An Investigation into the Feasibility of Using Computer Technology in Achievement Directed Leadership.


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Between 1977 and 1981, the Basic Skills Component of Research for Better Schools worked with education agencies to develop a research-based approach to improving basic skills instruction and student achievement. Called Achievement Directed Leadership (ADL), the approach was field tested extensively in three school districts during the 1981-82 school year. It is noted that these tests provided persuasive evidence that educators could be trained to use research findings to monitor and manage critical classroom processes, and further evidence strongly suggested that student achievement improved according to the degree of ADL implementation. A key element in the project was the development of a microcomputer program to facilitate the collection and management of quantitative data by educators for their instructional decision making. The introduction to this report provides an overview of the investigation, a description of ADL, and a discussion of the use of microcomputers in schools. The methodology of the project is then presented, including the plan of investigation and the procedure. The section on the conduct of the investigation and findings of the project describes the design of the microcomputer-based support system for the ADL; the component's efforts to modify commercially available software to assist educators with the management of ADL; and the development and evaluation of an in-house software program, CONFERENCE. Finally, the conclusion addresses the technical feasibility and advantages for users in using the microcomputer for ADL data-based decision making. Included in the appendices are data collection forms, the principal/teacher conference form, and the CONFERENCE program code. (JLB)
AN INVESTIGATION INTO THE FEASIBILITY OF USING COMPUTER TECHNOLOGY IN ACHIEVEMENT DIRECTED LEADERSHIP

Submitted to the
NATIONAL INSTITUTE OF EDUCATION

by

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ACKNOWLEDGEMENTS

This report describes the experiences of the Basic Skills Component of Research for Better Schools, Inc. (RBS) in investigating the feasibility of using the microcomputer in Achievement Directed Leadership (ADL), a program of instructional improvement. ADL was developed at RBS under the leadership of David Helms and Anna Graeber. They both provided essential guidance during the conceptualization and implementation of this investigation.

Janice Kruse was the sustaining factor throughout this investigation of the use of the microcomputer in ADL--she guided the software development, conducted field trials, and prepared drafts of the support materials and an early version of this report. Marge Connelly, an RBS programmer, supplied much of the technical knowledge for the investigation, and led the development of the data-based management system. She also wrote the final computer program, CONFERENCE. Without Marge's programming skill and problem-solving ability, there would not have been a viable product on which to report.

We appreciate the efforts of Francine Beyer, Fran Shelkin and Sylvia McCall. Francine wrote the final report; Fran and Sylvia typed the report and support materials.

We would like to thank the educators in the Pennsylvania School District for their feedback on our various computer programs. Their reactions succeeded in bringing us back to earth when we became too idealistic.
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INTRODUCTION

This report is divided into four parts--introduction, methodology, conduct of investigation and conclusions. The three sections of the introduction discuss (1) an overview of the investigation, (2) the instructional improvement program called Achievement Directed Leadership, and (3) the use of microcomputer technology in schools.

Overview

Between 1977 and 1981 the Basic Skills Component (BSC) worked with a number of cooperating education agencies to develop a research-based approach to improving basic skills instruction and student achievement. The approach, which came to be known as Achievement Directed Leadership (ADL), was field tested intensively in three school districts during the 1981-82 school year. The field test provided persuasive evidence that educators could be trained to use research findings to monitor and manage critical classroom processes. Further evidence strongly suggested that student achievement improved according to the degree of ADL implementation.

However, BSC also learned that educators were not generally accustomed to using quantitative data for instructional decision making, nor were they comfortable or adept at collecting and managing such data. We therefore reasoned that, if the use of a microcomputer could make the storage and manipulation of ADL data more efficient and accurate and reduce paperwork, then educators might be more willing to use quantitative data in their decision making. BSC hypothesized that computer technology could facilitate the use of ADL—and a more effective use of ADL would mean more efficient classroom instruction and increased student achievement.
Achievement Directed Leadership

Achievement Directed Leadership (ADL) has two main features, an instructional leadership plan and a training/implementation program designed for its installation. Only the leadership plan is of interest here.

The leadership plan specifies roles and functions for teachers and administrators to help them coordinate their efforts to achieve and maintain instructionally effective classrooms (see Figure 1). The main thrust of the plan is cooperative, effective monitoring and managing of critical conditions and processes that affect the classroom performance of students and educators—with ultimate impact on student achievement.

![Figure 1. The ADL leadership plan.](image)

ADL calls for use of a four-step improvement cycle to help educators collect data on the critical variables and identify and exploit opportunities for improvement (see Figure 2).
Figure 2. Four-step improvement cycle.

The linch pin in the instructional improvement process is the principal. The principal is continually informed of classroom conditions through classroom visits and the review of teachers' instructional plans. During regularly scheduled principal/teacher conferences, the principal assists teachers in working through the improvement cycle. The primary outcome of the principal/teacher conference is a plan to address opportunities for improvement which were jointly identified during the conference. The principal subsequently shares teachers' improvement plans and progress with district leadership, during superintendent/principal conferences. During these conferences the principal can enlist central office time, resources, and inservice support for teachers' improvement efforts. Conference procedures and forms have been developed to structure and facilitate both the principal/teacher conference and the superintendent/principal conference.
Schools' Use of Microcomputers

It is common practice for schools to use microcomputers both as administrative and instructional tools. Administrative uses include word processing and scheduling. In addition to instruction in computer programming and computer literacy, microcomputers are used in the classroom as an aid to instruction. The use of microcomputers as an instructional aid can be divided into two general categories: Computer-Assisted Instruction (CAI), using the microcomputer to present instruction and/or to interact with a student to enhance learning (e.g., tutorial systems, drill exercises); and Computer-Managed Instruction (CMI), using the microcomputer for record keeping, diagnostic testing and scoring, and prescribing.

The proposed use of the microcomputer to facilitate educators' use of Achievement Directed Leadership (ADL) would differ from both CAI and CMI systems. In these systems the computer manages individual student progress (through a computerized or non-computerized curriculum) by continually informing the student as to what steps should be taken next. In ADL:

- the teacher and principal, not the computer program, make decisions based on the status of critical classroom variables
- the critical variables include classroom management variables, in addition to instructional variables
- the decisions made are either for an entire class or for instructional groups within the class, not for individual students
- the instructional decision making involves matching identified opportunities for improvement with research-based improvement strategies to be used by teachers.

To the best of our knowledge, at the time of this investigation there was no existing system that would guide educators in their instructional decision making according to assessments of various classroom conditions and processes.
METHODOLOGY

The specific goals of this project were: (1) to investigate the feasibility of using the computer to facilitate the implementation of Achievement Directed Leadership; and (2) to determine the advantages of the microcomputer-driven system; that is, will it reduce onerous tasks (i.e., record keeping, calculations, projections) and thus improve educators' motivation to use quantitative data in instructional decision making? This methodology section presents both the plan and procedure for conducting the investigation.

Plan of Investigation

The component's plan to meet the two above stated goals had three steps.

- design a microcomputer-based support system that would facilitate educators' use of Achievement Directed Leadership
- locate and/or develop software to implement the microcomputer support role, with assistance from local educators
- evaluate the feasibility and advantages of the microcomputer-based support system.

The scope of this investigation included these three steps, with technical feasibility at the school level being the major focus.

Procedure

This section describes the procedures the Basic Skills Component (BSC) used to carry out the plan of the investigation. The implementation of these procedures is discussed in the next part of the report, conduct of investigation and findings.
BSC staff, with assistance from an RBS computer programmer, studied the Apple II Plus computer's capabilities in terms of Achievement Directed Leadership (ADL) processes and goals in order to design a microcomputer support system that was both realistic and faithful to the ADL model. BSC decided to work with the Apple II Plus system with 64K since, at the time, this system was the one found in many schools.

The procedure for software modification/development and evaluation was as follows:

- research available software and solicit opinions of RBS programmer and outside consultants in order to identify commercially available software which could be modified to facilitate research-based decision making at the classroom level
- if software modification is not feasible, work with RBS programmer to attempt development of our own program and support materials (User's Guide, manual, data entry forms)
- have RBS staff participate in a pre-field trial with modified or new software (i.e., hands-on experience using simulated data); revise software based on informal feedback on ease of program use and advantages/disadvantages over traditional methods of monitoring ADL variables
- conduct a field trial of modified or new software; provide educators with hands-on experience (using simulated data) or a BSC demonstration, followed by a survey (see Appendix A for data collection forms) and/or unstructured interview; revise software based on survey/interview responses
- conduct additional field trials and revisions, if necessary.

