

DOCUMENT RESUME

ED 208 059

TM 810 823

TITLE Title I Elementary and Secondary Education Act, 1965: Evaluation Reports 1979-80.
INSTITUTION Cleveland Public Schools, Ohio, Dept. of Research, Development and Evaluation.
SPONS AGENCY Department of Education, Washington, D.C.
PUB DATE 81
NOTE 226p.
EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Compensatory Education; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; State Programs
IDENTIFIERS *Cleveland Public Schools OH; *Elementary Secondary Education Act Title I; Program Objectives

ABSTRACT

This publication presents the latest findings about the effects of Title I programs in the Cleveland, Ohio, schools. These evaluation reports cover the 1979-80 program period, and present information about the effectiveness of each program in attaining the objectives proposed for each component. The programs include: Child Development Project; Children in Institutions Project; Cleveland Fundamental School Basic Skills Reinforcement Project; Diagnostic Reading Clinic; English-As-A-Second Language Project; Mathematics Skills Improvement Project; Project Reach; Project STAR; Pupil Adjustment Project; Reading Improvement Project; Reading Strategy Project; and Resident Tutor Project. (Author/GK)

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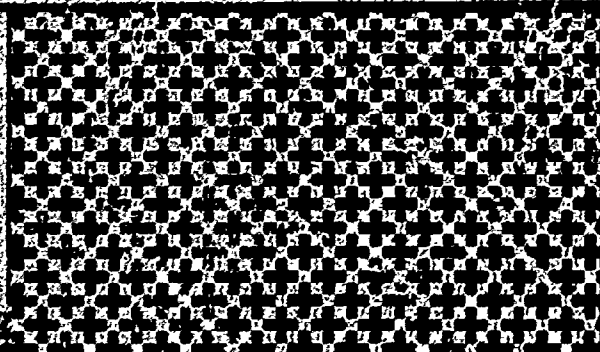
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TITLE I EVALUATION REPORTS 1979-1980

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EVALUATION REPORTS

1979-80

TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT - 1965

DEPARTMENT OF RESEARCH, DEVELOPMENT AND EVALUATION

Cleveland Public Schools

Cleveland, Ohio

1981

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CLEVELAND PUBLIC SCHOOLS

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TITLE I EVALUATION REPORTS

1979-80

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1981

FOREWORD

Evaluation is an integral part of the process by which schools can improve their educational programs. Through the information generated by evaluative activities, sounder decisions can be made about the effects of instruction on pupil learning.

The Cleveland Public Schools are proud of the Department of Research, Development and Evaluation for the excellent evaluative services provided for Title I programs.

This publication, Title I Evaluation Reports--1979-80 presents the latest findings about the effects of Title I programs in the Cleveland schools.

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TITLE I EVALUATION REPORTS
1979-80

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Reading Improvement Project	Pauline Davis
Reading Strategy Project	Doris Webster
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INTRODUCTION

Since the spring of 1966, the Cleveland Public Schools have implemented program components under Title I of the Elementary and Secondary Education Act. These components have been directed at improvement of educational opportunities for disadvantaged youth attending Cleveland schools.

Members of the Department of Research, Development and Evaluation have had the responsibility for designing and implementing the evaluation of these program components. This publication contains their evaluation reports for the 1979-80 program period. These reports present information about the effectiveness of each program in attaining the objectives proposed for each component.

Margaret Fleming,
Deputy Superintendent

CHILD DEVELOPMENT PROJECT

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1979-1980

CHILD DEVELOPMENT

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

The major goal of the Child Development Project is to provide for eligible children basic experiences which are not generally available in the home and which promote learning skills essential to success in future schooling. (Eligibility is established by a score below the 33rd percentile on Tests of Basic Experiences, General Concepts, Level 4.) Four-year-olds, in classes of approximately 20, are scheduled into half-day, five-days-a-week sessions at centers in public schools. Each center is staffed with a teacher and an educational aide. Pre-reading skills and parent education/involvement are emphasized. Differentiated inservice for staff represents another phase of ongoing project operations.

This evaluation has been based on approximately six fewer weeks of project service to children than in previous years. A strike beginning on October 18, 1979 resulted in the closing of schools on November 7. They reopened on January 4, 1980. The children were in school for the full quota of days (until July 23, 1980), but summative data collection was completed late May, as usual.

SERVICE SUMMARY

Number of Pupils Served: 1,671

Grade Served: Pre-K

Number of Schools: 44 (public)
(See list included as Appendix A.)

Years in Operation: 15.5

Staffing: 1 Project Manager (FT),
5 Coordinators (PT - 40%):
Curriculum, Supportive
Services, Special Ser-
vices, Medical, Dental
5 Consultant Teachers
(3 FT; 2 PT - 40%:
Reading, Special Ser-
vices)

43 Teachers (40 FT; 3 PT -
50%)
5 Social Workers (4 FT;
1 PT - 40%)
2 Speech Therapists (FT)
44 Educational Aides (41 FT;
3 PT - 50%)
3 Clerks (FT)
2 Custodians (FT)

Total Title I Expenditures: \$1,638,562

Per Pupil Cost: \$981

OBJECTIVES AND OUTCOMES

Process Objective 1: Differentiated inservice meetings will be scheduled for instructional and supportive services personnel. . . .

Outcome: Available information clearly indicated that this objective was attained. Documentation from a variety of sources pertained to this objective. Inservice agendas and hand-outs, as well as directives to project staff, were filed with the evaluator throughout the year. Copies of the project manager's summary reports to the Directing Supervisor, Compensatory Education (March 1 and June, 1980) were made available. In early June, 1980 responses to a classroom-staff survey were submitted by 32 (74.4%) of the project teachers and 25 (56.8%) of the aides. (Results are included as Appendices B and C, respectively.)

From these sources, it was clear that project inservice during 1979-1980 had been highly differentiated. The total project staff was involved (simultaneously) in some workshops, such as orientation/organization on September 6, 1979 and "affirmative education" on May 5, 1980. All project teachers were convened on January 18 and April 14-15, 1980 to learn procedures for incorporating Child Development children into the system's Automated Pupil Records and Title I Census. All teachers and aides new to the project were scheduled into sessions on September 7, 1979 and January 30, 1980 for supplementary inservice instruction.

In the manager's reports (March 1 and June 1, 1980) covering approximately six-and-a-half months of the school year, 84 staff-development activities were noted. This represented an average of approximately 13 inservice events per month. Besides sessions for full project staff and various sub-groups, the list included local/state, university/community events of special interest to early childhood educators as well as a multiplicity of system-wide sessions on topics, such as: desegregation, (compensatory education) project management, health services, Lau/bilingual programs--at which Child Development was represented by one or more staff members.

Under the manager's supervision, the Coordinator (of Consultant Teachers) for Curriculum Development and Inservice Training assumed the responsibility for designing and implementing a variety of staff development activities for classroom teachers and teacher assistants, with emphasis on assessment and language development. For project classroom staff, the most frequently noted topic in the manager's reports was "assessment"--of children's needs and progress, especially in language development and related areas. A large majority of teachers (approximately 62.5%) responding to the staff survey indicated that "observing behavior," "analyzing assessment data," and "prescribing instruction" had been emphasized in 1979-1980 inservice "often" or "every time." Among the aides, 70.0% corroborated this level of emphasis on "observing behavior"

and 60.0% on "prescribing instruction." Smaller majorities of teachers 53.1% reported comparable emphasis on "recording observations" and "implementing prescriptions." (See Appendices B, C.)

Most (81.3%) of the teacher respondents indicated that "understanding language development" had been emphasized "often" or "every time" and 78.2% that "facilitating language growth" had been featured equally frequently. Sixty-four per cent of the aides concurred. These survey responses reflected appropriately differentiated emphasis for teachers and aides on "analyzing assessment data," "understanding language development" and "facilitating language growth."

Classroom staff were asked to rate the overall helpfulness of this year's projectwide inservice. Of teacher-respondents, 31.1% marked "excellent," as did 40.0% of the aides. More pertinent to this first process objective, staff were asked to indicate the extent to which "this year's inservice--individual (on-site) and small-group, as well as project--provided for your own special and individual needs." All but two teachers and one aide (of the 52 staff answering that item) marked from "some" through "greatly," with 34.4% of the teachers and 44.0% of the aides selecting the latter. (The slightly larger percentages indicating the most favorable response to the total--as contrasted with only the projectwide--inservice suggested the value of individualized on-site inservice referred to in the second process objective.)

Process Objective 2: Utilization of effective teaching techniques will be encouraged through use of a Classroom Observation Checklist with each teacher at least once during the year.

Outcome: Teachers' responses on the staff survey (presented as Appendix B) indicated that this objective was virtually attained.

Approximately three-fourths of the teachers and aides reported in Item 5-a that they had been visited four or more times during 1979-1980; almost one-third reported seven or more visits. Of 30 teachers responding to Item 5-b on the classroom staff survey, 29 (96.7%) reported that the Checklist had been used on at least one occasion when a consultant teacher or other project-central-staff person visited the classroom to observe project operations. Nineteen (82.6%) of 23 aides responding to this item indicated that the Checklist had been utilized at least once during 1979-1980. All responding teachers and most (81.0%) aides indicated that a post-observation conference/discussion was held on at least one of these (observation) occasions.

Process Objective 3: Health maintenance and social competency of families of participants will be encouraged through cooperative efforts of project staff, school staff and community resources.

Outcome: Project staffing and documents, as well as staff-survey responses, indicated that this objective was attained.

Project commitment to families, to parents as partners in children's education, continued to be evident--first, in the staffing pattern. In addition to the teachers and aides, curriculum coordinator, consultant teachers, reading consultant and speech therapists, the project manager's staff included professional personnel in several areas directly related to the "health maintenance and social competency of families of participants." The coordinator of supportive services with five (4.5 FTE) social workers; the coordinator for special (parent/volunteer) services and the special-services consultant teacher; the coordinator for medical (RN) and dental (RDH) services--all contributed to attainment of this objective.

Also, extensive reports filed by supportive staff and special-services personnel--and classroom-staff survey responses--documented "cooperative efforts of project staff, school staff and community resources" in relation to participants' and their families' health maintenance and social competencies.

- Project efforts along these lines--as in previous years--began with the intake process, at which time reports of the child's recent physical examination and immunization were required, and the parent(s) provided the interviewer (teacher or member of project central staff) with information about the child's medical and social history.

- Throughout the year, project staff screened 1,302 children for speech, 1,391 for hearing and 762 for dental problems--and made referrals, as necessary, to specialized school personnel and/or community resources. Social workers observed children in classroom settings, better to assess pupils' needs and to make recommendations.

- Contacts among project supportive services personnel, principals, teachers and "regular" (i.e., non-project) supportive staff were frequent. Project social workers averaged 14 school-staff contacts per week, the health coordinator (RN) 20.5 and speech therapists 3.6 (over about 23.5 weeks of the school year).

- Project teachers'/assistants' survey responses (included as Appendices B and C, respectively) revealed, for example, that almost all classroom-staff respondents had consulted a project social worker or speech therapist, the principal, another Early Childhood teacher or assistant, and/or the "regular" school nurse, about at least one pupil--the majority, about "several" or "all" the children.

- Classroom and central staff maintained contact with parents. All teacher respondents indicated that they had conferred at

least once (other than intake interview) with a family representative of "several" to "all" pupils. A total of 2,506 individual conferences was reported by the manager. More than 600 telephone conferences and 190 home visits, also, were logged by classroom and supportive service staff.

Parents were encouraged to come to school for meetings, observation of instruction and volunteering in classrooms. The manager reported that 536 parents had spent some 2,651 hours in parent meetings. All classroom-staff survey respondents indicated that parent(s) of at least one or two children (most "several" or "about half") had attended at least one school-wide or Early Childhood meeting for parents. The manager reported 847 parent visits to classrooms, and most classroom personnel (approximately 72% of the teachers and 60% of the aides) indicated that parents of "about half" or more pupils had come to observe. The coordinator for special services compiled 9,760 hours of classroom-volunteer time by 592 Child Development parents.

Also, staff promoted parent-involvement and growth in and through citywide events such as the following. On February 20 Early Childhood parents representing 51 schools (including 50 Child Development parents) met with the Directing Supervisor, Compensatory Education Programs, for information and planning. About 40 project parents were among the 125 participating in Augusta Baker's presentation, "Once Upon a Time," sponsored by special-services and funded by the Cleveland Public Library.

Production and distribution of three issues of "The Bridge" (February, May and July, 1980) represented a third kind of effort for attainment of the third process objective. This newsletter, edited by the special-services coordinator, informed parents of supportive services in school, project and community and recognized their active involvement with children's education.

Product Objective 1: Project participants' mean post-test scores on Tests of Basic Experiences will be at least seven NCE units higher than the mean pre-test TOBE scores.

Outcome: This objective was attained in Language but not in Mathematics.

In October, 1979 TOBE: Language/Mathematics (Level K) were administered to a project-wide sample of children in Child Development. In May, 1980 most of these same children again completed both tests. (See Appendix D for pre-post results.)

The mean NCE score on Language moved from 40.2 in October to 49.4 in May, yielding a mean gain of 9.2 NCE units for the project sample (N=205). Although this gain exceeded the proposed seven units, it was less than the 14-to-17-point gains of the three previous years.

In Mathematics, the mean score for the sample went from 44.0 (October) to 46.4 (May). The objective was not attained, since the average gain was only 2.5 NCE units. From 1976 through 1979, mean gains in Mathematics were about ten NCE units each year. (Further analysis of these results yielded $t = 2.015$, indicating that the pre-post mean change showed at least minimal [$p < .05$] statistical significance.)

Available information indicated that the intensity of instruction during 1979-1980 at least equaled that of previous years. The lower gains, thus, may have been attributable to pupils' having had approximately six fewer weeks of instruction between pre- and post-testing.

Product Objective 2: Children will show significantly higher ($p < .05$) levels of self-sufficiency, emotional maturity, social skills and self-concept at the end of the year, as compared to project entry, on the Levine-Elzey rating scale....

Outcome: This objective was attained.

In October, 1979 teachers completed the Levine-Elzey Preschool Social Competency Scale for a project-wide sample of children. In May, 1980 this procedure was repeated, and pre-post ratings were scored on the four factors noted in the objective.

Application of the t-test to these results indicated that the pre-post gains in all four areas were statistically significant ($p < .001$) at a level beyond that proposed. (See Appendix E for pre-post data.)

SUMMARY AND CONCLUSIONS

The 1979-1980 school year was replete with unique and unpredictable events affecting all project operations. Most notable were the lengthy work stoppage (which resulted in schools' being closed from November 7, 1979 until January 4, 1980) and court-ordered desegregation--implementation of Phase I (Fall, 1979) and Phase II (March 17, 1980); preparations for Phase III implementation (Fall, 1980). Despite these conditions, the three process objectives were attained. The cognitive product objective was attained in Language but not in Mathematics: gains in both areas lower than recent years may have been attributable to the shorter than usual period of instruction between pre- and post-testing. The affective product objective was attained.

Findings for 1979-1980 and previous years suggest that the project staff should:

continue to design and implement cooperative efforts to optimize participating children's likelihood of success in future schooling;

- . maintain efforts to extend/intensify utilization of instruments for systematic observation of child behavior, classroom procedures, etc.;
- . in consultation with the evaluator--
 - . develop realistic criteria to be incorporated into process objectives,
 - . revise instrumentation for establishing project eligibility and assessing attainment of product objectives.

APPENDIX A

CHILD DEVELOPMENT
1979-1980

LIST OF SCHOOLS

Alfred A. Benesch
Anton Groina
Bolton
Boulevard
Buckeye-Woodland

Capt. Arthur Roth
Case
Charles H. Lake
Charles Orr
Charles W. Chesnutt

Chesterfield
Daniel E. Morgan
Dike
Doan
East (SHS)

East Clark
East Madison
George W. Carver
Giddings
Glenville (SHS)

Gordon
Hazeldell

Henry W. Longfellow
Hicks
Iowa-Maple
John D. Rockefeller
John W. Raper

Joseph F. Landis
Longwood
Louis Pasteur
Margaret A. Ireland
Mary B. Martin

Mary M. Bethune
Marion-Sterling
Miles Standish
Mount Pleasant
Orchard

Paul L. Dunbar
Paul Revere
Scranton
Stephen E. Howe
Tremont

Wade Park
Woodland Hills

APPENDIX B

EARLY CHILDHOOD EDUCATION CLASSROOM STAFF SURVEY: JUNE, 1980

CHILD DEVELOPMENT TEACHERS (N=32)

APPENDIX B

Where comments or explanations are asked, please print or write very legibly, using only the space provided. All other responses should be indicated by marking X in the appropriate box for each item. Use a ball-point or "Flair" pen, or a sharp, dark pencil.

PER CENT

Use these headings to indicate the number of pupils for each item.

1. About how many of your pupils have you consulted this year with:

		none	one	2-3	several	all	OMIT
other Early Childhood teacher(s) and/or teacher assistant(s)?	(01)	6.3	12.5	15.6	25.0	40.6	0.0
first-grade teacher(s)?	(02)	50.0	3.1	25.0	9.4	0.0	12.5
principal?	(03)	6.3	34.4	28.1	21.9	3.1	6.3
Early Childhood supportive services:							
consult. tchr./reading spec.?	(04)	6.3	6.3	37.5	34.4	9.4	6.3
psychologist?	(05)	50.0	18.8	15.6	6.3	0.0	9.4
social worker?	(06)	3.1	9.4	31.3	43.8	9.4	3.1
speech therapist?	(07)	6.3	6.3	25.0	43.8	18.8	0.0
school's "regular" support staff:							
nurse?	(08)	0.0	6.3	21.9	40.6	25.0	6.3
psychologist?	(09)	50.0	18.8	9.4	6.3	0.0	15.6
speech therapist?	(10)	43.8	9.4	6.3	18.8	9.4	12.5
community agencies?	(11)	59.4	18.8	12.5	3.1	0.0	6.3
parent/family representative?	(12)	9.4	12.5	12.5	12.5	40.6	12.5
other--Identify. _____							

- 2-a. For approximately how many pupils this year has a parent or other family representative:

Use these headings to indicate the number of pupils for each item.

		none	1-2	several	about half	all	OMIT
conferred with you at least once (other than "intake," etc.)?	(13)	0.0	0.0	21.9	25.0	53.1	0.0
conferred with you as often as once a month?	(14)	3.1	15.6	43.8	31.3	3.1	3.1

(continued)

APPENDIX B (Cont'd)

(continued)		none	1-2	several	about half	all	OMIT
attended at least one school-wide parent meeting?	(15)	0.0	34.4	37.5	28.1	0.0	0.0
attended at least one project/ Early Childhood special program?	(16)	6.3	15.6	37.5	31.3	31.3	6.3
borrowed materials to use with child(ren) at home?	(17)	28.1	31.3	37.5	0.0	0.0	3.1
visited in your classroom at least once, to observe?	(18)	0.0	0.0	28.1	50.0	21.9	0.0
worked on a regular basis as a volunteer in your classroom?	(19)	3.1	62.5	31.3	0.0	0.0	3.1
never "returned the call," responded to an invitation, etc.?	(20)	37.5	18.8	21.9	12.5	0.0	9.4

2-b. Describe briefly your major strategy this year for increasing parent involvement in children's education, especially by providing reinforcement during out-of-school hours/days.

3.. To the right of each activity listed, mark one box to indicate the extent to which that activity--involved in the individualization of instruction--was emphasized in inservice this year (individual, small-group, project-wide).

Use these headings to indicate the emphasis on each inservice topic.

		never	once- twice	now & then	often	every time	OMIT
observing behavior	(21)	12.5	12.5	6.3	37.5	25.0	6.3
recording observations	(22)	18.8	9.4	9.4	25.0	28.1	9.4
analyzing assessment data	(23)	15.6	9.4	6.3	37.5	25.0	6.3
prescribing instruction	(24)	9.4	9.4	12.5	31.3	31.3	6.3
implementing prescriptions	(25)	9.4	9.4	21.9	28.1	25.0	6.3
understanding language development	(26)	0.0	12.5	6.3	37.5	43.8	0.0
facilitating language growth	(27)	0.0	12.5	9.4	31.3	46.8	0.0

4. Mark one box at the right to indicate your overall rating of this year's project-wide inservice. (Consider only those activities involving total staff, at one time/place or in a series of of sessions.)

use- less	help- ful	"pretty good".	excel- lent	OMIT	
6.3	6.3	25.0	28.1	31.3	3.1

APPENDIX B (Cont'd)

5-a. How many times this school year has a consultant teacher, reading specialist, curriculum coordinator and/or project manager observed project operations in your classroom?	(29)	0.0	0.0	21.9	43.8	31.3	3.1
		never	once	2-3 times	4-6 times	7-- times	OMIT
5-b. On how many of these occasions was:		none	one	two	three	four--	
the Classroom Observation Checklist used?	(30)	3.1	78.1	12.5	0.0	3.1	3.1
a post-observation conference/ discussion held with you?	(31)	0.0	46.9	40.6	6.3	0.0	6.3
6. To what extent has this year's in-service--individual (on-site) and small-group, as well as project-wide --provided for <u>your own</u> special and individual needs?	(32)	6.3	0.0	37.5	18.8	34.4	3.1
		not at all	some	great -ly			

Comments: _____

7. For how many pupils this year are you using each of the following "tools" for monitoring individual progress?		NUMBER OF PUPILS--for ITEMS 33-40					
		none	one	two	three	4--	OMIT
Class Assessment (complete)	(33)	15.6	3.1	12.5	3.1	46.9	18.8
Class Assess.--Visual Skills only	(34)	21.9	3.1	0.0	6.3	50.0	18.8
Class Language Assess. (complete)	(35)	21.9	0.0	15.6	3.1	37.5	21.9
Individual Child Assess. (complete)	(36)	12.5	6.3	18.8	12.5	34.4	15.6
Individual Prescriptive Program ..	(37)	25.0	3.1	3.1	18.8	18.8	31.3
Macmillan Language Assessment	(38)	65.6	0.0	3.1	0.0	0.0	31.3
PEEC Instrument (SCOPE)	(39)	62.5	0.0	0.0	0.0	3.1	34.4
TOBE Class Evaluation Record	(40)	21.9	0.0	0.0	3.1	56.3	18.8
other--Identify _____							

APPENIX B (Cont'd)

8. To the right of each developmental area listed below; mark in one box to indicate which of the descriptors most accurately indicates the adequacy of your records of individual children's progress in that area this year.

	nonexistent	sketchy; unsystematic	detailed for only a few	some what detailed for all	quite detailed for many	very detailed for all	OMIT
. social-emotional (41)	3.1	0.0	34.4	25.0	18.8	18.8	0.0
. psychomotor (42)	6.3	6.3	25.0	28.1	12.5	18.8	3.1
. language (43)	0.0	0.0	9.4	34.4	40.6	15.6	0.0
. other cognitive areas (44)	0.0	0.0	12.5	34.4	21.9	18.8	12.5

Comments: _____

9-a. Mark in the appropriate box to describe the extent to which you use PAP referral instruments (Observation Guide..., Descriptive Behavioral Assessment). (45)

	no need to use	never	occasionally	frequently	all the time	OMIT
	25.0	9.4	40.6	15.6	0.0	9.4

9-b. How helpful are PAP instruments (Observation Guide..., Descriptive Behavioral Assessment, TOBE...) in identifying children to be referred to the program? (46)

	too cumbersome to use	some little help	help receiving only	help sending only	help receiving & sending	
	3.1	21.9	3.1	31.3	18.8	21.9

Comments: _____

10. What one thing do you intend to do again/better/differently next year to increase the likelihood that project goals will be reached--and exceeded?

APPENDIX C

EARLY CHILDHOOD EDUCATION CLASSROOM STAFF SURVEY: JUNE, 1980

CHILD DEVELOPMENT AIDES (N=25)

APPENDIX C

Where comments or explanations are asked, please print or write very legibly, using only the space provided. All other responses should be indicated by marking X in the appropriate box for each item. Use a ball-point or "Flair" pen, or a sharp, dark pencil.

		PER CENT					
		Use these headings to indicate the number of pupils for each item.					
		none	one	2-3	several	all	OMIT
1.	About <u>how many</u> of your <u>pupils</u> have you consulted this year with:						
	. other Early Childhood teacher(s) and/or teacher assistant(s)? (01)	8.0	4.0	20.0	32.0	28.0	8.0
	. first-grade teacher(s)? (02)	44.0	12.0	12.0	8.0	8.0	16.0
	. principal? (03)	36.0	16.0	20.0	12.0	8.0	8.0
	. Early Childhood supportive services:						
	. consult. tchr./reading spec.? (04)	16.0	28.0	16.0	20.0	8.0	12.0
	. psychologist? (05)	52.0	16.0	16.0	4.0	0.0	12.0
	. social worker? (06)	8.0	20.0	24.0	28.0	12.0	8.0
	. speech therapist? (07)	8.0	16.0	32.0	28.0	16.0	0.0
	. school's "regular" support staff:						
	. nurse? (08)	12.0	12.0	16.0	32.0	20.0	28.0
	. psychologist? (09)	52.0	12.0	4.0	8.0	0.0	24.0
	. speech therapist? (10)	32.0	12.0	8.0	24.0	0.0	24.0
	. community agencies? (11)	56.0	20.0	0.0	4.0	4.0	16.0
	. parent/family representative? (12)	20.0	4.0	16.0	16.0	24.0	20.0
	..other--Identify. _____						

2-a. For approximately how many pupils this year has a parent or other family representative:

Use these headings to indicate the number of pupils for each item.

	none	1-2	several	about half	all	OMIT
. conferred with you at least once (other than "intake," etc.)? (13)	0.0	8.0	24.0	32.0	32.0	4.0
. conferred with you as often as once a month? (14)	0.0	28.0	32.0	24.0	12.0	4.0

(continued)

APPENDIX C (Cont'd)

(continued)		none	1-2	several	about half	all	OMIT
attended at least one school-wide parent meeting?	(15)	0.0	32.0	36.0	28.0	0.0	4.0
attended at least one project/Early Childhood special program?	(16)	0.0	24.0	40.0	28.0	4.0	4.0
borrowed materials to use with child(ren) at home?	(17)	32.0	24.0	40.0	0.0	0.0	4.0
visited in your classroom at least once, to observe?	(18)	0.0	8.0	28.0	48.0	12.0	4.0
worked on a regular basis as a volunteer in your classroom?	(19)	12.0	44.0	32.0	8.0	0.0	4.0
never "returned the call," responded to an invitation, etc.?	(20)	32.0	28.0	24.0	4.0	4.0	8.0

2-b. Describe briefly your major strategy this year for increasing parent involvement in children's education, especially by providing reinforcement during out-of-school hours/days.

3.	To the right of each activity listed, mark one box to indicate the extent to which that activity--involved in the individualization of instruction--was <u>emphasized in inservice</u> this year (individual, small-group, project-wide).	<i>Use these headings to indicate the emphasis on each inservice topic.</i>					
		never	once- twice	now & then	often	every time	OMIT
	. observing behavior (21)	4.0	16.0	4.0	52.0	16.0	8.0
	. recording observations (22)	4.0	20.0	20.0	28.0	20.0	8.0
	. analyzing assessment data (23)	8.0	12.0	20.0	28.0	16.0	16.0
	. prescribing instruction (24)	8.0	8.0	12.0	36.0	24.0	12.0
	. implementing prescriptions (25)	16.0	8.0	24.0	32.0	12.0	8.0
	. understanding language development (26)	8.0	12.0	12.0	44.0	20.0	4.0
	. facilitating language growth (27)	0.0	16.0	12.0	40.0	24.0	8.0
4.	Mark <u>one</u> box at the right to indicate your <u>overall rating</u> of this year's project-wide inservice. (Consider only those activities involving total effort, at one time/place or in a series of sessions.) (28)	???	use- less	help- ful	"pretty good"	excel- lent	OMIT
		4.0	0.0	28.0	28.0	40.0	0.0

APPENDIX C (Cont'd)

5-a. How many times this school year has a consultant teacher, reading specialist, curriculum coordinator and/or project manager observed project operations in your classroom? (29)

	never	once	2-3 times	4-6 times	7-- times	OMIT
(29)	0.0	4.0	20.0	44.0	32.0	0.0

5-b. On how many of these occasions was:

. the Classroom Observation Checklist used? (30)

	none	one	two	three	four--	
(30)	16.0	32.0	20.0	16.0	8.0	8.0

. a post-observation conference/ discussion held with you? (31)

	none	one	two	three	four--	
(31)	16.0	44.0	12.0	12.0	0.0	16.0

6. To what extent has this year's in-service--individual (on-site) and small-group, as well as project-wide --provided for your own special and individual needs? (32)

	not at all	some	great -ly	
(32)	4.0	0.0	36.0	0.0 44.0 16.0

Comments: _____

7. For how many pupils this year are using each of the following "tools" for monitoring individual progress? (33)

NUMBER OF PUPILS--for ITEMS 33-40

	none	one	two	three	4--	OMIT
. Class Assessment (complete) (33)	12.0	8.0	8.0	8.0	52.0	12.0
. Class Assess.--Visual Skills only (34)	8.0	4.0	12.0	16.0	44.0	16.0
. Class Language Assess. (complete) (35)	4.0	8.0	8.0	20.0	52.0	8.0
. Individual Child Assess. (complete) (36)	0.0	0.0	20.0	24.0	40.0	16.0
. Individual Prescriptive Program ... (37)	16.0	8.0	12.0	20.0	28.0	16.0
. Macmillan Language Assessment (38)	48.0	8.0	8.0	4.0	12.0	20.0
. PEEC Instrument (SCOPE) (39)	52.0	8.0	4.0	0.0	12.0	24.0
. TOBE Class Evaluation Record (40)	12.0	4.0	8.0	8.0	52.0	16.0
. other--Identify. _____						

APPENDIX C (Cont'd)

8. To the right of each developmental area listed below, mark in one box to indicate which of the descriptors most accurately indicates the adequacy of your records of individual children's progress in that area this year.

	nonexistent	sketchy; unsystematic	detailed for only a few	somewhat detailed for all	quite detailed for many	very detailed for all	OMIT
. social-emotional (41)	0.0	12.0	12.0	24.0	8.0	36.0	8.0
. psychomotor (42)	0.0	4.0	12.0	40.0	8.0	24.0	12.0
. language (43)	0.0	0.0	12.0	20.0	24.0	24.0	20.0
. other cognitive areas (44)	4.0	0.0	12.0	28.0	24.0	20.0	12.0

Comments: _____

9-a. Mark in the appropriate box to describe the extent to which you use PAP referral instruments (Observation Guide..., Descriptive Behavioral Assessment). (45)

	no need to use	never	occasionally	frequently	all the time	OMIT
	16.0	8.0	44.0	16.0	0.0	16.0

9-b. How helpful are PAP instruments (Observation Guide..., Descriptive Behavioral Assessment, TOBE...) in identifying children to be referred to the program? (46)

	too cumbersome to use	some little help	help receiving only	help sending only	help receiving & sending	
	4.0	16.0	4.0	24.0	28.0	24.0

Comments: _____

10. What one thing do you intend to do again/better/differently next year to increase the likelihood that project goals will be reached--and exceeded?

APPENDIX D

CHILD DEVELOPMENT: 1979-1980

TESTS OF BASIC EXPERIENCES, LEVEL K (N = 205)

TEST	PRE- (10/79)			POST- (5/80)			MEAN CHANGE	t	SIGNIF. LEVEL
	MEAN*	S.D.	%-ILE**	MEAN*	S.D.	%-ILE**			
Language	40.2	14.4	33	49.4	19.8	48	+ 9.2	6.708	p < .001
Mathematics	44.0	15.5	40	46.4	16.8	43	+ 2.5	2.015	p < .05

*Means are expressed in NCE units based on national norms, described below.

**Percentiles are national norms: prekindergarten for the pre-test, kindergarten for the post-test.

APPENDIX E

CHILD DEVELOPMENT: 1979-1980

LEVINE-ELZEY PRESCHOOL SOCIAL COMPETENCY SCALE (N = 203)

FACTOR	PRE- (10/79) MEAN	S.D.	POST- (5/80) MEAN	S.D.	t	SIGNIF. LEVEL
Self-sufficiency	2.58	.60	3.12	.57	12.194	$p < .001$
Emotional Maturity	2.79	.61	3.22	.59	9.796	$p < .001$
Social Skills	2.53	.57	3.19	.53	14.811	$p < .001$
Self-concept	2.83	.53	3.11	.56	6.385	$p < .001$

CHILDREN IN RESIDENTIAL SCHOOLS

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1979-1980

CHILDREN IN RESIDENTIAL SCHOOLS

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

This program is designed to provide additional instructional and supportive services to neglected or delinquent children residing at the Cuyahoga County Youth Development Center. The institution maintains an on-grounds, formal educational facility, Harry L. Eastman School, operated by the Cleveland Public Schools. As institutionalized, neglected or delinquent youth, the resident students are automatically eligible for Title I services which include, in this case, individualized and small-group general tutoring services in school subjects, remedial reading instruction classes, and school adjustment counseling. Additionally, the program provides tutoring services to children in four institutions -- Cleveland Christian Home, Ohio Boys' Town, The Jones Home for Children's Services, and Metzenbaum Children's Center -- which do not have formal school programs and whose residents attend assigned Cleveland Public Schools, and/or nearby non-public schools.

SERVICE SUMMARY

Number of Pupils Served: 366

Grades Served: 1-12

Number of Schools: 1 school and
4 residential institutions

Years In Operation: 13

Staffing: 9 teachers (FT)

Total Title I Expenditures: \$249,320

Per-Pupil Cost: \$681.20

OBJECTIVES AND OUTCOMES

Objective 1: Cuyahoga County Youth Center

Teacher-tutors will assist students by providing information relative to good grooming and improvement of grades and attitude toward school.

Outcome 1: Objective 1 has been attained. Project records indicate that at the Cuyahoga County Youth Development Center, the following services were provided.

Career Education Classes	146 pupils
Tutoring in Nursing Skills	
for Health Centers	94 pupils
Clothing Instruction	70 pupils
Physical Education	133 pupils

443 pupils*

*Duplicated Count

Including the 100 students who participated in Title I Reading Classes, the project provided service to 274 pupils (unduplicated count) at the Cuyahoga County Youth Development Center. (See Appendix A). Instructional units taught in these classes included information regarding good grooming and improvement of grades and attitude toward school.

Objective 2: Cuyahoga County Youth Center

For students receiving at least six months' service at the Cuyahoga County Youth Center, a gain of 2 NCE units will be observed from pre to post as measured by the pre/post administration of the Comprehension Subtest of the Stanford Diagnostic Reading Test.

