and other activities.

- Blackshear - Neighborhood Walks - used loud speakers during the walk, and made pre-announcements through AISD's Access channel about the "walk."

Joint Efforts by PTSs, PIRs, and Others

- National Coalition of Title I/Chapter 1 Parents Regional VI Conference - (See the Parental Involvement Specialist's Interview for description). Parent Training Specialists, PIRs and others served on the planning committee and during the Conference as registrars, interpreters, and presenters.

- AISD's administration asked the PTSs, PIRs, and other School Support staff to participate in a Medicaid Disbursement pilot program to test the monetary worth of district participation. They were told to keep records for one week in May, 1994, on the number of contacts made with students receiving Medicaid funds. They were promised monetary credits for their activity funds for their efforts.

- Meetings with Austin Interfaith, an organization of churches operating as a single "stakeholder" within the geographical area of AISD, entitled to participatory management privileges, as assured in AISD's Strategic Plan, 1992-1997.

- PAC meetings

Parent/Community Involvement

- Five local banks/lending institutions were among the District's Adopters, and five of the original Priority Schools were still participating in the Student Banking Program.

- The Internal Revenue Service is a Districtwide Adopter.

- Review of Adopt-A-Schools' records on the sixteen Priority Schools and Martin Junior High showed the schools had:

  - A combined total of 200 adopters who made cash contributions in the amount of $79,260.00 and provided in-kind contributions of $118,232.00.

  - 1,684 volunteers who contributed a combined total of 29,650 volunteer hours.

Parental Involvement Representatives

The three respondents to the questionnaires showed the Parental Involvement Representatives:

- Attributed job effectiveness to increased direct or indirect parental contacts through home visits, flyers, which caused an increase in parental interest in, and attendance of work-shops, and other school-related activities. This parental interest ultimately lead to increased student attendance.

- Presented a total of nine regular workshops, with average attendance of 8 persons, 10 MegaSkills work-shops and four others of parent-request types with average attendance of 5 and 6 respectively.

- Under other comments, the PIR listed the following activities:

  - Direct/indirect contact with parents through home visits, telephone calls, radio, and PTA meetings,

  - Participating in school staff (faculty) meetings,

  - Securing social and medical services for eligible students,

  - Attending regular and executive PAC meetings,

  - Participating in planning, and hosting the National Coalition of Title I/Chapter 1 Parent Regional VI Conference,

  - Making presentations during the conference, and

  - High concentration of effort on at-risk students especially on the secondary level, recruiting at all grade levels, and retrieval of dropouts (former) migrant students.

The PIRs felt that the monthly staff meetings and the increase in parental contacts were the component's greatest strengths.

The conclusion drawn from the respondents' answers to the questionnaire, review of records, and meeting minutes, indicate both components succeeded in involving parents and the community in the education of the District's students.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

The Migrant Student Record Transfer System is a central record keeping system headquartered in Little Rock, Arkansas. The main purpose of this component and its staff, the MSRTS clerk, is to maintain current academic, test, health, and dental records, transfer requests, and record and submit graduation data on all eligible migrant students.

Chapter 1/Migrant Evaluation staff conducted an interview with the Migrant Student Transfer System clerk in Spring 1994. Review of support documents and responses to the interview showed the MSRTS clerk:

- Kept eligibility, educational and medical data, log records, and other information in a computerized, auditable, file in compliance with state and local agencies' standards;
- Transmitted the Public Education Information Management System (PEIMS) data to TEA;
- Forwarded withdrawal and attendance information, secondary credits for Current migrant students, TAAS test scores and 1994-95 recommended student schedules to Little Rock, Arkansas, the national headquarters for migrant students;
- Handled all medical update requirements;
- Paid for minor emergencies, dental, and vision service for 69 migrant students out of Migrant funds, and acquired similar services for an additional 13 migrant students through non-migrant funds;
- Participated in preventative and recovery efforts with other migrant staff resulting in the registration of 45 secondary students for the 1994 summer school session,
- Placed a total of 10 migrant students at the following facilities for the purpose of obtaining General Education Degrees:
    - Three Former migrant students, one each, at two local learning facilities and the AISD Evening School;
    - Three adult migrant parents for General Education classes, two in AISD's regular Evening School and one in the Chapter 1 Tutorial lab; and
    - Four students in the Migrant Recovery Program (GED) at Southwest Texas State University.
- Personally concluded the activities begun by a local agency to secure housing for a homeless family and enrolled the three middle school students from this family in the Chapter 1 Migrant Tutorial Lab at AISD's Evening school;
- Provided indirect support to at-risk students through service on the Planning Committee for the 1994 National Coalition of Title I/Chapter 1 Parents Sixteenth Annual Regional VI conference held in Austin, Texas; and
- Worked as an interpreter (Spanish) on the Registration Team during the March 23-27

conference, which included more than 500 parents from Chapter 1/Chapter 1 Migrant programs throughout a five state region (Texas, Oklahoma, New Mexico, Louisiana, and Arkansas). The conference provided sessions in English and Spanish for parents on subjects from child rearing to TAAS testing and score interpretation.

The Migrant Clerk attended three MSRTS in-services/workshops and one state conference which provided the newest information on MSRTS procedures, recruiting, credit accrual, and health.

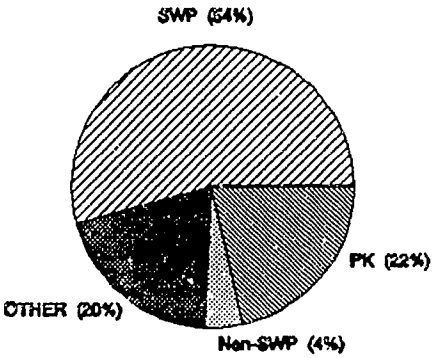
The Clerk attended bi-monthly Region XIII workshops and felt there was no need for additional staff development activities. See Attachments for interview.

PROGRAM COST

Chapter 1 Program

AISD's 1993-94 Chapter 1 Program budget allocation was $9,270,195. Figure 58 displays the percentage of the budget assigned to each major component.

FIGURE 58
1993-94 CHAPTER 1 BUDGET ALLOCATIONS

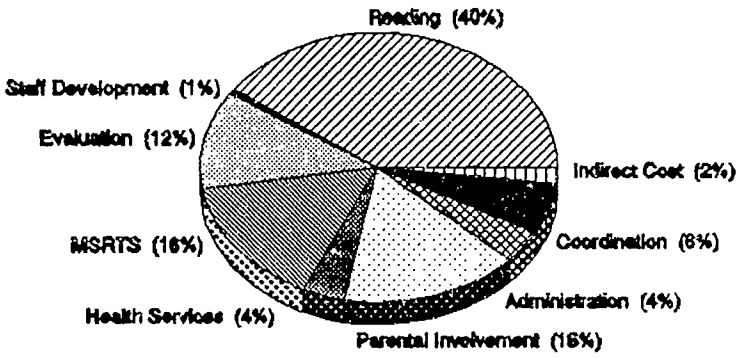


THE OTHER CATEGORY INCLUDES THE FOLLOWING:					
Administration	1.7%	N or D/ Nonpublic	1.6%	Summer School	1.9%
Coordination	2.6%	Staff Development	4.5%	Indirect Cost	2%
Evaluation	2.8%	Parental Involvement	1.4%	Discretionary	1.7%

Chapter 1 Migrant Program Cost

The Chapter 1 Migrant Program allotted $208,743 to AISD in 1993-94. Figure 59 shows the proportion of the budget as it was divided among its components.

FIGURE 59
1993-94 CHAPTER 1 MIGRANT BUDGET ALLOCATIONS



Chapter 1/Chapter 1 Migrant cost per student and per contact hour (where applicable) for the separate components are summarized in Figures 60 and 61.

FIGURE 60
CHAPTER 1 PROGRAM COMPONENTS WITH ALLOCATIONS

COMPONENT	BUDGET ALLOCATION	STUDENTS SERVED	COST PER STUDENT	NUMBER OF CONTACT HOURS	COST PER CONTACT HOUR
SWP	$4,999,419	4,307	$1,161	4,899,213	$1.02
Full-Day Pre-K	1,993,131	1,809	1,102	1,029,321	1.94
Non-SWP	398,957	445	897	39,160	10.19
Coordination	247,515	17,242	14	N/A	N/A
Evaluation	256,083	20,634	12	N/A	N/A
Administration	160,659	19,051	8	N/A	N/A
N or D Institutions	124,769	1,489	84	N/A	N/A
Nonpublic Schools	26,250	49	536	N/A	N/A
Summer School	173,309	**	N/A	N/A	N/A
Parental Involvement	129,260	N/A	N/A	N/A	N/A
Staff Development	42,955	N/A	N/A	N/A	N/A
Indirect Cost	188,902	N/A	N/A	N/A	N/A
Discretionary*	158,956	N/A	N/A	N/A	N/A

* This component includes additional funds for READ, career ladder, and other misc. needs
** Number not available

For comparing supplementary program costs, it is useful to compute full-time equivalent (FTE) allocations. An FTE is defined as the annual cost of providing service for the entire school day, during the full school year. To determine the FTE expense for each instructional component, multiply the cost per contact hour by the number of hours in a school day (6.5), then multiply that product by the number of days in a school year (175). There was a $11,592.00 cost per FTE in the Non-SWP Component. This is in addition to the District's per pupil expenditures.