Educators participating in the field trials were:

- teachers and administrators from a Pennsylvania middle school currently working with the BSC to develop a secondary version of 'ADL
- elementary school principals currently implementing ADL in the same Pennsylvania district
- curriculum coordinators from the same Pennsylvania district.
CONDUCT OF INVESTIGATION AND FINDINGS

This chapter describes the conceptualization of a microcomputer-based support system to facilitate Achievement Directed Leadership (ADL), the component's efforts to modify commercially available software to assist educators with the management of ADL's critical variables, and the subsequent development of new software, in conjunction with a commercially developed data-based management system.

Design of Microcomputer-Based Support System

Figure 3 shows the microcomputer-based support system the BSC designed to facilitate ADL. It diagrams how the various levels of a school district might use the computer for instructional decision making. In step 1, long-term instructional plans and classroom data are collected and entered into the microcomputer, and class files are updated. When the principal and teacher meet for a supervisory conference (step 2), they run a conference program which analyzes the data for each classroom variable and compares the class data to research findings and/or instructional goals in order to diagnose opportunities for improvement and assess progress. The microcomputer prints out and stores a record of the data and analyses, along with strategies for developing or altering instructional plans. The teacher, with the support of the principal, implements the strategies agreed upon and the cycle begins anew.

The diagram also shows that, ideally, all individual teacher reports are incorporated into a building level summary, and all building reports are incorporated into a district summary. In step 3, principals or central office
Figure 3. A computer-based support system to facilitate ADL.
staff then use these summaries to identify common opportunities for improving instruction across teachers and across schools, and to plan inservice accordingly (step 4).

**Review/Modify and Evaluate Existing Software**

We originally assumed that the ways in which the microcomputer could best assist with management of Achievement Directed Leadership's (ADL's) critical variables would vary for principal and teacher. For teachers, the microcomputer could help them develop and update long-term instructional plans, which include data on a class' prior learning, success on daily work and mastery of skills on unit tests and information on the content of the year-end achievement test. For principals, the computer could provide them with a summary of this information, along with the class' average student engaged time, during the principal/teacher conference. These data could then be compared to research findings and teacher goals. When opportunities for improvement are identified, the principal and teacher could plan and implement change strategies. Thus, we set out to develop separate principal and teacher programs.

The BSC selected VisiSeries integrated software (VisiFile and ViciCalc) because it offered the possibility for creating interfacing principal and teacher programs which could be used to manage ADL data. Using VisiFile, two versions of long-term instructional planning programs were developed, varying in amount of curriculum detail. Both programs were demonstrated to five middle school teachers and three curriculum coordinators in the Pennsylvania district. The educators felt that the programs could be useful, particularly the shorter version, but six of the eight felt that the programs would not make their own work any easier. Also, these educators were not very committed
to the concept of long range instructional planning—and the potential of computer support for the planning process did not increase their commitment. In light of the fact that these initial programs did not appear to make teachers' planning and monitoring tasks less onerous or time consuming, we abandoned this line of investigation. Additional support for this decision resulted from our review of VisiCalc to create an interfacing program for principals. VisiCalc's "chart" format did not seem to offer a way of summarizing classroom data that was more efficient than ADL's principal/teacher conference form. Instead, we attempted to develop our own program which more closely followed our original conceptualization—a program that the principal and teacher could use together, during the principal/teacher participatory supervision conference, to assist with the management of classroom data.

Software Development and Evaluation

The design for the principal/teacher conference program was based on our initial conceptualization of a computer-based support system (see Figure 3, p. 7) and was patterned after Achievement Directed Leadership's (ADL's) principal/teacher conference form (see Appendix B). The conference form records information on student variables which are highly related to student achievement—student engaged time, prior learning, coverage of criterion content and academic performance—along with identified opportunities for improvement and selected improvement strategies.

The first program BSC developed calculated and analyzed student engaged time. The program was demonstrated to six middle school teachers and six administrators from the Pennsylvania district and was positively received—all felt it was easy to use and 75 percent felt it would help them implement ADL;
the other 25 percent were uncertain. As a result of this feedback, we expanded the program to include ADL's other classroom variables. The resulting program, CONFERENCE, presented questions about a class' status on the ADL variables which were to be answered during the principal/teacher conference. The program then compared the data entered for each variable to corresponding research standards and listed opportunities for improvement. Fourteen elementary principals in the Pennsylvania district previewed CONFERENCE and the accompanying User's Guide. The majority (86 percent) of the educators felt CONFERENCE would be very useful, and all found the program and User's Guide easy to use. However, upon closer consideration, BSC realized that CONFERENCE was not really helping teachers with their paperwork, i.e., maintaining records and manipulating raw data to measure the critical variables. Although the program organized the data, compared the data to research findings and listed improvement opportunities, it did very little computing—it asked for data, such as mastery levels, that teachers had to calculate. BSC felt that teachers would be tempted to guess the status of the variables during the conference rather than collect and analyze actual data. As a result of further investigation, BSC learned that a data-based management system could be added to CONFERENCE to create a program that would maintain ongoing records on each of the variables. It would also respond to CONFERENCE's requests for information through data retrieval, calculations (e.g., coverage to date) or projections (e.g., student achievement scores based on planned coverage).

Sierra's General Manager II was selected as the data-based management system that best met the need to revise CONFERENCE for three primary reasons: it could be used with the existing operating system, several files could be opened simultaneously, and it had allocated space for a user program such as CONFERENCE. However, after setting up a filing system with information about
each of the variables, we found that General Manager II was not designed to accommodate a user program as long as CONFERENCE. Our solution was to shorten CONFERENCE to fit General Manager II's allocated space. This involved eliminating some of the program's elegance, i.e., the graphics and the space allocated for a user to enter his or her own improvement plans. The shortened program listed improvement strategies in a menu format from which a user could opt to select up to three. (See Appendix C for this final version of the program code.)

Because the revised program was completed late in the school year, there was only sufficient time to demonstrate CONFERENCE to two middle school administrators in the Pennsylvania district. During unstructured interviews, the administrators indicated that they liked the information that CONFERENCE provided—CONFERENCE would make it easier for them to monitor teachers' status on the classroom variables and to work with teachers in identifying and meeting instructional needs. Thus, the addition of the data-based management system to CONFERENCE suggests that the computer can provide useful information that supports instructional decision making by administrators.
CONCLUSIONS

The previous sections of this report described the component's investigation into the use of the microcomputer to facilitate Achievement Directed Leadership's data-based decision making. This section presents some conclusions concerning the two major questions of this investigation: (1) is it feasible to use the computer to facilitate the implementation of Achievement Directed Leadership (ADL); and (2) are there advantages to the microcomputer-driven system, that is, will it reduce onerous tasks (i.e., record keeping, calculations, projections) and thus improve educators' motivation to use quantitative data in instructional decision making?

Technical Feasibility

The Basic Skills Component's investigation suggests that it is possible to use the microcomputer to efficiently store and manipulate data on the critical classroom variables. The BSC was successful in developing such a program for the Apple II Plus computer with 64K using Sierra's General Manager II as a data-based management system. This program, CONFERENCE, is not elaborate due to space limitations of the data-based management system, but it is consistent with the intent behind Achievement Directed Leadership. We are encouraged that, if we were to pursue a study of the impact of CONFERENCE, component members could work with the developers of General Manager II to overcome the system's space limitation and create a more sophisticated, but still user-friendly software package.
Advantages for Users

The component's field experience suggests that the advantages of using quantitative data for instructional decision making are not intuitively obvious to all educators. Those in favor of using this type of data tend to see the microcomputer as a valuable tool because of its ability to store data in an orderly fashion, and quickly retrieve and analyze data as needed. Likewise, educators that do not favor the use of quantitative data for decision making do not see the need for a microcomputer support system. These educators fear that the use of a microcomputer will reduce room for their discretion and professional judgment. Thus, although the component developed a program that appears to reduce the paperwork involved in managing quantitative data for instructional decision making and increase the accuracy and efficiency of instructional decision making, such a program can only be effective to the extent that it is implemented. Unless educators value monitoring such data for instructional decision making, the concept of a microcomputer-driven system to facilitate the process will not be either motivating or readily accepted.

