DOCUMENT RESUME

ED 405 447 UD 031 615

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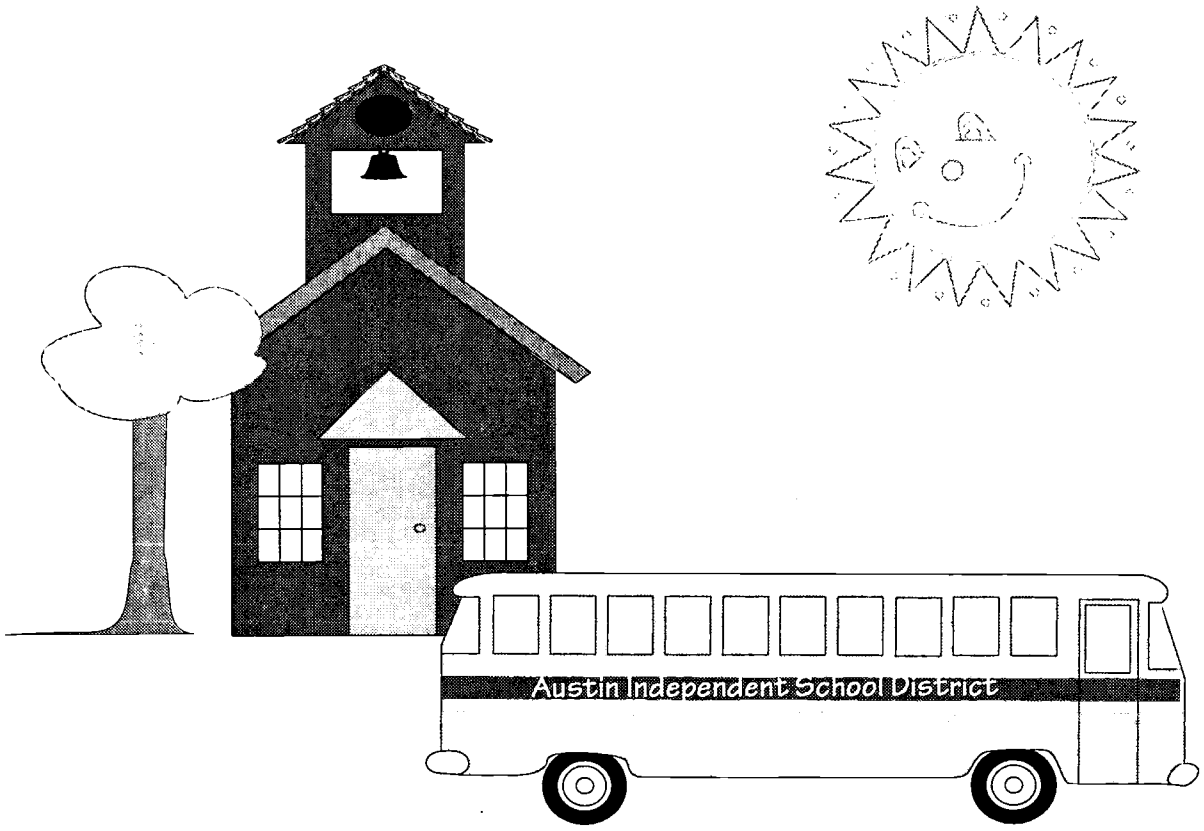
TITLE Title I/Title I Migrant Evaluation Report, 1995-96. Publication Number 95.02.
INSTITUTION Austin Independent School District, TX. Dept. of Accountability, Student Services, and Research.
PUB DATE Oct 96
NOTE 137p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Achievement; *Compensatory Education; Dropouts; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; Federal Aid; Low Income Groups; *Migrant Youth; Poverty; Preschool Children; Preschool Education; Program Evaluation; Secondary School Students; Summer Schools; Test Results; *Tutoring; Urban Schools; Urban Youth
IDENTIFIERS *Austin Independent School District TX; *Elementary Secondary Education Act Title I; Texas Assessment of Academic Skills

ABSTRACT

Title I is a compensatory education program supported by funds from the Department of Education to enable high-poverty schools to provide opportunities for educationally disadvantaged children. In 1995-96, Title I provided funding to 38 campuses in the Austin Independent School District (AISD) (Texas) through schoolwide programs and prekindergarten services and some aid to nonpublic schools. Title I Migrant, which is also federally supervised, provided supplementary instruction to migrant students through part-time tutors at eight AISD secondary campuses. A high priority was placed on dropout prevention activities such as summer school. The Title I state student performance standards for the 1995-96 school year are the state accountability system criteria. Title I schoolwide program students held constant or dropped slightly in the percentage passing the Texas Assessment of Academic Skills (TAAS) reading and writing tests when compared to results of the previous year. A lower percentage of students at Title I schoolwide programs passed TAAS reading and mathematics skills than students districtwide. Nevertheless, Title I students continued to show gains in mathematics. Achievement gains increased for Title I prekindergarten students. Title I Migrant provided summer school tuition for 49 secondary school migrant students in the summer of 1995. Sixty-three percent of tutored migrant students passed exit-level TAAS tests, as compared with 31% of nontutored migrant students. Recommendations are made for program improvement. Six appendixes provide details about participating schools and their community partnerships and migrant programs. (Contains 29 tables, 151 figures, 3 appendix tables, and 9 references.) (SLD)



Title 1/Title 1 Migrant Evaluation Report 1995-96

Austin Independent School District
Office of Program Evaluation

Publication Number 95.02
October 1996

Title I/Title I Migrant Evaluation Report, 1995-96
Executive Summary

Austin Independent School District
Department of Accountability, Student Services, and Research
Office of Program Evaluation
Authors: Janice Curry, Julia Griffith, Wanda Washington, Holly Williams, Ph.D.

Program Description

Title I, formerly Chapter 1, is a compensatory education program supported by funds from the Department of Education through the Elementary and Secondary Education Act of 1965 as amended by the *Improving America's Schools Act of 1994*. The purpose of Title I is to enable high-poverty schools to provide opportunities for children served to acquire the knowledge and skills delineated in the State content standards and to meet the State performance standards developed for all children. In 1995-96, Title I provided funding to 38 AISD campuses (34 elementary and 4 middle schools) with 70% or more students from low-income families. Service to students was provided through the following components:

- *Schoolwide programs (SWPs)*
  All 38 Title I schools qualified to be schoolwide programs under the reauthorization of Title I which states that a school may be a schoolwide program if 60% or more of the students are from low-income families. All students at a campus are considered eligible for assistance. In 1995-96, schoolwide programs had greater flexibility in using federal funds than in the past. The spirit of the new law is cooperation among funding sources and inclusion of all students.
- *Prekindergarten (Pre-K)*
  Half-day prekindergarten is mandated and funded by the State for all four-year-olds who are limited English proficient (LEP), low income, or homeless. Additional instructional time is offered for educationally disadvantaged four-year-olds through the full-day pre-K program funded by Title I at elementary schools with the highest concentrations of low-income students. Thirty-three of the 34 Title I elementary schools provided a full-day prekindergarten program in 1995-96.
- *Nonpublic/Nonprofit Schools*
  Four private schools in the AISD attendance area and 10 institutions for *neglected or delinquent* (N or D) youth, grades K through 12, offered additional services with Title I funds.

Title I Migrant, which is also federally funded, provided supplementary instruction to migrant students via part-time tutors 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 migratory fishermen during the previous three years.

Parent and Community Involvement
Title I schools are required to build partnerships that are designed to benefit not only students and parents, but schools and communities, as well. Twenty-six Title I campuses had parent education staff to assist with parent and community involvement in 1995-96.

Major Findings

The Title I State student performance standards for the 1995-96 school year are the State accountability system criteria. The 1995-96 minimum requirements for each criterion are as follows:

- At least 30% of all students at a campus must pass each section of TAAS, including reading and mathematics at grades 3 through 8 and writing in grades 4 and 8. Also, at least 30% of students in each disaggregated group must pass TAAS. The disaggregated groups are African American, Hispanic, White, and economically disadvantage.
- The annual dropout rate must be 6% or less for a middle school campus, and for each disaggregated group at the campus.
- The attendance rate for a campus must be 94% or higher.

Progress and Achievement for Title I Schools

- Title I schoolwide program students held constant or dropped slightly in percentage passing TAAS Reading and TAAS Writing from 1994-95 to 1995-96. (Pages 53-55)
- A lower percentage of students at Title I schoolwide programs passed TAAS Reading and TAAS Mathematics than students districtwide. (Pages 53-55)
- Although the percentage of Title I students passing TAAS Mathematics was relatively low when compared with the percentage passing for the other disaggregated groups, Title I students have continued to make gains in mathematics since 1993-94. (Page 55)
- Three of the 38 Title I schools were rated low-performing in 1995-96. Title I schools that are rated low-performing for three years in a row will be monitored by the State Education Agency. (Page 57)

Prekindergarten

- The 1995-96 pre-K program served 3,399 four-year-olds at 53 elementary schools. Seventy-four percent of the pre-K students attended a full-day Title I program. (Pages 10 and 11)
- The average gains in achievement for both half-day and full-day LEP and low-income students increased from 1994-95 to 1995-96, after declining for all groups from 1993-94 to 1994-95. (Page 18)
- Attendance rates declined for half-day and full-day students from 1994-95 to 1995-96, with half-day and full-day low-income students having the lowest attendance rates. (Page 12)
- AISD longitudinal data show that students in grades 3-6 who had attended pre-K scored higher on 1996 TAAS Mathematics and TAAS Writing and lower on TAAS Reading than grade 3-6 low-income students at Title I schools who did not attend pre-K. (Pages 18 and 19)
- A sample of kindergarten students were tested with the PPVT-R and the TVIP at the end of kindergarten. Scores for students who attended pre-K showed continued gains from pre-K to kindergarten. (Pages 23-25)
- Spanish LEP kindergarten students who had attended pre-K outscored other Title I LEP students who did not attend pre-K by 5.7 standard score points at the end of kindergarten on the TVIP. (Page 24)

Year-Round Schools

- When compared to a group of similar Title I students, year-round elementary students showed positive results in attendance and achievement in grades 3 and 5. Attendance rates for year-round students were higher than rates for regular-calendar Title I students in 1994-95 and 1995-96. While TAAS achievement comparisons are favorable

Major Findings (Continued)

for grades 3 and 5, grade 6 students at year-round schools fell behind their Title I regular-calendar counterparts. (Pages 29-31)

- The percentage of year-round students passing TAAS Reading in grades 3-5 was much lower than the percentage for regular-calendar students. However, the percentage passing for year-round students in grade 6 was only three percentage points below regular-calendar students in grade 6. (Pages 32 and 33)
- The attendance rate for the year-round middle school (Webb) students was lower than the rate for regular-calendar middle school students in the fall of 1995, but was higher than regular-calendar students by the spring of 1996. The discipline rate for students at Webb was lower than the rate for regular-calendar middle school students during the 1995-96 school year. (Pages 34-35)
- A higher percentage of regular-calendar middle school students districtwide passed TAAS than Webb's students. The achievement gap between year-round and regular-calendar middle school students is larger than the gap between year-round and regular-calendar elementary school students. (Pages 34 and 35)
- While PPVT-R achievement gains were smaller for year-round pre-K students than for regular-calendar pre-K students for the second year of comparison, year-round school pre-K students are closing the gap. (Pages 13-15)

Title I Migrant

- Title I Migrant provided summer school tuition for 49 secondary migrant students in the summer of 1995. Review of grades received at the end of summer school showed 42 of 49 migrant students (86%) passed all courses taken. (Page 105)
- Sixty-three percent of tutored migrant students passed Exit-level TAAS All Tests Taken compared with 31% of non-tutored migrant students in 1996. (Pages 104 and 105)
- The eight Title I Migrant tutors provided 2,084 hours of tutorial instruction to secondary migrant students at four middle schools and four high schools. (Page 102)

Reading Recovery

- Reading Recovery is a supplementary reading program for grade 1 students who are having difficulty learning to read. Reading Recovery was offered at 24 Title I schools in 1995-96. *Descubriendo la Lectura*, the Spanish version of Reading Recovery, was offered at eight Title I schools. (Page 27)
- A pilot study was conducted in 1995-96 to test the methodology for a full evaluation that is being carried out in 1996-97. Although the sample size was small, students who received Reading Recovery made gains in reading, and students who did not receive Reading Recovery made no gains in reading from pre- to posttest as measured by the *Woodcock-Johnson-Revised* (WJ-R). The full evaluation of the Reading Recovery program will be completed in 1996-97. (Page 27)

Parent and Community Involvement

- The 26 Title I schools with parent training specialists and parent involvement representatives encouraged parent participation by conducting workshops and seminars focusing on academic, social, and parenting topics; establishing a family resource center; communicating with parents through newsletters and home visits; and participating in school-parent compacts and adult literacy classes. (Pages 109-112)
- The parent education staff was successful in encouraging the support of the community through contributions and volunteer time. The Title I schools that have a parent education staff member on campus received over twice the amount of cash and in-kind contributions and volunteer hours as Title I schools without a parent education staff member. (Pages 113-114)

Recommendations

1. Continue to use Title I funds to supplement schoolwide instructional programs at elementary and secondary Title I schools.
2. Continue to use Title I funds to serve pre-K students while monitoring the effect of class size, attendance, length of day, and the year-round school calendar. Begin to monitor changes in social skills of pre-K students.
3. Monitor achievement at low-performing Title I schools.
4. Study effects of Reading Recovery on low-income students and explore other successful reading programs for low-income students.
5. Monitor achievement, attendance, and discipline at year-round elementary and middle schools.
6. Assist Title I schoolwide program campuses with analysis of TAAS data in order for school staff to monitor student achievement and to improve instructional strategies for low-income students.

Response

The AISD Director of State and Federal Programs concurs with these findings and recommendations.

1995-96 Budget

Mandate: External Funding Agency
Public Law 103-382

Total Funding Allocation:

Title I	$10,147,874
Title I Migrant	$ 110,707

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TITLE I OVERVIEW

TITLE I PROGRAM DESCRIPTION

Title I, formerly Chapter 1, is a compensatory education program supported by funds from the Department of Education through the Elementary and Secondary Education Act of 1965 as amended by the *Improving America's Schools Act of 1994*. The purpose of Title I is to enable high-poverty schools to provide opportunities for children served to acquire the knowledge and skills delineated in the State content standards and to meet the State performance standards developed for all children.

The level of Title I funding for a *district* is based on the percentage of low-income families living in the district attendance area. The federal Department of Education allocates funds to local education agencies (LEA) based on census data.

Title I funding for a *school* is determined by the percentage of low-income students in the school's attendance area. Schools are ranked annually on the basis of the percentage of children from low-income families residing in their attendance area. In 1995-96, districts were required to serve all schools that were 75% or more low income.

The 1995-96 AISD Title I budget allocation was $10,271,532. AISD used this allotment to fund 38 schools--34 elementary and 4 middle schools. This number includes all schools at 70% or more low income in the District. The programs that were funded by Title I and evaluated by the evaluation staff during the 1995-96 school year included the following:

- Schoolwide Programs
- Full-Day Prekindergarten
- Year-Round Calendar Programs
- Reading Recovery
- Nonpublic/Nonprofit Schools
- Neglected or Delinquent Institutions
- Summer Instructional Programs
- Migrant Programs
- Parent and Community Involvement

Schoolwide Programs

A school could be a schoolwide program (SWP) under Title I in the 1995-96 school year if 60% of the children in the school's attendance zone or 60% of the children enrolled in the school were from low-income families. In subsequent years, the threshold will be 50%.

Because AISD served students at schools that were at or above the 70% low-income level in 1995-96, each of the 38 AISD Title I schools was a schoolwide program. All students at a SWP are served by Title I. The number of students enrolled in schoolwide programs who benefited from Title I funding in 1995-96 was 23,537 (19,788 elementary and 3,749 middle school). The overall percentage low income for all Title I students was 84.9. Ethnicity of all Title I students was 1.7% Asian, 28.6% African American, 59.1% Hispanic, and 10.6% White/Other. The ethnicity and percentage low income of 1995-96 Title I schools are presented in Table 1.

Table 1: Demographics for All Title I Schoolwide Program Students, Title I Elementary School Students, and Title I Middle School Students, 1995-96

	Number Enrolled	% Low-income	% Asian	% African American	% Hispanic	% White/ Other
All Title I Students	23,537	84.9	1.7	28.6	59.1	10.6
Title I Elem. Students	19,788	86.3	1.6	26.6	61.2	10.7
Title I MS Students	3,749	77.1	2.1	39.2	48.0	10.6

Schoolwide programs have greater flexibility in using federal education funds, subject to rules established by the Department of Education. The spirit of the new law is cooperation among funding sources and inclusion of all students.

The direction and incentives in the new law are designed so that all children will achieve at high levels. Some strategies that are encouraged include the following:

- Providing opportunities, based on best knowledge and practice, for all children in the school to meet the State's proficient and advanced levels of student performance;
- Using effective means of improving student achievement, such as utilizing research-based teaching strategies;
- Selecting a highly qualified professional staff;
- Providing professional development; and
- Increasing parental involvement.

Full-Day Prekindergarten

The half-day prekindergarten (pre-K) program is mandated and funded by the State for all four-year-olds who are limited English proficient (LEP), low income, or homeless. In AISD, additional instructional time is offered for educationally disadvantaged four-year-olds through the full-day pre-K program funded by Title I at elementary schools with the highest concentrations of low-income students. Thirty-three of the 34 AISD Title I elementary schools provided the full-day prekindergarten program in 1995-96.

Year-Round Schools

Eleven elementary schools and one middle school followed the year-round school calendar in 1995-96. This calendar revolved around an approximate 60/20 schedule (60 days in school and 20 days out) in contrast to the traditional nine month calendar. The breaks between the 60-day sessions are called *intersessions*. Students attending intersessions receive additional instruction. Title I funding assists schools with salaries, transportation, and costs for support staff needed during the intersessions.

Reading Recovery

Reading Recovery is a supplementary reading program for grade 1 students. Students are selected for possible participation in Reading Recovery through beginning-of-the-year

teacher rankings based on students' reading ability. Students in the bottom third of the rankings are selected for additional assessment by Reading Recovery staff before final student selection is made. The goal of the program is for a student to exit the program and return to his or her classroom at the average reading level of the class.

Reading Recovery was offered at 24 Title I schools in 1995-96. *Descubriendo la Lectura*, the Spanish version of Reading Recovery, was offered at eight Title I schools. AISD Title I funds support the administration of Reading Recovery and funding of teachers and supplies through campus Title I budgets.

Nonpublic/Nonprofit Schools

Four nonpublic/nonprofit schools in the AISD attendance area received Title I funds in 1995-96. Praise Christian Academy, St. Mary's Cathedral School, St. Martin's Lutheran School, and Sacred Heart Catholic School offered additional instructional services to low-income students in grades K through 8.

Neglected or Delinquent Institutions

The 7 neglected institutions which received funds from Title I in 1995-96 were: Better Roads Group Home; Mary Lee School; Mary Lee Apartments; Children's Shelter and Assessment Center of Texas; Spectrum Emergency Shelter; Junior Helping Hand, and. Settlement Home. Youth at these institutions received compensatory reading and mathematics services. Three delinquent institutions, Gardner-Betts, Turman House, and Travis County Residential Services, received a separate grant for funding in 1995-96.

Summer Instructional Programs

Summer instructional programs are an extension of supplementary services provided to Title I students who are at risk of academic failure because of low standardized test scores. Supplementary services include instruction in reading, mathematics, and language arts. Four Title I elementary schools and one delinquent institution offered school during the summer after the 1994-95 school year.

Parent and Community Involvement

The reauthorization of Title I charges schools that receive Title I/Title I Migrant funds to build partnerships that are designed to benefit not only students and parents, but schools and communities, as well. Twenty-six Title I schools have a Parental Involvement Specialist or a Parent Training Specialist to assist with parent and community activities.

TITLE I PROGRAM COSTS

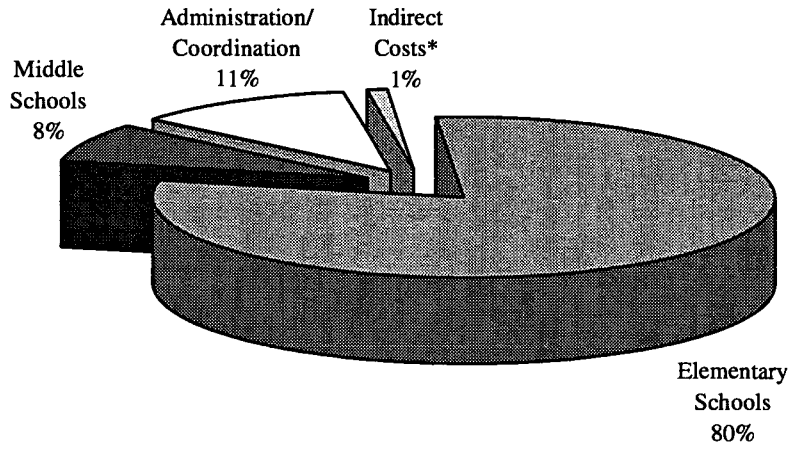
The 1995-96 AISD Title I program budget allocation was $10,147,874 (with rollover, $10,271,532). A total of 24,197 students were served with Title I funds through schoolwide programs, non-public schools, and neglected institutions. The cost per student served by Title I was $419. Table 2 shows the number of students served by each Title I program in 1995-96.

Table 2: Number of Students Served by Title I Programs in 1995-96.

Title I Program	Number of Students Served
Schoolwide Programs	23,537
Non-Public Schools	112
Neglected Institutions	548
TOTAL	24,197

Title I funds were used to provide services to Title I elementary and middle schools and to provide funds for the administration and support services offered to assist the implementation of the Title I program. Eighty percent of the total Title I budget was allocated to elementary schools, 8% to middle schools (the first year of funding), and 11% to administration and coordination of the program. Figure 1 shows the percentage of Title I funds allocated for each of these areas in 1995-96.

Figure 1: 1995-96 Title I Allocations for Elementary Schools, Middle Schools, and Administration/Coordination



* Indirect Costs consist of salaries and expenditures/expenses for persons who are engaged in administrative activities from which the entire school district benefits.

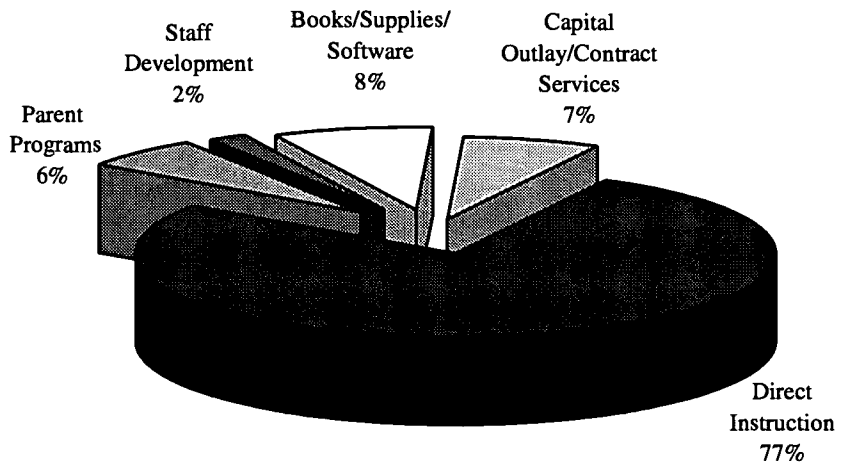
Title I funding for a school was determined by the percentage of low-income students in the school's attendance area. In 1995-96, AISD served schools that were at or above the 70% low-income level.

The amount of funds allocated directly to the AISD Title I campuses was $8,743,525 (86% of the allocation) in 1995-96. Individual campuses made decisions about the use of their allocations according to Federal guidelines. With the reauthorization of the Title I program, there was more flexibility for use of Title I funds at the campus level.

Title I elementary schools received an allocation of $7,950,412 in funds, 80% of the total allocation. The 34 Title I elementary schools used their funds for intersessions, summer school, parent programs, professional development, books and supplies, capital outlay, software, additional teachers (e.g., pre-K, Reading Recovery, technology), support staff, stipends, and study trips.

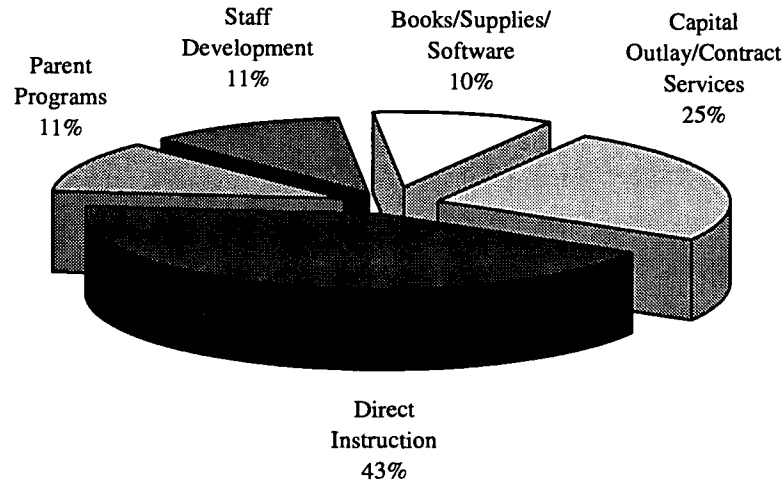
The largest portion (77%) of the Title I funds to elementary schools was used for direct instruction. Figure 2 shows the amount of funds allocated to direct instruction; capital outlay/contract services; books, supplies, and software; staff development; and parent programs at the Title I elementary schools in 1995-96.

Figure 2: 1995-96 Title I Elementary Allocation



As part of the reauthorization of Title I, middle schools received Title I funds in 1995-96. There were four AISD middle schools at or above the 70% low-income level in 1995-96. Dobie, Mendez, Pearce, and Webb middle schools received a total of $793,113 (8% of the total Title I allocation). The middle schools used less of their funds (43%) for instructional purposes than the Title I elementary schools (77%) and more of their funds for capital outlay (25%) than elementary schools (7%). Figure 3 shows the percentage of Title I funds used by middle schools in 1995-96 in the areas of instruction; parent programs; staff development; books, supplies, and software; and capital outlay and contract services.

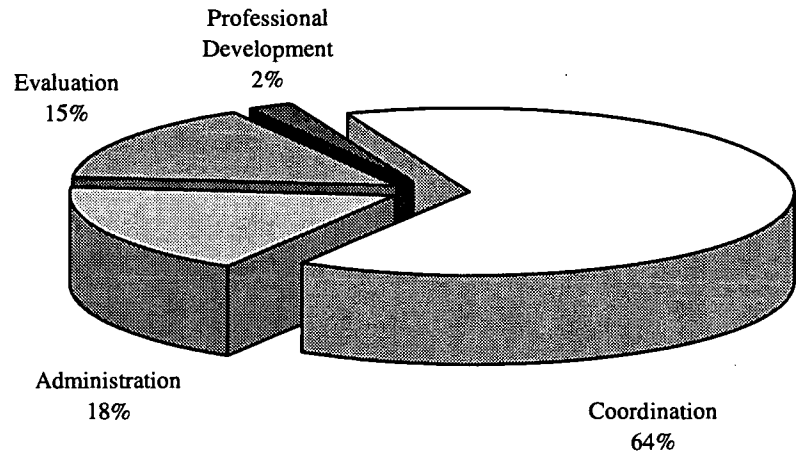
Figure 3: 1995-96 Title I Middle School Allocation



Administration and Support Services Funding

Funds allocated for administration, coordination, and support services through Title I were $1,121,185. These services included salaries and benefits for the instructional coordinators, pre-K coordinator, Reading Recovery administrator, technology facilitator, volunteer coordinator, and visiting teachers; parent programs; professional development; evaluation; and general administration for Title I. All of these services add to the quality of the Title I instructional program. Figure 4 shows the percentage of funds allocated for the Title I administrative and support services.

Figure 4: 1995-96 Title I Administrative and Support Services Allocation



Note: Individual campuses use a portion of Title I funds for staff development. The professional development included in this figure is for districtwide Title I professional development.

FULL-DAY PREKINDERGARTEN

Over the past decade, prekindergarten (pre-K) programs have become a part of public education. This growth reflects the increased awareness of the value of early childhood education. Although early childhood education is important for all children, research suggests that it is particularly important for low-income and educationally disadvantaged children. The experiences provided by prekindergarten programs may be critical for the future success of the disadvantaged children they serve.

In special session during the summer of 1984, the Texas Legislature passed major educational reform legislation directed at assisting at-risk students. Among the reforms was House Bill 72, which mandated prekindergarten education in Texas public schools for four-year old children who were limited English proficient (LEP) or from a low-income family. The prekindergarten essential elements focus on the areas of communication, cognition, motor, fine arts, social/emotional, intellectual, aesthetic, and physical development. In the following sections, a TEA study of pre-K programs is reviewed, and District results are presented.

TEA LONGITUDINAL PREKINDERGARTEN STUDY

In 1989, the Texas Education Agency (TEA) initiated a study of the general state of prekindergarten education in Texas. The guidelines established by the National Association for the Education of Young Children (NAEYC) provided the framework for the examination of developmentally appropriate practices in prekindergarten programs. These guidelines were formulated in response to the widespread use of inappropriate formal teaching techniques for young children, and the overemphasis on achievement of narrowly defined academic skills.

Findings from the TEA longitudinal component of the prekindergarten evaluation study indicated that prekindergarten education is making a difference in the lives of children and families in Texas. Positive trends in academic performance were found for children who participated in pre-K programs. In 1994, four years after attending prekindergarten, students from pre-K programs were:

- Less likely to be retained;
- Closer to being on grade level in their reading comprehension based on data reported by teachers; and
- Less likely to be referred for special education programs.

The statewide comparisons made on 1994 *Texas Assessment of Academic Skills* (TAAS) grade 3 test performance in reading and mathematics between former pre-K students and similar students who did not attend pre-K, showed normal curve equivalent (NCE) scores about two points higher in both reading and mathematics for the former pre-K students than for the non-prekindergarten group. Although the differences were in the desired direction, the scores were still lower than the statewide average for all third graders in Texas.

Differences were also found between students with limited English proficiency (LEP) who had attended pre-K and those who were eligible but did not attend. Students who attended pre-K exhibited each of the following characteristics:

- Were at-or-above grade level in oral reading based on data reported by teachers;

- Mastered a greater number of mathematics essential elements based on data reported by teachers;
- Were more likely to be promoted to the next grade;
- Were less likely to be referred for special education programs; and
- Were less likely to be placed in special education programs.

In looking at statewide 1994 TAAS third grade test performance for LEP students, the differences between former pre-K students and LEP students who did not attend pre-K were even more pronounced. NCE scores were about five points higher in both reading and mathematics for former LEP pre-K students than for LEP students who did not attend pre-K.

The concept of "developmental appropriateness" as set forth by NAEYC, has two dimensions: a) age appropriateness, and b) individual appropriateness. The first dimension entails using knowledge of child development to identify a range of meaningful behaviors, activities, and materials for a specific age group. Reference to the second dimension results in classrooms containing materials and activities that correspond to the children's individual interests, strengths, and experiences. To specifically address the diverse backgrounds of Texas prekindergarten children, a third dimension was added: language and cultural appropriateness. This dimension recognizes the importance of using the child's primary language in the classroom. Classrooms with teachers who employ developmentally appropriate practices look like this:

- Children are engaged in active, not passive, learning experiences, many of which are child-initiated, based on activities and materials that are real, concrete, and relevant to the lives of young children.
- Classrooms contain materials and activities for a wide range of developmental interests and abilities.
- Child-initiated, child-directed, teacher-supported play is the most natural way for young children to learn, and is an integral part of the program day.
- Children develop language and communication skills by using language to express needs, insights, excitement, and to solve problems through interaction with adults and peers.
- Children spend most of the time working individually or in small groups.
- Parents and others from the community are involved with the program.

The developmentally appropriate practice that the Title I staff assessed in 1995-96 was language skills. That discussion will follow in the program effectiveness section.

AISD Prekindergarten Program Description

Austin Independent School District began offering half-day pre-K in 1986-87; full-day pre-K was added in 1987-88. The AISD pre-K program served 3,399 four-year-olds during 1995-96. At the 53 elementary schools that provided pre-K programs in 1995-96, 20 schools offered half-day classes while 33 schools offered full-day classes. There were 901 students enrolled in half-day pre-K classes and 2,498 students enrolled in full-day pre-K classes. Full-day pre-K at 33 of the 34 elementary schoolwide programs was funded through Title I. Pleasant Hill was in its first-year as a schoolwide program and continued a half-day pre-K program in 1995-96.

The number of students attending pre-K has more than doubled from 1986-87 to the present. There were four times as many pre-K teachers in 1995-96 as in 1986-87. Table 3 summarizes various comparison data from the past six years and the anchor year, 1986-87. (Note: These data include all students served at any point in the year.)

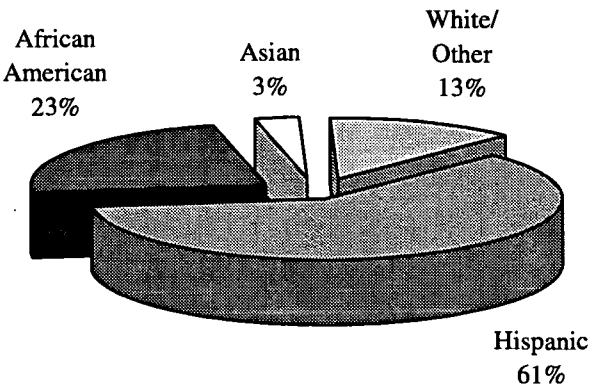
Table 3: Demographic Information for the AISD Pre-K Program, 1986-87 and 1990-91 to 1995-96

	1986-87	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
# Half-Day Classes	84	60	66	68	64	56	56
# Full-Day Classes	0	89	98	106	121	149	138
# Teachers	42	119	131	140	153	177	164
# Low-Income Students	1,081	1,735	1,857	1,942	2,872	3,180	3,267
# LEP Students	435	669	754	766	835	1,043	1,140
# Half-Day Students	1,516	586	944	996	1,001	779	901
# Full-Day Students	0	1,793	1,667	1,745	1,971	2,494	2,498
# Total Students	1,516	2,379	2,611	2,741	2,972	3,273	3,399

Student Demographics

Students who attended pre-K during the 1995-96 school year represented a diverse population. As noted in Figure 5, of the 3,399 students served during 1995-96, Hispanics made up the largest ethnic group (60%), followed by African Americans (23%), White/Others (13%), and Asians (3%). Gender was balanced with 51% female and 49% male pre-K students. Sixty-three percent of the pre-K students were English speaking while 37% were limited English proficient. Ninety-six percent of the 1995-96 pre-K students were from low-income families.

Figure 5: Ethnicity of AISD Pre-K Students, 1995-96

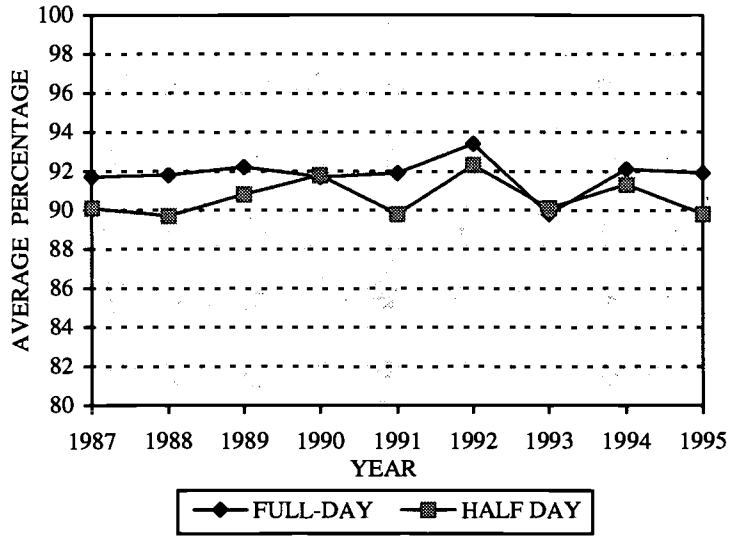


The number of pre-K students served at each campus varied widely and ranged from 24 served at Mathews (non-Title I) to 142 at Linder (Title I). The average number of students per pre-K class in 1995-96 was 20.7, up from 16.0 in 1994-95. There were a total of 34 Title I schools and 19 non-Title I schools that offered pre-K in 1995-96.

Attendance

Attendance is a major factor that impacts student learning. There are no attendance requirements for pre-K since the program is optional for four-year-olds. The overall pre-K attendance rate was 91.4% in 1995-96. Historically, the full-day pre-K average attendance rate has been higher than the half-day attendance rate, with the exception of the rate for 1993-94. In Figure 6, a comparison of attendance rates of full-day and half-day prekindergarten students from 1987-88 through 1995-96 is presented. The average attendance rate for full-day pre-K students decreased minimally from 92.1% in 1994-95 to 91.9% in 1995-96. The half-day pre-K average attendance rate decreased from 91.3% in 1994-95 to 89.8% in 1995-96.

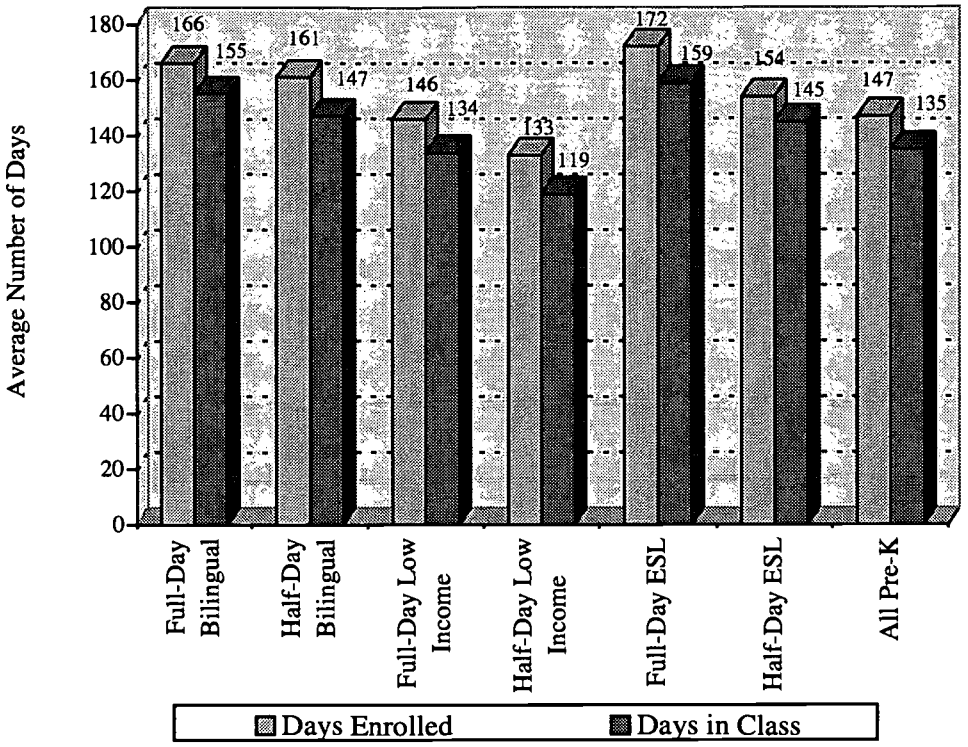
Figure 6: Attendance of AISD Pre-K Students, 1987-88 through 1995-96



The school year consists of a maximum of 175 days. The maximum number of days that any pre-K student was enrolled in 1995-96 was 175 and the minimum number of days enrolled was 3. Absences for pre-K students ranged from 0 to 84 days. The average number of days in class ranged from 119 for half-day low income students to 159 for full-day ESL students (n=16). Full-day bilingual students attended class an average of 155 days.

When attendance is examined by program and session, a clearer picture develops about pre-K attendance patterns. Figure 7 reveals that full-day ESL students and full-day bilingual students have the highest number of days enrolled and in attendance. The lowest number of days enrolled and in attendance is found with half-day low-income students, followed by full-day low-income students. It is likely that these lower attendance rates adversely affect student learning.

Figure 7: 1995-96 Pre-K Attendance by Program and Session



PROGRAM EFFECTIVENESS

To measure achievement gains for pre-K students in 1995-96, the *Peabody Picture Vocabulary Test - Revised* (PPVT-R) and the *Test de Vocabulario en Imagines Peabody* (TVIP) were administered at the beginning of the school year and the end of the school year to a sample of students. The sample was a randomly selected subset from each class at all 53 schools that offered pre-K. In fall 1995, 2,158 pre-K students were tested. Although every effort was made to posttest the students who had a valid pretest score, 270 fewer students were posttested due to withdrawals, illnesses, and moves of eligible students. A total of 1,888 students (56% of all pre-K students) had valid pre- and posttest scores.

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 a standard deviation of 15. The PPVT-R is an English-language test and the TVIP is the Spanish-language version of the PPVT-R.

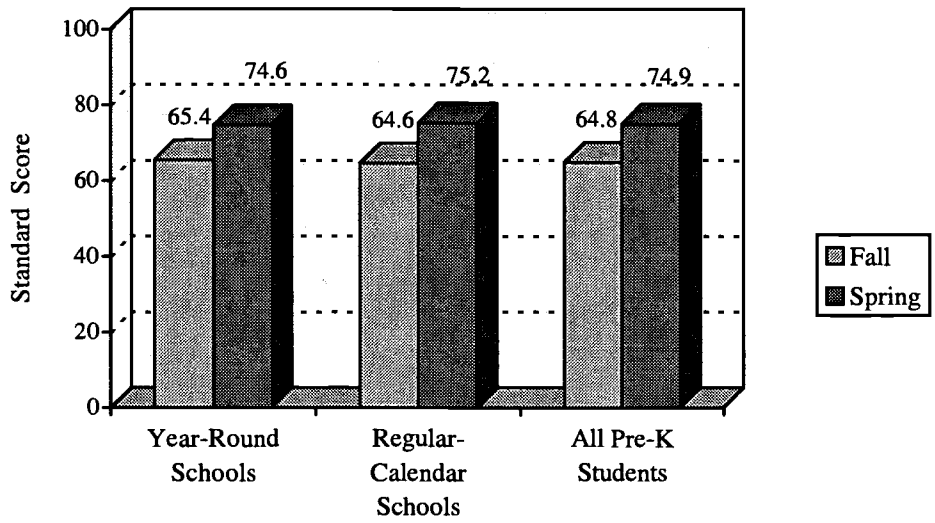
The pretest was given in September 1995 for regular-calendar and year-round schools. The posttest was given in April 1996 at regular-calendar schools and in May 1996 at year-round schools. The PPVT-R and TVIP data are presented in a year-round and regular-calendar school comparison, and in a half-day and full-day comparison.

Year-Round and Regular-Calendar Schools Comparisons

Eleven AISD elementary schools and one middle school followed a year-round calendar in 1995-96. The 12 year-round schools include Allan, Barrington, Becker, Maplewood, Metz,

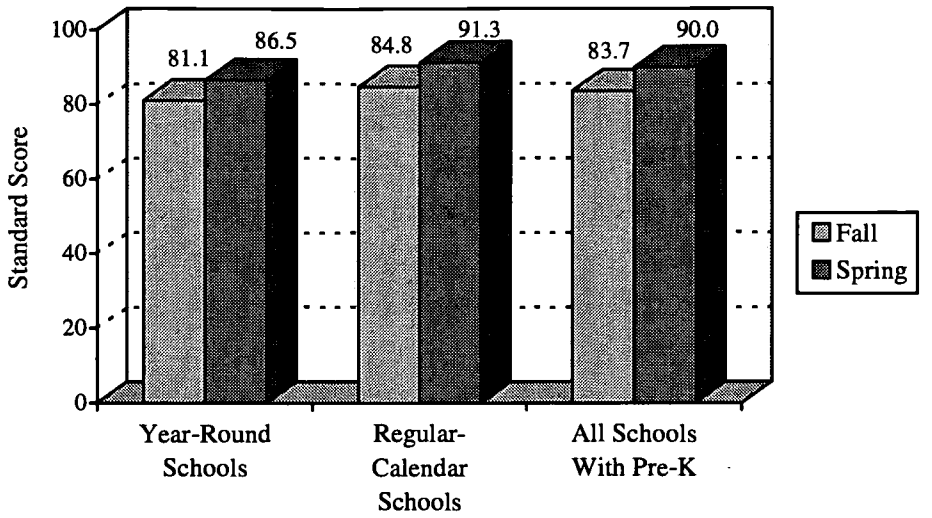
Ortega, Sanchez, St. Elmo, Widen, Winn, and Wooldridge Elementary Schools and Webb Middle School. With the exception of Maplewood and St. Elmo, these are all Title I schools. The average pretest and posttest scores on the PPVT-R and TVIP were calculated for year-round schools (n=480), regular-calendar schools (n =1,408), and all pre-K students (n=1,888). Year-round school students were posttested at a later date so that days of instruction would be the same for both groups. Figure 8 presents the scores for all pre-K students who had valid PPVT-R pre- and posttest scores. The regular-calendar and year-round schools posttest results were similar. Regular-calendar schools made a slightly greater average gain (10.6 standard score points) than the year-round schools (9.2 standard score points).

Figure 8: PPVT-R Scores for Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1995-96



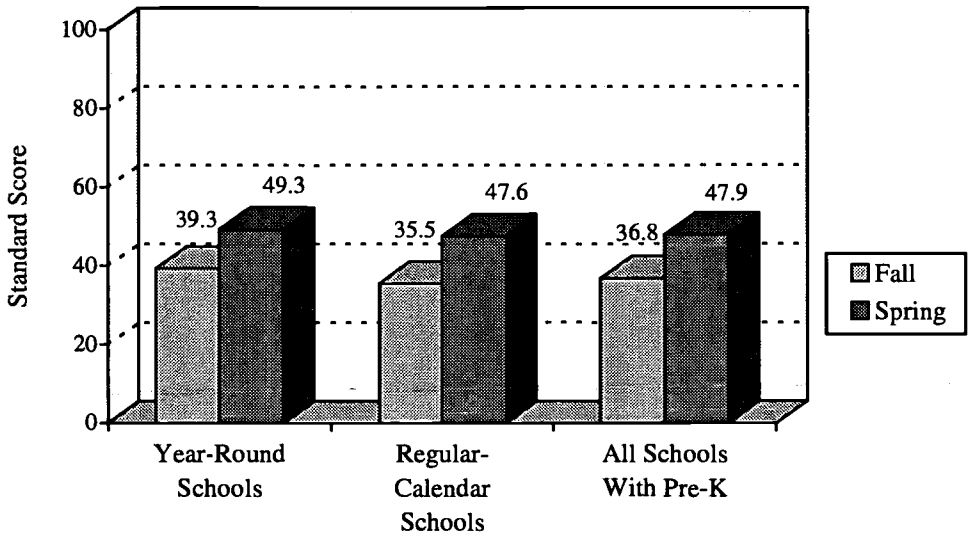
A sample of LEP Spanish-speaking students who received a bilingual instructional pre-K program was pre- and posttested with the TVIP in addition to the PPVT-R. A total of 564 students (49.5% of all LEP pre-K students) had valid pre- and posttest scores on both the English and Spanish tests. The standard scores for students tested with the TVIP at year-round schools (n=139), regular-calendar schools (n=415), and all schools with a pre-K program (n=554) are shown in Figure 9. The average gain for year-round school students (5.4 standard score points) was smaller than the average gain for regular-calendar students (6.5 standard score points).

Figure 9: TVIP Scores for Spanish LEP Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1995-96



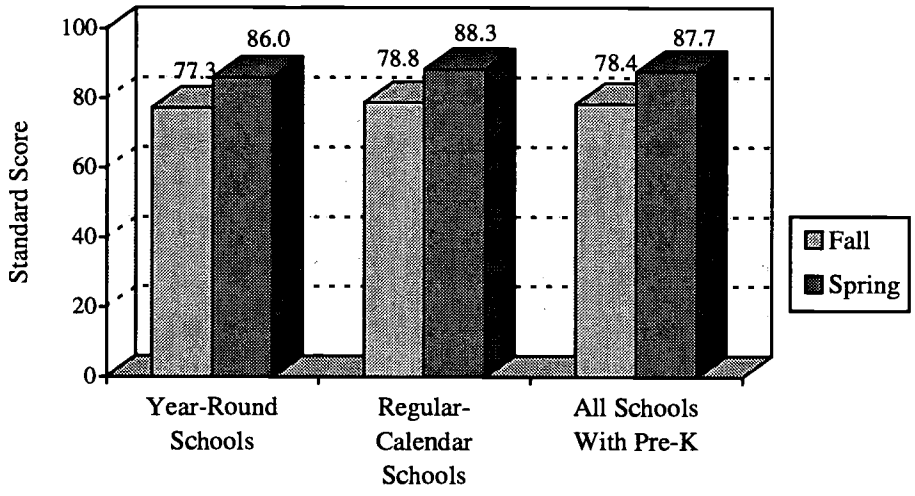
As seen in Figures 8 and 9, the average pre- and posttest standard scores were higher for all students taking the TVIP than the average standard score for all students who took the PPVT-R. However, as seen in Figure 10, the average PPVT-R scores of all Spanish LEP students were low (below 50 standard score points). The average gain on the PPVT-R was higher for Spanish students at regular-calendar schools (12.1 standard score points) than at year-round schools (10 standard score points). However, the year-round school students had higher PPVT pretest and posttest averages than regular-calendar school students.

Figure 10: PPVT-R Scores for Spanish LEP Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1995-96



The scores of the English monolingual students (n=1,321) were grouped for a comparison between regular-calendar and year-round schools. While gains were similar, English monolingual students at year-round schools achieved a smaller average gain (8.7 standard score points) than regular-calendar students (9.5 standard score points). Figure 11 shows the PPVT-R scores for English monolingual students.

Figure 11: PPVT-R Scores for English Monolingual Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1995-96

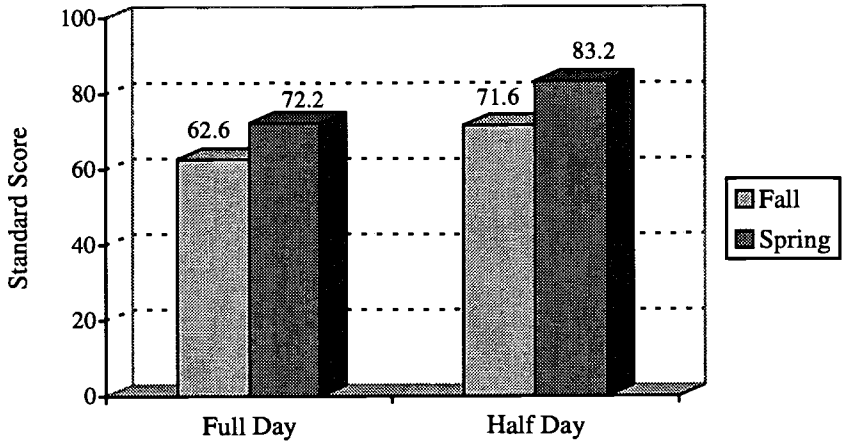


Half-Day and Full-Day Comparisons

Pre-K in AISD is offered to LEP students and low-income students through both half-day and full-day programs. Bilingual teachers are provided to Spanish LEP students. Because the extra half day of pre-K for full-day programs was funded by Title I, this comparison continues to be a topic of interest for Title I evaluation.