Outcome 2: Objective 2 has been attained. A total of 100 students participated in the Title I reading classes during the school year. Because of the entry and leaving pattern at the institution, 38 students received the six months' service specified in the objective. The average rank of the students entry in the program as shown by the results of the Comprehension Subtest of the Stanford Diagnostic Reading test was 32.3 NCE units (20th percentile). Posttreatment scores using the same test show an increase to 37.4 NCE units (27th percentile) in the average rank of the students. The students posted a Pre-to-post gain of 5.1 NCE units. See Appendix B, p. 6. Table I presents the pre and post service data by grade of 38 students at Harry L. Eastman School.

Table 1
Mean Group Gains of
Seventh, Eighth, Ninth, and Tenth Grade Participants
at Harry L. Eastman School Stated in Normal Curve Equivalents
(Stanford Diagnostic Reading Tests,
Comprehension Subtest)

N = 38.

Grade	N	Pretest Average		Posttest Average		Mean Gain
		NCE	%ile	NCE	%ile	NCE
7	9	39.0	30	40.8	33	1.8
8	13	31.8	19	37.1	27	5.2
9	12	28.7	15	36.2	25	7.4
10	4	29.7	16	35.3	24	5.6
Summary	38	32.3	20	37.35	27	5.0

Objective 3: Cuyahoga County Youth Center

Corrective reading classes, speech therapy, and psychological services will be provided as needed to students with reading, speech, or psychological problems.

Outcome 3: Cuyahoga County Youth Center

Objective 3 has been attained. Since all institutionalized, neglected or delinquent children are eligible for Title I service, selection of students for project reading classes was based on demonstration of greatest need as shown by pretest results (See Outcome 2 for details.) Project records document that 100 students who were served by the project during their stay at the institution received instruction on a daily basis in formal corrective reading classes. The classes were taught by a Title I staff reading specialist who used a variety of materials purchased by the program. An additional 110 students received informal tutoring aid in the areas of basic reading and English language skills from a Title I teacher-tutor. The institution provided therapeutic psychological services called the Positive Peer Culture Program; no referrals for speech therapy or psychological services for students beyond those offered by the institution have been documented.

Objective 4: Institutions Receiving Tutorial Services

Teacher-tutor personnel will be assigned to each of the four institutions delivering the following amount of service:

Cleveland Christian Home--part time

Ohio Boys' Town--part time

The Jones Home of Children's Services--part time

Metzenbaum Children's Center--as needed

- Outcome 4: Objective 4 has been attained. Project records document that personnel were assigned as specified.

Objective 5: Institutions Receiving Tutorial Service

Pupils will be identified and referred cooperatively for tutorial help by the institutional staff and the students' regular classroom teachers.

- Outcome 5: Objective 5 has been attained. The project emphasizes providing assistance to institutionalized students in the areas of reading and mathematics although help is given as needed in other school subjects. Title I provides service in the form of individualized or small-group tutoring sessions held in the institution after school hours. Service can be initiated by teachers in the school the student attends, or the student can be self-referred to the Title I teacher-tutor. Project records indicate that the following numbers of students were served in the four listed institutions:

Institution	Number of Students Served
Jones Home	26
Ohio Boys' Town	23
Cleveland Christian Home	15
Metzenbaum Children's Center	<u>28</u>
	92

SUMMARY AND CONSLUSIONS

Children in Residential Schools is a Title I project designed to provide supplementary assistance to institutionalized, neglected and delinquent children. The program operates in two strands serving Harry L. Eastman School at the Cuyahoga County Youth Development Center and four residences whose children attend on-grounds classes, assigned Cleveland Public Schools, and/or nearby non-public schools. The program concentrates on providing additional help in mathematics and reading through classroom instruction at Harry L. Eastman and tutoring in four residences. All the project objectives have been attained. The following recommendations were made:

- The project should be continued and expanded to other institutions.
- Objective 2 at Cuyahoga County Youth Center should be modified to read as follows: For students receiving the equivalent of at least one semester's service at the Cuyahoga Youth Center, a gain of 2 NCE units will be observed from pre-to-post intervention as measured by pre/post administration of the Comprehension Subtest of the Stanford Diagnostic Reading Test (Brown Level).
- Documentation of Title I services to student participants should be submitted to the project manager and project evaluator on a monthly basis in order to provide continuity to the evaluational process.

APPENDIX A

CHILDREN IN RESIDENTIAL SCHOOLS

Number of Students Served by Grade and Institution
(July, 1980)

INSTITUTION	GRADE													TOTAL
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Cleveland Christian Home		2	3	5	1	3		1						15
Metzenbaum Children's Center								8	11	9				28
Ohio Boys' Town							1	3	7		9	3		23
The Jones Home		3	3	1	9	4	3		3					26
Youth Development Center						4	8	39	61	70	68	21	3	274
TOTAL		5	6	6	10	11	12	51	82	79	77	24	3	366

APPENDIX B

Summary of Reading Data

Evaluation for Regular School Year Programs Only. Please report by grade level.

Grade Level	Test Code	Number of Scores Reported	Total Net NGE Gain Points Reported	Average NGE Gain Col. D + Col. C	Average Pretest NCE	Average Posttest NCE	Number of Participants Who Gained +7 NCE or More	Number of Participants in Col. C From Private Schools
A	B	C	D	E	F	G	H	I
Pre-K								
K								
1								
2								
3								
4								
5								
6								
7		9	16.2	1.8	39.0	40.8	3	0
8		13	68.2	5.2	31.8	37.1	5	0
9		12	89.1	7.4	28.7	36.2	7	0
10		4	22.1	5.5	29.7	35.3	2	0
11								
12								
TOTAL		38	195.6				17	0

AVERAGE NCE GAIN FOR THE PROJECT 5.147
(Total Col. D + Total Col. C)

NUMBER OF PARTICIPANTS OMITTED FROM GROWTH DATA

25.1 missing pretest or posttest 62
 25.2 pretest and posttest not comparable
 25.3 tested at inappropriate dates
 25.4 insufficient time in project
 25.5 other: Explain

TOTAL NUMBER OF PARTICIPANTS OMITTED 62

CLEVELAND FUNDAMENTAL SCHOOL
BASIC SKILLS REINFORCEMENT PROJECT

Prepared by

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Typed
Constance Brewton

Margaret Fleming
Deputy Superintendent

1979-1980

CLEVELAND FUNDAMENTAL SCHOOL BASIC SKILLS REINFORCEMENT PROJECT

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

The purpose of the project is to provide specialized small-group instruction for pupils experiencing difficulty in mathematics or reading. Pupils eligible for this service receive remedial assistance from the project staff within the confines of a special resource center designed for this intensive instruction. Each day, the students leave their regular classrooms and participate in carefully planned activities, individual or small-group, for forty minutes.

SERVICE SUMMARY

Number of Pupils Served: 150

Grades Served: 1 - 6

Number of Schools: 1 Public

Years in Operation: 1

Staffing: 1 Project Manager, PT
2 Reading Consultant Teachers, FT
1 Math Consultant Teacher, FT
1 Teacher Assistant, FT

Total Title Expenditures: \$66,214

Per-Pupil Cost: \$441

OBJECTIVES AND OUTCOMES

Objective 1: The reading skills of participating pupils in grades two through six will improve as evidenced by an increase of at least four NCE units on standardized reading tests administered prior to and following project participation.

Outcome: Objective 1 was attained. The Comprehensive Test of Basic Skills (CTBS) Reading Comprehension sub-test was administered to all participating pupils in grades two through six on a pre-post basis in February and June, 1980. Examination of the test scores shows that the average increase in NCE units on the standardized reading tests was 8.91 for grades two through six. The objective criterion was met with each grade level except 3. NCE unit gain by grade level is presented in the following table.

NCE UNIT GAIN
Reading Comprehension

Grade	n pupils	Level and Form of Test	Pre Test Date	Post Test Date	Treatment Time (weeks)	Average Pre/Post NCE Difference
2	15	Level C, Form S	2/80	6/80	18	+ 23.85
3	20	Level 1, Form S	2/80	5/80	15	+ 0.97
4	12	Level 2, Form S	2/80	5/80	14	+ 7.69
5	27	Level 2, Form T	2/80	5/80	13	+ 8.69
6	10	Level 2, Form S	2/80	5/80	13	+ 4.45
Total/ Average						84 + 8.91

The objective criterion standard was stated in terms of NCE units. The following table will enable the reader to see the pupil standing represented by percentile ranks, based on national norms and relative to students of the same age.

PERCENTILE RANK
Reading Comprehension

Grade	Pre Test	Post Test
2	18	51
3	19	20
4	16	23
5	22	36
6	27	34

It may be concluded, from the percentile data, that the students served by this project in reading started at very low percentile rankings and experienced some growth after treatment. The growth is most noteworthy for grade 2 pupils.

Objective 2: The mathematics skills of participating pupils in grades two through six will improve as evidenced by an increase of at least four NCE units on standardized mathematics tests.

Outcome: Objective 2 was attained. All participating pupils in grades two through six completed all math subtests of the CTBS on a pre-post basis in February and June, 1980. The increase in NCE units on the tests averaged 16.18 for grades two through six. These data are shown in the following table.

NCE UNIT GAIN
Mathematics Total Score

Grade	n pupils	Level and Form of Test	Pre Test Date	Post Test Date	Treatment Time (weeks)	Average Pre/Post NCE Difference
2	6	Level C, Form S	2/80	6/80	18	+ 6.25
3	10	Level 1, Form S	10/79	4/80	11	+ 7.96
4	12	Level 2, Form S	2/80	5/80	15	+ 23.45
5	12	Level 2, Form T	2/80	6/80	16	+ 21.77
6	8	Level 2, Form S	2/80	3/80	7	+ 14.59
Total/Average	48					+ 16.18

Pupil standing in Math is presented, in the following table, by the use of percentile ranks.

PERCENTILE RANK
Mathematics

Grade	Pre Test	Post Test
2	9	15
3	17	28
4	9	42
5	8	37
6	13	33

Pupils pretested, before treatment, ranked very low in terms of percentiles. All grades experienced growth in percentile ranks following treatment, especially grades four and five.

Objective 3: Product Staff will maintain communication with classroom teachers throughout the project year to facilitate improvement in reading and mathematics as evidenced by 70 percent of participating teachers providing a positive rating of usefulness of information/in-service resulting from their contact with project staff.

Outcome: Objective 3 was achieved. A teacher reaction sheet may be found in Appendix A. This teacher opinioinaire measured classroom teacher's reactions to the usefulness of service, information, and inservice provided by Title I staff. Teachers were asked to rate Title I services along the following dimensions: techniques used and the success of service, level of communication between classroom teacher and consultant teacher regarding pupils served, and value or practicality of inservice sessions provided by Title I staff. Sixteen of the twenty teachers or 80% completed the survey.

Of the teachers returning surveys, 100% provided positive ratings (i.e., an average rating of 3 or above). The following table shows that, on a scale from 1-5, (five representing the most positive response) the Title I teachers were viewed as providing very useful services.

Classroom Teacher Reaction
to Project Service

Grade Level	n teachers	Average Rating of Service	
		Reading	Math
Primary	8	4.6	4.6
Upper	8	4.6	4.4

ADDITIONAL FINDINGS

Additional information related to project operations is summarized below. The information was derived from examination of project records and observation of project operations.

- Pupils recommended by the regular classroom teacher for participation in the project had to meet the following selection criteria: performance at or below the 33rd percentile on the reading comprehension and/or any math subtest of the following tests: the Metropolitan Readiness Test (grade one), Stanford Diagnostic Reading or Math Tests (grades two and three), or the CTBS from the previous year (grades four-six).
- It was found, during the screening process, that approximately 250 pupils (45%) of the 550 enrolled at the school qualified for Title I services, that is, they scored at or below the 33rd percentile on the standardized tests. The results of the screening process resulted in service to pupils (n=151) scoring at or below the 20th percentile, because there were not enough staff to serve all eligible pupils.
- Each Consultant Teacher serviced approximately fifty pupils each day (range = 47-55). During each of the seven forty-minute periods per day, an average of seven pupils were served (range = 3-9). The sites for instruction were in the Title I Resource Room apart from the pupils' regular classroom.
- The Title I Staff planned and implemented 4½ hours of inservice (the proposal called for 4 hours) for the classroom teachers. Subject matter supervisors assisted with the sessions, which included explana-

tion of the new Metric Center and various general orientation sessions. Also, voluntary reading workshops were held on six separate one-half hour morning sessions.

SUMMARY AND CONCLUSIONS

In its first year of operation, the Cleveland Fundamental School Basic Skills Reinforcement Project has provided a service that addresses the remedial needs of students and is perceived as valuable by the classroom teachers of these students. The project has achieved all three of its proposed objectives. Test data reveal that the pupils served by this project gained an average of 8.91 (Reading) and 16.18 (Math) NCE units, exceeding the proposed gain of 4 NCE's. The classroom teachers rated this program highly, assigning an average rating of 4.6, on a scale of 5.

- It is recommended that consideration be given to increasing the professional staff of the project, i.e., hiring an additional Consultant Teacher. As noted before, there are many other students at the Fundamental Education Center who could benefit from these special services.

APPENDIX A

TEACHER REACTION SHEET BASIC SKILLS REINFORCEMENT PROJECT TITLE I FUNDAMENTAL EDUCATION CENTER

Directions: Please give your impressions of the usefulness of service, information, and inservice resulting from your contact with the Title I project staff (Reading: Mrs. Victory - grades 1-3, Ms. Stephens - grades 4-6; Math: Mrs. West). Circle the number along each continuum which most closely represents your feelings concerning each item. Note that a "5" represents the most positive response, while a "1" represents the most negative response.

Grade _____

SERVICE TO STUDENTS

PURPOSE FOR TREATMENT WAS CLEAR	Reading 5 4 3 2 1 Math 5 4 3 2 1	PURPOSE FOR TREATMENT WAS NOT CLEAR
METHODOLOGY FOR TREATMENT WAS CLEAR	Reading 5 4 3 2 1 Math 5 4 3 2 1	METHODOLOGY FOR TREATMENT WAS NOT CLEAR
SERVICE BENEFICIAL	Reading 5 4 3 2 1	SERVICE NOT BENEFICIAL

INFORMATION SHARED WITH YOU RE: STUDENTS

NUMBER OF CONTACTS WAS ADEQUATE	Reading 5 4 3 2 1 Math 5 4 3 2 1	NUMBER OF CONTACTS WAS INADEQUATE
INFORMATION SHARED WAS VALUABLE	Reading 5 4 3 2 1 Math 5 4 3 2 1	INFORMATION SHARED WAS NOT VALUABLE
WAS ABLE TO ACT ON INFORMATION SHARED	Reading 5 4 3 2 1 Math 5 4 3 2 1	WAS NOT ABLE TO ACT ON INFORMATION SHARED

GROUP INSERVICE SESSIONS

SESSIONS WERE WORTHWHILE	Reading 5 4 3 2 1 Math 5 4 3 2 1	SESSIONS NOT WORTHWHILE
NEW KNOWLEDGE ACQUIRED AT SESSIONS	Reading 5 4 3 2 1 Math 5 4 3 2 1	NO NEW KNOWLEDGE ACQUIRED AT SESSIONS
TIME ALLOTTED FOR SESSIONS WAS SUFFICIENT	Reading 5 4 3 2 1 Math 5 4 3 2 1	TIME ALLOTTED FOR SESSIONS WAS INSUFFICIENT
INFORMATION SHARED WAS PRACTICAL	Reading 5 4 3 2 1 Math 5 4 3 2 1	INFORMATION SHARED WAS IMPRACTICAL

Comments: _____

DIAGNOSTIC READING CLINIC

Prepared by

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Typed by
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Margaret Fleming
Deputy Superintendent

1979-1980

DIAGNOSTIC READING CLINIC

1979-80 Evaluation

PURPOSE AND OVERVIEW

The Diagnostic Reading Clinic is designed to provide specialized in-depth service to pupils evidencing multiple and complex reading difficulties in the upper elementary grades. One hour per day of instruction for 6 to 36 weeks is provided for elementary children who are transported to the Diagnostic Reading Center. The Reading Clinic staff reflects interdisciplinary skills, and conducts specialized reading instruction related to individual pupil diagnosis. All diagnostic and remedial information is made available to classroom teachers. Also emphasis is placed on parental involvement in support of pupils reading efforts.

SERVICE SUMMARY

Number of Pupils Served: 1,255

Grades Served: 4, 5, 6, 7

Number of Schools: 59 public
3 non-public
See Attachment B 62 total

Years in Operation: 16
(14.5 yrs. - Title I; 1.5 yrs. - OEO)

Staffing: 25 Teachers, FT
3 Psychologists, FT
2 Coordinators, FT
1 Nurse, FT
8 Teacher Aides, FT
2 Secretaries, FT

8 Drivers, FT
4 Psychologists, PT
1 Speech Therapist
1 Supervisor

Total Title I Expenditures: \$1,048,321

Per Pupil Cost: \$835

OBJECTIVES AND OUTCOMES

- Objective 1: Pupil participants will evidence a post treatment mean score (on a standardized reading test) that is at least two NCE units higher than the mean pre-test score.
- Outcome 1: The objective was attained. A comparison of 115 pre-post test results selected randomly realized an average gain of 24.2 NCE units. Forms B, C, and D of the Gates McGinitie Primary Reading Service were used. Selection of the appropriate test level was based on the students oral reading placement score from the Gates McGinitie Diagnostic Test which was administered as part of the diagnostic plan.
- Objective 2: As reported by classroom teachers, at least two out of three pupils receiving full service will evidence observable independent performance with classroom reading materials at least half of the time.
- Outcome 2: The objective was attained. A teacher questionnaire was submitted to the teacher of a participating student in each of the 64 project schools. The purpose of the questions was to evaluate to what extent students had mastered reading material for his or her grade level. Thirty seven teachers responded to the sample survey. Analysis of responses to item ten which sought the degree to which each selected student could master the reading material for his grade yielded the following results. Teachers believed that 87% of the students could handle the usual reading material used in his grade. (See attachment A for results)
- Objective 3: Pupils will receive the coordinated services of related disciplines in the diagnosis and correction of reading difficulties.
- Outcome 3: The objective was attained. Records for each student served by the project are kept at the Diagnostic Reading Clinic Office at the Observation School. All students upon entering the program are given psychological testing services if they had not been tested for a minimum of two years. All project students are also given a speech and hearing test and a comprehensive visual evaluation. The results of the afore mentioned examinations are included in each student's case record and serve to form a vital part of the students individual treatment pattern. A sample of these records has been examined by the project evaluator.
- Objective 4: Parents of at least 50 percent of participating pupils will be involved in support of the center's efforts to remediate the reading difficulties of their children.
- Outcome 4: The objective was attained. Project records show that parents were contacted on a continual basis, and were involved in both the implementation and continual sharing of information in the project. During the 1979-80 school year the Diagnostic Reading clinic notified parents of the date their child was to be diagnosed, and invited them to attend the session. If parents were unavailable to attend the session, a second meeting was arranged to accommodate the parents.

The following statements are representative of responses to parent questionnaires.

- My child would like to continue in the project even after he is scheduled to leave.
- My child has an improved attitude toward school.
- My child is eager now to read aloud in class she had always been nervous.
- Has increased self confidence.

Objective 5: At least 50 percent of the classroom teachers of pupils served by the project will receive consultative services from the Clinic staff.

Outcome 5: The objective was attained. Questions number one and two of the teacher questionnaire illustrate that 62% of the teachers visited the clinic on at least one occasion, while 100% of the responding teachers stated that they had been invited to visit the reading clinic. The questionnaire was submitted to the teacher of one randomly selected participating student in each of the 64 schools. Thirty seven teachers responded to the questionnaire.

ADDITIONAL FINDINGS

As can be seen by the replies to the questionnaire inquiries, teachers report positive patterns regarding both reading interest and comprehension.

SUMMARY AND CONCLUSIONS

The Diagnostic Reading Clinic proved to be a valuable program, which successfully aided students with reading difficulties. Efforts are presently under way to combine the resources of the project with other projects. These efforts should be pursued and expanded in an attempt to serve as large a number of students as possible. Also a continuing method of communication with parents should be implemented. A newsletter or project info memorandum could effectively meet this need.

APPENDIX A

School _____ Composite _____

DRC 1980

DIAGNOSTIC CLINIC

Teacher Opinionnaire

_____ has been receiving services of the Diagnostic Reading Clinic. We are interested in securing from you, his classroom teacher, ~~some~~ observations about his present reading performance. Please return this completed form in the enclosed envelope to DIVISION OF RESEARCH, DEVELOPMENT AND EVALUATION no later than July 31, 1980. Thank you for your help.

1. Were you invited to visit the clinic? 100% Yes 0 No
2. Did you visit the clinic this year? 62% Yes 38 No
3. When was child assigned to receive help from the clinic?
 Since: 63% Oct./Nov. 28% Dec./Jan. 19% Feb./Mar. April/May
 Other: _____
4. What is greatest reading problem for this child?
68% stated comprehension

5. Child's final mark in reading for this year will be
6. Child's days of absence for this year as of the date of this report
7. Child's latest P.L.R. (Test _____)

APPENDIX A (Cont'd)

8. Child's latest Comprehensive Test of Basic Skills Reading score/ Iowa Test of Basic skills.

Circle Test: Level 1, 2, 3

Vocab.		Compre.	
Gr.	Eq.	Gr.	Eq.

9. Child's Readiness Test score or grade equivalent

Please check test: Metropolitan ☐

Score	OR	G.E.
<input type="text"/>		<input type="text"/>

10. In your opinion, can this child handle the usual reading material used in his grade?

44% Always

43 Most of the time

6% Sometimes

7% Rarely

 Not at all

11. In general, have you noted any degree of improvement in:

	Not At All	Some	Very Much	Doesn't Apply
a. Pupil participation in group work	<u>22%</u>	<u>38%</u>	<u>40%</u>	<u> </u>
b. Pupil written reading assignments	<u>39%</u>	<u>39%</u>	<u>22%</u>	<u> </u>
c. Pupil confidence in his reading attack	<u>71%</u>	<u>10%</u>	<u>19%</u>	<u> </u>
d. Pupil's general attitude toward school	<u>63%</u>	<u>20%</u>	<u>17%</u>	<u> </u>

12. What use does child make of free reading opportunities?

Over 70% of the respondents felt that most students approached free

reading time with increased enthusiasm.

APPENDIX B

TITLE I SCHOOLS SERVED

1979-80

PUBLIC SCHOOLS

Diagnostic Reading

Elementary

- | | | |
|--------------------------|-------------------------|----------------------|
| 1. Alfred A. Benesch | 22. George W. Carver | 43. Miles |
| 2. A.J. Rickoff | 23. Giddings | 44. Miles Park |
| 3. Anthony Wayne | 24. Gilbert | 45. Miles Standish |
| 4. Anton Grdina | 25. Harvey Rice | 46. Mt. Auburn |
| 5. Boulevard | 26. H.W. Longfellow | 47. Mt. Pleasant |
| 6. Captain Roth | 27. Hazeldell | 48. Oliver H. Perry |
| 7. Case | 28. Hicks | 49. Orchard |
| 8. Charles Dickens | 29. Hodge | 50. Paul L. Dunbar |
| 9. Charles H. Lake | 30. C.D. Rockefeller | 51. Paul Revere |
| 10. Charles Orr | 31. John W. Raper | 52. Robert Fulton |
| 11. Charles W. Chestnutt | 32. Joseph Landis | 53. Sackett |
| 12. Chesterfield | 33. Kenneth Clement | 54. Scranton |
| 13. Corlett | 34. Kentucky | 55. Sowinski |
| 14. Daniel E. Morgan | 35. Lafayette | 56. Stephen Howe |
| 15. Dike | 36. Marion Seltzer | 57. Tremont |
| 16. Doan | 37. Longwood | 58. Union |
| 17. East Clark | 38. Louis Pasteur | 59. Wade Park |
| 18. East Madison | 39. Margaret A. Ireland | 60. Walton |
| 19. Forest Hill Parkway | 40. Marion-Sterling | 61. Watterson-Lake |
| 20. Garfield | 41. Mary B. Martin | 62. Waverly |
| 21. Woodland Hills | 42. Mary M. Bethune | 63. Buckeye-Woodland |
| | | 64. Bolton |

NON-PUBLIC SCHOOLS

1. Mt. Pleasant Catholic
2. St. Timothy
3. St. Thomas
4. St. Vitus
5. St. Michael

ENGLISH-AS-A-SECOND LANGUAGE PROJECT

Prepared by

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Typed by
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1979-1980

ENGLISH-AS-A-SECOND LANGUAGE PROJECT

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

This project is designed to help second-language learners acquire an adequate level of proficiency in understanding, speaking and reading the English language. Pupils served by this project are provided, in a special classroom apart from their regular classrooms, with extra classes in speaking and reading English, and acculturation activities. These special sessions, which average approximately forty-five minutes daily, are followed up with additional individual and small-group remediation provided by teacher assistants. A full-time social worker coordinates parent and community involvement in the program.

SERVICE SUMMARY

Number of Pupils Served: 664

Grades Served: Pre, School-6

Number of Schools: 16

Years in Operation: 13

Staffing: 1 Project Manager, FT
18 Teachers, FT
15 Assistants, FT
1 Clerk, FT
1 Social Worker, FT
1 Community Aide, FT

Total Title I Expenditures: \$514,021

Per Pupil Cost: \$774

OBJECTIVES AND OUTCOMES

Process Objectives

- Objective 1: Assignment of an English-As-A-Second Language team, consisting of an ESL teacher and a teacher assistant, to schools will be based on concentration of non-English speaking students.

Outcome: Objective 1 was achieved. Sixteen schools and a total of 664 students participated in the 1979-80 ESL program. These schools were selected because of their high concentration of non-English speaking children. Fifteen of 18 ESL classes had one teacher assistant assigned to assist the teacher with classroom instruction. These assistants

were assigned to those schools having the highest concentration of non-English speaking children. Students in the project were representative of approximately 12 different language groups.

Objective 2: Pupils will be grouped according to needs in oral English and reading skills.

Outcome: Objective 2 was achieved. All students were screened prior to assignment. This screening involved the use of separate instruments for reading and speaking. On all instruments, students had to score at the 33rd percentile or below before acceptance into the program. Screening instruments for speaking and reading classes, by grade level, are listed in Appendix A, Table 1. The total enrollment for the speaking classes was 553 students, while the total enrollment for reading classes was 58 Students.* A total of 53 students were enrolled in both speaking and reading classes. The schools and number of students served can be found in Table 2 of Appendix A.

Objective 3: Curriculum program will be carefully structured to include language structures and vocabulary that are readily available within the daily experiences of children and geared to the proficiency levels of participants.

Outcome: Objective 3 was achieved. Curriculum guidelines were developed by the project for the speaking and reading classes. The guidelines are based on locally developed and commercially available curriculum materials for children in child development through grade six classes. Children served by the project progress to higher levels of proficiency as measured by criterion-referenced tests.

Objective 4: Parent involvement and participation in the learning experience of the children will be actively enlisted by project staff.

Outcome: Objective 4 was achieved. The Social Worker assigned to the project completed 2,091 home visits, initiated 126 community contacts, held 108 conferences with principals, participated in 25 parent education meetings, two ESL Parent Advisory Committee meetings and seven city-wide Parent Advisory Committee meetings. In addition, ESL teachers were available to parents on an individual, as-needed basis.

* Project Management cites Else Hamayan, Bilingual Education Service Center (Midwest Region): Experience has shown that a student must learn to speak English at about the same level as an English-dominant six-year-old before s/he can read English. Hence, the ESL Program has as its treatment focus the development and upgrading of listening and speaking language skills.

Product Objectives

- Objective 1: Participants in reading classes will show improvement in the level of reading vocabulary (+7 or more NCE* units) on the mean pre-post scores obtained on the reading vocabulary subtest of the Comprehensive Tests of Basic Skills (grades one-six).

Outcome: Objective 1 was achieved at three out of six grade levels. All tests were administered on a pre-post basis, with the pre-tests being administered in November, 1979 and the post-test administered in either April or May, 1980, in accordance with the city-wide testing schedule. The pre-post results, by grade level, can be found in Table 1 of Appendix B.

These data indicate that for grades 1 and 5, the average NCE gain was negative (-10.31 and -3.40 respectively). For grade 4, although the gain was positive (6.00) it was below the stated criterion of +7 or more NCE units. For grades 2, 3, and 6, the NCE gain was above (+8.88, +7.42 and +7.33 NCE units respectively) the stated criterion. (Small sample sizes at grades 4, 5 and 6 make the representativeness of the results at these grade levels open to question).

Although the objective criterion standard was stated in terms of NCE units, the following table will enable the reader to see the pupil standing represented by percentile ranks, based on national norms and relative to students of the same age.

PERCENTILE RANK
Reading Vocabulary

<u>Grade</u>	<u>Pre test</u>	<u>Post test</u>
1	43.5	33.8
2	16.3	28.8
3	11.3	18.5
4	39.7	51.0
5	10.0	7.5
6	7.0	13.0

Again, the greatest impact appears at grades 2, 3, and 6. Relatively little movement occurred at grade 4 and test performance actually declined at grades 1 and 5. (A pre-post difference near the middle of the percentile scale represents a much smaller difference in test performance than the same pre-post difference at the low or high ends of the percentile scale). It will be noted that post test percentiles are still relatively low on the percentile scale.

*NCE (Normal Curve Equivalent) units are normalized, equal-interval, standard scores with a mean of 50 and a standard deviation of 21.06, derived by dividing the distance from the mean to the 99th percentile by the same distance measured in terms of normal curve standard deviation units (.3267). The resulting scale includes exactly 98% of the population which lies between the 1st and the 99th percentile.

Objective 2: Participants in reading classes will show improvement in the level of reading comprehension (+7 or more NCE units) on the mean pre-post scores obtained on the reading comprehension subtest of the Comprehensive Test of Basic Skills (grades one-six).

Outcome: Objective 2 was achieved at two out of six grade levels. All tests were administered on a pre-post basis, with the pre-tests administered in November, 1979 and the post-test administered in April or May, 1980 in accordance with the city-wide testing schedule. The pre-post results, by grade level, can be found in Table 1 of Appendix B.

These data indicate that for grade five, the average NCE gain was negative (-4.00). For grades one, three, and six, although the gain was positive (+4.92, +5.42 and +1.33 respectively) it was below the stated criterion of +7 or more NCE units. For both grades two and four, the NCE gain was above (+11.51 and +10.75 units respectively) the stated criterion. (Small sample sizes at grade 4, 5 and 6 make the representativeness of the results at these grade levels open to question.)

Pupil standing in Reading Comprehension is presented in the following table by the use of percentile ranks.

PERCENTILE RANK
Reading Comprehension

Grade	Pre tests	Post test
1	24.7	32.6
2	16.8	33.4
3	12.4	17.1
4	33.1	59.9
5	27.5	21.6
6	17.1	18.7

Pre-post gain in grades 2 and 4 is once more documented using percentile ranks. It can also be seen, using this percentile table, that grades 1, 3, and 6 showed little movement pre-post and that grade 5 post test scores and percentile rank declined. (A pre-post difference near the middle of the percentile scale represents a much smaller difference in test performance than the same pre-post difference at the low or high ends of the percentile scale.) It will be noted that post test percentiles are still relatively low on the percentile scale.

Objective 3: Participants in speaking classes at the pre-school and kindergarten levels will show significant improvement ($p < .05$) in listening comprehension skills on the mean pre-post scores obtained through the administration of the Test of Auditory Comprehension of Language (TACL).

Outcome: Objective 3 was achieved. The Test for Auditory Comprehension of Language (TACL) was administered to Child Development and Kindergarten students in ESL speaking classes on a pre-post basis in November, 1979 and in May, 1980. Using a t-test, there were statistically significant gains between pre and post test scores for both grade levels for all three of the subtests (Vocabulary, Morphology, Syntax). These gains far exceeded the objective criterion. Table 2 in Appendix B presents the results of this testing.

Objective 4: Participants in speaking classes in grades one through six will show significant improvement ($p < .05$) in listening comprehension and oral production skills on the mean pre-post scores obtained through the administration of the Language Assessment Scale.

Outcome: Objective 4 was achieved. Students in speaking classes in grades one through six were administered both the listening comprehension and the oral production subtests of the Language Assessment Scale (LAS) on a pre-post basis in November, 1979 and in May, 1980. Students in grades one through five were administered Level I of the LAS and grade six students were administered Level II of the LAS. The results of this testing can be found in Table 3 of Appendix B. These results indicate that for both the comprehension and oral production subtests of the LAS, the pre-post gains were significant at the .001 level at all six grade levels.

ADDITIONAL FINDINGS

As a part of the project activities, students from 16 ESL schools participated in 27 field trips. A list of field trips taken can be found in Appendix C.

Every attempt was made to coordinate the ESL reading evaluation with the city-wide testing program and the bilingual program, thereby eliminating dual testing of some students. This cooperation proved effective in the majority of schools, but there were some coordination problems in specific schools.

SUMMARY AND CONCLUSIONS:

The 1979-80 English-As-A-Second Language Project was successfully implemented according to guidelines contained in the process objectives. The project achieved two of its product objectives at all grade levels. The other two product objectives were achieved at some grade levels.* The following are recommendations for the 1980-81 year:

- . Parent activities have proven their merit and should be continued.
- . Cooperation between ESL, bilingual, and city-wide testing programs should continue with concentrated effort in specific schools to eliminate problems in coordination.
- . Project administration should identify the reasons why reading gains in both vocabulary and comprehension are below the stated criterion at several grade levels and should take any programmatic action necessary to eliminate or reduce the difference between stated criteria and actual attainment levels.

*It should be noted that the sample sizes used in computing the NCE gains in Reading for grades 4-6 were quite small. Consequently, the representativeness of the results is open to question.