In conclusion, our experience suggests that educators who favor Achievement Directed Leadership (ADL), a form of research-based instructional decision making, will accept and use such a microcomputer-based support system; educators who do not favor ADL will not accept and use such a system. However, with appropriate training, experience and incentives, more educators might come to understand and value the advantages of this type of system.
Appendix A

Data Collection Forms
ACHIEVEMENT DIRECTED LEADERSHIP (ADL)  
COMPUTER SUPPORT REACTIONS

Questions 1-6 refer to the **Time Program**:

1. I believe that teachers and administrators could learn to use this program.  
   **Strongly Agree** (SA)  **Agree** (A)  **Uncertain** (U)  **Disagree** (D)  **Strongly Disagree** (SD)

2. If I were a teacher or administrator implementing ADL, I would like to use this program.  
   A  U  D  SD

3. I think that using this program would make it easier to implement ADL.  
   SA  A  U  D  SD

4. I think that teachers and administrators could do a better job of implementing ADL if they used this program.  
   SA  A  U  D  SD

5. What do you like best about the computer program?

6. What suggestions do you have for improving the program?

Questions 7-11 refer to using the **Content Program** at the beginning of the year to plan instructional content:

7. If I were a teacher or administrator implementing ADL, I would like to use this program.  
   SA  A  U  D  SD

8. I think that using this program would make it easier to implement ADL.  
   SA  A  U  D  SD

9. I think that teachers and administrators could do a better job of implementing ADL if they used this program.  
   SA  A  U  D  SD
10. What do you like best about the computer program?

11. What suggestions do you have for improving the program?

Questions 12-16 refer to using the Content Program throughout the school year to monitor coverage and students' academic performance:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. If I were a teacher or administrator implementing ADL, I would like to use this program.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>13. I think that using this program would make it easier to implement ADL.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
<tr>
<td>14. I think that teachers and administrators could do a better job implementing ADL if they used this program.</td>
<td>SA</td>
<td>A</td>
<td>U</td>
<td>D</td>
</tr>
</tbody>
</table>

15. What do you like best about the computer program?

16. What suggestions do you have for improving the program?
Response to CONFERENCE

1. I think that having a program like CONFERENCE would be:

( ) very useful  ( ) somewhat useful  ( ) of limited use  ( ) not useful

2. In its current form, CONFERENCE is:

( ) very easy to use  ( ) easy to use  ( ) not easy to use  ( ) not usable

3. CONFERENCE could be improved by making the following changes:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. In its current form, the Users Guide for CONFERENCE is:

( ) very easy to use  ( ) easy to use  ( ) not easy to use  ( ) not usable

5. The Users Guide for CONFERENCE* would be more helpful if it included information about:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6. The Users Guide for CONFERENCE would be more helpful if information about the following was not included:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. Other comments:

__________________________________________________________________________
__________________________________________________________________________

*If you have written comments on your copy of the Users Guide please feel free to give that copy to BSC staff.
Appendix B

Principal/Teacher Conference Form
### A. Information Collection

1a. What was the entering achievement level of the class?

1b. What is your achievement goal for the class?

1c. Are prior learning strengths and weaknesses (as identified on the School Year Planning Guide) addressed in short-term instructional plans?

2a. How many content items have been covered to-date?

2b. At this rate, how many content items will be covered by the time the test is administered?

2c. Assuming an 80 percent mastery rate, what is the predicted percentile rank for the class?

3a. On the average, what percent of the class masters each curriculum unit?

3b. Do short-term plans indicate that periodic review of previously mastered content is taking place?

4a. What percent of the class is highly successful on daily work at least half of the time?

4b. What is the average student engaged time?

4c. What is the average allocated time?

4d. What is the average engagement rate?

4e. Students' unengaged behaviors were primarily in what category (M,S,D,U,O)?

### Reading/Language Arts

<table>
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<tr>
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### Math

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<th>Percentile</th>
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</table>

### B. Comparison and Identification

Circle data that reflect an opportunity.
### C. Selection and Preparation

Describe strategies related to each opportunity.

1. **Attention to prior learning.**

2. **Coverage of criterion content.**

3. **Academic performance.**

4. **Time spent.**

### D. Improvement Plan (indicating what, when, where, and how)

**Teacher will:**

**Principal will:**
Appendix C

CONFERENCE Program Code
JLIST

10 REM CONFERENCE PROGRAM
20 AU$ = "%"
30 & OPEN:SC = 9: DIM S(SC):W$ = ":":K0$ = ""
40 FOR S = 1 TO SC: & INFO,S,L(S)
      : NEXT S
50 DIM D$(L(SC)): DIM K0$(L(SC))
60 DIM SU(32)
70 D$ = CHR$(4)
80 DIM G(12),OP(13),UN$(120),U2$(120),U3$(120),U4$(120)
90 REM INTRODUCTION
100 HOME
110 PRINT "PLEASE ENTER THE FOLLOWING INFORMATION:": PRINT 
      : PRINT
120 PRINT "1. "
130 IF F9 = 1 THEN GOTO 700
140 PRINT : PRINT "TODAY'S ";
150 PRINT "NORMAL"
160 & POS FLD,6,1: & PRTNAME,3:
      : PRINT : PRINT " "; & INPUT 
      ,TD$,0: IF LEN (TD$) = 0 THEN PRINT
      : PRINT "NO ENTRY MADE. TRY 
      : AGAIN."": PRINT : PRINT : GOTO 170
170 IF F9 = 1 THEN GOTO 300
180 PRINT : PRINT : PRINT "2. ";
190 & POS FLD,6,2: & PRTNAME,3:
      : PRINT : PRINT " "; & INPUT 
      ,TC$,0: IF F9 = 1 THEN GOTO 300
200 PRINT : PRINT : PRINT "3. ";
210 & POS FLD,6,3: & PRTNAME,3:
      : PRINT : PRINT " "; & INPUT 
      ,S$,0: IF F9 = 1 THEN GOTO 300
220 PRINT : PRINT : PRINT "4. ";
230 & POS FLD,6,4: & PRTNAME,3:
      : PRINT : PRINT " "; & INPUT 
      ,G$,0
240 PRINT : PRINT : PRINT "5. ";
250 PRINT
260 PRINT : PRINT "6 WOULD YOU LIKE A PRINTED": PRINT " SUMMARY OF THIS CONFERENCE? ";
270 IF USR (0) = 1 THEN X$ = "Y"
      : & SEL,0,Y
280 IF USR (0) = 0 THEN X$ = "N"
290 PRINT
300 F9 = 0: PRINT "IS THIS CORRECT?": & SEL, 0, Y
310 IF USR(0) = 0 THEN GOTO 3
320 IF USR(0) = 1 THEN GOTO 3
330 HOME: GOTO 110
340 & READ, 1, D$(1), KO$
344 IF USR(0) AND IT = 0 THEN
   HOME: VTAB 12: PRINT "THERE ARE NO TEST RECORDS FOR": & POS FLD, 6, 2: & PRINT , T$: END
350 P$ = G$ + S$: PK$ = D$(1) + D$(2)
360 IF P$ < > PK$ THEN GOTO 340
370 IT = VAL(D$(9))
380 & READ, 6, D$(1), K0$
385 IF USR(0) AND F2 = 0 THEN
   HOME: VTAB 12: PRINT "THERE ARE NO TEACHER RECORDS FOR": & POS FLD, 6, 2: & PRINT , T$: END
390 KEY$ = TC$ + S$ + G$ + CL$: IF
   KEY$ < > D$(L(5) + 2) + D$(L(5) + 3) + D$(L(5) + 4) + D$(L(5) + 5) THEN GOTO 380
400 F2 = 1
410 AC = VAL(D$(L(5) + 6)) + GA = VAL(D$(L(5) + 7))
420 TX$ = D$(L(5) + 8): TS$ = D$(L(5) + 9)
430 HOME
440 VTAB 12: PRINT TAB(13): "PLEASE WAIT..."
450 PRINT TAB(10): "COMPUTER WORKING"
460 & READ, 8, D$(1), K0$(1)
470 IF USR(0) AND F3 = 0 THEN
   HOME: VTAB 10: PRINT "THERE ARE NO MASTERY RECORDS FOR": & POS FLD, 6, 2: & PRINT , T$: PRINT : PRINT "GRADE ": & POS FLD, 6, 3: & PRINT , S$: PRINT : PRINT "CLASS ": & CL$: END
480 IF USR(0) THEN GOTO 610
490 K2$ = D$(L(7) + 1) + D$(L(7) + 2) + D$(L(7) + 3) + D$(L(7) + 4)
500 IF KEY$ < > K2$ THEN GOTO 470
510 VN = VN + 1
515 F3 = 1
520 IF VAL(D$(L(7) + (6 + VN))) > 80 THEN SU = SU + 1
530 IF D$(L(7) + (6 + VN)) < > "" THEN C = C + 1
540 IF D$(L(7) + 6 + VN)) < > "" THEN GOTO 510 
550 IF VAL (SQ$) = VAL (D$(L(7) + 6)) THEN SQ$ = D$(L(7) + 6): U = U + 1: UN$(U) = D$(L(7) + 5) 
560 SU = ( INT ((SU / C * ?.00) + .5)) 
570 SU(U) = SU: SU = 0: IF SU(U) < 80 THEN NM = NM + 1 
580 VN = 0: C = 0 
590 IF SQ$ = "" THEN PRINT "THE RE ARE NO TEST RECORDS": PRINT "FOR ": & POS FLD,8,1: & PRINT ,TC$ 
600 GOTO 470 
610 & READ ,2,D$(1),K0$: NS = VAL (D$(L(1) + 1)): NT = VAL (D$(L(1) + 2)) 
615 IF USR (0) AND NS = 0 AND NT = 0 THEN HOME: VTAB 12: PRINT "THERE IS NO CALENDAR FILE": END 
620 & READ ,7,D$(1),K0$: (1) 
635 IF USR (0) AND F4 = 0 THEN HOME: VTAB 12: PRINT "THERE ARE NO PLANNING GUIDE": PRINT "RECORDS FOR GRADE ":; & POS FLD,6,2: & PRINT ,S$: END 
637 IF USR (0) THEN GOTO 740 
640 K3$ = D$(L(6) + 1) + D$(L(6) + 2) + D$(L(6) + 3) + D$(L(6) + 4) + D$(L(6) + 5) 
650 K4$ = KEY$ + TX$: IF K3$ < > K4$ THEN GOTO 620 
655 F4 = 1 
660 FOR IC = 13 TO 37 STEP 4 
670 IF D$(L(6) + IC) = CHR$ (115) OR D$(L(6) + IC) = CHR$ (211) OR D$(L(6) + IC) = CHR$ (119) OR D$(L(6) + IC) = CHR$ (215) THEN SF = 1 
680 NEXT IC 
690 DT = DT + VAL (D$(L(6) + 43)): TS = TS + VAL (D$(L(6) + 44)) 
700 IF DT = NI THEN NP = NP + VAL (D$(L(6) + 44)) 
710 IF VAL (SQ$) > = VAL (D$(L(6) + 10)) THEN DY = DY + VAL (D$(L(6) + 43)): SK = SK + VAL (D$(L(6) + 44)) 
720 IF DT = NT THEN ST = ST + VAL (D$(L(6) + 44)) 
730 K5$ = D$(L(6) + 3) + D$(L(6) + 2): I3 = I3 + 1: U3$(I3) = D$(L(6) + 9): GOTO 620
740 S1 = ((SK / TS) * 100) + .5:S
1 = INT (S1):S2 = ((ST / TS)
) * 100) + .5:S2 = INT (S2)