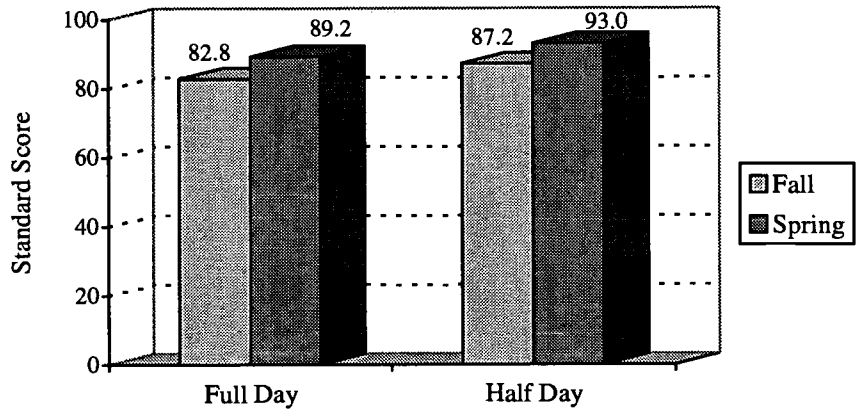
The PPVT-R and TVIP data were evaluated on the basis of half-day and full-day programs. Half-day pre-K students achieved a greater average gain (11.6 standard score points) on the English language PPVT-R than full-day students (9.6). Overall, half-day pre-K students also scored much higher on the PPVT-R pre- and posttests than the full-day students. The finding that half-day students scored higher on the PPVT than full-day students reflects the fact that full-day students attend schools with higher concentrations of students who are more educationally disadvantaged than schools with half-day programs. Figure 12 shows the 1995-96 PPVT-R scores for half-day and full-day pre-K students.

Figure 12: PPVT-R Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1995 to Spring 1996



The TVIP has the same structure and standard score system as the PPVT-R. The average TVIP pre- and posttest scores were higher for full-day and half-day students than the PPVT averages. Half-day Spanish LEP students scored higher on average on the TVIP pretest (87.2) and posttest (93.0) than full-day Spanish LEP students (82.8 and 89.2, respectively). However, half-day Spanish LEP students made slightly smaller gains than full-day Spanish LEP students (5.8 and 6.4, respectively). Figure 13 shows the average TVIP pre- and posttest scores for full-day and half-day Spanish LEP students.

Figure 13: TVIP Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1995 to Spring 1996



Traditionally, full-day low-income students have made greater gains than half-day low-income students, while half-day low-income students have had higher pre- and posttest averages than full-day low-income students. However, in past years, the half-day LEP pre-K students have made greater gains than full-day LEP students, as well as having higher average pre- and posttest scores. These trends continued in 1995-96.

In 1994-95, gains on the PPVT-R were at an all time low for half-day low income and full-day LEP students. Gains increased from 1994-95 to 1995-96 for all pre-K students. The 1995-96 PPVT-R average posttest scores were also higher for all pre-K students than the 1994-95 scores. The half-day low-income average posttest standard score was higher in 1995-96 than ever before.

Table 4 shows longitudinal data for the PPVT-R for 1990-91 through 1995-96, except for 1991-92 when the *Bracken Basic Concept Scale* (BBCS) was given. Average pretest scores, average posttest scores, and average gains are presented.

Table 4: Average PPVT-R Gains of Pre-K Students by Program Type, 1990-91 through 1995-96*

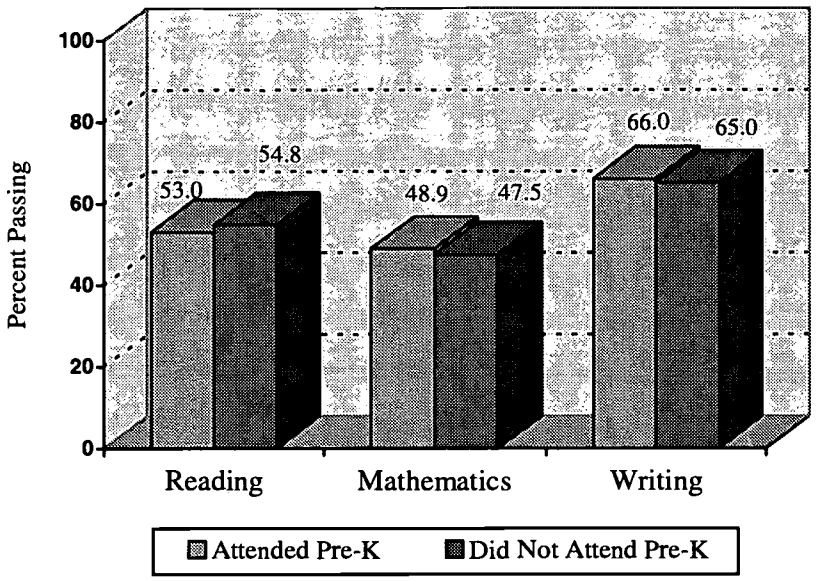
LEP	Number of Students	Pretest Average	Posttest Average	Average Gain
1990-91 Full Day	233	44.6	62.9	18.3
Half Day	133	47.9	66.2	18.2
1992-93 Full Day	308	41.3	52.6	11.5
Half Day	127	41.4	59.7	17.9
1993-94 Full Day	370	35.9	50.7	14.9
Half Day	175	40.7	58.9	19.1
1994-95 Full Day	533	37.9	45.1	6.8
Half Day	132	46.6	59.5	12.7
1995-96 Full-Day	498	37.7	47.6	10.0
Half-Day	151	42.4	59.9	17.4
Low Income	**Number of Students**	**Pretest Average**	**Posttest Average**	**Average Gain**
1990-91 Full Day	637	74.4	85.7	11.3
Half Day	329	84.1	93.1	9.0
1992-93 Full Day	720	75.5	87.6	11.7
Half Day	375	82.2	93.0	9.9
1993-94 Full Day	815	73.6	85.1	10.9
Half Day	372	83.8	93.1	8.0
1994-95 Full Day	1014	74.0	83.9	9.4
Half Day	309	86.3	92.4	6.0
1995-96 Full-Day	927	75.9	85.4	9.5
Half-Day	312	85.7	94.5	8.8

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

TAAS Passing Rates for Former Pre-K Students

In a longitudinal look at TAAS results for former AISD pre-K students, grade 3-6 students who attended pre-K between 1988-89 and 1991-92 were compared with grade 3-6 students at Title I schools who did not attend pre-K. Former pre-K students scored higher on TAAS Math and TAAS Writing, while low-income students who did not attend pre-K scored higher on TAAS Reading. The positive effects of pre-K seem to be long-term for low-income students who attended pre-K. Figure 14 shows the comparison of overall 1996 TAAS results of grade 3-6 former pre-K students and low-income students in Title I schools who did not attend pre-K.

Figure 14: 1996 TAAS Results for Former Pre-K Students and Low-Income Students at Title I Schools Who Did Not Attend Pre-K, Grades 3-6



QUALITATIVE DATA FROM THE AISD COORDINATED SURVEY

The AISD Coordinated Survey was mailed to a random sample of teachers and administrators in the spring of 1996. Questions addressing pre-K teachers were responded to by 140 teachers with the following instructional schedules:

- 17.7% taught in half-day regular calendar programs;
- 54.6% taught in full-day regular-calendar programs;
- 1.4% taught in half-day year-round programs; and
- 26.2% taught in full-day year-round programs.

In 1995-96, the AISD pre-K programs were required to have a 22:1 student-teacher ratio (up from 18 in past years). Because class size was larger, some pre-K teachers were reassigned after school opened. The increased mobility of teachers and the increased class size were factors that were new to pre-K teachers. Although not verified by achievement data, when asked on the AISD Coordinated Survey if increased class size reduced the effectiveness of instruction, 91.4% of the 140 teachers who responded *agreed* or *strongly agreed.* Other responses to the Coordinated Survey by pre-K teachers included the following:

- 75.9% *disagreed or strongly disagreed* with the statement that half-day students receive the same amount of instructional time as full-day pre-K students.
- 76.9% *agreed or strongly agreed* with the statement that their school uses a standardized pre-K curriculum (15.7% disagreed or strongly disagreed).
- 91.2% *agreed or strongly agreed* with the statement that pre-K students are prepared for kindergarten when they complete the pre-K program.
- 87.4% *agreed or strongly agreed* with the statement that bilingual pre-K enhances the transfer of bilingual language skills to English language skills.

A review of teacher certification revealed that the average number of years teaching experience for pre-K teachers is 9 years. Fifty-four percent of the teachers have 5 or more years experience, and 24% of the pre-K teachers have over 15 years of teaching experience. However, only 18 (11%) of the 164 teachers were certified in early childhood or kindergarten education.

SUMMARY

The number of pre-K students served continues to increase as the percentage of low-income students in the District increases. Title I provided funding for the full-day program at schools with the greatest concentration of low-income students. Hispanic students made up the largest percentage (60%) of students served, followed by African American (23%), White/Other (13%), and Asian (3%).

Average gains for year-round students were slightly lower than the gains for regular-calendar students, except for gains on the English PPVT-R scores for Spanish LEP students. This was the second year for year-round schools to have smaller gains, but year-round schools are closing the gap. The 1994-95 results included only seven schools on the year-round calendar. There were more schools (11) that utilized a year-round calendar in 1995-96 which made average scores more comparable for year-round and regular-calendar schools.

The average gains for both half-day and full-day LEP and low-income students were higher in 1995-96 than in 1994-95. There was concern about the lower average posttest scores and smaller average gains for full-day LEP and full-day and half-day low-income students in 1994-95. It is encouraging that the 1995-96 average scores and gains were higher than previous years' averages.

Pre-K attendance for the 1995-96 school year was examined more closely. It is likely that if the student attendance rate increased, student achievement would increase. The attendance rate for half-day and full-day students decreased in 1995-96. There is a correlation between the higher attendance rate for full-day and half-day ESL and full-day and half-day bilingual students and higher achievement (bilingual students tested in Spanish). Early childhood learning could be enhanced if low-income and/or LEP four-year-olds were recruited more aggressively and encouraged to enroll closer to the beginning of the school year, thus increasing the attendance rate.

The majority of pre-K teachers responded on the Coordinated Survey that they felt that increased class size had reduced the effectiveness of instruction. With achievement gains increasing for all groups from 1994-95 to 1995-96, this perception is not validated by the achievement data. Certainly, having more four-year-olds to manage takes time away from instruction, but it does not necessarily decrease learning. Class size of pre-K classrooms should continue to be analyzed in relation to achievement gains.

Overall, pre-K achievement has increased for all programs and sessions in 1995-96. It is likely that this result is due to the hard work and determination of the pre-K teachers. Because of the high cost of funding full-day pre-K, it is critical to monitor achievement progress. The AISD longitudinal data show that students who attended pre-K scored higher on 1996 TAAS Mathematics and TAAS Writing and lower on TAAS Reading than grade 3-6 low-income students at Title I schools who did not attend pre-K.

While achievement levels are about the same or slightly higher for students who attended pre-K than for low-income students who did not attend pre-K, improved achievement for low-income students continues to be a goal. Standardized curriculum and hiring of teachers that are certified in early childhood education should enhance achievement results of the pre-K program.

TITLE I KINDERGARTEN (PRE-K LONGITUDINAL STUDY)

In spring 1996, as part of a longitudinal evaluation of the pre-K program, the AISD Title I evaluation staff tested a sample of kindergarten students with the *Peabody Picture Vocabulary Test-R* (PPVT-R) and the *Test de Vocabulario en Imagines Peabody* (TVIP). In order to investigate effects over time of the prekindergarten program, a sample of kindergarten students who were served by the pre-K program in 1994-95 and a sample of Title I kindergarten students who were not served by pre-K were tested.

Two comparisons of scores were made. First, for students who attended pre-K, scores from the end of pre-K and scores at the end of kindergarten were compared. It was hypothesized that, if effects were sustained over time, students who attended pre-K would continue to make gains in kindergarten.

Then, the end of kindergarten scores for kindergarten students who attended pre-K were compared with test scores for kindergarten students who did not attend pre-K. It was hypothesized that, if the pre-K program was effective, students who were served by pre-K should have PPVT-R and TVIP scores that were at least equal to scores for similar students who were not served by pre-K.

METHODOLOGY

The kindergarten classes were selected randomly from Title I schools. As of January 1996, when the samples were selected, there were 952 kindergarten students at Title I schools who did not attend AISD prekindergarten and 1,384 kindergarten students who had attended pre-K and had valid pre- and posttest scores. Students who attended pre-K but did not have valid pre-and posttests scores from pre-K were excluded from this study.

Title I students were selected for testing in the group of kindergarten students who attended pre-K and those who did not attend pre-K. About half of the Title I kindergarten classrooms were involved in this study. A portion of Spanish-speaking students were selected. Because of the random selection process and the fact that there were more kindergarten students attending Title I schools in 1995-96 who had attended pre-K than students who had not attended pre-K, the number of tested students in the group that attended pre-K was larger (439) than the group that did not attend pre-K (249). Of the kindergarten students tested, 216 were Spanish speaking. Again, there were more students in the group that attended pre-K (176) than in the group that did not attend pre-K (40). Table 5 shows the number of students tested with the English PPVT-R and the Spanish TVIP, in each group.

Table 5: Number of Kindergarten Students Tested Who Attended Pre-K and Who Did Not Attend Pre-K

	PPVT-R	TVIP
Attended Pre-K	439	176
Did Not Attend Pre-K	249	40

Persons trained in the administration of the PPVT-R and the TVIP tested kindergarten students at regular-calendar schools in early May and at year-round schools in late May and early June. The testers went to the selected classrooms and tested as many kindergarten students as was possible before students went to lunch.

DEMOGRAPHICS

During the 1995-96 school year, there were 176 kindergarten classes at the 34 Title I schools. The kindergarten population at these schools consisted of 3,062 students in spring 1996. This number represents 47% of the 6,493 AISD kindergarten students.

Because four-year-olds who are from low-income families and/or students who are limited English proficient are eligible for pre-K, it was not possible to match the demographics of the two samples exactly. The percentage of low-income kindergarten students sampled was higher for the group that attended pre-K (94.1%) than the group that did not attend pre-K (71.5%). The percentage of Hispanic students was higher for the group of students who attended pre-K (71.7%) than the group that did not attend pre-K (55.4%). Table 6 shows the number, percent low income, and ethnicity for Title I kindergarten students, kindergarten students who were tested, and all AISD kindergarten students.

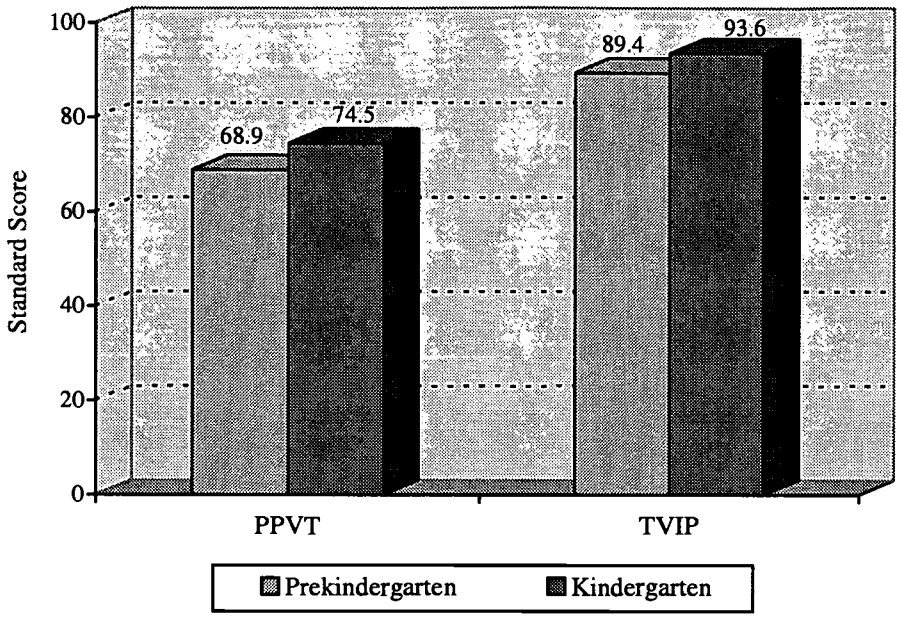
Table 6: Demographics for Title I Kindergarten Students and All AISD Kindergarten Students, 1995-96

	Number	% Low-income	% Asian	% African American	% Hispanic	% White Other
Tested K Students Who Attended Pre-K	438	94.1	1.6	22.6	71.7	4.1
Tested K Students Who Did Not Attend Pre-K	249	71.5	1.6	25.3	55.4	16.1
Title I Kindergarten Students	3,062	85.9	1.7	25.8	62.3	10.2
AISD Kindergarten Students	6,492	56.3	2.2	17.1	43.0	37.8

ACHIEVEMENT DATA FOR STUDENTS WHO WERE TESTED IN PRE-K

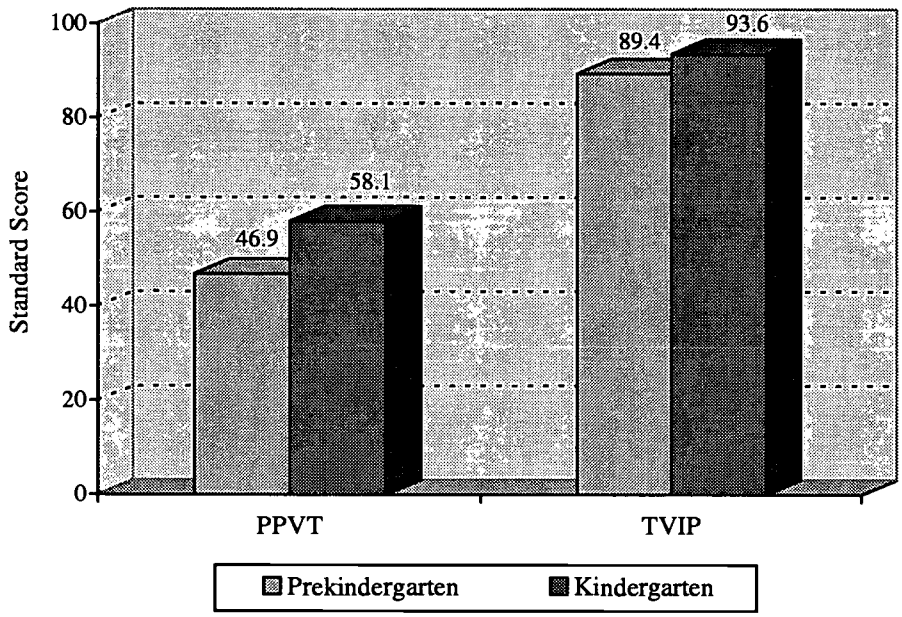
Scores were compared for all kindergarten students who had valid pre- and posttest scores from pre-K with their end of kindergarten scores. The scores reported are standard scores based on nationally established norms for children of varying age levels. The national standard score average is 100. Any gain greater than zero indicated that the student's performance improved compared with the national average. Increases in standard scores from pre-K to kindergarten were made on both the PPVT-R and the TVIP from spring 1995 to spring 1996. An average gain of 5.6 standard score points was made on the PPVT-R from pre-K to kindergarten and a gain of 4.2 standard score points was made on the TVIP. Figure 15 shows the spring 1995 and the spring 1996 PPVT-R and TVIP scores for students who attended pre-K.

Figure 15: Spring 1995 and Spring 1996 PPVT-R and TVIP Scores for Kindergarten Students Who Attended Pre-K



Limited English proficient (LEP) kindergarten students were tested in both English and Spanish. LEP students who attended pre-K showed an average gain of 11.2 standard score points on the PPVT-R and a 4.0 gain on the TVIP from spring 1995 to spring 1996. Figure 16 shows the spring 1995 and the spring 1996 PPVT-R and TVIP scores for LEP kindergarten students who attended pre-K.

Figure 16: Spring 1995 and Spring 1996 PPVT-R and TVIP Scores for LEP Kindergarten Students Who Attended Pre-K



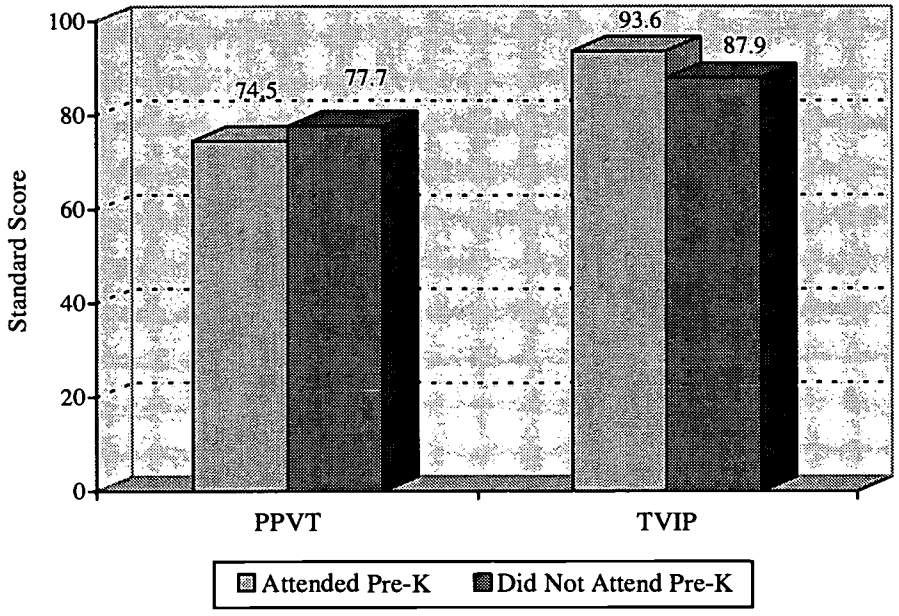
Monolingual English kindergarten students made gains also, although the gains were smaller than gains for the LEP students. The spring 1995 PPVT-R average score for English speaking students was 84.9 and the spring 1996 PPVT-R score was 86.5, an average gain of 1.6 standard score points.

Comparison of Achievement Data for the Two Groups Tested

A review of the achievement data for students tested reveals some interesting information. The kindergarten students who did not attend pre-K had a higher average standard score (77.7) than kindergarten students who attended pre-K (74.5) on the PPVT-R, but the difference of 3.2 standard score points is not great. Due to entrance criterion for pre-K, the two groups were slightly different with more low-income and Spanish LEP students in the group who attended pre-K.

The Spanish LEP kindergarten students who attended pre-K, however, outscored the Spanish LEP students who did not attend pre-K. The Spanish LEP kindergarten students who attended pre-K had an average standard score of 93.6 on the TVIP while the Spanish LEP students who did not attend pre-K had an average standard score of 87.9. Figure 17 shows the comparison of spring 1996 PPVT-R and TVIP scores for students who attended pre-K and for students who did not attend pre-K.

Figure 17: Comparison of Spring 1996 PPVT-R and TVIP Scores for Kindergarten Students Who Attended Pre-K and Those Who Did Not Attend Pre-K



Summary and Conclusions

The results of this study indicate that the pre-K program benefits language development, especially for the Spanish-speaking students. Spanish LEP students who attended pre-K outscored the Spanish LEP students who did not attend pre-K on the TVIP, 93.6 and 87.9, respectively. The Spanish LEP students scored close to the national average of 100 on the TVIP.

While the kindergarten students who attended pre-K did not do as well on the English PPVT-R as the students who did not attend pre-K, the average scores were within 3.2 standard score points. Because of the entrance criteria for pre-K, it was not possible to match the demographics of the two groups exactly. The larger number of Spanish LEP students in the group that attended pre-K may have lowered the PPVT average standard score as the Spanish speaking students score lower on the English language test (see Figure 10 on page 15).

The results of this longitudinal pre-K study include the following :

- An average gain of 11.2 standard score points was made on the English language PPVT-R by Spanish LEP students who attended pre-K. Scores for Spanish LEP students increased from end of pre-K (46.9) to end of kindergarten (58.1).
- Overall, PPVT-R scores for all students who attended pre-K increased from 68.9 standard score points at the end of pre-K to 74.5 for a gain of 5.6 standard score points.
- Scores for Spanish speaking LEP students who attended pre-K increased from end of pre-K (89.5) to end of kindergarten (93.6) on the TVIP.
- Scores for monolingual English kindergarten students who attended pre-K increased from end of pre-K (84.9) to end of kindergarten (86.5).
- Spanish LEP students who attended pre-K outscored Spanish LEP students who did not attend pre-K (93.6 and 87.9 standard score points, respectively) on the TVIP at the end of kindergarten.

When the scores of students who attended pre-K were analyzed, gains were evident in every comparison from pre-K to kindergarten. The prediction that students who attended pre-K would continue to make gains in kindergarten was true for English and Spanish-speaking students.

When compared to other kindergarten students at Title I schools, Spanish LEP students outscored Spanish LEP students who did not attend pre-K by 5.7 average standard score points. Although students who attended pre-K scored an average of 3.2 standard score points below students who did not attend pre-K on the English PPVT-R, students who attended pre-K continued to make gains in kindergarten. The hypothesis that the kindergarten students who attended pre-K would have scores equal to students who did not attend pre-K was true for the Spanish LEP students. This result indicates that Spanish-speaking LEP kindergarten students build on the growth that is made in pre-K to surpass the achievement of low-income Spanish LEP students who did not attend prekindergarten.

READING RECOVERY

PROGRAM DESCRIPTION

Reading Recovery is a supplementary reading program for grade 1 students who are having more difficulty learning to read than other students in their class. Selected students meet one-on-one with a trained Reading Recovery teacher for an average of 12-20 weeks. Students are selected for possible participation in Reading Recovery based on beginning of the year teacher rankings of students in their classrooms. Students in the bottom third of the rankings are selected, and additional assessment by Reading Recovery staff is performed. The goal of the program is to develop the reading and writing strategies necessary for students to work within the average reading level in their regular classroom.

1995-96 PILOT STUDY

During the spring of the 1995-96 school year, a pilot study was conducted to try out methodology for a fully implemented evaluation of the Reading Recovery program in 1996-97. Reading Recovery students who were beginning the program in January 1996 participated in the study. Similar students with low reading skills at a non-Reading Recovery Title I school were selected for the control group.

Reading Recovery students (n=7) and control group students (n=8) were pre- and posttested using the *Woodcock-Johnson-Revised* (WJ-R). Reading Recovery students were tested upon entry into the program and at the end of the school year. Control group students were tested at the same time as Reading Recovery students.

To determine if gains were attributable to Reading Recovery or to other influences, results for control group students were compared with results for Reading Recovery students. Higher posttest scores for Reading Recovery students indicate that the program is effective. However, these findings are preliminary.

PRELIMINARY FINDINGS

While this small sample of students did not allow for generalizations about Reading Recovery, it was interesting to note several trends within the data. Of the students who received Reading Recovery instruction, 71% (n=5) made positive changes in their performance on the WJ-R. Two students made no gains, one remaining "Low" and one remaining "Low Average." Of the students who *did not* receive any Reading Recovery instruction, none made any positive changes on the WJ-R. Of the eight tested, 50% showed no change in performance, while the other 50% declined in their performance over the school year. It appears that in this sample of students, Reading Recovery increased reading skills.

1996-97 FULL EVALUATION

During the 1996-97 school year, the Title I staff will conduct a full evaluation of the Reading Recovery program to determine whether the positive outcomes seen during the pilot study can be replicated in a larger sample of Reading Recovery students. Results from the full evaluation will be reported in the 1996-97 Title I final report.

YEAR-ROUND SCHOOLS

Eleven elementary schools and one middle school followed the year-round school calendar in 1995-96. This calendar revolves around an approximate 60/20 schedule (60 days in school and 20 days out of school). The 60/20 schedule is in contrast to the regular-calendar schedule of nine months in school with the summer off. Both schedules provide 175 days of instruction. The breaks between the 60-day sessions at year-round schools are called intersessions. During these intersessions, students in attendance receive additional instruction.

In 1995-96, four elementary schools (Allan, Barrington, Becker, and Wooldridge) and one middle school (Webb) were in their implementation year following the year-round calendar. For six other elementary schools, Maplewood, Metz, Ortega, St. Elmo, Widen, and Winn, 1995-96 was the second year following the year-round calendar. For Sanchez Elementary School, which implemented the year-round program in the 1992-93 school year, 1995-96 was the fourth year following the year-round calendar. (See Publications 93.25 and 94.03 for longitudinal data on Sanchez and the other six schools.)

All twelve schools held intersessions in November 1995 and March 1996. Under the reauthorization of Title I, intersessions at ten of the schools were funded by Title I as well as by AISD allocations. Intersessions at the other two schools, Maplewood and St. Elmo, were funded by AISD and State allocations. Title I were budgeted for salary and benefits for teachers, clerks, and custodians who worked during the intersessions. At the end of each intersession, data were gathered on students served in the intersession in order to investigate the effectiveness of the intersession program in increasing achievement scores.

EVALUATION METHODOLOGY

Demographic and quantitative data for all students on a year-round campus were reviewed and compared with data for regular-calendar students to investigate the effects of the year-round calendar. Results of year-round calendar data analyses are presented in the following sections.

In the first set of analyses, data for the eleven elementary year-round schools are compared with data for ten similar Title I schools that did not participate in extended year programs. The selection criterion for inclusion of students in a group was that the student must have begun and ended the school year at his or her respective campus. There is no comparison of year-round and Title I middle school data because Webb is the only Title I middle school. In a second set of analyses, data for students at the year-round elementary schools and at Webb Middle School are compared with data for all of AISD's regular-calendar elementary and middle school students.

YEAR-ROUND AND REGULAR-CALENDAR TITLE I COMPARISON

A total of 6,201 students attended year-round elementary schools in 1995-96. Demographic variables for elementary year-round students and the comparison group of similar regular-calendar Title I students are presented in Table 7. There are minor differences only between the two groups on the demographic variables presented.

Table 7: Demographics for Elementary School Year-Round Students and Regular-Calendar Title I Students, 1995-96

Demographics	Elementary Year-Round Students	Elementary Regular-Calendar Title I Students
Number of students	6,201	5,431
% Low Income	84	81
% Minority	86	81
% Female	48	49
% Male	52	51
% Limited English Proficient	22	22

In Table 8, attendance and discipline rates for elementary year-round students and regular-calendar Title I students, 1994-95 and 1995-96, are presented. Year-round students had higher attendance rates than regular-calendar Title I students in both years. Plus, the discipline rates for year-round students were the same as or lower than the discipline rates for regular-calendar Title I students during the same period, except in the spring of 1996.

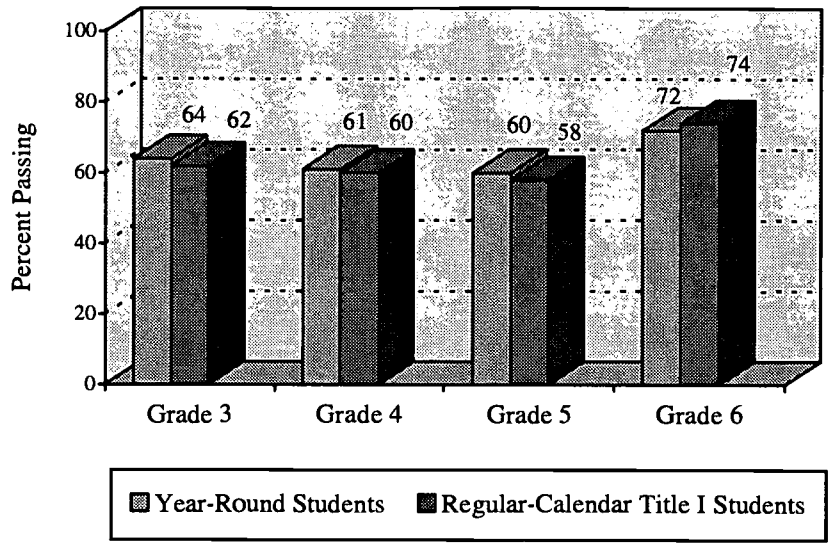
Table 8: Attendance and Discipline Rates for Elementary School Year-Round and Regular-Calendar Title I Students, 1994-95 and 1995-96

	ATTENDANCE RATE		DISCIPLINE RATE	
	% Elementary Year-Round Calendar	% Elementary Title I Regular-Calendar	% Elementary Year-Round Calendar	% Elementary Title I Regular-Calendar
Fall 1994	96.0	95.7	0.1	0.2
Spring 1995	95.0	94.5	0.1	0.1
Fall 1995	95.6	95.5	0.8	1.0
Spring 1996	95.7	93.6	0.9	0.8

TAAS Achievement

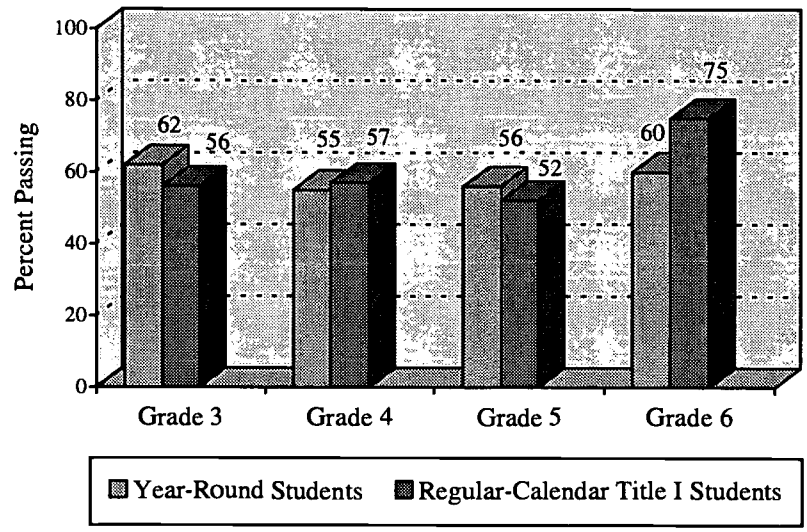
Percentage passing TAAS Reading, TAAS Mathematics, TAAS Writing, and TAAS All Tests Taken were reviewed to investigate the effectiveness of year-round calendar. In Figure 18, the percentage passing TAAS Reading in 1995-96 for year-round calendar and regular-calendar Title I elementary school students in grades 3-6 are presented. Year-round students in grades 3-5 had a slightly higher percentage passing TAAS Reading than regular-calendar Title I students. However, percentage passing for year-round students in grade 6 was slightly lower than for regular-calendar Title I students in grade 6.

Figure 18: Percentage of Elementary School Year-Round and Regular-Calendar Title I Students Who Passed TAAS Reading in 1995-96



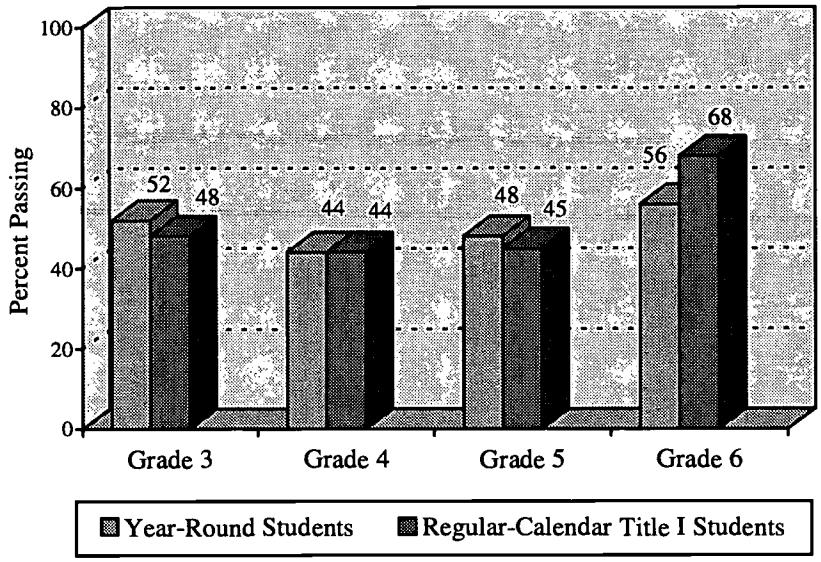
In Figure 19, the percentage passing TAAS Mathematics in 1995-96 for year-round and regular-calendar Title I elementary school students in grades 3-6 are presented. Year-round students in grades 3 and 5 had a higher percentage passing TAAS Mathematics than regular-calendar Title I students. However, percentage passing for year-round students in grade 4 was slightly lower than for regular-calendar Title I students in grade 4, and percentage passing for year-round students in grade 6 was much lower than for regular-calendar Title I students in grade 6.

Figure 19: Percentage of Elementary School Year-Round and Regular-Calendar Title I Students Who Passed TAAS Mathematics in 1995-96



In Figure 20, the percentage passing TAAS All Tests Taken in 1995-96 for year-round calendar and regular-calendar Title I elementary school students in grades 3-6 are presented. Year-round students in grades 3 and 5 had a higher percentage passing TAAS All Tests Taken than regular-calendar Title I students. However, percentage passing for year-round students in grade 4 was the same as regular-calendar Title I students in grade 4, and the percentage passing for year-round students in grade 6 was lower than for regular-calendar Title I students in grade 6.

Figure 20: Percentage of Elementary School Year-Round and Regular-Calendar Title I Students Who Passed All Tests Taken in 1995-96



Finally, review of percentage passing grade 4 TAAS Writing indicated that both year-round students and regular calendar Title I students had a 70% passage rate.

YEAR-ROUND AND AISD REGULAR-CALENDAR ELEMENTARY SCHOOL COMPARISON

In Table 9, demographic data for elementary year-round students and regular-calendar students districtwide are presented. The demographic data in Table 9 suggest that the two groups are quite dissimilar. The greatest differences are in percentage low income, percentage minority, and percentage LEP status, with the year-round students having higher percentages for all of these variables.

Table 9: Demographics for Elementary School Year-Round and Regular-Calendar Students, 1995-96

Demographics	All Year-Round Students	Regular-Calendar Students Districtwide
Number of students	6,201	34,802
% Low Income	84	53
% Minority	86	56
% Female	48	49
% Male	52	51
% Limited English Proficient	22	16

In Table 10, 1994-95 and 1995-96 attendance and discipline rates for elementary year-round and regular-calendar students are presented. Year-round students' attendance rate exceeded regular-calendar students' attendance rate in spring of 1996 only. Discipline rates for year-round students were the same as or higher than the rates for regular-calendar students in both years.

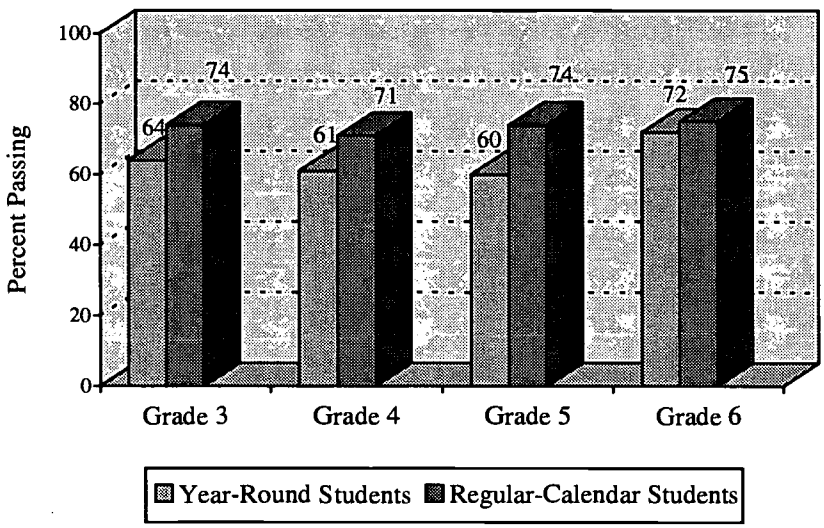
Table 10: Attendance and Discipline Rates for Elementary School Year-Round and Regular-Calendar Students Districtwide, 1994-95 and 1995-96

	ATTENDANCE RATE		DISCIPLINE RATE	
	% Elementary Year-Round	% Elementary Reg.-calendar	% Elementary Year-Round	%Elementary Reg.-calendar
Fall 1994	96.0	96.5	0.1	0.1
Spring 1995	95.0	95.5	0.1	0.0
Fall 1995	95.6	96.3	0.8	0.5
Spring 1996	95.7	95.0	0.9	0.6

TAAS Achievement

The achievement data for elementary school students are displayed in Figures 21-23. In Figure 21, the percentages passing TAAS Reading in 1995-96 are presented for year-round and regular-calendar elementary school students in grades 3-6. The percentages of year-round students passing TAAS Reading in grades 3-5 were much lower than the percentages for regular-calendar students. However, the percentage passing for year-round students in grade 6 was only three points below regular-calendar students in grade 6.

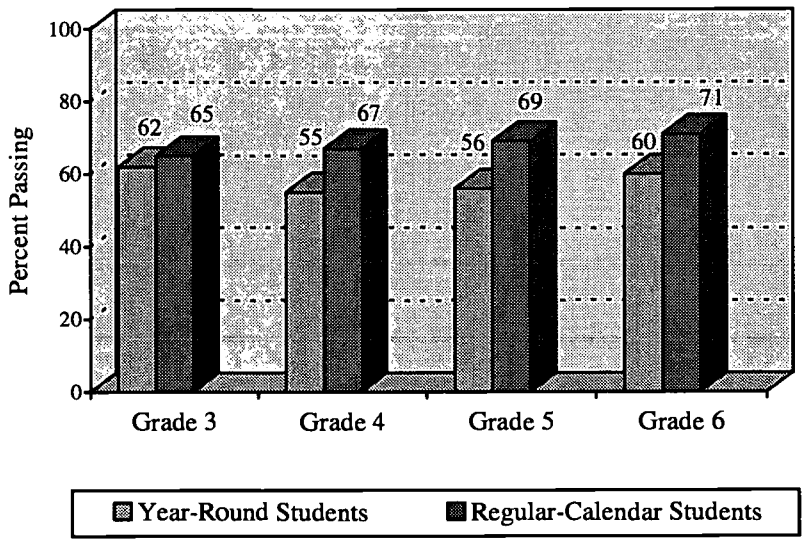
Figure 21: Percentage of Elementary School Year-Round and Regular-Calendar Students Who Passed TAAS Reading in 1995-96



In Figure 22, the percentage passing TAAS Mathematics in 1995-96 are presented for year-round and regular-calendar elementary school students in grades 3-6. The percentage of

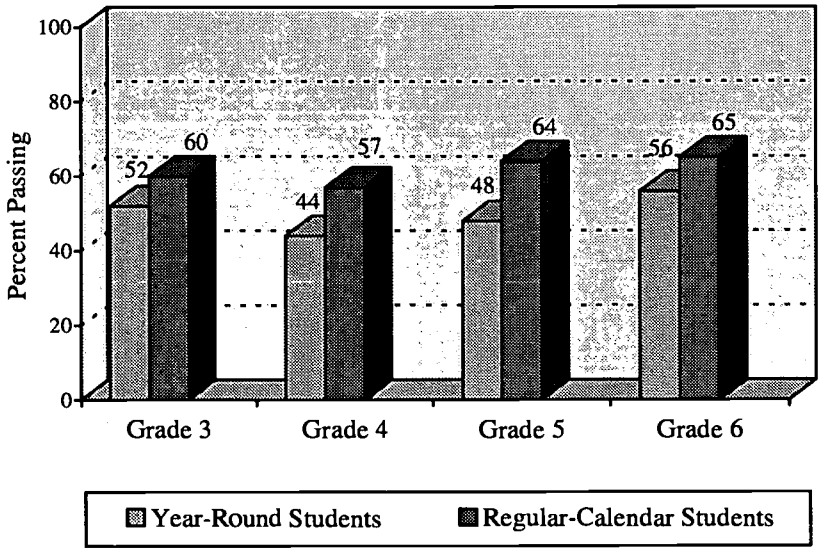
year-round students passing TAAS Mathematics in grades 4-6 were much lower than the percentage for regular-calendar students. However, the percentage passing for year-round students in grade 3 was only three points below regular-calendar students in grade 3.

Figure 22: Percentage of Elementary School Year-Round and Regular-Calendar Students Who Passed TAAS Mathematics in 1995-96



In Figure 23, the percentages passing TAAS All Tests Taken in 1995-96 are presented for year-round and regular-calendar elementary school students. The percentages of year-round students passing TAAS All Tests Taken in grades 3-6 were considerably lower than the percentages for regular-calendar students with no exceptions.

Figure 23: Percentage of Elementary School Year-Round and Regular-Calendar Students Who Passed All Tests Taken in 1995-96



YEAR-ROUND AND AISD REGULAR-CALENDAR MIDDLE SCHOOL COMPARISON

In Tables 11 and 12, attendance, discipline, and demographic data for students at Webb Middle School and for AISD's regular-calendar middle and junior high school students are presented. Again, the greatest differences are in the demographic variables: income, ethnicity, and LEP status with Webb students having higher percentages. The attendance rate for Webb students was lower than the rate for regular-calendar middle and junior high school students in the fall of 1995, but was higher than regular-calendar students by the spring of 1996. The discipline rate for students at Webb was lower than the rate for regular-calendar students in the fall and spring of the 1995-96 school year.

Table 11: Demographics for Middle School Year-Round and Regular-Calendar Students 1995-96

Demographics	Middle School Year-Round Students	Middle School Regular-Calendar Students
Number of students	660	14,713
% Low Income	85	46
% Minority	89	57
% Female	50	49
% Male	50	51
% Limited English Proficient	31	8

Table 12: Attendance and Discipline Rates for Middle School Year-Round and Regular-Calendar Students, 1995-96

	ATTENDANCE RATE		DISCIPLINE RATE	
Year	% Middle School Year-Round	% Middle School Reg.-calendar	% Middle School Year-Round	% Middle School Reg.-calendar
Fall 1995	94.1	94.5	3.9	4.2
Spring 1996	92.6	92.5	0.2	4.4

TAAS Achievement

In Figures 24-27, achievement data for the year-round and regular-calendar middle school students are presented. Results of these comparisons mirror those of the elementary school comparisons. A higher percentage of regular-calendar middle school students districtwide passed TAAS than Webb's year-round students. The gap between year-round and regular-calendar middle school students is larger than the gap between year-round and regular-calendar elementary school students.

Figure 24: Percentages of Middle School Year-Round and Regular-Calendar Students Who Passed TAAS Reading in 1995-96

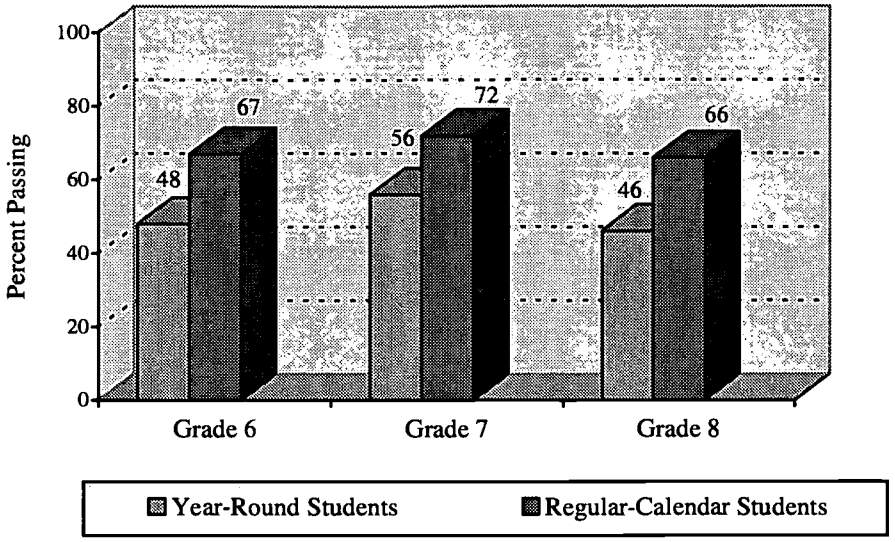


Figure 25: Percentage of Middle School Year-Round and Regular-Calendar Students Who Passed TAAS Mathematics in 1995-96

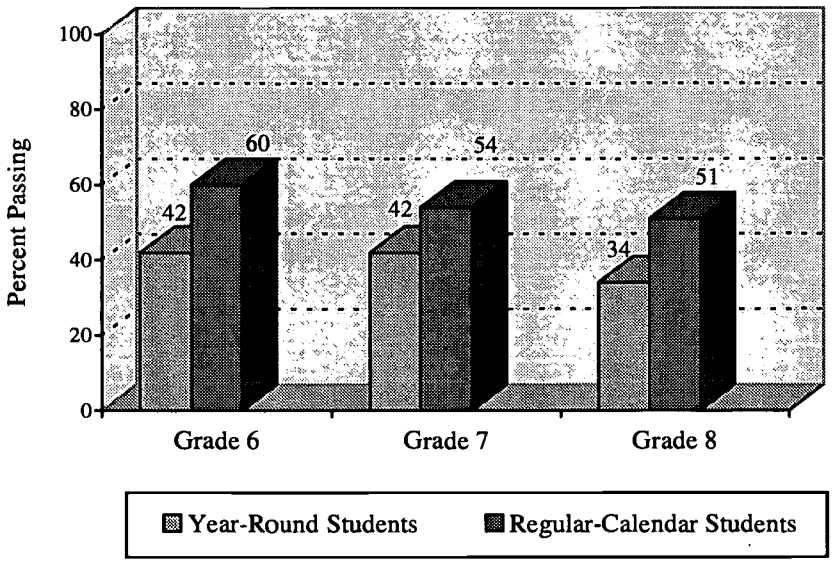


Figure 26: Percentage of Middle School Year-Round and Regular-Calendar Students Who Passed All Tests Taken in 1995-96

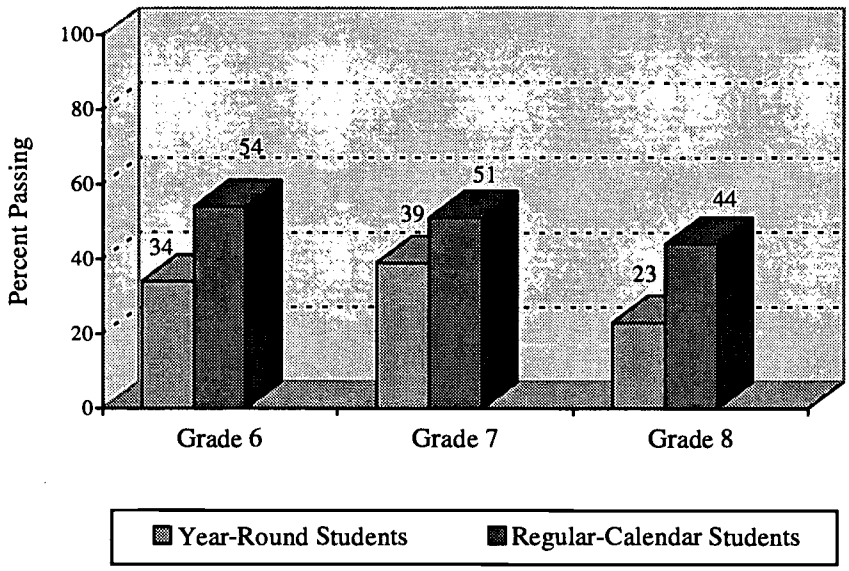
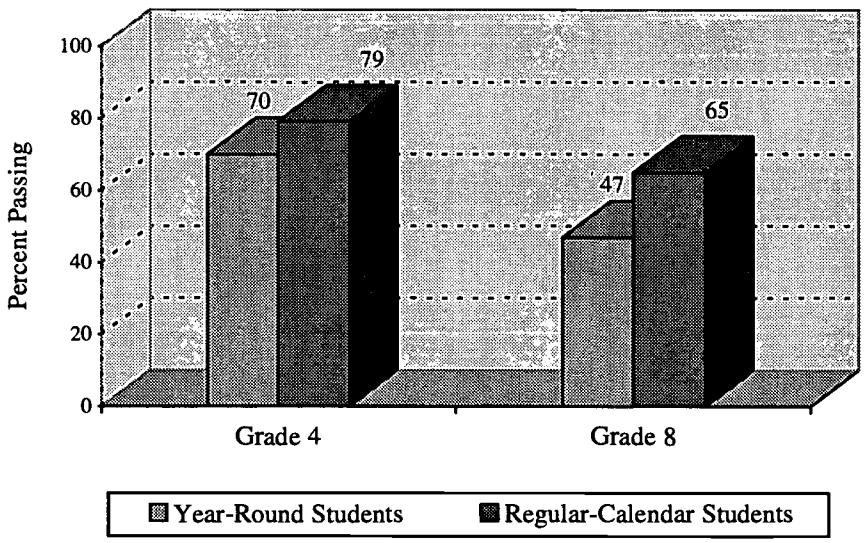


Figure 27: Percentage of Grades 4 and 8 Year-Round and Regular-Calendar Students Who Passed TAAS Writing in 1995-96



Examination of the data indicated that neither the elementary nor middle school year-round students fared better academically than regular-calendar students. However, investigation of other indicators showed that year-round students made promising gains in the following areas:

- Retention rates were lower for elementary year-round students (0.0%) than for regular-calendar students' (0.3%) and much lower for middle school year-round students (0.0%) than for regular-calendar middle school students (12.3%);

- The discipline rate for elementary year-round students was lower than the rate for regular-calendar students;
- The school leaver rate for Webb Middle School students was 0.0% compared to 1.3% for regular-calendar students; and
- The grade average for Webb students was only slightly lower than for regular-calendar students (1.1 points lower in fall 1995 and 0.3 points lower in spring 1996).