FIGURE 61
1993-94 CHAPTER 1 MIGRANT PROGRAM COMPONENTS WITH ALLOCATIONS

COMPONENTS	BUDGET ALLOCATION	STUDENTS SERVED	COST PER STUDENT	NUMBER OF CONTACT HOURS	COST PER CONTACT HOURS
Supplementary Instruction	$84,212	127	$663	2,752	$31
Instructional Coordination	12,360	519	24	N/A	N/A
Health Services	8,295	519	16	N/A	N/A
Parental Involvement	33,060	519	64	N/A	N/A
Evaluation	25,617	519	49	N/A	N/A
MSRTS	32,416	519	62	N/A	N/A
Administration	7,517	519	15	N/A	N/A
Staff Development	968	N/A	N/A	N/A	N/A
Indirect Cost	4,298	N/A	N/A	N/A	N/A

The FTE rate for the Migrant Supplementary Reading Instruction Component was $35,263. This is higher than the 1991-92 and 1992-93 costs of $13,500 and $25,175, respectively.

Please note the following explanations regarding the Chapter 1 and Chapter 1 Migrant costs:

- All costs are based on allocations, not actual expenditures.
- Students participating in the Non-SWP Component were served for approximately one half hour per day.
- For cost comparison purposes, the number of students served at the SWPs represents only the number of students who scored below the 31st percentile on a standardized test prior to the beginning of the school year. Although all students at a SWP are considered served by Chapter 1, the supplementary funds are apportioned according to the number of students with achievement test scores which make them eligible for the program.

Attachement 1
ITBS/NAPT Gains for Schoolwide Project and Priority Schools

1992-93 and 1993-94 Schoolwide Project ITBS/NAPT
Reading Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
ALLAN	93 GE	1.7	2.9	3.1	4.4		1.3	1.9	2.4	3.0		1.8	3.2	3.6	5.7		2.4	4.1	6.3	7.4	
	94 GE	2.5	3.2	4.0	4.7		2.0	2.2	2.8	3.4		2.8	3.7	4.8	5.8		3.7	4.9	8.4	6.6	
	Gain (mos)	8 n=45	3 n=33	9 n=43	3 n=66		7 n=15	3 n=9	4 n=17	4 n=25		10 n=30	5 n=24	12 n=26	1 n=39		13 n=3	8 n=6	21 n=2	-8 n=12	
ALLISON	93 GE	1.7	2.8	3.0	4.0		1.3	2.0	2.2	3.0		1.9	3.2	3.9	5.0		2.9	4.5	5.5	7.4	
	94 GE	2.8	3.2	4.1	4.9		2.2	2.9	3.2	4.0		3.1	3.5	5.4	5.8		5.5	4.5	7.5	7.8	
	Gain (mos)	11 n=62	4 n=57	11 n=56	9 n=68		9 n=28	9 n=22	10 n=29	10 n=34		12 n=34	3 n=35	15 n=27	9 n=34		26 n=5	0 n=7	20 n=4	4 n=3	
ANDREWS	93 GE	1.7	2.8	3.8	4.7		1.3	2.0	2.4	3.0		2.0	3.2	4.2	5.4		2.8	4.4	6.1	8.2	
	94 GE	2.7	3.4	4.8	5.5		2.1	2.8	3.7	4.0		3.0	3.8	5.1	6.0		4.2	4.9	7.4	8.8	
	Gain (mos)	10 n=41	8 n=49	10 n=49	9 n=41		8 n=15	8 n=18	13 n=11	10 n=11		10 n=25	6 n=31	9 n=38	6 n=30		14 n=5	5 n=8	13 n=9	6 n=7	
BECKER	93 GE	2.0	3.0	4.2	4.4		1.4	2.1	2.8	2.8		2.1	3.2	4.6	5.2		2.8	4.4	6.8	7.5	
	94 GE	3.0	3.8	4.8	5.7		2.3	3.2	2.8	4.2		3.0	4.0	5.4	6.2		3.7	4.0	6.7	9.8	
	Gain (mos)	10 n=45	9 n=39	6 n=33	13 n=24		9 n=5	11 n=5	0 n=8	14 n=7		9 n=40	9 n=34	9 n=27	10 n=17		9 n=15	-4 n=7	-1 n=8	23 n=2	
BLACKSHEAR	93 GE	1.7	3.2	3.6	3.8	3.8	1.4	1.9	2.3	2.8	3.1	1.8	4.1	4.4	5.1	5.9	2.5	5.1	6.2	6.9	8.4
	94 GE	3.1	3.4	4.2	4.4	5.1	2.8	2.9	2.6	3.6	4.4	3.2	3.7	5.4	5.5	6.5	3.8	3.9	6.3	7.3	7.5
	Gain (mos)	14 n=34	2 n=23	6 n=28	6 n=26	13 n=35	14 n=13	10 n=8	3 n=10	8 n=13	13 n=25	14 n=21	-4 n=15	10 n=18	4 n=13	6 n=10	13 n=2	12 n=9	1 n=6	4 n=2	-9 n=1
BLANTON	93 GE	1.7	2.6	3.8	4.8		1.3	1.8	2.3	2.7		2.1	3.4	4.2	5.9		3.0	4.5	6.0	9.6	
	94 GE	2.4	3.2	4.4	5.1		1.8	2.5	2.8	3.2		3.1	3.8	5.0	6.0		3.9	4.2	6.6	8.5	
	Gain (mos)	7 n=48	8 n=43	6 n=52	3 n=52		5 n=22	7 n=21	5 n=11	5 n=16		10 n=25	4 n=22	9 n=41	1 n=36		9 n=7	4 n=6	6 n=12	-1 n=13	

1992-93 and 1993-94 Priority School ITBS/NAPT
Reading Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
BROOKE	93 GE	1.6	2.8	3.4	4.9		1.4	1.9	2.3	3.4		1.9	3.2	4.0	5.4		2.8	4.9	5.3	7.6	
	94 GE	2.6	3.1	5.0	6.0		2.2	2.7	3.0	4.8		3.1	3.4	5.9	6.4		3.8	4.2	7.2	7.7	
	Gain (mos)	10 n=44	3 n=22	16 n=25	11 n=28		8 n=25	6 n=8	7 n=7	14 n=7		12 n=19	2 n=14	19 n=18	10 n=21		10 n=4	-7 n=4	19 n=3	1 n=3	
BROWN	93 GE	1.8	2.8	3.6	4.8		1.4	1.9	2.4	3.0		1.9	3.2	4.4	6.0		2.4	4.2	7.0	8.4	
	94 GE	2.8	3.4	4.0	5.0		2.0	2.2	2.6	3.2		2.9	4.0	5.2	6.0		4.2	4.2	8.1	7.9	
	Gain (mos)	10 n=39	6 n=33	4 n=32	2 n=28		6 n=6	3 n=10	2 n=13	2 n=10		10 n=33	8 n=23	8 n=19	0 n=18		18 n=2	0 n=3	11 n=6	-3 n=5	
CAMPBELL	93 GE	1.8	2.8	3.4	4.1	5.1	1.3	1.8	2.3	3.0	3.5	2.0	3.2	3.9	5.4	6.0	2.6	4.6	5.7	7.0	9.8
	94 GE	2.5	3.2	3.6	4.7	7.2	2.0	2.8	2.8	3.6	5.1	2.7	3.6	4.0	5.9	8.4	3.2	5.0	4.0	7.6	12.8
	Gain (mos)	7 n=45	4 n=33	2 n=33	8 n=40	21 n=43	7 n=12	10 n=10	5 n=8	6 n=19	18 n=15	7 n=33	4 n=23	1 n=25	5 n=20	24 n=28	6 n=8	4 n=5	-17 n=3	8 n=4	30 n=2
DAWSON	93 GE	1.7	2.6	3.4	4.3		1.2	2.0	2.4	3.0		2.1	3.0	4.0	5.1		2.8	4.4	6.4	6.6	
	94 GE	3.0	3.4	4.5	4.7		2.4	3.0	3.4	3.5		3.4	3.8	5.2	5.3		4.0	4.2	9.9	5.4	
	Gain (mos)	13 n=27	8 n=43	11 n=39	4 n=48		12 n=13	10 n=17	10 n=14	5 n=15		13 n=14	8 n=26	12 n=25	2 n=33		12 n=5	-2 n=3	35 n=4	-12 n=3	
GOVALLE	93 GE	1.8	3.0	3.2	3.9		1.2	1.8	2.4	2.8		2.0	3.4	3.8	5.3		2.9	4.4	6.1	7.4	
	94 GE	2.7	3.2	4.0	4.2		2.1	2.2	3.1	3.3		2.9	3.6	4.4	5.4		3.8	4.0	5.9	7.4	
	Gain (mos)	9 n=51	2 n=63	8 n=57	3 n=78		8 n=19	4 n=18	7 n=20	5 n=39		9 n=42	2 n=45	6 n=37	1 n=39		8 n=10	-4 n=16	-2 n=5	0 n=11	
HARRIS	93 GE	1.5	2.6	3.1	4.8		1.2	1.8	2.4	2.8		1.9	3.1	4.0	5.9		2.8	4.2	6.0	7.6	
	94 GE	2.3	3.2	3.6	5.6		2.0	2.3	2.8	3.9		3.0	3.8	4.7	6.4		4.8	4.6	6.5	7.6	
	Gain (mos)	8 n=60	6 n=65	8 n=76	8 n=69		8 n=36	5 n=27	4 n=39	11 n=21		11 n=24	7 n=38	7 n=37	5 n=45		20 n=5	4 n=7	5 n=5	0 n=19	
HOUSTON	93 GE	1.7	2.8	3.7	4.3		1.3	1.9	2.5	3.0		2.0	3.2	4.2	5.5		2.4	5.1	6.2	7.8	
	94 GE	2.7	3.4	4.5	5.2		2.0	2.5	3.6	4.2		3.1	3.8	4.9	5.9		4.0	6.2	6.7	8.7	
	Gain (mos)	10 n=66	6 n=64	8 n=60	9 n=61		7 n=30	6 n=20	11 n=16	12 n=26		11 n=38	5 n=44	7 n=44	4 n=35		14 n=10	11 n=9	5 n=11	9 n=8	