750 HOME
760 IF X$ = "Y" THEN & PR#
770 GOSUB 1540
780 PRINT : PRINT TAB(13)"PRIOR
R LEARNING": PRINT TAB(13)
"**********": PRINT
790 PRINT "ENTERING ACHIEVEMENT-
";AC;" "AU$:
800 PRINT : PRINT "GOAL ACHIEVEM
ENT-";GA;" "AU$:
810 PRINT : PRINT "STRENGTHS AND
WEAKNESSES HAVE ";
820 IF SF = 0 THEN OP(1) = 1: PRINT
"NOT ";
830 PRINT "BEEN": PRINT "IDENTIF
IED ON YOUR SCHOOL YEAR": PRINT
"PLANNING GUIDE"
835 IF X$ = "Y" THEN PRINT D$;
PR#0"
840 VTAB 23: INPUT "PRESS RETURN
TO CONTINUE...";M$
845 IF X$ = "Y" THEN PRINT D$;
PR#1": PRINT CHR$ (12)
850 HOME : PRINT : PRINT TAB(1)
2)"CONTENT COVERAGE": PRINT
TAB(12)"**********":
PRINT
855 IF X$ = "Y" THEN PRINT D$;
PR#0"
860 PRINT "HOW MANY INSTRUCTIONA
L DAYS": INPUT "HAVE BEEN US
ED...";NI: PRINT : PRINT "HOW
MANY INSTRUCTIONAL DAYS": INPUT
"SINCE YOUR LAST UNIT TEST..
";U1:NI = NI - U1
865 IF X$ = "Y" THEN PR# 1
870 PRINT
880 PRINT "YOUR LAST UNIT TEST W
AS ON UNIT ";UN$(U)
890 PRINT : PRINT "YOU PLANNED O
N USING ";DY: PRINT "INSTRUC
TIONAL DAYS BY THAT DATE"
900 PRINT : PRINT "YOU ACTUALLY
USED ";NI;" DAYS"
910 IF NI > DY THEN PRINT : PRINT
"YOU ARE ";NI - DY;" DAY": IF
NI - DY > 1 THEN PRINT "S"
920 IF NI > DY THEN PRINT " BEH
IND YOUR PLANS"
930 IF NI < DY THEN PRINT : PRINT
"YOU ARE ";DY - NI;" DAY": IF
DY - NI > 1 THEN PRINT "S"
940 IF NI < DY THEN PRINT " AHE
AD OF YOUR PLANS"
950 IF NI = DY THEN PRINT: PRINT "YOU ARE IN AGREEMENT WITH YOUR SYPG"
955 PRINT D$
956 IF X$ = "Y" THEN PRINT 0
960 PRINT: PRINT: INPUT "PRESS RETURN TO CONTINUE...": BL$: HOME
965 IF X$ = "Y" THEN PRINT D$; "PR#1"
970 PRINT: PRINT "YOU HAVE COVERED "; S1; "% OF THE SKILLS": PRINT "THAT YOU PLANNED ON COVERING": PRINT "BY TEST DATE"
975 PRINT: PRINT "ACCORDING TO YOUR SYPG YOU WILL": PRINT "COVER "; S2; "% OF THOSE SKILLS BY TEST DATE"
980 IF X$ = "Y" THEN PRINT D$; "PR#0"
985 FLASH: V TAB 10
1000 H TAB 13: PRINT "WORKING"
1010 N ORMAL
1020 & READ ,4,D$(1),K0$
1025 IF USR (0) AND F5 = 0 THEN HOME: V TAB 12: PRINT "THERE IS NO CONTENT FILE FOR THIS CLASS": END
1030 IF USR (0) THEN GOTO 1070
1040 K6$ = D$(L(3) + 1) + D$(L(3) + 2)
1050 IF K5$ < > K6$ THEN GOTO 1020
1055 F5 = 1
1060 I5 = I5 + 1: U4$(I5) = D$(L(3) + 11): GOTO 1020
1070 I6 = I3: FOR I3 = 1 TO I6
1080 FOR I4 = 1 TO I5
1090 IF UN$(I3) = "": THEN GOTO 1110
1100 IF UN$(I3) = U4$(I4) THEN C3 = C3 + 1
1110 IF U2$(I3) = "": THEN GOTO 1130
1120 IF U2$(I3) = U4$(I4) THEN C1 = C1 + 1
1130 IF U3$(I3) = "": THEN GOTO 1150
1140 IF U3$(I3) = U4$(I4) THEN C2 = C2 + 1
1150 NEXT I4: NEXT I3
1160 EF = 7
1170 CD = (C3 / IT) * 100 + .5: CD = INT (CD)
1180 CT = (C1 / IT) * 100 + .5: CT = INT (CT)
1190 CY = (C2 / IT) * 100 + .5: CY = INT (CY)
200 N ORMAL
1210 PRINT CHR$ (11)
1215 IF X$ = "Y" THEN PRINT D$; "PR#1"
1220 PRINT : PRINT "COVERAGE TO DATE OF ITEMS ON TEST IS "; CD; ";%"
1230 PRINT : PRINT "COVERAGE BY TEST DATE IS "; CT; ";%"
1240 PRINT
1250 PRINT : PRINT "COVERAGE BY THE END OF THE YEAR IS "; CY; ";%"
1260 K6$ = $G$ + G$ + TS$
1270 FOR I = 1 TO 100: NEXT I
1280 CO = INT (C1 * .8 + .5)
1290 & READ ,3,D$(1),KQ$(1)
1295 IF USR (0) AND F6 = 0 THEN HOME: VTAB 12: PRINT "THERE IS NO NORMS TABLE FOR THIS CLASS": END
1300 IF USR (0) THEN GOTO 1770
1310 K7$ = D$(L(2) + 2) + D$(L(2) + 1) + D$(L(2) + 3)
1320 IF K6$ < K7$ THEN GOTO 1290
1325 F6 = 1
1330 IF CO = VAL (D$(L(2) + 8)) THEN P = VAL (D$(L(2) + 9))
1340 IF VAL (D$(L(2) + 9)) < INT (GA / .8 + .5) THEN GOTO 1290
1350 K = VAL (D$(L(2) + 8))
1360 IF FP < > 1 THEN GOTO 1290
1365 IF X$ = "Y" THEN PRINT D$; "FR#0"
1370 VTAB 23: INPUT "PRESS RETURN TO CONTINUE..."; BL$
1375 IF X$ = "Y" THEN PRINT D$; "FR#1"
1380 HOME: PRINT : PRINT "PREDICTED ACHIEVEMENT GIVEN": PRINT "COVERAGE TO TEST OF "; CI; " ITEMS": PRINT "AND 80% MASTERY IS "; P; SPC(1); "%ILE"
1390 PRINT
1400 EF = 7
1410 IF P < GA - EF THEN OP(2) = 1: PRINT : PRINT "TO REACH YOUR ACHIEVEMENT GOAL OF "; GA; ";%": PRINT "YOU WILL NEED TO INCREASE COVERAGE": PRINT "TO "; K; " ITEMS (ASSUMING 80% MASTERY)": GOTO 1450
1420 OP(4) = 0
1430 IF P < GA - EF THEN OP(2) = 1: PRINT : PRINT "TO REACH YOUR ACHIEVEMENT GOAL OF "; GA; ";%": PRINT "YOU WILL NEED TO INCREASE COVERAGE": PRINT "TO "; K; " ITEMS (ASSUMING 80% MASTERY)": GOTO 1450
1440 PRINT : PRINT "THIS LEVEL OF COVERAGE IS": PRINT "CONSISTENT WITH YOUR ": PRINT "AC.
HIEVEMENT GOAL OF ";GA:"7"