APPENDIX A

TABLE 1

SCREENING TESTS

READING CLASSES

Screening Test	Grade	Screening Test	Grade
<p><u>For students previously in Cleveland System:</u> Metropolitan Readiness Test, Kindergarten administration (Spring, 1980)</p> <p><u>For students new to Cleveland System:</u> ESL teacher administered Metropolitan Readiness Test, Fall, 1980</p>	1	<p><u>For students previously in Cleveland System:</u> CTBS, Level C, Form S, 2nd grade administration (Spring, 1980) Reading Vocabulary or Reading Comprehension: Passages subtest</p>	3
<p><u>For students previously in Cleveland System:</u> CTBS, Level B, Form S first grade (Spring, 1980) administration, appropriate score one of the following subtests: Word Recognition I; Comprehension; Word Recognition II</p> <p><u>For students new to Cleveland System:</u> ESL teacher administered California Achievement Test, Level II, Form A Reading Comprehension or Reading Vocabulary subtests</p>	2	<p><u>For students new to Cleveland System:</u> ESL teacher administered California Achievement Test, Level II, Form A Reading Comprehension or Reading Vocabulary subtests (Fall, 1980)</p> <p>Stanford Diagnostic Reading Test 2, Reading Comprehension subtests, Green Level, Fall 1980. Administration through city-wide testing</p> <p>or ESL teacher administered California Achievement Test, Level II, Form A Reading Vocabulary or Reading Comprehension subtests (Fall, 1980)</p>	4

APPENDIX A (Cont'd)

TABLE I

SCREENING TEST

READING CLASSES

Screening Test	Grade	Screening Test	Grade
Stanford Diagnostic Reading Test 2, Reading Comprehension subtest, Brown Level, Fall, 1980. Administration through city-wide testing	5	Stanford Diagnostic Reading Test 2, Reading Comprehension subtest, Brown level, Fall, 1980. Administration through city-wide testing program	6
or CTBS, Level II, Form S, 4th grade administration (Spring, 1980) Reading Vocabulary or Reading Comprehension subtest		or ESL teacher administered California Achievement Test, Level 3, Form A, Reading Vocabulary or Reading Comprehension, Fall 1980	

APPENDIX A (Cont'd)

TABLE I
SCREENING TESTS
SPEAKING CLASSES

Screening Test	Grade
Screening Test for Auditory Comprehension of Language (STACL) Fall, 1980 Administration	CD K
SPLIT TEST (Schutt: University of Arizona) Verbal Fluency-English Subtest, Fall, 1980 Administration	1 2
Fall, 1980 Administration of Language Assessment Battery English Level II, Grades 3-6	3-6

APPENDIX A

Table 2

Schools and Students Served 1979-80

<u>Schools Served</u>	
<u>Public</u>	<u>Non-Public</u>
Buhrer	Immaculate Conception
Case	St. Francis
East Madison	St. Michael
Kentucky	St. Vitus
Orchard	
Paul Dunbar	
Sackett	
Scranton	
Tremont	
Walton	
Watterson-Lake	
Waverly	

Count of Pupils by Grade Level

<u>Grade</u>	<u>No. of Students</u>
Child Development	45
Kindergarten	182
Grade 1	116
Grade 2	81
Grade 3	76
Grade 4	52
Grade 5	59
Grade 6	43
Grade 7	5
Grade 8	5

APPENDIX B

Technical Tables

APPENDIX B

TABLE 1

Vocabulary and Comprehension Subtests Mean NCE Gains by Grade

Grade	N	Vocabulary			Comprehension		
		NCE			NCE		
		Pre test \bar{X}	Post test \bar{X}	\bar{X} Gain	Pre test \bar{X}	Post test \bar{X}	\bar{X} Gain
1	13	46.62	41.24	-5.38	35.62	40.54	- 4.92
2	16	29.31	38.19	+8.88	29.69	41.00	+11.31
3	12	24.50	31.92	+7.42	25.66	31.08	+ 5.42
4	4	44.50	50.50	+6.00	40.75	51.50	+10.75
5	5	23.00	19.60	-3.40	37.40	33.40	- 4.00
6	3	19.00	26.33	+7.33	30.00	31.33	+ 1.33
	53						
Total \bar{X} NCE Gain				+3.59			+ 6.36

APPENDIX B. (Cont'd)

TABLE 2

Summary of Pre-Post Testing

TACL, Child Development and Kindergarten

Child Development	Vocabulary	Morphology	Syntax
N	26	26	26
Pre Test \bar{X}	13.23	13.58	2.73
Post Test \bar{X}	32.23	32.08	6.69
S.D. Pre	10.37	10.52	2.22
S.D. Post	3.42	4.93	1.76
t	8.430*	7.869*	7.055*
\bar{Y} pre-post gain	19.00	18.50	3.96
S.D. pre-post gain	11.49	11.99	2.86
	*p < .001		
Kindergarten			
N	93	93	93
Pre Test \bar{X}	23.54	20.78	4.53
Post Test \bar{X}	33.69	34.16	7.22
S.D. Pre	9.69	9.02	2.41
S.D. Post	3.93	5.96	1.71
t	9.786*	14.044*	10.434*
\bar{X} pre-post gain	10.15	13.38	2.69
S.D. pre-post gain	10.05	9.19	2.48
	*p < .001		

TABLE 3

Summary of Pre-Post Testing
Language Assessment Scale, Grades 1-6

Grade	1		2		3		4		5		6	
Subtest	Comp.	Oral Prod.	Comp.	Oral Prod.	Comp.	Oral Prod.	Comp.	Oral Prod.	Comp.	Oral Prod.	Comp.	Oral Prod.
Pre Test \bar{X}	63	63	29	29	29	29	28	28	34	34	36	26
Post Test \bar{X}	3.94	1.22	4.76	1.55	2.24	1.24	4.21	1.61	4.56	1.74	4.81	1.50
S.D. Pre	6.58	2.43	7.10	2.69	2.17	2.72	7.29	3.07	7.65	2.88	8.42	2.73
S.D. Post	2.35	0.96	2.20	1.06	2.63	1.09	3.12	1.40	2.85	1.46	3.09	1.14
S.D. Post	1.91	0.89	1.72	0.89	1.91	0.96	2.05	1.15	1.63	1.07	1.55	1.00
t	10.116*	11.874*	6.298*	5.975*	8.912*	9.168*	6.297*	7.481*	7.738*	5.315*	6.050*	7.272*
X Pre-Post Gain	2.64	1.21	2.34	1.14	2.93	1.48	3.07	1.46	3.09	1.15	3.62	1.23
S.D. Pre-Post Gain	2.09	0.81	2.00	1.03	1.77	0.87	2.58	1.04	2.33	1.26	3.05	0.86

* $p < .001$

APPENDIX C

ESL Field Trips
1979-80

Zoo

Aquarium

Western Reserve Historical
Society Museum

Natural History Museum

NASA

Police Department

Police Stables

Justice Center

FBI Office

Hale Farm

Greenhouse

City Tour

Trailside Museum

MATHEMATICS SKILLS IMPROVEMENT PROJECT

Prepared by

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Deputy Superintendent

1979-1980

MATHEMATICS SKILLS IMPROVEMENT PROJECT

1979-80 ESEA TITLE I

PURPOSE AND OVERVIEW

The MSIP was developed to provide intensive mathematics instruction to small groups of low-achieving students in selected Title I schools. The purpose was to assist students to develop appropriate and necessary skills which would allow the achievement of adequate progress in and completion of the prescribed school program. This remedial instruction is conducted outside of the regular classroom by trained Math Specialists, and is in addition to regular math instruction. Integral aspects of the program include the following.

- . Workshops and in-service training for Title I teachers.
- . The instruction and reinforcement of parental mathematics instruction at home.
- . Demonstrations in the mathematics laboratory for classroom teachers.
- . The publication and distribution of a newsletter to all affiliated with the project.

SERVICE SUMMARY

Number of pupils Served: 2,437

Grades Served: 3, 4, 5, 6, 7*, 8*

*Non-public schools

Number of Schools Served: 51 public
9 non-public
(List in Appendix A) 60 total

Years in Operation: 12½

Staffing: 54 F.T. Teachers
1 F.T. Secretary
1 F.T. Supervisor
56 Total F.T. Personnel

Total Title I Expenditures: \$1,301,988

Per Pupil Cost: \$534

OBJECTIVE AND OUTCOMES

Process Objective 1: Each full time consultant will provide an average daily enrollment of 48 mathematics underachievers from grades 3, 4, 5, 6, with remedial instruction in mathematics skills. An enrollment variance of no more than seven percent (7%) will be acceptable.

Outcome 1: Process Objective 1 was achieved. An average daily enrollment of 50.39 mathematics underachievers were served by each consultant teacher this year. This compares with an average enrollment of 47.7 students served the previous year. Of the 54 consultants participating in the project, all provided the opportunity for the appropriate number of students to be served, thus meeting the objective. However, attendance records indicate that nearly half of the consultants did not service the correct number of students, because of low student attendance.

Process Objective 2: Each part-time MSIP consultant will provide an average daily enrollment of 20 mathematics underachievers from grades 3, 4, 5, 6, with remedial instruction in mathematics skills. An enrollment variance of no more than seven percent (7%) will be acceptable.

Outcome 2: Process Objective 2 was achieved. The average daily enrollment was 19.5 for students in grades three through six who received remedial instruction in mathematics skills. This compares with an average of twenty two students served the previous year.

Process Objective 3: MSIP consultants will provide for each remedial mathematics student one 40 minute period of small group instruction for at least 90% of the days that school is in session each semester.

Outcome 3: Process Objective 3 was not achieved. As shown in Appendix B a wide range in the number of MSIP instructional days occurred during the past year. These variations can be observed in both the first and second semesters. The acceptable 90% minimum for the first semester number of days was 87.3 instructional days. Not one of the 51 schools achieved this minimum requirement. The acceptable 90% minimum number of instructional days for the second semester was 81 instructional days. Ninety two percent of the 51 schools met this requirement.

Process Objective 4: When surveyed 75% of the parents of MSIP students will be able to acknowledge being contacted by the Mathematics Skills Improvement Project.

Outcome 4: Process Objective 4 was achieved. The following information was obtained through the distribution in May of 1980 of questionnaires to parents. Questionnaires were given to 600 parents with 517 being returned. One hundred percent of the parents reported that they did have knowledge of the MSIP project. Ninety one percent stated that they had received information concerning the project, and 51% reported that they had visited their child's classroom. (See Appendix C for parent survey results.)

Product Objective 1: The MSIP observed group mean posttest performance will be at least five NCE* units above the expected group mean score which has been estimated by regression analysis of Spring, 1979 and Spring, 1980 CTBS Mathematics Test scores. Analysis will be by grade levels three, four, five, six, seven, and eight.

Outcome: Regression Analysis For 1979-80. The regression analysis was performed using the total mathematics scores obtained from the Spring, 1979 and Spring, 1980 City-Wide administration of the CTBS. The predicted post test mean represents the level of achievement the served group would have compiled had they remained in the regular classroom with the comparison group. The observed post test mean is what was actually observed for this group following inclusion and participation in the project. The difference between these two means indicates the gain made by the served group beyond what they could have achieved without the services of the project. The pre and post scores for the MSIP and comparison groups are presented in Appendix D. Results of the statistical analysis of the difference between observed and expected scores appear in Appendix E. A summary of the results by grade level is as follows:

Grade 3 Outcome

Test results were analyzed for 292 students from grade 3. Regression analysis yielded a predicted post score mean of 37.13 NCE units as compared to an observed post score mean of 37.50 NCE units. This gave a treatment effect of .37 which is less than the 5 NCE units set by the objective. While this figure (.37) is statistically not significant it illustrates that the product objective for this grade has not been achieved. A summary of the regression analysis for grade 3 appears in Appendix F.

Grade 4 Outcome

Test results were analyzed for 482 students from grade 4. Regression analysis yielded a predicted post score of 32.15 NCE units as compared to an observed post score mean of 36.29 NCE units, this gave a treatment effect of 4.14 NCE units which was statistically significant ($p < .01$). However, since a positive difference of 5 NCE units between the predicted score and the observed score was not obtained, the product objective for this grade has not been achieved. A summary of the regression analysis for grade 4 appears in Appendix G.

Grade 5 Outcome

Test results were analyzed for 403 students from grade 5. Regression analysis yielded a predicted post score mean of 25.56 NCE units as compared to an observed post score mean of 34.04 NCE units.

*NCE (Normal Curve Equivalent) units are normalized 1 equal interval standard scores with a mean of 50 and a standard deviation of 21.06, derived by dividing the distance from the mean to the 99th percentile by the same distance measured in terms of normal curve standard deviation units (2.3267). The resulting scale includes exactly 98% of the population which lies between the 1st and the 99th percentile.

*This gave a treatment effect of 8.68 NCE units which was statistically significant ($p. < .01$). Since the difference between the observe and predicted score exceeded 5 NCE units, the product objective for this grade has been achieved. A summary of the regresstion analysis for grade 5 appears in Appendix H.

Grade 6 Outcome

Test results were analyzed for 363 students from grade 6. Regression analysis yielded a predicted post score mean of 29.56 NCE units as compared to an observed post score mean of 37.41 NCE units. This gave a treatment effect of 7.85 which was statistically significant ($p. < .01$). The product objective for this grade has been achieved. A summary of the regresstion analysis for grade 6 appears in Appendix I.

Although the product objective states the unit of measurement to be the N.C.E., the following table will show pupil standing by percentile ranks based on National Norms.

PERCENTILE RANKS
OF TOTAL MATHEMATICS SCORES

	Grade	Pre-Test	Post-Test
CTBS Level 1 Form S	3	12.7	27.7
CTBS Level 2 Form S	4	15.9	25.8
CTBS Level 2 Form T	5	12.1	22.4
CTBS Level 2 Form S	6	14.1	27.5

As illustrated by the chart shown above, the scores of most children improved following their participation in the Math Skills project of 1979-80. However, performance levels remained in the lower third of students nationally:

ADDITIONAL FINDINGS

The process of test distribution was somewhat chaotic, improvements in the procedure have already been undertaken.

SUMMARY AND CONCLUSIONS

As the regression analysis has illustrated the product objective was achieved for grades 5 and 6. Grade 4 fell slightly below the criteria level. Grade 3 however fell far short of meeting the objective. An attempt should be made to discover the reasons behind the poor showing of the third grade. Also of interest is the fact that the results of the 1978-79 regression analysis yielded similar low results for the third grade.

APPENDIX A

1979-80 MSIP SCHOOLS SERVED

PUBLIC SCHOOLS

- | | |
|-------------------------|----------------------|
| 1. Alfred A. Benesch | 27. John W. Raper |
| 2. Anton Grdina | 28. Joseph F. Landis |
| 3. Anthony Wayne | 29. Lafayette |
| 4. Bolton | 30. Longmead |
| 5. Bouleyard | 31. Longwood |
| 6. Captain A. Roth | 32. Louis Pasteur |
| 7. Case (a.m.) | 33. Margaret Ireland |
| 8. Charles Chesnutt | 34. Marion-Sterling |
| 9. Charles Dickens | 35. Mary B. Martin |
| 10. Charles H. Lake | 36. Mary M. Bethune |
| 11. Charles Orr (a.m.) | 37. Miles Standish |
| 12. Chesterfield | 38. Mount Pleasant |
| 13. Daniel E. Morgan | 39. Orchard |
| 14. Dike | 40. Paul Dunbar |
| 15. Doan | 41. Paul Revere |
| 16. East Clark | 42. Robert Fulton |
| 17. East Madison | 43. Scranton |
| 18. George W. Carver | 44. Sowinski |
| 19. Giddings (p.m.) | 45. Stephen E. Howe |
| 20. Gordon (p.m.) | 46. Tremont |
| 21. Harvey Rice | 47. Wade Park |
| 22. Hazeldell | 48. Walton (a.m.) |
| 23. Henry W. Longfellow | 49. Watterson-Lake |
| 24. Hodge | 50. Waverly |
| 25. Hicks (p.m.) | 51. Woodland Hills |
| 26. John D. Rockefeller | |

APPENDIX A (Cont'd)

NON-PUBLIC SCHOOLS

1. St. Aloysius
2. St. Catherine (a.m.)
3. Nativity B.V.M. (p.m.)
4. Mt. Pleasant Catholic
5. St. Paul Croation (p.m.)
6. St. Benedict (a.m.)
7. St. Thomas Aquinas (a.m.)
8. Holy Rosary (p.m.)
9. Our Lady of Peace (p.m.)

APPENDIX B

Number of First Semester Sessions

Held by the MSIP

	School	had	30	First	Semester	Days
One	School	had	32	First	Semester	Days
One	School	had	37	First	Semester	Days
One	School	had	40	First	Semester	Days
One	School	had	42	First	Semester	Days
Two	Schools	had	46	First	Semester	Days
One	School	had	48	First	Semester	Days
One	School	had	55	First	Semester	Days
Four	Schools	had	56	First	Semester	Days
One	School	had	66	First	Semester	Days

The 41 other Schools had 55 first semester days, during which math classes were held.

Number of Second Semester Sessions

Held by the MSIP

	School	had	60	Second	Semester	Days
One	School	had	63	Second	Semester	Days
One	School	had	68	Second	Semester	Days
One	School	had	77	Second	Semester	Days
One	School	had	87	Second	Semester	Days
Two	Schools	had	89	Second	Semester	Days
One	School	had	92	Second	Semester	Days

The 43 other schools had 88 second semester days, during which math classes were held.

APPENDIX C

RESPONSE SUMMARY:

PARENT SURVEY

CLEVELAND PUBLIC SCHOOLS

Mathematics Skills Improvement Project

1979-80

Dear Parent:

We are pleased that your child was part of a group who were given special instruction in Mathematics. We now wish to know how you feel about this special help. Please help us by circling your answers to the questions below.

ITEM	PER CENT RESPONDING		
1. Did you know that your child was receiving special instruction in mathematics?	YES	NO	
	100%	0%	
2. Did you receive any written information about this special mathematics instruction?	YES	NO	
	91%	9%	
3. Did your child bring home to show you any arithmetic paper or other objects from his arithmetic teacher?	YES	NO	
	83%	17%	
4. Have you visited your child's special mathematics class?	YES	NO	
	51%	49%	
5. Did your child talk to you more about his arithmetic class this semester than before?	MORE	SAME	LESS
	52%	41%	7%
6. Do you feel your child improved in arithmetic more this semester than before?	MORE	SAME	LESS
	82%	12%	8%

Please have your child return this questionnaire to his special math teacher on the next school day.

Thank you very much.

May, 1980

-79-80

APPENDIX D

Pre^a and Posttest^b CTBS Mathematics (NCE) Scores and
Correlations for the Served and Comparison Groups in
Grades 3, 4, 5, and 6
1979-1980

Served Group (NCE ≤ 42)						Comparison Group (NCE > 42)				
Grade	N	Pre \bar{X}	Post \bar{X}	Change	Corr.	N	Pre \bar{X}	Post \bar{X}	Change	Corr.
3	292	26.01	37.50	11.48	.52	2921	55.10	66.15	11.06	.59
4	482	29.00	36.29	7.28	.31	3401	56.45	55.84	.39	.53
5	403	25.41	34.04	8.63	.29	3386	59.18	55.51	-3.67	.56
6	363	27.31	37.41	10.10	.44	3333	56.39	55.50	-.86	.64

^aFor grades 4, 5, and 6 CTBS Mathematics Test April, 1979, for grade 3, CTBS Mathematics November, 1979

^bCTBS Mathematics Test March/April, 1980

APPENDIX E

Results of Model C (Regression) Analysis for Grades 3, 4, 5, and 6

Grade	Predicted Posttest \bar{X}	Observed Posttest \bar{X}	Effect of Program	t
3	37.13	37.50	.37	.54
4	32.15	36.29	4.14	2.35*
5	25.36	34.04	8.68	4.52*
6	29.56	37.41	7.85	4.92*

* $p < .01$

APPENDIX F

Summary of Regression Analysis for Grade 3

	THE SERVED GROUP (NCE \leq 42)	THE COMPARISON GROUP (NCE $>$ 42)
Number of pupils	292	2921
Mean of pretest scores	26.01	55.10
S.D. of pretest scores	9.90	8.41
Observed mean of posttest scores	37.50	66.15
S.D. of posttest scores	14.92	14.31
Correlation of posttest with pretest scores	.52	.59
Slope of regression line for predicting posttest from pretest scores	.79	1
Estimation (Prediction) equation	Estimated Posttest score = $11.20 + .997 \times \text{pretest score}$	
Standard error of estimate	12.75	11.61
Test index of estimation	$F(1, 2919) = 1524.22$	
Significance of the estimation	$p < .01$	
Estimated mean of posttest score	37.13	
Effect of program service	$37.50 - 37.13 = .37$	
Test index of treatment effect	$t(3210) = .54$	
Statistical significance of treatment effect	not significant.	
Comments (if any):		

APPENDIX G

Summary of Regression Analysis for Grade 4

	THE SERVED GROUP (NCE \leq 42)	THE COMPARISON GROUP (NCE $>$ 42)
Number of pupils	482	3401
Mean of pretest scores	29.00	55.45
S.D. of pretest scores	9.29	8.78
Observed mean of posttest scores	36.29	55.84
S.D. of posttest scores	14.42	14.91
Correlation of posttest with pretest scores	.31	.53
Slope of regression line for predicting posttest for pretest scores	.49	.90
Estimation (Prediction) equation	Estimated Posttest score = $6.17 + .896 \times \text{pretest score}$	
Standard error of estimate	13.70	12.66
Test index of estimation	$F(1, 3399) = 1312.61$	
Significance of the estimation	$p < .01$	
Estimated mean of posttest score	32.15	
Effect of program service	$36.29 - 32.15 = 4.14$	
Test index of treatment effect	$t(3880) = 2.35$	
Statistical significance of treatment effect	$p < .01$	
Comments (if any):		

APPENDIX H

Summary of Regression Analysis for Grade 5

	THE SERVED GROUP (NCE \leq 42)	THE COMPARISON GROUP (NCE $>$ 42)
Number of pupils	403	3386
Mean of pretest scores	25.41	59.18
<u>S.D.</u> of pretest scores	10.60	9.20
Observed mean of posttest scores	34.04	55.51
<u>S.D.</u> of posttest scores	14.94	14.58
Correlation of posttest with pretest scores	.29	.56
Slope of regression line for pre- dicting posttest from pretest scores	.40	.89
Estimation (Prediction) equation	Estimated Posttest score = $2.67 + .89 \times$ pretest score	
Standard error of estimate	.14.33	12.03
Test index of estimation	$F_{(1, 3384)} = 1572.06$	
Significance of the estimation	$p < .01$	
Estimated mean of posttest score	25.36	
Effect of program service	$34.04 - 25.36 = 8.68$	
Test index of treatment effect	$t_{(3786)} = 4.52$	
Statistical significance of treatment effect	$p < .01$	
Comments (if any):		

APPENDIX I

Summary of Regression Analysis for Grade 6

	THE SERVED GROUP (NCE \leq 42)	THE COMPARISON GROUP (NCE $>$ 42)
Number of pupils	363	3333
Mean of pretest scores	27.31	56.39
<u>S.D.</u> of pretest scores	9.92	8.66
Observed mean of posttest scores	37.41	55.50
<u>S.D.</u> of posttest scores	11.00	12.02
Correlation of posttest with pretest scores	.44	.64
Slope of regression line for pre- dicting posttest from pretest scores	.49	.89
Estimation (Prediction) equation	Estimated Posttest score = $5.20 + .892 \times \text{pretest score}$	
Standard error of estimate	9.86	9.21
Test index of estimation	$F(1, 3331) = 2343.95$	
Significance of the estimation	$p < .01$	
Estimated mean of posttest score	29.56	
Effect of program service	$37.41 - 29.56 = 7.85$	
Test index of treatment effect	$t(3693) = 4.92$	
Statistical significance of treatment effect	$p < .01$	

Comments (if any):

PROJECT REACH

Prepared by

Francis D. Sullivan
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Typed by
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1979-1980

PROJECT REACH

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

Project Teach, one of four components of the Reading Instruction Project, is a supportive program in grades one through four operating at eleven public elementary schools and one non-public elementary school. The project stresses customized reading instruction through the use of differentiated learning materials and provides program consultant teachers with information about various reading instruction approaches and training in their use. A facet of the project receiving special attention is the attempt to increase the awareness and involvement of parents in the support of their children's reading progress. The program is administered by an Assistant Project Manager who works under the direction of the Manager of the parent program. Particular responsibilities of this administrator include inservice training of reading consultant and teacher assistants (regular sessions), curriculum development, and the parent education program.

SERVICE SUMMARY

Number of Pupils Served: 914

Grades Served: 1-4

Number of Schools: 11 public
1 non-public
12 total

Years in Operation: 9

Staffing: 1 Project Administrator, FT
12 Consultant Teachers, FT
9 Teacher Aides, FT

Total Title I Expenditures: \$432,717

Per Pupil Cost: \$473.43

OBJECTIVES AND OUTCOMES

Objective 1: The mean posttreatment scores of participants in grades two through four receiving eighteen weeks or more of service will be at least four NCE units* higher than the mean pretest score.

Outcome: Objective 1 has been attained. Form A (Pre) and Form B (Post) of the Comprehension Subtest of the Stanford Diagnostic Reading Tests were administered to pupil participants to measure the effect of the project on the student. Red Level tests were administered to 373 second and third

*NCE (Normal Curve Equivalent) units are normalized, equal-interval, standard scores with a mean of 50 and a standard deviation of 21.06, derived by dividing the distance from the mean to the 99th percentile by the same distance, measured in terms of normal curve standard deviation units (2.3267). The resulting scale includes exactly 98% of the population which lies between the 1st and the 99th percentiles. The use of the NCE units in reporting evaluation results is required by Title I guidelines.

grade pupils; Green Level tests were given to 90 fourth grade pupils. Table 1, listing the data in terms of both NCE units and percentiles, presents the findings by grade-level groups. Mean rank of the pupil participants at entry into the program was at the 13th percentile; after treatment the average rank of the students was at the 47th percentile. The average gain for all three grades was 22.0 NCE units. The Grade 2 group posted the greatest gain, nearly twice the gain of the third and fourth grade groups combined.

Table 1
Mean Group Gains of
Second, Third, and Fourth Grade
Participants of Project Reach stated in Normal Curve Equivalents
(Stanford Diagnostic Reading Tests, Comprehension Subtest)
N = 463

Grade	N	Pre test		Post Test		Mean Gain
		NCE	%ile	NCE	%ile	NCE
2	192	25.36	12.1	55.76	60.7	30.40
3	181	29.50	16.5	46.97	44.3	17.47
4	90	-25.28	12.0	43.44	37.7	18.12
Summary	463	-26.71	13.4	48.72	47.5	22.00

Besides the Stanford Diagnostic Reading Tests, the Gates-MacGinitie Vocabulary and Comprehension Tests, Forms A, B, C, and D, were administered pre and posttreatment to project participants in Grades 1, 2, 3, and 4, respectively, as a supplementary measure of Objective 1. The findings are presented in Table 2, p 5.

Gains of at least 7 NCE units were posted in all vocabulary and comprehension subtests for all four grades except the Grade 4 vocabulary subtest (NCE Gain = -1.82). The loss brought the average vocabulary gain for all four grades down to 5.8 NCE units.

The average NCE gain in the Gates MacGinitie Comprehension Subtest (11.56 NCE's) exceeds the Objective 1 criterion of 4 NCE's but it is well below the average NCE gain obtained in the Stanford Diagnostic Reading Test.

It should be noted that the tests measure two different functions: While the Gates-MacGinitie measures a global transfer of reading skills, the Stanford measures specific skills transfer. Comparison of NCE gains between the two tests may not be warranted; the two tests can be expected to show different NCE gains.

Objective 2: Teachers will report observable improvement in the reading performance of at least 70 per cent of the pupils.

Outcome: Objective 2 has been attained. Sixty-eight pupils were randomly selected from the population of 463 second, third, and fourth grade pupils who were given pre and post treatment tests. Pupil progress rating sheets which listed 35 skill areas were sent to their teachers who were asked to rate observed pupil progress in the applicable skill areas as Very Marked, Marked, Adequate, Limited, or Poor. The 46 teachers who responded reported three per cent of improved skill areas by degrees of improvement for 46 pupils:

Total	Very Marked	Marked	Adequate	Limited	Poor
100%	14.2%	29.6%	35.6%	16.9%	3.7%

In nearly four of every five identified skill areas according to the teachers, pupils demonstrated Very Marked, Marked, or Adequate progress. In the remaining one-fifth (20.6%) of the skill areas, pupils demonstrated Limited or Poor progress. Appendix A, p. 8 presents a listing of the skill areas surveyed and the per cent and degree of improvement observed by the 46 responding teachers for 46 pupil participants.

Objective 3: Parents of participants will report observed evidence of improvement in reading in their child.

Outcome: Objective 3 has been attained. Questionnaires were sent to the parents of the same 68 randomly selected pupils. The fifteen parents who responded (22%) reported observing a total of 21 pretreatment reading problems in their children including 10 vocabulary problems (47.6%), 5 poor comprehension problems (23.8%), 2 poor retention problems (9.5%), 2 poor motivation to read problems (9.5%), and 1 too-rapid reading problems (4.8%). One response (4.8%) indicated that the parent did not know if a reading problem had been observed. Asked if improvement had been observed since Project Reach staff have been working with their children, 14 (93.3%) of the fifteen parents gave an affirmative response. Appendix B, p. 9 presents the results of the Parent Questionnaire in detail.

ADDITIONAL FINDINGS

Ten percent school principals who responded to the Principal Questionnaire reported the following observations (See Appendix C, p. 14):

- Seventeen benefits of the program for children include individualized instruction (n = 8; 07.0%), small group instruction (n = 3; 17.6%), flexibility to add and drop pupils as needs are identified and met (n = 2; 11.8%), assistance of an educational aide (n = 1; 5.9%), and variety of materials (n = 1; 5.9%).
- Eleven benefits for teachers include a team approach by classroom teachers and project staff to help children (n = 5; 45.4%), direct communication between classroom teacher and reading specialist (n = 4; 36.4%), improvement of teaching techniques (n = 1; 9.1%), and availability of supplementary materials (n = 1; 9.1%).

Rather than administer the Stanford Diagnostic Reading Tests to beginning Grade 1 pupils, the Metropolitan Readiness Tests (MRT) are given in order to more accurately assess the diverse range of pre-reading skills present at that level. The MRT were administered to first grade pupils in the project schools. Average percentile score for 226 pupils was 16.6 far below the 33rd percentile qualification criterion for Title I service.

Asked the extent which Reach Reactor (inservice sessions aided in identifying specific reading needs of individual children, 36 of 48 responses (75%) of classroom teachers of pupil participants were "very much" or "somewhat". Also, 32 of 48 responses (67%) indicated that the Reactor sessions aided teachers in planning instructional techniques to meet student needs to a greater extent than the previous year. (See Appendix D, p. 11).

SUMMARY AND CONCLUSIONS

- Project Reach, a supportive reading education program operating in eleven public elementary schools and one non-public elementary school, provided supplementary reading instruction to 914 pupils in grades one through four during the 1979-80 school year. The project staff numbered 22 personnel including one administrator, 12 consultant teachers, and nine teacher aides. All three project objectives were attained.
- Teacher recommendations (See Appendix D, p. 10) included more reliance on teacher referrals for project participant selection, inservice for classroom teachers, and the establishment of closer cooperation between classroom teachers and project staff.
- Project school principals recommended that the program be expanded to Grades 5 and 6 and that an annual assessment of pupil selection criteria should be conducted every September (See Appendix C, p. 9).

- The response of only 15 of 68 parents to whom the Parent Opinionnaire was sent indicated the need of more effective parent involvement in the program.
- Teachers and principals alike recommended that the project be continued based on the strength of observations reported in the respective opinionnaires.
- The strength of the outcomes indicated that the project should be continued to the extent that alternative funding sources should be sought if Title I funds are withheld.

Table 2
Mean Group Gains of First,
Second, Third, and Fourth Grade Pupil
Participants of Project Reach Stated in Normal Curve Equivalents
(Gates-MacGinitie Vocabulary and Comprehension Tests)

Grade	Level	N	Vocabulary					Comprehension				
			Pretest Form 1		Post Test Form 2		NCE Gain	Pretest Form 1		Posttest Form 2		NCE Gain
			NCE	%ile	NCE	%ile		NCE	%ile	NCE	%ile	
1	A	99	36.25	25.6	43.69	38.2	7.44	32.43	20.2	40.72	32.9	8.29
2	B	135	30.42	17.6	39.92	31.5	9.50	24.80	11.6	37.95	28.4	13.15
3	C	100	27.38	14.2	35.46	24.5	8.08	22.89	9.9	37.25	27.3	14.36
4	D	78	29.22	16.2	27.40	14.2	-1.82	22.86	9.9	33.29	21.4	10.43
Summary		412	30.82	18.1	36.62	26.2	5.8	25.74	12.4	37.30	27.3	11.56

APPENDIX A

CLEVELAND PUBLIC SCHOOLS
READING INSTRUCTION PROGRAM

PROJECT REACH

Pupil Rating Sheet

Teacher

School

Has been receiving assistance from Project Reach staff. We are anxious to learn from you the extent of reading progress made by the above-named pupil when you recommended for project assistance in specific reading deficient skills for which the child received help. Please return the completed rating sheet to the Division of Research and Development, attn: Francis D. Sullivan, Room 600 S, not later than Friday, July 11, 1980.

- a. As the teacher of this pupil, please list the specific reading deficiencies you observed which required Project Reach assistance.

(See P. 7)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- b. On the reverse side of this sheet, kindly rate this pupil's progress in the referred skills, after treatment.