SUMMARY

When compared to a group of similar Title I students, year-round elementary students showed positive results in attendance and achievement in grades 3 and 5. Attendance rates for year-round students were higher than rates for regular-calendar Title I students in 1994-95 and 1995-96. While TAAS achievement comparisons are favorable for grades 3 and 5, grade 6 students at year-round schools fell behind their Title I regular-calendar counterparts.

Year-round students in grades 3 and 5 had higher percentages passing TAAS Reading, Mathematics, and All Tests Taken than regular-calendar Title I students at the schools without extended year programs in 1995-96. However, grade 6 year-round students had lower percentages passing than regular-calendar Title I students in all areas of the TAAS tests.

As a group, elementary and middle school year-round students met the State Performance Standards for the 1995-96 school year. When compared to TAAS results for students districtwide, TAAS results for year-round students were lower in each case. The demographics of the year-round schools differ greatly from the overall AISD demographics. Because LEP and low-income students score lower than other groups on average on TAAS, the higher percentage of low-income and LEP students in the year-round elementary and middle school group impacts the percentage passing TAAS. A longitudinal look at the progress of year-round students compared to regular-calendar students districtwide will be the focus of comparison in future years.

TITLE I SUMMER PROGRAMS

The data reported for Title I summer programs in this section pertain to the 1995 summer school program. Data for the 1996 summer programs will be available later this year.

In the summer of 1995, one neglected or delinquent (N or D) institution (Gardner-Betts Juvenile Justice Center) and four elementary schools (Allan, Allison, Langford, and Pecan Springs) held four-week summer programs between May 29 and June 30, 1995. The sessions were customized by each participating school or institution to serve students who were designated at risk of academic failure. The majority of classes fell into the reading and mathematics categories.

GARDNER-BETTS SUMMER PROGRAM

Gardner-Betts provided in-house instruction to the residents in mathematics, science, and reading comprehension. Informal methods such as listening to students read and interviews at the time of entry were used to assess student needs. Ongoing informal assessment was used to monitor progress until students exited the institution. Exit time was left to the court's discretion.

Because N or D institutions are prohibited by law from releasing names of residents, measurement of the effectiveness of the summer program at Gardner-Betts was not possible. Review of the demographic information from Gardner-Betts shows the following:

- Two hundred-twenty residents were served during the June 2-June 28, 1995 period;
- Eighty-nine percent of the residents were male and 11% were female;
- Sixth-two percent were enrolled in AISD and 17% were enrolled in other school districts during the 1994-95 school year; and
- Forty-five percent of the residents were Hispanics, 39% were African American, and 16% were White.

TITLE I ELEMENTARY SCHOOL SUMMER PROGRAM

In the summer of 1995, a total of 173 students in grades K-6 attended Title I-funded summer programs at Allan, Allison, Langford, and Pecan Springs. Review of the demographic information shows the following:

- Eighty percent of the students were low income;
- Fifty-one percent were female and 49% were male; and
- Eleven percent of the students were LEP, 7% were overage for their grade, and 10% were students with disabilities.

TAAS Comparisons

To determine effectiveness of the 1995 elementary school summer program, TAAS results were reviewed. The 1996 TAAS percentages passing were compared for students attending the 1995 Title I summer program, for other students at Title I schools without a summer program, and for students districtwide.

Summer program students in grades 5 and 6 showed higher percentages passing than other Title I students in TAAS Reading, Mathematics, and All Tests Taken. Grade 6 summer program students had higher percentages passing than students districtwide on these tests.

However, grade 3 and 4 summer program students lagged 4 to 16 percentage points behind other Title I students who did not attend the summer program on TAAS Reading, Mathematics, and All Tests Taken. Grade 4 summer program students outscored other Title I students on TAAS Writing. Figures 28-30 shows the percentage of 1995 summer school students, other Title I students without a summer program, and students districtwide who passed the 1996 TAAS Reading, Mathematics, and All Tests Taken.

Figure 28: Percentage of 1995 Summer Program Students, Other Title I Students, and Students Districtwide Who Passed TAAS Reading in 1995-96

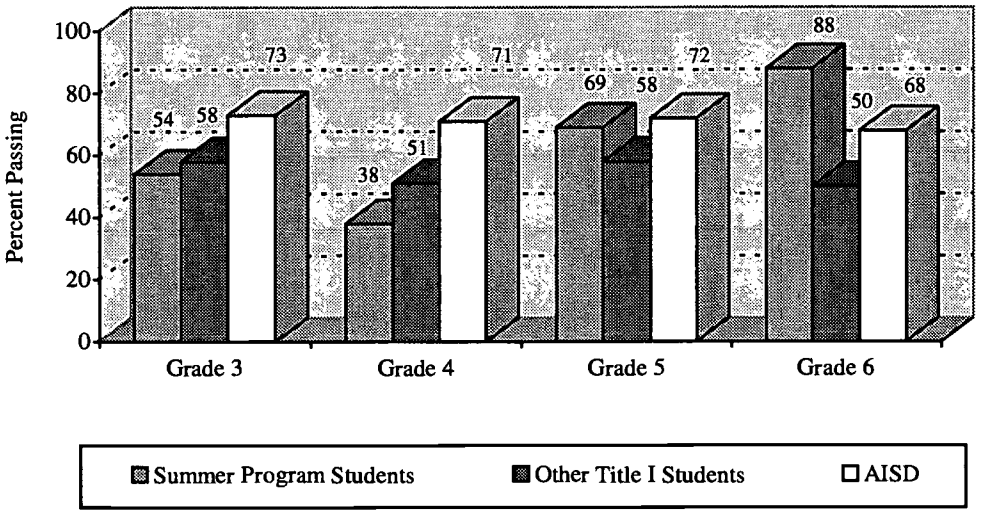


Figure 29: Percentage of 1995 Summer Program Students, Other Title I Students, and Students Districtwide Who Passed the 1996 TAAS Mathematics in 1995-96

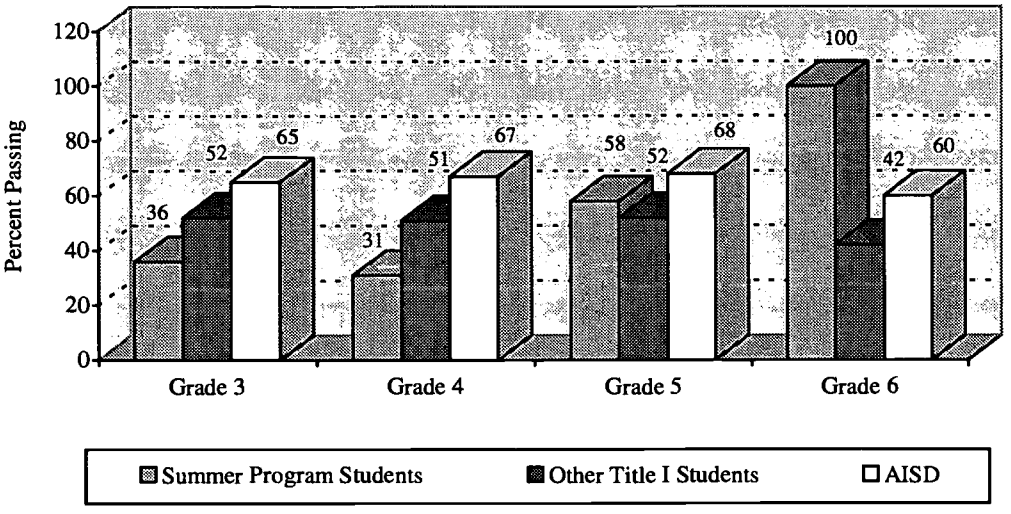
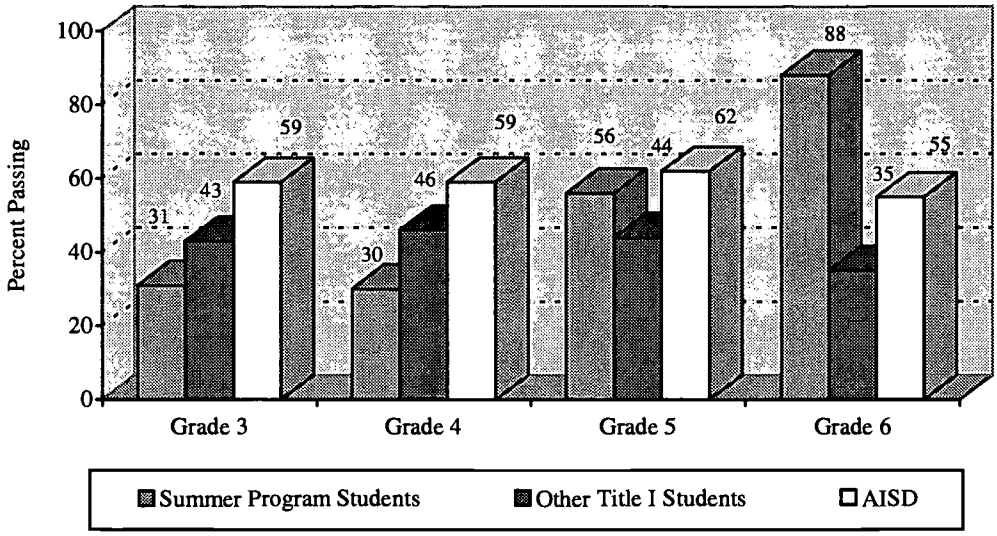


Figure 30: Percentage of 1995 Summer Program Students, Other Title I Students, and Students Districtwide Who Passed TAAS All Tests Taken in 1995-96



Attendance and Discipline

The attendance and discipline rates were reviewed for the 1995 summer program students. Attendance and discipline rates for the 1994-95 and 1995-96 school year were compared for students who participated in the 1995 summer program, for students at Title I schools without a summer program, and for students districtwide.

Summer program students had higher attendance rates than other Title I students and students districtwide in 1994-95. Attendance rates for summer program students were higher than for other Title I students and the same as students districtwide in 1995-96.

There were no discipline reports on any of the summer program students in 1994-95 or 1995-96. Table 13 shows attendance and discipline rates for summer program students, other Title I students, and students districtwide for 1994-95 and 1995-96.

Table 13: Attendance and Discipline for 1995 Summer Program Students, Other Title I Students, and Students Districtwide, 1994-95 and 1995-96

	Attendance			Discipline		
Year	% Program	% Other	% AISD	% Program	% Other	% AISD
Fall 1994	97.3	96.1	96.6	0.0	0.3	0.2
Spring 1995	96.7	94.8	95.4	0.0	0.1	0.1
Fall 1995	96.9	95.9	96.4	0.0	1.5	1.1
Spring 1996	95.3	94.7	95.3	0.0	1.5	1.0

SUMMARY AND CONCLUSIONS

The 1995 summer program students at each grade level met the State accountability system criteria by 30% of more of the students passing the 1996 TAAS. Attendance and discipline rates were favorable when compared to other Title I students and students districtwide.

Grade 5 summer program students consistently showed higher percentages passing TAAS than other Title I students who did not attend the summer program. However, TAAS scores for grade 3 and 4 summer program students raise concerns. Grade 3 and 4 summer program students lagged 4 to 16 percentage points behind other Title I students who did not attend summer programs on TAAS Reading, TAAS Mathematics, and TAAS All Tests Taken. These concerns will be conveyed to elementary school program coordinators. Title I evaluation staff will follow-up these results with a look at the 1996 summer program students and the 1997 TAAS passing percentages.

OTHER TITLE I PROGRAMS

In 1995-96, schoolwide program schools used funds in various ways to improve student achievement. The principals and staff of the schools worked together to find interventions that fit the specific needs of their students. In addition to lowering the pupil-teacher ratio and offering full-day pre-K, interventions included educational computer programs, special reading instruction programs, summer school, intersessions at year-round schools, mentoring programs, and many others. Programs that are in effect at some of the Title I schools are described below.

CONTENT MASTERY

The Content Mastery program was designed to assist learning disabled students in achieving their maximum potential in the mainstream classroom. Content Mastery uses a collaborative approach in which special education teachers work with general 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 served by Content Mastery received grade-level instruction and assignments in the regular classroom, and went to the Content Mastery 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.

Thirteen Title I schools offered Content Mastery in 1995-96. The schools offering Content Mastery to Title I students were Allan, Andrews, Barrington, Brooke, Dawson, Harris, Langford, Sims, Walnut Creek, Widen, Winn, Wooldridge, and Wooten.

HELP ONE STUDENT TO SUCCEED (HOSTS)

Help One Student To Succeed (HOSTS) is a structured mentoring program in which volunteers tutor elementary students in language arts. Students are selected for HOSTS through standardized test scores (below the 45th percentile in reading), a teacher-administered test, and teacher recommendation on a space available basis. Volunteers, 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 conducted educational testing and wrote individual lesson plans for the students. Volunteers were then able to assist students using the instructional plan. In 1995-96, the HOSTS program served students at Barrington, Dawson, Ortega, Widen, and Zavala.

HIGHER ORDER THINKING SKILLS (HOTS)

Higher Order Thinking Skills (HOTS) is a general thinking skills program designed primarily for Title I and for mildly learning disabled students in grades 4-7. The program strives to enhance basic skills and social interaction skills. Instead of reteaching the information that students have not previously learned, HOTS encourages the development of thinking strategies that students need in order to learn new material when it is first taught in the classroom. Brown and Harris Elementary served Title I students with the HOTS program in 1995-96.

INTEGRATED LEARNING SYSTEM (ILS)

An integrated learning system (ILS) is a computer system that provides instruction in several subject areas and practice problems covering a multiple-year curriculum. The two major ILSs used in AISD in 1995-96 were the Computer Curriculum Corporation (CCC) system and the Jostens Learning system. Also mentioned as computer technology used at Title I schools was Writing to Read, Writing to Write, and TAAS analysis software.

There were 14 Title I schools that used CCC and Jostens in 1995-96. Eleven schools utilized CCC--Allison, Barrington, Brooke, Jordan, Linder, Norman, Oak Springs, Pecan Springs, Winn, Wooldridge, and Wooten. The three Title I schools that used the Jostens system in 1995-96 were Govalle, Houston, and Sims.

EXTENDED DAY PROGRAMS

Three elementary schools used Title I funds for extended day programs. Special grades or specific subject areas were targeted by Govalle, Reilly, and Walnut Creek for additional instruction after school. The four Title I middle schools offered an extended day tutoring program using Title I funds. Thirteen other Title I schools reported offering enrichment or extracurricular activities at the end of the school day.

NONPUBLIC/NONPROFIT SCHOOLS

Title I eligible students who are attending nonpublic/nonprofit schools may be served with Title I funds. Funding for a nonpublic/nonprofit school is based on the number of low-income students from Title I attendance zones that are enrolled at the nonpublic/nonprofit school. Once funds are generated, all students from Title I attendance zones are eligible for service if they meet the criteria of needing assistance to meet State achievement standards.

Four nonpublic/nonprofit schools in the AISD attendance area participated in the 1995-96 Title I program. Three of the schools, Sacred Heart Catholic School, St. Martin's Lutheran School, and St. Mary's Cathedral School had programs in operation. Praise Christian Academy did not implement a program because of late funding.

DEMOGRAPHICS

In 1995-96, 112 students were served at three nonpublic schools. Sacred Heart Catholic School served 25 (of the 41) eligible students from pre-K to grade 2; St. Martin's Lutheran School served 4 students in pre-K through grade 2; and St. Mary's Cathedral School served 83 students in pre-K through grade 8. Table 14 shows the number of students eligible and served, plus demographic data for students served at nonpublic/nonprofit schools in 1995-96.

Table 14: Number of Students Served and Demographic Data for Nonpublic/Nonprofit Schools, 1995-96

Demographics	Sacred Heart	St. Martin's	St. Mary's
# Eligible to Participate	41	4	83
# Students Served	25	4	83
# Males	12	2	38
# Females	13	2	45
# Black	6	0	13
# Hispanics	15	4	52
# White	4	0	18
# Pre-K	4	1	8
# Kindergarten	10	1	10
# Grade 1	5	1	7
# Grade 2	6	1	10
# Grade 3	0	0	7
# Grade 4	0	0	10
# Grade 5	0	0	5
# Grade 6	0	0	10
# Grade 7	0	0	6
# Grade 8	0	0	10

SUPPLEMENTARY INSTRUCTIONAL PROGRAMS

In 1995-96, St. Mary's Cathedral School had participated in the Title I program for six years while Praise Christian Academy was in its first year of participation; St. Martin's Lutheran School and Sacred Heart Catholic School had each been in the program for one year. All of the

nonpublic/nonprofit schools used Title I funds to provide supplementary reading instruction. St. Mary's provided additional instruction in mathematics to Title I students. Table 15 shows the number of students served by subject area at the participating schools.

Table 15: Number of Students Served at Nonpublic/Nonprofit Schools by Type of Instructional Service, 1995-96

Instructional Service	Sacred Heart	St. Martin's	St. Mary's
Reading	25	4	83
Other Language Arts	0	0	0
Mathematics	0	0	83
Other	0	0	0
Total	25	4	83

The nonpublic schools used their funds in a variety of ways to supplement instruction. The principals at the nonpublic schools described the 1995-96 Title I supplementary instructional programs at their schools as the following:

- Library Outreach Program at Sacred Heart;
- Individualized Instruction Kits at St. Martin's;
- Computer Assisted Instruction (CAI) at St. Mary's; and
- CAI at Praise Christian Academy in 1996-97.

All four schools targeted, or plan to target in 1996-97, students having difficulties in language arts, reading, and mathematics. One school's target group included students with visual impairment. In order to investigate program effectiveness, Title I/Title I Migrant staff surveyed principals of the participating nonpublic/nonprofit schools. Staff at the three operational schools responded yes to the question *"Were your program goals met?"* Praise Christian responded "no" to this question because they did not receive materials or equipment in time for program implementation. In response to the question *"How were Title I funds spent at your school or facility this school year?"* principals indicated the following:

- St. Mary's, Sacred Heart, and Praise Christian Academy bought computers and software.
- St. Martin's purchased individualized support materials for the students served based on their fall standardized test results.
- Sacred Heart bought additional materials for the Library Outreach Program.
- St. Mary's paid the Jostens' licensing fee and purchased classroom furniture.

ACHIEVEMENT

Beginning with the 1995-96 school year, the Title I State student performance standards became the State's accountability system criteria. (See the section of this report on student progress and achievement for details about the accountability criteria.) To determine instructional program effectiveness for public school students, the criterion percentage passing TAAS is used. To determine program effectiveness in the case of nonpublic schools, percentage showing gains on a recognized standardized achievement test is used.

Sacred Heart Catholic School

The Sacred Heart pre-K through grade 2 students who participated in the Library Outreach Program were tested with the *Comprehensive Test of Basic Skills* (CTBS). Kindergarten students had only posttest scores while grade 1 and 2 students had pre- and posttest scores. The achievement data indicated the following:

- Three of five grade 1 students made gains on the CTBS.
- One of three students in grade 2 made a gain in reading; and one of three students made a gain in mathematics.

St. Martin's Lutheran School

St. Martin's served four students in pre-K through grade 2. Individualized Instruction Kits were purchased for students based on their fall *Stanford Achievement Test* scores. The achievement data indicated the following:

- All students tested made gains in mathematics.
- Fifty percent of the students tested made gains in reading.

St. Mary's Cathedral School

St. Mary's Cathedral School used Title I funds to pay for the Josten's computer system licensing fee. The 83 students eligible for Title I used computer assisted instruction. Pre-K and kindergarten students were tested with the PPVT-R and grade 1 through grade 8 students were tested with the CTBS. The achievement data indicated the following:

- Pre-K and kindergarten students made gains on the PPVT-R.
- Grade 1 and 5 students made gains in reading and mathematics.
- Grade 2, 4, and 7 students made gains in reading, but not in mathematics.
- Grade 3 students showed losses in both reading and mathematics.
- Grade 6 and 8 students showed a loss in reading and a gain in mathematics.

SUMMARY AND CONCLUSIONS

Analyses of students' scores at Sacred Heart, St. Martin's, and St. Mary's in grades 2-8 show pre- and posttest scores for 53 students. Forty percent of the students made gains in reading, and 42% made gains in mathematics. (See Table 16.) Further examination of the individual scores showed that a number of students, mostly at St. Mary's, experienced significant losses between the pre- and posttest; this lowered average gains for the entire group.

Table 16: Summary of Group Percentile Gains or Losses

Grade	Read %ile Gain	Read %ile Loss	Read %ile +/-	Math %ile Gain	Math %ile Loss	Math %ile +/-	Total N
2	5	7	0	2	8	2	12
3	1	3	1	3	2	0	5
4	4	6	0	3	7	0	10
5	2	1	0	2	1	0	3
6	3	5	0	5	2	1	8
7	4	1	0	1	4	0	5
8	2	8	0	6	3	1	10
Total	21	31	1	22	27	4	53

Overall, it appears that program implementation in 1995-96 was minimally effective in meeting the goal stated for private school children in the Title I regulations. The goal is *"to help private school students make adequate progress toward achieving the State's challenging student performance standards."*

INSTITUTIONS FOR NEGLECTED OR DELINQUENT YOUTH

Only ten of the eleven neglected or delinquent (N or D) institutions served residents during the 1995-96 school year. The ten N or D institutions (Gardner-Betts Juvenile Justice Center; Travis County Residential Youth Services; Children's Shelter and Assessment Center of Texas; Youth Options; Turman House; Mary Lee Apartments; Mary Lee Foundation; Junior Helping Hand; Better Roads Group Home; and Settlement Club Home) served 1,769 children who lived in AISD's attendance area. Oaks Treatment Center did not implement its program due to late arrival of funds.

Under reauthorization of Title I, two institutions classified as detention centers and one halfway house were funded under the Title I SAS-203 Grant award. This award expanded the existing Title I program to provide States with two sources of funding, State and local subgrant funds. The other seven institutions, classified as institutions for neglected children, were funded through regular Title I.

The ten N or Ds are categorized in the following manner:

- Two detention centers: Gardner-Betts and Travis County Youth Shelter (Grant);
- Two emergency children shelters: Children's Shelter and Youth Options (Title I);
- A Texas Youth Commission (TYC) Halfway House: Turman House (Grant); and
- Five residential treatment facilities: Better Roads, Jr. Helping Hand Home for Children, Mary Lee Apartments, Mary Lee Foundation, and Settlement Club Home (Title I).

Placements in these institutions were made because of delinquency, abuse, neglect, and/or emotional and behavioral problems. Five sites sent all students to AISD schools; three sites had an educational program in the facility and sent some students to AISD schools; and two sites sent some students to AISD while other students participated in GED or alternative programs.

Although the three institutions were funded under the Title I Supplemental Grant Award in 1995-96, Title I staff continued to track program implementation. Title I staff gathered demographic, qualitative, and quantitative data from the institutions.

DEMOGRAPHIC DATA

The 10 neglected or delinquent institutions served 1,769 youths in 1995-96. Key demographics from the N or D institutions include the following:

- 70% were male and 30% were female;
- 32% were African American;
- 42% were Hispanic;
- 25% were White;
- 3% were LEP; and
- 2% were Homeless.

In Table 17, demographic and quantitative data for the N or D institutions for 1995-96 are presented. A further breakdown of these data by institution is presented in Appendix B.

Table 17: 1995-96 Demographics and Quantitative Data for Neglected or Delinquent Institutions

Demographics	Neglected	Delinquent	Total
Eligible to Participate	548	1221	1,769
Male	222	1017	1,239
Female	326	204	530
American. Indian or Alaskan	0	1	1
Asian or Pacific Islander	4	4	8
Black	163	402	565
Hispanic	179	570	749
White	202	244	446
Enrolled in AISD	338	766	1104
Enrolled Elsewhere	49	207	256
Are AISD Leavers	22	147	169
Are Other District. Leavers	25	67	92
Leave AISD Attendance Area upon Leaving Facility	144	23	167
Enrolled in Special Education	127	263	390
LEP	1	46	47
Homeless	27	7	34
Age 0-1	29	0	29
Age 2	29	0	29
Age 3	17	0	17
Age 4	09	0	9
Grade K	17	0	17
Grade 1	13	0	0
Grade 2	24	0	0
Grade 3	24	0	0
Grade 4	28	0	0
Grade 5	31	0	0
Grade 6	37	42	79
Grade 7	32	162	194
Grade 8	43	236	279
Grade 9	60	538	598
Grade 10	53	157	210
Grade 11	30	35	65
Grade 12	25	4	29
Non-Graded (GED, etc.)	47	34	81

PROGRAM DESCRIPTIONS

Better Roads, Junior Helping Hand Home for Children, and Mary Lee Apartments provided supplementary tutorial services in specific instructional areas for some residents. The other seven institutions provided services in all areas for all youth served.

Staff from neglected or delinquent institutions were asked to respond to a program survey. The survey consists of three questions designed to secure campus program descriptions; goals, whether they were met; and how Title I funds were spent. Neglected or delinquent institutions described their programs as follows:

- *Gardner-Betts Juvenile Justice Center* - Delinquent detainees, ages 10 to 16, were provided supplementary instruction through an on-site program.

- *Travis County Residential Services* - Delinquent detainees, ages 10 to 16, were provided an on-site, self-paced instructional program for youth under house detention. Students who attended school off site were provided after-school tutoring.
- *Children's Shelter and Assessment Center of Texas* - Children ages 0-21, were removed from their homes for emergency placement. The preschool residents were served through an on-site curriculum. School age residents attended AISD, and were tutored after school.
- *Youth Options* - Homeless youth, ages 6 to 18, were served on site, until they could be enrolled in AISD or an alternative education program. Students still had access to an after-school supplementary tutoring service after enrollment in AISD or an alternative program.
- *Turman House* - Male adolescents, ages 16 to 21, mostly classified as nonviolent offenders, were enrolled in AISD and received after-school supplementary tutoring services.
- *Better Roads* and *Mary Lee Foundation* - Coed youth, grades 9-12, participating in transitional living programs, attended AISD secondary schools and received after-school supplementary tutoring services.
- *Mary Lee Apartments* - A coed group of youth, ages 0 to 21, with specific special education needs, lived in a group home. The residents received on-site and after-school supplementary instruction.
- *Junior Helping Hand* and *Settlement Club Home* - All females, ages 0-21, living in group homes, received on-site and after-school supplementary instruction.

All institutions met their goals. Some reported forwarding a record number of grade reports to receiving institutions that enabled students to receive credit for grades, attendance, graduation, and GEDs. All the institutions were more satisfied this year with their ability to involve and retain residents in after-school tutorials. Two institutions cited 50 percent of their eligible populations graduating from regular high school or meeting GED requirements. In 1995-96, Title I funds were spent at the N or D institutions on staff, library materials, and educational materials and supplies.

SUMMARY AND CONCLUSIONS

Two of the neglected or delinquent institutions, in spite of receiving late funding, were able to send out more grade reports and to graduate more than one-half of their eligible populations. The other institutions enrolled and retained more youth in after-school tutorial programs and had fewer behavioral problems this year. Continuity in staff and program may have contributed to these positive findings.

TITLE I STUDENT PROGRESS AND ACHIEVEMENT OVERVIEW

STUDENT PROGRESS AND ACHIEVEMENT

Under the reauthorized Title I regulations, the Title I student performance standards are a state's accountability system criteria. For Texas, these criteria include: percentage of students passing TAAS, annual dropout rate, and attendance rate. TAAS accountability figures are based on students that are enrolled in the District on a selected day at the end of October (October 27 for 1995) and subsequently take the TAAS test on a campus during the spring administration. The 1995-96 requirement for each criterion are as follows:

- At least 30% of all students in the October subset had to pass each section of the TAAS test, which includes reading and mathematics at grades 3 through 8 and writing in grades 4 and 8.
- At least 30% of students in each disaggregated group had to pass the TAAS test. The disaggregated groups are: African American, Hispanic, White, and Economically Disadvantaged.
- The attendance rate must be 94% or higher for students on a campus that are in grades 1-12. However, a campus will not be placed in campus improvement by attendance rate alone.
- The annual dropout rate must be 6% or less for a middle school campus, and for each disaggregated group at the campus. This requirement does not apply to elementary schools.

For 1996-97, the criteria and the requirements remain the same, except TAAS passing level will be raised to 35% of students on a campus.

ACHIEVEMENT DATA FOR SCHOOLWIDE PROGRAMS IN 1994-95 AND 1995-96

As seen in the Figures 31-33, Title I schoolwide program students held constant or dropped slightly in percentage passing TAAS Reading and TAAS Writing from 1994-95 to 1995-96. Plus, Title I schoolwide program students continued to improve in TAAS Mathematics. Title I schoolwide program students have been passing reading and writing at a higher percentage than mathematics for several years. The higher passing rates in reading and writing may be a result of the initiatives for improved achievement in language arts; the improved passing rates in mathematics may be a result of the more recent initiative for improved achievement in mathematics.

Figure 31: Comparison of Schoolwide Program Students' Percentage Passing TAAS Reading for 1994-95 and 1995-96, by Disaggregated Groups, Collapsed Across Grades 3-8

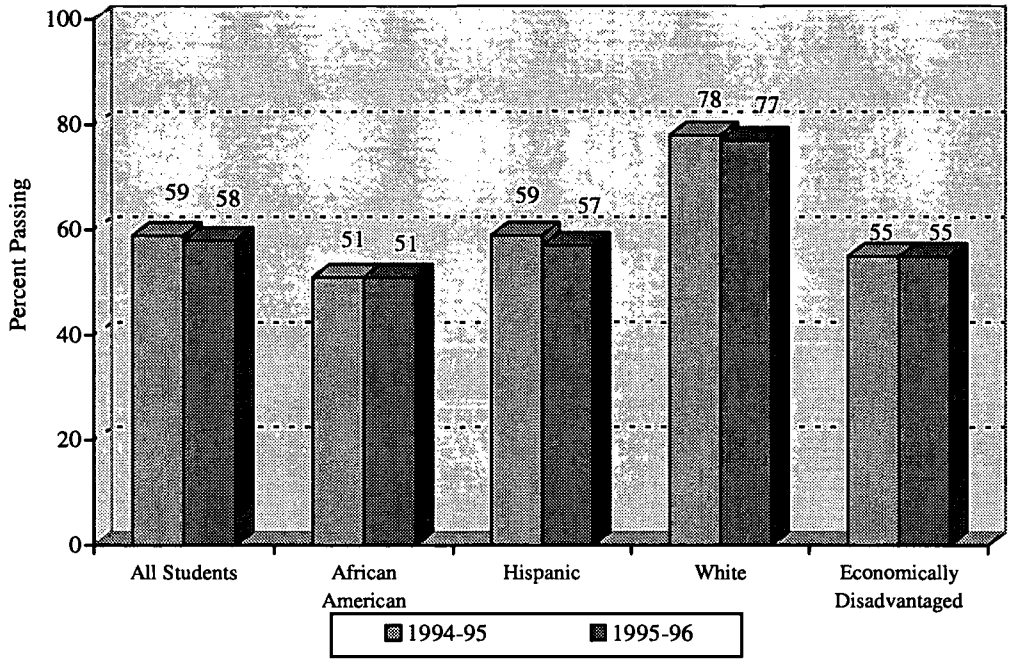


Figure 32: Comparison of Schoolwide Program Students' Percentage Passing TAAS Mathematics for 1994-95 and 1995-96, by Disaggregated Groups, Collapsed Across Grades 3-8

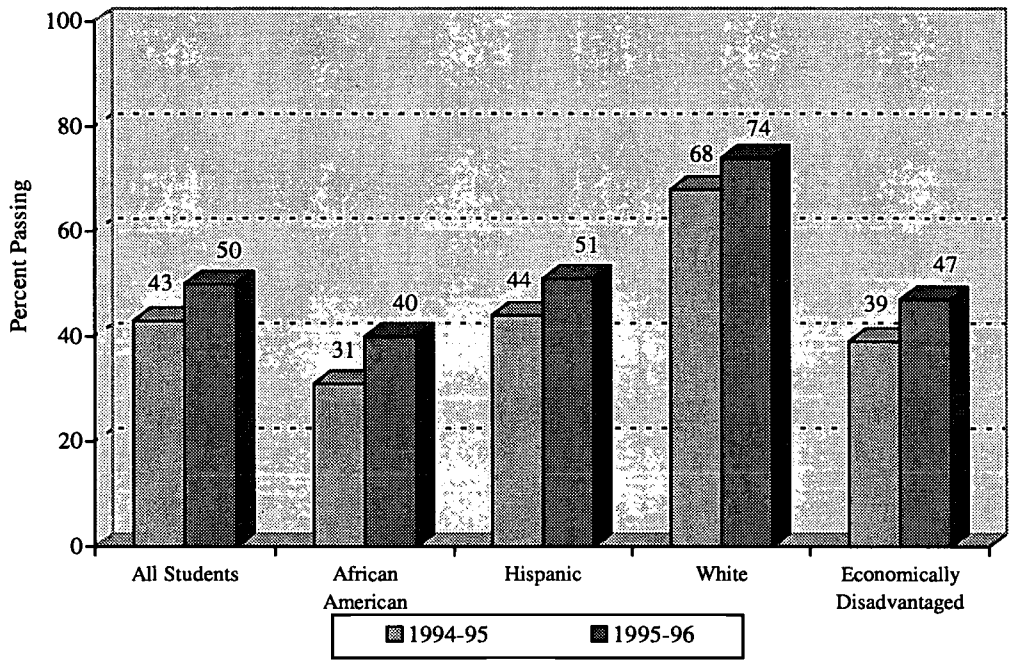
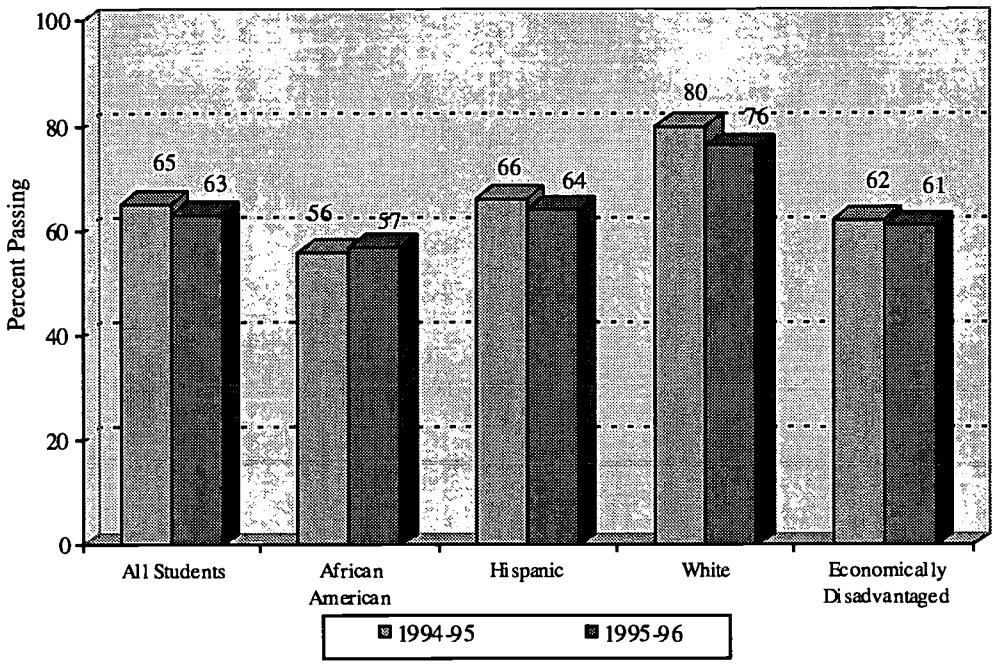


Figure 33: Comparison of Schoolwide Program Students' Percentage Passing TAAS Writing for 1994-95 and 1995-96, by Disaggregated Groups, for Grades 4 and 8



ACHIEVEMENT DATA FOR SCHOOLWIDE PROGRAMS AND FOR THE DISTRICT

In Figures 34 through 36, results of Spring 1996 TAAS testing for Title I schoolwide programs and for the District are compared. A lower percentage of students at Title I schoolwide programs passed the reading and mathematics sections of TAAS than students throughout the District. Although the percentage of Title I students passing TAAS Mathematics was relatively low when compared with the percentage passing for the other groups, Title I students have continued to make gains in mathematics since 1993-94.

Figure 34: Comparison of AISD and Schoolwide Program Students' Percentage Passing 1995-96 TAAS Reading by Disaggregated Groups, Collapsed Across Grades 3-8

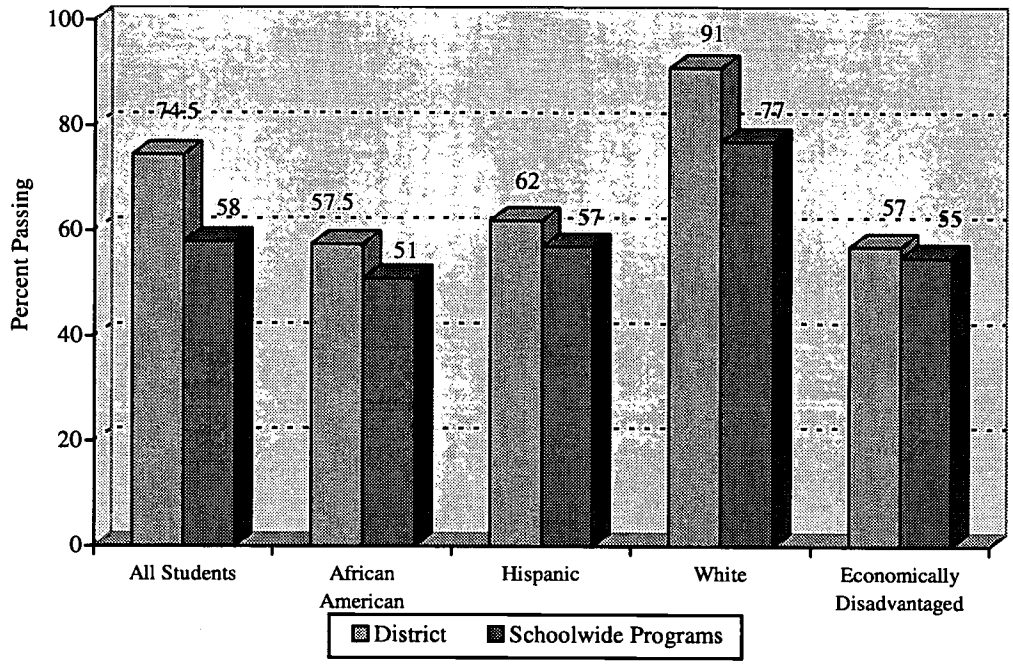


Figure 35: Comparison of AISD and Schoolwide Program Students' Percentage Passing 1995-96 TAAS Mathematics by Disaggregated Groups, Collapsed Across Grades 3-8

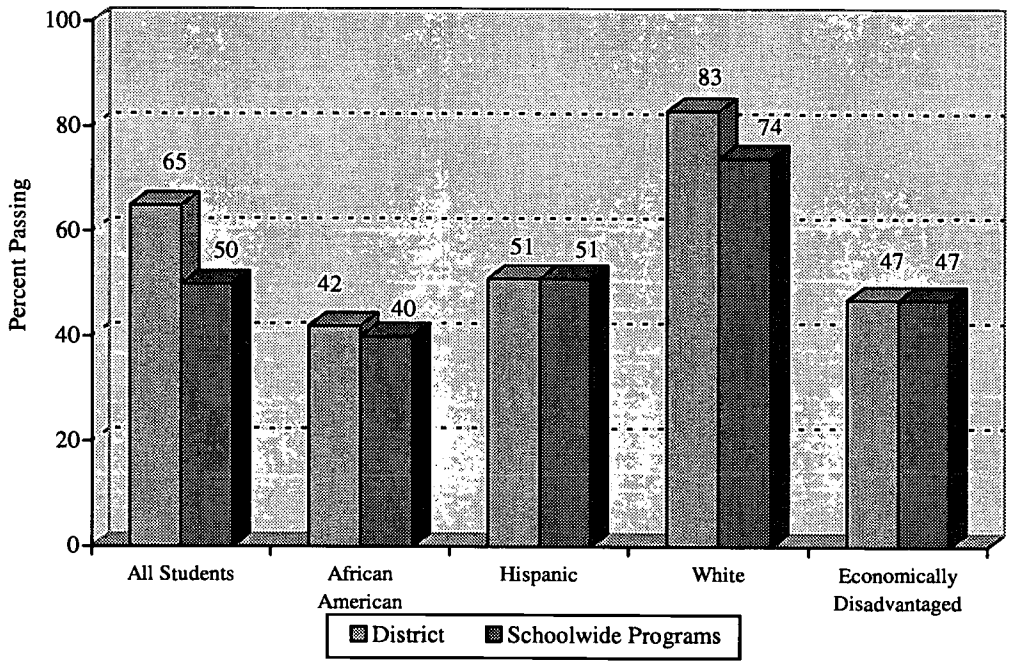
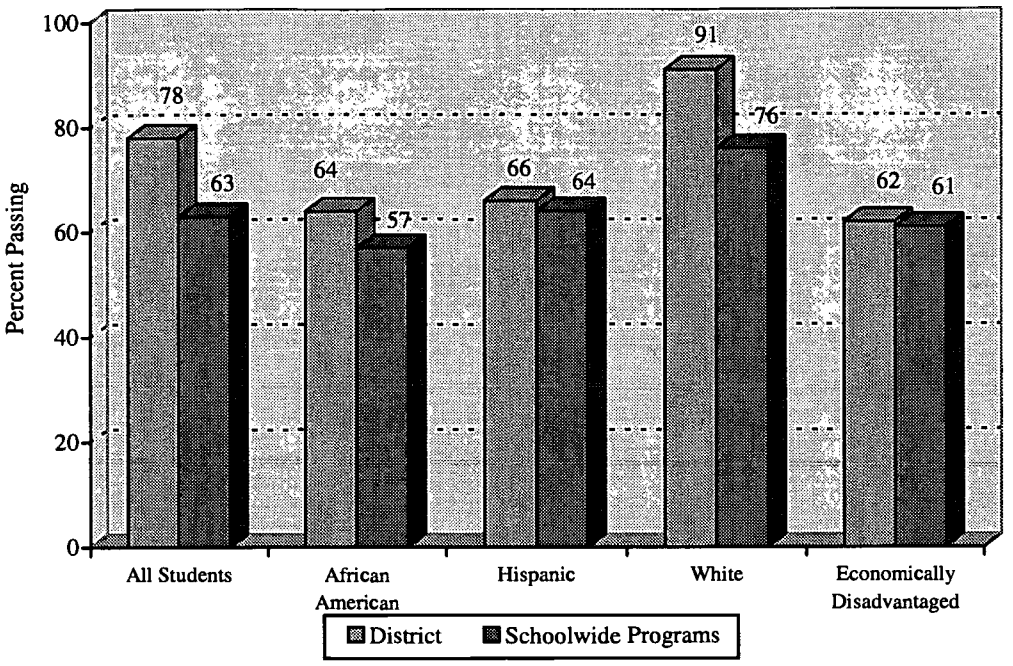


Figure 36: Comparison of AISD and Schoolwide Program Students' Percentage Passing 1995-96 TAAS Writing by Disaggregated Groups, Collapsed Across Grades 4 and 8



CONCLUSIONS

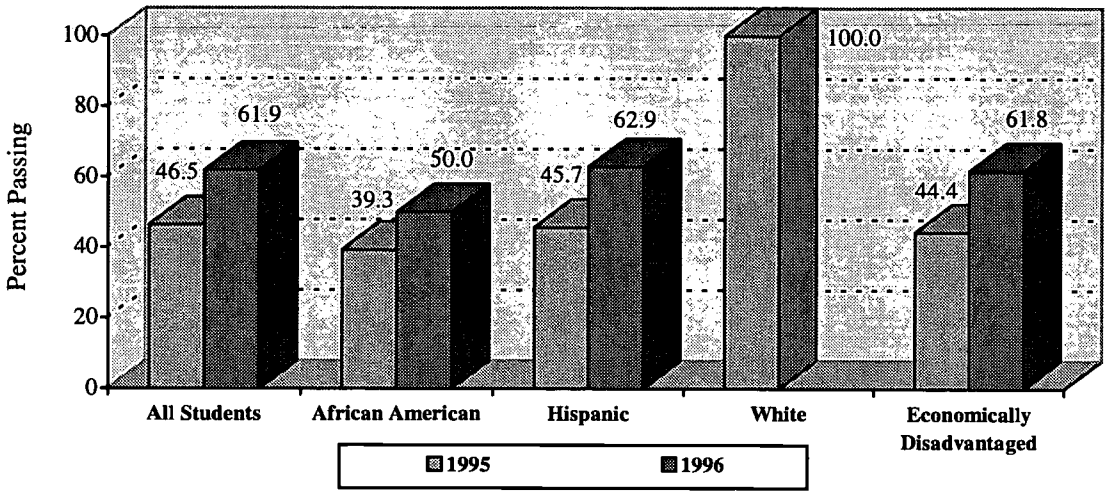
Overall, Title I campuses fell behind other campuses in student achievement. However, results indicated that the majority of students at Title I schoolwide programs have been making gains in mathematics from 1993-94 to 1995-96. Three of the Title I schoolwide programs were rated low performing in 1995-96. Title I schoolwide programs that are rated low-performing for three years in a row will be monitored by the Federal as well as State Education Agency.

ACHIEVEMENT DATA BY SCHOOL

In Figures 37 through 150, 1996 TAAS Reading, TAAS Mathematics, and TAAS Writing percentages passing are presented by disaggregated group for each of the Title I schools.

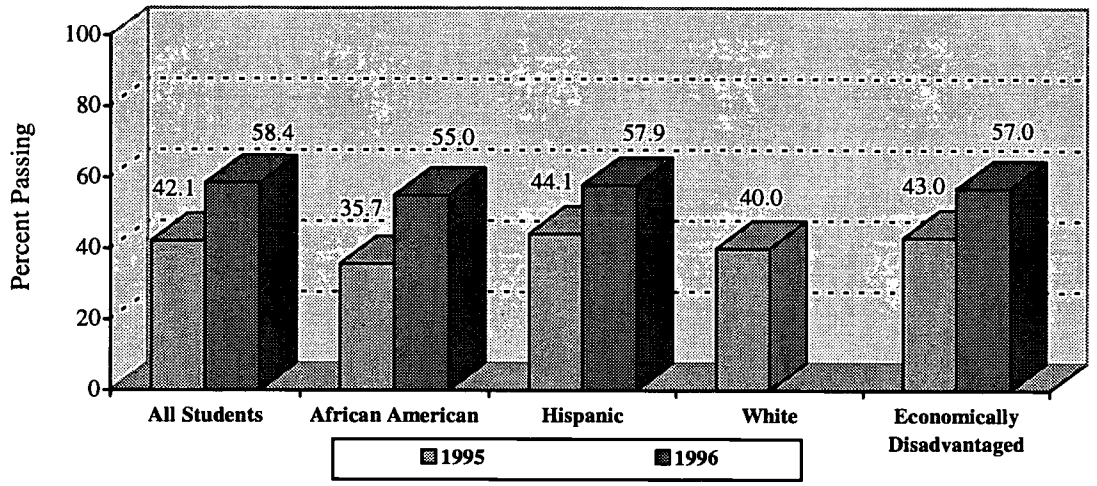
ALLAN ELEMENTARY

Figure 37: TAAS Reading by Disaggregated Group, 1995 and 1996



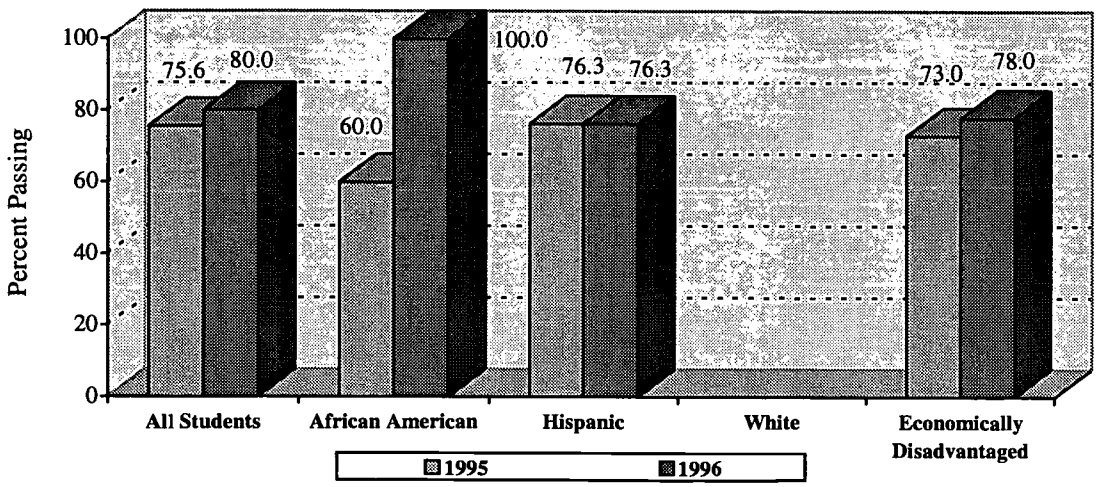
* There were not enough White students in 1996 to group.