1992-93 and 1993-94 Priority School ITBS/NAPT
Reading Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
JORDAN	93 GE	1.4	2.2	2.8	4.0		1.3	1.8	2.2	2.8		1.7	3.1	3.6	4.9		2.4	5.1	6.2	7.8	
	94 GE	2.0	2.8	3.3	4.9		1.9	2.1	2.6	3.6		2.3	3.7	4.4	6.0		4.0	6.2	6.7	8.7	
	Gain (mos)	6 n=53	6 n=50	5 n=63	9 n=54		6 n=35	3 n=31	4 n=37	8 n=29		6 n=18	6 n=19	8 n=26	11 n=27		16 n=10	11 n=9	5 n=11	8 n=8	
LINDER	93 GE	1.7	2.8	3.5	4.7		1.4	2.0	2.4	3.1		2.0	3.2	4.0	5.6		2.8	4.2	5.6	8.4	
	94 GE	2.8	3.8	4.7	6.7		2.3	3.0	3.2	5.8		3.0	4.2	5.4	7.4		4.2	5.1	6.5	8.4	
	Gain (mos)	11 n=55	10 n=64	12 n=56	20 n=57		9 n=23	10 n=23	8 n=17	27 n=19		10 n=32	10 n=41	14 n=39	18 n=38		14 n=7	9 n=11	9 n=7	0 n=8	
METZ	93 GE	1.7	2.6	3.6	3.8	5.2	1.2	1.8	2.6	2.8	3.4	2.0	3.0	4.0	4.9	6.3	2.6	4.2	6.1	6.9	8.9
	94 GE	2.7	3.2	5.1	4.7	6.0	2.1	2.7	3.3	3.8	5.0	3.2	3.6	5.9	5.5	6.8	3.8	5.9	8.2	7.5	10.2
	Gain (mos)	10 n=26	8 n=38	15 n=31	9 n=53	8 n=46	9 n=12	8 n=12	7 n=9	10 n=25	16 n=18	12 n=14	8 n=24	19 n=22	8 n=28	5 n=28	12 n=4	17 n=2	21 n=3	6 n=3	13 n=2
NORMAN	93 GE	1.9	2.6	3.0	4.2		1.2	2.0	2.4	3.0		2.2	3.0	3.6	5.6		2.7	5.3	5.1	7.6	
	94 GE	2.8	3.2	3.6	5.8		2.0	2.8	3.0	4.4		3.2	3.4	4.0	7.2		4.0	5.9	4.8	10.0	
	Gain (mos)	9 n=36	6 n=39	6 n=35	16 n=23		8 n=12	8 n=16	6 n=17	14 n=11		10 n=24	4 n=23	4 n=18	16 n=12		13 n=13	6 n=2	-3 n=1	24 n=3	
OAK SPRINGS	93 GE	1.7	2.4	3.2	3.9		1.3	1.8	2.5	3.0		1.9	3.0	4.0	4.9		2.4	4.2	5.5	8.1	
	94 GE	2.6	3.0	4.0	4.4		1.9	2.6	3.2	3.7		2.9	3.2	4.6	5.4		4.0	5.4	6.0	7.6	
	Gain (mos)	9 n=42	6 n=32	8 n=35	5 n=48		6 n=15	7 n=15	7 n=16	7 n=25		10 n=27	2 n=17	6 n=19	5 n=23		16 n=7	12 n=2	5 n=3	-5 n=1	
ORTEGA	93 GE	1.8	3.0	3.8	5.1		1.3	2.1	2.3	3.2		1.9	3.4	4.0	5.5		2.5	4.9	6.8	8.2	
	94 GE	3.4	3.2	4.2	5.5		2.7	2.7	2.8	4.3		3.7	3.3	4.5	5.8		4.5	3.2	5.8	8.1	
	Gain (mos)	16 n=33	2 n=26	4 n=29	4 n=28		14 n=6	6 n=8	5 n=4	11 n=4		19 n=27	-1 n=18	5 n=25	3 n=24		20 n=4	-17 n=4	-10 n=5	-1 n=6	
PECAN SPRINGS	93 GE	1.7	2.6	3.2	3.8		1.4	2.0	2.2	2.8		1.9	3.0	3.9	5.4		2.7	5.1	6.8	7.8	
	94 GE	2.6	3.2	3.9	5.2		2.0	2.6	3.0	4.3		2.8	3.6	4.7	6.5		4.2	4.5	7.7	7.9	
	Gain (mos)	9 n=46	6 n=55	7 n=67	14 n=68		6 n=16	8 n=22	8 n=29	15 n=40		9 n=30	6 n=34	8 n=38	11 n=28		15 n=2	-6 n=3	9 n=4	1 n=5	

1992-93 and 1993-94 Priority School ITBS/NAPT
Reading Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
SANCHEZ	93 GE	1.6	3.0	3.6	4.1	4.4	1.3	1.9	2.6	2.9	3.3	1.8	3.5	4.0	5.4	6.0	2.3	4.6	7.1	7.9	9.4
	94 GE	2.9	3.4	4.4	4.5	5.9	2.6	2.2	3.0	3.4	4.9	3.2	4.1	5.1	5.7	7.6	3.4	4.7	9.4	7.4	8.5
	Gain (mos)	13 n=25	4 n=39	8 n=36	4 n=33	15 n=38	13 n=13	3 n=13	4 n=10	5 n=15	16 n=22	14 n=12	6 n=26	11 n=26	3 n=18	15 n=16	11 n=3	1 n=11	23 n=3	-5 n=4	-9 n=1
SIMS	93 GE	1.8	2.8	3.2	3.8		1.0	1.8	2.3	2.8		1.9	3.8	3.8	5.3		2.4	4.7	5.6	6.7	
	94 GE	2.8	3.3	4.6	5.1		2.1	2.4	3.6	3.8		3.0	4.3	5.3	6.7		3.6	5.7	9.7	7.4	
	Gain (mos)	10 n=20	5 n=26	14 n=37	15 n=24		11 n=3	6 n=13	12 n=13	10 n=13		11 n=17	5 n=13	16 n=24	14 n=11		12 n=4	10 n=5	42 n=3	7 n=2	
WALNUT CREEK	93 GE	1.8	3.0	3.7	5.0		1.3	1.9	2.2	2.8		2.0	3.3	4.0	5.8		2.8	4.8	6.1	7.6	
	94 GE	2.8	3.4	5.0	5.8		2.0	2.4	3.0	3.8		3.1	3.9	5.6	6.3		4.0	4.8	8.3	8.1	
	Gain (mos)	10 n=63	4 n=65	13 n=62	8 n=50		7 n=14	17 n=18	8 n=13	10 n=12		11 n=49	8 n=47	16 n=49	5 n=38		12 n=11	0 n=13	22 n=9	5 n=15	
WIDEN	93 GE	1.6	2.7	3.4	4.8		1.2	1.9	2.2	2.9		1.9	3.2	4.1	5.7		2.4	4.7	6.2	8.1	
	94 GE	2.6	3.2	4.3	5.6		2.1	2.6	3.0	3.6		3.0	3.7	5.1	6.3		4.0	4.9	6.9	8.6	
	Gain (mos)	10 n108	5 n=97	9 n=99	8 n=103		9 n=50	7 n=40	9 n=34	7 n=27		11 n=58	5 n=57	10 n=65	6 n=76		16 n=11	2 n=10	7 n=14	5 n=24	
WOOLDRIDGE	93 GE	1.7	3.1	4.0	4.5		1.4	1.9	2.6	3.0		2.0	3.5	4.5	5.6		2.0	4.6	7.1	7.7	
	94 GE	2.8	3.8	5.7	5.7		2.2	2.7	3.7	4.0		3.1	4.1	6.3	6.4		4.0	5.0	9.1	8.7	
	Gain (mos)	11 n=82	7 n=73	17 n=78	12 n=79		8 n=34	8 n=17	11 n=20	10 n=28		11 n=48	6 n=56	18 n=58	8 n=51		14 n=16	4 n=23	20 n=15	10 n=17	
ZAVALA	93 GE	1.7	4.0	3.6	4.0	5.9	1.3	1.7	2.5	3.0	4.4	1.9	4.1	4.1	5.4	6.0	2.4	4.9	5.9	7.6	8.4
	94 GE	2.7	4.4	4.1	4.7	8.1	1.8	3.4	2.6	3.9	6.5	3.1	4.4	4.9	5.8	8.3	3.2	4.8	6.0	7.0	10.0
	Gain (mos)	10 n=31	4 n=32	5 n=33	7 n=31	22 n=18	5 n=9	17 n=1	1 n=10	9 n=17	21 n=2	12 n=22	3 n=31	8 n=23	4 n=14	22 n=18	9 n=3	-1 n=20	1 n=5	-6 n=3	16 n=1