CONTINUED ON BACK

APPENDIX A (Cont'd)

CLEVELAND PUBLIC SCHOOLS

READING INSTRUCTION PROGRAM

Project Reach 1979-1980

Number and Per Cent of Students in Sample Possessing Specific Reading Skill Deficiencies

(N = 46)

	N	%		N	%
Phonetic Analysis			Oral Reading		
Vowel (specify)	10	21.74	Fluency	5	10.87
Long sounds	14	30.43	Expression	2	4.35
Short sounds	21	45.65	Comprehension	34	73.91
Letter terms	4	8.70	Word Sense	2	4.35
Vocal combinations	5	10.87	Phrase Sense	2	4.35
			Sentence Sense	3	6.52
Consonant (specify)			Sequence	11	23.91
Initial, Medial Final	19	41.30	Main Idea	9	19.57
Blands	15	32.61	Literal Meaning	2	4.35
Special Blends	10	21.74	Inferential Meaning	3	6.52
			Seeing Relation	1	2.17
Basic Sight Words	21	45.65	Drawing Conclusions	4	8.70
Structural Analysis			Auditory Discrimination	6	13.04
Prefixes	14	30.43	Visual Discrimination	2	4.35
Suffixes	14	30.43	Vocabulary	10	21.74
Endings	12	26.09	Syllabication	2	4.35
Component Words	13	28.26	Alphabet	4	8.70
			Rhyming	3	6.52
Reading Operation			Readiness	3	6.52
Line Skipping			Retention, recall	2	2.75
Omissions, Substitutions	1	2.17	Following directions	3	6.52
Insertions, Reversals	1	2.17	Clusters	6	13.04
			No deficiencies listed	1	2.17
Silent Reading					
Eye and Lip Movement	1	2.17			
Finger Pointing	2	4.35			

APPENDIX A (Cont'd)
CLEVELAND PUBLIC SCHOOLS
READING INSTRUCTION PROGRAM

N = 46

PROJECT REACH
AVERAGE OBSERVED SKILL IMPROVEMENT (PER CENT OF RESPONSES)
Pupil Rating Sheet
(POST TREATMENT)

Phonetic Analysis	n	Very Marked Per Cent	Marked Per Cent	Adequate Per Cent	Limited Per Cent	Poor Per Cent
Vowel (specify)	17	17.65	41.18	17.65	23.53	0
Long sounds	33	24.24	42.42	18.18	15.15	0
Short sounds	37	27.63	37.84	24.32	5.41	5.41
Letter terms	25	12.00	52.00	16.00	16.00	4.00
Vowel combinations	29	10.34	37.93	41.38	6.90	3.45
Consonant (specify)	4	75.00	0	0	25.00	0
Initial Medial Final	38	42.11	31.58	15.79	10.53	0
Blends	33	36.36	36.36	18.18	9.09	0
Special Blends	30	23.33	33.33	33.33	6.67	3.33
Basic Sight Words	22	40.91	36.36	18.18	4.55	0
Structural Analysis	20	10.00	40.00	20.00	30.00	0
Prefixes	26	11.54	46.15	23.08	11.54	7.69
Suffixes	26	3.85	53.85	23.08	11.54	7.69
Endings	26	7.69	57.69	15.38	19.23	0
Compound Words	29	24.14	48.28	20.69	6.90	0
Reading Operation	3	0	0	100.00	0	0
Line Skipping	25	4.00	28.00	48.00	16.00	4.00
Omissions, Substitutions	26	7.69	26.92	34.62	26.92	3.85
Insertions, Reversals	24	16.67	20.83	29.17	29.17	4.17
Silent Reading	1	0	0	100.00	0	0
Eye and Lip Movement	25	12.00	28.00	36.00	20.00	4.00
Finger Pointing	22	18.18	22.73	36.36	22.73	0
Rate	25	8.00	28.00	36.00	16.00	12.00
Oral Reading						
Fluency	27	3.70	37.04	33.33	18.52	7.41
Expression	27	3.70	14.81	44.44	22.22	14.81
Comprehension	35	11.43	14.29	45.71	20.00	8.57
Word Sense	26	3.85	30.77	38.46	26.92	0
Phrase Sense	26	0	26.92	42.31	30.77	0
Sentence Sense	27	3.70	22.22	51.85	22.22	0
Sequence	30	10.00	30.00	46.67	10.00	3.33
Main Idea	29	6.90	24.14	41.38	20.69	6.90
Literal Meaning	27	3.70	25.93	44.44	22.22	3.70
Inferential Meaning	24	8.33	12.50	41.67	29.17	8.33
Seeing Relation	24	0	16.67	45.83	29.17	8.33
Drawing Conclusions	26	3.85	26.92	38.46	23.08	7.69
AVERAGE IMPROVEMENT		14.2%	29.6%	35.6%	16.9%	3.7%

Division of Research and
Development, June, 1980

THANK YOU

APPENDIX B

CLEVELAND PUBLIC SCHOOLS READING INSTRUCTION PROGRAM

PROJECT REACH

Parent Opinionnaire

N = 15

Your child _____ has had help in reading from Project Reach. We are interested in having you tell us how you feel about what this program has done for your child's reading. Please answer the questions and return the questionnaire in the enclosed self-addressed envelope to your child's teacher before July 11, 1980. THANK YOU.

1. How many children do you have in grades one through four? (13.33%) (33.33%)
 $n = 15$

1 Child = 2	3 Children	
2 Children = 8	4 Children	
2. What grade is the child in who receives help in reading from project staff? (53.34%)

Gr. 1 = 2	Gr. 2 = 8	Gr. 3 = 5	Gr. 4 = 0
(13.33%)	(53.34%)	(33.33%)	
3. In your opinion, what are your child's reading problems?
 $n = 21$

Poor comprehension = 5 (23.81%)	Vocabulary study problems = 10 (47.62%)	...
Poor retention = 2 (9.52%)	Reads too rapidly = 1 (4.76%)	Poor motivation
to read = 2 (9.52%)	I don't know = 1 (4.76%)	
4. Have you seen improvement since Project Reach staff have been working with your child? (93.33%) (6.67%)
 $n = 15$

Yes [14]	No [1]	
----------	--------	--

Please explain below

 $n = 16$

Better reading comprehension = 3 (18.75%)	More interest in reading shown = 5	
(31.25%)	Difficulties with pronunciation and word understanding remain = 2	
12.50%	Better vocabulary skills shown = 2 (12.50%)	Overall reading improve-
ment noted = 2 (12.50%)	None listed = 2 (12.50%)	

APPENDIX B (Cont'd)

5. Have you observed your child's reading since September:

n = 15

in the classroom?

(40%) (46.67%)

Yes [6] No [7]

No
Response
(13.33%)
2

in the Project Reach center at school?

(40%) (46.67%)

Yes [6] No [7]

(13.33%)
2

6. How do you help your child to improve reading skills at home? n = 20

Take turns reading aloud with child = 4 (20%) ... Question child about content

after reading = 2 (10%) ... Check pronunciation skills = 2 (10%) ... Check spelling

skills = 1 (5%) ... Provide vocabulary work = 6 (30%) ... Play word games = 1 (5%)

... Provide organized family reading activities = 3 (15%) ... No response = 1 (5%)

7. How can you tell that your child's reading is improving since receiving help from Project Reach?

n = 6

Improved reading skills shown = 9 (56.25%) ... Improved interest in reading shown =

3 (18.75%) ... Improved speech skills shown = 1 (6.25%) ... Improved vocabulary skills

shown = 1 (6.25%) ... I don't know = 1 (6.25%) ... No response = 1 (6.25%)

8. What are your suggestions for helping to improve programs of this nature for children in the future? n = 15

Continued participation in the project = 2 (13.33%) ... Workshops for parents = 1

(6.67%) ... Have more projects like this = 1 (6.67%) ... Continue the project as

it is; no suggestions = 6 (40%) ... I don't know = 1 (6.67%) ... No response = 4

(26.67%)

Division of Research and Development

June, 1980

THANK YOU

APPENDIX C
CLEVELAND PUBLIC SCHOOLS

READING INSTRUCTION PROGRAM

PROJECT REACH

Principal Opinionnaire

N = 10

School _____

We are interested in securing the opinions of principals in whose buildings Project Reach is operative. Please respond to the following questions and return your opinionnaire to the Division of Research and Development attention: Francis D. Sullivan, Room 600S, by Friday, July 11, 1980. THANK YOU.

1. How many primary classes (grades 1 - 3) are in your Building? 70
2. Were any of your fourth grade classes included? Yes (70%) [7] No (20%) [2] No response = (10%) [1]
n = 10
How many? 18
3. What did you consider to be the strengths of this program for children this year? n = 17
Individualized instruction = 8 (47.06%) ... Small-group instruction = 3 (17.65%)
... Assistance of an educational aide = 1 (5.88%) ... Variety of materials = 1
(5.88%) ... Flexibility to add and drop pupils as needs are identified
and met = 2 (11.76%) ... Reinforcement of regular work = 2 (11.76%)- 4. What did you consider as strengths of this program for your teachers this year? n = 11
Direct Communication with Reading Specialist = 4 (36.36%) ... Combined efforts
of classroom teacher and program staff to help children = 5 (45.45%) ... Improvement
teaching techniques = 1 (9.09%) ... Availability of Supplementary materials = 1 (9.09%)
- 5. What are your recommendations for operating programs of this nature in the future? n = 12
Continue the program = 6 (50%) ... Expand to upper grades = 2 (16.67%) The program
operates well as it is = 1 (8.33%) ... Conduct annual assessment of selection
criteria in September = 1 (8.33%) ... Serve additional students = 1 (8.33%) ...
Provide full-time consultant = 1 (8.33%).

Division of Research and Development

June, 1980

THANK YOU

APPENDIX D

CLEVELAND PUBLIC SCHOOLS READING INSTRUCTION PROGRAM

N = 46

PROJECT REACH

Teacher Opinionnaire

One of the prime objectives of Project Reach is the dissemination of promising practices to participating teachers to facilitate the use of different reading techniques and different reading materials with pupils. Please respond to the items on this opinionnaire, seal in the enclosed envelope and return to Francis D. Sullivan, Room 600-S, Division of Research and Development, not later than Friday, July 11, 1980. THANK YOU.

(3.77%)
No Response = 2

1. What grade do you teach? (28.30%) (33.96%) (20.75%) (13.21%)
n = 51 First [15] Second [18] Third [11] Fourth [7]

2. To what extent have the Reach Rector sessions this year aided in:

- a. identifying specific reading needs of individual children?

n = 48 (52.1%) (22.9%) (0%)
very much [25] somewhat [11] a little [0]
(6.2%)
not at all [3] No Response = 9 (18.8%)

- b. planning instructional techniques to meet those needs to a greater degree than what you did last year?

n = 48 (22.92%) (43.75%) (2.08%)
very much [11] somewhat [21] a little [1]
(8.33%)
not at all [4] No response = 11 (22.92%)

CONTINUED ON BACK

APPENDIX D (Cont'd)

3. To what extent do you feel more comfortable in the use of diagnostic prescriptive techniques gained through your involvement with Project Reach?
 n = 48 (16.67 %) (39.58%) (14.58%) (6.25%)
 very, very much [8] more than expected [19] somewhat [7] a little [3]
 (8.33%) (14.58%)
 not at all [4] No Response = 7

4. What teaching techniques directly gained from Project Reach, have you used with pupils in your classroom?
 n = 59 (1.70%) (1.70%)
 Diagnosis-Prescription - 1 ... Use of supplementary materials - 1 ...
 Teacher-made activities - 5 (8.47%) ... Various skills - teaching techniques (32.19%)
 (8.47%) (25.42%) (22.03%)
 Games - 5 ... No techniques listed - 15 ... No response - 13

5. What are your recommendations for operating programs of this nature in the future?
 n = 52 (13.46%)
 Continue the program as it is - 7 ... Rely more on teacher referrals to select
 participants (5.77%) ... Inservice classroom teachers (32.85%) ... Establish closer
 cooperation between classroom teachers and project staff - 9 (17.31%)
 (7.69%) (13.46%)
 program - 4 ... Other recommendations (various - 7 ... No recommendations)
 (5.77%) (32.69%)
 listed - 3 ... No response - 17

Division of Research & Development

June, 1980

THANK YOU

PROJECT STAR

Prepared by

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Typed by
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1979-1980

PROJECT STAR

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

Project STAR (Skills Training for Achievement in Reading) offers eligible junior high school students who are below average readers special instructional assistance in Reading and study skills. During the 1979-80 school year, three types of instructional treatment were maintained by the project. Those Grade 7 students who were placed in the project's Block Classes obtained four periods (approximately 3 hours) of reading and study skills instruction per day for an entire school year. In addition, if scheduling permitted, most of these same students were provided with an extra period (45 minutes) of Learning Center assistance per day during the year. Such assistance was contributed by certificated reading specialists, English teachers, social studies teachers, and educational aides. In addition, the project offered students in Grades 7-9 the opportunity to participate in a Learning Center. A certificated reading specialist or English teacher and educational aide provided Center participants with one period (45 minutes) of reading instruction per day for the entire school year. A third type of treatment was offered to students in the participating non-public schools. In these schools, Grade 4-8 student participants received one period (45 minutes) of daily educational aide tutorial reading support.

SERVICE SUMMARY

Number of Pupils Served: 2,753 (public) Grades Served: 7-9 (public)
357 (non-public) 4-8 (non-public)

Number of Schools: 23 (public) Years in Operation: 14
10 (non-public)
33 Total

Staffing: 1 Project Manager (FT) 76 Teacher Aides (FT)
4 Consultant Teachers (FT) 2 Social Workers (FT)
70 Teachers (FT) 3 Clerks (FT)

Total Title I Expenditures: \$2,549,470 Per Pupil Cost: \$820

OBJECTIVES AND OUTCOMES

SPECIAL NOTE: Prior to examining the presented findings, it is important that the reader be made aware of the disruptive factors which project management, public school staff, and public school students had to contend with during the implementation of program operation. (The ten non-public participating schools experienced a routine school year.)

The United States District Court on July 30, 1979, accepted the Cleveland Board of Education's proposal which called for systemwide desegregation

to be completed in three phases starting in Fall, 1979. Although most of the public junior high schools participating in Project STAR were not directly involved in first semester (Phase I) desegregation plans, preparation related to this event did impact project operations. The start of the school year, for example, was delayed one week to permit employees of Phase I schools the opportunity to attend desegregation meetings. Also, a lengthy teacher work stoppage closed the school system for more than two months (i.e., from November 7, 1979 to January 7, 1980). As a consequence, all vacation time scheduled during the remaining school year was eliminated and the closing date of the school year was extended from June 13, 1980 to July 23, 1980.

Finally, beginning the second semester (March 17, 1980) all public junior high schools were impacted as a result of Phase II desegregation implementation. As part of the Phase II plan, Project STAR was mandated to provide services in all 23 public junior high schools. A massive reassignment of project staff and students occurred in efforts to comply with this mandate. Consequently, the amount of project assistance students received varied. Approximately 55 percent (or 1,502 of the 2,753 public school students served) obtained project services for the entire year, while the remaining number of students served (approximately 45% or 1,251 students) received assistance for not more than one semester.

The achievement results cited in the Objectives and Outcomes section of this report represent the efforts of those students who received a full year (38 weeks) of project instructional assistance. These outcomes have been presented according to the type of instructional treatment provided to these full year student participants (i.e., Block Class, Learning Center, or non-public instruction). The achievement of these three groups should NOT be compared because there is no way of being certain that eligible students were randomly assigned to treatment group within each participating project school. As a result, systematic sampling biases may be present. It should also be noted that the length of instruction and number of trained individuals providing instructional support to students varied among treatment types. Refer to the Purpose and Overview section of this report to obtain a more detailed discussion of treatment type differences. (Attachment A contains a complete list of participating schools and other information related to the instructional services provided within each school.)

Product Objective 1a: Project STAR Block Class and Learning Center participants will evidence a mean gain of at least four NCE's in test scores as reflected by pre/post Stanford Diagnostic Reading Test (Brown Level, Form A) scores in (1) auditory vocabulary and (2) total reading comprehension.*

Outcomes: The Stanford Diagnostic Reading Test was administered to all STAR public school participants in late September, 1979 and the middle of June, 1980. A total of 137 instructional days were included within this period. As previously explained, a lengthy

*Because project assistance in the non-public schools focused primarily upon everyday reading and study skill development, student participants were not administered the Stanford Diagnostic Reading Test.

employee work stoppage occurred within this pre/post test period. This event caused an interruption of 43 days in instructional assistance between the pre-test and post-test administration.

Data indicate that Product Objective 1a was attained by the Grade 7 Block Class participants. (Block Class participation was limited to Grade 7 students only). Analysis of pre/post SDRT (Brown Level, Form A) standard scores revealed a mean auditory vocabulary NCE gain of 7.80 (N=345) -- from 28.29 to 36.09 and mean total reading comprehension NCE gain of 5.05 (N=336) -- from 26.49 to 31.54. Each of the two subtest gain scores exceeded the proposed criteria (i.e., at least 4.00 NCE mean gain).

Data indicate that Product Objective 1a was not attained by the Grade 7 Learning Center participants. Analysis of pre/post SDRT (Brown Level, Form A) standard scores for STAR Learning Center participants revealed that Grade 7 students obtained a mean auditory vocabulary NCE gain of - .01 (N=244) -- from 32.66 to 32.65 and a mean total reading comprehension NCE gain of + 1.87 (N=219) -- from 30.19 to 31.99. Each of the two subtest gain scores did not exceed the proposed criteria (i.e., at least 4.00 NCE mean gain).

Data indicate that Product Objective 1a was not attained by Grade 8 Learning Center participants. Analysis of pre/post SDRT (Brown Level, Form A) standard scores for Grade 8 STAR Learning Center students revealed that the sample group obtained a mean auditory vocabulary NCE gain of - 2.18 (N=80) -- from 33.16 to 30.98 and mean total reading comprehension NCE gain of - 2.56 to 25.00. Both subtest gain scores did not exceed the proposed criteria (i.e., at least a 4.00 NCE mean gain). (It should be noted that because Spring norms are not available at the eighth grade level, ninth grade Fall norms were used to interpret the eighth grade post scores).

Although approximately 175 Grade 9 students were served in the Project's Learning Centers, Cleveland's 1979-80 city-wide test program did not include Grade 9 pupils in the SDRT test administration. As a result, SDRT pre-scores were unavailable for this group of students.

(Attachments B-1 through B-6 present achievement test results for school years 1977-78, 1978-79 and 1979-80).

Product Objective 2a: Project STAR block class participants will evidence a significant increase ($p < .05$) in pre/post Everyday Skills Tests mean raw scores in Reading (Test A).*

*(a) The content of the Everyday Skills Test (reading and study skills) reflects the instructional objectives which guide Project STAR's Block Class social studies curriculum as well as the non-public skills improvement assistance program (b) Both public and non-public school EST results represent the progress made by Grade 7 students only. Block Class participation was limited to Grade 7 students, while the number of non-public students from Grades 4, 5, 6, and 8 were too small to warrant separate evaluation presentations. (c) Public school testing occurred during the middle of October, 1979 and late June, 1980. Non-public school testing took place in the middle of September, 1979 and late May, 1980.

Outcome: Data indicate that Product Objective 2a was attained by the public school Block Class participants. EST (Test A) reading raw score results indicated that the total sample of 288 public school Block Class participants evidenced a mean pre/post gain of 3.95 -- from 26.32 to 30.27. The reading test contains a total of 45 items. The increase was demonstrated to be statistically significant ($t=11.62$, $p<.001$). (Attachment B-5 presents EST Reading test results for school years 1977-78, 1978-79 and 1979-80).

Data indicate that Product Objective 2a was attained by the non-public school participants. An analysis of pre/post EST (Test A) reading raw score for STAR non-public student participants revealed a mean pre/post gain of 2.59 ($N=150$) -- from 33.26 to 35.85. The increase was demonstrated to be statistically significant ($t=6.87$, $p<.001$).

Product Objective 2b: Project STAR block class participants will evidence a mean gain of at least four NCE's in test score as reflected by pre/post Everyday Skills Test scores in Study Skills (Test B).*

Outcome: Data indicate that Product Objective 2b was not attained by the public school Block Class participants. Pre/post EST (Test B) NCE scores obtained from 274 public school Block Class participants revealed a mean study skill NCE gain of 1.02 -- from 20.99 to 22.01. The gain, however, failed to exceed the proposed criterion of performance (i.e., at least a 4.00 NCE mean gain). (Attachment B-6 presents EST study Skills test results for school years 1977-78, 1978-79, and 1979-80).

Data indicate that Product Objective 2b was not attained by the non-public school participants. A review of EST (Test B) study skill results indicated that the sample of 149 non-public school STAR participants evidenced a mean NCE gain of 3.58 -- from 31.09 to 34.66. The gain, however, failed to exceed the proposed criterion of performance (i.e., at least a 4.00 NCE mean gain).

Product Objective 3a: Project STAR Block Class and Learning Center participants will attain an average 1979-80 attendance rate equal to or better than the average attendance rate for all other 7th and 8th Grade pupils within the participating schools.

Outcomes: Data indicate that Product Objective 3a was achieved by Grade 7 Block Class students. A review of the 1979-80 attendance for the 14 participating public schools that offered Block Classes revealed that the 80 percent rate of attendance recorded for the Grade 7 STAR student participants equaled the rate (80%) evidenced by the remaining Grade 7 students within these same schools. Nine of the fourteen schools (or 64%) achieved the proposed attendance criterion. Refer to Attachment C-1 for individual school results. (NOTE: The only group served by STAR Block Classes were Grade 7 students).

*Refer to footnote appearing on page 2 of this report.

Data indicate that Product Objective 3a was not attained by Grade 7 Learning Center students. Grade 7 STAR Learning Center attendance data was available for 14 of the 23 public junior high schools that offered such classes. Among the remaining eight schools with Centers, one school failed to submit attendance data, two schools did not serve Grade 7 students, and five schools established Centers too late in the year (May, 1980) to collect adequate data. A comparison of the 1979-80 rate of attendance for the Grade 7 STAR Learning Center students (75%) and the rate of attendance recorded for the remaining Grade 7 students (80%) revealed that the Grade 7 STAR students did not equal or exceed the rate of attendance of their remaining Grade 7 student counterparts. Three of fourteen schools (or 21%) achieved the proposed attendance criterion. Refer to Attachment C-2 for individual school results.

Data indicate that Product Objective 3a was not attained by Grade 8 Learning Center students. Grade 8 STAR Learning Center attendance data was available for 15 of the 23 public junior high schools that offered such classes. Among the remaining seven schools with Centers, one school failed to submit attendance data, one school did not serve Grade 8 students, and five schools established Centers too late in the year (May, 1980) to collect adequate data. A review of 1979-80 attendance for 15 participating public schools that offered Learning Center Classes to Grade 8 students revealed that the 69 percent rate of attendance recorded for these Grade 8 STAR students did not equal or exceed the rate (79%) evidenced by the remaining Grade 8 students within these same schools. Two of fifteen schools (or 13%) achieved the proposed attendance criterion. Refer to Attachment C-3 for individual school results.

Process Objective 1a: The educational aide will complete a minimum of two-home contacts with the parent or guardian of 80 percent of the STAR Block class and Learning Center participants.

Outcome: Data indicate that Process Objective 1a was attained by public school educational aides. A review of the project's parent involvement records indicated that at least two-home contacts were made with the parents or guardians of 79 percent of the public school participants who were enrolled in the Block and Learning Center classes (i.e., 2,202 of the 2,753 students). Although the actual percent of parents contacted at least twice was slightly less than what was proposed (i.e., 79% vs. 80%), this evaluator considers the parent contact objective attained. Home contacts were made to familiarize the parents of each student participant with program's instructional rationale and their child's reading skill development. Parents were also provided with suggestions in how they can encourage and assist their child to improve his/her reading skills.

Process Objective 1b: Each ESEA Title I Project STAR junior high school will have a Parent Advisory Committee.

Outcome: Data indicate that Process Objective 1b was attained by each Project STAR public junior high school. A review of the project's

parent involvement records indicated that each participating public school (N=23) established a Parent Advisory Committee. As a consequence, a total of 43 public school parents were actively engaged in attending regularly scheduled committee meetings held at their local schools. The intent of these meetings was to involve parents in the project's instructional process by providing them with up-dated information regarding classroom instructional innovations, newly purchased educational materials/equipment, and the progress being made in their respective school's project classrooms.

Although non-public schools were not required to establish their own Parent Advisory Committees, they were encouraged to send representative parents to their local Title I district school and city-wide committee meetings.

SUPPLEMENTARY FINDINGS

Achievement Tests Percentile Scores

The request is frequently made to relate project achievement to the national norm group. The table presented below provides the percentile rank of the mean pre/post NCE scores attained by students on the various standardized test instruments used during the 1979-80 funding year.

Grade	Test/Subtest	Treatment Type	Pre-Test		Post-Test	
			Testing Date	%-ile	Testing Date	%-ile
7	SDRT Auditory Vocabulary (Brown Level, Form A)	Block Learning Center	9-79 9-79	15 20	6-80 6-80	25 20
	SDRT Reading Comprehension (Brown Level, Form A)	Block Learning Center	9-79 9-79	13 17	6-80 6-80	19 19
	EST Study Skills (Adopted from CTBS Form R, Level 3)	Block Non-public	10-79 9-79	8 18	6-80 5-80	9 23
8	SDRT Auditory Vocabulary (Brown Level, Form A)	Learning Center	9-79	21	6-80	18
	SDRT Reading Comprehension (Brown Level, Form A)	Learning Center	9-79	14	6-80	11

As demonstrated, all student post achievement scores (public and non-public) fell below the 33rd percentile on both the pre test and post test of the SDRT. Participating Grade 7 Block Class and non-public students, however, achieved progress that exceeded what would normally have been expected without receiving project services in each sub-test area. Learning Center students in both Grade 7 and 8 failed to demonstrate similar results (i.e., the only Learning Center group to demonstrate an improved post percentile score were Grade 7 students in the reading comprehension sub-test area). The reader must be reminded that Block

Class and Non-public students obtained a greater amount of project instructional assistance per day than their Learning Center student counterparts. (Refer to the SPECIAL NOTE appearing on page 2 of this report for a more detailed description the types of instructional assistance that were offered).

Survey of Project Teachers

Efforts were made to ascertain how STAR Block Class and Learning Center Teachers viewed their involvement in 1979-80 project activities. To accomplish this effort project teachers (N=65) were asked to anonymously respond to a seven item, locally constructed survey questionnaire. The following summarizes the major findings obtained from the responses of the 42 teachers who returned the survey. (Refer to Attachment D for complete survey results).

- The majority of the STAR teacher respondents (62%) indicated that this year's work stoppage did not create problems which affected the implementation of project activities. Those respondents (20%) who did feel that their activities were affected for the most part cited the required extension of the school year and the detrimental influence it had on student attendance and motivation as being the major disruptive factor. No response was indicated by nine percent (9%) of the remaining teachers who returned questionnaires.
- A majority of the teacher respondents (57%) reported encountering difficulty scheduling students into their STAR classes. Learning Center teachers appeared to have encountered the most difficulty. These teachers were required to locate eligible students who had study hall assignments and re-schedule this time for participation in Center activities. This process took place because Learning Center classes were not programmed into the master school schedule at the beginning of the school year. As a result, teachers reported that many qualifying students who did not have study halls were unable to be scheduled for Center participation. Further, they reported that many students resented being taken from study hall and placed within a class (Learning Center) that they did not elect to participate in, and that guidance counselors tended to view the scheduling of STAR students as a low priority item or not their responsibility.
- Block teachers were asked to rate the value of the unique operational features of the project in terms of promoting student learning. An overwhelming majority (80%) of the 20 respondents indicated that the double period of English and social studies instruction which Block Class students received was "essential" or of "much value" in promoting student learning. The remaining respondents believed that such scheduling was of "some value" (5% of the respondents) or "little or no value" (15% of the respondents). The majority of these same teachers (70%) believed the Block teacher's presence in the vocational education classroom was of only "some value" or "little or no value". The remaining respondents (25%) found such a presence to be "essential" or of "much value". No response to this question was obtained from five percent of those who returned questionnaires.

More than three out of every four teacher respondents viewed the instructional support assistance provided by the project's educational aides as being helpful. A comparison of the "more than adequate"/"adequate" versus "less than adequate" ratings revealed the following results. The categories rated included: "ability to do assigned work" (78% vs. 17%); "willingness to do assigned work" (85% vs. 10%), and "quality of actual job performance" (91% vs. 14%). In each of those categories five percent of those who returned questionnaires did not respond.

Half of the teacher respondents (50%) felt that the other faculty members in their building viewed Project STAR's efforts to improve student reading as being "essential" or of "much value", while 39 percent indicated that their faculty viewed such efforts as being of only "some value" or "little or no value". No response was indicated by 11 percent of the those returning questionnaires.

Three of every four respondents (74%) indicated that the project's staff inservice efforts were "very helpful" or "helpful", while an equal percentage of the teacher respondents (74%) indicated that as a result of these efforts their classroom instructional approach changed "alot" or "some". In addition, the majority of these same respondents indicated that the "number of sessions offered" (54%) and "time spent presenting each topic" (52%) should "continue as is" next year. Almost half of these same respondents believed that the "variety of topics" (49%) and the presentation of "suggested teaching strategies" (40%) should be increased.

A number of project features were consistently listed by the teacher respondents as having "contributed most to classroom effectiveness". These features included: low student to teacher ratio which permitted a high degree of individualized instruction, the double period of English and social studies, and high interest-low difficulty project resource materials. Listed more often as being a factor "most detrimental" to pupils' learning were the following items: inadequate scheduling process for Learning Center students and the exclusion of mathematics instruction from the STAR program.

The most common recommendation made by teacher respondents to improve the services offered to students included providing Learning Center teachers with a computerized list of eligible students that contained standardized test score and study hall information.

SUMMARY AND CONCLUSIONS

It is very difficult to make a definitive assessment of Project STAR effectiveness during the 1979-80 school year. As noted, two unprecedented disruptive influences were encountered which cannot be overlooked when evaluating the progress made by project students (i.e., the long term work stoppage and massive reassignment of teachers as well as students during Phase II of desegregation implementation). Although the majority of STAR teacher survey respondents (62%) felt that the work stoppage did not interfere with the implementation of project services, the adjustments staff and students had to make due

to the alteration in the school calendar and desegregation reassignments undoubtedly had a tremendous influence on project staff morale and on the students' ability to concentrate on a prescribed learning process.

Despite these disruptive influences, Block Class students did demonstrate attainment of the proposed SDRT vocabulary and reading comprehension criterion (i.e., at least a 4.00 NCE mean gain), the proposed attendance criterion (i.e., rate of attendance equal to their Grade 7 counterparts) and the EST reading criterion (i.e., significant increase in pre/post mean raw scores). Block Class students failed to attain only one proposed product objective (i.e., at least a 4.00 NCE mean gain in pre/post EST study skill score). Learning Center student participants failed to attain proposed criterion in any of these product objective areas. While non-public school participants, who experienced a normal school year, achieved the EST reading product objective criterion, they did not attain the EST study skill proposed criterion.

Although three treatment group test results should not be compared because students in these groups may have already been different in important ways, it would be profitable to conduct a study which adhered to recommended research guidelines in an effort to ascertain the effect treatment type and length has on student performance. Such a study would be especially appropriate considering the noted differences that occurred between treatment group performance during the 1979-80 school year.

As of this writing, decisions have been made to eliminate the Block Class format in favor of the Learning Center organization during the 1981-82 school year. Although one must be extremely cautious in making comparisons between the Block and Learning Center results, nothing in the data indicates that the Learning Center organization does a better job in promoting student achievement and attendance than the Block Class format. The available data, in fact, suggests the reverse. Consequently, before permanent changes are made in the STAR organizational structure, a thorough review of this issue should be accomplished to insure maximum instructional impact.

More than half (57%) of the STAR teacher survey respondents reported experiencing difficulty in scheduling students into their classes. Learning Center teachers appeared to encounter the most difficulty. Many of these teachers stated that student resentment was encountered when student study hall assignments were cancelled to insure STAR participation in STAR Learning Center activities. This resentment may have contributed to the poor achievement and attendance demonstrated by Learning Center students. Block Class students were automatically programmed for a full year of participation in STAR activities at the beginning of the school year when all student assignments within schools were issued. Block Class students demonstrated progress that exceeded what would normally have been expected without receiving project services in all but one product objective area. This finding suggests that program management review future scheduling procedures with the intent to promote a more positive student attitude regarding Project STAR participation.

When asked to rate the value of various operational features of the Block Class organization, an overwhelming majority of Block Class teacher respondents considered the double period of English and social studies and the variations in the second period of the students' Block schedule (i.e., English-reading lab participation and social studies resource teacher assistance) as being instrumental in promoting student learning. It appears, therefore, that it would be profitable to recommend scheduling English class and reading lab participation as a unit when the master schedule in each junior high school is developed.

Despite the fact that the 1979-80 STAR participants did not demonstrate attainment of the proposed criteria on all achievement subtests administered during the school year, the recorded gains made in many of the subtest areas did indicate that students demonstrated progress that averaged beyond what would normally have been expected if they had not received project services. The unusual events that occurred during the school year and various organizational problems previously mentioned may have had a negative effect on student performance outcomes. As noted, however, the project has continued to demonstrate that its efforts have beneficial results throughout its fourteen years of operation. This evaluator, therefore, recommends that project efforts continue to receive prime funding consideration.

APPENDIX A

PROJECT STAR DEMOGRAPHICS 1979-1980

Participating Public Schools, and No. of Components Within Schools

Schools

No. of Components Within Schools

Component	Block Classes	Learning Center A New Century Read	Learning Center B Communication Skills	Learning Center C-1 High Intensity Learning Lab	Learning Center C-2 Hoffman Learning Center	Learning Center C-3 Educ. Dev. Lab
Grade Partic.	7th Only	7th - 9th	7th - 9th	7th - 9th	7th - 9th	7th - 9th
A.B. Hart		1				
A. Hamilton					1	
Audubon	2	1	1			
Central	4	1		1		
C. Shuler					1	
C. Mooney	1				1	
C. Eliot					1	
C. Westropp			1			
Empire	2	1		1		
F. Roosevelt	2	1	1			
H. Davis	4	2				
J. Gallagher	2					
Lincoln	2	1	1			
M. Spellacy		1			1	
M.L. King	2	2				
M. Herrick		1				
N. Hale	2	2				
N. Baker						1
P. Henry	2	2				
R. Jamison		1				
T. Jefferson	2	1				
W. Young					1	
W. Wright	2		1			
W.D. Howells			SCHOOL WAS CLOSED IN 3-80			
Wilson	2	1				
	31	19	5	2	7	1

APPENDIX B

Title I Project STAR Achievement Test Results for
School Years 1977-78 Through 1979-80

APPENDIX B-1

Achievement Test Results for School Years 1977-78 through 1979-80

NOTE: The following data include only public school participant results. Non-public school data have not been included in the analyses because of the dissimilarity that has existed between the actual instructional support provided to each group. Throughout the three year period under consideration, STAR public school participants have obtained the full-time services of a certified project teacher and educational aide. In the non-public schools, however, project instruction has been conducted solely by an educational aide. Furthermore, public school participants obtained a minimum of four periods (or 3 hrs.) instructional support daily, while the non-public students generally received tutorial support only for one period (or 45 minutes) per day.

Block class and learning center results for the 1979-80 school year should NOT be compared because students from both groups received different amounts of instructional assistance from project personnel (i.e., most block students received five periods of direct project assistance in comparison to only one period of such aid received by their learning center student participant counterparts). All block students, for example, obtained four periods of reading and study skills instruction per day for an entire school year. In addition, if scheduling permitted, most of these same students were provided with an extra period of learning center assistance per day during the year. Learning center students, however, received only one period per day of direct project assistance during the year. This assistance complemented their one period of regular English classroom instruction that was received every day for the entire year. Finally, it is impossible to make such comparisons because there is no way of being sure that the same kind of students were being served by these two types of instruction.

As will be demonstrated, the three year summary of STAR achievement results indicate that most of the student groups' subtest score gains indicated progress which went beyond what normally would be expected if students had not received project services. Despite this progress, however, most students continued to perform at a "below average" skills level when their performance was compared to the national norm group. These findings suggest that STAR students must continue to be prime candidates for additional support assistance.

Supportive documentation for the findings in this report are on file in the Cleveland Public Schools Department of Research, Development and Evaluation.