1440 NORMAL : VTAB 23
1450 IF X$ = "Y" THEN PRINT D$; "PR#0"
1455 VTAB 23: INPUT "PRESS RETURN N TO CONTINUE..."; M$
1460 HOME : VTAB 10
1470 GOTO 1790
1480 & POS FLD,6,1: PRINT "DATE :"); & PRINT ,TD$
1490 PRINT : PRINT M$
1500 INPUT XX$
1510 IF LEN (XX$) = 0 THEN PRINT : PRINT "NO ENTRY MADE.TRY A AGAIN."; PRINT : GOTO 1490
1520 IF LEN (XX$) > L THEN PRINT : PRINT "TOO LONG."; L; " CHAR ACTERS ONLY."; PRINT : GOTO 1490
1530 RETURN
1540 PRINT "TEACHER: ";
1550 & POS FLD,6,2: & PRINT ,T$
1560 PRINT : PRINT
1570 PRINT "GRADE: ";
1580 & POS FLD,6,4: & PRINT ,G $
1590 PRINT : PRINT : PRINT "SUBJ ECT: ";
1600 & POS FLD,6,3: & PRINT ,S$
1610 PRINT : PRINT
1620 & POS FLD,6,1: PRINT "DATE :"); & PRINT ,TD$
1630 PRINT : PRINT
1640 RETURN
1650 & POS FLD,6,3: & PRINT ,S$
1660 PRINT : PRINT M$
1670 INPUT XX$
1680 IF LEN (XX$) = 0 THEN PRINT :
PRINT "NO ENTRY MADE.TRY A AGAIN."; PRINT : GOTO 1660
1690 IF ASC (XX$) < > 78 AND ASC (XX$) < > 89 THEN PRINT : PRINT "ENTRY MUST BE YES OR NO": PRINT :
GOTO 1660
1700 RETURN
1710 NZ$ = EA$(I,J + 1): RETURN
1720 NZ$ = EA$(I,J): RETURN
1730 IF X$ = "Y" THEN PRINT D$; "PR#1": PRINT CHR$ (12)
1740 U = 0
1750 IF NM > 0 THEN OP (3) = 1
1800 HOME : IF U + 1 > VAL (S0$) THEN GOTO 2000
1810 HTAB 5: PRINT "TOPICS"
1820 HTAB 18: PRINT "UNIT"
1830 HTAB 27: PRINT "/ OF CLASS"
HTAB 24: PRINT "REACHING MASTERY"
HTAB 25: PRINT "(80% OR BETTER)"
HTAB 24: PRINT "ON LAST UNIT TEST"
PRINT "" : PRINT

IF U = 0 THEN & READ ,7,D$(1),K0$(1),F
IF U > 0 THEN & READ ,7,D$(1),K0$(1)

IF USR (0) THEN GOTO 2000

K8$ = D$(L(6) + 1) + D$(L(6) + 2) + D$(L(6) + 3) + D$(L(6) + 4) + D$(L(6) + 5)
IF K8$ < > K4$ THEN GOTO 1800

U = U + 1
IN = IN + 4
IF X$ = "Y" AND D$(L(6) + (7 + IN)) = "" THEN PRINT TAB(20);D$(L(6) + 9);TAB(31);S
U(U);IN = 0: PRINT D$;"PR#0" : VTAB 23: INPUT "PRESS RETURN TO CONTINUE...";BL$: PRINT D$;"PR#1": PRINT CHR$(12): GOTO 1800
IF X$ = "Y" AND D$(L(6) + (7 + IN)) = "" THEN PRINT D$;"PR#1": PRINT CHR$(12): GOTO 1800

IF D$(L(6) + (7 + IN)) = "" THEN VTAB 10: HTAB 20: PRINT D$(L(6) + 9): VTAB 10: HTAB 31: PRINT SU(U):IN = 0: VTAB 23: INPUT "PRESS RETURN TO CONTINUE...";BL$: GOTO 1800

& POS FLD,7,7 + IN: POKE 9,0
& PRINT ,D$(L(6) + (7 + IN))
PRINT
GOTO 1940

IF X$ = "Y" THEN PRINT D$; "PR#0"
HOME : VTAB 13
PRINT TAB(18);"TIME"
PRINT TAB(18);"****"
PRINT D$;"BLOAD CHAIN.A520"

CALL 520"CONF.PART3"