1992-93 and 1993-94 Schoolwide Project ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
ALLAN	93 GE	1.7	3.0	3.2	4.9		1.3	2.4	2.9	3.8		1.9	3.2	3.4	5.7		2.6	4.2	4.0	6.6	
	94 GE	2.3	3.7	4.2	5.4		2.1	2.8	3.4	4.2		2.4	4.0	4.8	6.0		2.5	5.0	6.2	6.8	
	Gain (mos)	6 n=45	7 n=32	10 n=39	5 n=64		9 n=15	4 n=9	5 n=16	4 n=25		5 n=30	8 n=24	14 n=23	3 n=39		-1 n=3	8 n=6	22 n=2	2 n=12	
ALLISON	93 GE	1.8	2.9	3.6	4.5		1.6	2.4	3.0	3.9		2.0	3.2	4.4	5.3		2.8	3.8	6.2	7.0	
	94 GE	2.7	4.0	4.9	5.6		2.5	3.8	4.1	4.8		2.8	4.0	5.8	6.2		4.0	4.8	7.5	7.1	
	Gain (mos)	9 n=61	11 n=53	13 n=56	11 n=66		9 n=27	14 n=12	11 n=29	9 n=33		8 n=34	8 n=34	14 n=27	9 n=33		12 n=5	10 n=7	13 n=4	1 n=3	
ANDREWS	93 GE	1.6	2.8	3.9	5.2		1.3	2.2	3.0	4.0		1.9	3.0	4.2	5.8		2.1	3.7	5.4	7.2	
	94 GE	2.6	4.0	5.2	5.8		2.1	3.4	3.9	4.6		2.8	4.2	5.7	6.2		3.5	4.8	7.1	7.7	
	Gain (mos)	10 n=40	12 n=48	13 n=46	6 n=39		8 n=15	12 n=17	9 n=10	6 n=11		9 n=25	12 n=31	15 n=36	4 n=28		14 n=5	11 n=8	17 n=9	5 n=7	
BECKER	93 GE	2.0	3.1	4.1	4.8		1.4	2.6	3.2	4.1		2.2	3.2	4.3	5.1		2.7	3.8	5.0	5.1	
	94 GE	3.0	4.2	5.5	5.8		2.3	3.5	3.8	5.1		3.1	4	5.8	6.0		3.8	4.8	6.5	5.5	
	Gain (mos)	10 n=43	11 n=39	14 n=32	10 n=24		9 n=5	9 n=5	6 n=5	10 n=7		9 n=38	12 n=34	15 n=27	9 n=17		11 n=15	10 n=7	15 n=8	4 n=2	
BLACKSHEAR	93 GE	1.8	3.7	3.6	4.0	4.0	1.7	2.7	2.7	3.4	3.8	1.9	4.3	4.1	4.6	4.8	2.4	5.1	5.1	5.7	4.0
	94 GE	3.1	3.8	4.4	4.2	5.4	2.9	3.2	3.4	3.6	5.1	3.2	4.1	5.0	5.2	5.9	3.4	4.0	5.8	5.7	5.4
	Gain (mos)	13 n=32	1 n=23	6 n=26	2 n=24	14 n=33	12 n=12	5 n=8	7 n=9	2 n=13	13 n=23	13 n=20	-2 n=15	9 n=17	6 n=11	11 n=10	10 n=2	-11 n=3	7 n=6	0 n=1	14 n=1
BLANTON	93 GE	1.7	2.6	3.6	4.8		1.3	2.2	2.8	3.8		2.1	3.0	3.9	5.3		2.7	3.4	4.3	6.8	
	94 GE	2.6	3.3	4.8	5.2		2.0	3.0	3.2	3.6		3.0	3.6	5.3	6.0		3.8	4.2	5.9	8.2	
	Gain (mos)	9 n=46	7 n=38	12 n=51	4 n=52		7 n=22	8 n=13	4 n=10	-2 n=16		9 n=24	6 n=19	14 n=41	7 n=36		11 n=7	8 n=6	16 n=12	14 n=13	

1992-93 and 1993-94 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
BROOKE	93 GE	1.5	3.4	4.0	5.4		1.3	2.6	3.2	4.3		1.7	3.8	4.3	5.8		2.0	4.2	5.2	7.0	
	94 GE	2.7	4.0	5.1	6.5		2.4	3.4	3.8	5.4		3.0	4.1	5.8	7.0		3.8	4.8	6.6	8.2	
	Gain (mos)	12 n=44	6 n=20	11 n=21	11 n=28		11 n=25	8 n=6	6 n=6	11 n=7		13 n=19	3 n=14	15 n=15	12 n=21		18 n=4	6 n=4	14 n=14	12 n=3	
BROWN	93 GE	1.7	3.0	3.5	4.7		1.2	2.5	2.8	3.6		1.8	3.2	4.1	5.4		2.5	4.5	5.8	6.4	
	94 GE	2.8	4.0	4.3	5.9		2.1	2.8	3.6	4.2		2.8	4.5	4.9	7.0		4.0	5.8	6.6	8.5	
	Gain (mos)	11 n=39	10 n=33	9 n=32	12 n=27		9 n=6	3 n=10	8 n=13	6 n=10		10 n=33	13 n=23	9 n=19	16 n=17		1.5 n=2	13 n=6	9 n=6	21 n=5	
CAMPBELL	93 GE	1.9	2.8	4.0	4.3	5.6	1.4	2.1	3.0	3.8	4.6	2.1	3.1	4.4	5.0	6.0	2.7	3.4	4.4	5.6	9.3
	94 GE	2.6	3.9	4.8	5.1	7.4	2.1	3.2	3.9	4.2	6.0	2.8	4.1	5.2	6.0	8.2	3.2	5.3	4.5	7.3	11.7
	Gain (mos)	7 n=44	11 n=33	9 n=33	8 n=38	18 n=42	7 n=12	11 n=10	9 n=8	4 n=19	14 n=14	7 n=32	10 n=23	8 n=25	10 n=19	22 n=28	5 n=8	19 n=5	1 n=3	17 n=3	24 n=2
DAWSON	93 GE	1.6	2.5	3.8	4.6		1.3	2.1	3.2	4.1		1.8	2.8	4.1	4.8		2.0	3.6	5.2	5.7	
	94 GE	2.6	3.4	4.8	5.6		2.3	3.1	3.9	4.8		2.8	3.6	5.4	5.9		3.2	5.3	7.3	7.5	
	Gain (mos)	10 n=25	9 n=42	10 n=34	10 n=47		10 n=12	10 n=17	7 n=13	7 n=14		10 n=13	8 n=25	13 n=21	11 n=33		12 n=5	17 n=3	21 n=4	18 n=3	
GOVALLE	93 GE	1.7	2.8	3.6	4.3		1.1	2.0	3.0	3.8		1.9	3.0	4.0	5.0		2.6	3.3	5.4	6.4	
	94 GE	2.6	3.2	4.3	5.1		2.1	2.7	3.8	4.4		2.8	3.6	4.8	5.7		3.2	3.6	6.2	7.3	
	Gain (mos)	9 n=51	4 n=61	7 n=55	8 n=77		10 n=14	7 n=17	6 n=19	6 n=38		9 n=37	6 n=44	8 n=36	7 n=39		8 n=9	3 n=16	8 n=5	9 n=11	
HARRIS	93 GE	1.4	2.5	3.4	4.7		1.2	2.1	2.8	3.6		1.6	2.8	4.1	5.4		1.7	3.2	5.4	6.4	
	94 GE	2.4	3.2	4.0	5.6		2.1	2.7	3.4	4.2		2.8	3.8	4.6	6.2		3.2	4.2	5.7	7.4	
	Gain (mos)	10 n=59	7 n=64	6 n=72	9 n=68		9 n=35	6 n=27	6 n=37	6 n=21		12 n=24	10 n=37	5 n=35	9 n=45		15 n=5	10 n=7	3 n=6	10 n=19	
HOUSTON	93 GE	1.6	2.8	3.8	4.4		1.4	2.0	3.0	3.5		1.8	3.0	4.0	5.2		2.1	3.8	5.0	6.3	
	94 GE	2.7	3.7	4.8	5.7		2.4	3.1	4.0	4.4		2.8	4.0	5.1	6.4		3.3	4.5	6.3	7.8	
	Gain (mos)	11 n=64	9 n=60	10 n=58	13 n=56		10 n=28	11 n=18	10 n=14	9 n=23		10 n=36	10 n=42	11 n=44	12 n=33		12 n=10	7 n=8	13 n=11	15 n=8	