DEPARTMENT OF RESEARCH, DEVELOPMENT AND EVALUATION

April 3, 1981

Achievement Test Results for School Years 1977-78 through 1979-80

VOCABULARY

Year	Grade	Treatment	Test	N#	\bar{X} Pre NCE (Fall Norms)	\bar{X} Post NCE (Spring Norms)	Actual \bar{X} Gain	Object. Met*
1977-78	7	Block	CTBS (Form S, Level 3)	276	28.03	33.90	5.87	Yes
1978-79	7	Block	CTBS (Form S, Level 3)	211	30.33	33.63	3.30	No
1979-80	7	Block	SDRT (Brown Level)	354	28.29	36.09	7.80	Yes
	7	Learning Center	SDRT (Brown Level)	244	32.66	32.65	-.01	No
	8	Learning Center	SDRT (Brown Level)	80	33.16	30.98**	-2.18	No

*Objective Criterion - at least a 4.00 NCE mean gain.

**Because Spring norms are not available at the eighth grade level, ninth grade Fall norms were used to interpret the eighth grade post scores.

#The samples include only those students who received STAR instructional treatment for a full school year.

Achievement Test Results for School Years 1977-78 through 1979-80

READING COMPREHENSION

Year	Grade	Treatment	Test	N#	\bar{X} Pre NCE (Fall Norms)	\bar{X} Post NCE (Spring Norms)	Actual \bar{X} Gain	Object. Met*
1977-78	7	Block	CTBS (Form S, Level 3)	279	26.01	30.99	4.98	Yes
1978-79	7	Block	CTBS (Form S Level 3)	211	27.56	30.89	3.33	No
1979-80	7	Block	SDRT (Brown Level)	336	26.49	31.54	5.05	Yes
	7	Learning Center	SDRT (Brown Level)	219	30.12	31.99	1.87	No
	8	Learning Center	SDRT (Brown Level)	66	27.56	25.00**	-2.56	No

*Objective Criterion - at least a 4.00 NCE mean gain

**Because Spring norms are not available at the eighth grade level, ninth grade Fall norms were used to interpret the eighth grade post scores.

#The samples include only those students who received STAR instructional treatment for a full school year.

Achievement Test Results for School Years 1977-78 through 1979-80

MATHEMATICS COMPUTATION

Year	Grade	Treatment	Test	N [#]	\bar{X} Pre NCE	\bar{X} Post NCE	Actual \bar{X} Gain	Object. Met*
1977-78	7	Block	CTBS (Form S, Level 3)	271	34.93	42.38	7.45	Yes
1978-79	7	Block	CTBS (Form S, Level 3)	233	36.20	41.36	5.16	Yes
1979-80	—	None	None	—	—	—	—	—

*Objective Criterion - at least a 4.00 NCE mean gain

#The samples include only those students who received STAR instructional treatment for a full school year.

Achievement Test Results for School Years 1977-78 through 1979-80

EVERYDAY SKILLS (READING)

Year	Grade	Treatment	Test	N#	\bar{X} Pre Raw Score	\bar{X} Post Raw Score	Actual \bar{X} Gain	Object. Met*
1977-78	7	Block	EST(a) (Test A)	290	24.08	29.30	5.55 ($t=7.46$, $p < .05$)	Yes
1978-79	7	Block	EST(a) (Test A)	199	25.91	29.89	3.98 ($t=4.27$, $p < .05$)	Yes
1979-80	7	Block	EST(a) (Test A)	288	26.32	30.27	3.95 ($t=11.62$, $p < .05$)	Yes

(a) The Everyday Skills Test (EST) in reading contains a total of 45 items.

*Objective Criterion - significant increase ($p \leq .05$) in pre/post EST reading mean raw scores.

#The samples include only those students who received STAR instructional treatment for a full school year.

APPENDIX B-6

Achievement Test Results for School Years 1977-78 through 1979-80

EVERYDAY SKILLS (STUDY SKILLS)

Year	Grade	Treatment	Test	N [#]	\bar{X} Pre NCE (Fall Norms)	\bar{X} Post NCE (Spring Norms)	Actual \bar{X} Gain	Object. Met
1977-78	7	Block	EST (a) (Test B)	269	19.06	24.68	5.62	Yes
1978-79	7	Block	EST (a) (Test B)	197	19.09	21.88	2.79	No
1979-80	7	Block	EST (a) (Test B)	274	20.99	22.01	1.02	No

The Everyday Skills Test (EST) in Study Skills contains a total of 50 items.

*Objective Criterion - at least a 4.00 NCE mean gain.

#The samples include only those students who received STAR instructional treatment for a full year.

APPENDIX C

Comparison of Attendance Rates for 1979-80 School Year

APPENDIX C-1

COMPARISON OF ATTENDANCE RATES FOR 1979-80 SCHOOL YEAR

Block Classes (Grade 7) vs. Total Grade 7

<u>School</u>	<u>N</u>	<u>Block Class Grade 7 Students</u>	<u>Total Grade 7 Students</u>	<u>Block Class (Grade 7) Minus Total Grade 7 Students</u>
Audubon	45	58.8%	79.8%	- 21.0%
Central	68	78.3%	79.2%	- .9%
C. Mooney	30	84.8%	81.7%	+ 3.1%
Empire	40	80.1%	79.7%	+ .4%
F.D. Roosevelt	32	90.1%	86.7%	+ 3.4%
H. E. Davis	64	77.2%	76.1%	+ 1.1%
J. Gallagher	59	78.4%	80.9%	- 2.5%
Lincoln	53	86.6%	81.3%	+ 5.3%
M. L. King	52	67.7%	72.0%	- 4.3%
N. Hale	46	83.2%	81.7%	+ 1.5%
P. Henry	21	90.1%	82.3%	+ 7.8%
T. Jefferson	25	95.2%	83.4%	+ 11.8%
W. Wright	62	86.9%	85.2%	+ 1.7%
Willson	33	79.1%	81.9%	- 2.8%
TOTALS	620	80.4%	80.6%	- .2%

APPENDIX C-2

COMPARISON OF ATTENDANCE RATES FOR 1979-80 SCHOOL YEAR

Learning Centers (Grade 7) vs. Total Grade 7

<u>School</u>	<u>N</u>	<u>Learning Center Grade 7 Students</u>	<u>Total Grade 7 Students</u>	<u>Learning Center Grade 7) Minus Total Grade 7 Students</u>
A. B. Hart	68	70.1%	77.5%	- 7.4%
A. Hamilton#				
Audubon	28	91.6%	79.8%	+ 11.8%
Central#				
Shuler*				
C. Mooney	23	68.4%	81.7%	- 13.3%
E. Eliot*				
C. Westropp	40	65.3%	85.7%	- 20.4%
Empire	71	69.2%	79.7%	- 10.5%
F.D. Roosevelt	33	75.7%	86.7%	- 11.0%
H. E. Davis	32	77.6%	76.1%	+ 1.5%
Lincoln	36	71.5%	81.3%	- 9.8%
M. Spellacy	97	84.2%	86.6%	- 2.4%
M. L. King	70	48.3%	72.0%	- 23.7%
M. Herrick	59	80.7%	72.1%	+ 8.7%
N. Baker*				
N. Hale	63	75.5%	81.7%	- 6.2%
P. Henry	31	74.5%	82.3%	- 7.8%
R. Jamison*				
T. Jefferson	42	72.3%	83.4%	- 11.1%
W. Young*				
W. Wright (a)				
Willson (a)				
TOTALS	693	75.1%	80.6%	- 5.5%

* Center established after 5-80

Data unavailable

Center did not serve Grade 7 students

APPENDIX C-3

COMPARISON OF ATTENDANCE RATES FOR 1979-80 SCHOOL YEARLearning Centers (Grade 8) vs. Total Grade 8

<u>School</u>	<u>N</u>	<u>Learning Center Grade 8 Students</u>	<u>Total Grade 8 Students</u>	<u>Learning Center Grade 8) Minus Total Grade 8 Students</u>
A. B. Hart	5	47.4%	74.3%	- 26.9%
A. Hamilton#				
Audubon (a)				
Central#				
C. Shuler*				
C. Mooney	7	47.0%	80.8%	- 33.8%
C. Eliot*				
C. Westropp	13	50.1%	81.1%	- 31.0%
Empire	17	81.5%	76.0%	+ 5.5%
F.D. Roosevelt	54	64.4%	83.8%	- 19.4%
H. E. Davis	28	59.6%	73.1%	- 13.5%
Lincoln	45	69.4%	81.0%	- 11.6%
M. Spellacy	25	76.2%	86.7%	- 10.5%
M. L. King	35	38.5%	69.1%	- 30.6%
M. Herrick	12	60.3%	73.5%	- 13.2%
N. Baker*				
N. Hale	50	77.5%	80.2%	- 2.7%
P. Henry	101	75.7%	80.7%	- 5.0%
R. Jamison*				
T. Jefferson	12	52.7%	79.7%	- 27.0%
W. Young*				
W. Wright	8	86.7%	83.3%	+ 3.4%
Wilkinson	25	76.5%	81.8%	- 5.3%
TOTALS	437	69.5%	79.4%	- 9.9%

* Center established after 5-80

Data unavailable

(a) Center did not serve Grade 7 students

APPENDIX D

1979-80 TITLE I PROJECT STAR CLASSES

Survey of Project Teachers

SCHOOL Summary of All Schools

DATE July, 1980

1. TEACHING ASSIGNMENT

Please indicate your current teaching assignment by placing a "X" in front of the description which applies.

10 Block English

14 Learning Center A

10 Block Social Studies

4 Learning Center B

4 Learning Center C

2. PROJECT OPERATIONS

- a. Did this year's work stoppage create problems which affected the implementation of project activities within your school?

Yes 20%

No 62%

No Response 9%

- . If "Yes", describe how the project activities were affected.

Lengthened year caused attendance and motivational problems in late June and July...Children were resentful being in school beyond normal closing dates.

- b. Did you encounter difficulty scheduling students into your Project STAR classes?

Yes 57%

No 40%

No Response 1%

- . If "Yes", describe the difficulties you experienced.

Students who were assigned to study halls were, in many cases, not there because of schedule changes.

- . How were the difficulties listed above resolved?

Schedule changes were worked out with guidance persons, but the long wait for these changes were very difficult for teacher and students.

APPENDIX D-2

- c. Did you find it necessary to make adjustments in your teaching as a result of the greater heterogenous racial composition of students within your STAR classes?

Yes 19%

No 79%

No Response 2%

If "Yes", briefly describe nature of the adjustments that were made in your teaching.

Had to be much more aware of student interaction. Had to concentrate on breaking down racial barriers.

FOR BLOCK TEACHERS ONLY

- d. How would you rate the value of the following operational features of the project in terms of promoting student learning?

	Essential	Much Value	Some Value	Little or No Value	No Response
Double period of English and social studies	<u>45%</u>	<u>35%</u>	<u>5%</u>	<u>15%</u>	<u> </u>
Block teacher's presence in the vocational education classroom	<u>10%</u>	<u>15%</u>	<u>35%</u>	<u>35%</u>	<u>5%</u>
Variations in second period of the students' block schedule (i.e., English - reading lab participation, social studies resource teacher assistance)	<u>20%</u>	<u>45%</u>	<u>25%</u>	<u> </u>	<u>-2%</u>
Meetings held with your STAR team (i.e., involving the block teachers, resource teachers and aide)	<u>10%</u>	<u>20%</u>	<u>35%</u>	<u>30%</u>	<u>5%</u>

FOR LEARNING CENTER TEACHERS ONLY

- e. Do you foresee a need to establish a closer cooperative relationship with DPPF Communication Skills senior high school reading teachers?

Yes 41%No 41%No Response 18%

- If "Yes", in what areas should such cooperation be established?

It might help if they had advance info on students who still need remedial work and to have some input on what student has accomplished and still needs.

3. EDUCATIONAL AIDE

How adequate were the supportive services provided by your aide? Indicate your response by placing a check in the column which most closely corresponds to your opinion.

	More Than Adequate	Adequate	Less Than Adequate	No Response
Ability to do assigned work	<u>57%</u>	<u>21%</u>	<u>17%</u>	<u>5%</u>
Willingness to do assigned work	<u>56%</u>	<u>29%</u>	<u>10%</u>	<u>5%</u>
Quality of actual job performance	<u>50%</u>	<u>31%</u>	<u>14%</u>	<u>5%</u>

Comments: My aide was one of the reason that this was a very productive and enriching year for me as well as the students.

4. INSTRUCTIONAL AIDS

Instructional materials and supplies (books, work supplies, etc.) provided by the project are:

	Yes	No	No Response
Appropriate to the learning levels of project students	<u>90%</u>	<u>2%</u>	<u>8%</u>
Useful in achieving project objectives	<u>90%</u>	<u>2%</u>	<u>8%</u>

4. INSTRUCTIONAL AIDS - continued

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
Relevant to the interests of project students	<u>88%</u>	<u>5%</u>	<u>7%</u>
Adequate in quantity	<u>81%</u>	<u>7%</u>	<u>12%</u>

Comments: The materials and supplies made it possible to cover a wide range of skills that students need throughout their lives.

5. ATTITUDES OF FACULTY

In your opinion, what value does the faculty members in your building place on Project STAR's efforts to improve student reading?

<u>26%</u>	<u>Essential</u>
<u>24%</u>	<u>Much Value</u>
<u>29%</u>	<u>Some Value</u>
<u>10%</u>	<u>Little or No Value</u>
<u>11%</u>	<u>No Response</u>

Comments: _____

Without block class not enough teachers knew or cared about Project STAR at Herrick.

6. PROJECT INSERVICE EFFECTIVENESS

- a. Please indicate the total number of project sponsored inservice meetings which you attended this year.

4 Total number of project inservice sessions which I attended this year.

- b. In terms of your own classroom instructional needs, how helpful did you find the information that was presented at Project STAR inservice sessions held throughout the year?

48% Very Helpful 26% Helpful 19% Somewhat Helpful 7% Not Helpful 7% No Response

- c. To what extent did your classroom instructional approach change as a result of attending these project sponsored inservice sessions?

14% Alot 60% Some 19% Not Much 7% None 7% No Response

6. PROJECT INSERVICE EFFECTIVENESS - continued

- d. In planning for inservice next year, what recommendation would you make regarding each of the items listed below?

	Increase	Continue As Is	Decrease	No Response
Number of sessions offered	26%	54%	10%	10%
Variety of topics	49%	38%	2%	11%
Time spent presenting each topic	24%	52%	7%	17%
Sessions that provide suggestive teaching strategies	40%	40%		20%

Please describe additional inservice recommendations you would like to see acted upon.

Use more of the meeting time actually doing something that will help our teaching.

Too much time is spent talking and griping about problems - set that aside in its own time period.

7. PROJECT EFFECTIVENESS

- a. In your opinion, what single feature of the project has contributed most to classroom effectiveness (in terms of improving pupils' learning)?

Double period of English...Ability to totally individualize...

Individualized instruction, opportunity to pace students according to their needs.

- b. In your opinion, what single factor has been most detrimental (or contributed least) to pupils' learning?

Poor student attendance. Lack of motivation due to length of school year...Need for report card grades and computer scheduling...The process of having to pull Learning Center candidates from study hall is detrimental.

- c. What changes would you recommend be made in the project to improve the services offered to students?

Correct, on-time computer lists of eligible students...Learning Center candidates should be programmed into the Centers.

7. PROJECT EFFECTIVENESS - continued

- d. Record any additional comments you feel need to be made relative to the operations of the project.

The lack of an "official" grade caused students to see project as somewhat unimportant. Can points for STAR be included in official point average?...The Century 21 program is an effective program as far as it goes. Somewhere along the line the program materials should be supplemented with increased vocabulary material to improve the reading and meaning vocabulary base of the majority of students that conclude the "Codebuster" segment of the program. If it is not supplemented with programmed material, a way should be provided for teacher provided vocabulary improvement work or exercises.

PUPIL ADJUSTMENT PROJECT

Prepared by .

Dr. Reba Garvey
Research Associate

Typed by
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Margaret Fleming
Deputy Superintendent

1979-1980

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PUPIL ADJUSTMENT PROJECT

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

The purpose of PAP (Pupil Adjustment Project) is to develop basic social and academic skills among four-to-six-year-old kindergarten pupils exhibiting special needs (but not identified as LD or EMR). The basic criterion for eligibility is scoring at or below the 33rd %-ile (fall, kindergarten, national norms) on TOBE General Concepts, Level K. With priority given to the lowest-scoring, assignment to project services is contingent upon parental consent and based on instructional/supportive services/administrative team recommendation.

PAP features: supplementary instruction based on pupils' unique needs and learning styles; interdisciplinary supportive services; specialized staff development. The highly individualized instructional model involves extensive diagnosis and strong emphasis on language development.

PAP services are provided in three formats (intensities). Children enrolled in a Comprehensive Center (class of 10-12) are transported from and to home daily; they receive a half-day supplementary instruction along with, and in addition to, regular (general fund) half-day kindergarten--totaling a full day. Other pupils are transported from their home-school kindergartens to one of the Adjustment Centers where, in a group of 10-15 children from several schools, they receive approximately two hours of special instruction daily (before being transported back to their home-school kindergartens for the remainder of the session). Still other children are served at their home schools by a Traveling Teacher, who works with them on a "pull out" basis for about an hour, three times a week.

SERVICE SUMMARY

Number of Pupils Served: 181

Grade Served: Kdg.

Number of Schools: 57 (See Appendix A.)

Years in Operation: 12

Staffing: 1 Consultant Teacher: Project Manager (FT)
2 Psychologists (PT)
2 Speech Therapists (FT)
1 Social Worker (FT)

12 Teachers (7 FT, 5 PT)
11 Educational Aides (FT)
1 Clerk (FT)
6 Drivers (5 FT, 1 PT)

Total Title I Expenditures: \$576,953

Per Pupil Cost: \$3,188*

*The per-pupil cost represents only Title I expenditures, which were in addition to general fund support.

OBJECTIVES AND OUTCOMES

Process Objective 1: For the self-contained Comprehensive Centers, placement of 4-to-6 year-old children will be made on or before November 1, 1979.

Outcome: This objective was attained. Lists submitted to the evaluator and records on file with the project manager documented that approximately three fourths of the children in Comprehensive Centers were enrolled by late September--thus prior to November 1.

Process Objective 2: Eligible children will be admitted to Adjustment Centers or assigned to a traveling teacher at any time during the year, as special identification procedures are completed and need arises.

Outcome: This objective was attained. Lists submitted to the evaluator showed from one to twelve children enrolled monthly in Adjustment Centers or with traveling teachers, from November through June (except for December). Forty-four (39.3%) of the 112 children receiving these types of project service began after the initial (October) enrollment period.

Process Objective 3: Criteria for accepting pupils from regular Early Childhood Education classes into Adjustment Centers and for returning these same children to their respective regular classes--developed and piloted during the 1978-1979 school year--will be re-evaluated.

Outcome: Available information implied attainment of this objective.

Basic criteria for project eligibility remained those established for Title I. The "criteria" referenced here were those incorporated into the extensive diagnostic/referral procedures involved in assessing each child's needs and in a team's deciding upon the type of PAP service, if any, most suitable/feasible for that pupil.

Informal conversations/observations and project reports/documents indicated that, as project instructional/supportive services/administrative teams met regularly throughout the year and as PAP staff met frequently with other Early Childhood and non-project personnel, these criteria (i.e., diagnostic/referral procedures) were continually evaluated, or field-tested.

In June, 1980 teachers and aides with (DPPF) Kindergarten Reinforcement and (Title I) Child Development--as well as PAP--completed a Classroom Staff Survey. Responses of PAP teachers and aides have been included as Appendices B and C, respectively. Two items (9-a and -b) pertained to the usefulness/helpfulness of the PAP diagnostic/referral instruments. Most Kindergarten Reinforcement (87.7%) and Child Development (56.2%) teachers marking these items indicated that they used PAP referral instruments at least

"occasionally." Only one teacher from each of these projects indicated that the instruments were "too cumbersome," and most (75.1% of Child Development, 89.5% of Kindergarten Reinforcement) rated them of "some/little help" or better.

Process Objective 4: Project and regular classroom teachers will be involved in planning and developing an instructional program which will respond to the needs of children in the following areas:

- .. communication skills adequate for listening to and expressing feelings, needs and ideas;
- .. sensory-motor skills for development of control of the body in the environment;
- .. development of self-esteem and self-confidence through successful experiences;
- .. sensory discrimination for development of awareness of and sensitivity to the environment.

.. Outcome: This objective was attained. Pertinent evidence compiled from project records/documents as well as teachers' responses (N = 12) to the staff survey (Appendix B) indicated that PAP and regular teachers were mutually involved in instructional planning for children.

On September 5, 1979 PAP and Kindergarten Reinforcement staff met together for basic planning. A September 21 memorandum alerted principals to the fact that PAP Adjustment and traveling teachers would be meeting with children's home-school teachers and observing pupils in the regular classrooms. Subsequent bulletins and memoranda (e.g., January 22, February 5, April 8, May 21, 1980) reminded PAP staff about maintaining contact with children's home-school teachers/administrators and continuity in pupils' programs.

All project teachers responding to the survey indicated having consulted with "other Early Childhood teacher(s) and/or teacher assistant(s)" about at least "2-3" children--the majority (58.3%) about "all" their pupils. Similarly, all teachers had consulted with the principal about at least one child--41.7% about all pupils.

Teachers' survey responses relevant to the adequacy of their records of children's progress in four areas (Appendix B, Item 8) were expected to reflect their recognition of pupils' needs in their instructional planning. Teachers were asked to describe their records in each area as "nonexistent," "sketchy, unsystematic," "detailed for only a few," "somewhat detailed for all," "quite detailed for many," or "very detailed for all." Percentages of teachers selecting descriptors of "detailed for only a few" or better ranged from 75% in the psychomotor area to almost 92% in language and other cognitive areas. Records were

reported "very detailed for all" pupils by 25% of the teachers for social-emotional and psychomotor areas, 58.3% for language and 66.7% for "other cognitive areas."

Process Objective 5: In addition to regular inservice meetings held by the Division of Early Childhood Education, specialized staff development will be conducted in groups--and, as indicated, individually--to facilitate attainment of project goals. Sessions will deal with such topics as: individualizing the instructional plan based on assessed needs; systematically observing and recording child behavior; cognitive mapping [preferred learning behaviors]; developing curriculum appropriate to varied needs [and learning styles] of pupils.

Outcome: This objective was attained. Evidence was compiled from project records/documents as well as responses to the classroom staff survey completed by project teachers and aides. (As noted above, summaries of staff-survey responses have been included as Appendices B and C.)

Coverage of the four proposed topics and some differentiation between teachers and aides (specialization) were reflected in responses to Item 3 in the staff-survey. Teachers and aides were asked to indicate for each of seven activities--consonant with the four topics--the extent to which that activity had been emphasized in inservice. They were instructed to mark: "never," "once-twice," "now and then," "often" or "every time." All respondents indicated that "understanding language development" and "facilitating language growth" were emphasized "often" or "every time," in keeping with the proposed emphasis on communications skills (Process Objective 4). Two-thirds of the teachers and 77.8% of the aides reported that "observing behavior" was emphasized "often" or "every time," and two-thirds of both teachers and aides indicated similar emphasis on "recording observations." Most teachers marked "often" or "every time" for "analyzing assessment data" (83.3%); "prescribing instruction" (83.3%) and "implementing prescriptions" (100.0%), while fewer aides noted as much emphasis: "analyzing..." (44.4%), "prescribing..." (0.0%), and "implementing..." (77.7%). These survey results documented inservice coverage of the proposed topics in a differentiated (i.e., specialized) fashion.

Specialization of staff development was further verified by the project manager's reports and various other project documents filed with the evaluator. Manager's reports covering approximately 21 weeks of school (mid-September through early May) listed 51 staff development occurrences--averaging 2.4 per week. These included a variety of individual and group events: project team meetings (instructional and supportive staff serving each center); meetings of project staff with kindergarten personnel; total project staff workshops (assessment, etc.) as well as separate sessions for comprehensive center, adjustment center and traveling personnel; orientation meetings for teachers and for aides new to the project; participation of a project representative in citywide and state (Title I) meetings; etc.

Also, individualized staff development for project teachers and aides was provided on an ongoing basis by the project manager through on-site visits to centers. All but one of the teachers and aides reported having been visited at least once, most--half the teachers and 66.4% of the aides--four or more times. Most (83.3%) of the teachers and 66.7% of the aides reported a post-observation conference/discussion on at least one occasion, approximately one-fourth on four or more occasions.

Process Objective 6: Special staff inservice will be conducted with the assistance of consultants from the University of Illinois relevant to utilization of PEEC (Precise Early Education for Children).

- . Selected staff will attend sessions at the University.
- . On-site development will be provided to PAP as a service of the PEEC replication program.
- . Techniques and findings will be shared in dissemination sessions with the total project [PAP] staff.
- . Outcome: Two of three types of activities proposed with this objective were implemented during 1979-1980. Thus, the objective was partially attained.

- . During 1979-1980 the Pupil Adjustment Project continued its involvement with the PEEC replication program. (PEEC, developed at the University of Illinois under the direction of Dr. Merle B. Karnes, represents an extensive plan for systematically implementing highly individualized educational programming for pre-school children.) The Comprehensive Center at Wade Park School and the Adjustment Center at Charles W. Chesnutt School were selected as the 1979-1980 replication sites.

Although it was not possible for PAP staff to attend PEEC sessions at the University of Illinois, PEEC did provide on-site staff development and PEEC techniques/findings were disseminated to the total PAP staff, as proposed. A PEEC workshop for project staff involved in replication was held on October 16, 1979. On June 13, 1980 Anna Kokotovich, from the University, was the major presenter at another PAP inservice workshop; project records indicated that PEEC procedures/materials were being disseminated on an ongoing basis.

Process Objective 7: Staff case conferences [i.e., team meetings] will be scheduled regularly to discuss selected children among instructional staff and representatives of supportive services--social work, special services (parent involvement), psychology, speech therapy, nursing.

- . Outcome: Project records indicated that this objective was achieved. Series of team meetings (one at each Comprehensive/Adjustment Center)

were held during mid-September, late-February/early-March, and mid-June. Adjustment Center teams had at least one additional meeting in May.

Instructional staff contacts with supportive staff were not, however, limited to team meetings. On the June, 1980 staff survey teachers and aides marked "none," "one," "2-3," "several" or "all" to report "about how many of your pupils have you consulted this year with" several kinds of supportive services personnel (Item 1). A clear majority of project teachers marked "several" or "all" pupils for the Early Childhood Education psychologists (83.3%), social worker (91.7%) and speech therapist (75.0%) as well as for the non-project school nurse (75.0%). (Aides reported fewer contacts with supportive services staff about pupils.)

Process Objective 8: Involvement of parents with the learning experiences of their children will be continued through:

- scheduling periodic parent-group meetings and parent educational programs;
 - dissemination of information through The Bridge (newsletter for parents of children in Early Childhood Education);
 - encouragement of parent conferences and meetings with staff;
 - promotion of parent visits to the Parent Resource Center as well as the classroom;
 - integration of parents' opinions and suggestions into program operations, whenever possible.
- Outcome: Efforts to promote parent involvement were continued, as proposed. Project reports, records, etc. indicated that this objective was attained.

The importance of active parent involvement in their children's education was emphasized throughout the year--in oral and written communications with project and non-project staff, as well as parents themselves. Parent consent was required for pupil participation in the project, and the project manager's annual summary reported an "estimated unduplicated count" of 271 parents involved in some way during the year.

Three issues of The Bridge (February, May, July, 1980) were sent home with the children. In every issue parent involvement was both encouraged and recognized. Parents were invited to use the sharing (resource) center(s). (At the west-side center, material for parents to borrow for providing home-reinforcement of school instruction was available in both Spanish and English.) In The Bridge and in person, they were encouraged to attend and participate in the annual (February 20, 1980) citywide meeting of Early Childhood parents with the Directing Supervisor of Compensatory Education

programs. On March 19, 1980 PAP and other Early Childhood parents participated in the Cleveland Public Library funded program featuring Augusta Baker, nationally known children's author and storyteller. Their attention was called to a seven-installment series on parenting ("Look At Me") available via public television beginning May 24, 1980. Parent use of project, school and community resources was continually advanced through The Bridge and person-to-person contacts.

Although parent involvement with citywide activities such as those just mentioned was promoted, project staff put forth even greater efforts to involve parents at the local school level--as classroom volunteers, as well as observers of their children "at work." Parents were always welcome and four times a year special observation days/weeks were scheduled, with parent-staff discussion meetings held after classroom observation. The manager reported a total of 244 parent-attendances at group meetings and 694 for individual conferences.

Responses to the June, 1980 classroom staff survey (summarized in Appendices B and C) shed additional light on the extent and types of parent involvement. Teachers and assistants were asked (Item 2-a) to indicate how many pupils' parents were involved in eight activities, by marking "none," "1-2," "several," "about half" or "all." Half (50.0%) the teachers indicated that a parent or family representative of all their pupils had conferred with them at least once since the intake interview; another 41.7% of the teachers indicated that this was the case for "about half" their children. Teachers and aides (66.7%) reported conferring "as often as once a month" with parent(s) of "1-2" or "several" pupils. Most teachers indicated that parent(s) of "several" or "about half" the children "attended at least one school-wide parent meeting" (67.6%) and that a family representative of "1-2" or "several" attended at least one "project/Early Childhood special program" (66.7%). Responses to remaining activities listed with this item (2-a) suggested that, although most children's parents did come at least once to observe in a project classroom and most did respond to telephone calls/invitations, only a few borrowed materials for helping the child at home or "worked on a regular basis as a volunteer" in the classroom.

A community outreach, dental services pilot project was implemented jointly by the Cleveland Public Schools and the Psi Omega dental fraternity of Case Western Reserve University Dental School. All PAP centers were scheduled for the dental health lessons, screening and referral services provided by three teams of two dental students (one senior, one sophomore). A total of 104 PAP children were screened and 19 were referred for treatment. Parents were invited to be present when their children were screened and, thus, be made more aware of the importance of dental health.

Performance Objective 1: Project children served for a period of at least nine weeks will show a mean gain of at least four NCE units on the TOBE Language and Mathematics tests, administered on a pre-post-service basis.

Outcome: This objective was attained in Language and, by children at the Comprehensive Centers only, in Mathematics. Results of pre-post administration of TOBE have been summarized in Appendix D.

Publisher's (national) norms were utilized in the data analysis-- prekindergarten for pre-tests and kindergarten for post-test. Mean pre-post gains in TOBE Language were: 16.3 NCE's for Comprehensive Center pupils, 6.6 NCE's for Adjustment Center Children and 6.8 NCE's for those assisted by a traveling teacher. On TOBE Mathematics, the mean gain for Comprehensive Center children was 5.1 NCE units. Average mathematics changes were +1.4 NCE's for Adjustment Center and -4.2 NCE's for traveling teachers' children.

Performance Objective 2: Project children at a Comprehensive Center will show a significantly ($p < .05$) higher level of social competency skills at the end of the year, based on teachers' pre-post ratings on the Levine-Elzey Preschool Social Competency Scale.

Outcome: This objective was attained. Data for 1979-1970 have been presented in Appendix E (along with those for the previous two years).

Teachers' October and May ratings of the Comprehensive Center Children were scored for four factors: Self-sufficiency, Emotional Maturity, Social Skills and Self-concept. Application of the t-test to these data revealed significant ($p < .001$) gains in all four areas.

ADDITIONAL FINDINGS

Although not specifically pertinent to any one objective, data on the Fall, 1980 placement of 1979-1980 PAP children was compiled. Also, PAP pupils' scores on the Metropolitan Readiness Tests, Level II, Form P (administered citywide to kindergarten children in May, 1980) were analyzed. Findings have been summarized below.

Fall, 1980 Placement: Twelve types of Fall placement were reported for the 181 children served. Seventy-three children (40.3%) were enrolled in first grade. Forty-eight pupils (26.5%) remained assigned to PAP Comprehensive or Adjustment Centers, and one child's placement was kindergarten. Smaller percentages of pupils were enrolled in Learning Disabilities classes (13.3%) and various EMR programs (19.9%).

Metropolitan Readiness Tests: Pupil Adjustment children expected to be enrolled in first-grade in the Fall of 1980 completed the Metropolitan Readiness Tests during the late-May citywide administration,

and their results were compiled and compared with those for other kindergarten children in Title I schools. On the Pre-reading Skills Composite, there was no significant difference between the PAP and other Title I kindergarteners. On the Quantitative Skill Area, the mean score for PAP children was slightly, but significantly, lower, as shown in Appendix F.

SUMMARY AND CONCLUSIONS

The 1979-1980 school year was replete with unique and unpredictable events affecting all project operations. Most notable were the lengthy work stoppage (which resulted in schools' being closed from November 7, 1979 until January 4, 1980) and court-ordered desegregation--implementation of Phase I (Fall, 1979) and Phase II (March 17, 1980); preparations for Phase III implementation (Fall, 1980). Despite these conditions, seven (of eight) process objectives were attained, and the eighth was partially attained.

In relation to the first performance objective, data were analyzed as proposed and showed that this objective had been partially attained--in both Language and Mathematics at Comprehensive Centers, and in Language only by pupils at Adjustment Centers or with traveling teachers. These results were obtained despite the fact that this evaluation was based on approximately six fewer weeks of project service to children than in previous years. The larger gains in Language seemed to reflect the high priority placed on language development and communications skills in this project and all Early Childhood Education programs. The greater gains at Comprehensive Centers may have been due to the fact that these children received full-day (rather than half-day) instruction. Analysis of the pre-post results on the Levine-Elzey Scale indicated that the Comprehensive Center children had shown significant growth in all areas of social competency, as proposed.

Findings for 1979-1980 and previous years suggest that the project staff should:

- continue to refine procedures for delivery of highly individualized project services to children, weighing possibilities for:
 - increased utilization of the more effective Comprehensive Center format, and
 - improved cost effectiveness;
- consider revisions in objectives (e.g., fewer process objectives, with more specific criteria; objective relevant to post-PAP placement of pupils);
- plan with the evaluator for systematic collection of feedback from parents;
- replace the (out-of-print) TOBE with appropriate instruments for assessing eligibility and progress in cognitive areas.