IFR#: JLIST

D$ = CHR$(4)
DIM T$(13,12),AV(3),U(5),C$(5)
50 DIM LI(10), C0(10)
60 DIM T2$(13, 12)
6000 REM TIME
6001 C = 0
6005 & READ , 9, D$(1), K0$(1)
6006 IF USR (O) AND F7 = 0 THEN
   HOME : VTAB 12: PRINT "THERE ARE NO TIME OBSERVATIONS";
   PRINT "FOR THIS CLASS": END
6010 IF USR (0) THEN GOTO 6100
6015 K9$ = D$(L(8) + 1) + D$(L(8) + 2) + D$(L(8) + 3) + D$(L(8) + 4)
6020 IF K9$ < > KEY$ THEN GOTO 6005
6025 F7 = 1
6030 T$(C, 0) = D$(L(8) + 5)
6035 T$(C, 1) = D$(L(8) + 6)
6040 T$(C, 2) = D$(L(8) + 7)
6050 T$(C, 3) = D$(L(8) + 8)
6055 T$(C, 4) = D$(L(8) + 9)
6060 T$(C, 5) = D$(L(8) + 10)
6065 T$(C, 6) = D$(L(8) + 11)
6070 T$(C, 7) = D$(L(8) + 12)
6075 T$(C, 8) = D$(L(8) + 13)
6080 T$(C, 9) = D$(L(8) + 14)
6085 T$(C, 10) = D$(L(8) + 15)
6090 T$(C, 11) = D$(L(8) + 16)
6091 C = C + 1
6095 GOTO 6005
6100 C = C - 1
6101 IF X$ = "Y" THEN PRINT D$;
       "PR#1"
6102 FOR V = 0 TO C
6104 HOME : PRINT "THE FOLLOWING OBSERVATION DATA"
6105 PRINT "HAVE BEEN RECORDED:
6106 PRINT "=": PRINT "=": PRINT "=": PRINT "=": PRINT "=": PRINT
    "=": PRINT "=": PRINT "=": PRINT "=": PRINT "=": PRINT
    "=": PRINT "=": PRINT "=": PRINT "=": PRINT "=": PRINT
    "=": PRINT "=": PRINT "=": PRINT "=": PRINT "=": PRINT
    "=": PRINT "=": PRINT "=": PRINT "=": PRINT "=": PRINT
7610 & POS FLD, 9, 5
6113 & PRTNAME, 2
6114 POKE 9, 0
6115 PRINT "...": & PRINT , T$(V, 0)
6120 PRINT : & POS FLD, 9, 6
6122 & PRTNAME, 2
6124 POKE 9, 0
6125 PRINT "...": & PRINT , T$(V, 1)
6130 PRINT : & POS FLD, 9, 7
6132 & PRTNAME, 2
6134 POKE 9, 0
6135 PRINT "...": & PRINT , T$(V, 2)
6140 PRINT : & POS FLD, 9, 8
6142 & PRNAME, 2
6143 POKE 9, 0
6145 PRINT "...";: & PRINT ,T$(V, 3)
6150 PRINT : PRINT : & POS FLD, 9, 9
6152 & PRNAME, 2
6153 POKE 9, 0
6155 PRINT "...";: & PRINT ,T$(V, 4)
6160 PRINT : & POS FLD, 9, 10
6162 & PRNAME, 2
6163 POKE 9, 0
6165 PRINT "...";: & PRINT ,T$(V, 5)
6170 PRINT : & POS FLD, 9, 11
6172 & PRNAME, 2
6173 POKE 9, 0
6175 PRINT "...";: & PRINT ,T$(V, 6)
6180 PRINT : & POS FLD, 9, 12
6182 & PRNAME, 2
6183 POKE 9, 0
6185 PRINT "...";: & PRINT ,T$(V, 7)
6190 PRINT : PRINT : & POS FLD, 9, 13
6192 & PRNAME, 2
6193 POKE 9, 0
6195 PRINT "...";: & PRINT ,T$(V, 8)
6200 PRINT : & POS FLD, 9, 14
6202 & PRNAME, 2
6203 POKE 9, 0
6205 PRINT "...";: & PRINT ,T$(V, 9)
6210 PRINT : & POS FLD, 9, 15
6212 & PRNAME, 2
6213 POKE 9, 0
6215 PRINT "...";: & PRINT ,T$(V, 10)
6220 PRINT : & POS FLD, 9, 16
6222 & PRNAME, 2
6223 POKE 9, 0
6224 PRINT "...";: & PRINT ,T$(V, 11)
6225 IF X$ = "Y" THEN PR# 0
6226 PRINT : VTAB 23: INPUT "PRESS RETURN TO CONTINUE..."; BL$ 
6227 IF X$ = "Y" THEN PRINT D$;
6228 "PR#1": PRINT CHR$ (12)
6229 NEXT I
6229 FOR I = 0 TO C
6240 T$(I, 9) = STR$ (INT (100 * 
6241 VAL (T$(I, 9)) + .5))
6245 T$(I, 10) = STR$ (INT (VAL 
6246 (T$(I, 10)) + .5))
6260 T$(I, 11) = STR$ (INT (VAL 
6261 (T$(I, 11)) + .5))
AV(0) = AV(0) + VAL (T$(I,10))
AV(1) = AV(1) + VAL (T$(I,9))
AV(2) = AV(2) + VAL (T$(I,11))

IF VAL (T$(I,10)) > TH THEN
  TH = VAL (T$(I,10))
NEXT I
FOR I = 0 TO 2
  AV(I) = AV(I) / (C + 1)
  AV(I) = INT (AV(I) + .5)
NEXT I

IF X$ = "Y" THEN PRINT D$; "PR#1"

HOME: PRINT
PRINT TAB(14)"SUMMARY SHEET": PRINT
PRINT "DATE OBSVR PRT A T": SPC(5); "ER": SPC(5); "SET"
FOR I = 0 TO C
  PRINT &POS FLD,9,5: POKE 9,0: & PRINT ,T$(I,0)
  PRINT SPC(2)
  &POS FLD,9,6: POKE 9,0: & PRINT ,T$(I,1)
  PRINT SPC(3)
  &POS FLD,9,7: POKE 9,0: & PRINT ,T$(I,2)
  PRINT TAB(20)T$(I,10);" MIN"
  PRINT T$(I,9);"%"; SPC(2)
  PRINT T$(I,11);" MIN"
NEXT I
I = 20: IF AV(0) < 100 THEN I = 21
J = 2: IF AV(2) < 100 THEN J = 3
PRINT : PRINT TAB(7)"AVERAGES": TAB(I); AV(0); " MIN"
: AV(1); "%": SPC(J); AV(2); " MIN"

IF X$ = "Y" THEN PRINT D$; "PR#0"
PRINT : PRINT : INPUT "PRESS RETURN TO CONTINUE..."; M$
PRINT D$: "LOAD CHAIN,A520"
CALL 520"TIME2"