1992-93 and 1993-94 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
JORDAN	93 GE	1.2	2.0	3.0	4.0		1.1	1.7	2.6	3.4		1.4	2.6	3.7	4.6			3.0		4.9	
	94 GE	1.8	2.8	3.8	4.9		1.7	2.4	3.2	4.0		1.9	3.5	4.5	5.9			3.8		7.4	
	Gain (mos)	6 n=52	8 n=50	8 n=61	9 n=54		6 n=35	7 n=31	6 n=35	6 n=28		5 n=17	9 n=19	8 n=26	13 n=26			8 n=4		25 n=2	
LINDER	93 GE	1.7	2.8	3.6	4.8		1.4	2.4	3.0	3.8		1.8	2.9	4.0	5.3		2.2	3.4	4.4	6.4	
	94 GE	2.8	3.8	5.1	6.1		2.4	3.3	3.9	5.4		2.9	4.0	5.8	6.5		3.4	4.8	6.2	6.9	
	Gain (mos)	11 n=52	10 n=60	15 n=52	13 n=56		10 n=21	9 n=21	9 n=17	16 n=19		11 n=31	11 n=26	18 n=35	12 n=37		12 n=7	14 n=10	18 n=7	5 n=9	
METZ	93 GE	1.7	2.8	4.1	4.0	5.8	1.2	2.0	3.6	3.4	4.7	2.0	3.2	4.4	4.6	6.3	3.0	5.0	6.2	5.6	8.7
	94 GE	3.0	3.6	5.0	4.8	6.3	2.2	2.8	4.2	4.0	5.4	3.5	4.0	5.4	5.6	7.2	4.1	7.6	8.1	7.8	8.8
	Gain (mos)	13 n=25	9 n=35	9 n=30	8 n=51	5 n=43	10 n=11	8 n=11	6 n=9	6 n=24	7 n=17	15 n=14	8 n=24	10 n=21	10 n=27	9 n=26	11 n=4	26 n=2	19 n=3	22 n=3	1 n=2
NORMAN	93 GE	1.7	2.1	3.2	4.3		.8	1.7	2.8	3.5		2.0	2.6	3.6	5.1		2.4	4.1	4.2	6.8	
	94 GE	2.6	3.4	4.0	5.6		1.8	2.8	3.6	5.1		2.9	4.0	4.4	6.0		3.6	5.9	6.4	8.5	
	Gain (mos)	9 n=34	13 n=38	8 n=31	13 n=21		10 n=11	11 n=16	9 n=14	16 n=10		9 n=23	14 n=22	8 n=17	9 n=11		12 n=13	18 n=2	22 n=1	17 n=3	
OAK SPRINGS	93 GE	1.6	2.2	3.4	4.2		1.4	1.9	3.2	3.8		1.7	2.6	3.6	4.8		2.2	3.5	4.2	5.1	
	94 GE	2.5	3.2	4.1	4.7		2.3	3.0	3.8	4.0		2.6	3.4	4.4	5.4		3.0	5.5	5.4	5.2	
	Gain (mos)	9 n=36	10 n=31	7 n=33	5 n=48		9 n=13	11 n=14	6 n=14	2 n=25		9 n=23	8 n=17	8 n=19	6 n=23		8 n=6	20 n=2	12 n=3	1 n=1	
ORTEGA	93 GE	1.8	2.8	4.0	5.5		1.4	2.0	3.3	5.1		2.0	3.1	4.1	5.6		2.4	3.5	6.2	7.4	
	94 GE	3.3	3.8	4.7	6.3		2.8	3.5	3.9	5.6		3.4	3.8	4.8	6.5		3.8	3.8	6.0	9.3	
	Gain (mos)	15 n=31	10 n=23	7 n=27	8 n=28		14 n=6	15 n=6	6 n=3	5 n=4		14 n=25	7 n=17	7 n=24	9 n=9		14 n=4	3 n=4	-2 n=4	19 n=6	
PECAN SPRINGS	93 GE	1.6	2.7	3.4	4.2		1.2	2.3	2.8	3.6		1.7	2.9	4.0	5.1		2.6	3.4	4.8	7.6	
	94 GE	2.6	3.3	4.7	5.4		2.0	2.9	3.8	4.5		2.8	3.6	5.4	6.3		3.5	4.0	8.1	9.2	
	Gain (mos)	10 n=45	6 n=55	13 n=65	12 n=63		8 n=16	6 n=22	10 n=28	9 n=36		11 n=29	7 n=33	14 n=37	12 n=27		9 n=2	6 n=3	33 n=4	16 n=5	

1992-93 and 1993-94 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
SANCHEZ	93 GE	2.0	3.2	4.0	5.2	5.3	1.8	2.4	3.3	4.2	4.2	2.1	3.8	4.4	5.9	6.7	2.3	4.1	5.9	6.1	7.4
	94 GE	3.0	4.0	5.4	6.2	6.0	2.8	3.0	4.2	5.1	5.1	3.2	4.6	5.9	7.4	7.8	3.8	5.1	7.5	7.8	8.2
	Gain (mos)	10 n=21	8 n=39	14 n=35	10 n=33	7 n=37	10 n=10	6 n=13	9 n=10	9 n=15	9 n=22	11 n=11	8 n=26	15 n=25	15 n=18	11 n=15	15 n=3	10 n=11	16 n=3	17 n=4	8 n=1
SIMS	93 GE	2.0	2.9	3.5	3.8		1.2	2.2	3.0	3.2		2.1	3.4	3.9	4.4		2.9	4.2	4.3	5.5	
	94 GE	3.0	3.6	4.4	5.3		2.4	3.0	3.7	4.2		3.0	4.2	4.8	6.3		3.8	5.4	5.8	7.5	
	Gain (mos)	10 n=20	7 n=24	9 n=37	15 n=23		12 n=3	8 n=11	7 n=13	10 n=12		9 n=17	8 n=13	9 n=24	19 n=11		9 n=4	12 n=5	15 n=3	20 n=2	
WALNUT CREEK	93 GE	1.8	2.6	4.0	5.1		1.3	2.1	2.7	3.7		1.9	2.8	4.3	5.7		2.2	3.5	5.5	6.6	
	94 GE	2.6	3.6	5.2	6.5		2.0	3.0	3.7	5.1		2.8	3.9	5.6	7.2		3.2	5.1	6.9	8.7	
	Gain (mos)	8 n=63	10 n=64	12 n=62	14 n=50		7 n=14	9 n=17	10 n=13	14 n=12		9 n=49	11 n=47	13 n=49	15 n=38		10 n=11	16 n=13	14 n=9	21 n=15	
WIDEN	93 GE	1.6	2.7	4.0	4.8		1.3	2.0	3.1	3.7		1.7	3.0	4.4	5.4		2.0	4.0	5.7	6.5	
	94 GE	2.5	3.6	4.9	5.9		2.2	3.0	3.6	4.2		2.7	4.0	5.5	6.5		3.2	5.4	6.9	7.9	
	Gain (mos)	9 n107	9 n=81	9 n=94	11 n=102		9 n=50	10 n=37	5 n=30	6 n=27		10 n=57	10 n=54	11 n=64	11 n=75		12 n=11	14 n=10	12 n=14	14 n=24	
WOOLDRIDGE	93 GE	1.6	2.8	4.0	5.4		1.4	1.9	3.0	4.2		1.8	3.0	4.4	5.9		2.2	3.8	5.8	7.4	
	94 GE	2.4	4.0	5.9	6.0		2.1	3.0	4.5	4.8		2.6	4.2	6.2	6.7		3.0	5.4	7.5	8.3	
	Gain (mos)	9 n=80	12 n=72	19 n=77	6 n=78		7 n=34	11 n=16	15 n=19	6 n=27		8 n=46	12 n=56	18 n=58	9 n=51		8 n=16	16 n=23	17 n=15	9 n=17	
ZAVALA	93 GE	1.8	4.1	4.0	4.2	5.9	1.4	2.3	3.4	3.7	4.9	1.9	4.2	4.4	5.0	6.0	1.9	4.6	6.0	5.7	7.1
	94 GE	3.2	5.0	4.9	5.5	8.1	2.6	5.7	4.0	4.8	7.1	3.4	4.9	5.3	6.2	8.2	3.4	5.2	6.6	5.9	8.4
	Gain (mos)	14 n=29	9 n=29	9 n=33	13 n=30	22 n=18	12 n=8	34 n=1	6 n=10	11 n=16	22 n=2	15 n=21	7 n=27	9 n=23	12 n=14	22 n=16	15 n=3	6 n=10	6 n=5	2 n=3	13 n=1

1992-93 and 1993-94 Priority School ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
ALLAN	93 GE	1.7	2.9	3.1	4.4		1.3	1.9	2.4	3.0		1.8	3.2	3.6	5.7		2.4	4.1	6.3	7.4	
	94 GE	2.5	3.2	4.0	4.7		2.0	2.2	2.8	3.4		2.8	3.7	4.8	5.8		3.7	4.9	8.4	6.6	
	Gain (mos)	8 n=45	3 n=33	9 n=43	3 n=66		7 n=15	3 n=9	4 n=17	4 n=27		10 n=30	5 n=24	12 n=28	1 n=39		13 n=3	8 n=6	21 n=2	-6 n=12	
ALLISON	93 GE	1.7	2.8	3.0	4.0		1.3	2.0	2.2	3.0		1.9	3.2	3.9	5.0		2.9	4.5	5.5	7.4	
	94 GE	2.9	3.2	4.1	4.9		2.2	2.9	3.2	4.0		3.1	3.5	5.4	5.8		5.5	4.5	7.5	7.8	
	Gain (mos)	11 n=62	4 n=57	11 n=56	9 n=68		9 n=28	9 n=22	10 n=29	10 N=34		12 n=34	3 n=35	27 n=27	8 n=34		26 n=5	0 n=7	20 n=4	4 n=3	
BECKER	93 GE	2.0	3.0	4.2	4.4		1.4	2.1	2.8	2.8		2.1	3.2	4.6	5.2		2.8	4.4	6.8	7.5	
	94 GE	3.0	3.8	4.8	5.7		2.3	3.2	2.8	4.2		3.0	4.0	5.4	6.2		3.7	4.0	6.7	9.8	
	Gain (mos)	10 n=45	8 n=39	6 n=33	13 n=24		9 n=5	11 n=5	0 n=6	7 n=7		9 n=40	8 n=34	8 n=27	10 n=17		9 n=15	-4 n=7	-1 n=8	23 n=2	
BLACKSHEAR	93 GE	1.7	3.2	3.6	3.8	3.8	1.4	1.9	2.3	2.8	3.1	1.8	4.1	4.4	5.1	5.9	2.5	5.1	6.2	6.9	8.4
	94 GE	3.1	3.4	4.2	4.4	5.1	2.8	2.9	3.6	3.6	4.4	3.2	3.7	5.4	5.5	6.5	3.8	3.9	6.3	7.3	7.5
	Gain (mos)	14 n=34	2 n=23	6 n=28	6 n=26	13 n=35	14 n=13	10 n=9	3 n=10	8 n=13	13 n=25	14 n=21	-4 n=15	-10 n=18	4 n=13	6 n=10	13 n=2	-12 n=9	1 n=6	4 n=2	-9 n=1
BROOKE	93 GE	1.6	2.8	3.4	4.9		1.4	1.9	2.3	3.4		1.9	3.2	4.0	5.4		2.8	4.9	5.3	7.6	
	94 GE	2.6	3.1	5.0	6.0		2.1	2.7	3.0	4.8		3.1	3.4	5.9	6.4		3.8	4.2	7.2	7.7	
	Gain (mos)	10 n=44	3 n=22	16 n=25	11 n=29		7 n=24	8 n=8	7 n=7	14 n=7		12 n=19	2 n=14	13 n=18	10 n=21		10 n=4	-7 n=4	19 n=3	1 n=3	
CAMPBELL	93 GE	1.8	2.8	3.4	4.1	5.1	1.3	1.8	2.3	3.0	3.5	2.0	3.2	3.9	5.4	6.0	2.6	4.6	5.7	7.0	9.8
	94 GE	2.5	3.2	3.6	4.7	7.2	2.0	2.8	2.8	3.6	5.1	2.7	3.6	4.0	5.9	8.4	3.2	5.0	4.0	7.6	12.8
	Gain (mos)	7 n=45	4 n=33	2 n=33	6 n=40	21 n=43	7 n=12	10 n=10	5 n=8	8 n=20	16 n=15	7 n=33	4 n=23	1 n=25	5 n=20	24 n=28	6 n=8	4 n=5	-17 n=3	6 n=4	30 n=2