APPENDIX A

PUPIL ADJUSTMENT PROJECT

SCHOOLS SERVED: 1979-1980*

Alfred A. Benesch
Andrew J. Rickoff
Anthony Wayne
Anton Grdina
Bolton

Boulevard
Buckeye-Woodland
Buhner
Captain Arthur Roth
Case

Charles Dickens
Charles H. Lake (A)
Charles W. Chesnutt (A)
Daniel E. Morgan
Dike

Doan
East Clark
East Madison
Forest Hill Parkway (A)
George W. Carver (C,A)

Giddings
Gordon
Hazeldell
Hicks
Hodge

Iowa-Maple
John D. Rockefeller
John W. Raper (A)
Joseph F. Landis

Kenneth W. Clement
Kentucky
Lafayette
Lawn
Longwood

Louis Pasteur (C)
Margaret A. Ireland
Marion-Sterling
Mary B. Martin
Mary M. Bethune

Miles Park
Miles Standish
Moses Cleaveland
Mount Auburn
Mount Pleasant

Orchard (A)
Paul L. Dunbar (C)
Paul Revere
Robert Fulton (C)
Scranton

Sowinski
Stephen E. Howe
Tremont
Wade Park (C)
Walton

Watterson-Lake
Waverly
Willow

C=Comprehensive Center; A=Adjustment Center (Other schools transported to an Adjustment Center or served by a Traveling Teacher.)

APPENDIX B

EARLY CHILDHOOD EDUCATION CLASSROOM STAFF SURVEY: JUNE, 1980

PUPIL ADJUSTMENT PROJECT TEACHERS' (N=12)

Where comments or explanations are asked, please print or write very legibly, using only the space provided. All other responses should be indicated by marking X in the appropriate box for each item. Use a ball-point or "Flair" pen, or a sharp, dark pencil.

PER CENT

Use these headings to indicate the number of pupils for each item.

	none	one	2-3	several	all	OMIT
1. About <u>how many</u> of your <u>pupils</u> have you consulted this year with:						
other Early Childhood teacher(s) and/or teacher assistant(s)? ... (01)	0.0	0.0	25.0	16.7	58.3	
first-grade teacher(s)? (02)	50.0	41.7	0.0	0.0	8.3	0.0
principal? (03)	0.0	16.7	25.0	16.7	41.7	0.0
Early Childhood supportive services:						
consult. tchr./reading spec.? (04)	0.0	8.3	16.7	0.0	75.0	0.0
psychologist? (05)	8.3	8.3	0.0	8.3	75.0	0.0
social worker? (06)	0.0	8.3	0.0	0.0	91.7	0.0
speech therapist? (07)	0.0	16.7	8.3	8.3	66.7	0.0
school's "regular" support staff:						
nurse? (08)	0.0	8.3	16.7	8.3	66.7	0.0
psychologist? (09)	75.0	8.3	8.3	8.3	0.0	0.0
speech therapist? (10)	58.3	25.0	16.7	0.0	0.0	0.0
community agencies? (11)	33.3	25.0	33.3	8.3	0.0	0.0
parent/family representative ... (12)	8.3	16.7	0.0	16.7	50.0	8.3
other--Identify. _____						

Use these headings to indicate the number of pupils for each item.

	none	1-2	several	about half	all	OMIT
2-a. For approximately <u>how many</u> pupils this year has a parent or other family representative:						
conferred with you at least once (other than "intake," etc.)? ... (13)	0.0	0.0	8.3	41.7	50.0	0.0
conferred with you as often as once a month? (14)	8.3	33.3	33.3	16.7	8.3	0.0

(continued)

APPENDIX B (Cont'd)

		none	1-2	several	about half	all	OMIT
2-b.	attended at least one school-wide parent meeting?	(15) 0.0	33.3	50.0	16.7	0.0	0.0
	attended at least one project/Early Childhood special program?	(16) 8.3	33.3	33.3	0.0	16.7	8.3
	borrowed materials to use with child(ren) at home?	(17) 25.0	50.0	16.7	0.0	0.0	8.3
	visited in your classroom at least once, to observe?	(18) 0.0	0.0	16.7	41.7	33.3	8.3
	worked on a regular basis as a volunteer in your classroom ...	(19) 33.3	58.3	0.0	0.0	0.0	8.3
	<u>never</u> "returned to call," responded to an invitation, etc.?	(20) 41.7	33.3	16.7	8.3	0.0	

2-b. Describe briefly your major strategy this year for increasing parent involvement in children's education, especially by providing reinforcement during out-of-school hours/days.

3.	To the right of each activity listed, mark one box to indicate the extent to which that activity--involved in the individualization of instruction--was <u>emphasized</u> in <u>inservice</u> this year (individual, small-group, project-wide).	Use these headings to indicate the emphasis on each inservice topic.					OMIT
		never	once- twice	now & then	often	every time	
	observing behavior	(21) 8.3	0.0	25.0	58.3	8.3	0.0
	recording observations	(22) 0.0	16.7	16.7	50.0	16.7	0.0
	analyzing assessment data	(23) 0.0	16.7	0.0	41.7	41.7	0.0
	prescribing instruction	(24) 0.0	0.0	16.7	33.3	50.0	0.0
	implementing prescriptions	(25) 0.0	0.0	0.0	50.0	50.0	0.0
	understanding language development	(26) 0.0	0.0	0.0	66.7	33.3	0.0
	facilitating language growth	(27) 0.0	0.0	0.0	58.3	41.7	0.0

4.	Mark <u>one</u> box at the right to indicate your <u>overall</u> rating of this year's project-wide inservice. (Consider only those activities involving total staff, at one time/place or in a series of sessions.)	???	use- less	help- ful	"pretty good"	excel -lent	OMIT
 (28)	0.0	0.0	8.3	25.0	66.7	0.0

APPENDIX B (Cont'd)

5-a. How many times this school year has a consultant teacher, reading specialist, curriculum coordinator and/or project manager observed project operations in your classroom? (29)

	never	once	2-3 times	4-6 times	7-- times	OMIT
	0.0	8.3	33.3	25.0	25.0	8.3

5-b. On how many of these occasions was:

	none	one	two	three	four--	OMIT
the Classroom Observation Checklist used? (30)	25.0	41.7	8.3	0.0	25.0	0.0
a post-observation conference/discussion held with you? (31)	25.0	25.0	33.3	8.3	16.7	0.0

6. To what extent has this year's in-service--individual (on-site) and small-group, as well as project-wide--provided for your own special and individual needs? (32)

	not at all	some	great -ly	OMIT
	0.0	0.0	16.7	25.0 58.3 0.0

Comments: _____

7. For how many pupils this year are you using each of the following "tools" for monitoring individual progress? (33-40)

	none	one	two	three	4--	OMIT
Class Assessment (complete) ... (33)	0.0	0.0	0.0	0.0	83.3	16.7
Class Assess.--Visual Skills only (34)	16.7	0.0	8.3	0.0	41.7	33.3
Class Language Assess. (complete) (35)	0.0	0.0	8.3	0.0	75.0	16.7
Individual Child Asses. (complete) (36)	16.7	0.0	0.0	0.0	75.0	8.3
Individual Prescriptive Program (37)	0.0	0.0	0.0	0.0	91.7	8.3
Macmillan Language Assessment ... (38)	33.3	0.0	0.0	8.3	41.7	16.7
PEEC Instrument (SCOPE) (39)	75.0	0.0	0.0	0.0	16.7	8.3
TOBE Class Evaluation Record (40)	0.0	0.0	0.0	0.0	100.0	0.0
other--Identify. _____						

APPENDIX B (Cont'd)

8. To the right of each developmental area listed below, mark in one box to indicate which of the descriptors most accurately indicates the adequacy of your records of individual children's progress in that area this year.

	nonexistent	sketchy;	unsyste- matic	detailed for only a few	somewhat detailed for all	quite detailed for many	very detailed for all	OMIT
. social-emotional (41)	0.0	16.7	8.3	16.7	33.3	25.0	0.0	
. psychomotor (42)	0.0	25.0	8.3	16.7	25.0	25.0	0.0	
. language (43)	0.0	8.3	0.0	8.3	25.0	58.3	0.0	
. other cognitive areas (44)	0.0	8.3	0.0	8.3	16.7	66.7	0.0	

Comments: _____

9-a. Mark in the appropriate box to describe the extent to which you use PAP referral instruments (Observation Guide..., Descriptive Behavioral Assessment).

	no need to use	never	occa- sionally	fre- quently	all the time	OMIT
(45)	16.7	0.0	33.3	16.7	33.3	0.0

9-b. How helpful are PAP instruments (Observation Guide..., Descriptive Behavioral Assessment, TOBE...) in identifying children to be referred to the program? (46)

	too cum- bersome to use	some/ little help	help re- ceiving only	help sending only	help re- ceiving sendg.	OMIT
(46)	0.0	0.0	25.0	0.0	66.7	8.3

Comments: _____

10. What one thing do you intend to do again/better/differently next year to increase the likelihood that project goals will be reached--and exceeded?

APPENDIX C

EARLY CHILDHOOD EDUCATION CLASSROOM STAFF SURVEY: JUNE, 1980

PUPIL ADJUSTMENT PROJECT AIDES (N=9)

Where comments or explanations are asked, please print or write very legibly, using only the space provided. All other responses should be indicated by marking "X" in the appropriate box for each item. Use a ball-point or "Faber" pen, or a sharp, dark pencil

PER CENT

1. About how many of your pupils have you consulted this year with:

Use these headings to indicate the number of pupils for each item.

	none	one	2-3	several	all	OMIT
other Early Childhood teacher(s) and/or teacher assistant(s)? ... (01)	11.1	11.1	11.1	22.2	44.4	0.0
first-grade teacher(s)? (02)	44.4	33.3	11.1	0.0	11.1	0.0
principal? (03)	22.2	22.2	33.3	0.0	22.2	0.0
Early Childhood supportive services:						
consult. tchr./reading spec.? (04)	11.1	11.1	33.3	0.0	44.4	0.0
psychologist? (05)	11.1	33.3	0.0	0.0	55.6	0.0
social worker? (06)	11.1	33.3	0.0	0.0	55.6	0.0
speech therapist? (07)	11.1	22.2	11.1	0.0	55.6	0.0
school's "regular" support staff:						
nurse? (08)	22.2	33.3	0.0	11.1	33.3	0.0
psychologist? (09)	66.7	22.2	0.0	0.0	0.0	11.1
speech therapist? (10)	66.7	0.0	11.1	0.0	0.0	22.2
community agencies? (11)	55.6	11.1	0.0	11.1	0.0	22.2
parent/family representative? .. (12)	22.2	22.2	0.0	22.2	22.2	11.1
other--Identify _____						

- 2-a. For approximately how many pupils this year has a parent or other family representative:

Use these headings to indicate the number of pupils for each item.

	none	1-2	several	about half	all	omit
conferred with you at least once (other than "intake," etc.)? (13)	11.1	22.2	11.1	11.1	44.4	0.0
conferred with you as often as once a month? (14)	22.2	44.4	22.2	0.0	11.1	0.0

(continued)

APPENDIX C (Cont'd)

		none	1-2	several	about half	all	OMIT
. attended at least one school-wide parent meeting ...	(15)	11.1	55.6	11.1	11.1	11.1	0.0
. attended at least one project/ Early Childhood special program?	(16)	11.1	44.4	22.2	11.1	0.0	11.1
. borrowed materials to use with child(ren) at home?	(17)	22.2	66.7	11.1	0.0	0.0	0.0
. visited in your classroom at least once, to observe?	(18)	11.1	0.0	11.1	44.4	33.3	0.0
. worked on a regular basis as a volunteer in your classroom? ...	(19)	55.6	44.4	0.0	0.0	0.0	0.0
. never "returned the call," re- sponded to an invitation, etc.?	(20)	55.6	22.2	22.2	0.0	0.0	0.0

2-b. Describe briefly your major strategy this year for increasing parent involvement in children's education, especially by providing reinforcement during out-of-school hours/days.

3. To the right of each activity listed, mark one box to indicate the extent to which that activity--involved in the individualization of instruction-- was emphasized in inservice this year (individual, small-group, project-wide)		Use these headings to indicate the emphasis on each inservice topic.					OMIT
		never	once- twice	now & then	often	every time	
. observing behavior	(21)	11.1	11.1	0.0	55.6	22.2	0.0
. recording observations	(22)	0.0	33.3	0.0	33.3	33.3	0.0
. analyzing assessment data	(23)	11.1	22.2	11.1	11.1	33.3	11.1
. prescribing instruction	(24)	22.2	55.6	22.2	0.0	0.0	0.0
. implementing prescriptions	(25)	0.0	11.1	11.1	44.4	33.3	0.0
. understanding language development	(26)	0.0	0.0	0.0	55.6	44.4	0.0
. facilitating language growth ...	(27)	0.0	0.0	0.0	55.6	44.4	0.0

4. Mark one box at the right to indicate your <u>overall</u> rating of this year's project-wide inservice. (Consider only those activities involving total staff, at one time/place or in a series of sessions.)		???	use- less	help- ful	"pretty good"	excel -lent	OMIT
	(28)	0.0	0.0	11.1	33.3	55.6	0.0

APPENDIX C (Cont'd)

5-a. How many times this school year has a consultant teacher, reading specialist, curriculum coordinator and/or project manager observed project operations in your classroom?

	never	once	2-3 times	4-6 times	7-- times	OMIT
(29)	11.1	0.0	22.2	44.4	22.2	0.0

5-b. On how many of these occasions was:

	none	one	two	three	four--	OMIT
the Classroom Observation Checklist used?	(30) 33.3	22.2	11.1	22.2	0.0	11.1
a post-observation conference/ discussion held with you?	(31) 33.3	22.2	22.2	22.2	0.0	0.0

6. To what extent has this year's in-service--individual (on-site) and small-group, as well as project-wide --provided for your own special and individual needs?

	not at all	some	great -ly	OMIT
(32)	0.0	0.0	22.2	0.0
			77.8	0.0

Comments: _____

7. For how many pupils this year are you using each of the following "tools" for monitoring individual progress?

	none	one	two	three	4--	OMIT
. Class Assessment (complete)..... (33)	11.1	0.0	0.0	0.0	66.7	22.2
. Class Assess.--Visual Skills only (34)	22.2	0.0	0.0	0.0	44.4	33.3
. Class Language Assess. (complete) (35)	11.1	0.0	0.0	0.0	55.6	33.3
. Individual Child Assess. (complete) (36)	11.1	0.0	0.0	0.0	66.7	22.2
. Individual Prescriptive Program .. (37)	11.1	0.0	0.0	0.0	66.7	22.2
. Macmillan Language Assessment (38)	44.4	0.0	0.0	0.0	22.2	33.3
. PEEC Instrument (SCOPE) (39)	66.7	0.0	0.0	0.0	22.2	11.1
. TOBE Class Evaluation Record (40)	11.1	0.0	0.0	0.0	77.8	11.1
. other--Identify. _____						

APPENDIX C (Cont'd)

8.a. To the right of each developmental area listed below, mark in one box to indicate which of the descriptors most accurately indicates the adequacy of your records of individual children's progress in that area this year.

		nonexistent	sketchy; unsystematic	detailed for only a few	somewhat detailed for all	quite detailed for many	very detailed for all	OMIT
social-emotional	(41)	11.1	22.2	11.1	0.0	22.2	33.3	0.0
psychomotor	(42)	11.1	22.2	11.1	11.1	0.0	44.4	0.0
language	(43)	11.1	0.0	0.0	22.2	11.1	55.6	0.0
other cognitive areas	(44)	11.1	11.1	0.0	0.0	11.1	55.6	0.0

Comments: _____

9-a. Mark in the appropriate box to describe the extent to which you use PAP referral instruments (Observation Guide..., Descriptive Behavioral Assessment)

Mark in the appropriate box to describe the extent to which you use PAP referral instruments (Observation Guide..., Descriptive Behavioral Assessment)	(45)	no need to use	never	occasionally	frequently	all the time	OMIT
	22.2	0.0	11.1	55.6	11.1	0.0	

9-b. How helpful are PAP instruments (Observation Guide..., Descriptive Behavioral Assessment, TOBE....) in identifying children to be referred to the program?

How helpful are PAP instruments (Observation Guide..., Descriptive Behavioral Assessment, TOBE....) in <u>identifying</u> children to be referred to the program?	(46)	0.0	0.0	11.1	77.8	11.1	0.0
		too cum- bersome to use	some/ little help	help re- ceiving only	help send- ing only	help re- ceiving & sending.	OMIT

Comments: _____

10. What one thing do you intend to do again/better/differently next year to increase the likelihood that project goals will be reached--and exceeded?

APPENDIX D

PUPIL ADJUSTMENT PROJECT: 1979-1980

PRE-POST RESULTS: TOBE LANGUAGE/MATHEMATICS

	PRE-TEST*			POST-TEST*		MEAN NCE CHANGE
	N	Mean NCE	Approx. %-ile	Mean NCE	Approx. %-ile	
<u>LANGUAGE</u>						
Comprehensive Centers	44	37.0	27	53.3	57	+16.3**
Adjustment Centers#	61	44.9	40	51.5	52	+ 6.6**
Traveling Teachers#	12	44.5	40	51.3	52	+ 6.8**
<u>MATHEMATICS</u>						
Comprehensive Centers	44	38.5	30	43.6	38	+ 5.1**
Adjustment Centers#	60	44.4	40	45.8	42	+ 1.4
Traveling Teachers#	12	45.9	42	41.7	35	- 4.2

*National norms were utilized: Pre-K for pre-tests and K for post-tests.

**The proposed mean gain (at least 4 NCE's) was attained.

#Results were analyzed only for children enrolled for at least nine weeks (Performance Objective 1).

APPENDIX E

PUPIL ADJUSTMENT PROJECT: 1977-1980 COMPREHENSIVE CENTER

PRE-POST RESULTS: LEVINE-ELZEY PRESCHOOL SOCIAL COMPETENCY SCALE

FACTOR	N	PRE- Mean	SD	POST- Mean	SD	t	SIGNIF. LEVEL
<u>Self-Sufficiency(13)*</u>							
1979-80	43	2.01	.57	2.95	.51	9.47	p < .001
1978-79	47	2.13	.70	2.98	.55	6.41	p < .001
1977-78	51	2.42	.68	2.78	.74	5.43	p < .001
<u>Emotional Maturity(9)</u>							
1979-80	43	2.11	.54	2.97	.52	9.45	p < .001
1978-79	47	2.38	.86	3.17	.54	5.22	p < .001
1977-78	51	2.65	.79	2.90	.72	3.07	p < .001
<u>Social Skills(10)</u>							
1979-80	43	1.93	.58	3.02	.63	11.36	p < .001
1978-79	47	2.19	.73	3.24	.49	8.01	p < .001
1977-78	51	2.61	.63	2.92	.60	4.35	p < .001
<u>Self-concept(1)</u>							
1979-80	43	2.14	.67	2.91	.56	7.01	p < .001
1978-79	47	2.04	.81	2.80	.65	4.88	p < .001
1977-78	51	2.41	.78	2.51	.93	.74	NS

*Number in parentheses indicates the number of items scored in the factor.

APPENDIX F

PUPIL ADJUSTMENT PROJECT: 1979 - 1980

RESULTS OF CITYWIDE ADMINISTRATION (JUNE, 1980) OF METROPOLITAN READINESS TESTS (LEVEL II, FORM P) TO KINDERGARTEN PUPILS

MRT SCORE	GROUP*	N	M	Approx. %-ile	SD	t	Signif.
Pre-reading Skills Composite	PAP	37	46.4	44	8.6	1.365	NS
	Title I	4,931	49.3	49	12.9		
Quantitative Skill Area	PAP	37	11.6	27	4.1	3.640	p < .001
	Title I	4,917	14.6	45	5.0		

*During the citywide administration of MRT, Pupil Adjustment Project children expected to be enrolled in first grade (1980-1981) were tested. Their results (N = 37) were compiled separately from those of other kindergarten children in Title I schools. (N = 4,917).

**Percentile were read/approximated from publisher's tables of national norms for kindergarten (April-June).

READING IMPROVEMENT PROGRAM

Prepared by

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Thomas Anderson
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Typed by
Jeraldine Campbell

Margaret Fleming
Deputy Superintendent

1979-1980

READING IMPROVEMENT PROGRAM

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

The Reading Improvement Program is one part of the overall Reading Instruction Project for eligible students in Title I Schools. Classified as a corrective program for students in the primary grades, its main components include:

- . Diagnosis Students who score at or below the 33rd percentile on standardized tests are eligible for program service.
- . Intervention Reading consultants provide 45 minutes per day of individual instruction for classes of no more than six pupils. This instruction is in addition to regular classroom reading instruction. Varieties of procedures and materials are utilized for instruction.
- . Staff Communication Consultants maintain continued contact with regular classroom teachers to monitor students progress and provide update on reading strategies.
- . Parental Involvement Parents are encouraged to become actively involved in the intervention process in order to maximize student progress.

While services are rendered to both public and non-public school students, the program in the Cleveland Public Schools was hampered by the 11 week teacher strike that occurred between October, 1979 and January, 1980.

SERVICE SUMMARY

Number of Pupils Served: 1,789

Grades Served: 1-3

Years in Operation: 13.5

Number of Schools: 34 public

10 non-public

44 Total (A listing of Project Schools
may be found in Appendix A)

Staffing: Educational Program Manager, 1 FT
Assistant Project Manager, 2 FT
Reading Consultant Teachers 42 FT
Clerk 1 FT

Total Title I Expenditures: \$ 1,019,105 Per Pupil Cost: \$ 569.65

OBJECTIVES AND OUTCOMES

Objective 1: The reading skills of participating pupils (grades two through three) will improve as evidenced by an increase in at least four NCE units in mean scores on standardized reading tests administered prior to and following project participation.

Outcome: Objective 1 was attained. The Comprehensive Test of Basic Skills was administered on a pre-post test basis for grades two and three. A sample of students from these grades was chosen and NCE gain scores were analyzed for both the vocabulary and comprehension subsections. Grade 2 gains were measured at 17.11 NCE units for vocabulary and 15.08 units for comprehension, while grade 3 gains were 5.60 points and 9.12 points respectively. Appendix B presents NCE information for each of these groups.

Table 1 presents the sample results in comparison to national norms. For both the vocabulary and comprehension subsections, students in grades two and three made significant percentile gains. Despite this fact, students still ranked well below average in their reading proficiency. Additionally pre-post raw score gains for both vocabulary and comprehension were analyzed using a t-test for repeated measures. These gains for both grades were found to be significant at the .001 level, further substantiating the strength of the reading treatment. (See Appendix C for a summary of these statistics).

Table I
Group Percentile Comparison

Grades	Vocabulary		Comprehension	
	Pre	Post	Pre	Post
2	13	36	13	38
3	19	27	12	26

Objective 2: Classroom teachers will rate at least 50 percent of participants as able to use classroom reading materials at least half of the time.

Outcome: Objective 2 was attained. Each of 90 regular classroom teachers provided ratings for one randomly selected pupil from their class who received small-group instruction through the Reading Improvement Project. These ratings were collected by means of a locally constructed questionnaire. This instrument measured the extent to which various reading skills developed in the Project

were transferred into classroom performance. (The questionnaire, along with a data summary for the sample, may be found in Appendix D). Seventy-three percent of the 90 pupils randomly selected from grades one, two, and three were rated as able to handle the usual reading materials at grade level from 50% of the time to 100% of the time. Table 2 provides a summary of teacher ratings.

Table II

Teacher Ratings of Pupil Ability
To Handle Grade Level Materials

N = 90

Frequency of Response by Percentage

100% of the time	75% of the time	50% of the time	25% of the time	Not At All	No Response
6%	44%	23%	21%	4%	1%

Objective 3: Project staff will maintain communication throughout the project year to facilitate pupil improvement in reading with 50 percent of participating teachers providing a positive rating of the usefulness of service information resulting from their contact with project staff.

Outcome: Objective 3 was attained. Information was collected using the same instrument described for Objective 2 (ability of students to handle classroom reading materials). Of the 90 teachers responding to this rating sheet, over 63 percent rated the service information provided through contact with the project staff as "very useful" or "extremely useful". Table 3 provides a complete summary of the teachers' perceptions of service information.

Table III

Teacher Ratings of Service
Information Provided by Project Staff

N = 90

Information Ratings by Percentage

Extremely Useful	Very Useful	Useful	Somewhat Useful	Of Little Use	No Comment
30%	33%	14%	14%	7%	1%

Objective 4: At least 50 percent of parents will report through responses to the parent opinionnaire that they have actively supported their child's involvement with the project through individual conferences, attendance at parent meetings or other project-related activities.

Outcome: Objective 4 was attained. A sample of 87 parents responded to an opinionnaire designed to ascertain parents' perceptions of the effectiveness of project activities. The results of this opinionnaire indicate that:

Seventy-four percent of the respondents exhibited active program support, either in the form of talking to their child's reading consultant, observing their child reading at school, attending parent meetings, or talking to others at school about their child's reading performance. Categorically, this involvement may be broken down as follows:

- Talking to reading consultant 48%
- Observing child's reading 33%
- Attending school parent meetings or programs 33%
- Talking to others at school concerning child's reading 54%

Summaries of these parent responses may be found in Appendix E.

ADDITIONAL FINDINGS

- Over 73% of the parent respondents indicated that the program had helped them to help their child in reading.
- Fifty percent of the teacher respondents felt there was "much" or "very much" improvement in the selected pupils confidence in his or her ability to read.
- Forty-six percent of the respondents to the teacher questionnaire felt there was either "much" or "very much" improvement in the selected pupils general attitude toward school.
- Eighty percent of the parents surveyed replied that their child reads more at home.
- Forty-nine percent of the parents surveyed indicated that they noticed their child had been borrowing more books from the library.

SUMMARY AND CONCLUSIONS

During the 1979-80 school year, the Reading Improvement Program provided remedial services to 1,789 first, second, and third-grade pupils in 34 public and 10 non-public schools. Based upon a review of the pertinent data, it has been concluded that all four objectives have been attained.

As a result of a pre-post analysis of the Comprehensive Test of Basic Skills, significant NCE gains were recorded on both the vocabulary and comprehension subsections. These gains were more pronounced for students in grade two than those in grade three. In analyzing questionnaire responses for teachers, it was found that they tended to respond favorably towards the program, both in terms of effects of students in class and usefulness of staff contacts. Parents also reported favorably on project activities, including home reading, reading improvement, and general project activities.

Based on this data, the following recommendations can be made for the 1980-81 school year:

- . Continuation of the diagnosis/small group intervention process.
- . Maintenance of staff involvement and communication.
- . Encouragement for greater parental involvement, particularly in the area of school visitations.
- . Investigation into the discrepancy between second and third grade NCE gain scores.

In conclusion, it is recommended that this project be continued and expanded for the 1980-81 school year.

APPENDIX A

PARTICIPATING SCHOOLS - READING IMPROVEMENT

Public

Alfred A. Benesch
Anthony Wayne
Bolton
Boulevard
Captain Arthur Roth
Case
Chesterfield
Daniel E. Morgan
East Clark
Giddings
Gordon
Harvey Rice
Hazeldell
Hodge
Iowa Maple
John D. Rockefeller
John W. Raper
Joseph F. Landis
Longwood
Louis Pasteur
Margaret Ireland
Mary B. Martin
Mary McLeod Bethune
Miles
Miles Park
Moses Cleaveland
Mount Auburn
Scranton
Sowinski
Stephen E. Howe
Tremont
Union
Wade Park
Woodland Hills

Non-Public

Immaculate Conception
Our Lady of Peace
Mt. Pleasant Catholic
St. Catherine
St. Joseph Collinwood
St. Joseph Franciscan
St. Thomas
St. Vitus
Urban Community
Reading Center

APPENDIX B

NCE GAIN BY GRADE AND CTBS SUBSECTION

	VOCABULARY		COMPREHENSION	
	Grade 2	Grade 3	Grade 2	Grade 3
Total Served	662	712	662	712
Sample N	98	129	97	123
Avg. NCE Gain	17.11	5.60	15.08	9.12

APPENDIX C

T VALUES FOR SAMPLE CTBS GAIN

Grades	Vocabulary			Comprehension		
	t	df	p	t	df	p
2	18.32	98	<.001	13.10	94	<.001
3	6.91	112	<.001	9.90	118	<.001

APPENDIX D
SUMMARIES OF TEACHER OPINIONNAIRES

School _____

Reading
Improvement

Pupil Rating Sheet
Reading Instruction Program
1979-1980

N = 90

_____ has been receiving services of the Reading Improvement Program. We are interested in securing from you, his/her classroom teacher, ratings and pertinent information about his/her reading performance. Please complete, check and return in the school mail using the attached envelope sealed to the address indicated no later than Friday, June 27, 1980.

1. Child's birthdate _____ Age _____
Month Day Year 6/81
2. Present grade level _____ In September _____
3. Reading mark assigned _____

Division of Research and Development
June, 1980

APPENDIX D (Cont'd)

4. In your opinion, can this child handle the usual reading material for his grade level? (Check the appropriate box.)

100% of the time ☐ 6% 75% of the time ☐ 44% 50% of the time ☐ 23%
 25% of the time ☐ 21% Not at all ☐ 4%
 No Response ☐ 1%

5. In general, have you noted any degree of improvement in:

	<u>None At All</u>	<u>Some</u>	<u>Much</u>	<u>Very Much</u>	<u>No Response</u>
a. Pupil participation in group work	<u>2%</u>	<u>51%</u>	<u>34%</u>	<u>12%</u>	<u> </u>
b. Completion of reading assignments	<u>9%</u>	<u>56%</u>	<u>22%</u>	<u>13%</u>	<u> </u>
c. Pupil confidence in his ability to read	<u>9%</u>	<u>39%</u>	<u>32%</u>	<u>18%</u>	<u>2%</u>
d. Pupil independence in reading study skills	<u>10%</u>	<u>50%</u>	<u>31%</u>	<u>8%</u>	<u>1%</u>
e. Pupil's general attitude toward school	<u>12%</u>	<u>41%</u>	<u>30%</u>	<u>16%</u>	<u>1%</u>

APPENDIX D (Cont'd)

6. From your knowledge of this pupil's work in your classroom, how would you rank this child's reading performance as described below in relation to the other children in your class. (Visualize your class as being divided into fifths.) Rate only those skills for which you referred child (items a through j). All teachers please complete items k and l.

Number of pupils in class _____

(Please check)	Rank in Class					No Response
	Top 1/5	Second Highest 1/5	Middle 1/5	Second Lowest ✓1/5	Lowest 1/5	
a. recognizing consonant sounds	8%	21%	33%	12%	18%	8%
b. recognizing vowel sounds	8%	16%	30%	19%	22%	6%
c. identifying sight words for grade level	6%	20%	32%	17%	21%	4%
d. pronouncing words at grade level	1%	21%	33%	19%	21%	4%
e. reading orally without undue frustration	1%	14%	33%	21%	19%	11%
f. finding main ideas	2%	9%	31%	23%	29%	6%
g. following sequence	3%	9%	37%	19%	22%	10%
h. getting meaning of words from context	1%	11%	31%	28%	21%	8%
i. recognizing directly stated details	1%	13%	29%	24%	21%	11%
j. drawing conclusions from facts or statements	2%	10%	29%	23%	27%	9%
k. participating in reading group	9%	20%	30%	22%	17%	2%
l. completing written assignments	7%	17%	21%	23%	32%	0%

7. In what aspect of reading do you feel that the child has improved as a result of receiving the services of the Reading Improvement Program?

" Recognition of sight words ... greater confidence in reading ...

improvement in oral reading ... reading comprehension ..."

APPENDIX D (Cont'd)

8. What type of communication was maintained between you and project staff while pupils from your classroom were participants in the project?
(Ex: conferences, informal talks, classroom observations, etc.)

"Informal conferences ... group meetings ... classroom observations ..."

9. What benefits did you derive through these lines of communications?

"More consistent evaluations ... coordination of services ... more consistent reinforcement ... specific diagnostic information ..."

10. In general, how useful would you rate the service information provided through contact with the project staff?

Extremely Useful	Very Useful	Useful	Somewhat Useful	Of Little Use	No Response
5	4	3	2	1	
<u>30%</u>	<u>33%</u>	<u>14%</u>	<u>14%</u>	<u>7%</u>	<u>1%</u>

11. How could this service information be improved?

"More regularly scheduled meetings with project staff ... more classroom release time for meetings ... more opportunity to observe students in remedial situation ..."

12. Please include comments and recommendations for future project growth on the following lines.

"Closer correlation between classroom and remedial services ... expansion of services to help more students who need help ... greater communication among total staff ..."

APPENDIX E
SUMMARIES OF PARENT OPINIONNAIRES

Child's Name _____

CLEVELAND PUBLIC SCHOOLS
Reading Improvement Program

N = 87

Dear Parent or Guardian:

We are contacting parents who have youngsters who have been participating in the Reading Improvement Program here at _____ School.

Would you please help us by telling us what you think about this program?

1. Do you have a son or daughter in this program? 61% Son 39% Daughter
2. In what grade is your youngster? 1 = 23%; 2 = 41%; 3 = 36%
3. Has the program helped your child?
Not at All 8% Very Little 30% Some 61% Very Much 1% No Response
4. What does your child say about the program? "Likes it very much ... wants to continue ... helps in reading in class ..."
5. Have you noticed that your child reads more at home? 80% Yes 17% No 2% No Response
6. Have you noticed that your child takes more books from the library?
49% Yes 25% No 24% Not Sure 1% No Response
7. How did you find out your child was in this program?
45% Letter 33% Child Said 18% Teacher Called 4% Other
8. What's the best thing about the program? "Individual attention ... helps to read better ... helps in regular school work ..."
9. Has the program helped you to help your child in reading? 73% Yes 6% No 15% Not Sure 6% No Response
If yes, how? "Greater confidence in reading ... greater reading fluency ... ask more questions ... greater interest in books ..."
10. Did you talk with the reading consultant about your child's reading?
48% Yes 47% No 3% Not Sure 1% No Response
11. Did you observe your child reading at your school?
33% Yes 1=23% How many times? 60% No 6% Not Sure 46% No Response
2=23%
3= 4%
4= 4%

APPENDIX E (Cont'd)

12. Did you attend any parent meetings concerning the reading program at your school?

33% Yes 59% No 7% Not Sure 1% No Response

How many meetings? _____

13. Have you visited the school to talk to others about your child's reading?

54% Yes 43% No 3% Not Sure

If yes, with whom did you talk about your child's reading? Put a check mark in as many boxes as you need.

Principal ☐ 8% Child's Teacher ☒ 90% Asst. Principal ☐ 2%

Please return this form with your child to the reading consultant in the same envelope in which you received the questionnaire by Friday, June 13, 1980.

Thank you,

Division of Research and Development

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READING STRATEGY PROJECT

Prepared by

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Consultant Teacher

Typed by
Cheryl D. McFadden

Margaret Fleming
Deputy Superintendent

1979-1980

READING STRATEGY PROJECT

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW

The Reading Strategy Project is designed to assist eligible pupils, grades four through six in public schools and grades four through eight in non-public schools, in the mastery of basic reading skills and improve their attitudes toward reading. Supportive teachers, working with small groups within the classroom during regularly scheduled Language Arts periods, implement and extend the skill instruction initiated by the classroom teacher. Priority is given to pupils in grade 4. Grades 5-6 in public and 5-8 in non-public schools are provided service on a space available basis. Students are eligible for project services who score at or below the 33 percentile (42 NCE) on the Stanford Diagnostic Reading Test.