JPR#;
JL151

30 D$ = CHR$ (4)
6690 REM TIME
6770 C$(0) = "M"; C$(1) = "U"; C$(2)
  = "S"; C$(3) = "D"; C$(4) = "D"
DIM AL(11), ER(11)

DATA 6, "A--GR.1 READING /LANG", 3, 38, 110, 130, 210, 10
DATA "B--GR.3 READING/LANG", 5, 48, 88, 113, 170, 198, 205, 1
DATA "C--GR.5 READING/LANG", 3, 40, 78, 92, 135, 7
DATA "D--GR.1 MATH", 5, 5, 4, 46, 140, 152, 165, 6
DATA "E--GR.3 MATH", 3, 8, 4, 6, 61, 108, 8
DATA "F--GR.5 MATH", 2, 17, 32, 46, 99
READ F1
FOR I = 1 TO F1
READ ZZ$(I), K(I)
FOR J = 1 TO K(I)
READ CA(I, J)
NEXT J
EA$(I, 1) = "TIME BELOW RANGE"
EA$(I, 2) = "BELOW EXPECTED ACHIEVEMENT LEVEL"
EA$(I, 3) = "AT EXPECTED ACHIEVEMENT LEVEL"
EA$(I, 4) = "ABOVE EXPECTED ACHIEVEMENT LEVEL"
EA$(I, 5) = "TIME ABOVE RANGE"
IF K(I) < 2 THEN GOTO 6900
EA$(I, 2) = "TIME BELOW AVERAGE"
EA$(I, 3) = "TIME ABOVE AVERAGE"
EA$(I, 4) = EA$(I, 5): GOTO 6910
IF K(I) = 3 THEN GOTO 6910
EA$(I, 7) = EA$(I, 5)
EA$(I, 6) = EA$(I, 2): EA$(I, 5) = EA$(I, 3)
READ MC(I)
NEXT I
HOME: M$ = "IS THIS AN ELEMENTARY CLASS?": GOSUB 19060:
:X1$ = XX$
IF ASC (X1$) = 78 THEN YX$ = "G": K(I) = ': CA(I, 1) = 10
CA(I, 2) = 11: EA$(I, 1) = "TIME BELOW RANGE": EA$(I, 2) = "TIME IN RANGE": EA$(I, 3) = "TIME ABOVE RANGE": MC(I) = 99:
GOTO 7410
HOME: PRINT "THE FOLLOWING COMPARISON OPTIONS": PRINT "ARE AVAILABLE": PRINT
FOR I = 1 TO F1
PRINT: PRINT ZZ$(I)
PRINT
NEXT I
PRINT: PRINT "WHICH OPTION DO YOU WANT TO USE?": INPUT 
"(TYPE ONE LETTER)"; YX$
REM DATA ANALYSIS
IF X$ = "Y" THEN PRINT D$;
"PR#1": PRINT CHR$ (12)
PRINT: PRINT: HOME: PRINT
PRINT TAB (16) "COMPARISON"
IF ASC (X1$) = 78 THEN GOTO 8840
NG = AV (2): GOSUB 19860: E$ = NZ$
IF MC = 99 THEN MC = 0
JH = J
PRINT: PRINT: PRINT "ENTERING ACHIEVEMENT OF": PRINT "YOUR CLASS IS "; AC; ";%"
PRINT: PRINT "YOUR ACHIEVEMENT GOAL IS "; GA; ";%"
PRINT: PRINT "AVERAGE STUDENT ENGAGED TIME IS "; AV (2); 
" MIN. ": PRINT E$
IF X$ = "Y" THEN PRINT D$;
"PR#0"
IF E$ = "TIME BELOW RANGE" OR E$ = "TIME BELOW AVERAGE" OR 
LEFT$ (E$, 5) = "BELOW" THEN 
OP (4) = 1: GOSUB 19930
IF LEFT$ (E$, 2) = "AT" THEN GOSUB 19965
IF LEFT$ (E$, 5) = "ABOVE" THEN GOSUB 20000
IF (K(I) < = 3) OR JH < = 
3 THEN GOTO 8354
IF VAL (AZ$) = 1 AND LEFT$ (E$, 5) = "ABOVE" THEN GOTO 8370
IF VAL (AZ$) = 2 AND LEFT$ (E$, 5) = "ABOVE" THEN GOTO 8360
PRINT: PRINT "THIS ZONE BEGINS AT "; CA(I, JH - 1) - 1: PRINT 
"AND GOES DOWN TO "; CA(I, JH - 
2)
GOTO 8360
IF VAL (AZ$) = 1 THEN NG = 
AV (2): GOTO 8370
IF VAL (AZ$) = 2 THEN GOTO 8360
PRINT: PRINT "THIS ZONE BEGINS AT "; CA(I, J)
PRINT: PRINT "WHAT IS YOUR STUDENT ENGAGED TIME GOAL? ": L = 3: GOSUB 19000: NG = VAL 
(XX$)
GOSUB 19860: HOME: PRINT "YOUR GOAL IS "; NG; " MIN.": PRINT
PRINT "EXPECTED ACHIEVEMENT"
1: PRINT NZ$: PRINT
8390 M$ = "IS THIS THE GOAL YOU INTENDED?": GOSUB 19080: IF
ASC (XX$) = 78 GOTO 8360
8392 ER = AV(1)
8393 IF AV(1) < 80 THEN ER = 79
8394 IF AV(1) >= 90 THEN PRINT
"YOUR CLASS'S ENGAGEMENT RATE IS GOOD": GOTO 8420
8395 DF = 90 - ER
8396 HOME: PRINT "IN ORDER TO ACHIEVE YOUR SET GOAL OF ";NG:
PRINT "YOU CAN USE ANY OF THE FOLLOWING": PRINT "COMBINATIONS:"
8397 PRINT : PRINT "ENGAGEMENT RATE ALLOCATED TIME"
8398 PRINT "***************************"
8399 FOR Z = 1 TO DF
8400 ER = ER + 1
8401 ER(Z) = ER
8402 AL(Z) = NG / ER(Z) * 100: AL(Z) = INT (AL(Z) + .5)
8405 PRINT Z; "."; TAB(9); ER(Z); TAB(28); AL(Z)
8410 NEXT Z
8415 PRINT : PRINT
8420 PRINT : PRINT : PRINT "YOUR SELECTION? (1 TO ";Z - 1; ")"
8421 INPUT "."; CN$
8424 IF VAL (CN$) < 1 OR VAL (CN$) > Z THEN PRINT "PLEASE ENTER 1 TO ";Z - 1;": GOTO 8421
8425 AL = AL(VAL (CN$)): ER = ER(VAL (CN$))
8430 VTAB (23): INPUT "PRESS RETURN TO CONTINUE..."; BL$
8447 REM UNENGAGED BEHAVIORS
8550 HOME: PRINT "UNENGAGED BEHAVIORS WILL BE TOTALED": PRINT "FOR THE MOST RECENT OBSERVATIONS."
8560 PRINT "HOW MANY OBSERVATIONS SHOULD BE": INPUT "INCLUDE 0? "; I1
8570 IF I1 > C + 1 OR I1 < 0 THEN PRINT : PRINT "VALUE MUST BE BETWEEN 1 AND "; C + 1: GOTO 8560
8580 FOR I = 0 TO I1 - 1
8590 U(0) = U(0) + VAL (T$(I, 4))
8600 U(1) = U(1) + VAL (T$(I, 7))
8610 U(2) = U(2) + VAL (T$(I, 5))
8620 \( U(3) = U(3) + \text{VAL\( (T\$(I,6)) \)} \\
8630 \( U(4) = U(4) + \text{VAL\( (T\$(I,8)) \)} \\
8640 \text{NEXT I} \\
8650 \text{F} = 0 \\
8660 \text{FOR I} = 0 \text{ TO 3} \\
8670 \text{IF} U(I) > U(I + 1) \text{ THEN} \\
8680 \text{GOTO 8710} \\
8690 \text{S} = U(I):U(I) = U(I + 1):U(I + 1) = S \\
8700 \text{Z$} = C\$(I):C\$(I) = C\$(I + 1) \\
8700 \text{:C\$(I + 1) = Z$} \\
8710 \text{F} = 1 \\
8710 \text{NEXT I} \\
8720 \text{IF} F = 1 \text{ THEN} \text{ GOTO 8650} \\
8725 \text{IF X$ = "Y" THEN PRINT D$; \n"PR#1": PRINT CHR\$ (12) \n8730 \text{PRINT} : \text{PRINT} \"UNENGAGED BEHAVIOR\"; SPC(5);\"FREQUENCY\" \\
8740 \text{PRINT} \\
8750 \text{FOR I} = 0 \text{ TO 4} \\
8760 \text{IF C\$(I) = "M" THEN PRINT \n"MGMT/TRANS": TAB(26);U(I) } \\
8770 \text{IF C\$(I) = "S" THEN PRINT \n"SOCIALIZING": TAB(26);U(I) } \\
8780 \text{IF C\$(I) = "D" THEN PRINT \n"DISCIPLINE": TAB(26);U(I) } \\
8790 \text{IF C\$(I) = "U" THEN PRINT \n"UNDEC/OBS": TAB(26);U(I) } \\
8800 \text{IF C\$(I) = "O" THEN PRINT \n"OUT OF ROOM": TAB(26);U(I) } \\
8810 \text{NEXT I} \\
8825 \text{IF X$ = "Y" THEN PRINT D$; \n"PR#0" } \\
8830 \text{PRINT} : \text{PRINT} \text{:INPUT} \"PRESS RETURN TO CONTINUE\";M$ \\
8835 \text{GOTO 8910} \\
8837 \text{REM} \\
8838 \text{REM SECONDARY LEVEL ANALYSIS} \\