Figure 38: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1996 to group.

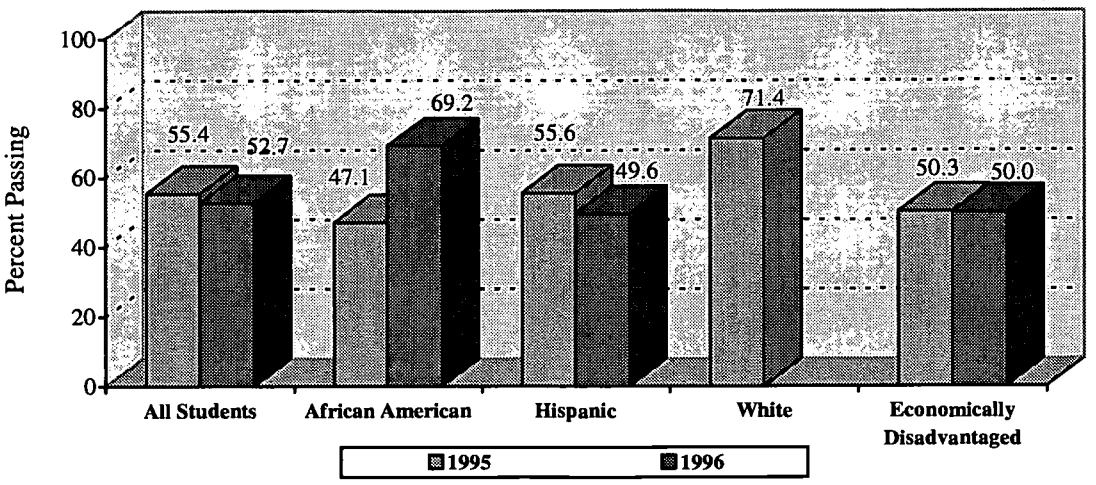
Figure 39: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

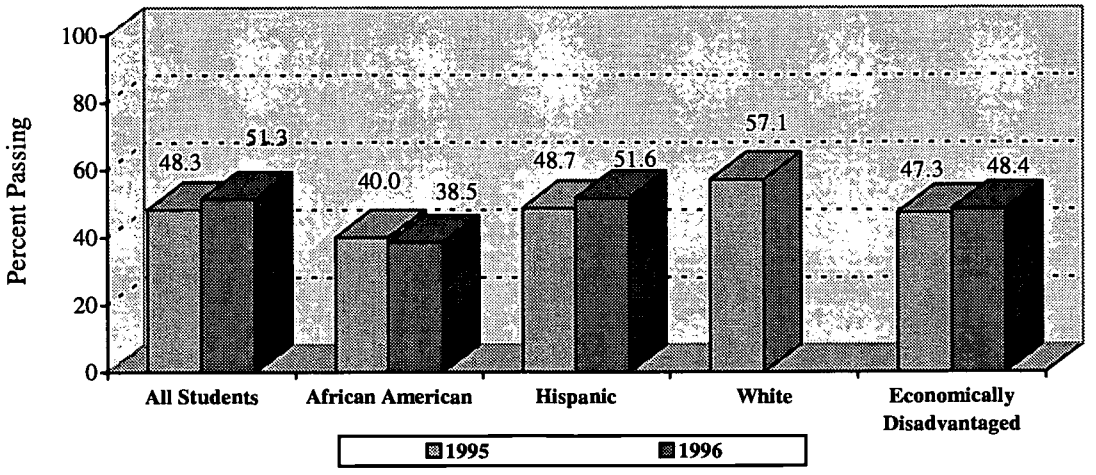
ALLISON ELEMENTARY

Figure 40: TAAS Reading by Disaggregated Group, 1995 and 1996



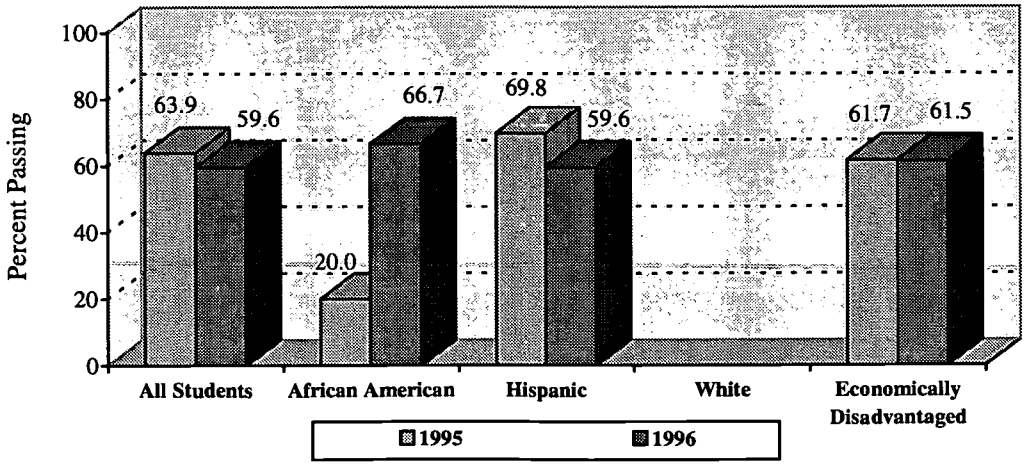
* There were not enough White students in 1996 to group.

Figure 41: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1996 to group.

Figure 42: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

ANDREWS ELEMENTARY

Figure 43: TAAS Reading by Disaggregated Group, 1995 and 1996

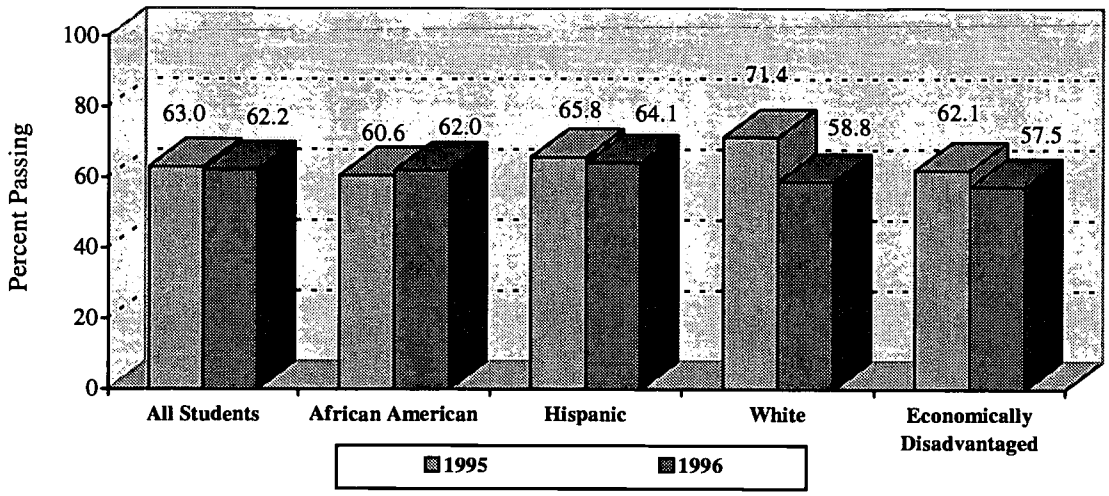


Figure 44: TAAS Mathematics by Disaggregated Group, 1995 and 1996

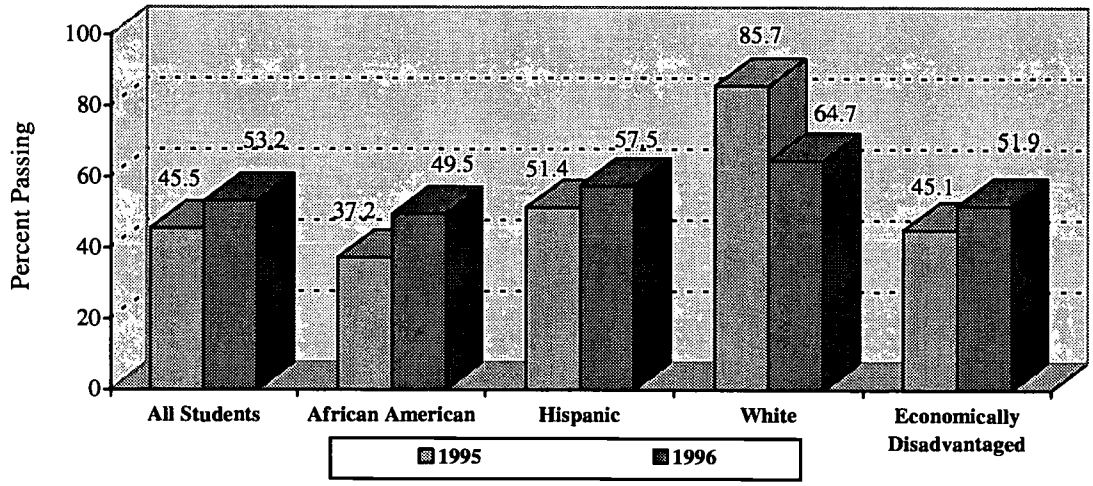
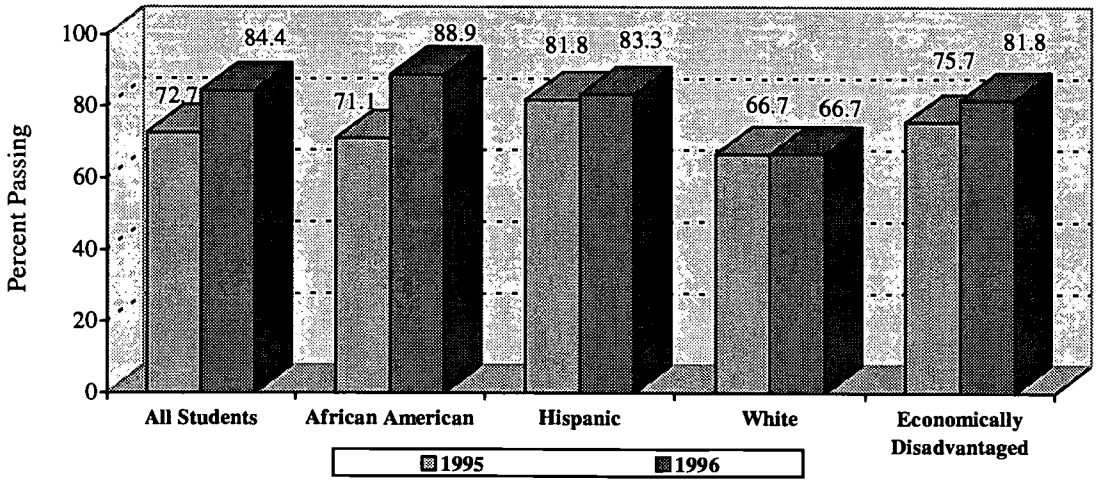


Figure 45: TAAS Writing by Disaggregated Group, 1995 and 1996



BARRINGTON ELEMENTARY

Figure 46: TAAS Reading by Disaggregated Group, 1995 and 1996

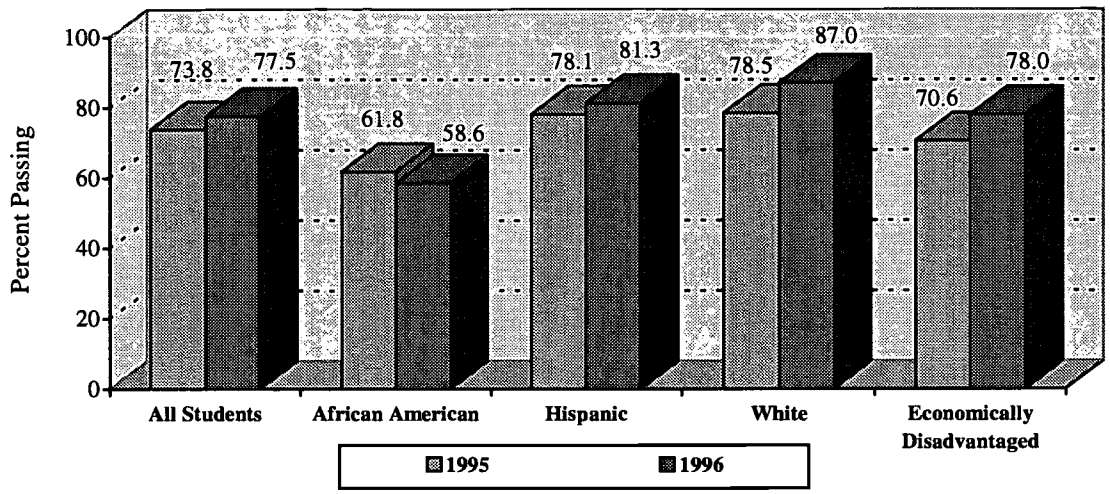


Figure 47: TAAS Mathematics by Disaggregated Group, 1995 and 1996

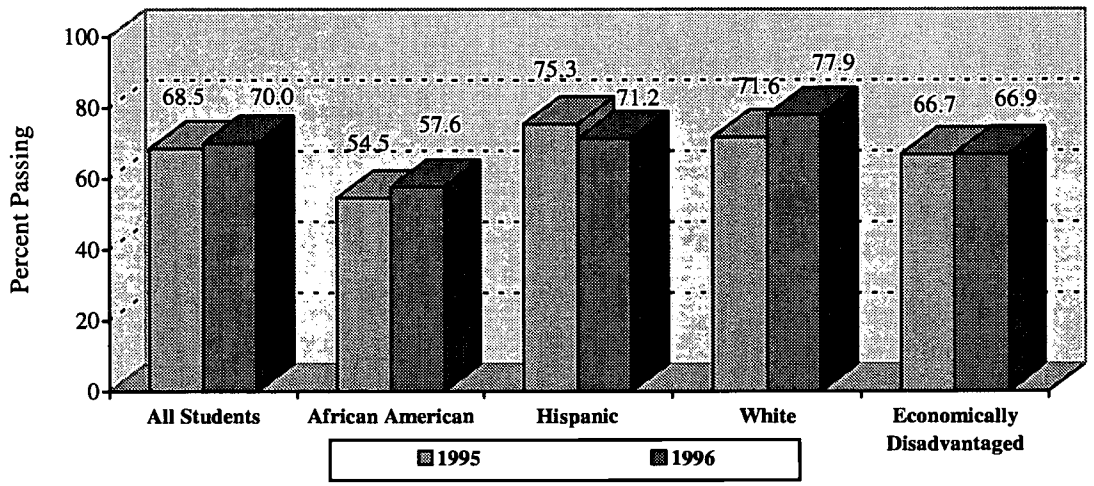
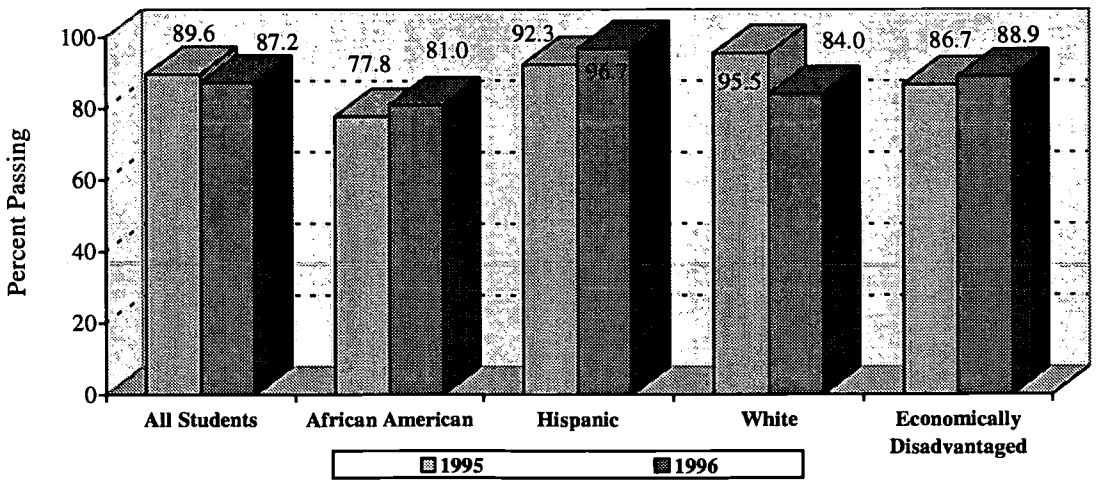


Figure 48: TAAS Writing by Disaggregated Group, 1995 and 1996



BECKER ELEMENTARY

Figure 49: TAAS Reading by Disaggregated Group, 1995 and 1996

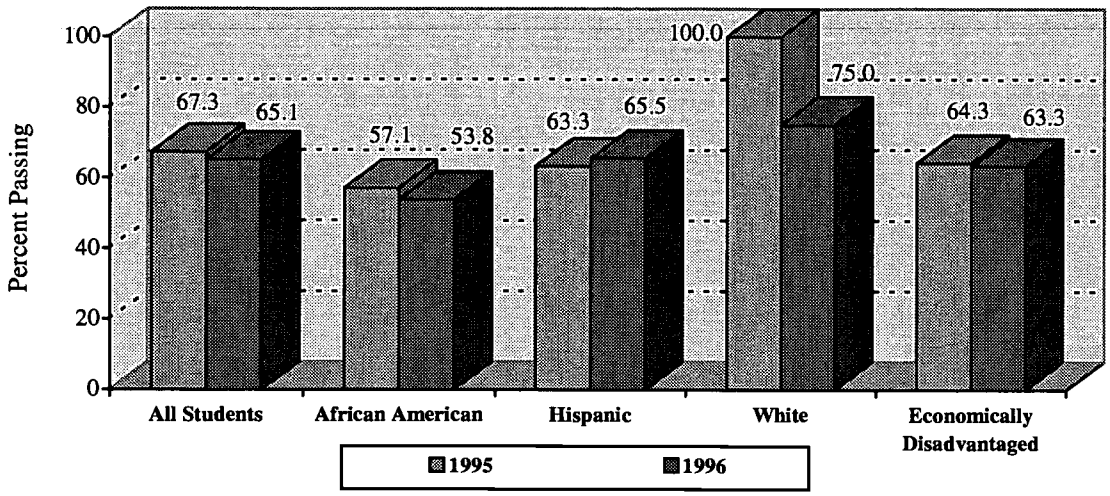


Figure 50: TAAS Mathematics by Disaggregated Group, 1995 and 1996

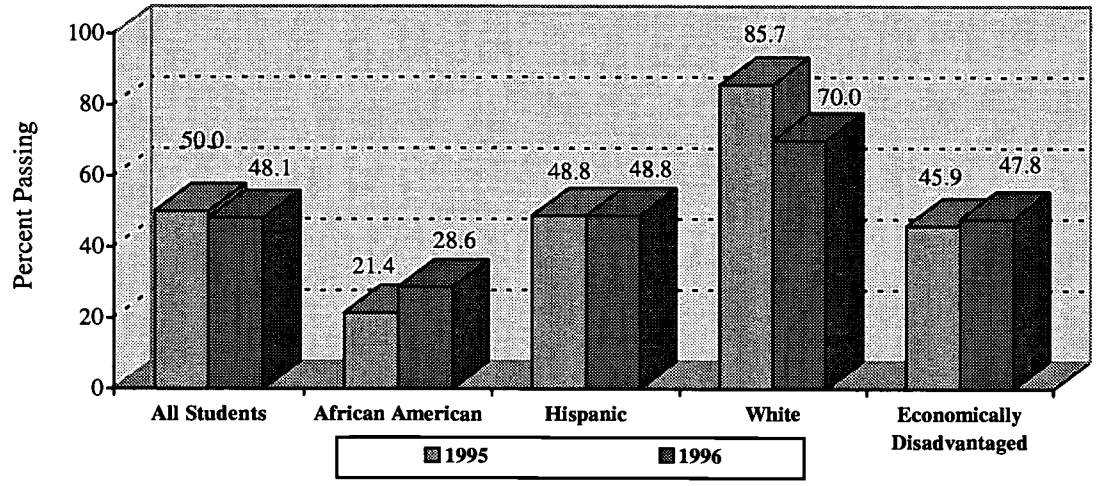
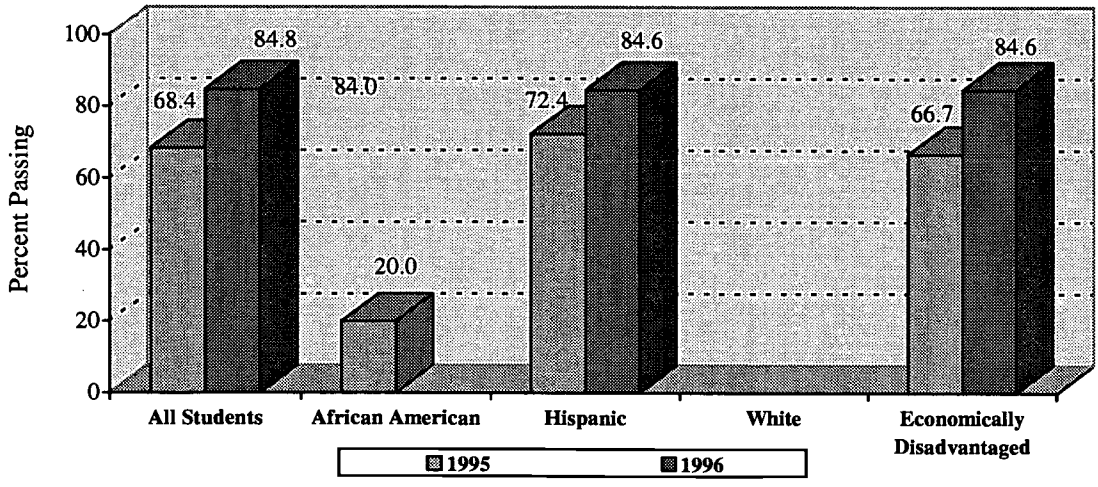


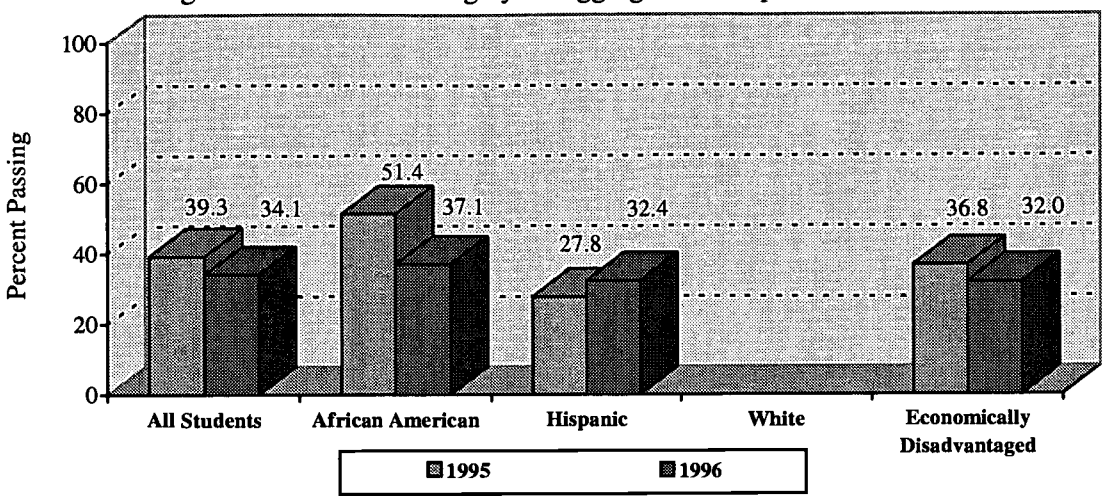
Figure 51: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1996 or White students in 1995 or 1996 to group.

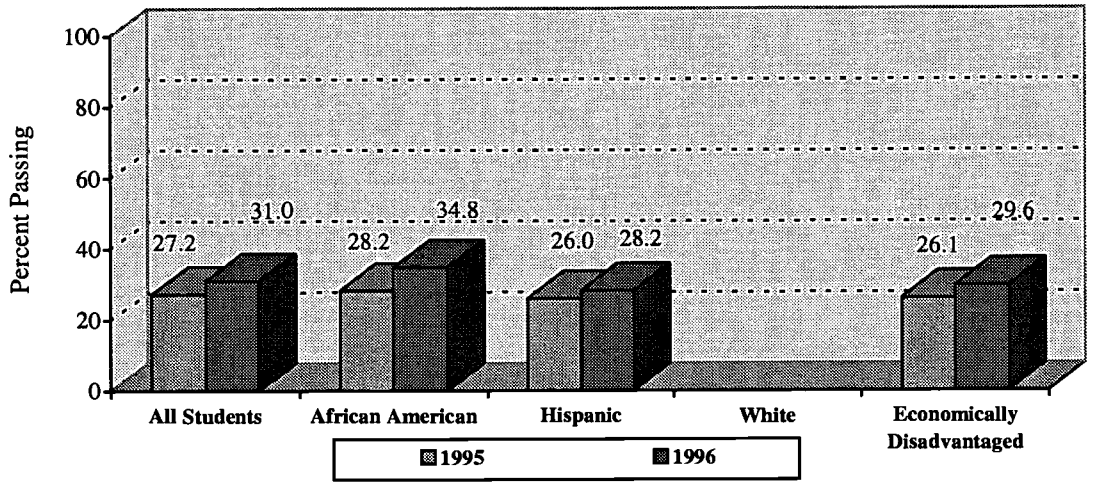
BLACKSHEAR ELEMENTARY

Figure 52: TAAS Reading by Disaggregated Group, 1995 and 1996



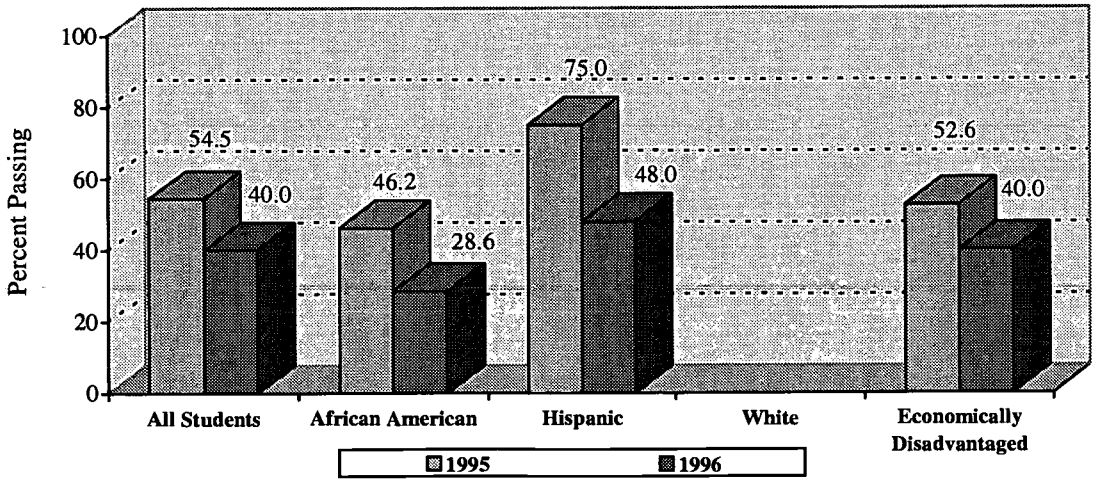
* There were not enough White students in 1995 or 1996 to group.

Figure 53: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

Figure 54: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

BLANTON ELEMENTARY

Figure 55: TAAS Reading by Disaggregated Group, 1995 and 1996

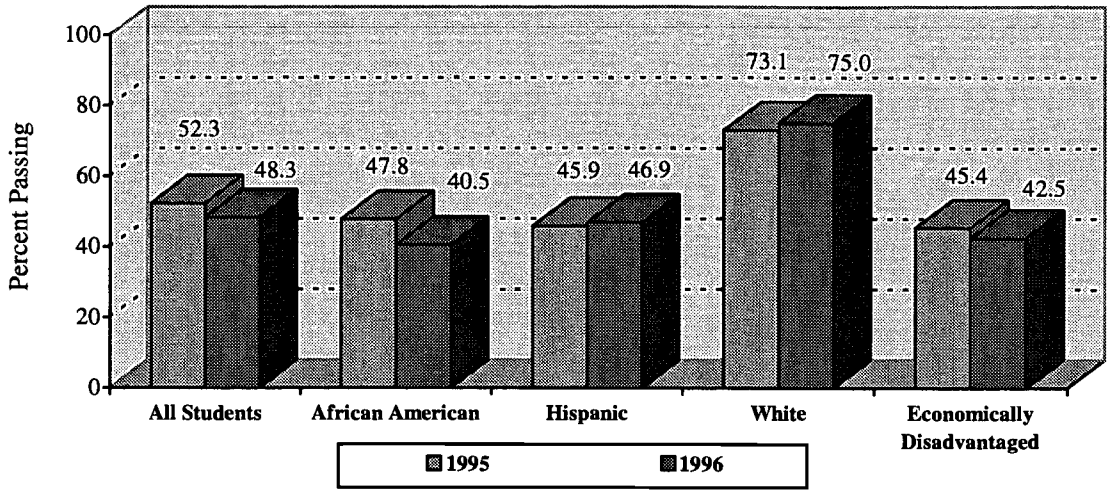


Figure 56: TAAS Mathematics by Disaggregated Group, 1995 and 1996

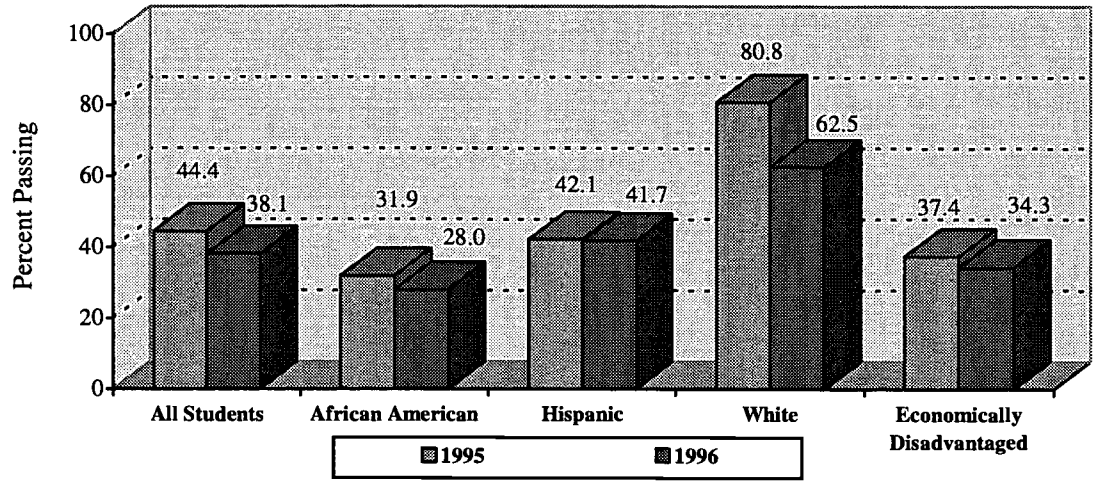
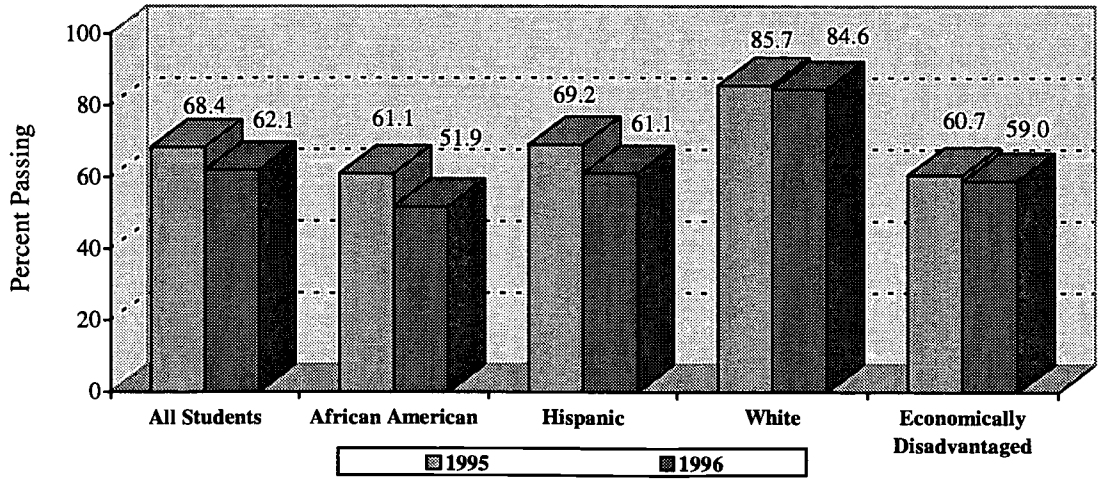
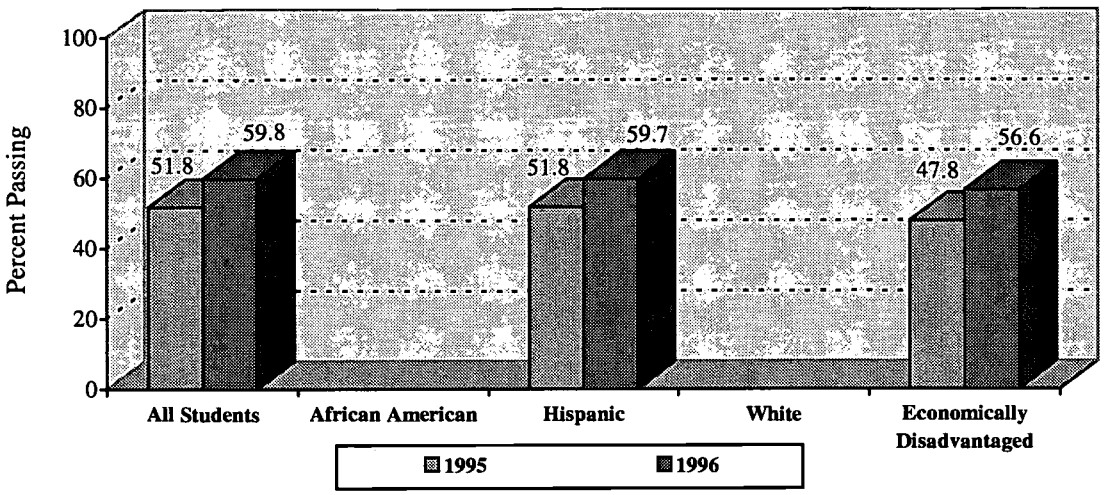


Figure 57: TAAS Writing by Disaggregated Group, 1995 and 1996



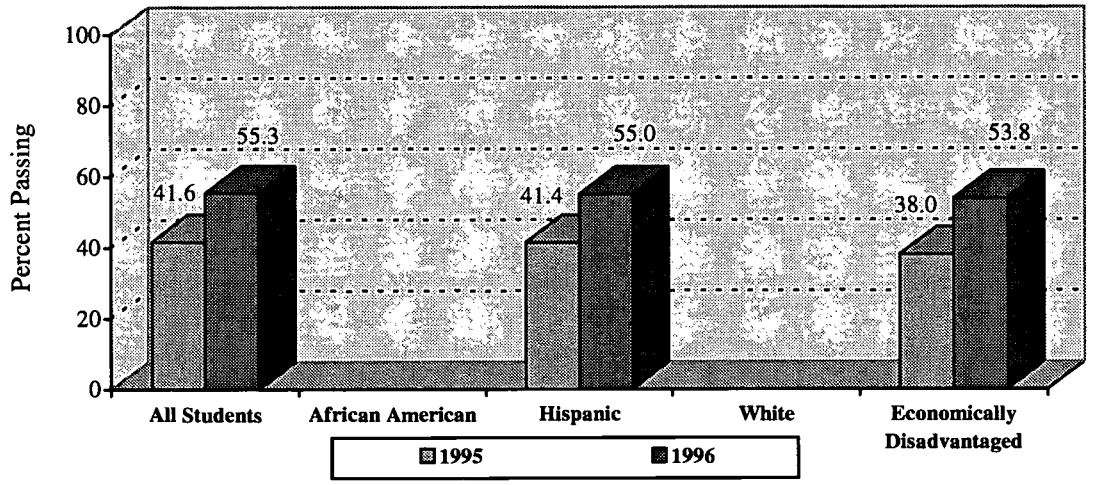
BROOKE ELEMENTARY

Figure 58: TAAS Reading by Disaggregated Group, 1995 and 1996



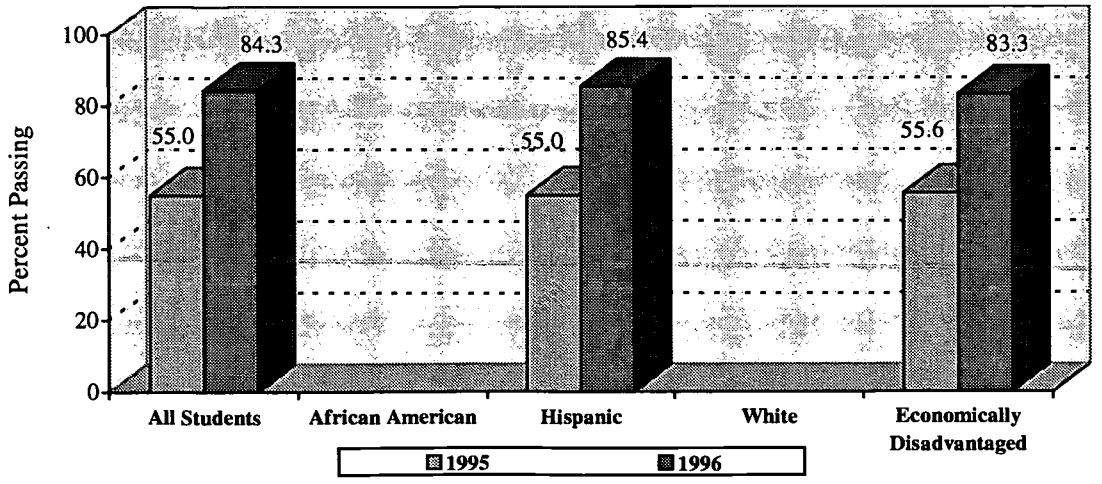
* There were not enough African American or White students in 1995 or 1996 to group.

Figure 59: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 to group.

Figure 60: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 to group.

BROWN ELEMENTARY

Figure 61: TAAS Reading by Disaggregated Group, 1995 and 1996

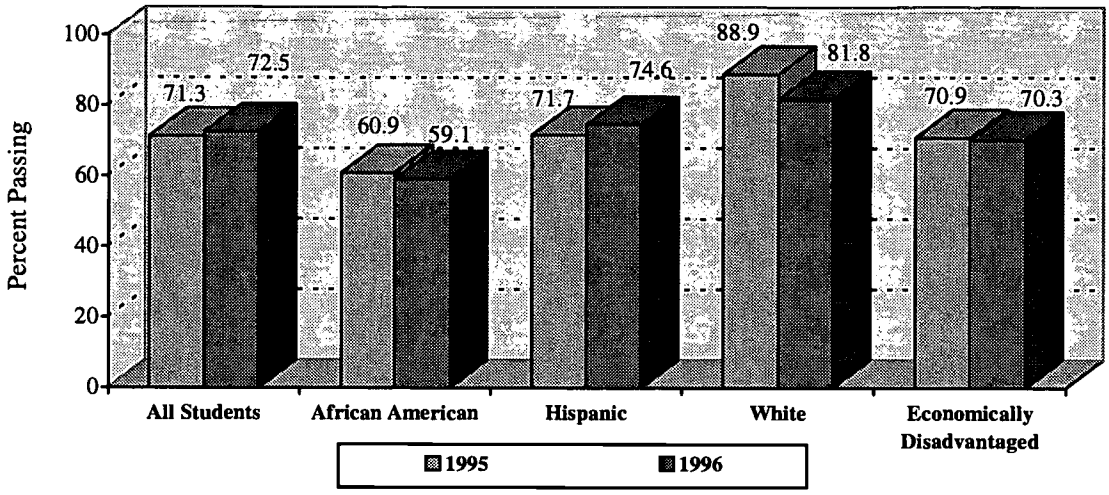


Figure 62: TAAS Mathematics by Disaggregated Group, 1995 and 1996

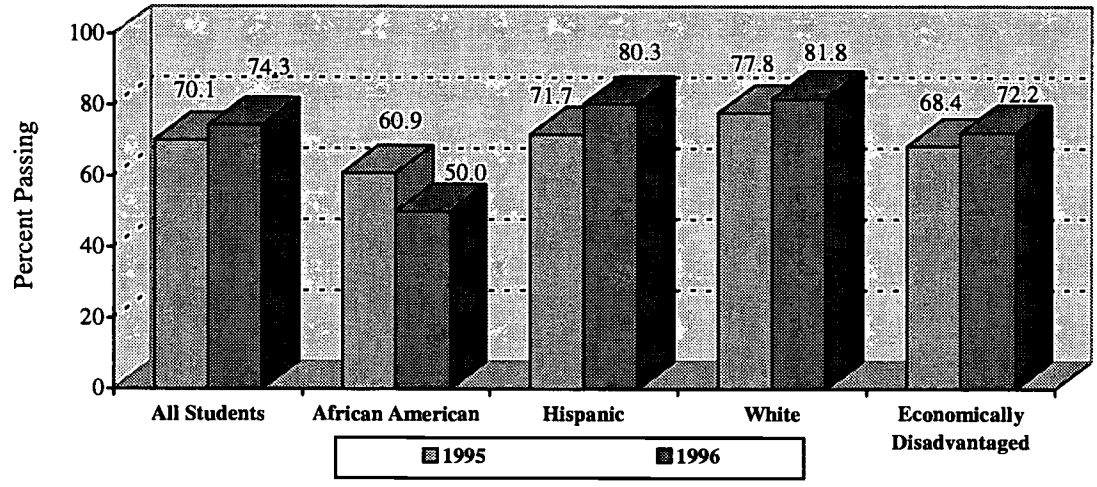
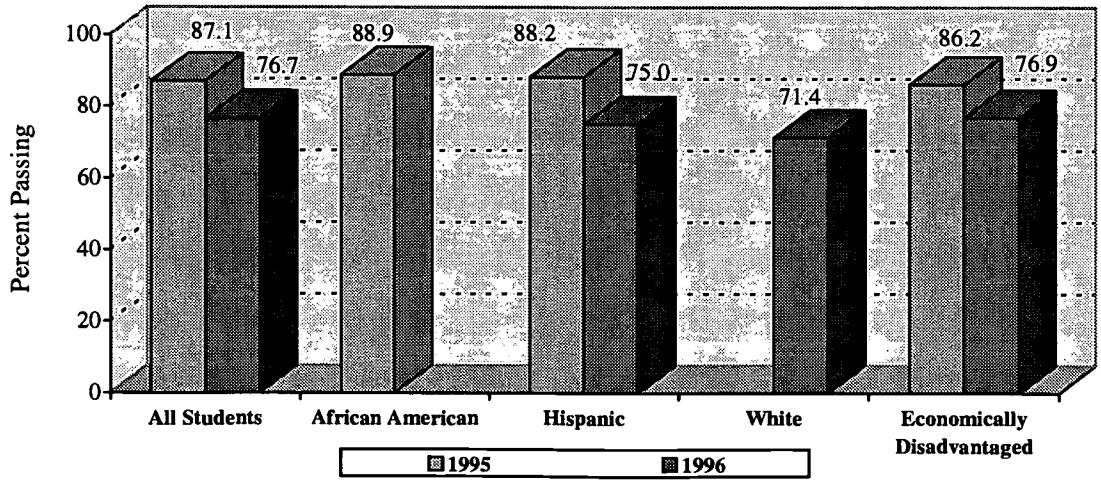


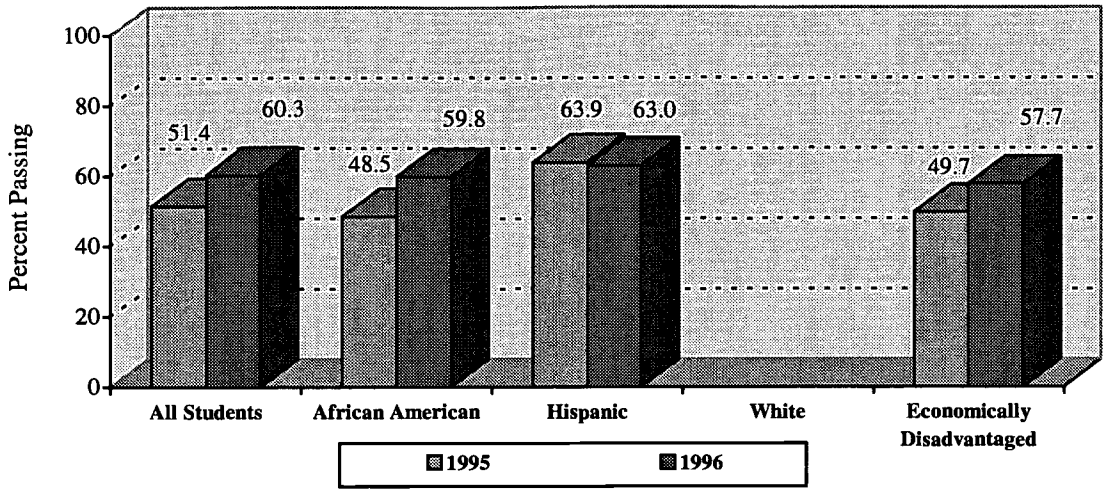
Figure 63: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1996 or White students in 1995 to group.

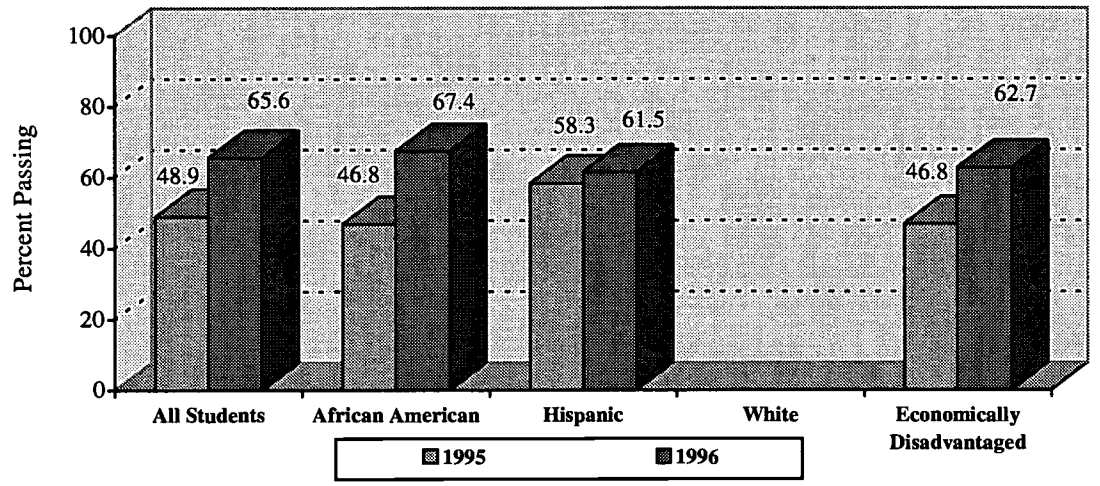
CAMPBELL ELEMENTARY

Figure 64: TAAS Reading by Disaggregated Group, 1995 and 1996



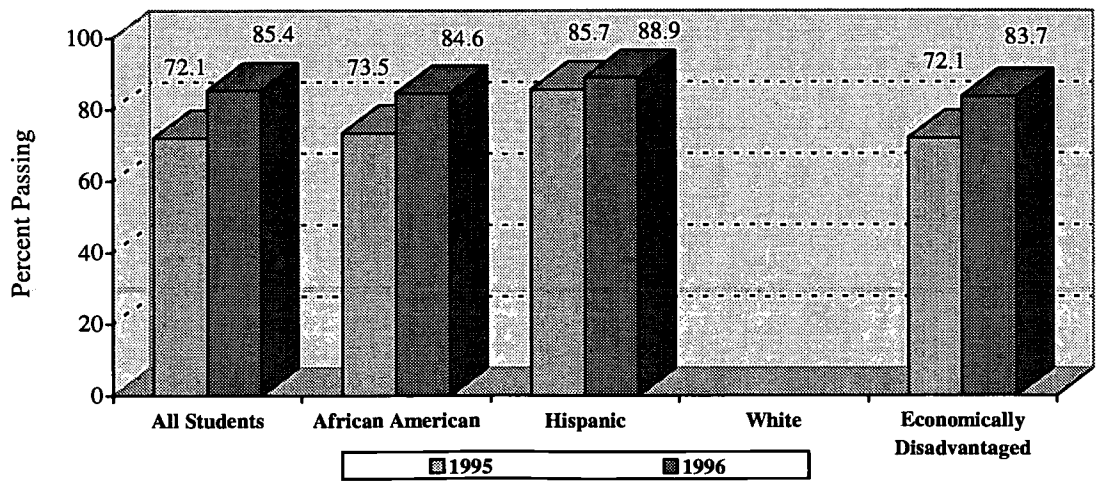
* There were not enough White students in 1995 or 1996 to group.