1992-93 and 1993-94 Priority School ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
GOVALLE	93 GE	1.8	3.0	3.2	3.9		1.2	1.8	2.4	2.8		2.0	3.4	3.8	5.3		2.9	4.4	6.1	7.4	
	94 GE	2.7	3.2	4.0	4.2		2.1	2.2	3.1	3.3		2.9	3.6	4.4	5.4		3.8	4.0	5.9	7.4	
	Gain (mos)	9 n=61	2 n=63	8 n=57	3 n=78		9 n=19	4 n=18	7 n=20	5 n=39		9 n=42	2 n=45	6 n=37	1 n=39		9 n=10	-4 n=16	-2 n=5	0 n=11	
METZ	93 GE	1.7	2.6	3.6	3.8	5.2	1.3	1.8	2.6	2.8	3.4	2.0	3.0	4.0	4.9	6.3	2.6	4.2	6.1	6.9	8.9
	94 GE	2.7	3.2	5.1	4.7	6.0	2.1	2.7	3.3	3.8	5.0	3.2	3.6	5.9	5.5	6.8	3.8	5.9	8.2	7.5	10.2
	Gain (mos)	10 n=26	6 n=36	15 n=30	9 n=53	8 n=46	8 n=11	9 n=12	7 n=9	10 n=25	16 n=18	12 n=14	6 n=24	19 n=22	6 n=28	5 n=28	12 n=4	17 n=2	21 n=3	6 n=3	13 n=2
NORMAN	93 GE	1.9	2.6	3.0	4.2		1.2	2.0	2.4	3.0		2.2	3.0	3.6	5.6		2.7	5.3	5.1	7.6	
	94 GE	2.8	3.2	3.6	5.8		2.0	2.8	3.0	4.4		3.2	3.4	4.0	7.2		4.0	5.9	4.8	10.0	
	Gain (mos)	9 n=36	6 n=39	6 n=35	16 n=23		8 n=12	8 n=16	6 n=17	14 n=11		10 n=24	4 n=23	4 n=18	16 n=12		13 n=13	6 n=2	-3 n=1	24 n=3	
OAK SPRINGS	93 GE	1.7	2.4	3.2	3.9		1.3	1.9	2.5	3.0		1.9	3.0	4.0	4.9		2.4	4.2	5.5	8.1	
	94 GE	2.6	3.0	4.0	4.4		1.9	2.6	3.2	3.7		2.9	3.2	4.6	5.4		4.0	5.4	6.0	7.6	
	Gain (mos)	9 n=42	6 n=32	8 n=35	5 n=48		6 n=15	7 n=15	7 n=16	7 n=25		10 n=27	2 n=17	6 n=19	5 n=23		16 n=7	12 n=2	5 n=3	-5 n=1	
ORTEGA	93 GE	1.8	3.0	3.8	5.1		1.3	2.1	2.3	3.2		1.9	3.4	4.0	5.5		2.5	4.9	6.8	8.2	
	94 GE	3.4	3.2	4.2	5.5		2.7	2.7	2.8	4.3		3.7	3.3	4.5	5.8		4.5	3.2	5.8	8.1	
	Gain (mos)	16 n=33	2 n=26	4 n=29	4 n=28		14 n=6	6 n=8	5 n=4	11 n=4		16 n=27	-1 n=18	5 n=25	3 n=24		20 n=4	-17 n=4	-10 n=5	-1 n=6	
PECAN SPRINGS	93 GE	1.7	2.8	3.2	3.8		1.4	2.0	2.2	2.8		1.9	3.0	3.9	5.4		2.7	5.1	6.8	7.8	
	94 GE	2.6	3.2	3.9	5.2		2.0	2.8	3.0	4.3		2.8	3.6	4.7	6.5		4.2	4.5	7.7	7.9	
	Gain (mos)	9 n=46	6 n=56	7 n=67	14 n=68		6 n=16	8 n=22	8 n=29	10 n=40		9 n=30	6 n=34	8 n=38	11 n=28		15 n=2	-6 n=3	6 n=4	1 n=5	

1992-93 and 1993-94 Priority School ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
SANCHEZ	93 GE	1.6	3.0	3.2	3.8	4.4	1.3	1.9	2.6	2.9	3.3	1.8	3.5	4.0	5.4	6.0	2.3	4.6	7.1	7.9	9.4
	94 GE	2.9	3.4	4.6	5.1	5.9	2.6	2.2	3.0	3.4	4.9	3.2	4.1	5.1	5.7	7.6	3.4	4.7	9.4	7.4	8.5
	Gain (mos)	13 n=25	4 n=39	14 n=37	13 n=24	15 n=38	13 n=13	3 n=13	4 n=10	5 n=15	16 n=22	14 n=12	6 n=25	11 n=26	3 n=18	16 n=16	11 n=3	1 n=11	23 n=3	-5 n=4	-9 n=1
SIMS	93 GE	1.8	2.8	3.0	4.0		1.0	1.8	2.3	2.8		1.9	3.8	3.8	5.3		2.4	4.7	5.5	6.7	
	94 GE	2.8	3.3	4.0	4.9		2.1	2.4	3.6	3.8		3.0	4.3	5.3	6.7		3.6	5.7	9.7	7.4	
	Gain (mos)	10 n=20	5 n=26	10 n=36	9 n=36		11 n=3	6 n=13	13 n=13	10 n=13		11 n=17	5 n=13	15 n=24	14 n=11		12 n=12	10 n=5	42 n=3	7 n=2	
WINN	93 GE	1.7	2.6	3.4	4.2		1.4	1.9	2.4	2.8		1.9	3.0	4.0	5.4		2.5	4.8	6.7	7.8	
	94 GE	2.8	3.1	4.1	4.6		2.0	2.6	2.9	3.3		3.0	3.5	4.9	5.8		3.8	4.6	7.5	7.3	
	Gain (mos)	11 n=89	5 n=80	7 n=69	4 n=61		6 n=22	7 n=31	5 n=24	5 n=26		11 n=47	5 n=49	9 n=45	4 n=35		13 n=9	-2 n=7	8 n=6	-5 n=8	
ZAVALA	93 GE	1.7	4.0	3.6	4.0	5.9	1.3	1.7	2.5	3.0	4.4	1.9	4.1	4.1	5.4	6.0	2.4	4.9	5.9	7.6	8.4
	94 GE	2.7	4.4	4.1	4.7	8.1	1.8	3.4	2.6	3.9	6.5	3.1	4.4	4.9	5.8	8.3	3.2	4.8	6.0	7.0	10.0
	Gain (mos)	10 n=31	4 n=32	5 n=33	7 n=31	22 n=18	5 n=9	17 n=1	1 n=10	9 n=17	21 n=2	12 n=22	3 n=31	8 n=23	4 n=14	23 n=16	8 n=8	-1 n=20	1 n=5	-6 n=3	16 n=1