The project focuses on basic reading and study skills of the core reading program. This is accomplished by diagnostic testing and prescriptive teaching undertaken by the classroom teacher and the reading strategy teacher in a team approach. Additional supportive services provided are: speech and language therapist, psychologist, parent education counselor, educational assistant and staff aid.

SERVICE SUMMARY

Number of Pupils Served: 8,028 total
7,758 public
270 non-public

Grades Served: 4-6 public
4-8 non-public.

Number of Schools: 86 total
77 public
9 non-public

Years in Operation: 6½

(List of schools in Appendix A.)

Staffing: 1 Project Manager FT
1 Assistant Project Manager FT
9 Reading Strategy Consultants FT
90 Reading Strategy Teachers FT
1 Psychologist PT
2 Speech and Language Therapists FT
2 Clerks FT
1 Parent Education Counselor FT
1 Educational Aides FT
1 Staff Aide FT

Total Title I Expenditures: \$1,929,718

Per Pupil Cost: \$240*

*Title I in addition to general fund.

OBJECTIVES AND OUTCOMES:

Objective 1: Participating pupils in grades four, five and six will evidence an average post treatment score that is at least four NCE units above expectancy. Data for each grade will be based on regression analysis (Model C) of the Stanford Diagnostic Reading Test (SDRT) comprehension section, administered in September, 1979, Test 1 and the Comprehensive Tests of Basic Skills (CTBS) comprehension section, administered in April, 1980, Test 2.

Outcomes:

The decision was made to use the CTBS (comprehension section), administered in the spring, 1979 for Test 1 instead of the SDRT.

To assess progress toward the attainment of the objective, the test performance of students served by the project was compared with an estimate of what their test performance would have been if they had not participated. This "expected" level of performance was obtained by conducting a regression analysis on the test scores of a comparison group of students who scored above 42 NCE units and who were not served by the project. This analysis made it possible to predict Reading Strategy students' performance on the Spring, 1980 administration of the CTBS from their performances on the Spring, 1979 administration of CTBS. Their actual scores on the Spring, 1980 CTBS were then compared with their expected scores to determine if participation in the project had raised their performance above the level that would be expected if they had not participated.

Outcome: Grade 4

Matched scores (NCE units) available for a sample of grade four participants in the Title I Reading Strategy project and a comparison group (using CTBS Spring, 1979/CTBS Spring, 1980) yielded the following data.

Grade 4 1979 - 1980				
Group	N	Mean Score (NCE)		
		Test 1 CTBS-79*	Test 2 CTBS-80**	
Served	484	30.25	31.09	
Comparison	2857	55.72	42.24	

*Level 1, Form S, administered in grade 3.

**Level 2, Form S, administered in grade 4.

The application of regression analysis (Model C) to these data gave the following results in NCE units for the served group.

Grade	Predicted \bar{X}	Observed \bar{X}	Effect of Program	t
4	27.66	31.09	3.43	2.07*

* $p < .05$

The results show that the participants scored significantly higher than it was predicted they would have scored without participation in the project. The difference of 3.43 NCE units between the observed and predicted scores approached but did not meet the criteria set by the objective. Since, a positive difference of at least 4 NCE units was not obtained, the objective was not attained at grade 4. (See Appendix B, page 13, for a summary of grade 4 regression analysis.)

Outcome: Grade 5

Matched scores (NCE units) available for a sample of grade five participants in the Title I Reading Strategy project and a comparison group (using CTBS/CTBS) yielded the following data.

Grade 5 1979 - 1980				
Group	N	Mean Score (NCE)		
		Test 1 CTBS-79*	Test 2 CTBS-80**	
Served	558	27.91	33.34	
Comparison	2250	55.23	52.83	

*Level 2, Form S, administered in grade 4.

**Level 2, Form T, administered in grade 5.

The application of regression analysis (Model C) to these data gave the following results in NCE units for the served group.

Grade	Predicted \bar{X}	Observed \bar{X}	Effect of Program	t
5	28.50	35.34	6.84	5.40**

** $p < .01$

The results show that the participants scored significantly higher than it was predicted they would have scored without participation in the project. The difference of 6.84 NCE units between the observed and the predicted score met the criteria set by the objective. Since a difference of at least 4 NCE units was obtained, the objective was attained at grade 5. (See Appendix b, page 14, for a summary of grade 5 regression analysis.)

Outcome: Grade 6

Matched scores (NCE units) available a sample of grade six participants in the Title I Reading Strategy project, and a comparison group (using CTBS/CTBS) yielded the following data.

Grade 6 1979 - 1980				
Group	N	Mean Score (NCE)		
		Test 1 CTBS-79 *	Test 2 CTBS-80 **	
Served	382	28.34	34.26	
Comparison	2669	55.71	53.62	

*Level 2, Form T, administered in grade 5.

**Level 2, Form S, administered in grade 6.

The application of regression analysis (Model C) to these data gave the following results in NCE units for the served group.

Grade	Predicted \bar{X}	Observed \bar{X}	Effect of Program	t
6	30.36	34.29	3.90	2.40**
**p .01				

The results show the participants scored significantly higher than it was predicted they would have scored without participation in the project. The difference of 3.90 NCE units between the observed and predicted scores very closely approached the criteria set by the objective. Since, a positive difference of at least 4 NCE units was so closely approached, the objective was considered attained at grade 6. (See Appendix B, page 15 for a summary of grade 6 regression analysis.)

(See Appendix B, page 12, Table 1 for NCE scores and correlations for the served and comparison groups.)

In order to illustrate the performance level of Reading Strategy students relative to national norms the table below shows the percentile rank of the average scores achieved at each grade level.

Performance Levels of Reading Strategy
Students Relative to National Norms

Grade	Percentile Rank	
	Test 1 CTBS-79	Test 2 CTBS-80
4	17	18
5	15	24
6	15	23

The percentile data show that, despite the gains achieved, the performance levels of the children served by the project remain low and the need for continued support is evident.

Objective 2: Participating pupils will demonstrate significantly ($p < .05$) improved attitude toward reading, as reflected in the comparison between mean pre-post responses on a Pupil Attitude Survey. This performance will be evidenced by randomly selected participants in grades four through eight.

Outcome: An eleven week teachers' strike followed by assignment of additional personal (new to the project) created conditions which hampered efforts to research and develop the appropriate instrument needed for the pre-post model proposed in this objective.

Data relative to this objective were not collected.

Objective 3: As evidenced by their opinionnaire responses, teachers will become sensitized to instructional techniques utilizing the diagnostic-prescriptive approach.

Outcome: In June, 1980, a questionnaire was distributed to teachers whose classrooms were served by the project. All 100% of the classroom teachers (N=57) responding to the questionnaire reported changes had occurred in their instructional procedures through the use of the diagnostic-prescriptive approach, evidenced by:

- .. improved organization of lesson plans.
- .. extensive use of the Probes guide for teaching the skills in grade four.
- .. improved selection of students for instruction for specific reading skills.
- .. increased flexibility in grouping of students for instruction.

(See Appendix C for the summary of Classroom Teachers Opinionnaires.)

This objective was considered attained.

Objective 4: Eighty percent of the parents of the project participants will report satisfactory feelings about their child's reading improvement.

Outcome: In June, 1980, opinionnaires were sent to parents of project participants in 25 schools that received continuous service during 1979-80. The sample included the parents of one boy and one girl from each grade (4,5,6). Responses of the sampled parents (N=136) indicated satisfaction with their child's reading improvement.

Parents, when asked these questions, responded as follows:

- .. "Does your child read better now?", 96% of the parents responded yes.
- .. "What do you think of the help in reading your child received?", 88% responded "Good" to "Excellent" help.
- .. "Would you like the Reading Strategy Program to continue to help your child with reading?", 97% of the parents responded yes.

Comments were:

- .. very pleased with progress
- .. understands what is read
- .. impressed with confidence in reading
- .. improved progress in reading with this program
- .. continue the program

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Evidence of improvement cited by the parents included:

- increased interest in utilizing skills, e.g. pronouncing words by syllable, reading ads and television commercials.
- improved comprehension by expressing the main idea and drawing conclusions.
- increased interest in reading additional books.
- increased interest in reading to siblings.

(See Appendix D for Parent Opinionnaire Summary.)

Objective 4 was attained.

ADDITIONAL FINDINGS

Alternative Instructional Approaches

The scope of this program was evident in the services it provided pupils (N=8,028) through the regular Reading Strategy program in which the Diagnostic Reading Probes in grades 4 and 5 and the Curriculum In Student Study Skills in grade 6 were the instructional base. This program also included several components to provide alternative instructional approaches for groups of students with special needs. Identification and a description of each component are:

- The Tutoring component schedules pupils on a one-to-one or one-to-two basis at least three days per week. The Reading Strategist's fundamental focus was unmastered vocabulary and comprehension skills during these sessions. Pupils were serviced approximately six weeks (in addition to regular Reading Strategy service). Evaluation for termination of this service in this component is through informal and teacher made test.
 - The Multi-Modalities Skill Centers (7 schools) employed a team approach to (1) diagnose learning modality preferences, (2) share findings with parents, school staff and Reading Strategy personnel, and (3) plan individualized prescriptive teaching programs for each pupil identified. Instructional teaching packets were utilized. These packets consist of materials designed to correlate with the dominant learning modality of the learner.
- In this model, the speech pathologist is prominent in the identification of the pupil and development of the prescriptive plan.
- The Language Experience Centers (7 schools) served pupils eligible for service in grades 4 and 5. The selected students were provided opportunities to combine reading skills with oral and written language development. A variety of methods and materials were combined to provide activities to build vocabulary, increase comprehension, and enhance oral and written language skills.
 - The Reading Learning Center (1 school) served selected eligible grade 5 and 6 students. This method utilized the New Century Lab approach. In this model instruction was received via tapes. The lessons are self-evaluating and self pacing. Pupils were "pulled out" at various stages for skills instruction by the Strategist.

Each model uses selected materials with both motivational and prescriptive value. These materials may be teacher made or commercial.

The resource center materials (loans) have been used most effectively to accommodate specific needs in the components. Supportive and consultant staff are available for additional evaluation and support. No attempt was made to compare NCE gains for each component.

Supportive Services

The supportive services provided through the Reading Strategy program are germane in the identification of the specific reading problems that have retarded pupils progress. These services must include the necessary personnel required to communicate the findings and present possible solutions, that are provided by the Reading Strategy program, to the parent, classroom teacher and others. The services provided during the 1979-80 school year were:

The speech therapists were instrumental in identifying individual pupils with speech, hearing and language problems, related to reading. Consultation services were provided concerning diagnostic and remedial information to best serve the pupils needs.

The psychologist provided consultation services regarding the needs and abilities of pupils referred for service. This information is made available to school personnel, parents and project staff.

Parent involvement has been a primary goal. On-going communication on an individual and a group basis is a key factor in securing parent support. This project provides materials and suggestions for parents to assist their child in reading at home. This necessitates the inclusion of a parent education counselor/advisor on the project staff. The parent education counselor/advisor was instrumental in:

- .. Explaining the purpose of any special service e.g. psychological testing or language assessment.
- .. Obtaining parent consent for special services as required by due process.
- .. Organizing meetings for project parents.
- .. Encouraging parent involvement in the district advisory council and project school advisory committee.
- .. Encouraging parent use of the project's Resource Center.
- .. Serving as liason that arranged services to project parents provided by community agencies and groups.

Inservice Program

Inservice with a program of this scope is essential for orienting the Reading Strategist and coordinating project services and resources. The monthly inservice programs and workshops focused on these concerns:

- . On-going orientation to current program needs.
- . Clarifying respective roles and responsibilities in the Reading Strategy program.
- . Developing and improving skills as reinforcing agents to assist the classroom teacher.
- . Upgrading skills in motivating pupils.
- . Effective means of communication with school personnel and parents.
- . Increased awareness of characteristics and needs of pupils that are served by the project.
- . Identification of current trends in methods and materials which might be effectively used to upgrade the reading abilities of pupils in the project.
- . Additional on-site inservice provided by Reading Strategy Consultants.

(See APPENDIX E for the summary of the Staff Perception Survey.)

Dissemination

The Cleveland Plain Dealer (a local newspaper with 395,452 daily circulation) distributed a Supplement of Reading Skill Activities submitted by the Reading Strategy Project, under the auspices of its Living Textbook Program. These activities reached thousands of homes and were used, hopefully, to help children practice and improve their reading skills.

SUMMARY AND CONCLUSION

This report represents the results of the second application of regression analysis (Model C) for evaluation of the Title I Reading Strategy program. Test scores obtained from the CTBS test administered in the spring, of 1979 were compared with test scores obtained from CTBS test administered in the spring of 1980. The results were converted into mean NCE scores.

The sample included 25 schools. The criteria for selection of served participants were pupils who:

- scored at or below 42 NCE units on the SDRT (comprehension section) administered in the fall of 1979.
- received continuous service throughout the 1979-1980 school year.
- had a set of paired scores available from the city-wide testing program CTBS (comprehension section) administered in the spring of 1979 and the spring of 1980.

The comparison group selected contained students who scored above the 42 NCE units of the CTBS (comprehension section) administered in the spring of 1979 and had a matched score from the CTBS (comprehension section) administered in the spring of 1980.

The results revealed that in each grade (4,5,6) the participants scored significantly higher than it was predicted they would have scored without project services. However at grade 4 the effect of the program was 3.43 NCE units between the observed and predicted scores. This gain approached but did not meet the criteria set by the objective of 4 NCE units. At grade 5 the effect of the program was 6.84 NCE units between the observed and predicted scores. This gain did meet the criteria set by the objective of 4 NCE units. At grade 6 the effect of the program was 3.90 NCE units. This gain was considered to meet the criteria set by the objective of 4 NCE units. Although predicted achievement levels were attained at Grades 5 and 6, overall performance levels remained low when compared with national norms.

Classroom teachers (N=57) reported changes in their instructional procedures through the use of the diagnostic-prescriptive approach. Teachers indicated the improvement in lesson plan organization, student selection, and flexible student grouping for reading instruction. These improvements in turn contributed to students' improvement in reading. Utilizing these improvements, teachers were able to provide individualized instruction as well as reinforcement to pupils. Classroom teachers through use of the diagnostic-prescriptive approach recognized individual pupil needs.

Parent and teacher responses indicated pupil improvement in the application of basic reading skills. As skills improved, students' attitudes improved, as evidenced by their increased interest in reading additional books and other materials. Responses from the parent opinionnaires (96.%) reported improvement in their child's reading. Parent expressed satisfaction with the program. Evidence cited included improved reading

rate, better understanding of word meaning and improved recall of content. Parents recommended the program be continued.

The evaluator concludes from the findings and on-site observation that the program is a direct service to individual and small groups of students. The program's instructional approach is a definite plan of sequential-step presentation of basic reading skills by a certified teacher to eligible upper elementary pupils. Continuation of the project is recommended.

The evaluator recommends the results of the application of regression analysis (Model C) presented in this study be scrutinized by a national expert in regression analysis (Model C). After the expert completes the evaluation of the results of the local application of regression analysis, a recommendation can be made for future use of regression analysis (Model C) in the Title I Reading Strategy program.

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APPENDIX A
READING STRATEGY
ELIGIBLE TITLE I ELEMENTARY SCHOOLS
1979-80 School Year
(Rank Order)

<u>Public</u>	<u>Public</u>	<u>Non-Public</u>
1. Hodge	41. Harvey Rice	1. <u>Mt. Pleasant Cath.</u>
2. Doan	42. Union (L.E.)	2. <u>Our Lady of Peace</u>
3. Wade Park (L.E.)	43. Buhrer	3. <u>Urban Community</u>
4. Sowinski	44. Mt. Auburn	4. <u>St. Timothy</u>
5. Longwood	45. Sackett	5. <u>St. Micheal</u>
6. Geo. W. Carver	46. Anthony Wayne	6. <u>St. Joseph (Collinwood)</u>
7. Charles H. Lake	47. Willow	7. <u>St. Aloysius</u>
8. Stephen Howe	48. East Clark	8. <u>St. Francis</u>
9. Margaret A. Ireland (L.E.)	49. O. H. Perry	9. <u>St. Paul Croatian</u>
10. Paul L. Dunbar (MMC)	50. H. W. Longfellow	
11. Giddings	51. Paul Revere	
12. Hicks	52. Robert Fulton	
13. Charles Orr	53. Gordon	
14. Alfred A. Benesch	54. Clark	
15. Mary M. Bethune (R.L.C.)	55. Corlett	
16. East Madison	56. Buckeye-Woodland	
17. Hazeldell	57. Kenneth Clement	
18. Captain Arthur Roth (L.E.)	58. Longmead	
19. Mary B. Martin	59. Garfield	
20. Boulevard	60. Joseph Landis	
21. Kentucky	61. Charles Dickens	
22. J. D. Rockefeller	62. Marion C. Seltzer	
23. John W. Raper (MMC)	63. Mound	
24. Chesterfield	64. Halle (L.E.)	
25. Miles Park	65. A. J. Rickoff (MMC)	
26. Bolton	66. Harvard	
27. Case	67. Fullerton	
28. Tremont	68. East Denison	
29. F. H. Parkway	69. Gilbert (L.E.)	
30. Louis Pasteur	70. Lawn	
31. Dike	71. Brooklawn	
32. Woodland Hills	72. Nathaniel Hawthorne	
33. Daniel E. Morgan (MMC)	73. Milford	
34. Orchard	74. Emile DeSauze	
35. Anton Grdina (L.E.)	75. Cranwood	
36. Scranton (MMC)	76. Artemus Ward	
37. Walton	77. Waverly	
38. Lafayette		
39. Watterson		
40. Marion-Sterling (MMC)		

APPENDIX B

Table 1

Test 1^a and Test 2^b CTBS Reading Scores (NCE) and
Correlations for the Served and Comparison
Groups in Grades 4, 5, and 6

1979-1980

Grade	Served Group (NCE ≤ 42)					Comparison Group (NCE > 42)				
	N	Test 1 \bar{X}	Test 2 \bar{X}	Change	Corr.	N	Test 1 \bar{X}	Test 2 \bar{X}	Change	Corr.
4	484	30.25	31.09	0.84	.12	2857	55.72	49.24	-6.48	.49
5	558	27.91	35.34	7.43	.18	2250	55.25	52.83	-2.42	.49
6	382	28.34	34.26	5.92	.37	2669	55.71	53.62	-2.09	.55

^aCTBS Reading Test April/May, 1979.

^bCTBS Reading Test May, 1980.

APPENDIX B

Table 2

A Summary of Regression Analysis
(Model C) data for the Fourth Grade

	SERVED GROUP (NCE \leq 42)	COMPARISON GROUP (NCE $>$ 42)
Number of pupils	484	2857
Mean of Test 1 scores	30.25	55.72
<u>S.D.</u> of Test 1 scores	8.53	8.41
Observed mean of Test 2 scores	31.09	49.24
<u>S.D.</u> of Test 2 scores	13.39	14.67
Correlation of Test 2 with Test 1 scores	.12	.49
Slope of regression line for predicting Test 2 from Test 1 scores	.19	.85
Estimation (Prediction) equation	Estimated Test 2 score = $1.95 + .85 \times$ Test 1 score	
Standard error of estimate	13.30	12.82
Test index of estimation	$F_{(1, 2855)} = 886.29$	
Significance of the estimation	$p < .01$	
Estimated mean of Test 2 score	27.66	
Effect of Program	$31.09 - 27.66 = 3.43$	
Test index of treatment effect	$t_{(3338)} = 2.07$	
Statistical significance of treatment effect	$p < .05$	

APPENDIX B

Table 3

A Summary of Regression Analysis
(Model C) data for the Fifth Grade

	SERVED GROUP (NCE \leq 42)	COMPARISON GROUP (NCE $>$ 42)
Number of pupils	558	2250
Mean of Test 1 scores	27.91	55.25
S.D. of Test 1 scores	10.07	8.05
Observed mean of Test 2 scores	35.34	52.83
S.D. of Test 2 scores	14.58	14.66
Correlation of Test 2 with Test 1 scores	.18	.49
Slope of regression line for predicting Test 2 from Test 1 scores	.27	.89
Estimation (Prediction) equation	Estimated Test 2 score = $3.66 + .89 \times \text{Test 1 score}$	
Standard error of estimate	14.35	12.79
Test index of estimation	$F_{(1, 2248)} = 704.999$	
Significance of the estimation	$p < .01$	
Estimated mean of Test 2 score	28.50	
Effect of Program	$35.34 - 28.50 = 6.84$	
Test index of treatment effect	$t_{(2805)} = 5.40$	
Statistical significance of treatment effect	$p < .01$	

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1.0



1.1



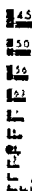
1.25



1.4



1.6



1.8



2.0



2.2



2.5



2.8



3.2



3.6



4.0

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No 2)

APPENDIX B

Table 4

A Summary of Regression Analysis
(Model C) data for the Sixth Grade

	SERVED GROUP (NCE \leq 42)	COMPARISON GROUP (NCE $>$ 42)
Number of pupils	382	2669
Mean of Test 1 scores	28.34	55.71
S.D. of Test 1 scores	10.34	8.56
Observed mean of Test 2 scores	34.26	53.62
S.D. of Test 2 scores	11.97	13.22
Correlation of Test 2 with Test 1 scores	.37	.55
Slope of regression line for predicting Test 2 from Test 1 scores	.43	.84
Estimation (Prediction) equation	Estimated Test 2 score = $6.55 + .84 \times \text{Test 1 score}$	
Standard error of estimated	11.12	11.06
Test index of estimation	$F(1, 2667) = 1139.93$	
Significance of the estimation	$p < .01$	
Estimated mean of Test 2 score	30.36	
Effect of Program	$34.26 - 30.36 = 3.90$	
Test index of treatment effect	$t(3048) = 2.41$	
Statistical significance of treatment effect	$p < .01$	

APPENDIX C

READING STRATEGY PROGRAM
Cleveland Public Schools

Teacher Opinionnaire

N=57

June, 1980

Selected pupils in your classroom have participated in the Reading Strategy Program during the 1979-1980 school year. We are asking your cooperation in the completion of this opinionnaire that we may ascertain the impact of this program from the viewpoint of the classroom teacher. Kindly return the opinionnaires unsigned, in the enclosed envelope, no later than Friday, July 11, 1980. Mrs. Gwendolyn Morton
Division of Research and Development, Room 600-S.

1. In your opinion what were the major purposes of the Reading Strategy program?
 - . To improve mastery of reading skills and provide directed practice within the classroom:
 - . To reinforce the skills taught by the classroom teacher.
 - . To motivate learning through successfully learning skills.
 - . To provide practice and time to identified pupils.
2. What did you do to assist the project's efforts to improve the reading weaknesses of pupils selected according to the Reading Strategy Program's criteria?
 - . Introduce lessons and tested and retested for mastery of the skill.
 - . Taught reading daily.
 - . Encouraged and supported children in the program.
 - . Worked in coordination with Strategist to improve students reading.

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APPENDIX C

3. In your opinion, how many pupils, who were assisted by Reading Strategy Staff, improved in reading to the following degrees:

Very Marked Improvement	Marked Improvement	Some Improvement	Little Improvement	No Improvement
11%	44%	37%	7%	1%

(N=869 children)

4. How many of your pupils who were participants in the Reading Strategy Program, reflected positive changes in the following areas and to the following degrees:

attitude toward reading

Very Marked Change	Marked Change	Some Change	Little Change	No Change
10%	40%	41%	8%	1%

(N=853 children)

Increased self-motivation

Very Marked Change	Marked Change	Some Change	Little Change	No Change
11%	33%	45%	10%	1%

(N=854 children)

5. Did changes occur in pupils' reading habits which caused you to feel that the strategies of this program had been beneficial?

Yes 49-92%

No 4-8%

APPENDIX C

Comments:

- . Children who were reluctant to receive special help were anxious to go to the reading strategist.
- . Children who would not read independently evidenced more self reliance.
- . Children showed improvement in vocabulary, comprehension, and other skills that had been reinforced.
- . Students appeared eager to attend the program.
- . Children responded well to the personalized and individualized instruction provided for them in small groups with the strategy teacher.
- . Students' self concepts and attitudes improved after having some success.
- . Students that lacked the motivation for reading at first, seemed to have increased in enthusiasm.
- . Children were more excited about reading than before. They requested to take more books home. Trade book discussion seemed to improve and became enjoyable.

6. What benefits did you receive from this program?

- . Improvement of the students' monthly growth was inspiring and gratifying to watch.
- . Sharing ideas for teaching skills, e.g. varied approaches to present skill lessons and ideas for games.
- . Provides the weaker readers the consistent reinforcement of reading skills the classroom teacher cannot provide.
- . Pupil participants mastered their necessary skills much faster and more thoroughly than they normally would.
- . Regular lessons progress smoother because weaker readers are better prepared.
- . Improvement in planning skill lessons.

APPENDIX C

7. What was the extent of your awareness of the diagnostic-prescriptive instructional approach to reading prior to becoming involved in the Reading Strategy program?

- . This approach presented many practical techniques for reading instruction.
- . Improvement in the use of terminology to describe the process.
- . This is a good approach to apply to any subject area.
- . The pre-post test of skill mastery aids the teacher in decision making.
- . Increased awareness of skills (sub-headings) to help reinforce skills necessary.
- . The Reading Strategy program has been a practical solution for the identified weak reader.
- . The program expanded my instruction to include the Diagnostic Reading Probes.
- . The program enables served pupils to work more independently after attending sessions with the Reading Strategy Teacher.
- . The Strategy program's concentrated effort and additional instructional time benefits the student.
- . The program has been very successful.

8. What significant changes have occurred in your instructional procedures since you have become involved with Reading Strategy?

- . Acceptance of other points of view to try other, suggested approaches.
- . A definite and sequential plan for teaching reading skills.
- . Provided more individualized instructions.
- . A better understanding of basic skills and how they should be applied to teach reading.
- . More conscious about completing skills as prescribed.
- . Providing additional activities and practice lessons to improve individual students skills.
- . Added teacher confidence in teaching the sequence of skills.

APPENDIX C

Additional awareness of skills needed for mastery and various games to reinforce learning.

Improved identification of students needs and applying the prescriptive teaching method to reach the desired goals!

9. Recommendations:

- . Provide help for students on teacher judgement and past low academic performance; and not standardized test scores alone.
 - . Recommend the study skills program be continued through junior high school.
 - . Suggest that the Reading Strategist work in a separate room with the reinforcement group.
 - . More flexibility for the Strategist to review a skill the student has not mastered in the sequential reading plan.
 - . Include the nineteen specific reading skills in the Probes.
- Project is very worthwhile and should be continued.

APPENDIX D
Cleveland Public Schools

Parent Opinionaire

1979-1980

COMPOSITE SUMMARY
N=136

Dear Parent:

We are contacting parents whose youngsters have participated in the Reading Strategy Program during this year.

Your child _____ has received reading help through this program. Would you please help us by telling us what you think about this program? Please answer and return to your child's teacher by Thursday, July 17, 1980.

1. Was your son or daughter in this program? Son _____ Daughter _____
2. What grade was your child? _____

The parent of the project participants responded as follows

Grade	Boys	Girls	Total
6	9	19	28
5	21	23	44
4	34	26	60
Other	1	3	4
Total	65	71	136

APPENDIX D (Cont'd)

3. What do you think of the help in reading your child received?

Excellent ☐ Good ☐ Fair ☒ Little ☐ No ☒ No Response ☐
Help Help Help Help Help

60 or 44% 60 or 44% 11 or 8% 2 or 1% 0 3 or 2%

4. What did your child tell you about things the special reading teacher did to help make him or her a better reader?

"She told me that she liked the special reading teacher and the different ways that you helped her e.g. reading games and different work sheets."

She was most excited about learning how to take words and sound them out for herself.

The reading skills - synonyms, prefixes, suffixes, root words. These skills helped her to really understand how to read better.

"Learning how to build words and understanding what she has read."

The teacher taught them how sentences were made and gave them a better understanding of what's read.

He said "she helped him to breakdown words into syllables. He also learned to pronounce words more clearly."

He indicated that he received very individualized attention and help in his reading.

Phillip said "his reading teacher pointed out those things to remember, the main characters, where it takes place, how to pronounce the words, and what it is about."

"Reading aloud, listening to tapes, learning vowels' sounds; reading comprehension, learned drawing conclusions, main idea of a paragraph or sentence and better understanding of classification."

5. What showed you that your child was reading better?

"Appeared more interested in reading books and reads more now."

She can tell me what she had read much better. She seems to enjoy reading more.

They (both children in the program) read much clearer and faster now.

I listen to her read and it is so much better. She did need help and she got it.

"Child became more interested in books, newspaper, and various signs and billboards."

APPENDIX D (Cont'd)

She got books from the library to read without me telling her, and she would read to me, afterwards I would ask her questions. The understanding and comprehension improved.

The report card improved.

He became more interested in reading and began to sit down and read to me and to the library for more skills.

He is more interested and he ask people to listen.

Improvement in vocabulary, knows more words and pronounces them better.

He's reading at home to his sisters.

6. Did you attend any of these meetings about reading?

Yes 72 or 55% No 60 or 45%

Conferences with special reading teacher?

Yes 65 or 54% No 55 or 50%

Workshops to learn how to help child at home?

Yes 65 or 54% No 57 or 46%

7. Does your child read better now?

Yes 130 or 96% No 2 or 1% No Response 4 or .2%

8. How do you feel about your child's reading now?

My child is reading better due to her attending the reading program.

We feel very good about her progress in reading. I hope she can be in the program next year.

I am very pleased.

I feel she is making progress in her reading, and with this program she will get better.

She is beginning to understand more of what she is reading.

We feel very good about her progress in reading, she helps her sister and brother now that she reads better.

I am impressed with the confidence he is showing.

I feel the Reading Strategy Program was excellent.

The program needs to continue.

APPENDIX D (Cont'd)

Good - I think this program is good for children like Keith who does need a little more help in reading.

9. Do you help your child with reading at home?

Yes 110 or 81% No 19 or 14% No Response 6 or 4%

10. Does someone else in the family help your child with reading at home?

Yes 81 or 59% No 49 or 36% No Response 6 or 4%

11. Would you like the Reading Strategy Program to continue to help your child with reading?

Yes 133 or 97% No 2 or 1% No Response 1 or .07%

General Comments

The Reading Strategy Program is an excellent one. I think it should be continued in the public schools.

The Reading Strategy Program is excellent.

I liked the Reading Strategy Program because it helps children read better and understand what is being read.

I would like for the Reading Strategy to continue, not only did it help my child, it helped so many other children.

We need more programs of this kind to be continued.

The special help is very good for the working parent who has little time to give extra help to the child who is having difficulty reading.

The Reading Strategy Program should continue into junior high school.

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APPENDIX D (Cont'd)

PROGRAMA ESTRATEGIAS EN LA LECTURA

ESCUELAS PUBLICAS DE CLEVELAND

CUESTIONARIO PARA LOS PADRES

1979-1980

Junio, 1980

Estimados Padres:

Estamos comunicandonos con los padres de los niños que han participado en el Programa Estrategias en la lectura durante este año.

Su hijo (a) _____ ha recibido ayuda en la lectura por medio de este programa. ¿Podría usted ayudarnos decidiéndonos qué piensa usted de este programa? Haga el favor de contestar las preguntas que aparecen abajo y devolverlas al maestro (a) de su hijo (a) en o antes del jueves 17 de julio de 1980.

1. ¿Estuvo su hijo o hija en este programa? ☒ Hijo ☐ Hija

2. ¿En que grado estaba su hijo (a)? _____

3. ¿Qué piensa usted de la ayuda que su hijo (a) recibió en la lectura?

Excelente ☐ Buena ☐ Regular ☐ Poca ☐

Ninguna ☐

4. ¿Qué cosas hizo el maestro especial de lectura para ayudar a su hijo a ser un mejor lector?

5. ¿Qué cosas le demuestran a usted que su hijo esta leyendo mejor?

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APPENDIX D (Cont'd)

6. ¿Estuvo usted presente a algunas de estas reuniones sobre la lectura?

Si ☐ No ☐

¿Tuvó alguna conferencia con el maestro especial de la lectura?

Si ☐ No ☐

- ¿Asistió usted a algunos talleres para aprender cómo ayudar al niño (a) en la casa?

Si ☐ No ☐

7. ¿Lee su hijo (a) mejor ahora?

Si ☐ No ☐

8. ¿Cómo se siente usted ahora acerca de la lectura de su hijo (a)?

9. ¿Ayuda usted a su hijo (a) a leer en su casa?

Si ☐ No ☐

10. ¿Hay algún otro miembro de su familia que ayuda a su hijo (a) con la lectura en su casa?

Si ☐ No ☐

¿Quién?

11. ¿Desea usted que el Programa de Estrategias en la lectura continúe ayudando a su hijo (a) en la lectura?

Si ☐ No ☐

Comentarios

Gracias por contestar las preguntas. Devuélvalo a la Maestra de Estrategias en la Lectura.

7/10/80

APPENDIX E

READING STRATEGY PROGRAM

CLEVELAND PUBLIC SCHOOLS

1979-1980

STAFF PERCEPTION SURVEY

N=63.

Your role in the Reading Strategy program is of major importance to pupils' success. Please respond to the items on this survey. Return the completed form to Gwendolyn Morton, room 600-S Division of Research and Development no later than Friday, July 11, 1980.

1. What is your assignment in the Reading Strategy program?

Strategy Teacher 53 Speech Therapist 1 Consultant 7
Psychologist 1 Parent Coordinator 1 Other

2. What have been your major responsibilities this year?

To teach Probes follow-up lessons to 4th and 5th graders and CISSS to 6th grade students who are eligible.

To teach specific skills to small strategy groups, pre and post test these skills, and develop follow-up skill lessons.

3. How many inservice meetings have you attended?

Average of eight monthly meetings.

Comments:

Each inservice meetings was well planned.

Guest speakers were interesting and helpful with reading ideas.

Provided opportunities to share ideas and materials.

Provided consistent direction for program policies and examples of program record keeping procedures unique in Reading Strategy.

4. What did you consider the most meaningful contributions of inservice/staff conferences to your effectiveness in this project?

Constantly introduced to new techniques and materials.

Responsibilities, procedures and program were explained carefully, updated frequently.

APPENDIX E (Cont'd)

Opportunity to make game and skill lessons, the sharing of ideas with other Strategists.