Figure 65: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

Figure 66: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

DAWSON ELEMENTARY

Figure 67: TAAS Reading by Disaggregated Group, 1995 and 1996

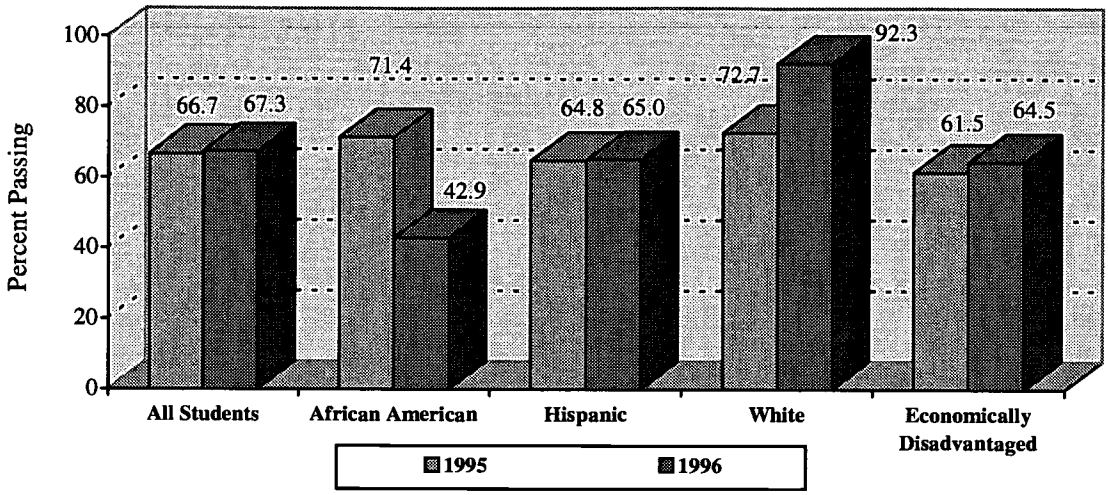


Figure 68: TAAS Mathematics by Disaggregated Group, 1995 and 1996

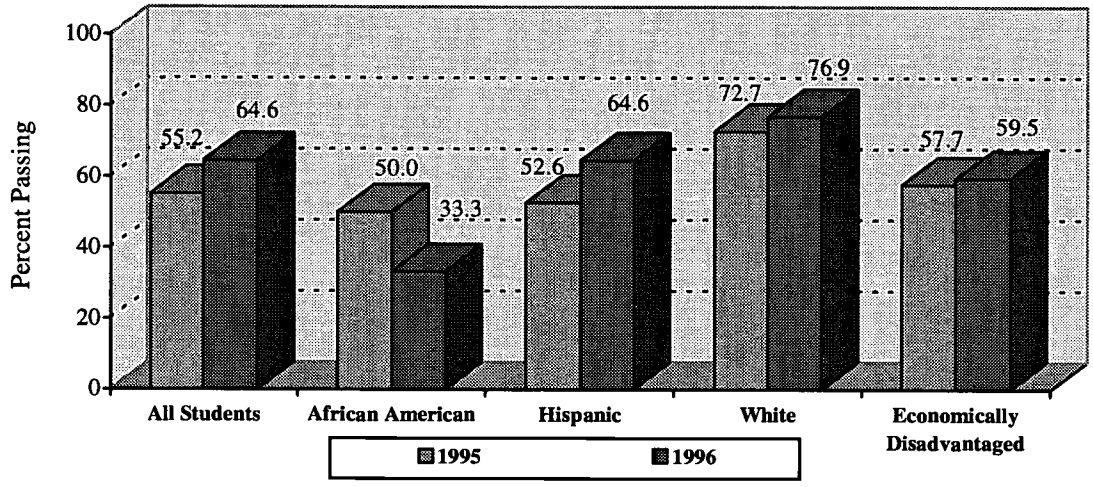
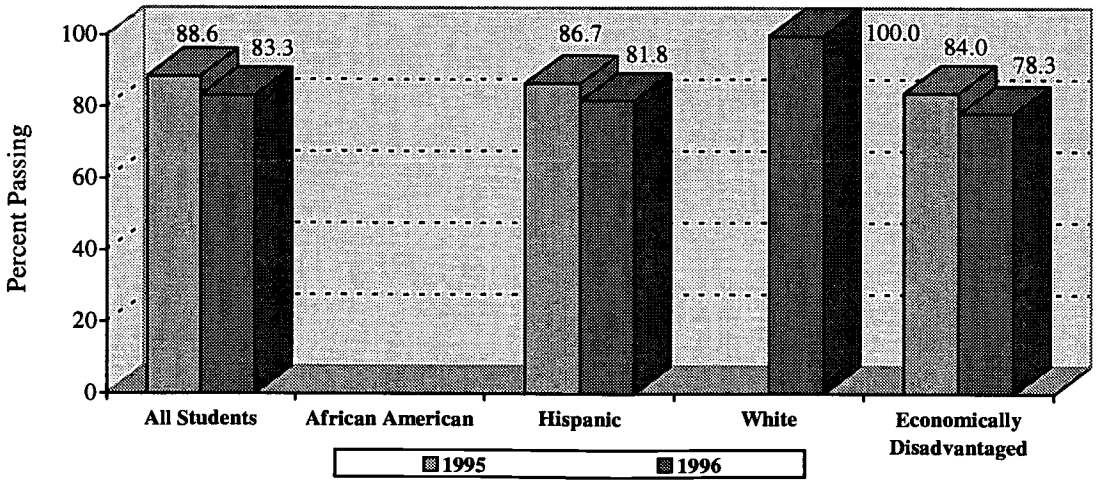


Figure 69: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1995 and 1996 or White students in 1995 to group.

GALINDO ELEMENTARY

Figure 70: TAAS Reading by Disaggregated Group, 1995 and 1996

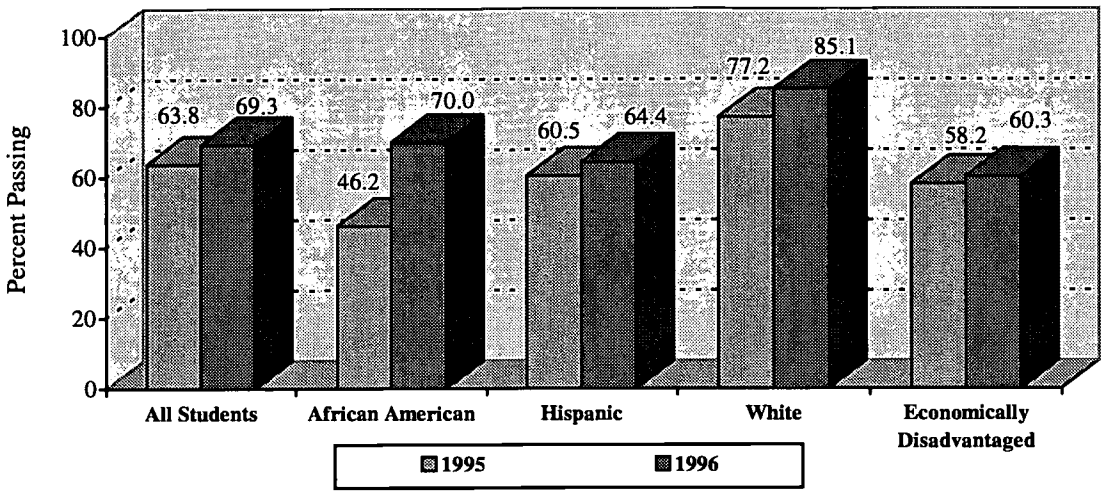


Figure 71: TAAS Mathematics by Disaggregated Group, 1995 and 1996

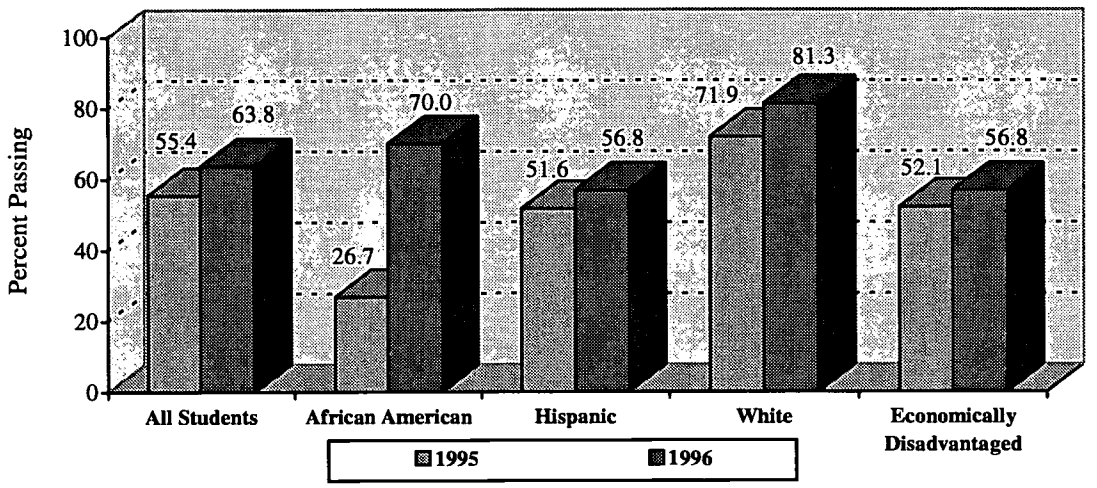
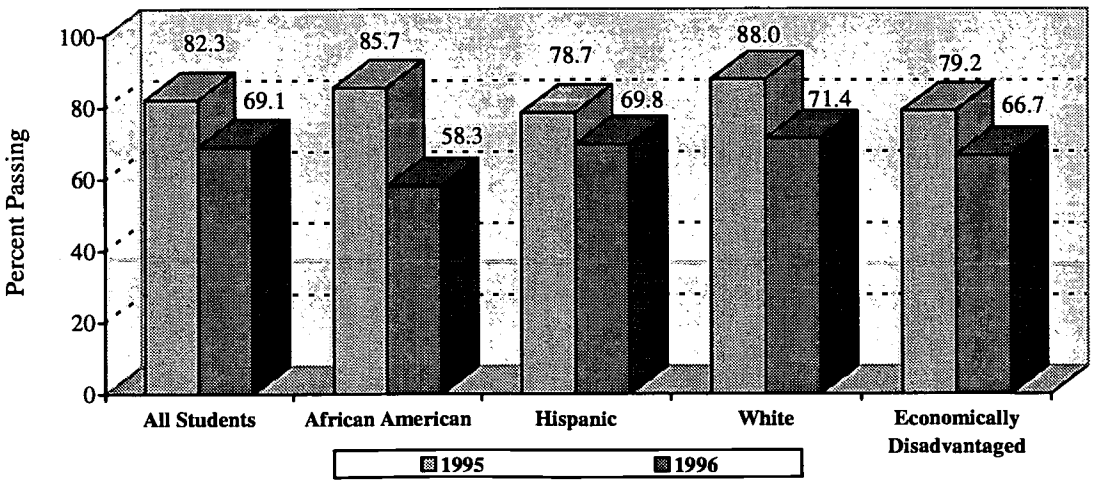
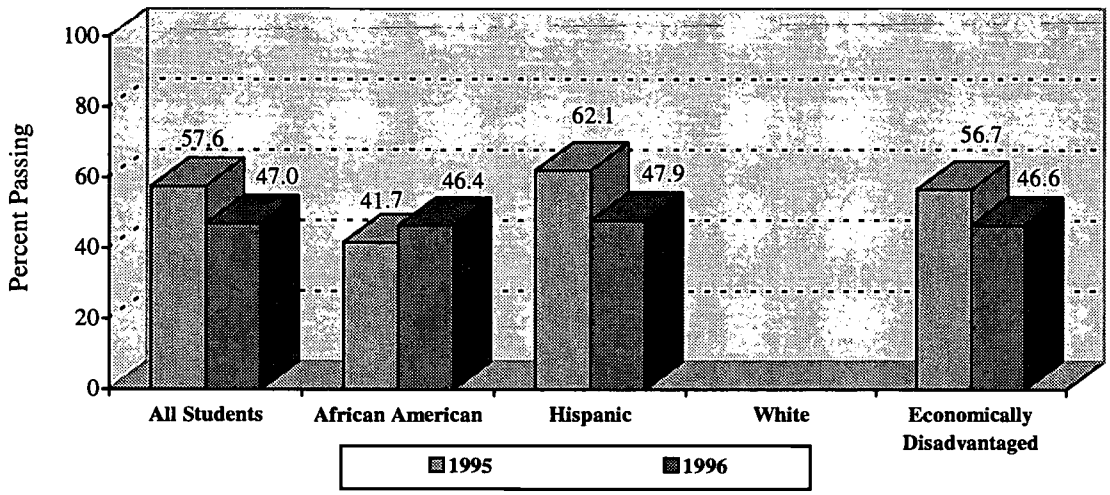


Figure 72: TAAS Writing by Disaggregated Group, 1995 and 1996



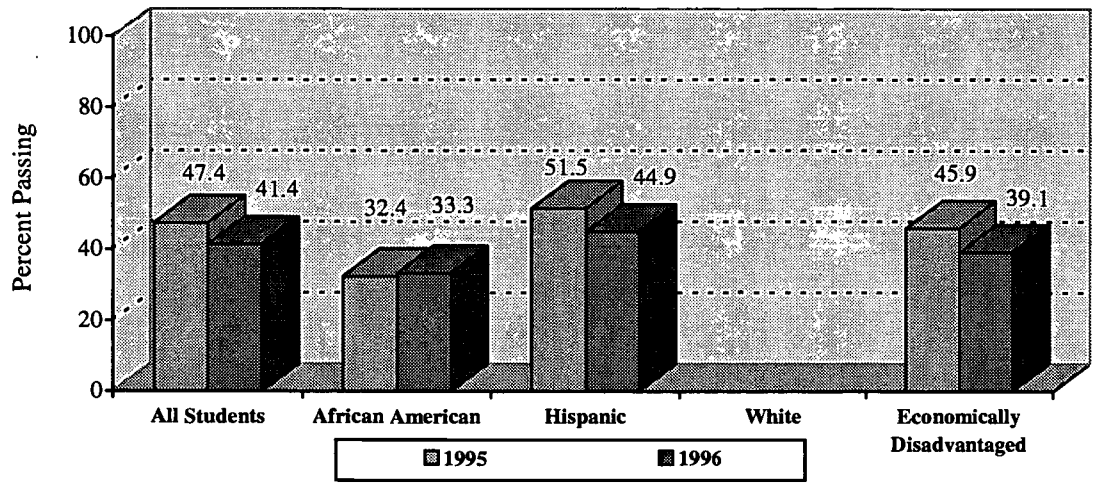
GOVALLE ELEMENTARY

Figure 73: TAAS Reading by Disaggregated Group, 1995 and 1996



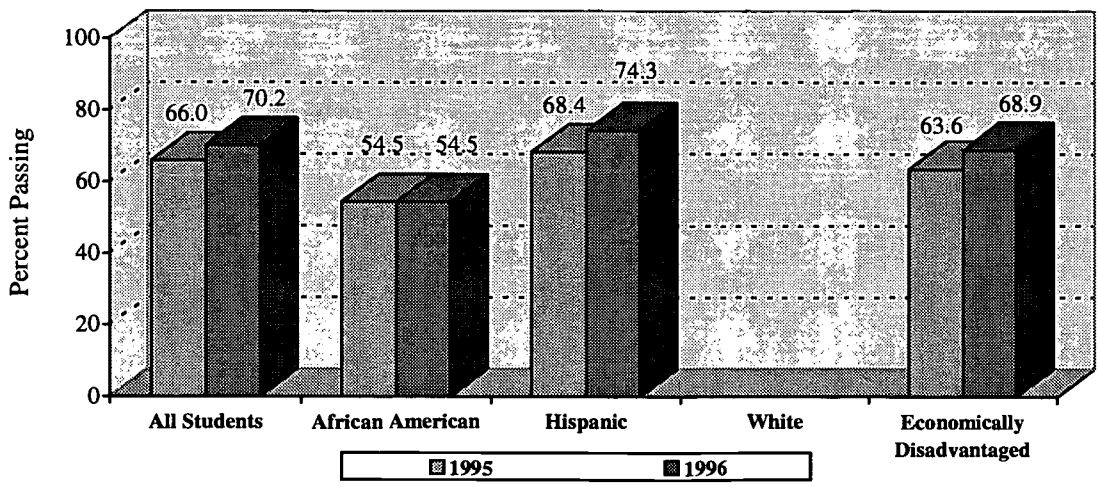
* There were not enough White students in 1995 or 1996 to group.

Figure 74: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

Figure 75: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

HARRIS ELEMENTARY

Figure 76: TAAS Reading by Disaggregated Group, 1995 and 1996

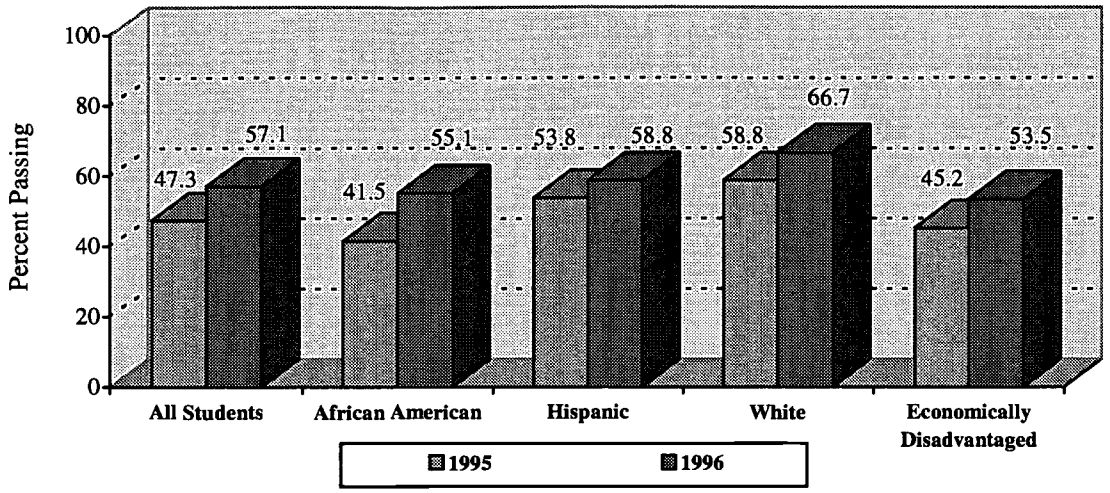


Figure 77: TAAS Mathematics by Disaggregated Group, 1995 and 1996

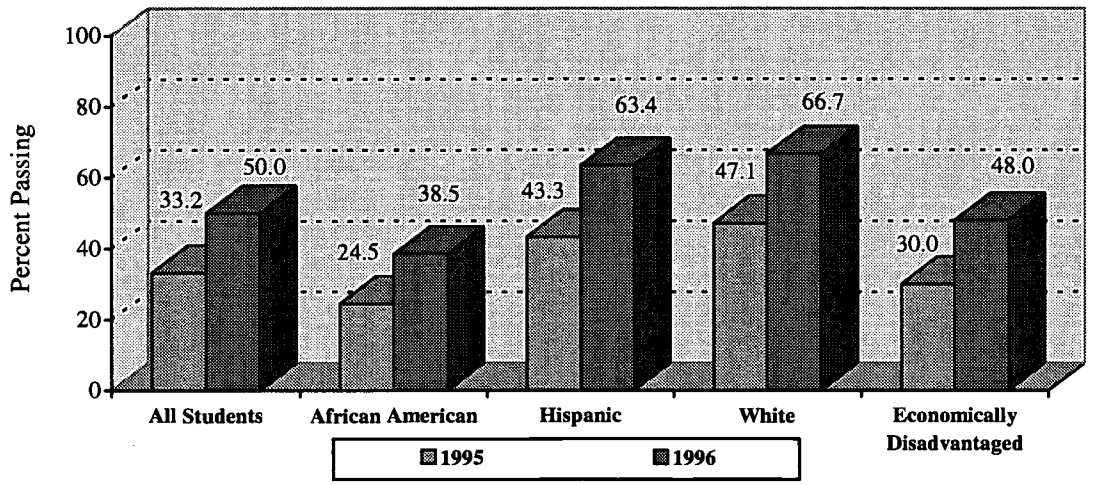
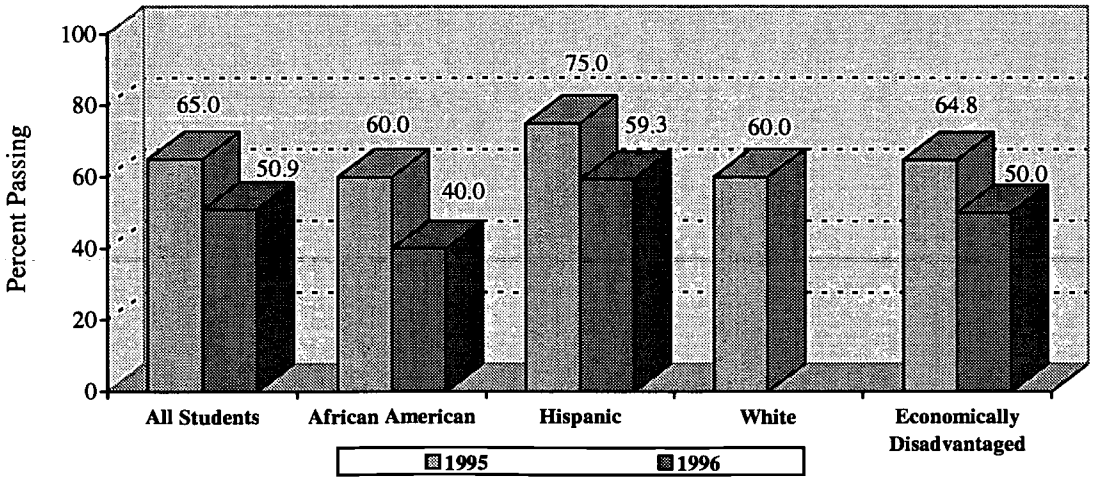


Figure 78: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1996 to group.

HOUSTON ELEMENTARY

Figure 79: TAAS Reading by Disaggregated Group, 1995 and 1996

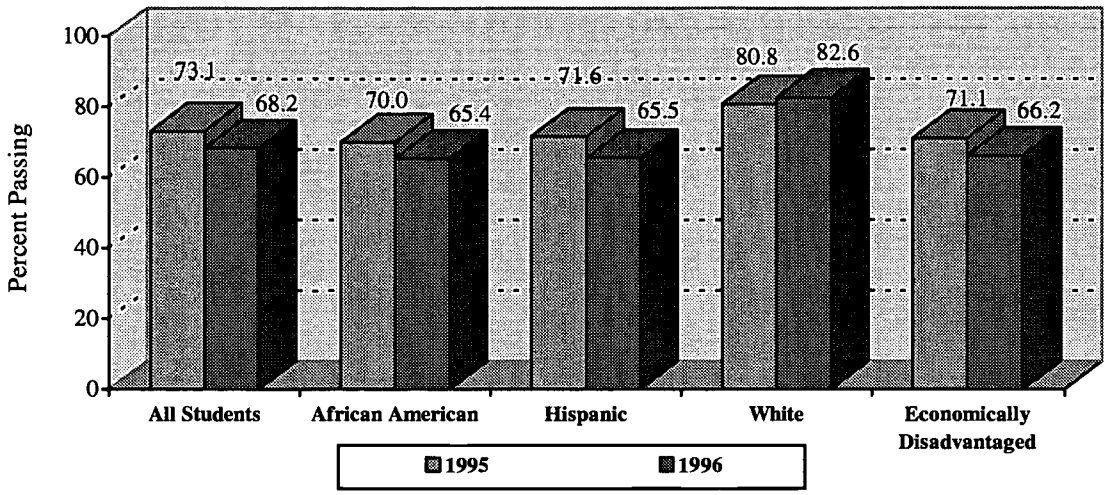


Figure 80: TAAS Mathematics by Disaggregated Group, 1995 and 1996

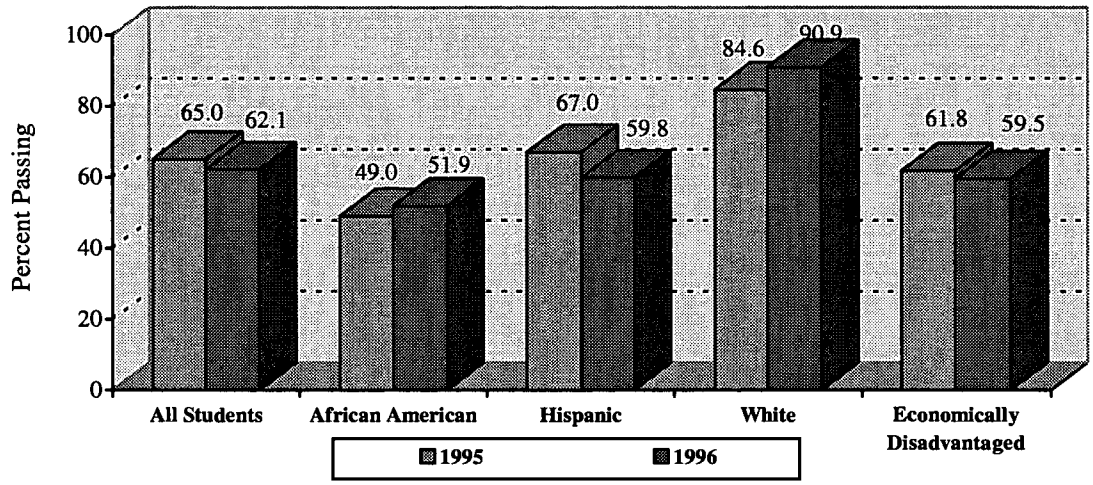
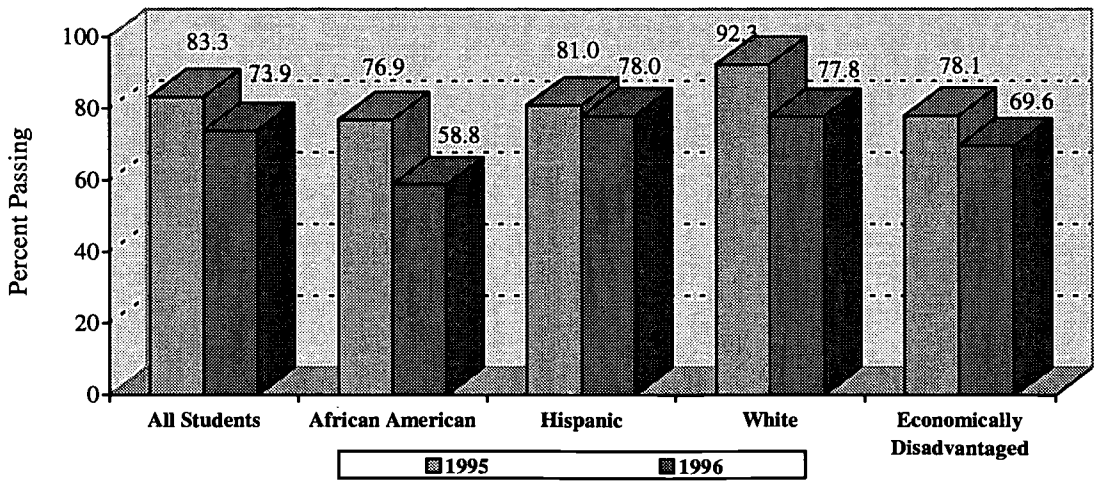
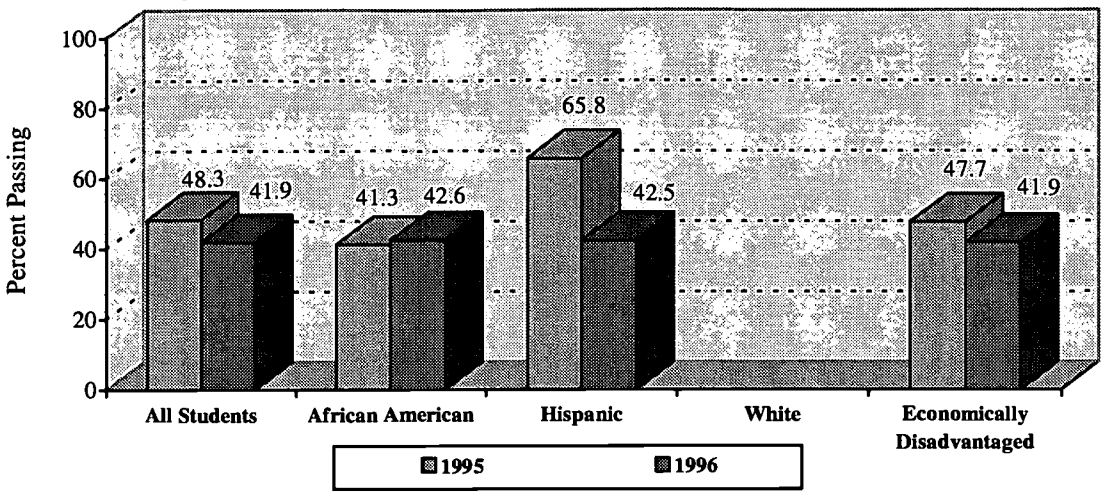


Figure 81: TAAS Writing by Disaggregated Group, 1995 and 1996



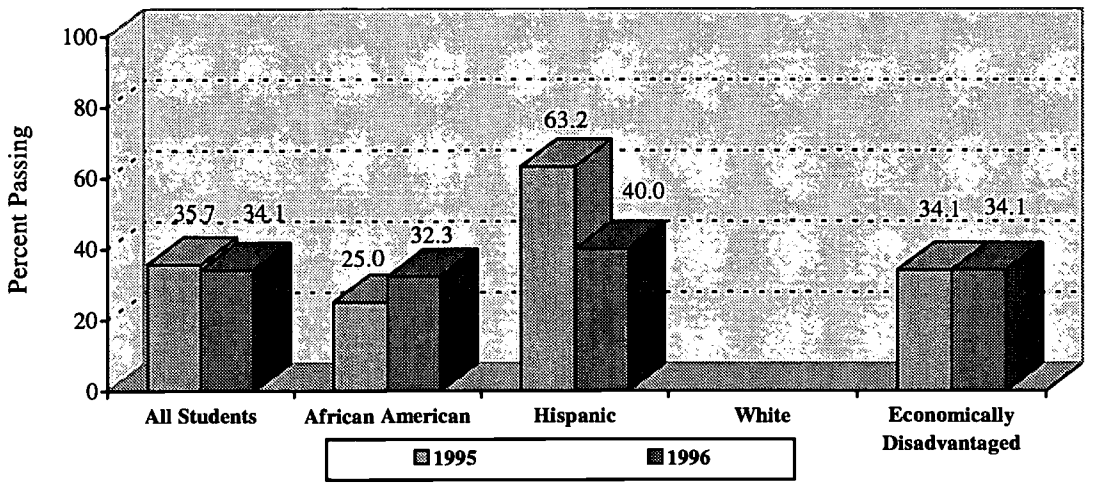
JORDAN ELEMENTARY

Figure 82: TAAS Reading by Disaggregated Group, 1995 and 1996



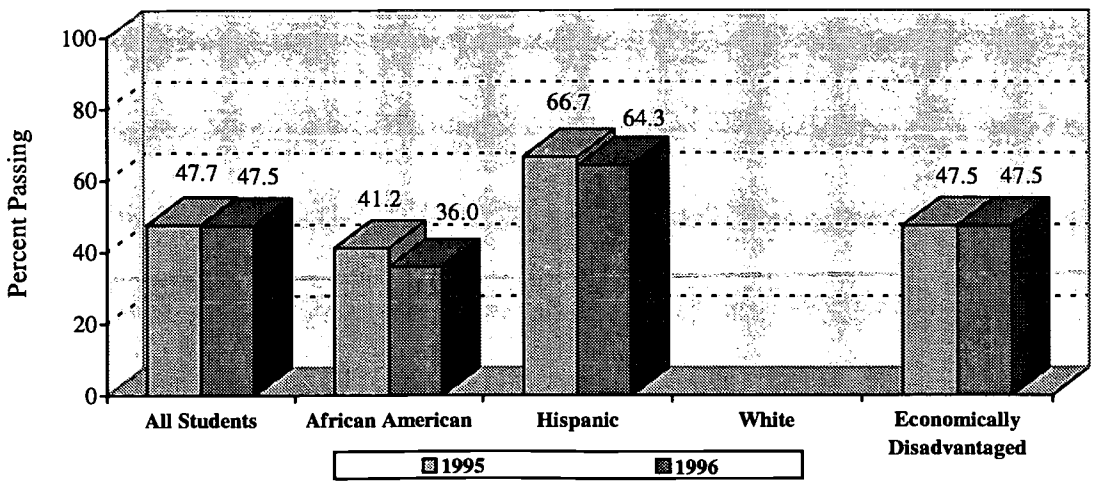
* There were not enough White students in 1995 or 1996 to group.

Figure 83: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

Figure 84: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

LANGFORD ELEMENTARY

Figure 85: TAAS Reading by Disaggregated Group, 1995 and 1996

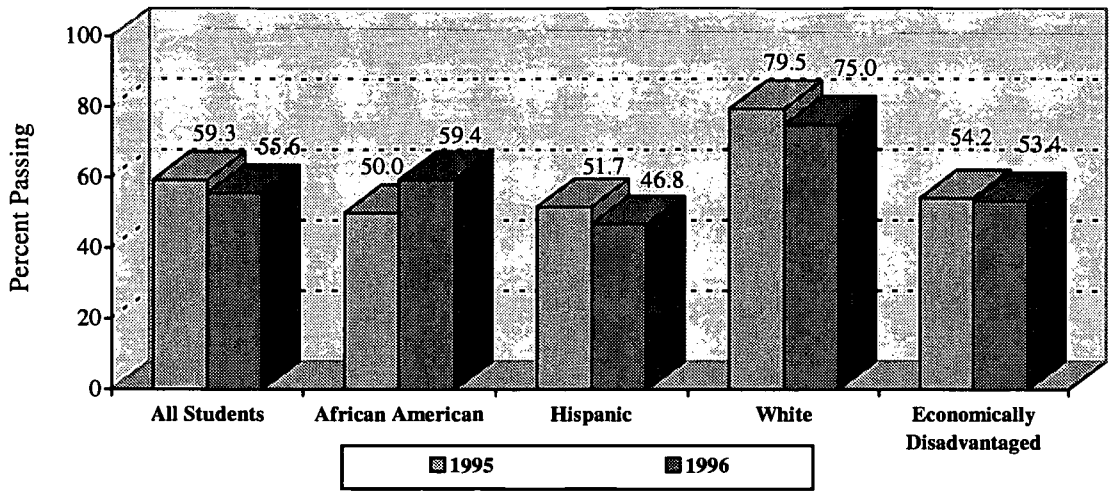


Figure 86: TAAS Mathematics by Disaggregated Group, 1995 and 1996

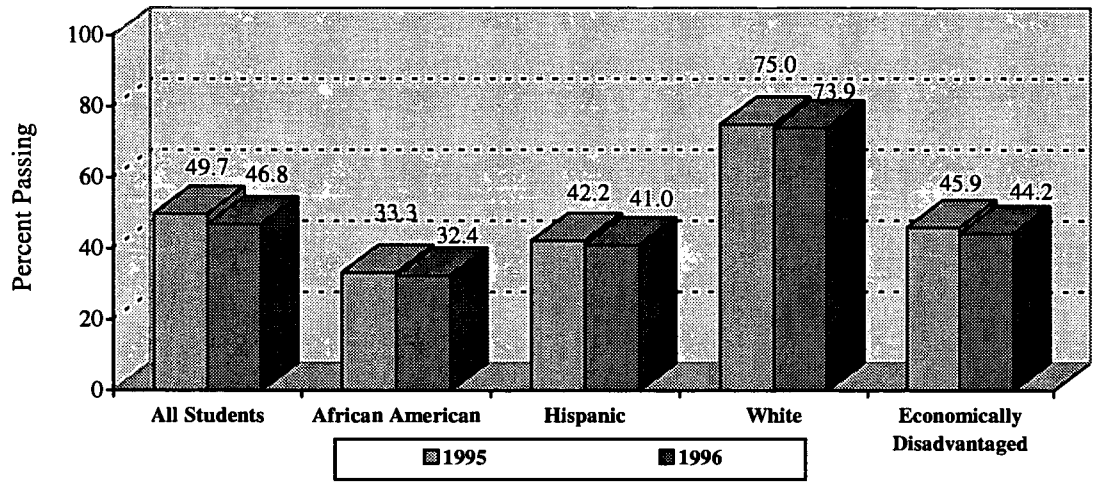
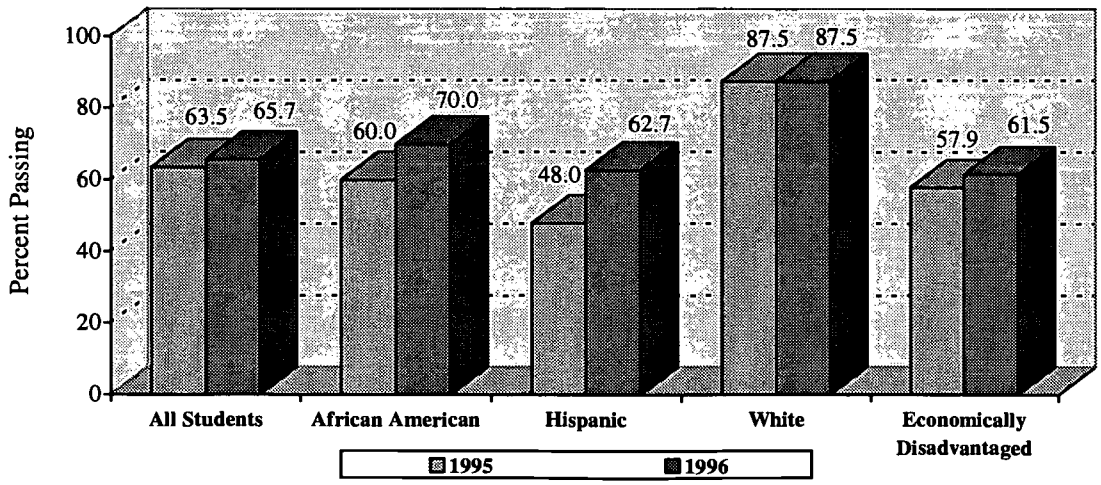


Figure 87: TAAS Writing by Disaggregated Group, 1995 and 1996



LINDER ELEMENTARY

Figure 88: TAAS Reading by Disaggregated Group, 1995 and 1996

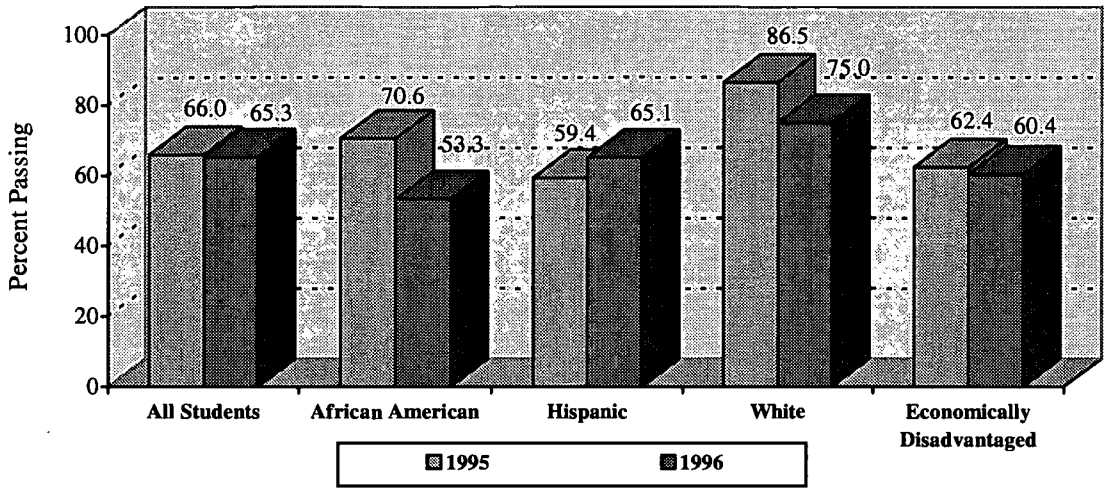


Figure 89: TAAS Mathematics by Disaggregated Group, 1995 and 1996

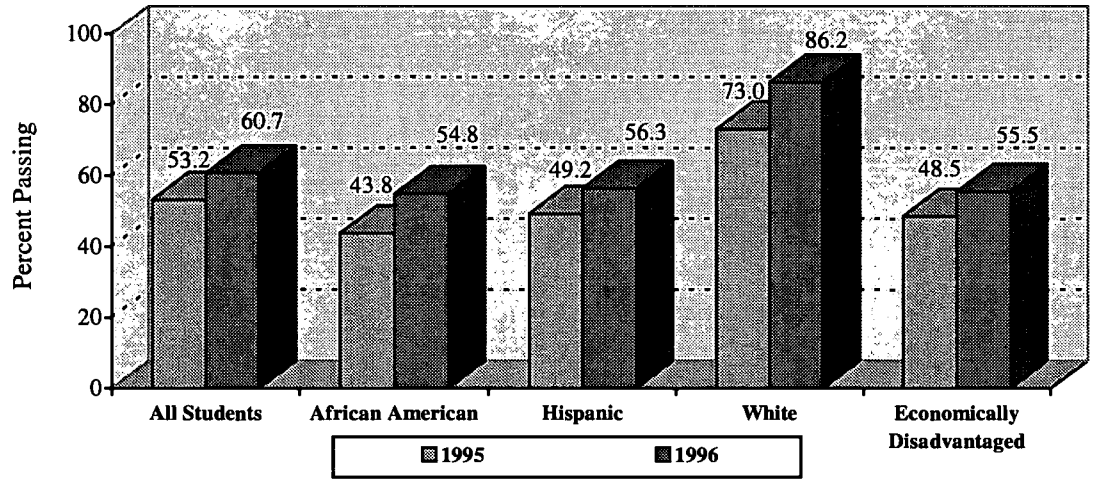
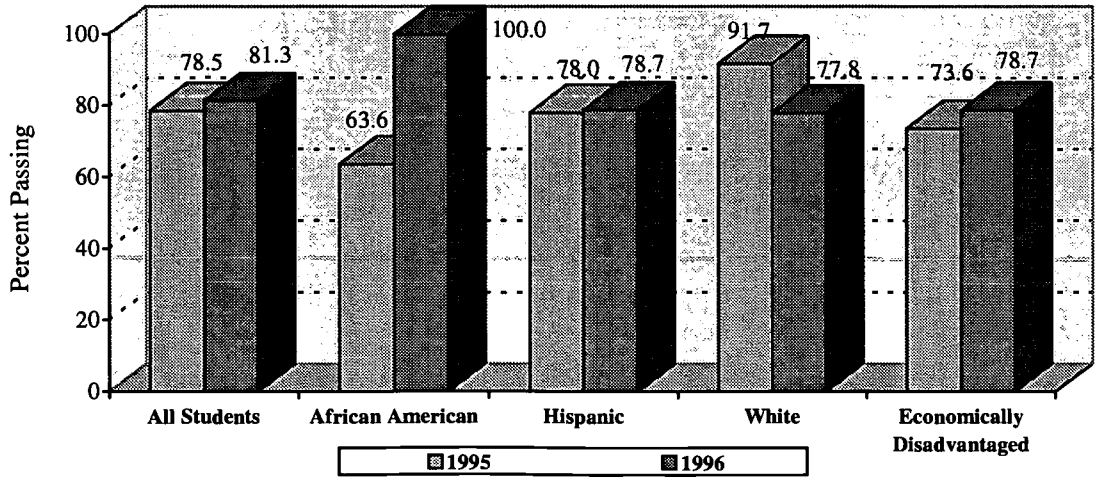
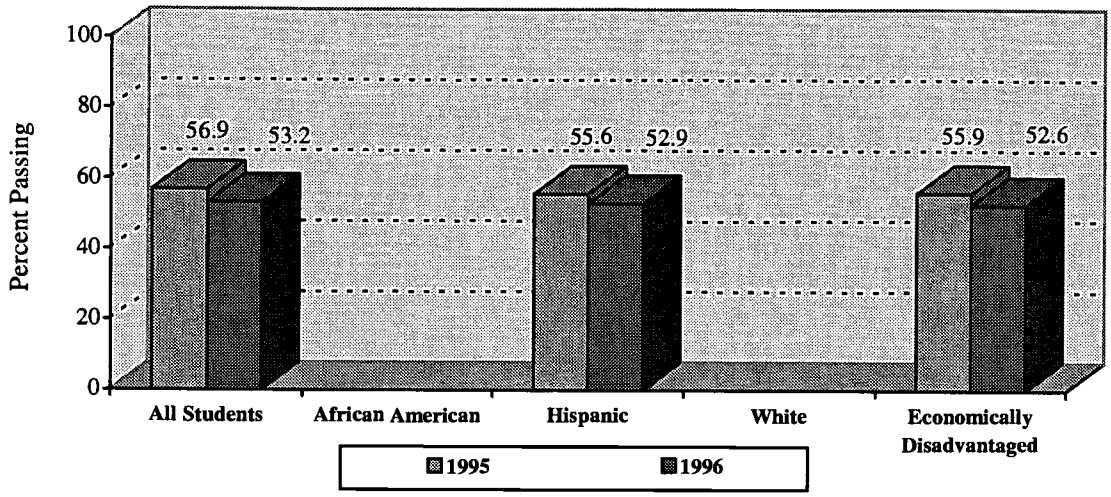


Figure 90: TAAS Writing by Disaggregated Group, 1995 and 1996



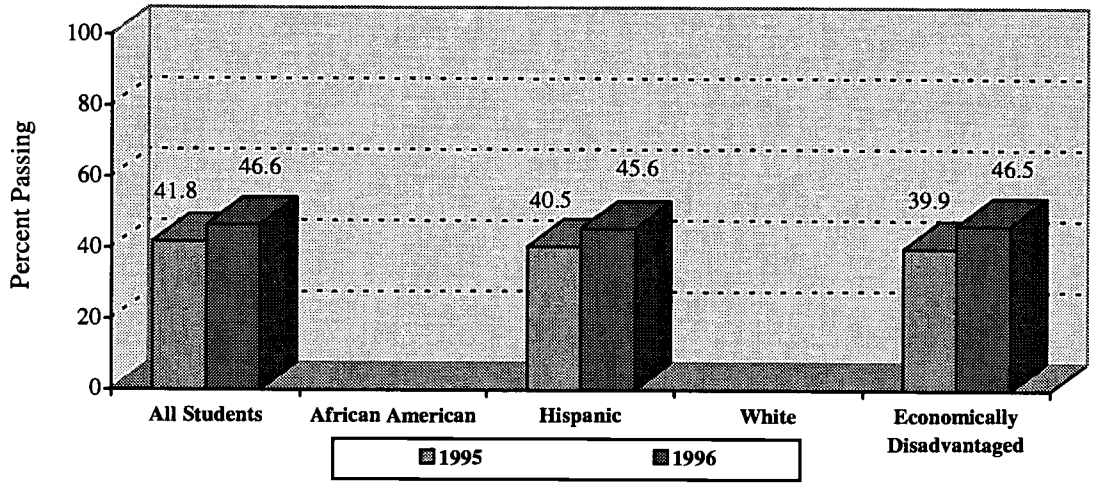
METZ ELEMENTARY

Figure 91: TAAS Reading by Disaggregated Group, 1995 and 1996



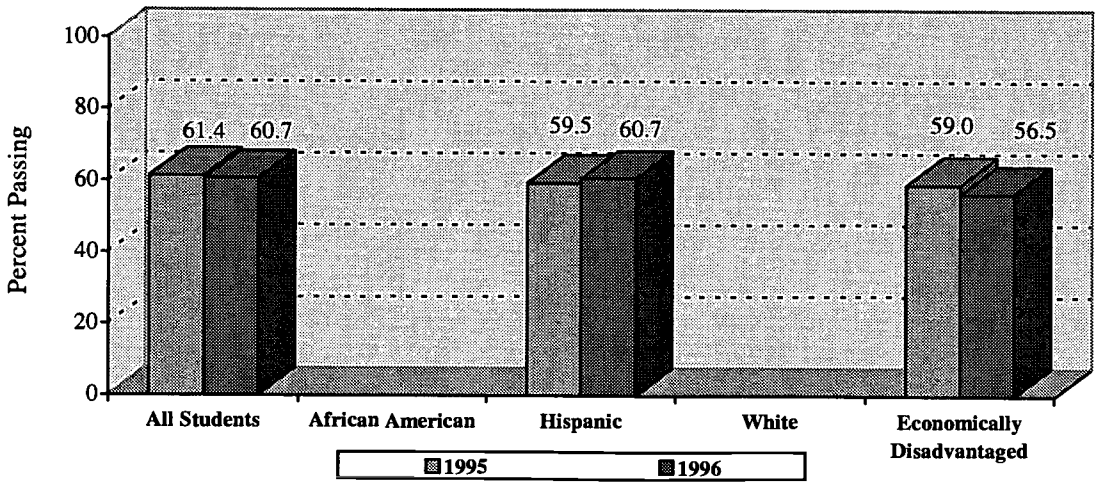
* There were not enough African American or White students in 1995 or 1996 to group.

Figure 92: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 to group.

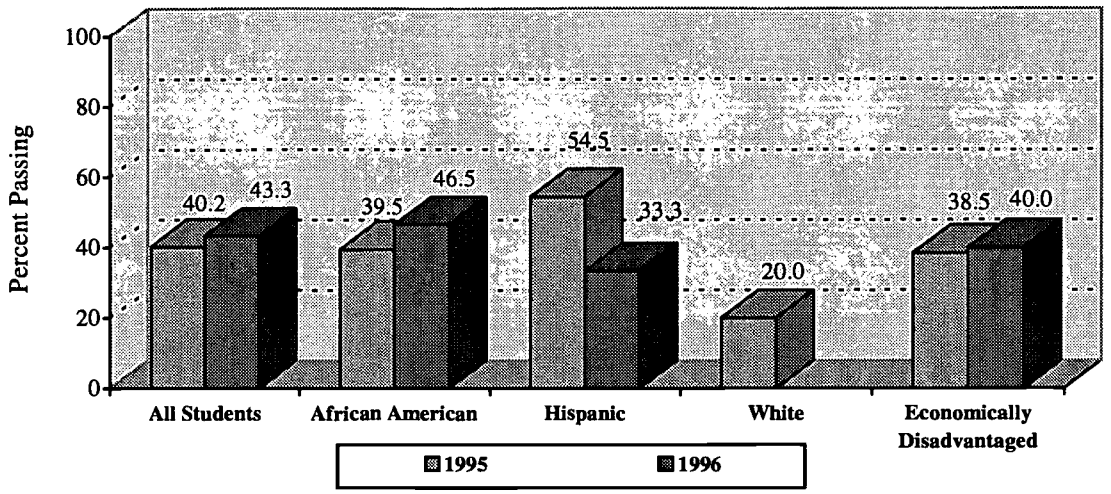
Figure 93: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 to group.