1992-93 and 1993-94 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
ALLAN	93 GE	1.7	3.0	3.2	4.9		1.3	2.4	2.9	3.8		1.9	3.2	3.4	5.7		2.6	4.2	4.0	6.6	
	94 GE	2.3	3.7	4.2	5.4		2.1	2.8	3.4	4.2		2.4	4.0	4.8	6.0		2.5	5.0	6.2	6.8	
	Gain (mos)	6 n=48	7 n=32	10 n=39	5 n=64		8 n=16	4 n=8	5 n=16	4 n=25		5 n=30	8 n=24	14 n=23	3 n=38		-1 n=3	8 n=6	22 n=2	2 n=12	
ALLISON	93 GE	1.8	2.9	3.6	4.5		1.6	2.4	3.0	3.9		2.0	3.2	4.4	5.3		2.8	3.8	6.2	7.0	
	94 GE	2.7	4.0	4.9	5.6		2.5	3.8	4.1	4.8		2.8	4.0	5.8	6.2		4.0	4.8	7.5	7.1	
	Gain (mos)	9 n=61	11 n=53	13 n=56	11 n=66		9 n=27	14 n=19	11 n=29	9 n=33		9 n=34	8 n=34	14 n=27	9 n=33		12 n=5	10 n=7	13 n=4	1 n=3	
BECKER	93 GE	2.0	3.1	4.1	4.8		1.4	2.6	3.2	4.1		2.2	3.2	4.3	5.1		2.7	3.8	5.0	5.1	
	94 GE	3.0	4.2	5.5	5.8		2.3	3.5	3.8	5.1		3.1	4.4	5.8	6.0		3.8	4.8	6.5	5.5	
	Gain (mos)	10 n=43	11 n=38	14 n=32	10 n=24		9 n=5	9 n=5	8 n=5	10 n=7		9 n=38	12 n=34	15 n=27	9 n=17		11 n=15	10 n=7	15 n=8	4 n=2	
BLACKSHEAR	93 GE	1.8	3.7	3.6	4.0	4.0	1.7	2.7	2.7	3.4	3.8	1.9	4.3	4.1	4.6	4.8	2.4	5.1	5.1	5.7	4.0
	94 GE	3.1	3.8	4.4	4.2	5.4	2.9	3.2	3.4	3.6	5.1	3.2	4.1	5.0	5.2	5.9	3.4	4.0	5.8	5.7	5.4
	Gain (mos)	13 n=32	1 n=23	8 n=26	2 n=24	14 n=33	12 n=12	5 n=8	7 n=9	2 n=13	13 n=23	13 n=20	-2 n=15	9 n=17	6 n=11	11 n=10	10 n=2	-11 n=9	7 n=6	0 n=1	14 n=1
BROOKE	93 GE	1.5	3.4	4.0	5.4		1.3	2.6	3.2	4.3		1.7	3.8	4.3	5.8		2.0	4.2	5.2	7.0	
	94 GE	2.7	4.0	5.1	6.5		2.4	3.4	3.8	5.4		3.0	4.1	5.8	7.0		3.8	4.8	6.6	8.2	
	Gain (mos)	12 n=44	6 n=20	11 n=21	11 n=28		11 n=25	6 n=6	6 n=6	11 n=7		13 n=19	3 n=14	15 n=15	12 n=21		18 n=4	6 n=4	14 n=14	12 n=3	
CAMPBELL	93 GE	1.9	2.8	4.0	4.3	5.6	1.4	2.1	3.0	3.8	4.6	2.1	3.1	4.4	5.0	6.0	2.7	3.4	4.4	5.6	9.3
	94 GE	2.6	3.9	4.8	5.1	7.4	2.1	3.2	3.9	4.2	6.0	2.8	4.1	5.2	6.0	8.2	3.2	5.3	4.5	7.3	11.7
	Gain (mos)	7 n=44	11 n=33	8 n=33	8 n=38	18 n=42	7 n=12	11 n=10	8 n=8	4 n=19	14 n=14	7 n=32	10 n=23	8 n=25	10 n=19	22 n=28	5 n=8	19 n=5	1 n=3	17 n=3	24 n=2

1992-93 and 1993-94 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
GOVALLE	93 GE	1.7	2.8	3.6	4.3		1.1	2.0	3.0	3.8		1.9	3.0	4.0	5.0		2.6	3.3	5.4	6.4	
	94 GE	2.6	3.2	4.3	5.1		2.1	2.7	3.8	4.4		2.8	3.6	4.8	5.7		3.2	3.6	6.2	7.3	
	Gain (mos)	9 n=51	4 n=61	7 n=55	8 n=77		10 n=14	7 n=17	8 n=19	6 n=38		9 n=37	6 n=44	8 n=36	7 n=39		6 n=9	3 n=16	8 n=5	9 n=11	
METZ	93 GE	1.7	2.8	4.1	4.0	5.8	1.2	2.0	3.6	3.4	4.7	2.0	3.2	4.4	4.6	6.3	3.0	5.0	6.2	5.8	8.7
	94 GE	3.0	3.6	5.0	4.8	6.3	2.2	2.8	4.2	4.0	5.4	3.5	4.0	5.4	5.6	7.2	4.1	7.6	8.1	7.8	8.8
	Gain (mos)	13 n=25	8 n=35	9 n=30	8 n=51	5 n=43	10 n=11	8 n=11	6 n=9	6 n=24	7 n=17	15 n=14	8 n=24	10 n=21	10 n=27	9 n=26	11 n=4	26 n=2	19 n=3	22 n=3	1 n=2
NORMAN	93 GE	1.7	2.1	3.2	4.3		.8	1.7	2.8	3.5		2.0	2.6	3.6	5.1		2.4	4.1	4.2	6.8	
	94 GE	2.6	3.4	4.0	5.6		1.8	2.8	3.6	5.1		2.9	4.0	4.4	6.0		3.6	5.9	6.4	8.5	
	Gain (mos)	9 n=34	13 n=38	8 n=31	13 n=21		10 n=11	11 n=16	8 n=14	16 n=10		9 n=23	14 n=22	8 n=17	9 n=11		12 n=13	16 n=2	22 n=1	17 n=3	
OAK SPRINGS	93 GE	1.6	2.2	3.4	4.2		1.4	1.9	3.2	3.8		1.7	2.6	3.6	4.8		2.2	3.5	4.2	5.1	
	94 GE	2.5	3.2	4.1	4.7		2.3	3.0	3.8	4.0		2.6	3.4	4.4	5.4		3.0	5.5	5.4	5.2	
	Gain (mos)	9 n=36	10 n=31	7 n=33	5 n=48		9 n=13	11 n=14	6 n=14	2 n=25		9 n=23	8 n=17	8 n=19	6 n=23		8 n=6	20 n=2	12 n=3	1 n=1	
ORTEGA	93 GE	1.8	2.8	4.0	5.5		1.4	2.0	3.3	5.1		2.0	3.1	4.1	5.6		2.4	3.5	6.2	7.4	
	94 GE	3.3	3.8	4.7	6.3		2.8	3.5	3.9	5.6		3.4	3.8	4.8	6.5		3.8	3.8	6.0	8.3	
	Gain (mos)	15 n=31	10 n=23	7 n=27	8 n=28		14 n=6	15 n=6	6 n=3	5 n=4		14 n=25	7 n=17	7 n=24	9 n=9		14 n=4	3 n=4	-2 n=4	19 n=6	
PECAN SPRINGS	93 GE	1.6	2.7	3.4	4.2		1.2	2.3	2.8	3.6		1.7	2.9	4.0	5.1		2.6	3.4	4.8	7.6	
	94 GE	2.6	3.3	4.7	5.4		2.0	2.9	3.8	4.5		2.8	3.6	5.4	6.3		3.5	4.0	8.1	9.2	
	Gain (mos)	10 n=45	6 n=55	13 n=65	12 n=63		8 n=16	6 n=22	10 n=28	9 n=36		11 n=29	7 n=33	14 n=37	12 n=27		9 n=2	6 n=3	33 n=4	16 n=5	

1992-93 and 1993-94 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
SANCHEZ	93 GE	2.0	3.2	4.0	5.2	5.3	1.8	2.4	3.3	4.2	4.2	2.1	3.8	4.4	5.9	6.7	2.3	4.1	5.9	6.1	7.4
	94 GE	3.0	4.0	5.4	6.2	6.0	2.8	3.0	4.2	5.1	5.1	3.2	4.6	5.9	7.4	7.8	3.8	5.1	7.5	7.8	8.2
	Gain (mos)	10 n=21	8 n=39	14 n=35	10 n=33	7 n=37	10 n=10	6 n=13	9 n=10	9 n=15	9 n=22	11 n=11	8 n=26	15 n=25	15 n=19	11 n=15	15 n=3	10 n=11	16 n=3	17 n=4	8 n=1
SIMS	93 GE	2.0	2.9	3.5	3.8		1.2	2.2	3.0	3.2		2.1	3.4	3.9	4.4		2.9	4.2	4.3	5.5	
	94 GE	3.0	3.6	4.4	5.3		2.4	3.0	3.7	4.2		3.0	4.2	4.8	6.3		3.8	5.4	5.8	7.5	
	Gain (mos)	10 n=20	7 n=24	9 n=37	15 n=23		12 n=3	8 n=11	7 n=13	10 n=12		9 n=17	8 n=13	9 n=24	19 n=11		9 n=40	12 n=5	15 n=3	20 n=2	
WINN	93 GE	1.6	2.2	3.5	4.1		1.2	2.0	3.0	3.2		1.8	2.4	3.8	5.0		2.2	2.8	5.2	6.0	
	94 GE	2.8	3.6	4.7	5.3		2.2	3.0	4.0	4.0		3.1	3.9	5.1	6.1		3.4	4.8	7.2	7.6	
	Gain (mos)	12 n=69	14 n=79	12 n=66	12 n=61		10 n=22	10 n=30	10 n=24	8 n=26		13 n=47	15 n=49	13 n=42	11 n=35		12 n=9	20 n=7	20 n=6	16 n=8	
ZAVALA	93 GE	1.8	4.1	4.0	4.2	5.9	1.4	2.3	3.4	3.7	4.9	1.9	4.2	4.4	5.0	6.0	1.9	4.6	6.0	5.7	7.1
	94 GE	3.2	5.0	4.9	5.5	6.1	2.6	5.7	4.0	4.8	7.1	3.4	4.9	5.3	6.2	8.2	3.4	5.2	6.6	5.9	8.4
	Gain (mos)	14 n=29	9 n=28	9 n=33	13 n=30	22 n=18	12 n=8	34 n=1	6 n=10	11 n=16	22 n=2	15 n=21	7 n=27	9 n=23	12 n=14	22 n=16	15 n=3	6 n=18	6 n=5	2 n=3	13 n=1