Opportunity to observe demonstration lessons.

5. How did your role assist the project to achieve its objectives?

Students progressed through steps of program and showed improvement in reading skills.

Working with small groups and specific skills, I was able to pinpoint individual problems and help a great majority of students experience success in basic reading skills.

Following the objectives and guidelines set forth in the program and adhering to them.

Student pre-post scores improved considerably.

6. What did the Reading Strategy Program do for pupils?

It gave them a foundation with which to build upon; also develops a process to use for future application.

It provided motivation for pupils who were reluctant readers; it gave poor readers extra time to work at improving skills.

It allowed the children more individualized reinforcement in reading skills.

Pupils who often lag behind the class were given the individual instruction and over again, so that they could make a smooth transition from one skill to the next.

It developed an awareness that through reading comprehensively, reading can be a pleasure.

Children were strengthened in their reading abilities, through concentration on skills improvement.

Provided a planned sequential method of reinforcement and support for small groups of students with reading difficulty.

Gave students individual attention and added lessons in reading skills.

APPENDIX E (Cont'd)

What did the Reading Strategy Program do for teachers?

- . Aided teachers by providing small group and individualized reinforcement to eligible students.
- . Shared different approaches in helping children.
- . Provided specific lessons to teach children and worksheets for practice.
- . Supportive help for those students who needed extra help.
- . Provided a diagnostic and prescriptive tool, lesson plans, follow up lessons, extending activities, plus a supportive staff.
- . Aided teachers by reinforcing and reteaching reading skills in a sequential order.

Please feel free to include recommendations:

to improve project operations

- . permit Strategy teachers to work outside the classroom with the group of pupils.
- . More inservice time for groups of only new Strategy teachers.
- . provisions for inservice meeting(s) of classroom teachers at the beginning of the school year.
- . provisions for sufficient practice activities and materials to help every child acquire a full grasp and clear understanding of the reading skills.
- . reassess the time required for record keeping, lesson preparation and developing reading game activities.
- . innovate workshops geared toward Strategists' who service sixth grade pupils.

For greater pupil growth

- . return syllabication unit in fourth grade.
- . continue to stress small group reinforcement with students.
- . provide sufficient consumable supplies.
- . revise Probes to be more appropriate to specific grade levels.
- . emphasize close collaboration between classroom teachers and reading strategist.

APPENDIX E (Cont'd)

encourage building meeting for classroom teachers receiving Reading Strategy service to point out the benefits to pupils and teachers.

continue to encourage parent participation.

add more than one teacher to a building where the eligibility list is larger.

RESIDENT TUTOR PROJECT

Prepared by

Derek B. Taylor
Research Associate

Typed by
Caryl J. Hissam

Margaret Fleming
Deputy Superintendent

1979-1980

RESIDENT TUTOR PROJECT

1979-80 Title I Evaluation

PURPOSE AND OVERVIEW:

The purpose of the project is to provide eligible pupils in grades 1-6 with remedial reinforcement of specified skills in reading and/or mathematics and to provide them with the opportunity for a personal association with an adult or college student. Pupils identified by classroom teachers as needing extra help and who meet project eligibility criteria are tutored on a regular weekly schedule by full or part-time Resident Tutors, who work under the supervision of three consultant teachers. Tutors work with one to two students at a time outside of the regular classroom for approximately thirty minutes per day, up to five days per week. Tutors also receive pre-service and inservice training. Priority service is given to students who are eligible for participation in one of the other Title I Reading or Mathematics projects but who are not served by them.

SERVICE SUMMARY

Number of Pupils Served: 2,659

Grades Served: 1-6

Number of Schools: 61 Public
(See Appendix A) 12 Non-Public
73 Total

Years in Operation: 12

Staffing: 1 Project Manager (PT)
3 Consultant Teachers (FT)
83 Resident Aide Tutors (FT)
19 Resident College Tutors (PT)
1 Clerk (FT)

Total Title I Expenditures: \$702,902

Per Pupil Cost: \$264*
(School Year)

OBJECTIVES AND OUTCOMES

Process Objective 1: Fifty-eight full-time educational aides and up to 52 part-time college students will be hired as tutors to be assigned to up to 56 public and 20 non-public Title I elementary schools.

* Title I funds in addition to General Fund per pupil expenditure.

Outcome: This objective was achieved. Examination of project records indicated that during the 1979-80 school year 83 full-time adult aides and 19 full-time college students were hired and served as tutors in 61 public and 12 non-public schools. (College students worked only during the summer.) Closer analysis showed that, although a total of 102 aides and college students were hired during the year, that number was not employed at any given point in time. Similarly, although the project served a total of 73 schools, that many were not served at the same time. Data showed that of the 73 schools served, 13 or 18% received project services for one semester or less. Table 1 shows the number of tutors employed and the number of schools being served at five arbitrarily selected points in time during the school year.

Table 1

Numbers of Tutors and Schools in the Resident Tutor Project at Five Points During the School Year

Time of Year	Tutors Employed	Schools Served
September	48	48
January	55	52
March	69	66
May	74	67
July*	73	64

* A teacher strike closed the Cleveland Public Schools from mid-October to early January. The school year was extended until July 23, 1980.

Records showed that the variation in numbers of tutors and schools was due to tutor resignations and transfers, the late hiring of tutors for some schools, and adjustments in the concentration of services based on updates in Title I enrollment data.

- Process Objective 2: All project assigned tutors will attend at least one pre-service and monthly inservice training workshops, conducted by project staff and/or consultants.

Outcome: This objective was achieved. Interviews with project staff and examination of project records showed that a general orientation session was held in early October for all 50 tutors employed by that date. As additional tutors were added to the

staff, orientation to Project procedures was conducted in individual or small group sessions. Records show that following the orientation session, a total of six additional inservice sessions were held throughout the year at the approximate rate of one per month, beginning in February, 1980. (Schools were closed from mid-October to early January due to a teacher strike.) The inservice workshops dealt with topics such as record-keeping procedures, test administration, tutoring techniques in reading and math and exchanges of tutoring ideas. In addition, two of the workshops were devoted to demonstrating tutoring techniques for parents of tutees.

On a questionnaire administered to a sample of 57 tutors in July, 1980, the inservice workshops were given overall ratings of Effective to Very Effective by 96% of the tutors. Ratings of individual workshops ranged from 92% to 98% in the Effective and Very Effective categories. When asked whether additional areas needed to be covered in the training workshops, 40% of the tutors replied in the affirmative. Requests were varied. Tutoring techniques for fractions, methods of working with parents, more frequent sharing of ideas among tutors and ways of improving student attitudes were among the most frequent requests. A summary of responses to the tutor questionnaire may be found in Appendix B.

Process Objective 3: Resident Tutors will be assigned to schools at specific request of school administrators on the basis of educational needs, as indicated by the poverty index and enrollment of educationally disadvantaged pupils.

Outcome: This objective was achieved. A list of schools served by the project may be found in Appendix A. Examination of project records and reference to a rank order list of schools by their poverty index* indicated a rough correspondence between poverty level and level of tutoring service. Because the available tutors were spread rather evenly among the schools served, a heavy concentration of service in the schools highest on the poverty rank list was not evident. However, when the rank list of 9 schools eligible for Title I service was divided into halves, it was found that the high poverty half of the list contained 38 of the 61 public schools (62%) participating in the Resident Tutor Project. Further, the high poverty half of the list contained only one school which did not receive project services, whereas the low poverty half contained 17 such schools. Finally, of the 11 public schools which received Resident Tutor service for only one semester or less, 8 or 73% were in the lowest poverty third of the schools served. These data indicate that priority was given to providing project services to schools with the greatest need as defined by poverty index.

* Percentage of students in the school who are eligible for free or reduced price lunch.

Process Objective 4: Tutors will work with groups of 1 - 2 children at a time, providing reinforcement instruction in specified concepts and/or skills which are the instructional emphasis of the project, and which have been identified as high priority needs of children in priority schools.

Outcome: This objective was achieved. Examination of a random sample of 124 student records indicated that 60.5% of the tutoring assignments were for specified mathematics skills and 39.5% were for specified reading skills. According to the responses of a sample of 57 tutors to a questionnaire administered in July, 1980, tutoring sessions ranged from less than 15 minutes to over 30 minutes, but 87% were between 20 and 30 minutes in length. Teachers (N = 29) responding to a questionnaire administered in July, 1980, reported that children receiving project services were tutored from 3 to 5 days per week with the median being 5 days. Summaries of responses to the tutor and teacher questionnaires may be found in Appendix B and Appendix C respectively.

Table 2 shows the percentage of tutoring assignments that were made in each reading or math skill area.

Table 2
Percentage of Tutoring Assignments by Skill Area

Math Skills	Percentage	Reading Skills	Percentage
Add/Sub Facts	15%	Alphabet	2%
Mult/Div Facts	15%	Vocabulary	13%
Add/Sub Computation	17%	Auditory/Visual Perception	45%
Mult/Div Computation	13%	Long/Short Vowels	13%
Problem Solving	2%	Syllabication	2%
		Spelling	4%
TOTAL	62%	TOTAL	38%

Process Objective 5: Fifteen of the full-time educational aides will be assigned to Parent Resource Centers in 15 Title I schools and will develop parent involvement activities in addition to tutoring. At least 50% of the parents of pupils tutored by these aides will visit the Parent Resource Center at least once to receive explanations of the tutoring

procedures and materials, be apprised of the progress being made by their child, and/or learn tutoring techniques to be used at home with the pupil.

Outcome: This objective was achieved. Examination of project records showed that Parent Resource Centers with full-time tutors were established in 15 of the 61 public schools served by the project. Of the 527 students served by these 15 tutors, the parents of 286 or 54% visited the Centers at least once. When the visitation data were examined for each Center separately, it was found that the percentage of visiting parents ranged from 7% to 88%. Nine of the 15 Centers met the criterion set by the objective. The records show further that from zero to 27 parent meetings were held at the Centers. A total of 111 such meetings were held with the median number per Center being 5. At least one meeting was held at 14 of the 15 Centers.

Product Objective 1: After a minimum of 30 tutoring sessions of 20 to 30 minutes on a specified reading concept and/or skill, 50% of a sample of participating pupils will show a gain of 15% or more on a Project-constructed test measuring mastery of that skill or concept.

Outcome: This objective was achieved. Skill tests developed by project staff for six reading skills were administered to tutees on a pre-post basis. Tutees were administered only those tests appropriate for the skill on which they were being tutored. Examination of the test scores for a random sample of 124 students who completed 30 or more tutoring sessions in reading showed that 92% achieved a pre-post gain of at least 15%. When the results were analyzed separately for each skill area, the percentage achieving a gain of 15% or greater was found to range from 67% to 100%. The size of the gains achieved by the students averaged 43% from pre to post testing. A summary of the pre and post test performance on the reading skill tests may be found in Appendix D.

Product Objective 2: After a minimum of 30 tutoring sessions of 20 to 30 minutes on a specified mathematics concept and/or skill, 50 percent of a sample of participating pupils will show a gain of 15% or more on a Project constructed test measuring mastery of that concept and/or skill.

Outcome: This objective was achieved. Skill tests developed by project staff for five mathematics skills were administered to tutees on a pre-post basis. Tutees were administered only those tests appropriate for the skill on which they were being tutored. Examination of the test scores for a random sample of 124 students who completed 30 or more tutoring sessions in mathematics showed that 95% achieved a pre-post gain of at least 15%. When the results were analyzed separately for each skill area, the percentage achieving a gain of 15% or greater was found to range from 94% to 100%. The size of the gains achieved by the students averaged 43% from the pre to the post testing. A summary of the pre and post test performance on the mathematics skill tests may be found in Appendix D.

Product Objective 3: After a minimum of 30 tutoring sessions of 20 to 30 minutes each of specified reading skills, the mean post-test NCE score will be 7 units higher than the mean pre-test score for a sample of pupils in grades 4 through 6 using the subtest of the Stanford Diagnostic Reading Test appropriate to the skill being tutored.

Outcome: This objective was achieved at grades 4 and 5 but not at grade 6. The Stanford Diagnostic Reading Test was administered in October, 1979 to all students in grades 4-6 as part of the city-wide testing program. This administration served as the pre-test for Resident Tutor Project students. Following the completion of tutoring in a specified reading skill, each tutee was again administered the Stanford Diagnostic Reading Test by his tutor, but only the subtest that corresponded to the skill tutored. Pre and post scores were converted to NCE scores using fall and spring norms respectively. Examination of the pre and post NCE means showed that at grade 4 the mean gain was 10.3 and at grade 5 the mean gain was 17.4, both of which exceed the criterion of 7 points set in the objective. At grade 6, however, there was a mean loss of 3.6. Individual subtest scores are detailed in Appendix E.

In order to illustrate where the students served by the Resident Tutor Project stand in relation to the national norms, Table 3 shows the percentile ranks of the average pre and post scores, achieved by the students who took each of the subtests of the Stanford.

Table 3

Percentile Rank on National Norms of Mean Pre and Post Scores on Subtests of Stanford Diagnostic Reading Test

Grade	Subtest	N	Percentile Rank of Mean Pre	Percentile Rank of Mean Post
4	Auditory Vocabulary	13	21.7	36.0
	Structural Analysis	5	36.6	56.1
	Phonetic Analysis	10	18.9	38.7
	Auditory Discrimination	1	18.4	23.8
5	Auditory Vocabulary	16	12.8	46.8
	Structural Analysis	10	5.2	7.1
	Phonetic Analysis	9	5.4	33.5
6	Auditory Vocabulary	11	18.5	14.3
	Structural Analysis	6	22.1	6.3
	Phonetic Analysis	10	13.2	18.4

Table 3 shows that on the pre-tests the average scores of children served by the Resident Tutor Project were mostly in the lowest 20%

of children nationally. The expectation is that without project services, their scores would remain the same relative to children nationally. The results show that at grades 4 and 5, substantial growth beyond what would be expected was achieved by most groups tested. At grade 6 the results indicate that the children tested fell further behind on two of the three skills tested. Despite the progress noted, most groups tested remained in the lower ranges of scores nationally (with two notable exceptions). The small numbers of children for whom test scores are available suggest that that caution be exercised in interpreting these results.

ADDITIONAL FINDINGS

Additional information related to project operations is summarized below. The information was derived from surveys completed by samples of 57 tutors and 29 classroom teachers. Tutor questionnaire responses are detailed in Appendix B and those of teachers are located in Appendix C.

Forty-five percent of the tutors surveyed reported that at least some of their pupils did not appear to meet the Project eligibility criteria. This represents a 12% increase from the previous year. Thirty-four percent reported that such pupils constituted between 1% and 25% of their tutoring load and 11% reported that such pupils made up more than 25% of their tutees. Questioned as to why students were tutored despite not meeting eligibility requirements, the most frequent responses from tutors were that in the teacher's judgement the student needed help and sometimes test information was not available on new students.

Although all classroom teachers reported using various kinds of test information as part of the criteria for referring pupils for tutoring service, pupils' classroom performance remained the single most frequently used reason for referring pupils.

The number of teachers served by each tutor ranged from 2 to 14 with a median of 5.

The total number of pupils served by each tutor ranged from 16 to 88 with a median of 33 for the Educational Aide Tutors and 35 for the Parent Center Tutors. According to teachers, a median number of 7 children were served per classroom.

Previous experience working in the Resident Tutor Project was reported by 61% of the Educational Aide Tutors, and 88% of the Parent Center Tutors.

When asked if classroom teachers clearly identified the specific skill to be tutored when a child was referred for service, 96% of the tutors reported that this was usually or always the case in reading and 93% reported that the skill was usually or always identified in math.

One hundred percent of the tutors surveyed reported that the Resident Tutor Manual was at least Somewhat Helpful as a source

of tutoring ideas. The manual was rated as Very Helpful by 89%. Asked if the manual needs improvement, 23% of the tutors replied in the affirmative. The most frequent suggestions were to include more activities for tutors to use with pupils and to improve the Resident Tutor Skill Tests.

- A total of 80% of the tutors reported that they held conferences with their classroom teachers once a week or more frequently to discuss tutees' progress. Meetings that frequently were reported by 74% of the teachers.
- Forty-one percent of the teachers reported being able to actually observe their tutor at work more frequently than once every two weeks, and 65% reported that this was enough to enable them to adequately monitor the tutor's work. Eighty-three percent reported that they would permit the tutor to work in the classroom rather than take the tutee to another location as is the case now. Those that do not want tutors working in the classroom cited the distractions and lack of proper tutoring atmosphere as the primary reasons.
- Tutors were generally highly satisfied with the support provided by their project Consultant Teacher. Eighty-nine percent reported that their Consultant Teacher had demonstrated tutoring techniques with pupils, and of these, 90% rated these demonstrations as Very Helpful. Eighty-two percent of the tutors reported that the Consultant Teacher service did not need to be improved. The most frequent suggestion for improved Consultant Teacher service was that they increase the frequency of their visits.
- Children were occasionally withdrawn from tutoring service by 10% of the classroom teachers. In 75% of these cases service was terminated because the tutee had achieved skill mastery.
- Classroom teachers identified the most valuable features of the Resident Tutor Project as academic improvement, individual attention to tutees and reinforcement of classroom teaching.
- Teacher suggestions for improvement in the project centered on a perceived need for more tutoring service and a need to serve some students not on the eligibility list.
- In addition to the parent involvement activities conducted by the tutors assigned to the Parent Centers, the project manager reported that the Resident Tutor Project also recruited a 20 member Parent Advisory Committee which met monthly to provide reactions and advice regarding project operations. Further, a series of four project-wide parent workshops were held during the school year. Attendance ranged from 20 to 168 parents. The workshops covered such topics as general orientation to the Resident Tutor Project, student assessment and selection procedures and home-tutoring techniques.

SUMMARY AND CONCLUSIONS

In its twelfth year of operation the Resident Tutor Project achieved all of its process objectives and two of its three product objectives. The third product objective was achieved at two of three grade levels. The data indicate that despite a shift from a full-time to a part-time project manager (original manager lost to retirement) and the disruption of a 12-week teacher strike, project services were delivered essentially as proposed. The project directly addresses identified academic needs of its student clientele and is perceived as valuable by the teachers of these students.

The anticipated improvement in student performance levels was achieved on the Resident Tutor Skill Tests in reading and mathematics and on the Stanford Diagnostic Reading Test at grades 4 and 5. At grade 6 student performance did not appear to benefit from project services, and in fact, declined somewhat.

Although tutors reported that the majority of the students they tutor did meet the project eligibility requirements, a sizable minority (45%) reported that at least some of their students were not on the project eligibility lists. This problem has been reported in previous years, but seemed to have increased in severity in the 1979-80 school year.

Recommendations for future operations of the Resident Tutor Project include the following:

- a. The materials and procedures used with grade 6 students should be examined to attempt to determine the reasons for the lack of apparent impact at that grade level as measured by the Stanford Diagnostic Reading Test.
- b. Measures should be taken to insure that students served by the project are those who meet the Title I criteria. This might include increased emphasis on the topic of eligibility during inservice sessions for tutors and increased communication to teachers and principals regarding the need to adhere to the eligibility guidelines.
- c. If the level of funding permits, the number of tutors should be increased so that each eligible school will have the services of at least one tutor.

APPENDIX A

Schools Served by Resident Tutor Project.

Public

Alfred A. Benesch
Andrew J. Rickoff
Anthony Wayne
Anton Grdina
Bolton

Boulevard
Buckeye-Woodland
Captain Arthur Roth
Case
Charles Dickens

Charles H. Lake
Charles W. Chesnutt
Charles Orr
Chesterfield
Corlett

Cranwood
Daniel Morgan
Dike
East Clark
East Madison

Emile DeSauze
Forest Hill Parkway
George Washington Carver
Giddings
Harvey Rice

Hazeldell
Henry W. Longfellow
Hicks
Hodge
Iowa-Maple

John D. Rockefeller
John Raper
Joseph F. Landis
Kenneth W. Clement
Kentucky

Lafayette
Longwood
Louis Pasteur
Margaret A. Ireland
Marion-Sterling

Mary B. Martin
Mary M. Bethune
Miles
Miles Park
Miles Standish

Moses Cleveland
Mt. Auburn
Mt. Pleasant
Orchard
Paul L. Dunbar

Paul Revere
Robert Fulton
Scranton
Sowinski
Stephen E. Howe

Tremont
Union
Wade Park
Walton
Waverly

Woodland Hills

Non-Public

Mount Pleasant Catholic

Our Lady of Peace

St. Adalbert

St. Benedict

St. Francis

St. Joseph Franciscan

St. Malachi

St. Michael

St. Philip Neri

St. Stephen

St. Timothy

Urban Community

APPENDIX B

RESIDENT TUTOR QUESTIONNAIRE SUMMARY

N = 57

Dear Resident Tutor,

The Cleveland Public Schools is gathering information for a report on the Resident Tutor Project. Your answers to the following questions will help us prepare the report and make decisions about improving the program. Please answer all of the questions completely and frankly. You need not sign the questionnaire.

Please use the attached envelope to send your completed questionnaire by WEDNESDAY, JULY 16, to the address below. (Use the school mail if you work in a public school).

Derek B. Taylor
Division of Research and Development
Cleveland Public Schools
1380 East 6th Street
Cleveland, Ohio 44114

TUTORS RESPONDING = 57

Educational Aide Tutor = E.A.T.
Parent Aide Tutor = P.A.T.

1. In addition to tutoring, are you responsible for a parent resource center in your school? Yes = 28.1% No = 71.9%
2. How many pupils have you tutored this year?

	<u>Average</u>	<u>Median</u>	<u>Range</u>	<u>N</u>
E.A.T.	35.7	33	16-88	37
P.A.T.	<u>37.1</u>	<u>35</u>	<u>19-63</u>	<u>15</u>
Total	36.1	33	16-88	52

3. On average, how many minutes per day do you tutor an individual pupil?

	<u>15 or Below</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>30 & Above</u>	<u>N</u>
E.A.T.	2.6%	10.3%	25.6%	58.9%	2.6%	39
P.A.T.	<u>0.0%</u>	<u>6.3%</u>	<u>25.0%</u>	<u>68.7%</u>	<u>0.0%</u>	<u>16</u>
Total	1.8%	9.1%	25.5%	61.8%	1.8%	55

APPENDIX B (Cont'd)

4. Counting this month, how many months have you been employed as a Resident Tutor this year?

	<u>Average</u>	<u>Median</u>	<u>Range</u>	<u>N</u>
E.A.T.	6.4	7	1-11	41
P.A.T.	<u>8.0</u>	<u>8</u>	<u>4-11</u>	<u>16</u>
Total	6.8	8	1-11	57

5. Have you worked in the Resident Tutor Project before this year?

	<u>Yes</u>	<u>No</u>	<u>N</u>
E.A.T.	60.9%	39.2%	41
P.A.T.	<u>87.5%</u>	<u>12.5%</u>	<u>16</u>
Total	68.4%	31.5%	57

6. The Resident Tutor Training Workshops you attended covered several topics. How effective were each of the following workshop topics in preparing you to work as a Resident Tutor?

<u>Workshop Topics</u>		<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Not Effective</u>	<u>N</u>
a. Completing Resident Tutor Project forms and records	E.A.T.	65.9%	29.3%	4.8%	0.0%	41
	P.A.T.	<u>75.0%</u>	<u>25.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>16</u>
	Total	68.4%	28.1%	3.5%	0.0%	57
b. Administering tests	E.A.T.	82.9%	17.1%	0.0%	0.0%	41
	P.A.T.	<u>75.0%</u>	<u>18.7%</u>	<u>6.3%</u>	<u>0.0%</u>	<u>16</u>
	Total	80.7%	17.5%	1.8%	0.0%	57
c. Tutoring techniques for reading	E.A.T.	67.5%	30.0%	2.5%	0.0%	40
	P.A.T.	<u>68.7%</u>	<u>31.3%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>16</u>
	Total	67.8%	30.4%	1.8%	0.0%	56
d. Tutoring techniques for math	E.A.T.	65.9%	31.7%	2.4%	0.0%	41
	P.A.T.	<u>75.0%</u>	<u>25.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>16</u>
	Total	68.4%	29.8%	1.8%	0.0%	57
e. Sharing tutoring ideas among tutors	E.A.T.	82.9%	12.2%	2.4%	2.4%	41
	P.A.T.	<u>37.5%</u>	<u>50.0%</u>	<u>12.5%</u>	<u>0.0%</u>	<u>16</u>
	Total	70.1%	22.8%	5.2%	1.8%	57

APPENDIX B (Cont'd)

Overall, how effective were the Resident Tutor Training Workshops in preparing you to work as a Resident Tutor? (Check one)

	<u>Very Effective</u>	<u>Effective</u>	<u>Somewhat Effective</u>	<u>Not Effective</u>	<u>N</u>
E.A.T.	72.5%	25.0%	2.5%	0.0%	40
P.A.T.	68.7%	25.0%	6.3%	0.0%	16
Total	71.4%	25.0%	3.6%	0.0%	56

8. Are there any additional areas you think need to be covered in the training workshops to increase your tutoring effectiveness?

	<u>Yes</u>	<u>No</u>	<u>N</u>
E.A.T.	35.0%	64.1%	39
P.A.T.	50.0%	50.0%	16
Total	40.0%	60.0%	55

If you answered YES, please list one or two specific topics that you would like to see added to the training workshops.

"More about fractions...more counseling on dealing with student and parent apathy..."

need more workshops for techniques...more time given at workshops to exchange ideas..."

9. About what percentage of the pupils you worked with this quarter were not on the Pupil Eligibility List? (Check one)

	<u>None</u>	<u>1-25%</u>	<u>26-50%</u>	<u>51-75%</u>	<u>76-100%</u>	<u>N</u>
E.A.T.	52.5%	35.0%	5.0%	2.5%	5.0%	40
P.A.T.	60.0%	33.3%	0.0%	6.7%	0.0%	15
Total	54.6%	34.6%	3.6%	3.6%	3.6%	55

- 9a. If some of the pupils you worked with were not on the Pupil Eligibility List, please explain why they were tutored anyway.

"Because the teacher asked and the child needed it...teacher felt the children

needed some help in specific skills...Requested by teachers and principals..."

transferred from another school and their school records had not arrived yet..."

APPENDIX B (Cont'd)

10. When you are assigned a pupil for tutoring in reading or math, does your supervising teacher clearly identify the specific skill to be tutored by checking one of those listed on the pupil-referral form? (Check one in each column).

	When Pupil Needs Reading Tutoring	When Pupil Needs Math Tutoring	
E.A.T.	82.5%	80.0%	Teacher <u>always</u> identifies specific skill
P.A.T.	<u>81.2%</u>	<u>75.0%</u>	
Total	<u>82.1%</u>	<u>78.7%</u>	
E.A.T.	15.0%	15.0%	Teacher <u>usually</u> identifies specific skill
P.A.T.	<u>12.5%</u>	<u>12.5%</u>	
Total	<u>14.3%</u>	<u>14.3%</u>	
E.A.T.	2.5%	5.0%	Teacher <u>sometimes</u> identifies specific skill
P.A.T.	<u>6.3%</u>	<u>12.5%</u>	
Total	<u>3.6%</u>	<u>7.1%</u>	
E.A.T.	0.0%	0.0%	Teacher <u>seldom</u> identifies specific skill
P.A.T.	<u>0.0%</u>	<u>0.0%</u>	
Total	<u>0.0%</u>	<u>0.0%</u>	

11. How often do you have conferences with your supervising teacher to review the work done and the progress made by the pupils you tutor? (Check one)

	About once a day	Several times a week	About once a week	About once every two weeks or less frequently	N
E.A.T.	5.1%	33.3%	41.0%	20.5%	39
P.A.T.	<u>12.5%</u>	<u>12.5%</u>	<u>56.3%</u>	<u>18.7%</u>	<u>16</u>
Total	<u>7.3%</u>	<u>27.3%</u>	<u>45.4%</u>	<u>20.0%</u>	<u>55</u>

12. Has your Project Consultant Teacher demonstrated the use of tutoring techniques with any of your pupils this year?

	Yes	No	N
E.A.T.	87.5%	12.5%	40
P.A.T.	<u>93.8%</u>	<u>6.2%</u>	<u>16</u>
Total	<u>89.3%</u>	<u>10.7%</u>	<u>56</u>

If you answered YES, how helpful to you did you find these demonstrations?

	Very Helpful	Somewhat Helpful	Not Very Helpful	N
E.A.T.	88.6%	11.4%	0.0%	35
P.A.T.	<u>93.3%</u>	<u>6.7%</u>	<u>0.0%</u>	<u>15</u>
Total	<u>90.0%</u>	<u>10.0%</u>	<u>0.0%</u>	<u>50</u>

APPENDIX B (Cont'd)

13. How helpful to you is the Resident Tutor Manual as a source of ideas for tutoring activities?

	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Very Helpful</u>	<u>N</u>
E.A.T.	90.2%	9.8%	0.0%	41
P.A.T.	<u>87.5%</u>	<u>12.5%</u>	<u>0.0%</u>	<u>16</u>
Total	89.5%	10.5%	0.0%	57

14. If you think the Resident Tutor Manual needs to be improved, please list one or two specific suggestions for improvement. "I think the content of the RTP test needs to be completely revised...It could have more activities for mastering multiplication facts...more activities for reading..."

15. Could your contacts with your Project Consultant Teacher be made more helpful to you?

	<u>Yes</u>	<u>No</u>	<u>N</u>
E.A.T.	17.9%	82.1%	39
P.A.T.	<u>20.0%</u>	<u>80.0%</u>	<u>15</u>
Total	18.5%	81.5%	54

If you answered YES, please list one or two specific ways in which the Project Consultant Teacher could be more helpful.

"...having more visits than usual...The Consultant Teachers are terrific - and have much to share with us. But - we need more workshops with them..."

16. How many different teachers have you tutored pupils for this year?

	<u>Average</u>	<u>Median</u>	<u>Range</u>	<u>N</u>
E.A.T.	6.2	5	2-14	41
P.A.T.	<u>5.6</u>	<u>5</u>	<u>3-10</u>	<u>16</u>
Total	6.0	5	2-14	57

APPENDIX C

RESIDENT TUTOR TEACHER QUESTIONNAIRE SUMMARY

N = 29

The Division of Research and Development is collecting information and opinion from a sample of teachers receiving service from the Resident Tutor Project. The information you provide will be used to try to improve project operations. You need not sign this questionnaire.

Please use the attached envelope to send your completed questionnaire by WEDNESDAY, July 16, to the address below. (Use the school mail if you work in a public school).

Derek B. Taylor
Division of Research and Development
Cleveland Public Schools
1380 East 6th Street
Cleveland, Ohio 44114

1. How many children in your class have received Resident Tutor services this year? Avg.: 7.0; Median: 7; Range: 2-17
2. In all, how many tutors have been assigned to your classroom this year, including your present tutor? Avg.: 1.2; Median: 1; Range 0-3
3. On average, how many days per week does a pupil work with a tutor? Avg.: 4.8; Median: 5; Range: 3-5
4. Check the most important reasons (check no more than two) that you referred pupils for tutoring services this year.

17.8% Curriculum-embedded reading test performance

17.8% Teacher-made test performance

17.8% CTBS test performance

75.0% Classroom performance

14.3% Stanford Diagnostic Reading Test performance

7.1% Metropolitan Reading Test performance

39.3% Cleveland Mathematics Test performance

7.1% Other (Please specify) _____

10.7% Mathematics facts test performance

Math Skills, Tutor was assigned to me because I had a split class 3 & 4.

5. How often are you able to actually observe how your tutor works with the tutees?

About once a day 6.9% Several times a week 13.8% About once a week 20.7%

About once every two weeks or less frequently 44.8% Not at all 13.8%

- Does this enable you to adequately monitor the tutor's work? Yes 65.4% No 34.6%

APPENDIX C (Cont'd)

6. Would you permit the tutor to work in your classroom is necessary?

Yes 82.8% No 17.2% If NO, why not? _____

"Very disruptive to other distractible children."

7. How often do you have conferences with the tutor to review the work done and the progress made by the tutee?

About once a day 11.1% Several times a week 37.0% About once a week 25.9%

About once every two weeks or less frequently 25.9%

8. From your experience this year, what has been the most valuable feature or effect of the Resident Tutor Project?

"The children have made progress in reading and math...The one to one contact has been excellent...Gives the student extra help...important reinforcement..."

9. Are there changes you would like to see in the Resident Tutor project to make it more beneficial to the students? If so please specify suggestions.

"...more tutors assigned so more children could benefit...Tutors should be allowed to work with other students..."

10. Have you ever withdrawn a child from Resident Tutor services?

Yes 10.3% No 89.7% If YES, for what reasons? _____

"Improvement of skills...To give other children the much needed service..."

11. Has working with a Resident Tutor created any problems for you? (Briefly describe any).

"No major ones...it has been a beautiful and beneficial experience...No, I wish there were more of them..."

APPENDIX D

Mean Pre and Post Scores on Resident Tutor Skill Tests in Reading and Mathematics

Subtest	N	Pre % Correct	Post % Correct	Gain
Alphabet	3	35.0	96.7	61.7
Vocabulary	16	31.3	85.0	53.8
Aud/Vis Perception	6	46.7	80.0	33.3
Long/Short Vowels	16	34.9	68.4	35.4
Syllabication	3	34.7	74.0	39.3
Spelling	5	46.0	86.0	40.0
Reading Total/Average	49	36.3	79.1	43.4
Add/Sub Facts	18	27.9	80.8	53.5
Mult/Div Facts	18	36.2	80.4	42.7
Add/Sub Computation	21	49.0	78.6	29.5
Mult/Div Computation	16	38.0	85.0	47.0
Problem Solving	2	35.0	80.0	45.0
Math Total/Average	75	38.2	81.0	42.6

APPENDIX E

Summary of Mean NCE Scores on Subtests of STANFORD Diagnostic Reading Test

Grade Level	Subtest	N	Pre	Post	Gain
4	Auditory Vocabulary	13	33.5	42.5	+ 9.0
	Auditory Discrimination	1	31.0	35.0	+ 4.0
	Phonetic Analysis	10	31.4	44.0	+12.6
	Structural Analysis	5	42.8	53.2	+10.4
	Total/Average	29	34.3	44.6	+10.3
5	Auditory Vocabulary	16	26.1	48.3	+22.2
	Phonetic Analysis	9	16.2	41.0	+24.8
	Structural Analysis	10	15.8	19.0	+ 3.2
	Total/Average	35	20.6	38.1	+17.4
6	Auditory Vocabulary	15	31.1	27.5	- 3.7
	Phonetic Analysis	6	33.8	17.7	-16.2
	Structural Analysis	10	26.5	31.0	+ 4.5
	Total/Average	31	30.2	26.7	- 3.6