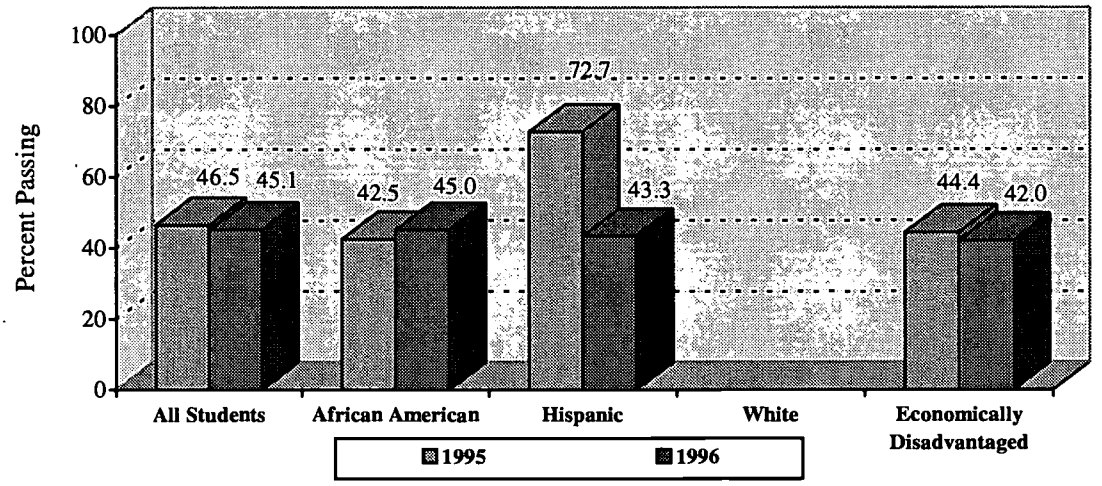
NORMAN ELEMENTARY

Figure 94: TAAS Reading by Disaggregated Group, 1995 and 1996



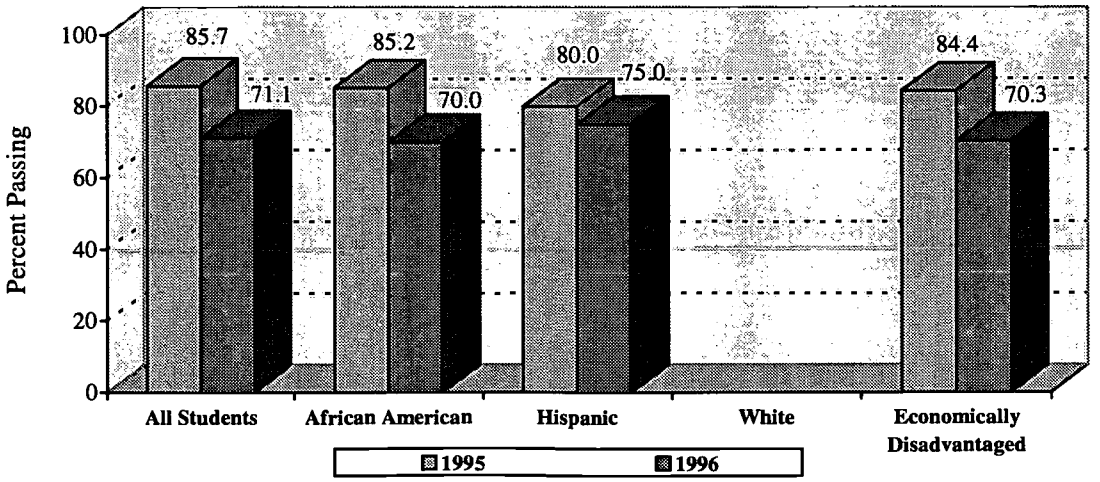
* There were not enough White students in 1996 to group.

Figure 95: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

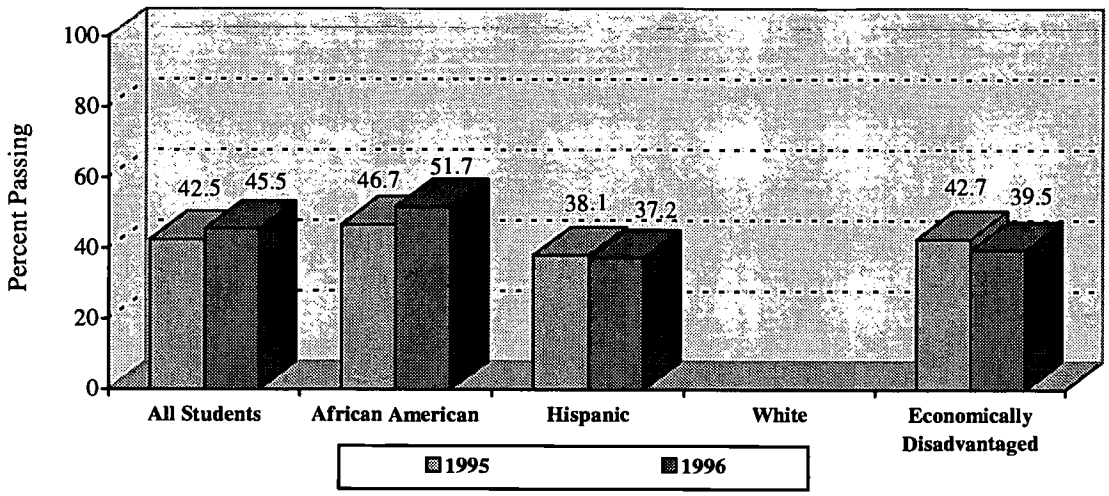
Figure 96: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

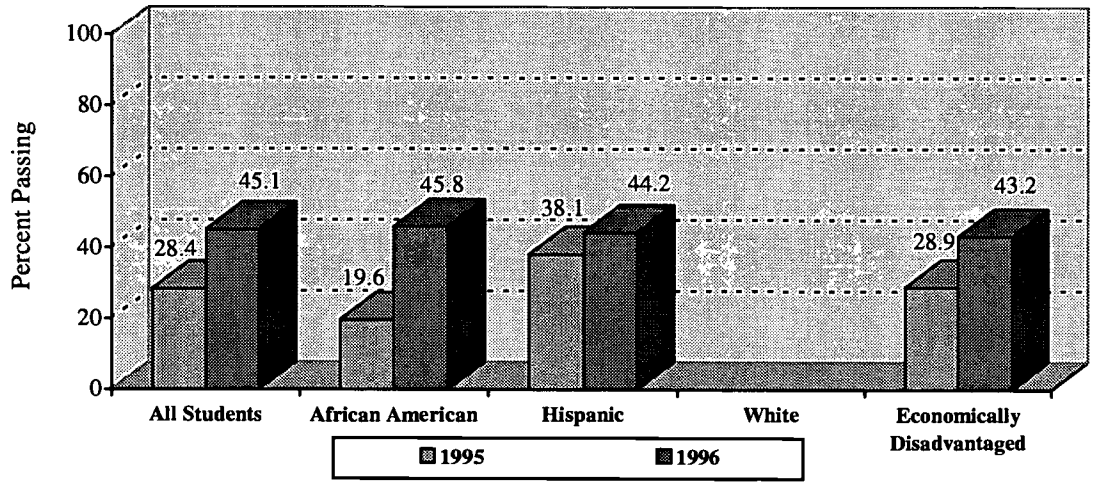
OAK SPRINGS/RICE ELEMENTARY

Figure 97: TAAS Reading by Disaggregated Group, 1995 and 1996



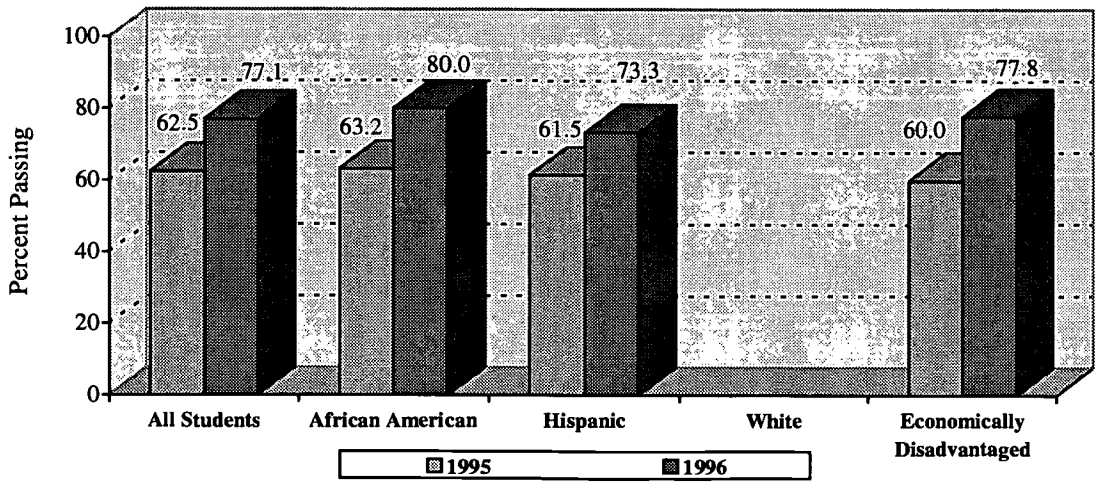
* There were not enough African American or White students in 1995 or 1996 to group.

Figure 98: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 to group.

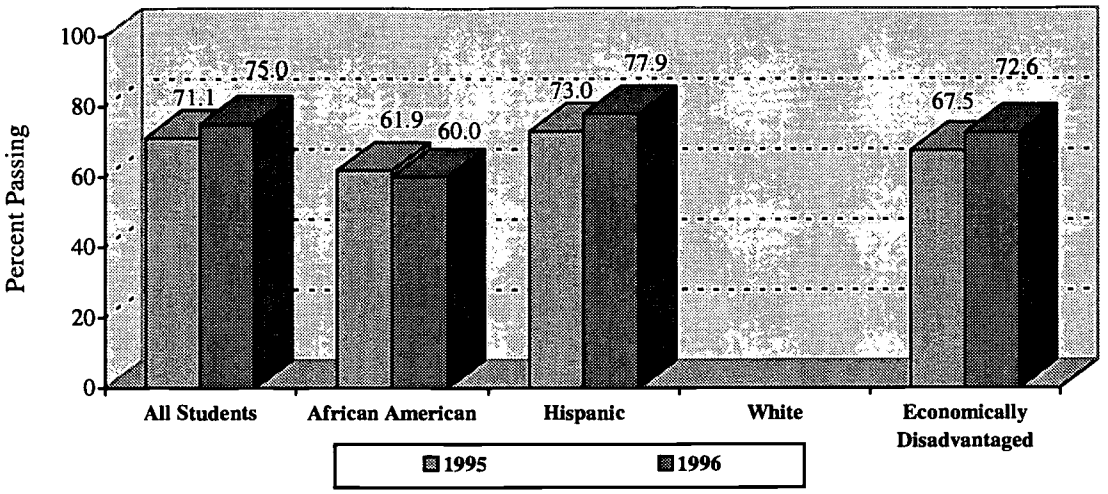
Figure 99: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 to group.

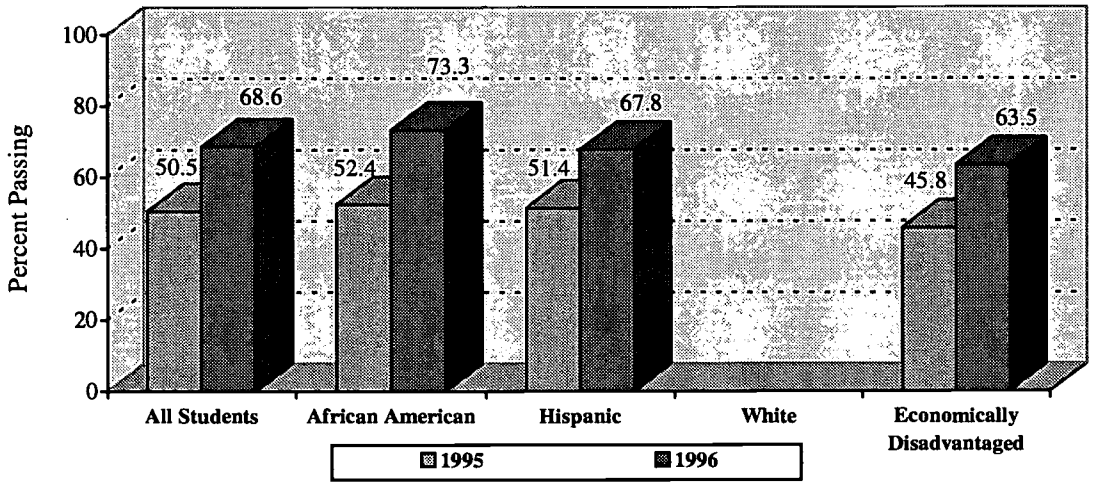
ORTEGA ELEMENTARY

Figure 100: TAAS Reading by Disaggregated Group, 1995 and 1996



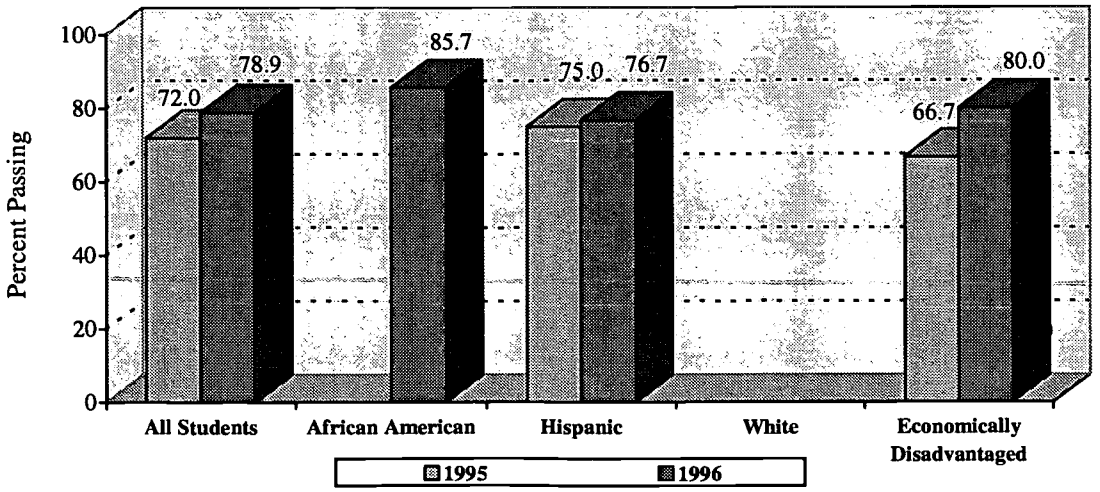
* There were not enough White students in 1995 or 1996 to group.

Figure 101: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

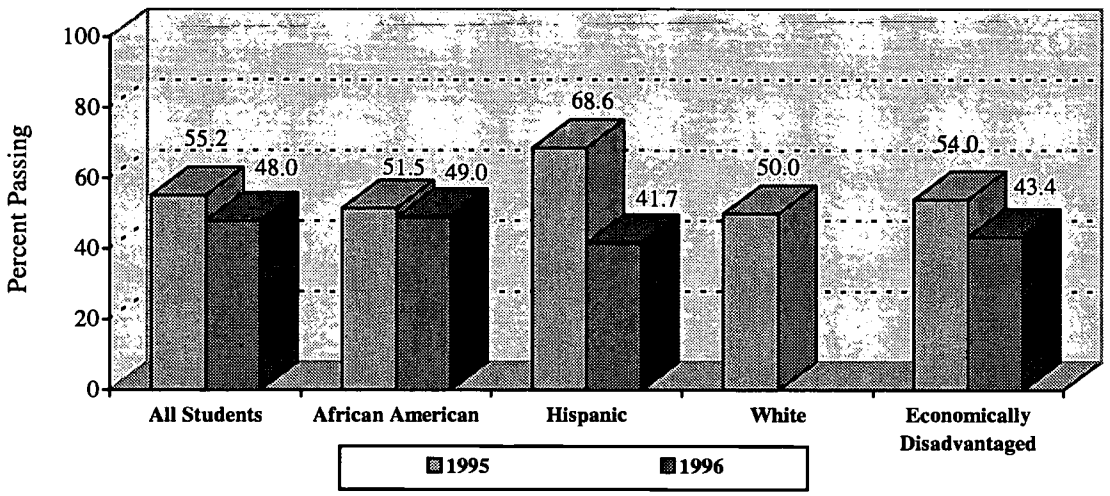
Figure 102: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1995 and White students in 1995 or 1996 to group.

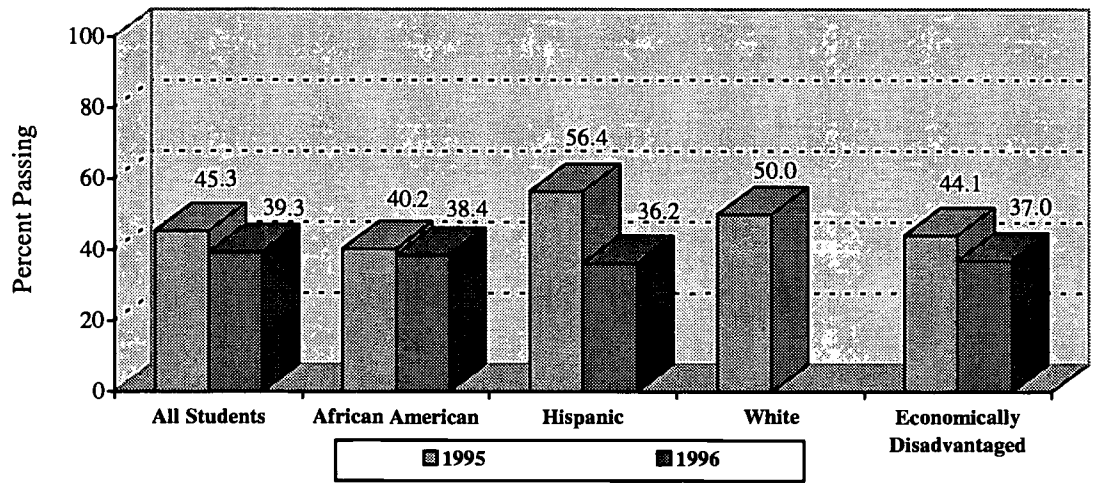
PECAN SPRINGS ELEMENTARY

Figure 103: TAAS Reading by Disaggregated Group, 1995 and 1996



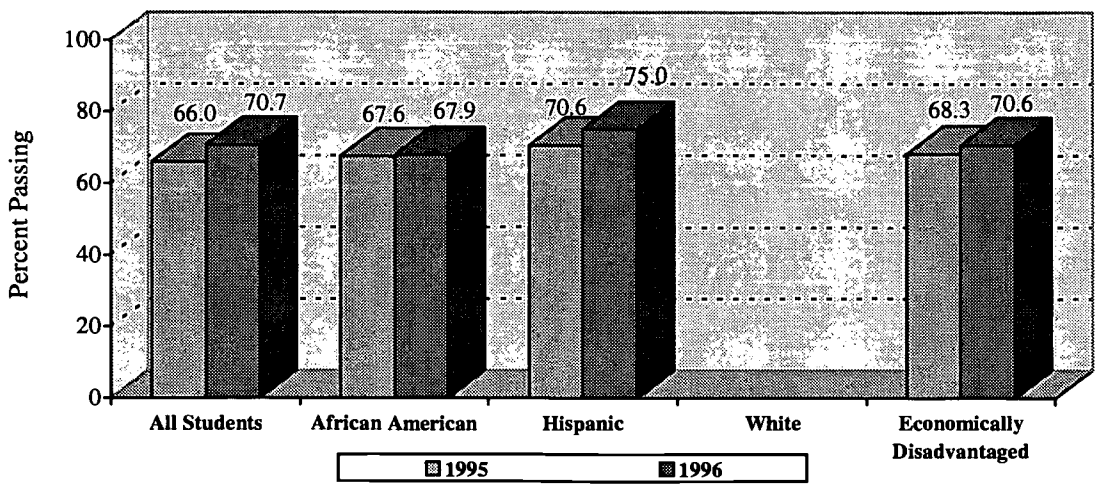
* There were not enough White students in 1996 to group.

Figure 104: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1996 to group.

Figure 105: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

PLEASANT HILL ELEMENTARY

Figure 106: TAAS Reading by Disaggregated Group, 1995 and 1996

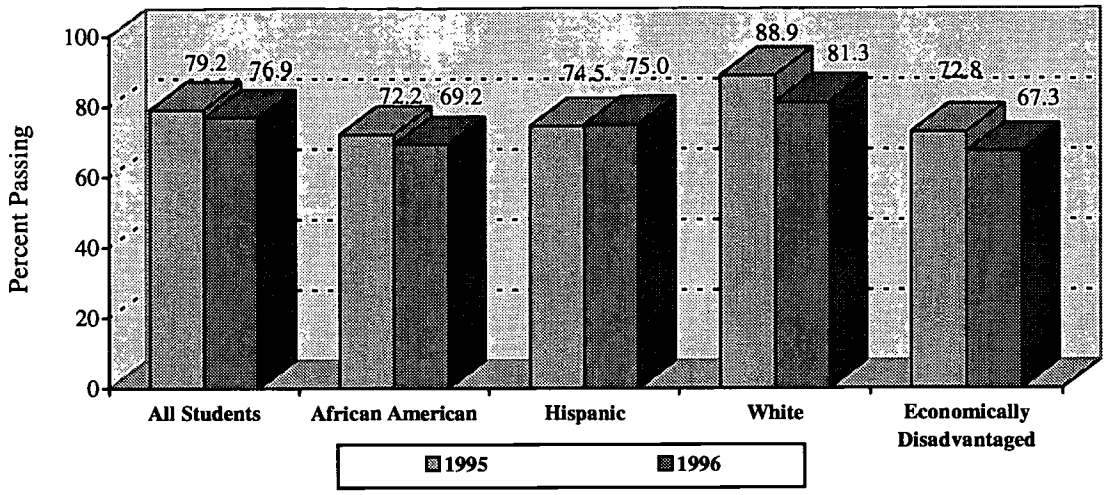


Figure 107: TAAS Mathematics by Disaggregated Group, 1995 and 1996

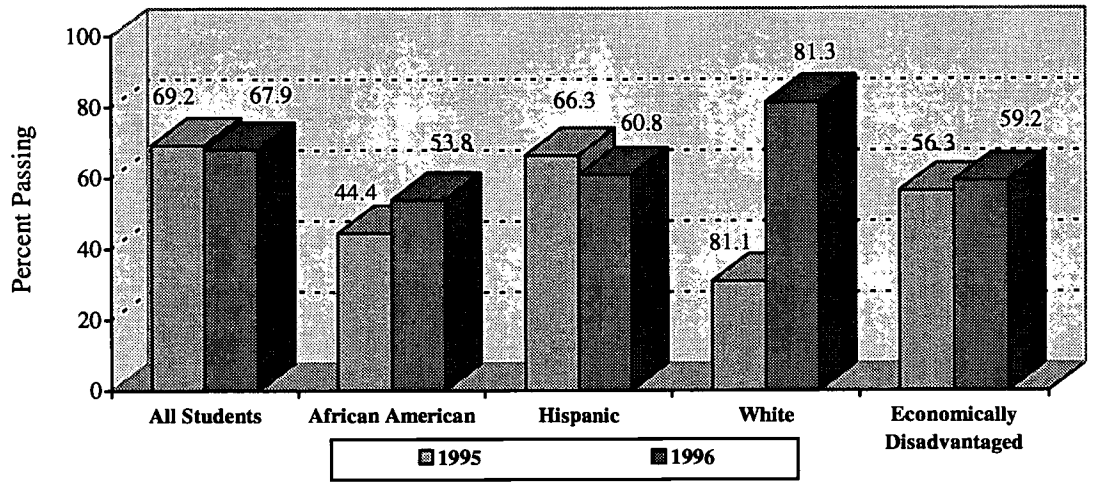
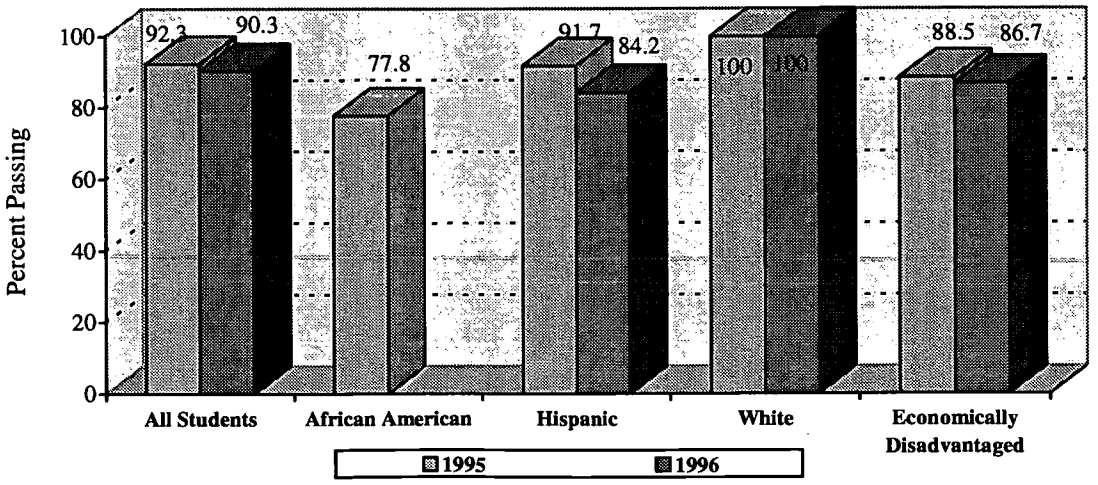


Figure 108: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1996 to group.

REILLY ELEMENTARY

Figure 109: TAAS Reading by Disaggregated Group, 1995 and 1996

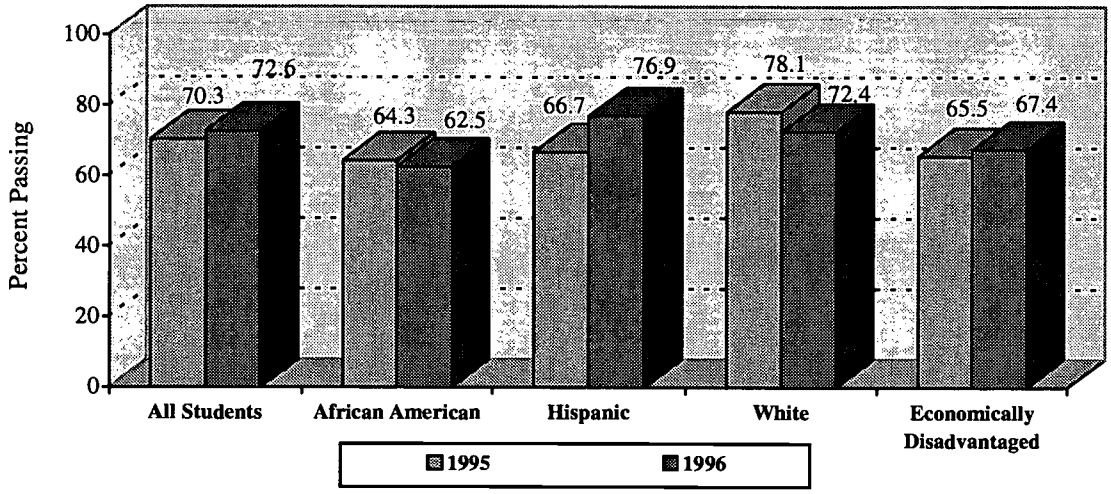


Figure 110: TAAS Mathematics by Disaggregated Group, 1995 and 1996

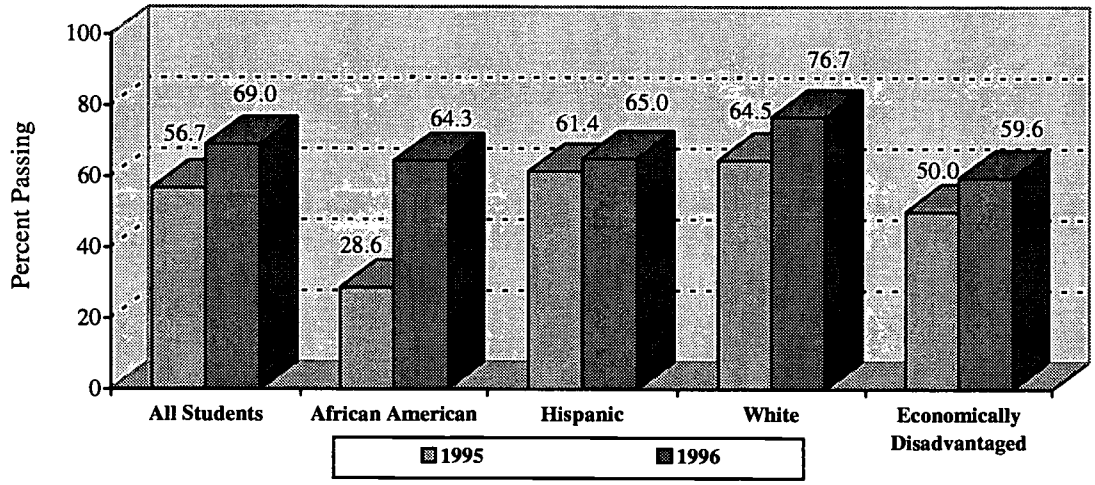
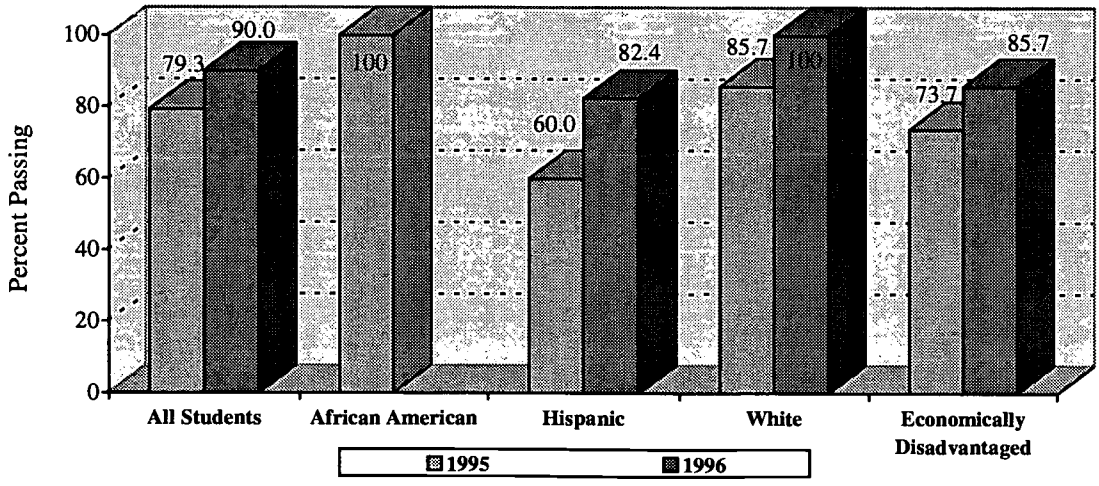


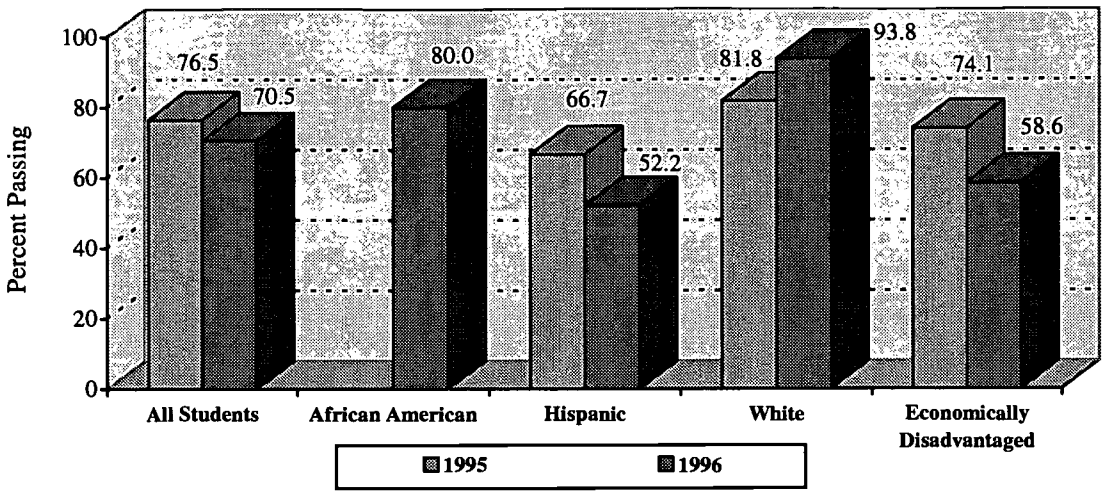
Figure 111: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1996 to group.

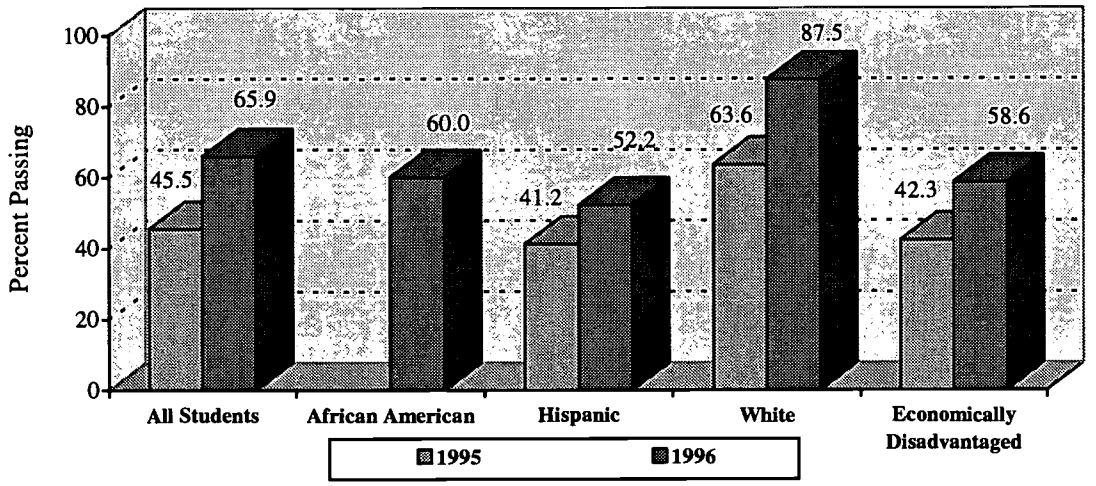
RIDGETOP ELEMENTARY

Figure 112: TAAS Reading by Disaggregated Group, 1995 and 1996



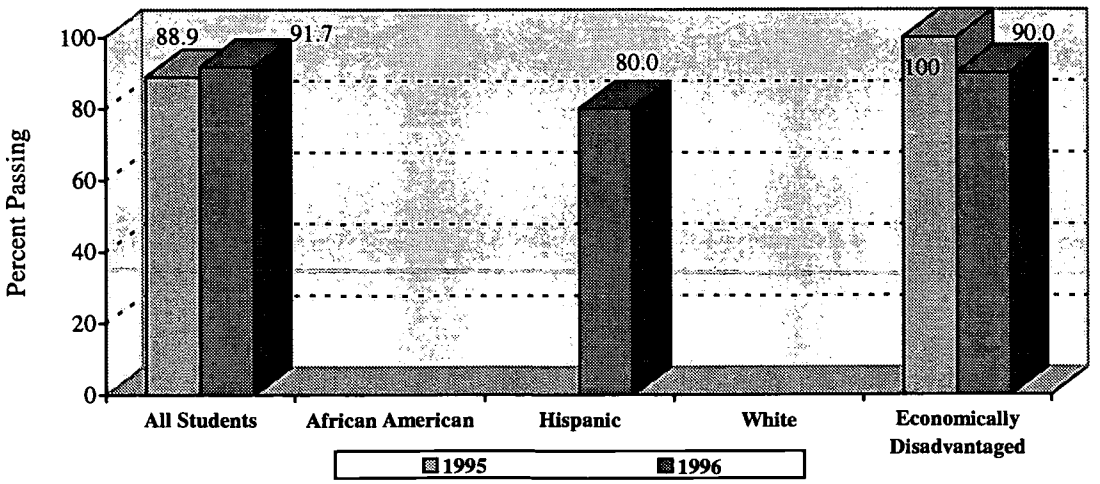
* There were not enough African American 1995 to group.

Figure 113: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough African American 1995 to group.

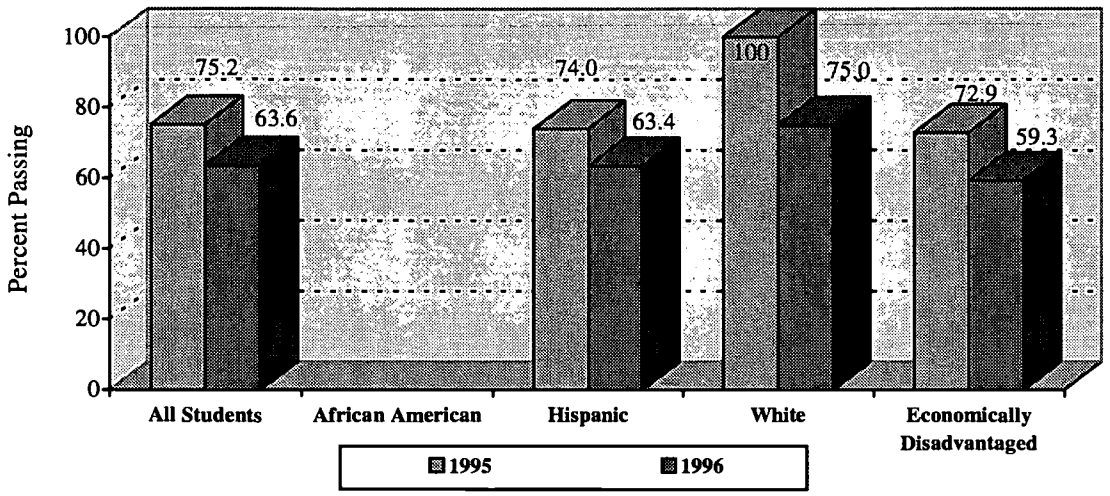
Figure 114: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American or White students in 1995 or 1996 or Hispanic students in 1995 to group.

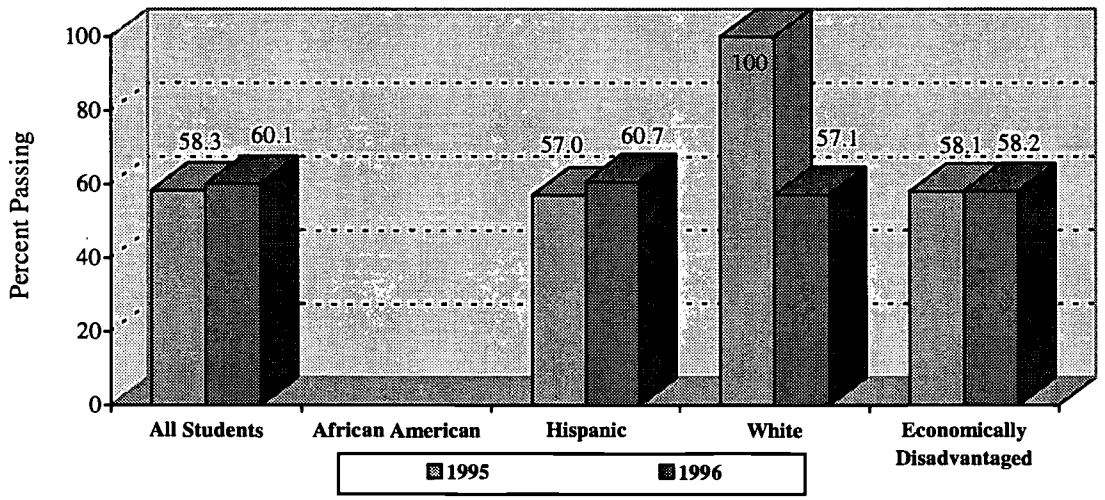
SANCHEZ ELEMENTARY

Figure 115: TAAS Reading by Disaggregated Group, 1995 and 1996



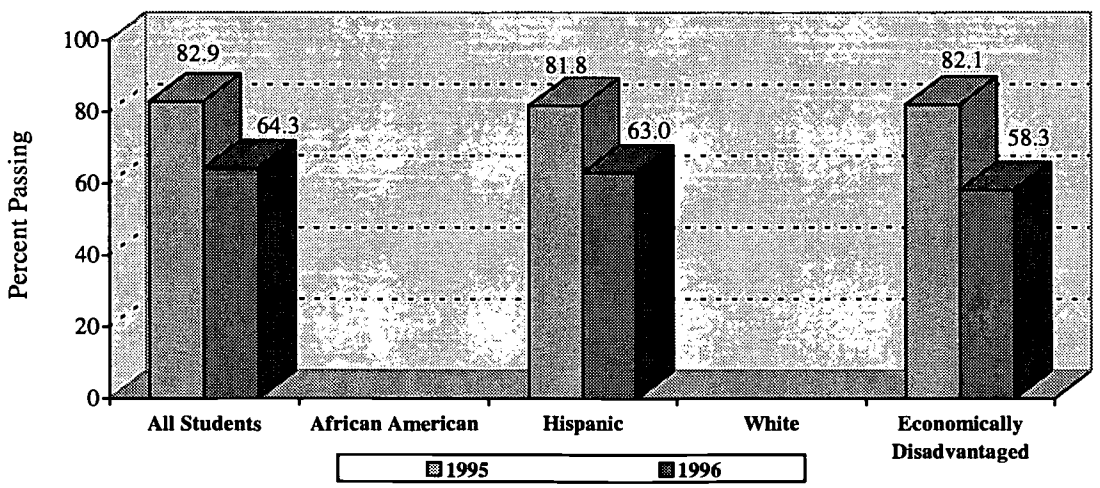
* There were not enough African American students in 1995 or 1996 to group.

Figure 116: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough African American students in 1995 or 1996 to group.

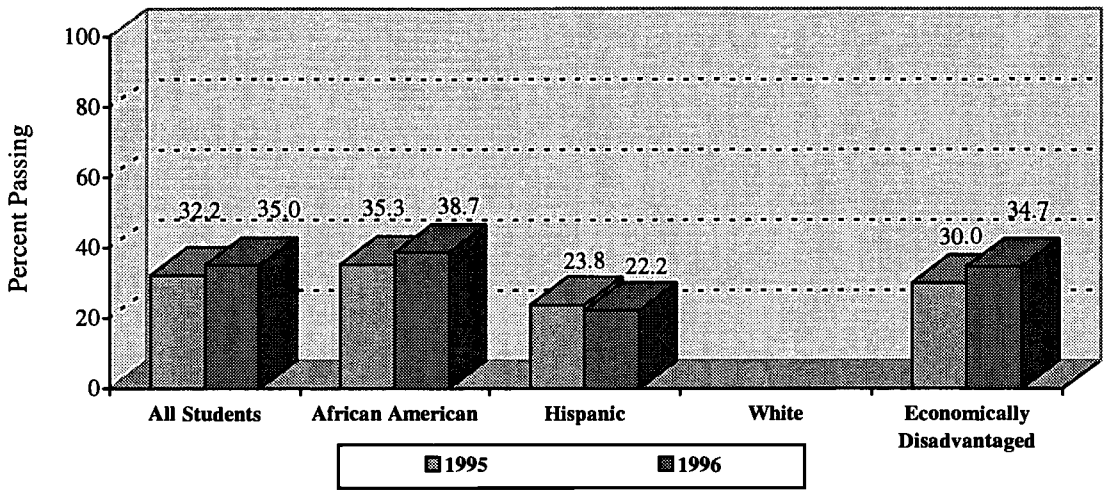
Figure 117: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African American and White students in 1995 or 1996 to group.

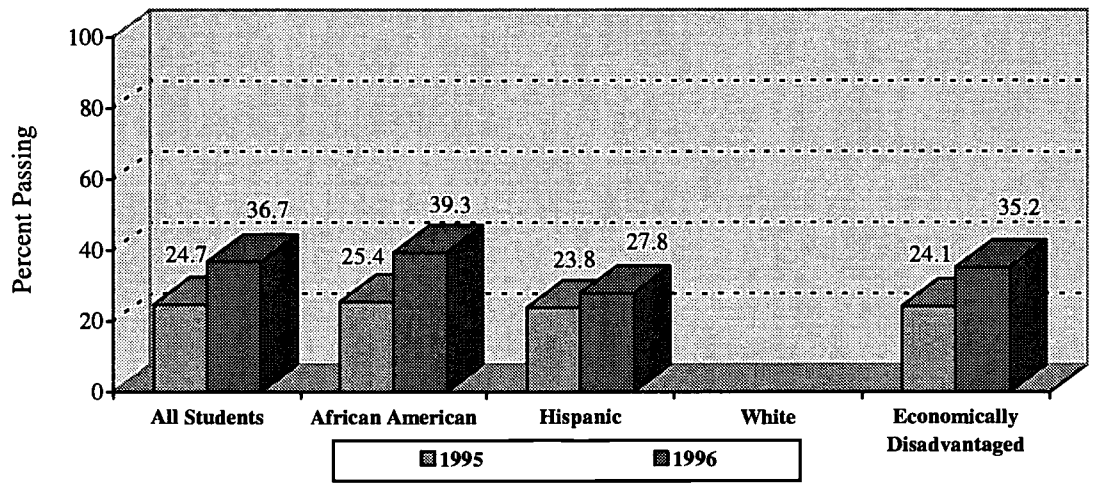
SIMS ELEMENTARY

Figure 118: TAAS Reading by Disaggregated Group, 1995 and 1996



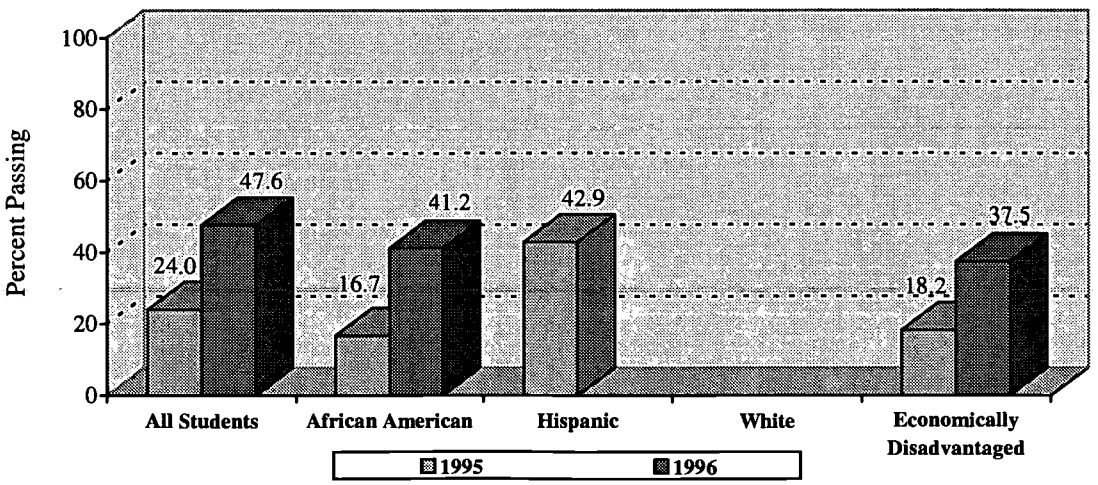
* There were not enough White students in 1995 or 1996 to group.

Figure 119: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

Figure 120: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough Hispanic students in 1996 and White students in 1995 or 1996 to group.