Attachement 2
Chapter 1/Chapter 1 Migrant Parental and Parent Community Involvement Components

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Spring 1994

PARENTAL INVOLVEMENT SPECIALIST INTERVIEW

1. What were the successes in the implementation of the Chapter 1/Chapter 1 Migrant Components this year?

   A. Chapter 1
   B. Migrant
   C. What were the weaknesses of the Chapter 1/Chapter 1 Migrant Components?

2. Please list activities occurring (or planned) through your office that involve Supplementary Schools this year.

   B. Would you rate the implementation of your activity program more successful this year than last, or less successful?

   More _____ Less _____

   C. Please list at least two reasons supporting your response.

   D. If less successful this year, what do you see as a strategy that can help you overcome the problems?

3. Did you and/or your staff participate directly/indirectly in preventative/recovery services for at-risk students this year? If answer is yes, please list each activity/service with a short description, indicating by alphabet which staff or organization shown in the shadow box, assisted you in the effort.

   A ✓ Self and immediate staff
   B ✓ Other Chapter 1/Migrant staff
   C ✓ AISD staff
   D ✓ Community/state/federal (i.e. grants, etc.)
   E ✓ Others (please list)

   (List activities)

4. Discuss your perception of the impact of the Vertical Team organization, which includes Parent Programs as part of the Department of School Support, upon Chapter 1/Migrant's parental involvement programs. (You may discuss it from A to Z/academic achievement to zeal/zealousness).

5. What areas do you perceive in need of:

   A: Improvement in implementation?

   B. Staff development?

6. Comments:

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of School Support Services

April 19, 1994

PARENT TRAINING SPECIALISTS AND PARENTAL INVOLVEMENT REPRESENTATIVES

1993-1994

Please complete the following:

EVIDENCE OF SUCCESS
(How do you know your work has been effective?)

Return to Estelle Brooks by May 13, 1994
Thanks!

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Spring 1994

Parent Training Specialists & Parental Involvement Representatives Summary

This format forwarded to PTS and PIR staff as part of February 1994 meeting minutes will be used to document data from staff in both the Parent Training Specialist and Parental Involvement Components. Records, staff responses, and first-hand knowledge will be applied to respective Components when reported in the Evaluation Findings Report.

1. Categorize the workshops you have given this school year, and write the total number under that category heading.

Regular	Megaskills	Other
_____	_____	_____

2. Compute an approximate average attendance for each category used. Write that number under attendance.

Attendance	Attendance	Attendance
_____	_____	_____

3. Also, give names and details, such as content, attendance data if applicable, and etc. of any new project in which you net-worked with others. I will cite Marie's bridging of elementary and Middle school, Yolanda and Sarah's cooperative networking, and anyone's District-wide ESL Evening school for adults as examples. The project is not necessarily limited to interaction between you and another school, it can be community, city, or state agencies.

4. Other comments:

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Spring 1994

CHAPTER 1/CHAPTER 1 MIGRANT: STAFF INTERVIEW MSRTS CLERK

1. Did you attend MSRTS inservice or workshops (LEA or SEA) this school year?

   - What topics were offered?
   - To what areas or contents were the presentations related?

2. How many migrant students were served through the emergency medical and dental account?

   Dental ____ Medical ____ Other ____

3. What other ways are services being provided to migrant students?

4. How many students received medical/dental services through non-migrant funds?

   Dental ____ Medical ____ Other ____

5. What Chapter 1 Migrant generated preventative/recovery efforts for at-risk migrant students have you participated in this year?

6. How successful were the efforts?

7. Describe any other activity (i.e. conference, workshop, etc.) you participated in which directly/indirectly provides preventative/recovery support for at-risk students.

8. Do you perceive a need for additional staff development?

Attachement 3
Chapter 1/Chapter 1 Migrant Summer School Involvement

Austin Independent School District

Department of Management Information
Office of Research and Evaluation

May 11, 1993

TO: Chapter 1 Elementary Principals

THROUGH: Evangelina Mangino

FROM: Wanda Washington

SUBJECT: Chapter 1-Funded Summer School Test and Attendance Data

We will begin preparation of Chapter 1-funded summer programs' data for inclusion in the TEA report, and a report to the Chapter 1/Chapter 1 Migrant director in August 1993.

Please inform your summer school instructors that we will need the following data forwarded to our office at the end of summer school (no later than **September 3, 1993**). If you do not plan to have summer school this year, please let us know.

- Student's name and ID number
- Grade level (current, 92-93)
- Pre- and posttest raw scores or pre- and post assessment raw scores
- Subject area or areas served
- Days of attendance in summer school

We have included an example showing the kinds of data needed. If you have questions or need assistance, please call Wanda Washington at 499-1701, x3681, or Dean Dorsey at x3641.

EM:WW:dd
Enclosure

w2summer

EXAMPLE

Individual Summer School Test Data by Grade Level

Teacher: John Smith **Grade:** 2

			Reading		Writing		Math		Attendance
Student	ID #	Gr.	Score		Score		Score		Days Present
			Pretest	Post	Pretest	Post	Pretest	Post	
Doe, Jane	0000000	2	27/36	36/36	13/16	16/16	26/32	29/32	16
Fly, John	0000000	2	14/36	20/36	9/16	15/16	28/32	26/32	20

Legend: 36 is total Reading Score
16 is total Writing Score
32 is total Mathematics Score

Individual Summer School Test Data by Grade Level

Teacher: _____ Grade: _____

Student	ID #	Gr.	Reading Score		Writing Score		Math Score		Attendance Days Present
			Pretest	Post	Pretest	Post	Pretest	Post	
Doe, Jane	0000000	2	27/36	36/36	13/16	16/16	26/32	29/32	16

Legend: 36 is total Reading Score
16 is total Writing Score
32 is total Mathematics Score

REFERENCES

PARTICIPATING AISD SCHOOLS
CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS
1993-94

SCHOOLS	NON-SWP	SWP	CHAPTER 1 MIGRANT	PRIORITY SCHOOLS	Pre-K
Allan		X		X	X
Allison		X		X	X
Andrews		X			X
Barrington	X				
Becker		X		X	X
Blackshear		X		X	X
Blanton		X			X
Brooke		X		X	X
Brown		X			X
Campbell		X		X	X
Dawson		X			X
Govalle		X		X	X
Harris		X			X
Houston		X			X
Jordan		X			X
Linder		X			X
Metz		X		X	X
Norman		X		X	X
Oak Springs		X		X	X
Ortega		X		X	X
Pecan Springs		X		X	X
Reilly	X				X
Ridgetop	X				X
Sanchez		X		X	X
Sims		X		X	X
Walnut Creek		X			X
Widen		X			X
Winn	X			X	X
Wooldridge		X			
Wooten	X				X
Zavala		X		X	X
Porter			X		

PARTICIPATING AISD SCHOOLS
CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS
1993-94

SCHOOLS	NON-SWP	SWP	CHAPTER 1 MIGRANT	PRIORITY SCHOOLS	Pre-K
Allan		X		X	X
Allison		X		X	X
Andrews		X			X
Barrington	X				
Becker		X		X	X
Blackshear		X		X	X
Blanton		X			X
Brooke		X		X	X
Brown		X			X
Campbell		X		X	X
Dawson		X			X
Govalle		X		X	X
Harris		X			X
Houston		X			X
Jordan		X			X
Linder		X			X
Metz		X		X	X
Norman		X		X	X
Oak Springs		X		X	X
Ortega		X		X	X
Pecan Springs		X		X	X
Reilly	X				X
Ridgetop	X				X
Sanchez		X		X	X
Sims		X		X	X
Walnut Creek		X			X
Widen		X			X
Winn	X			X	X
Wooldridge		X			
Wooten	X				X
Zavala		X		X	X
Porter			X		

DEFINITIONS

Chapter 1 Non-Schoolwide Projects (Non-SWPs) - AISD's Chapter 1 Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile in reading comprehension) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects (SWP's) - When a school has a concentration of 75% or more low-income students, the school may become a schoolwide project. In a SWP all students are considered served by Chapter 1. Schools can use their Chapter 1 funds and local funds to reduce the overall pupil-teacher ratio or they can fund schoolwide computer labs, staff development, extended day programs, or other options of their choice.

Current Migrant - A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisher and (b) who has moved the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Currently and formerly migratory students are eligible for the same program services.

Full-Day Prekindergarten - Chapter 1 funds supplemented State funds to expand half-day pre-K to a full-day program for children at some Chapter 1 and all Priority Schools.

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance areas for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Service Locations - 1) Pullout - Students are served outside the regular classroom. 2) In-class - Students are served in the regular classroom. 3) Both - Students receive a combination of pullout and in-class service. 4) Other - Any other ways students might be served (e.g., tutoring or special class).

Special Testing - All students in schools served by the Chapter 1 Reading Instruction Component are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester score, they are special tested.

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Austin Independent School District

Office of Research and Evaluation

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