WALNUT CREEK ELEMENTARY

Figure 121: TAAS Reading by Disaggregated Group, 1995 and 1996

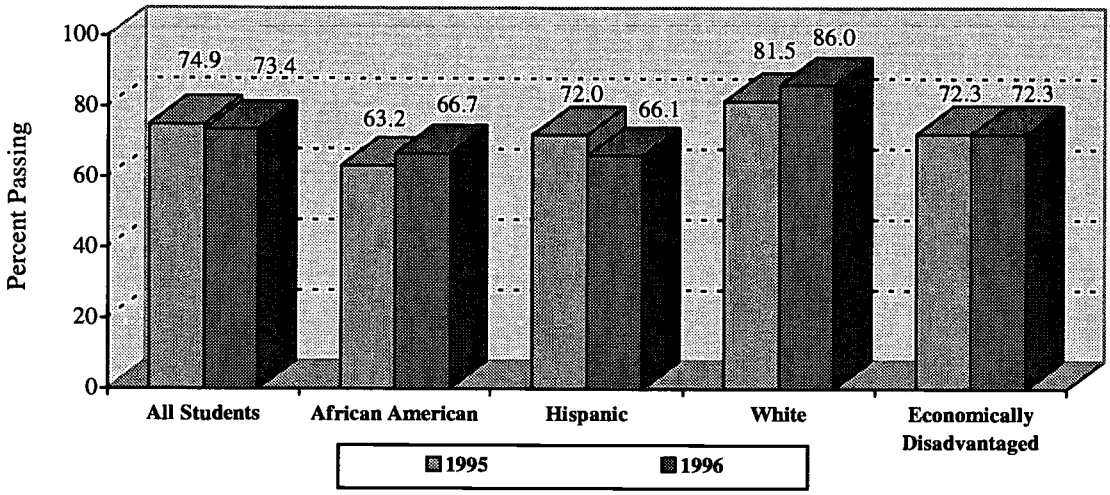


Figure 122: TAAS Mathematics by Disaggregated Group, 1995 and 1996

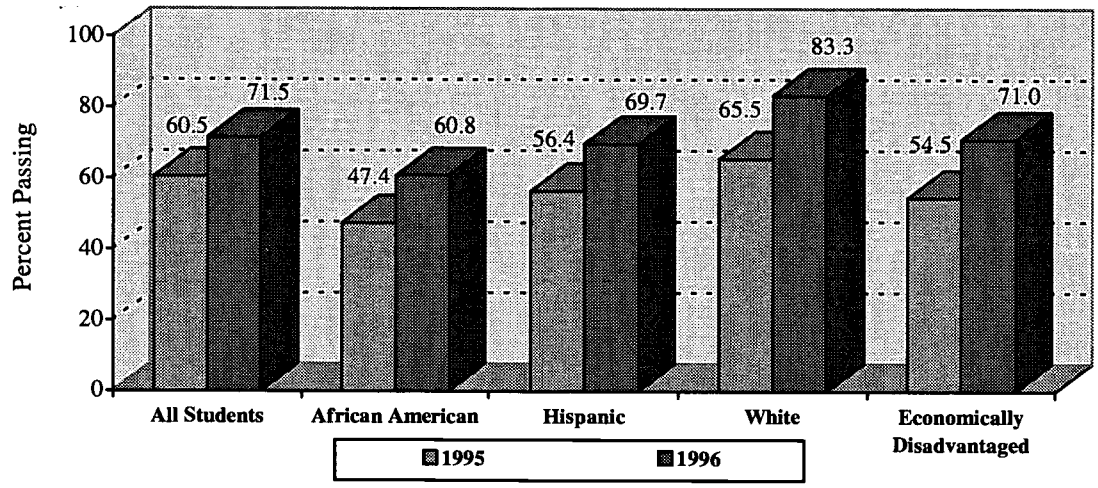
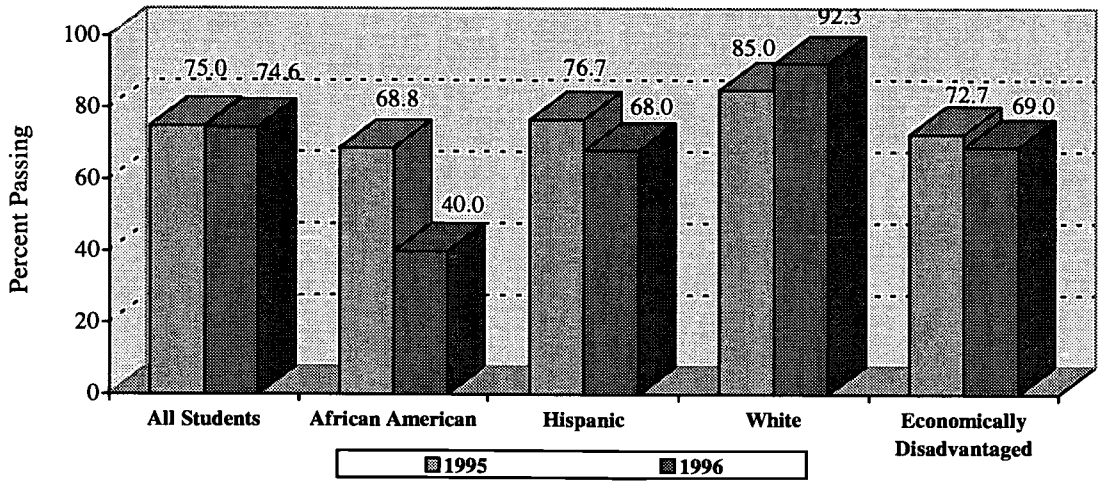


Figure 123: TAAS Writing by Disaggregated Group, 1995 and 1996



WIDEN ELEMENTARY

Figure 124: TAAS Reading by Disaggregated Group, 1995 and 1996

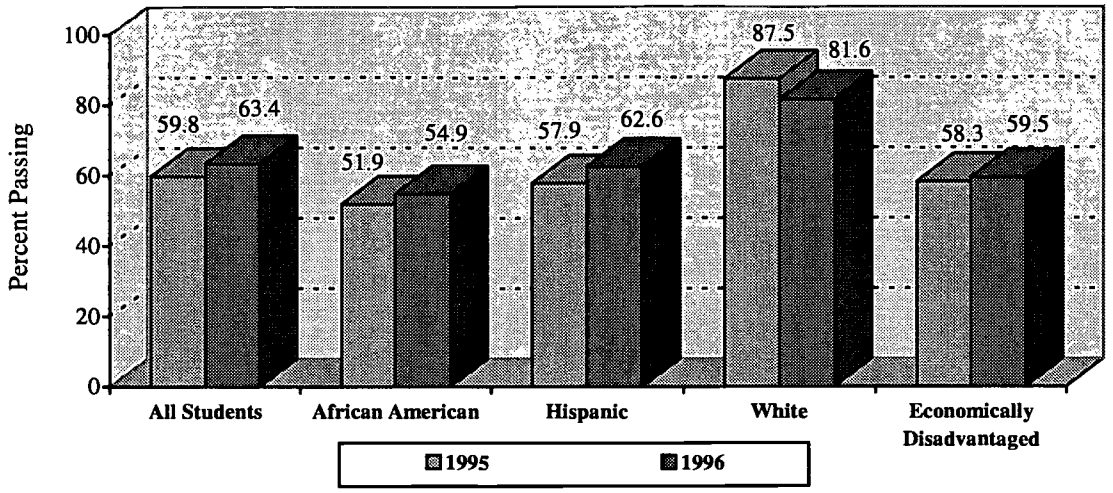


Figure 125: TAAS Mathematics by Disaggregated Group, 1995 and 1996

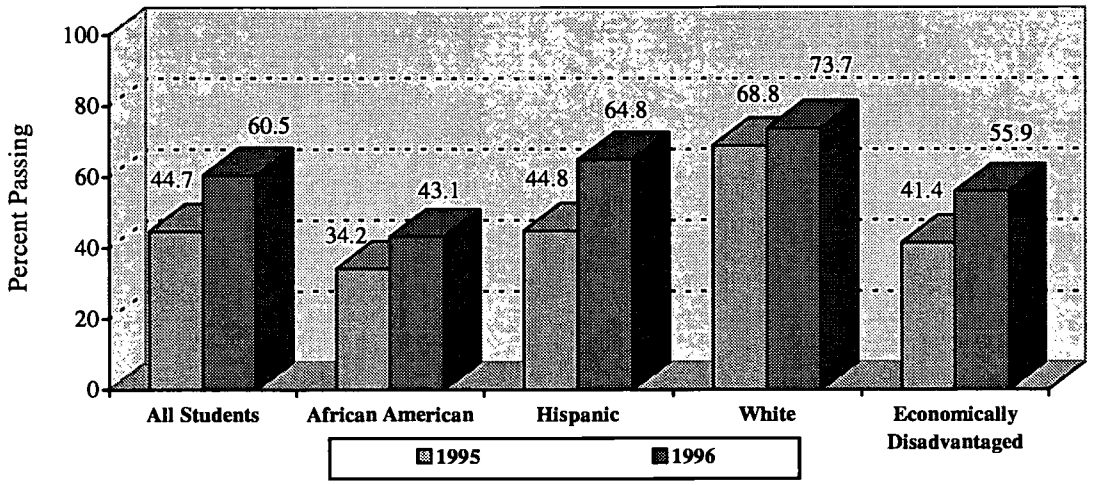
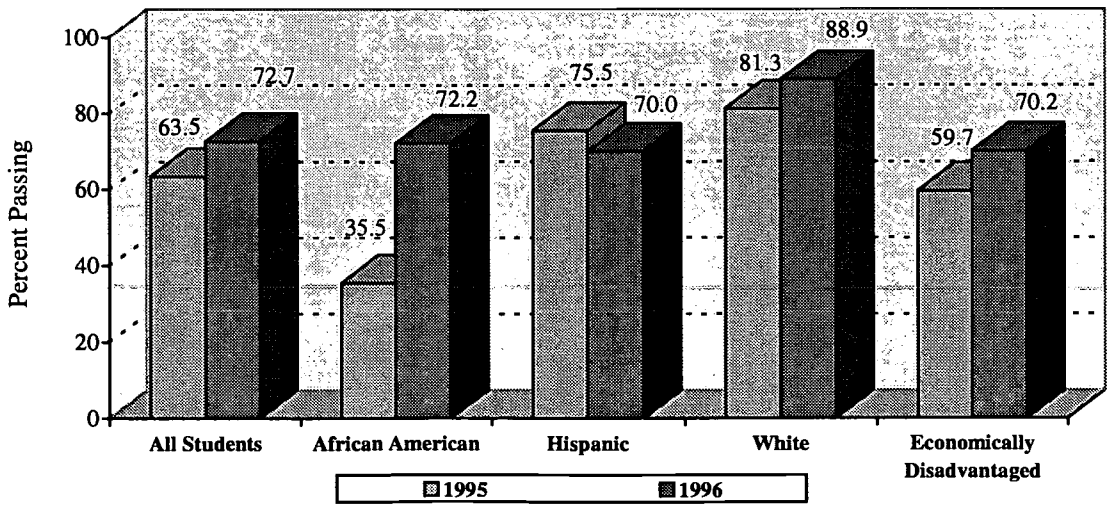


Figure 126: TAAS Writing by Disaggregated Group, 1995 and 1996



WINN ELEMENTARY

Figure 127: TAAS Reading by Disaggregated Group, 1995 and 1996

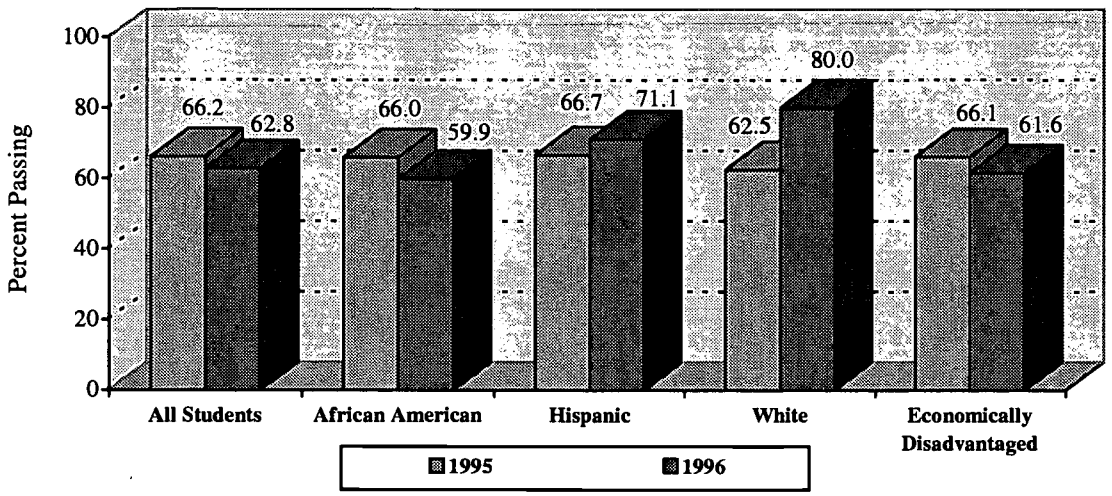


Figure 128: TAAS Mathematics by Disaggregated Group, 1995 and 1996

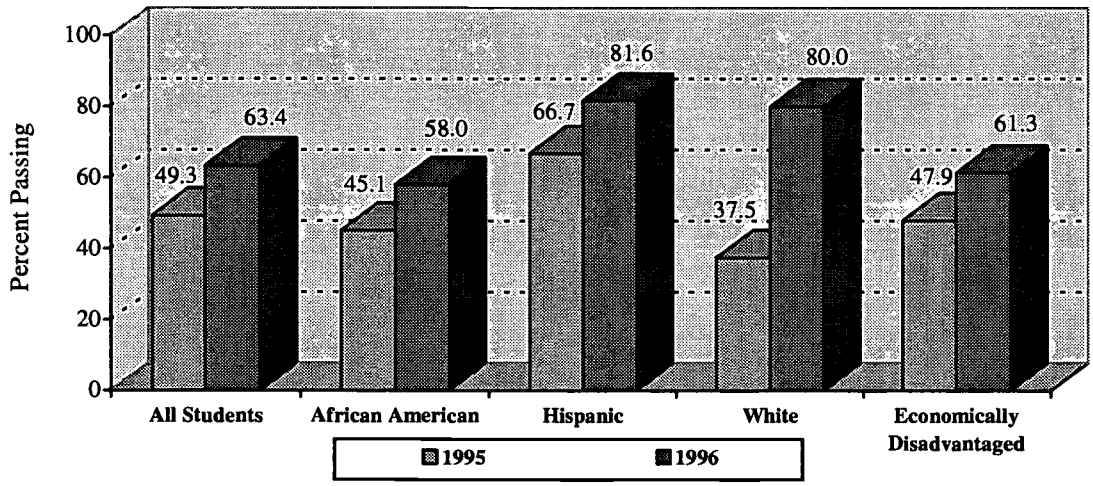
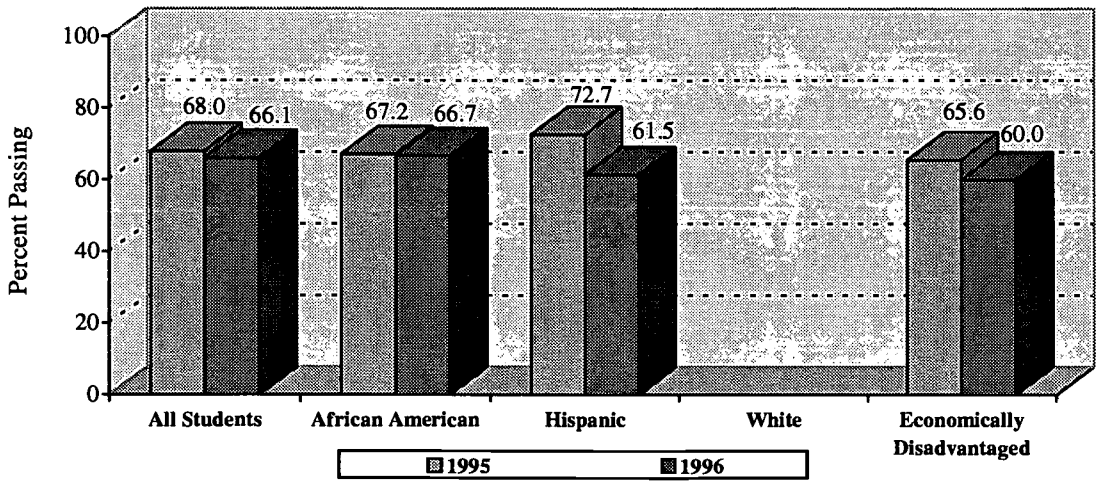


Figure 129: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

WOOLDRIDGE ELEMENTARY

Figure 130: TAAS Reading by Disaggregated Group, 1995 and 1996

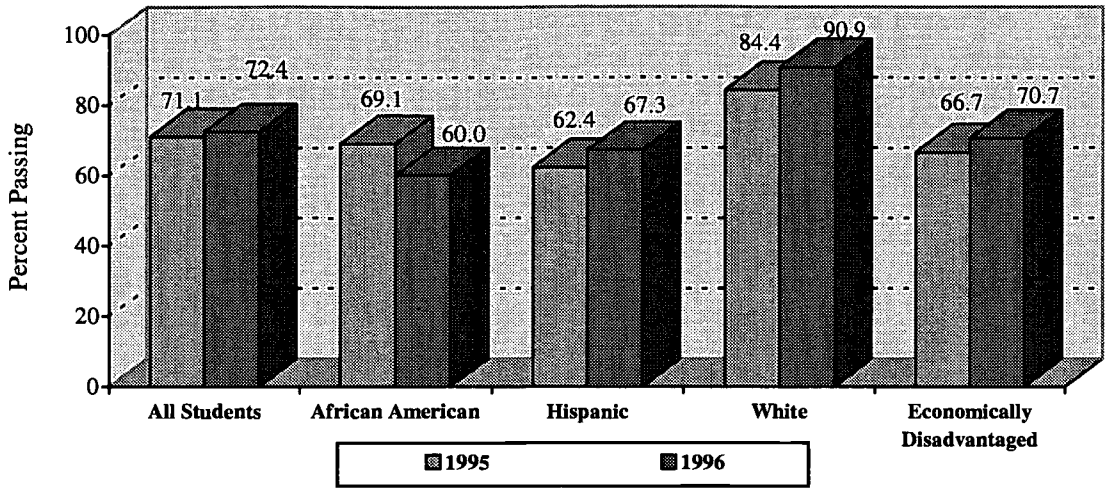


Figure 131: TAAS Mathematics by Disaggregated Group, 1995 and 1996

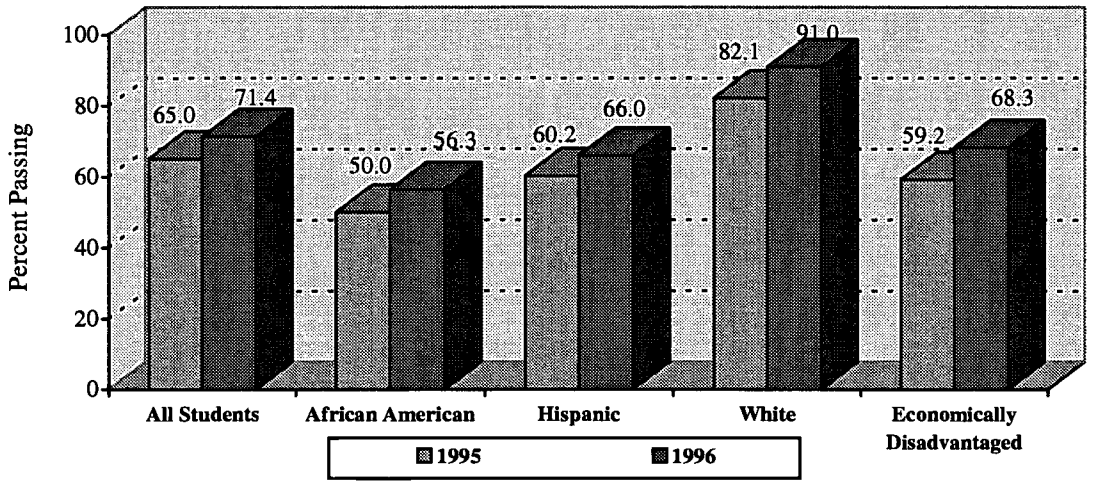
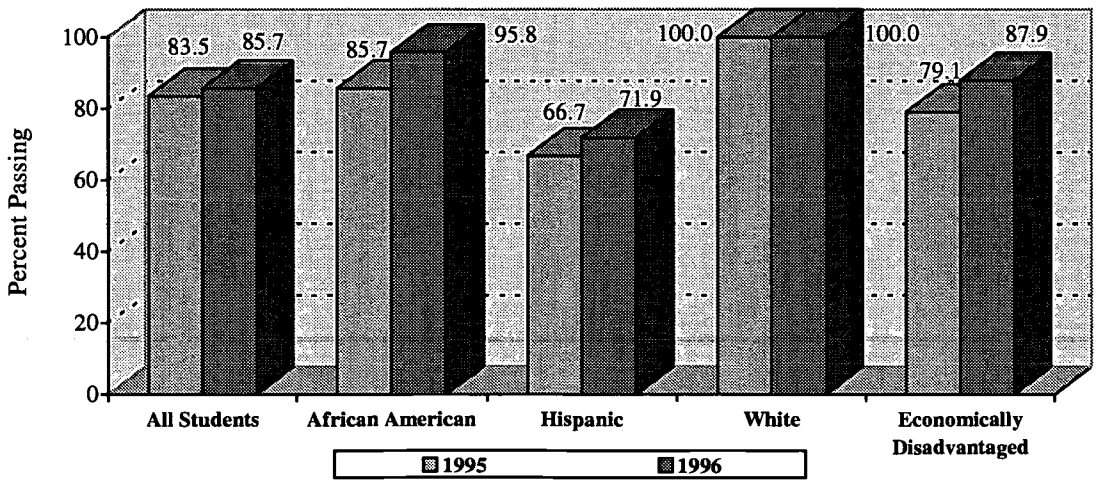


Figure 132: TAAS Writing by Disaggregated Group, 1995 and 1996



WOOTEN ELEMENTARY

Figure 133: TAAS Reading by Disaggregated Group, 1995 and 1996

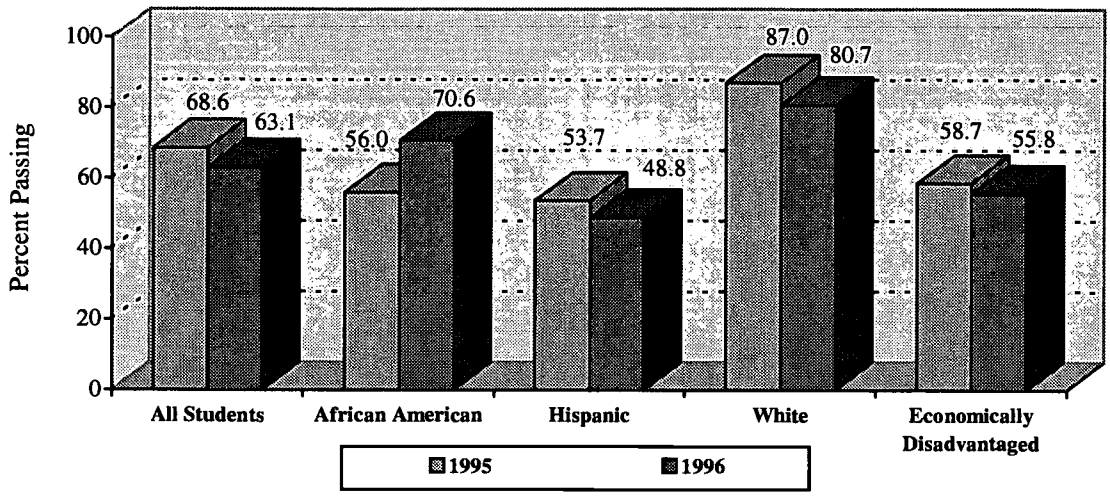


Figure 134: TAAS Mathematics by Disaggregated Group, 1995 and 1996

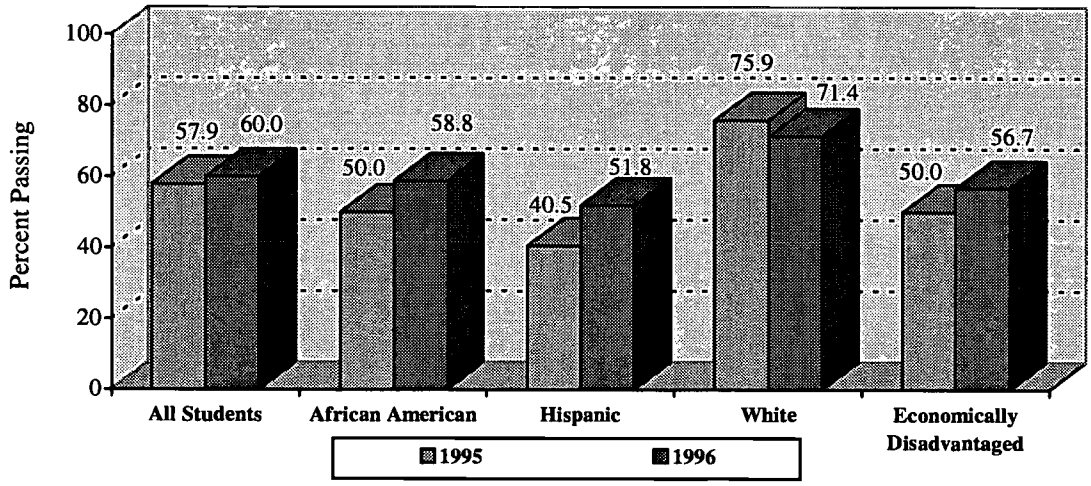
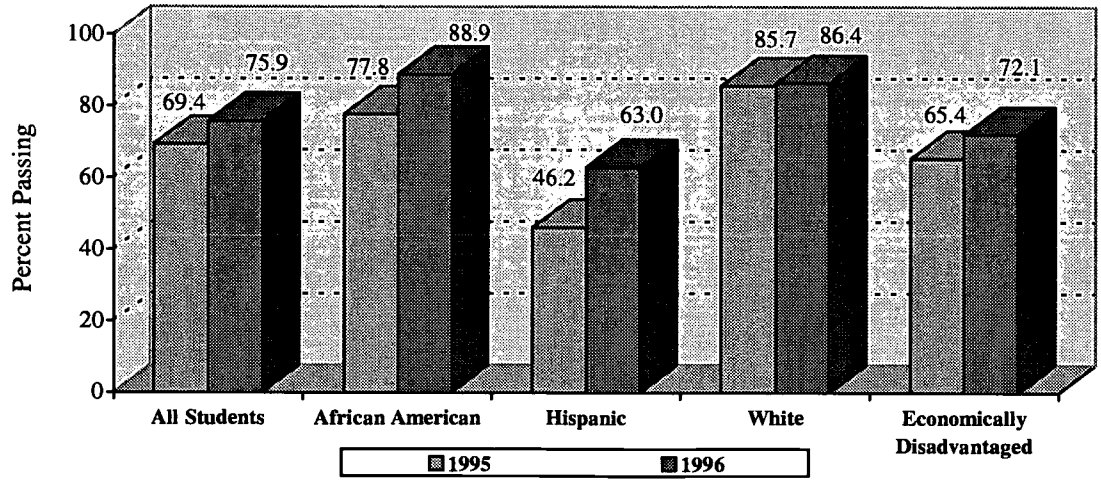


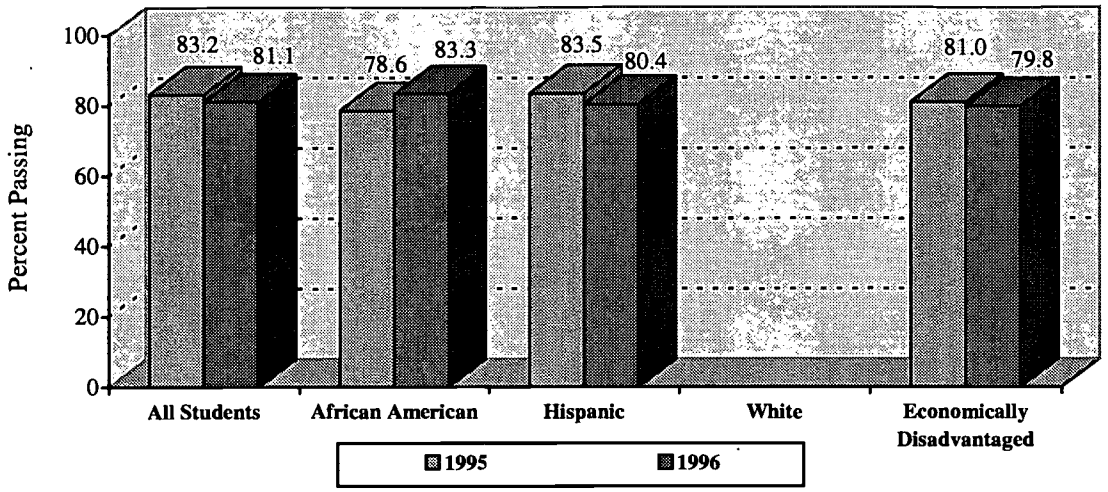
Figure 135: TAAS Writing by Disaggregated Group, 1995 and 1996



*

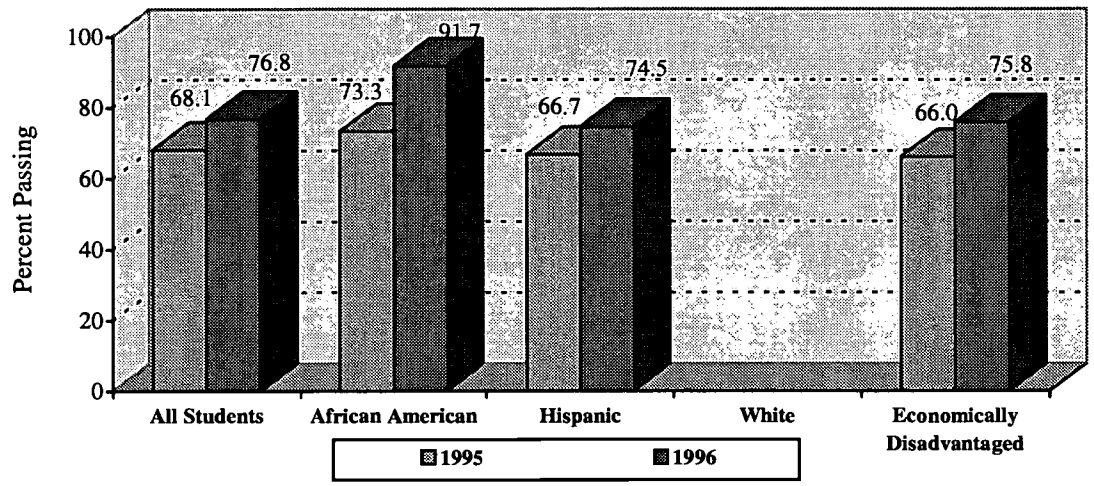
ZAVALA ELEMENTARY

Figure 136: TAAS Reading by Disaggregated Group, 1995 and 1996



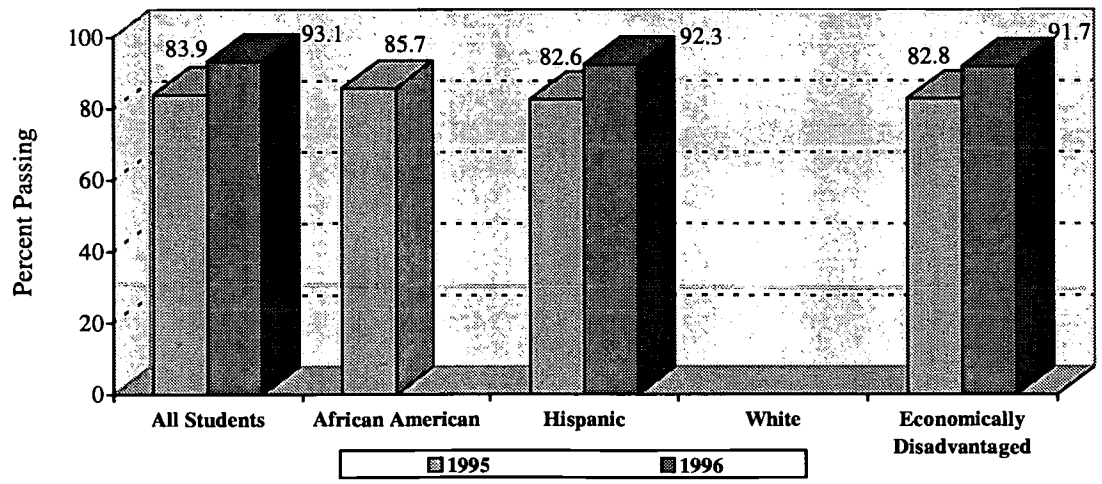
* There were not enough White students in 1995 or 1996 to group.

Figure 137: TAAS Mathematics by Disaggregated Group, 1995 and 1996



* There were not enough White students in 1995 or 1996 to group.

Figure 138: TAAS Writing by Disaggregated Group, 1995 and 1996



* There were not enough African Americans in 1996 and White students in 1995 or 1996 to group.

DOBIE MIDDLE SCHOOL

Figure 139: TAAS Reading by Disaggregated Group, 1995 and 1996

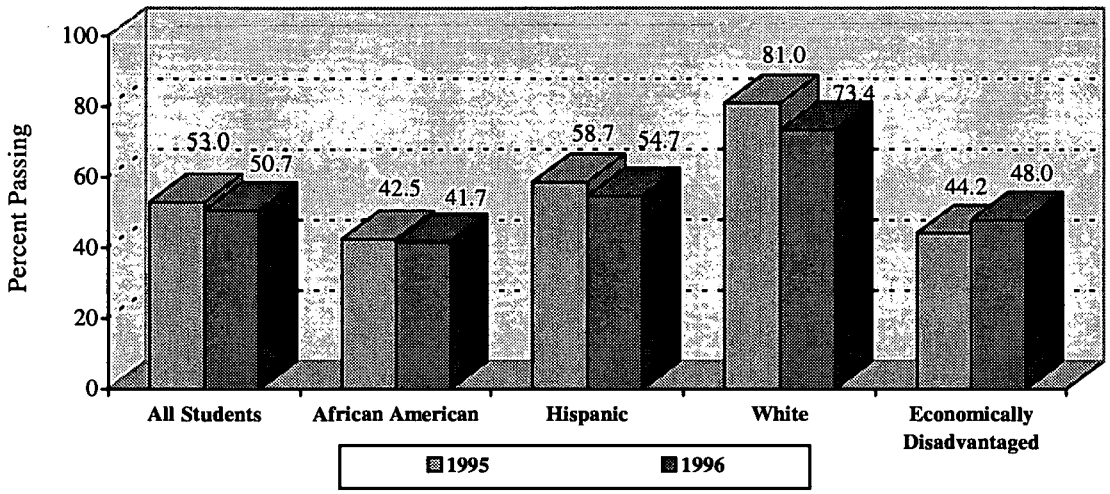


Figure 140: TAAS Mathematics by Disaggregated Group, 1995 and 1996

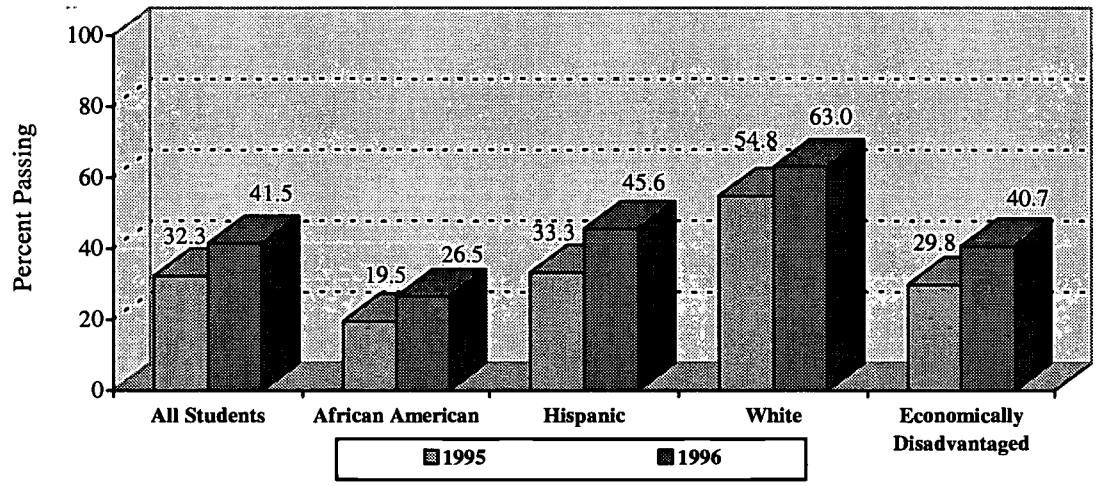
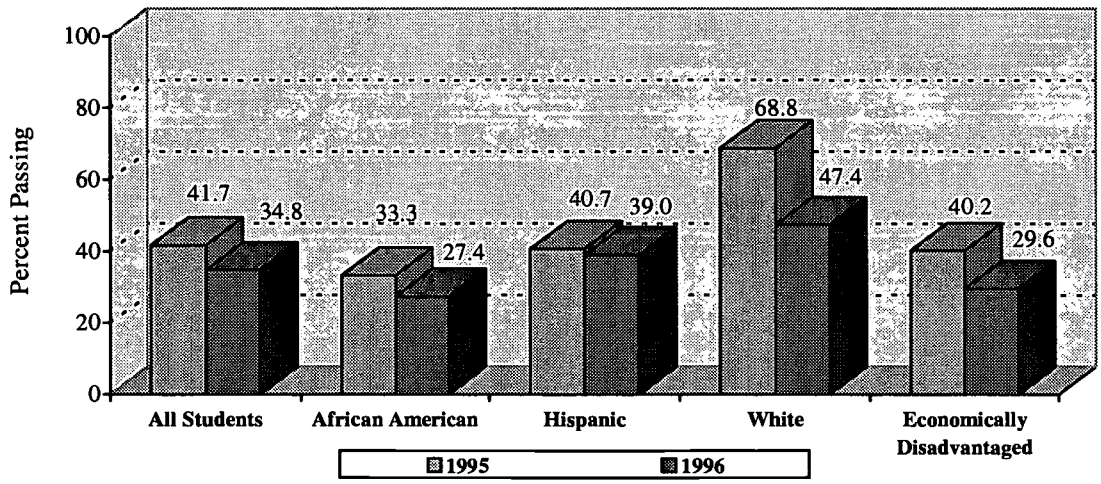


Figure 141: TAAS Writing by Disaggregated Group, 1995 and 1996



MENDEZ MIDDLE SCHOOL

Figure 142: TAAS Reading by Disaggregated Group, 1995 and 1996

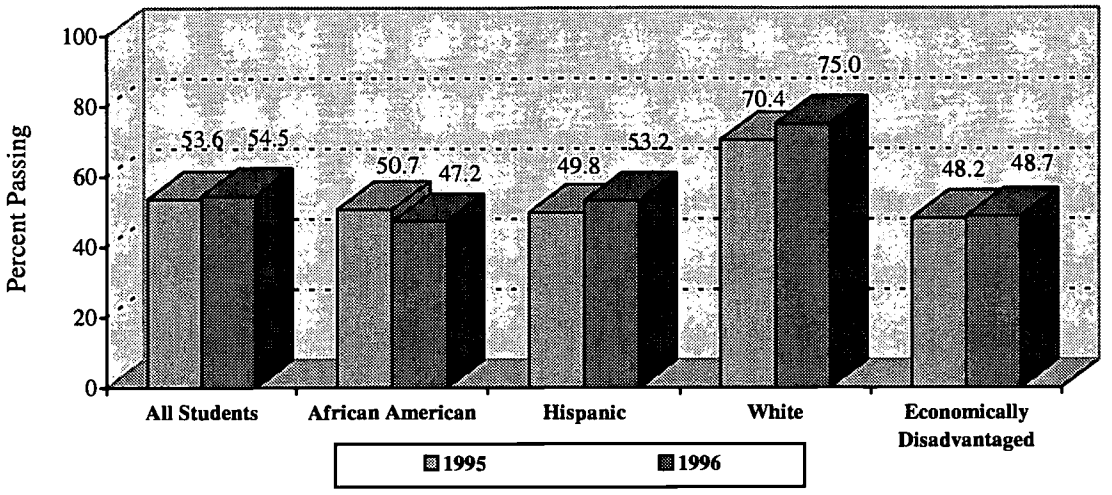


Figure 143: TAAS Mathematics by Disaggregated Group, 1995 and 1996

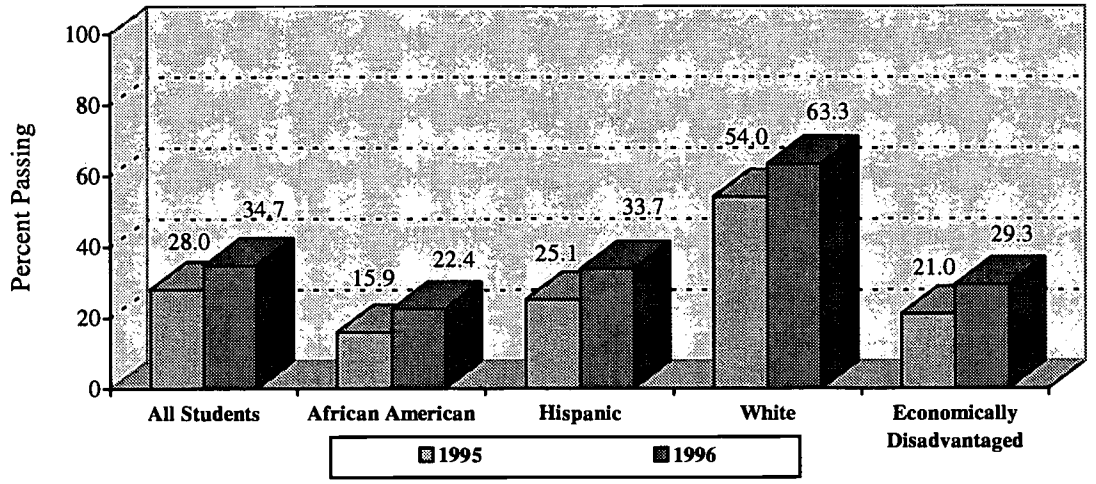
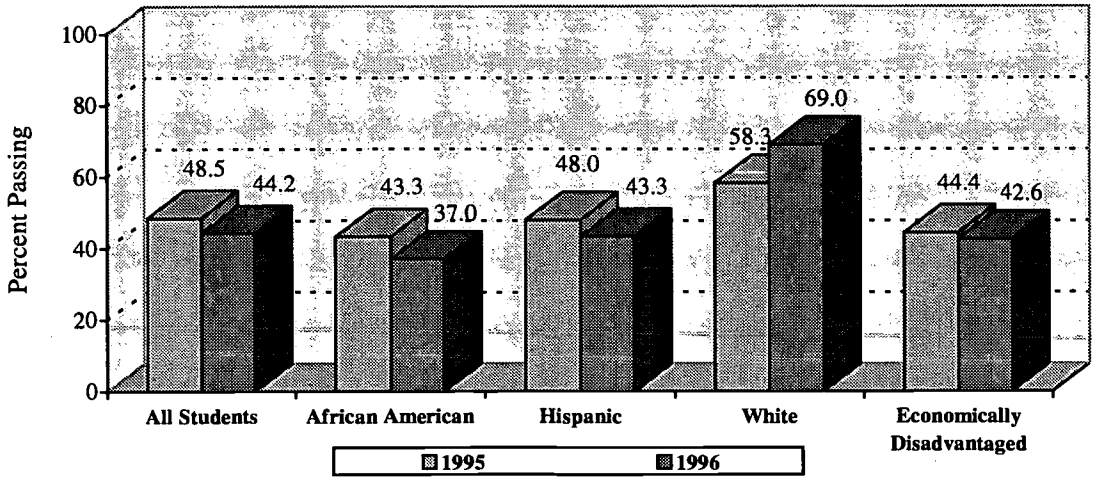


Figure 144: TAAS Writing by Disaggregated Group, 1995 and 1996



PEARCE MIDDLE SCHOOL

Figure 145: TAAS Reading by Disaggregated Group, 1995 and 1996

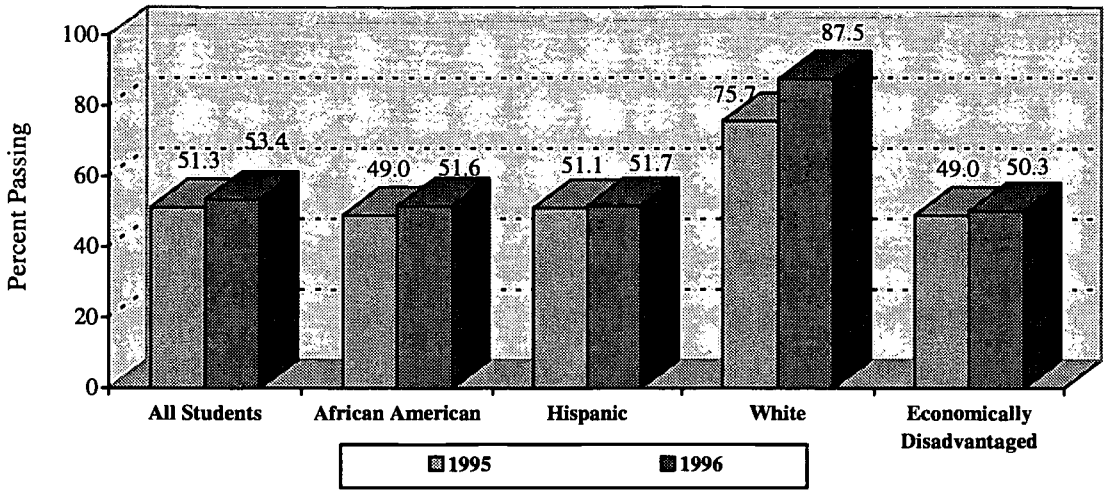


Figure 146: TAAS Mathematics by Disaggregated Group, 1995 and 1996

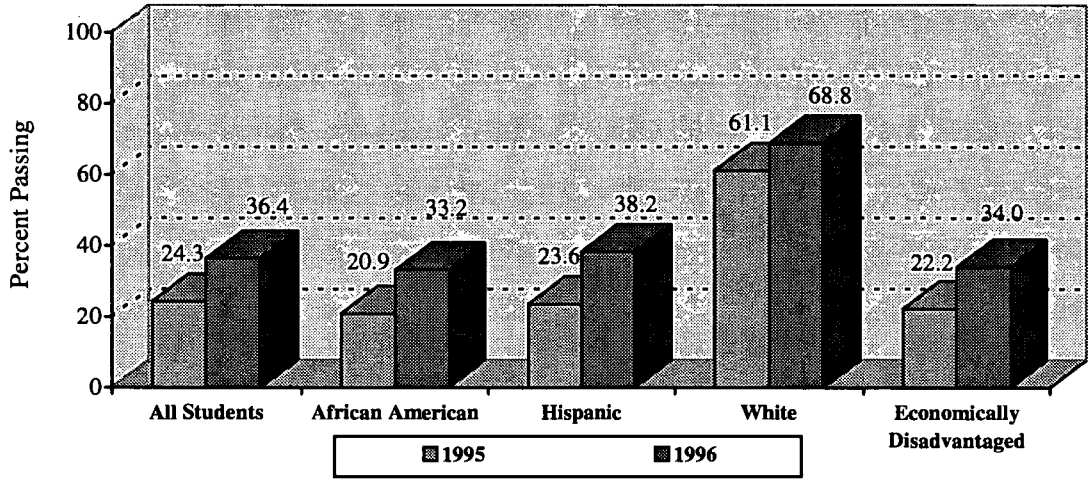
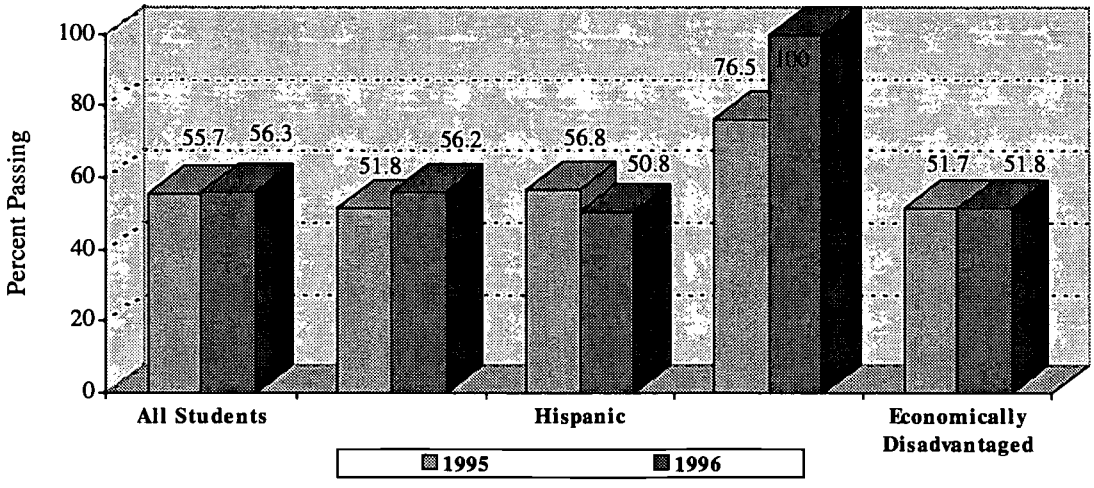


Figure 147: TAAS Writing by Disaggregated Group, 1995 and 1996



WEBB MIDDLE SCHOOL

Figure 148: TAAS Reading by Disaggregated Group, 1995 and 1996

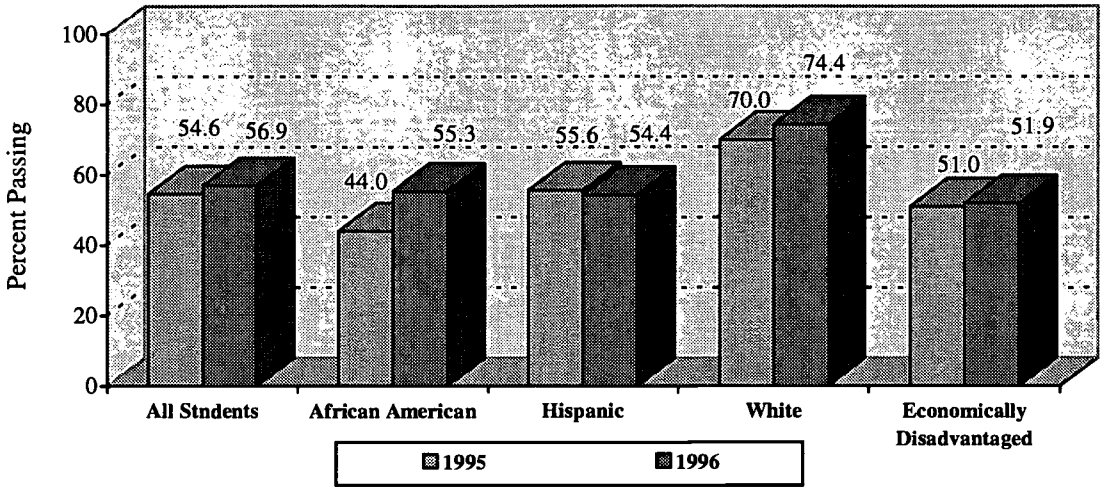


Figure 149: TAAS Mathematics by Disaggregated Group, 1995 and 1996

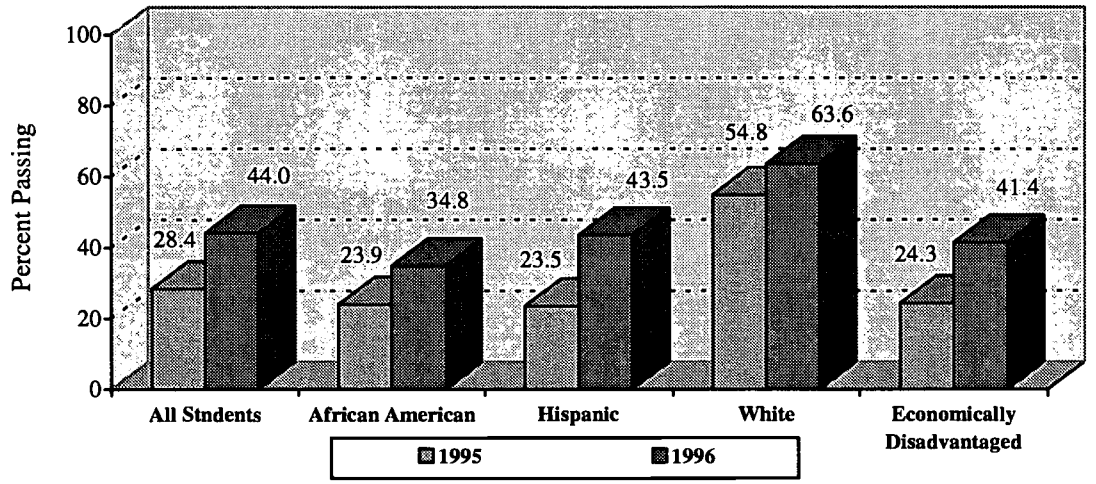
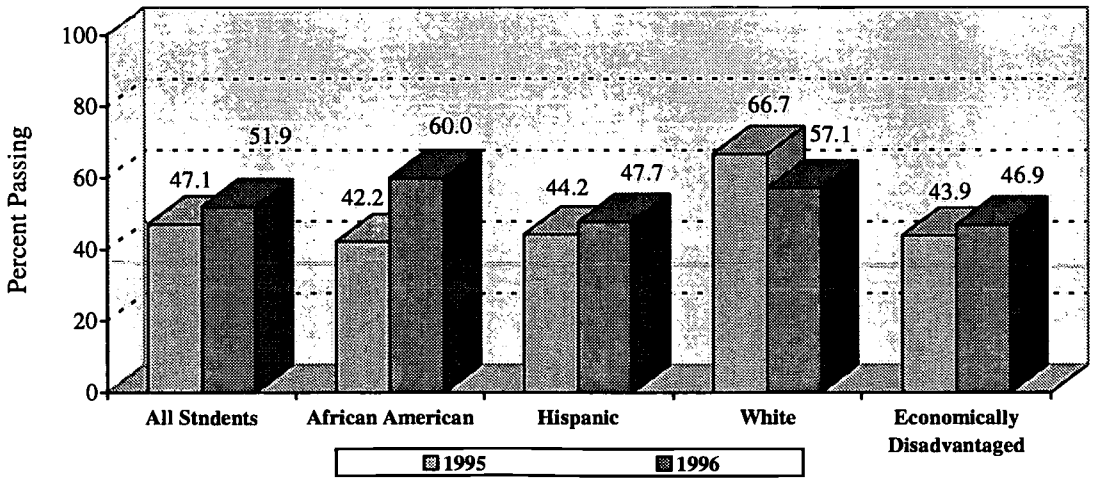


Figure 150: TAAS Writing by Disaggregated Group, 1995 and 1996



TITLE I MIGRANT OVERVIEW

TITLE I MIGRANT PROGRAM DESCRIPTION

The Title I Migrant Education program is authorized under Part C of Title I of the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382).* State educational agencies (SEAs) receive funds for the costs to identify and address the special educational needs of migratory children in accordance with the comprehensive State plan which will benefit migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first).

The term "migratory child" means a child who is (or whose parent, spouse, or guardian is) a migratory agricultural worker, including a migratory dairy worker, or a migratory fishermen, and who, in the preceding 36 months has moved from one school district to another in order to obtain temporary or seasonal employment in agricultural or fishing work. The purpose of the Migrant Education Program is to assist States in the following ways:

- To support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- To ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- To ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging student performance standards that all children are expected to meet;
- To design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and,
- To ensure that migratory children benefit from State and local systemic reforms.

The activities of the migrant program are center around recruitment of students, supplementary instructional program for secondary students, and parental involvement. In AISD, the migrant program staff includes the Migrant Program Specialist who processes the migrant student records and assists students with securing needed social and medical services.

SUPPLEMENTARY INSTRUCTION

Supplementary tutoring of secondary students was offered to migrant students at four middle schools (Fulmore, Mendez, Pearce, and Porter) and four high schools (Austin, Johnston, Reagan, and Travis) in 1995-96. Eight tutors offered supplementary instruction in regular settings as well as in Content Mastery classes.

Participation in AISD summer programs is offered to secondary migrant students who are at risk of academic failure as a type of supplementary instruction. Summer programs were held at Austin High School and Murchison Middle School in 1994-95, the last year for which records are available. Tuition was paid for 49 secondary migrant students attending the summer programs in 1994-95.

PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are encouraged to participate in children's education at all Title I schools. Twenty-six Title I schools have a Parental Involvement Representative or a Parent Training Specialist to assist with parental involvement activities. Parent education staff work with parents and the community at three secondary and 23 elementary schools involved in this program. The 26 schools include Allan, Andrews, Becker, Blackshear, Brooke, Brown, Govalle, Harris, Houston, Jordan, Langford, Linder, Metz, Norman, Oak Springs, Ortega, Pecan Springs, Sanchez, Sims, Walnut Creek, Wooldridge, Widen, and Winn elementary schools, and Dobie, Mendez, and Pearce middle schools. Parental involvement activities for Title I/Title I Migrant parents are included in the section of this report entitled, *Parent and Community Involvement Overview.*

TITLE I MIGRANT PROGRAM COSTS

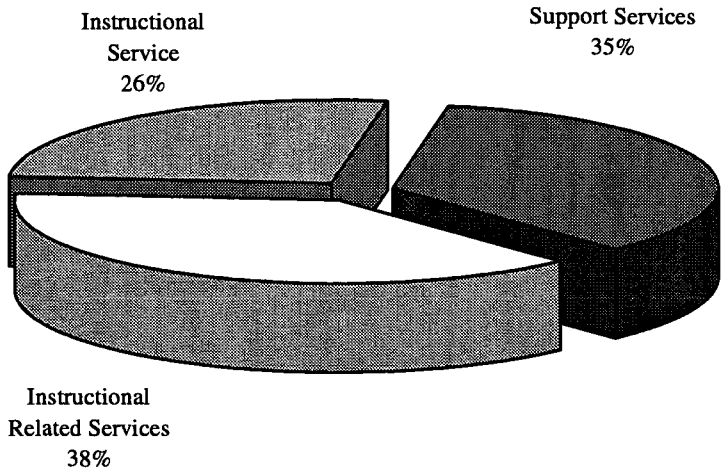
The 1995-96 AISD Title I Migrant program budget allocation was $110,707. A total of 176 students were served with Title I Migrant funds through secondary tutors and summer programs. The cost per student served by Title I Migrant was $629. Table 18 shows the number of students served by the Title I Migrant supplementary instructional program in 1995-96.

Table 18: Number of Students Served by Title I Migrant Programs in 1995-96

Title I Program	Number of Students Served
Academic Tutoring	127
Summer Programs	49
TOTAL	176

The migrant budget consisted of three major areas of funding: instructional services (including salaries for tutors, contract services, computer software, and capital outlay); support services (including evaluation and other support services); and instructional-related services (supplies, books, testing materials, travel, and curriculum and personnel development). Figure 151 shows the percentages of the Title I Migrant budget used in each of these areas.

Figure 151: Title I Migrant Budget Allocations



Because of the small allocation of Title I Migrant funds in 1995-96 due to the low number of AISD eligible students (473), the support services (which assist in locating and enrolling migrant students and evaluating the program) used more funds than the direct instruction to students. Two hundred and ninety migrant students were served without additional migrant funds through Title I elementary schoolwide programs. These students are included in the total served by SWPs as part of the Title I budget.

TITLE I MIGRANT SUPPLEMENTARY INSTRUCTION

The Title I Migrant Education Program instructs States to provide high-quality educational programs for migratory children to ensure that they will have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. In Texas, the State performance standard is measured by the *Texas Assessment of Academic Skills* (TAAS) tests.

AISD uses Title I Migrant funds to provide supplementary instruction to secondary students through tutoring service and summer programs for migrant students who are at risk of academic failure and to assist families with social and health needs. The migrant program specialist assists in identifying migrant students and in securing needed social and medical services. The AISD Title I Migrant Education Program is made up of the following:

- Migrant Supplementary Tutoring Program
- Migrant Summer Programs
- Migrant Program Services

These components will be discussed in the following sections.

SUPPLEMENTARY TUTORING PROGRAM

AISD migrant students in grades 6-12 are provided supplementary tutoring services. The tutoring program is in its sixth year of implementation in schools with large concentrations of migrant students. Eight bilingual tutors provided 2,084 hours of tutorial instruction to secondary migrant students at the following schools: Fulmore, Mendez, Pearce, and Porter Middle Schools, as well as Austin, Johnston, Reagan, and Travis High Schools.

A total of 473 migrant students were actively enrolled in AISD schools at the end of the 1995-96 school year. The identified migrant students included 290 elementary students, 89 middle school students, and 94 high school students. Table 18 shows demographic information for all Title I migrant students in 1995-96.

Only students at secondary schools with large concentrations of migrant students were served. A total of 62 middle school and 65 high school migrant students were served at the eight schools providing tutoring services. The elementary students that are included in Table 19 attended 32 Title I schoolwide program schools that provided supplementary services through Title I.

Table 19: Demographic Information for all Title I Migrant Students, 1995-96

	Tutored Students		Non-Tutored Students		
Demographics	Middle	High	Elementary	Middle	High
# Students	62	65	290	27	29
% Low Income	90	88	98	85	72
% Minority	98	98	100	100	100
% Female	42	51	50	44	48
% LEP	40	17	58	44	34
% Overage for Grade	52	58	17	52	52
% Special Education	8	12	11	15	10
% Gifted/Talented	2	2	1	0	0
% School Leavers	0	4	n/a	0	3.4

Of the 127 migrant students in grades 6-12 who received tutoring services, 108 students were tutored in a regular (one-on-one) setting and 19 were tutored in Content Mastery classes. Table 20 shows the number of Title I secondary migrant students who received tutoring services in 1995-96 by type of setting.

Table 20: Number of Title I Migrant Students Receiving Tutoring Services, 1995-96

	Number of Migrant Students Served	# Migrant Students Tutored in Regular Setting	# Migrant Students Tutored in Content Mastery Classes
High School	65	59	6
Middle School	62	49	13
Total	127	108	19

Attendance and Discipline

To determine the effectiveness of the migrant supplementary tutoring service, achievement, attendance, and discipline data were analyzed. Attendance and discipline data for migrant students at elementary schools; for tutored and nontutored migrant students at middle schools and at high schools; and for students districtwide were analyzed. The 1995-96 attendance and discipline data presented in Table 21 indicate the following:

- Elementary school migrant students and elementary school students districtwide had similar attendance rates.
- Middle school migrant students who received tutoring services had higher attendance rates than those who did not receive tutoring services and lower attendance rates than students districtwide.
- High school migrant students who were tutored had higher attendance rates than migrant students who were not tutored.
- Overall, migrant students (with the exception of nontutored high school students) had lower discipline rates than students districtwide.

Table 21: Elementary, Middle School, and High School Attendance and Discipline Rates for Title I Migrant Students and Students Districtwide, 1995-96

ELEMENTARY SCHOOL						
Year	Average Attendance Rate			Average Discipline Rate		
	Migrant		District	Migrant		District
Fall 1995	95.4		96.0	0.3		0.6
Spring 1996	94.4		94.9	0.3		0.6
MIDDLE SCHOOL						
	Average Attendance Rate			Average Discipline Rate		
	Tutored	Nontutored	District	Tutored	Nontutored	District
Fall 1995	90.7	86.2	95.0	3.2	3.7	4.0
Spring 1996	86.3	85.2	92.9	1.6	3.7	4.6
HIGH SCHOOL						
	Average Attendance Rate			Average Discipline Rate		
	Tutored	Nontutored	District	Tutored	Nontutored	District
Fall 1995	83.6	80.7	92.9	1.5	3.4	2.9
Spring 1996	85.5	72.3	88.8	1.5	6.9	2.9

Achievement

The achievement data for migrant students at elementary schools; for tutored and nontutored migrant students at middle schools and at high schools; and for students districtwide were analyzed. In Tables 22 through 24, TAAS data and secondary grade averages are compared and indicate the following:

- Tutored migrant middle school students had higher TAAS passing percentages than nontutored migrant students at all grades and in all areas except grade 6 TAAS Reading and grade 6 TAAS All Tests Taken;
- Tutored migrant students had higher grade averages than nontutored migrant students, but slightly lower grade averages than students districtwide; and
- TAAS Exit-level percentage passing for tutored migrant students increased an average of 15 points over 1994-95.

Table 22: Number and Percentage of Elementary Title I Migrant Students Passing TAAS, 1995-96

	Grade 3	Grade 4	Grade 5	Grade 6
Reading	24 46%	11 36%	32 44%	31 45%
Mathematics	24 63%	10 30%	32 50%	33 45%
Writing	* *	19 53%	* *	* *
All Tests Taken	24 33%	19 37%	32 41%	33 33%

* TAAS Writing is administered only at grade 4 in elementary school.

Table 23: Number and Percentage of Secondary Title I Migrant Students Passing TAAS, 1995-96

	Tutored Students				Non-Tutored Students			
	Grade 6	Grade 7	Grade 8	Exit-level	Grade 6	Grade 7	Grade 8	Exit-level
Reading	10 30%	15 33%	18 39%	27 78%	5 60%	10 30%	3 0%	16 50%
Math	12 42%	14 36%	19 42%	27 67%	5 40%	10 10%	3 33%	16 44%
Writing	* *	* *	17 69%	* *	* *	* *	3 67%	16 63%
All Tests Taken	24 33%	15 27%	20 35%	27 63%	5 40%	10 10%	4 25%	16 31%

* TAAS Writing is administered only at grade 8 and exit-level in secondary school

Table 24: Secondary Grade Averages for Title I Migrant Students, 1995-96

Demographic	Tutored Middle	Non-tutored Middle	District Middle	Tutored High	Non-tutored High	District High
Fall 1995	79.5	77.2	83.6	72.5	67.9	80.2
Spring 1996	79.0	78.7	83.3	72.9	69.9	78.2

Summary and Conclusions

The migrant tutoring program has consistently proven effective in increasing student achievement, attendance, and graduation rates; and in reducing incidents of inappropriate behavior. Exit-level data indicate that 60% or more of the high school migrant students served by tutors passed each subject area of the Exit-level TAAS test, including All Tests Taken. Exit-level TAAS percentage passing for nontutored migrant students ranged from 31% to 63%. Although both tutored and nontutored migrant students met the Title I/State student performance standards for the 1995-96 school year, there is still cause for concern. The percentage of middle school migrant students passing TAAS is only slightly above the State standard for 1995-96 of 30%. As the requirement for percentage passing TAAS is raised, the current percentage of migrant students passing will not be adequate to meet future Title I/State standards.

TITLE I MIGRANT SUMMER PROGRAMS, 1994-1995

The data reported in this summary pertain to the 1995 summer migrant program. Data for the 1996 summer program will be available later this year.

Secondary migrant students attended summer school programs at Austin High School and Murchison Middle School during the summer of 1995. The classes were provided to migrant students who were at risk of academic failure based on low standardized test scores, failure to master subject matter, failure to pass TAAS, and/or poor attendance. The majority of classes were in language arts and mathematics; however, other classes such as classes in technology and office management were offered.

The Title I Migrant Education program provided tuition for 49 AISD secondary migrant students. Data from the 1995 migrant summer school sessions indicated the following:

- Forty-seven students took various academic courses; two seniors took TAAS tutoring and mathematics classes to secure needed credit;
- Forty-three percent of the students served were female and 57% were male; and
- All students received vision, medical, and dental checkups.

Of the students served, 16 were registered for summer school at Murchison Middle School. Data for the middle school migrant records showed the following:

- One middle school student dropped out at the end of the first week of summer school; and
- The remaining fifteen students passed all courses taken.

The other 33 students served were high school students registered at Austin High School. Data for high school migrant students indicated the following

- Twenty-six students passed all courses taken;
- Four students failed one course taken;
- Two students failed both courses taken; and
- One student dropped out before school started.

Summary and Conclusions

Promotion based on summer school course grades as well as graduation counts were used to determine the effectiveness of the Title I Migrant summer program. The summer school

program for migrant students was found to be effective. Forty-two out of 49 migrant summer school registrants passed both courses taken and began the 1995-96 school year with appropriate academic requirements.

MIGRANT PROGRAM SERVICES

The Title I Migrant program specialist provided essential services to the migrant program. The program specialist has consistently helped to identify at-risk secondary migrant students and initiated preventative or recovery efforts with these students. For example, at-risk migrant students have been enrolled in summer school and in special classes at St. Edward's University. Migrant students have received regular and TAAS tutoring. Health and social services have also been provided as a result of this identification process.

Coordination by the program specialist with State and local agencies to secure services for migrant students and their families has been beneficial to 3-year olds and school age children. Also, the program specialist fosters communication between parents and schools. For more information about the specific duties of the Title I Migrant program specialist, see Appendix C.

PARENT AND COMMUNITY INVOLVEMENT OVERVIEW

PARENTAL INVOLVEMENT

Goal 8 of the National Education Goals states, "*Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.*" The reauthorization of Title I in the *Improving America's Schools Act of 1994* embraces this goal and builds on the requirements set forth in its predecessor, Chapter 1, to build partnerships that are designed to benefit not only students and parents, but schools and communities, as well.

This section describes programs that are initiated by parent education staff to encourage parent and community involvement in AISD Title I schools. Many of the programs are a result of reauthorization of Title I. Programs to be discussed include the following:

- School-level Parental Involvement
- Parent Advisory Council
- School-Parent Compacts
- Parent Centers
- Community Partnerships

This information was compiled from questionnaires completed by parent education staff, Parent Advisory Council records, and Adopt-A-School records.

SCHOOL-LEVEL PARENTAL INVOLVEMENT

Title I and Title I Migrant funds are allocated for school-level parental involvement activities, including family literacy training and training to enhance parenting skills. Parents of participating children are to be involved in decisions regarding how these funds are spent.

The AISD parent education staff consists of the Parent Programs Specialist, eight parent involvement representatives, and 15 parent training specialists. There are 26 Title I schools that have either a parent involvement representative or a parent training specialist to assist with parent and community involvement at their campuses. The 26 schools are Allan, Andrews, Becker, Blackshear, Brooke, Brown, Govalle, Harris, Houston, Jordan, Langford, Linder, Metz, Norman, Oak Springs, Ortega, Pecan Springs, Sanchez, Sims, Walnut Creek, Widen, Winn, and Wooldridge elementary schools; and Dobie, Mendez, and Pearce middle schools.

The goals established by the Parent Programs Specialist for 1995-96 included the following:

1. Provide support and assistance to Title I campuses in implementing the necessary strategies to engage the involvement of parents in the education of their children.
2. Establish a family resource center and training site for the school district with direct focus to the Title I campuses.
3. Maintain lines of communication with parent groups and organizations to facilitate coordination and collaboration. Establish new lines with other groups as needed.

Parent Workshops, Seminars, and Activities

The parent education staff organized workshops and seminars on academic topics, as well as social issues (e.g., gangs, drugs, teen pregnancy). Some of the events that were well attended were health fairs, Cinco de Mayo celebrations, a political accountability rally, block walks, and PTA meetings. A total of 4,000 people attended these workshops and seminars throughout the 1995-96 school year.

The parent education staff collaborated with other school support services staff members in the following joint efforts:

- Third annual Building Parenting Partnerships;
- Positive Parenting Workshops;
- Districtwide Parent Advisory Council meetings;
- Southwestern Bell Foundation grants;
- AISD's Medicaid Reimbursement Program; and
- Activities sponsored by the Family Resource Center.

The parent education staff worked with other schools, members of the community, local agencies, and others to sponsor activities to benefit parents and communities. Some the activities during the year included the following:

- Community Clothes Closet;
- Community Walk;
- Parenting Classes presented in partnership with local agencies such as CEDEN;
- Even Start Family Literacy Program;
- City of Austin Neighborhood and Youth Program;
- Wellness Program; and
- School Banking Program.

Other innovative programs at Title I schools included the following:

- Allan implemented a transition program for fifth graders and their parents; held monthly Coffee for Cops with the neighborhood police station officers; provided adult computer classes; and coordinated the School Link Health Service program.
- Becker implemented a parent support group, called the Mammas and Poppas, in awareness of spousal abuse.
- Brooke presented similar abuse information through regular workshops and hosted the KLRN-TV Reading Program.
- Brown focused on family literacy activities such as reading strategies for emergent readers and the reading-writing connection.
- Ortega held its annual family retreat; eighteen parents participated.
- Sims and Ortega created a partnership program for assisting adults to enter the workforce by obtaining a GED. Four adults were enrolled in ACC's GED program.
- The parent involvement representative at Widen and Mendez adapted the family mathematics and science elementary workshop materials to middle school curricula.

Adult Literacy

To help parents who would like to read and write better, Title I guidelines suggest working cooperatively with other programs including the adult literacy program in the district. Adult literacy classes were offered at Blackshear, Brooke, Brown, Govalle, Harris, Houston, Jordan, Langford, Metz, Norman, Oak Springs, Ortega, Pecan Springs, Sanchez, Sims, and Widen elementary schools. Eighteen of the adults completed adult literacy classes and entered the workforce.

Home Visits

Schools must provide full opportunities for the participation of parents of students with limited English proficiency or with disabilities. Some ways to promote parental participation by parents of students with limited English proficiency include home visits and telephone calls in the home language; family literacy programs; classes in English as a Second Language; and preparing school notices and newsletters in the home language. Home visits were listed as a priority of the parent education staff in 1995-96.

PARENT ADVISORY COUNCIL

Parent Advisory Council (PAC) meetings are a specific mandate for school districts receiving Title I or Title I Migrant funds. These meetings were held quarterly and were to inform parents about the program, solicit their comments on the program agenda, and communicate proposed changes in the program. PAC activities included Grandparent Day, family math workshop, parent training staff meetings, and the annual parenting conference. Table 25 shows that a total of 269 persons were in attendance at Title I and Title I Migrant PAC meetings in 1995-96.

Table 25: Title I and Title I Migrant PAC Meetings, 1995-96

	Title I Regular		Title I Migrant	
Type	Number	Attendance*	Number	Attendance*
Districtwide	3	80	1	11
Orientation	1	7	0	0
Planning	2	5	2	17
Other	3	92	1	57
Total	9	184	4	85

*Attendance for Title I Regular and Title I Migrant meetings contain duplications.

SCHOOL-PARENT COMPACTS

Schools are required *"to convene an annual meeting of parents to involve them in the planning and review of programs and provide parents with timely information on student progress."* A new emphasis under the Title I reauthorization is the school-parent compact designed to increase the sharing of responsibility between families and schools for the education of students. All Title I schools are required to develop jointly with the parents of participating children a compact which defines the goals and expectations of the schools and parents as partners in the effort to improve student achievement. One of the new responsibilities for the parent education staff in 1995-96 was to become familiar with the school-parent compact through orientation sessions at the campus and to be the contact person for the compacts.

PARENT CENTERS

Title I funds can be used to establish school- or district-based parent centers. At these centers, training, information, and support is provided to parents of children from birth through secondary school and individuals who work with these parents. One of the goals of the Parent Programs Specialist for 1995-96 was to establish a family resource center and training site for the school district with direct focus to the Title I campuses.

For the 1995-96 school year, a wing of Allan Elementary School was established as the Family Resource Center. This site has two large classrooms suitable for meetings and workshops, a small kitchen, wall space for a library, and an office area. Parent education staff stated that the following strengths were realized by having a parent center:

- Ample floor and wall space enabled the Parent Programs Specialist to hold meetings and workshops at the office (on-site), lay out workshop and meeting materials, and set up a highly visible library with both a permanent and a lending section.
- The resource center is user friendly because of its immediate access by Allan's Title I parents and because of the central location of the resource center to other Title I schools.

CONCLUSIONS

In 1995-96, the first year under the reauthorization of Title I, the AISD parent education staff met their established goals. The goals and the manner in which they were accomplished are reviewed below:

1. *Provide support and assistance to Title I campuses in implementing the necessary strategies to engage the involvement of parents in the education of their children.* The parent education staff offered workshops, seminars, and activities on academic topics and social issues designed to enhance parenting skills and to encourage participation of parents and the community in the education of children.
2. *Establish a family resource center and training site for the school district with direct focus to the Title I campuses.* A family resource center was established at Allan Elementary School that provided space for meetings and workshops and a lending library for parents and individuals who work with parents. The parent education staff were able to use this center to increase parent participation.
3. *Maintain lines of communication with parent groups and organizations to facilitate coordination and collaboration.* The parent education staff engaged in joint efforts with AISD school support services staff and other organizations in the community to offer parenting classes, literacy programs, citywide programs, wellness programs, and many others.

In addition, the parent education staff was involved in many other activities required by Title I to promote parental involvement, including the following:

- Organized adult literacy classes that assisted 18 adults in entering the workforce;
- Communicated with parents through newsletters, home visits, and workshops;
- Conducted Parent Advisory Council meetings and training; and
- Participated in the school-parent compacts.

The parent education staff has been equally helpful in assisting AISD in collecting Medicaid reimbursements and providing forums for civic and political presentations, such as the AISD bond package. The parent involvement program at Title I schools has proven to be effective in involving parents and the community in the education of children.

COMMUNITY PARTNERSHIPS

Title I embraces strategies to address the needs of children through building stronger partnerships between schools and communities in order to support the achievement of all children. AISD has access to many local business and community volunteers through the Austin Adopt-A-School program Both monetary donations and volunteer hours add invaluable resources to the Title I schools. H.E.B. became the top adopter in 1995-96 by supporting 37 Title I schools.

Tables 26 shows the amounts of cash contributions and in-kind contributions for Title I schools with parent education staff, for Title I schools without parent education staff, and for the District. Title I schools with parent education staff received three times the amount of in-kind contributions and almost twice the amount of cash contributions as Title I schools without parent education staff.

Table 26: Community Involvement: In-Kind and Cash Contributions for Schools Districtwide and Title I Schools With/Without Parent Education Staff, 1995-96

	In-Kind Contributions			Cash Contributions		
Grade	District	Title I With Parent Ed. Staff	Title I Without Parent Ed. Staff	District	Title I With Parent Ed. Staff	Title I Without Parent Ed. Staff
Elementary	$337,777	$179,351	$62,589	$82,270	$100,311	$66,481
Middle/Jr. High	77,812	7,756	0	21,023	15,956	0
High School	528,075	0	0	177,435	0	0
Other*	419,032	0	0	543,190	0	0
Total	$1,362,696	$187,107	$62,589	$823,918	$116,267	$66,481

* Other refers to donors or partners such as DARE, American Indian Education, Believe In Me, School Board members, AISD directors or coordinators, etc. (See the 1995-96 Adopt-A-School Report.)

Tables 27 shows the number of volunteers and volunteer hours for Title I schools with parent education staff, for Title I schools without parent education staff, and for the District. In 1995-96, there were about four times as many volunteers with over twice as many volunteer hours in Title I schools that had parent education staff as in Title I schools without parent education staff.

Table 27: Community Involvement: Number of Volunteers and Volunteers Hours for Schools Districtwide, and Title I Schools With/Without Parent Education Staff, 1995-96

	Number of Volunteers			Number of Volunteer Hours		
	District	Title I With Parent Ed. Staff	Title I Without Parent Ed. Staff	District	Title I With Parent Ed. Staff	Title I Without Parent Ed. Staff
Elementary	3,848	3,710	1,034	82,941	53,476	27,104
Middle/Jr. High	936	349	0	112,272	3,615	0
High School	1,213	0	0	29,127	0	0
Other*	1,120	0	0	21,807	0	0
Total	7,117	4,059	1,034	246,147	57,091	27,104

* Other refers to donors or partners such as DARE, American Indian Education, Believe In Me, School Board members, AISD directors or coordinators, etc. (See the 1995-96 Adopt-A-School Report.)

To determine the monetary value of volunteer services, AISD's Adopt-A-School office uses the nationally assigned numerical value of $13 as an hourly rate of pay. The monetary value of the volunteer hours at Title I schools with parent education staff is over twice that of Title I schools without parent education staff. The following computations are based on that formula:

- Title I schools with parent education staff: 57,091 hours @ $13 = $742,183
- Title I schools without parent education staff: 27,104 hours @ $13 = $352,352
- All other AISD schools: 246,147 hours @ $13 = $3,199,911

District Total $4,294,446

All Title I schools received $1,094,535 or 25% of the total dollar amount of hours volunteered for the District. Table 28 shows Title I and Title I Migrant community involvement trends for a three-year period. While the amount of cash and in-kind contributions and the number of adopters decreased from 1994-95 to 1995-96, the number of volunteers and volunteer hours increased. (Appendices D and E show details of the community partnerships by school and Appendix F shows Title I school adopters by category.)

Table 28: Title I and Title I Migrant Community Involvement Trends, 1993-94 through 1995-96

General Data	1993-94	1994-95	1995-96
# Title I Schools in Program	17	41	37
Number of Adopters	200	708	607
Cash Contribution	$79,260	$283,743	$182,748
In-Kind Contribution	$118,232	$444,185	$249,696
Number of Volunteers	1,684	4,888	5,093
Number of Volunteer Hours	29,650	67,587	84,195

CONCLUSIONS

The parent education staff was successful in encouraging the support of the community through contributions and volunteer time. The Title I schools that have a parent education staff member on campus received over twice the amount of cash and in-kind contributions and volunteer hours as Title I schools without a parent education staff member. Both monetary donations and volunteer hours add invaluable resources to the Title I schools.

TITLE I BEST PRACTICES SUMMARY, 1995-96

TITLE I BEST PRACTICES

In 1995-96, a Best Practices Review of Title I schoolwide programs was carried out to explore practices at selected Title I schools. The purpose of the review was to gather information about practices at these schools in order to share the information with staff of other AISD schools. Excerpts from the report are included in the following sections. The full report, the *Title I Best Practices Review, 1995-96* (publication number 95.06) is available from the Office of Program Evaluation. Schools at which students have made continuous gains in achievement or maintained high levels of achievement since the 1993-94 school year were selected. Four Title I schools were selected for inclusion in the review; the four schools were Barrington, T.A. Brown, Sanchez, and Zavala elementary schools. Two of these schools, T.A. Brown and Zavala, have received awards in the last two years for gains in student achievement.

At each school, the principal and teachers (across grade levels) were interviewed by evaluation staff. At some schools, a parent was interviewed as well. Similar findings across schools are presented in the Common Threads section and major findings are presented in the Summary section.

SURVEY METHODOLOGY

To investigate which school factors may have led to an increase in test scores, Title I and Title I Migrant evaluation staff designed and administered a series of interviews at the four schools selected. The interview questions covered the following areas:

Special Programs/Teaching Strategies

- Innovative or research-based programs
- Technology
- Grants or extra funding (Principal interview only)
- Program decisions

Professional Growth/Professional Development

- Support for innovative instructional strategies
- Professional development
- Methods of self-improvement for teaching skills

School Climate or Atmosphere

- Description of climate or atmosphere
- Factors contributing to atmosphere or climate

Parent and Community Involvement

- Methods of increasing parental involvement
- Methods of increasing community involvement

STUDENT ACHIEVEMENT

- Factors contributing to students' achievement
- Advice for staff at other schools

At each school, the principal and three or more teachers who were selected by the principal were interviewed by evaluation staff. If requested by the principal, further interviews were performed. Teachers across grade levels were interviewed and, at some schools, a parent was interviewed as well. In Table 29, the number of interview participants by school is presented. Results of the compilation of interview data for each school are presented in the following sections.

Table 29: Number of Interview Participants By Campus

School	Administrator	Teachers	Parents
Barrington	1	5	1
Brown	1	5	0
Sanchez	1	10	1
Zavala	1	3	1
Total	4	23	3

COMMON THREADS

As the demographics change and the percentages of low-income students increase in most AISD schools, the challenge for staff and administration to meet the needs of students continues to increase as well. Brown and Barrington have adapted well to the changing demographics of their neighborhoods. The demographics in the neighborhoods of Sanchez and Zavala have remained more stable over time. In the Best Practices schools, teachers and principals are devoted to helping all students achieve. Teachers and principals at these schools have a passion for their jobs; this passion enables them to meet the many challenges before them with an optimistic attitude.

While the schools share many common characteristics, there appears to be room for diversity in styles of teaching and administration. The most important factors common to these Best Practices Schools appears to be a **unified philosophy** and **goals that are shared throughout the school**. Staff and administration at these schools work together as a community to increase the achievement of their students.

Achievement of success at these schools has not occurred overnight. The process of ensuring student success is a continuous one that revolves around trying out strategies and adjusting or discarding those that do not work. **Constant monitoring of student progress** is absolutely necessary for this process to be successful.

Special Programs and Teaching Strategies

- Interviewees at all four schools listed a wealth of research-based and innovative instructional programs that are being used at their schools. Actual programs and strategies varied from school to school, with few being common to all. One common factor was that staff at all schools made extensive use of innovative instructional strategies and programs.
- The specific teaching strategies and special programs that a school staff chooses does not seem to be the most important factor; what seems to matter most is that there is a unified team effort to raise student achievement.
- Staff and administration at these four campuses are continuously looking for ways to improve instruction and learning.
- Training in areas that contribute to the focus, philosophy, or goals of the campus is stressed at all of these campuses.

School Climate

- Teachers at all four campuses use similar words and phrases to describe their school's climate. These include: good, very positive, very supportive, and like a family or a team.
- Teachers feel that the principal at their school is a good leader, motivator, and facilitator. The principals are described as supportive, trusting, and open to new ideas.
- The principals at these schools have different styles and different personalities, but each is described as a strong and effective leader.
- The four schools have different philosophies, but a common goal: Improved student achievement. Staff know the philosophy of the school and work as a team to achieve their goals.
- Some of the schools have strong schoolwide coordination and collaboration, while other schools focus on the grade level teams.

School Organization

- All of these campuses have a strong campus leadership team (CLT) process. Teachers feel empowered and feel like they are a part of the decision-making process.
- The structure of the school day and year vary across schools. Two schools (Brown and Zavala) use the regular school calendar and two schools (Barrington and Sanchez) use the year-round calendar.
- The school day and/or year is extended at each of these schools through after-school programs and/or intersession activities.
- Some schools have adopted an actual schoolwide model (such as Accelerated Schools), while other schools have a strong campus philosophy.
- All four schools have the advantage of having many outside grants in addition to Title I funds. Applying for grants requires much time and effort on the part of the principal and teachers, but evidence indicates staff and administration at these

schools agree that grants are necessary to fund the types of programs that they need for their students, and are worth the effort.

Parent and Community Involvement

- Staff and administration at all these schools recognize the importance of parent involvement and are working to increase activities and learning for parents. Although different approaches are used to involve parents (e.g., PTA meetings, family literacy training, schoolwide celebrations), parental involvement is a priority at each of these schools.
- Some of the schools have a Parent Training Specialist who helps with communication with and training of parents.
- The parents who were interviewed indicated that parents feel comfortable coming to these schools.
- Teachers at each of these schools communicate with parents through weekly letters, open houses, parent teacher conferences, and other efforts.
- The community is involved with each of these schools through Adopt-a-School as well as through other volunteer projects and donations. This community involvement is a source of great pride and much appreciated assistance to all of the Best Practices Schools.

Professional Growth

- Teachers are encouraged to participate in professional development activities. The amount of inservice and off-campus training varies across schools. In 1994-95, staff at Zavala participated mainly in local inservices, while staff at Brown accrued over 75 hours per teacher in professional development both on and off campus.
- Teachers believe that talking to other teachers and studying educational literature in their field are an important part of professional growth.

Factors Affecting Improved Student Achievement

- Schools focused on the TAAS test in varying degrees. Some schools made the TAAS test a major focus, while others tried to teach the objectives without too much emphasis on the tests themselves.
- Time was spent aligning the curriculum with the TAAS objectives at most campuses. At schools that did not align curriculum with TAAS, curriculum already focused on TAAS objectives. The indication of this alignment is that a high percentage of students at all of these campuses passed the TAAS test.
- According to teachers and principals at each school, it is extremely important to monitor TAAS achievement. Based on the results of monitoring achievement, interventions are planned for students who are in need of additional instruction.
- A common goal, teamwork, teacher involvement in planning, lots of professional development, and being open and flexible to change were reported as factors influencing student achievement.
- High expectations and a belief in the abilities of students and teachers were common to all schools.

- Teachers who were interviewed believe that teachers must make learning fun and active for their students.

Advice to Title I Teachers

- Be positive and expect 100% from your students.
- All students should be treated as gifted learners.
- Treat each child as you would want your own child treated.
- Work as a unified team with a common philosophy and goals.
- Work closely with other teachers and with parents.

Advice to Title I Principals

- Choose a model for restructuring, and believe in it. The school needs to be unified with a common philosophy and goals.
- Have high standards for teachers and students.
- Monitor student achievement, and use data wisely.
- Give teachers professional freedom, trust, and encouragement.
- Offer lots of professional development and encourage teacher initiative.
- Focus campuswide efforts on TAAS skills.

SUMMARY

While each of the Best Practices schools is unique, many of the principles and philosophies that guide the campuses are similar. Also, strong leadership is evident at each of these schools. The principals demonstrate a deep commitment to the students and teachers at their campuses. Teachers at each of the schools acknowledged and praised the support and encouragement given to school staff by their principals.

Although the philosophy used to govern each of these campuses differs somewhat, each school has a campuswide philosophy in which teachers are invested because they have helped to develop the philosophy. Teachers play a strong role in the success of the campus. If improvement in student achievement is to be attained, the teachers must be enthusiastic participants in the process. Ongoing teacher training is essential to empower teachers with the knowledge and confidence that they need to enhance student learning. Teachers at the Best Practices schools stressed the importance of a schoolwide team, as well as a grade-level team approach to teaching.

Teachers and parents at these schools believe that a positive school climate is important in improving student learning. Expectations are high for teachers and for students at these schools; however, a positive school climate helps relieve stress and results in happier students, teachers, and parents.

Many different teaching strategies and special programs have been implemented at the Best Practices schools. Professional development was described by teachers and principals as necessary for the success of these programs and strategies. The faculty at each of the schools seemed receptive to new ideas, while they also believed in retaining programs that had been successful at their campuses or in their classrooms.

The type of school calendar used by the schools varied, indicating that improvement in student achievement can occur with either type of school calendar. Two of the schools,

Barrington and Sanchez, use the year-round calendar, while Brown and Zavala use the traditional calendar. It appears that the commitment of administration, staff, and community at these schools results in increased student achievement, regardless of the type of school calendar. School administration at these schools is responsive to the communities that they serve in regard to the decision about the type of school calendar used.

Because TAAS is the statewide assessment instrument used to evaluate students in grade 3 and above, it is a very important factor to be considered by all schools. Staff and administration at the Best Practices schools took different approaches to TAAS preparation. Barrington's curriculum was completely redesigned to align with TAAS objectives. Teachers at Barrington felt that their new curriculum was a very valuable tool for teaching students what they need to know. The TAAS objectives were stressed in varying degrees at the other campuses. However, principals and teachers across all Best Practices schools agreed that constant monitoring of student progress is necessary to evaluate their efforts and to identify students who need additional assistance.

There does not seem to be a single formula for a successful school. However, it is clear that administration, staff, students, parents, and community are all integral parts of the process. Teachers and principals must be committed to a common goal of improving student learning by using whichever methods are most appropriate for their students. Parents are an important part of the process and must be involved as well. Staff at the Best Practices schools successfully use many different approaches to actively involve parents in their children's education. Community support is a very valuable asset to the schools; community involvement provides financial assistance and volunteer support. All of these components in varying degrees can add up to a successful school; however, in the majority of the Best Practices schools, each of these components is present in a high degree.

The unifying factor across the key components is a sense of community in the school. A sense of community appears to be essential for school effectiveness. As described by Rossi and Stringfield, (as cited in the TEA report Case Studies of Successful Campuses: Responses to a High Stakes Accountability System, 1996), the key elements which exemplify community within schools are:

- Shared Vision
- Shared Sense of Purpose
- Shared Values
- Incorporation of Diversity
- Communication
- Participation
- Caring
- Trust
- Teamwork
- Respect and Recognition

Each of the Best Practices schools illustrates these key elements which contribute to their success in improving student achievement. Developing these characteristics should be a goal for all schools.

APPENDICES

APPENDIX A: PARTICIPATING AISD SCHOOLS TITLE 1 AND TITLE 1 MIGRANT PROGRAMS 1995-96

Title I Schools	Schoolwide Program	Full-Day Pre-K	Title 1 Migrant	Reading Recovery
Allan	x	x		x
Allison	x	x		x
Andrews	x	x		x
Barrington	x	x		x
Becker	x	x		
Blackshear	x	x		
Blanton	x	x		x
Brooke	x	x		x
Brown	x	x		
Campbell	x	x		
Dawson	x	x		x
Galindo	x	x		x
Govalle	x	x		x
Harris	x	x		
Houston	x	x		x
Jordan	x	x		x
Langford	x	x		
Linder	x	x		x
Metz	x	x		x
Norman	x	x		
Oak Springs	x	x		x
Ortega	x	x		x
Pecan Springs	x	x		x
Pleasant Hill	x			
Reilly	x	x		x
Ridgetop	x	x		x
Sanchez	x	x		x
Sims	x	x		
Walnut Creek	x	x		x
Widen	x	x		x
Winn	x	x		
Wooldridge	x	x		x
Wooten	x	x		x
Zavala	x	x		x
Dobie MS	x			
Fulmore MS			x	
Mendez MS	x		x	
Pearce MS	x		x	
Porter MS			x	
Webb MS	x			
Austin HS			x	
Johnston HS			x	
Travis HS			x	

APPENDIX B: 1995-96 DEMOGRAPHICS AND QUANTITATIVE DATA FOR NEGLECTED OR DELINQUENT YOUTH BY TYPE OF INSTITUTION

Demographics	Detention Centers		Emergency Shelter		Halfway	Residential Facilities				Ward of the State	
	Gardner-Betts	*Travis County*	*Children Shelter*	*Spectrum*	*Turman House*	*Better Roads*	*Jr. Helping Hand*	*Mary Lee Apts.*	*Settlement Club Home*	*Mary Lee Foundation*	*Total*
Eligible to Participate	1140	22	180	163	59	27	42	27	39	70	1769
Male	936	22	75	70	59	14	20	15	0	28	1239
Female	204	0	105	93	0	13	22	12	39	42	530
Amer. Indian or Alaskan	0	0	0	0	1	0	0	0	0	0	1
Asian or Pacific Islander	3	0	2	1	1	0	1	0	0	0	8
African American	380	5	52	41	17	12	17	4	12	24	565
Hispanic	527	13	75	49	30	6	7	10	8	24	749
White	330	4	50	72	10	9	17	13	19	22	446
Enrolled in AISD	721	10	78	82	35	15	42	14	39	68	1104
Enrolled Elsewhere	195	12	17	9	0	8	0	13	0	2	256
AISD Dropouts	147	0	1	15	0	0	0	6	0	0	169
Leave AISD Attendance Area upon Leaving	Unknown	Unknown	Unknown	35	23	4	20	11	4	70	167
Other Dropouts	67	0	0	12	0	0	0	13	0	0	92
Enrolled in Special Ed.	262	0	8	10	1	0	27	7	17	58	390
LEP	46	0	0	0	0	0	0	1	0	0	47
Homeless	7	0	0	0	0	27	0	0	0	0	34
Age 0-1	0	0	29	0	0	0	0	0	0	0	29
Age 2	0	0	29	0	0	0	0	0	0	0	29
Age 3	0	0	17	0	0	0	0	0	0	0	17
Age 4	0	0	9	0	0	0	0	0	0	0	9
Grade K	0	0	17	0	0	0	0	0	0	0	17
Grade 1	0	0	10	0	0	0	2	0	0	1	13
Grade 2	0	0	12	1	0	0	8	0	0	3	24
Grade 3	0	0	5	6	0	0	4	0	1	8	24
Grade 4	0	0	14	1	0	0	9	0	0	4	28
Grade 5	0	0	7	5	0	0	10	0	3	6	31
Grade 6	42	0	11	10	0	0	8	0	2	6	79
Grade 7	161	0	9	11	1	0	0	0	4	8	194
Grade 8	226	6	5	22	4	0	0	0	6	10	279
Grade 9	506	6	1	38	26	1	0	1	10	9	598
Grade 10	130	8	0	37	19	0	0	1	5	10	210
Grade 11	25	2	1	11	8	5	0	7	4	2	65
Grade 12	3	0	0	6	1	9	1	5	3	1	29
Non-Graded (GED etc.)	34	0	4	15	0	7	0	13	1	2	76

APPENDIX C: DUTIES OF MIGRANT PROGRAM SPECIALIST

Under reauthorization of Title I and Title I Migrant, the Migrant Student Record Transfer System (MSRTS) was renamed Migrant Program Services. The clerical person involved with processing migrant student records and assisting students with securing needed social and medical services is the Program Specialist. The main responsibilities of the Program Specialist in 1995-96 included the following:

- To act as liaison between migrant parents and the schools;
- To secure supplementary services for migrant students;
- To process migrant student records; and
- To coordinate with State and local social agencies to secure additional needed coverage or continuing coverage of services to migrant students and their families. The services may be educational, medical, dental, immigration, or residential in nature.

In the 1989-90 school year, the migrant clerk created and implemented the use of an individual graduation checklist for each secondary migrant student in AISD. Periodic review of these checklists allows the Program Specialist and other migrant staff to identify at-risk students and to begin application of preventative or recovery efforts. Preventative or recovery efforts involving these students may include one or more of the following:

- Title I Migrant supplementary tutoring;
- Summer school attendance;
- Credit by examination;
- Correspondence courses;
- Special computer lab tutoring when available;
- Increased home visitations (for attendance and communication purposes); or
- Increased liaison activities.

PROGRAM DESCRIPTION

A survey of the Program Specialist duties and a review of support documents indicated that the duties of the Program Specialist in 1995-96 consisted of the following :

- Kept eligibility, educational, and medical data; logged records and other information in a computerized file in compliance with State and local agency standards;
- Transmitted the Public Education Information Management System (PEIMS) data to TEA;
- Forwarded withdrawal and attendance information, secondary credit information, TAAS test scores, and 1996-97 recommendations for students' schedules to Region XIII, the local headquarters for migrant students;
- Handled all medical update requirements;
- Paid for minor emergencies, dental, and vision services for 61 migrant students, and acquired similar services for an additional 24 migrant students through non-migrant funds during the 1995-96 school year;
- Paid for medical, dental, and vision services for migrant students enrolled in migrant summer programs in 1996;

- Coordinated summer (1996) enrollment of 18 elementary and 8 middle school students in schools participating in the State's Compensatory Education Optional Extended Year Program;
- Secured guidance service for 143 students;
- Coordinated social services for 54 school age students and three 3-year olds during regular term;
- Participated in preventative and recovery efforts with other migrant staff resulting in the registration of 39 secondary students in the 1996 summer programs; and
- Attended in-service workshops that provided the newest information on migrant program services.

APPENDIX D: COMMUNITY PARTNERSHIPS FOR TITLE I SCHOOLS WITH PARENT EDUCATION STAFF, 1995-96

School	# of Adopters	Cash	In-Kind	# Volunteers	# Volunteer Hours
Allan	12	$ 3,100	$ 13,000	47	1,029
Andrews	12	1,500	2,168	74	1,083
Becker	22	3,265	4,169	63	481
Blackshear	38	3,900	950	128	2,865
Brooke	31	795	12,349	207	3,968
Brown	15	429	1,395	130	2,490
Govalle	17	21,683	18,291	525	10,533
Harris	08	5,949	2,050	99	890
Houston	11	10,629	19,991	74	521
Jordan	15	3,512	6,004	113	3,670
Langford	11	700	3,940	44	375
Linder	13	1,050	12,680	165	871
Metz	21	14,635	9,570	128	1,858
Norman	16	4,350	8,503	410	3,447
Oak Springs	27	4,418	19,757	410	2,710
Ortega	10	4,470	4,770	86	1,662
Pecan Springs	16	1,008	5,337	583	5,286
Sanchez	11	200	1,525	6	300
Sims	15	395	4,465	49	301
Walnut Creek	14	8,187	6,899	188	5,288
Widen	14	3,100	7,325	63	1,755
Winn	20	1,575	5,741	51	1,521
Wooldridge	23	1,457	8,472	67	572
Dobie MS	11	965	325	18	356
Mendez MS	20	3,855	5,461	107	2,329
Pearce MS	15	11,136	1,970	224	930
Total	438	$ 116,263	$ 187,107	4,059	57,091

APPENDIX E: COMMUNITY PARTNERSHIPS FOR TITLE I SCHOOLS WITHOUT PARENT EDUCATION STAFF, 1995-96

School	# of Adopters	Cash	In-Kind	# Volunteers	# Vol. Hours
Allison	**17**	$ 13,625	$ 1,165	131	1,936
Barrington	**15**	20,012	6,984	197	1,994
Blanton	**14**	60	4,140	9	285
Campbell	**10**	8,000	2,550	96	7,180
Dawson	**21**	2,500	35,770	55	2,894
Galindo	**11**	1,700	300	27	130
Pleasant Hill	**10**	100	1,505	65	8,100
Reilly	**14**	500	4,550	17	320
Ridgetop	**05**	1,410	1,950	197	1,800
Wooten	**11**	10,035	2,175	33	507
Zavala	**41**	8,539	1,500	207	1,958
Total	**169**	$ 66,481	$ 62,589	1,034	27,0104

APPENDIX F: TITLE I SCHOOL ADOPTERS BY CATEGORY

Categories	Descriptive Data
Banking Institutes	Nation, First City, Texas Commerce
Barber Shops	Juan in a Million
Beauty Salons	Brad's Hair Salon, The Headroom
Beverages	Coca-Cola, Ruta Maya Coffee House
Cafeterias	Luby's, Marimont
City	Police Activity League of Austin, Austin Fire Department
Civic Organization	Optimist Clubs, The Fellas
Computer Companies	SEMETECH, Motorola, Apple
County	Travis County Adult Supervision & Corrections Dept., Travis County Constable Office
Dance Studios	Learn to Dance, DeLeon & Boggins
Dealerships	Ford, GMC, Henna, Lief-Johnson
Fast Food	Mr. Gatti's, McDonald's, Domino's Pizza
Federal	IRS
Florists	Town Lake
Fraternities & Sororities	Alpha Phi Alpha fraternity
General Store	Calahan's General Store
Grocers	Mom & Pop types
Interdepartmental	Professional Women of Southwestern Bell, UT
Organizations	Hispanic Business Students' Assoc.
Individual Volunteers	
Insurance Firms	Farmers, Texas Department of Insurance
Legal	Law firms, Legal Aid
Medical	St. David's Hospital
Miscellaneous	Roy's Taxi, City Ice Service, Beall's, Wimberly Glass, Capital Metro, Classy Clothes
Pawn Shops	Austin Area Pawn
Photography	B. Daemmrich
Printers or Copying	Kinko, Kwik Copying
Real Estate Agencies	Rollings Leasing
Recreational Businesses	Bowling, Putt Putt Golf
Religious Organizations	Churches (all denominations)
Super Markets	HEB, Randall's, Fiesta
Wholesalers	Sam's, Wal-Mart, Target, Home Depot

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Publication Number 95.02
October 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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