8840 \text{IS} \\
8845 \text{REM} \\
8850 \text{M$ = \"WHAT IS SCHEDULED TIME \n\";L = 3; GOSUB 19000:AL = \n\text{VAL\( (XX$) \)} \\
8860 \text{IF (AL < AV(0) - 5) OR (AL > \nAV(0) + 5) THEN OP(10) = 1} \\
8870 \text{IF AV(1) > 85 THEN PRINT \n"YOUR CLASS'S ENG.RA IS GOOD": GOTO 8890} \\
8880 \text{IF OP(11) = 1:OP(12) = 1} \\
8885 \text{PRINT} : \text{PRINT} \"YOU SHOULD PROBABLY TRY TO INCREASE\"; \text{PRINT \n"YOUR ENGAGEMENT RATE OF \nAV(1);\"%"} \\
8890 \text{PRINT} : \text{INPUT} \"WHAT IS YOUR ENGAGEMENT RATE GOAL? \";ER
IF (NG < AV(2) - 5) OR (NG > AV(2) + 5) THEN OP(4) = 1
PRINT: PRINT "RESULTING ST ENG.TIME GOAL IS " ; NG; " MIN."
PRINT: INPUT "PRESS RETURN TO CONTINUE" ; M$
IF X$ = "Y" THEN PRINT D$; "FR#1"
IF X$ = "Y" THEN PRINT CHR$(12)
HOME: PRINT: PRINT
PRINT "YOUR TIME GOALS ARE:"
PRINT: PRINT TAB(5); "ST. ENG.TIME = " ; NG; " MIN."
PRINT: PRINT TAB(5); "ENG. RATE = " ; ER; "%"
PRINT: PRINT TAB(5); "ALL OC.TIME = " ; AL; " MIN."
IF NG > AV(2) THEN OP(4) = 1
IF AL > AV(0) THEN OP(5) = 1
IF ER > AV(1) THEN OP(6) = 1
PRINT D$; "BLOAD CHAIN,A520".
CALL 520"CONF.PART4"
GOTO 19999
END
PRINT: PRINT M$
INPUT XX$
IF LEN (XX$) = 0 THEN PRINT
PRINT "NO ENTRY MADE.TRY A GAIN." : PRINT : GOTO 19000
IF LEN (XX$) > L THEN PRINT
PRINT "TOO LONG."; L; " CHARACTERS ONLY." : PRINT : GOTO 19000
RETURN
REM FIND ZONE NZ$ CORRESP. TO ENG.TIME NG
I = ASC (YY$) - 64
MC = MC(I)
FOR J = 1 TO K(I) + 1
IF NG < CA(I,J) THEN GOTO 19920
19900 NEXT J
19905 NZ$ = EA$(I,J + 1)
19910 IF NZ$ = "" THEN NZ$ = EA$(I,J - 1): J = JH: RETURN
19920 NZ$ = EA$(I,J): RETURN
19930 REM BELOW ZONE
19940 IF AC > = 80 THEN PRINT
19945 : PRINT "YOU SHOULD MOVE TO
19950 AT LEAST THE AT ZONE": J = 2
19955 IF AC < 80 THEN PRINT : PRINT
19960 "YOU SHOULD MOVE TO THE ABOV
19970 E ZONE": J = 3: JH = JH - 1
19980 NZ$ = EA$(I,J)
19990 RETURN
20000 REM AT ZONE
20010 IF AC > = 80 THEN PRINT
20020 : PRINT "IT'S OK TO REMAIN I
20030 N THE AT ZONE": PRINT "DO YO
20040 U WANT TO": PRINT : PRINT "1)REMAIN IN THE AT ZONE": PRINT
20050 : PRINT "2)MOVE TO THE ABOVE
20060 ZONE"
20070 IF AC > = 80 THEN PRINT
20080 : INPUT "PLEASE ENTER 1 OR 2
20090 .": AZ$: IF VAL (AZ$) < > 1 AND VAL (AZ$) < > 2 THEN
20095 GOTO 20070
20096 IF AC > = 80 AND VAL (AZ
20100 $) = 2 THEN J = 3: PRINT "TH
20105 IZ ZONE BEGINS AT ";CA(I,J)
20110 IF AC > = 80 THEN GOTO 1
20115 9990
20120 IF AC < 80 THEN PRINT : PRINT
20125 "YOU SHOULD MOVE TO THE ABOV
20130 E ZONE": J = 3
20135 NZ$ = EA$(I,J)
20140 RETURN
20150 REM ABOVE ZONE
20160 PRINT "DO YOU WANT TO:
20170 PRINT : PRINT "1)REMAIN WH
20180 ERE YOU ARE IN THE ABOVE ZON
20185 E": PRINT "2)MOVE HIGHER IN
20190 THE ABOVE ZONE": PRINT : INPUT
20195 "PLEASE ENTER 1 OR 2. .": AZ$: IF VAL (AZ$) < > 1 AND VAL
20200 (AZ$) < > 2 THEN GOTO 2005
20205 S
20210 RETURN
20220 JPR#0
20230 H 731
20240 REM SUMMARY OF CONFERENCE
20250 IF X$ = "Y" THEN PRINT D$
20255 ;:PR#: PRINT CHR# (12)
20260 PRINT : PRINT : HOME
20270 PRINT TAB(12)"CONFERENCE
20280 SUMMARY"
20285 PRINT TAB(12)"***********
10018 PRINT
10020 PRINT "YOU HAVE IDENTIFIED IMPROVEMENT": PRINT "OPPORT UNITIES IN THE FOLLOWING ARE AS:"
10040 IF OP(1) = 1 THEN PRINT :
PRINT SPC(5);"PRIOR LEARNING: ADDRESSING": PRINT SPC(5);"STRENGTHS & WEAKNESSES IN": PRINT SPC(5);"UNIT PLANS"
10050 IF OP(2) = 1 THEN PRINT :
PRINT SPC(5);"COVERAGE OF CRITERION-RELATED": PRINT, SPC(7);"CONTENT"
10070 IF OP(3) = 1 THEN PRINT :
PRINT SPC(5);"MASTERY OF CONTENT UNITS": PRINT SPC(5);"IN ";NM;" OUT OF ";U;" TOPICS"
10090 IF OP(4) = 1 THEN PRINT :
PRINT SPC(5);"STUDENT ENGAGED TIME"
10100 IF OP(5) = 1 THEN PRINT :
PRINT SPC(5);"ALLOCATED TIME"
10110 IF OP(6) = 1 THEN PRINT :
PRINT SPC(5);"ENGAGEMENT RATE--": PRINT SPC(7);"MOST FREQUENT UNENG.BEH.--":C$(0)
10120 IF ASC(X$) = 89 THEN PRINT D$;"PR#0"
10121 VTAB 24: INPUT "PRESS <RETURN> TO CONTINUE...":BL$
10122 HEME
10125 PRINT : PRINT "WHAT AREAS WOULD YOU LIKE TO IMPROVE IN?"
10150 PRINT SPC(5);"1) PRIOR LEARNING: ADDRESSING"
10140 PRINT SPC(8);"STRENGTHS & WEAKNESSES IN"
10150 PRINT SPC(8);"LESSON PLANS"
10155 PRINT
10160 PRINT SPC(5);"2) COVERAGE OF CRITERION-RELATED"
10170 PRINT SPC(8);"CONTENT"
10175 PRINT
10180 PRINT SPC(5);"3) MASTERY OF CONTENT UNITS"
10185 PRINT
10190 PRINT SPC(5);"4) STUDENT ENGAGED TIME"
10195 PRINT : PRINT SPC(5);"5) ENTER YOUR OWN COMMENTS"
10197 PRINT
10198 PRINT SPC(5)"6) END CONFERENCE"
10200 PRINT: PRINT: PRINT "YOU R SELECTION?"
10201 HOW = PEEK (37): VTAB ROW:
                HTAB 13
10203 LET $S$=
10205 IF VAL ($S$) < 1 OR VAL ($S$) > 6 THEN GOTO 10202
10206 PRINT $S$
10207 VTAB 24: HTAB 1: INPUT "PRES <RETURN> TO CONTINUE..."
10208 ;BL$=
10209 ON VAL ($S$) GOSUB 11000,1 2000,13000,14000,19000,25000
10210 GOTO 10122
10215 GOTO 10122
10290 HOME: PRINT "THIS IS THE END OF ": PRINT "THE CONFERENCE PROGRAM."
10300 PRINT: PRINT "TWO CONFERENCE TASKS REMAIN": PRINT "TO BE COMPLETED."
10310 PRINT: PRINT SPC(5);"(1 ) CHOOSE THE AREAS THAT YOU WANT": PRINT SPC(9);"TO IMPROVE UPON"
10320 PRINT: PRINT SPC(5);"(2 ) DESCRIBE THE IMPROVEMENT PLAN,"
10330 PRINT SPC(9);"INDICATING WHAT,WHEN,"; PRINT SPC(9);
                "WHERE, AND HOW."
10340 END
11000 HOME: PRINT SPC(5)"SUGGESTIONS FOR IMPROVEMENT IN"
11005 PRINT SPC(3)"DETERMINING STRENGTHS AND WEAKNESSES"
11006 D$(L(5)+20)="" 11007 D$(L(5)+21)=""
11008 D$(L(6)+22)=""
11010 FOR X = 1 TO 39
11020 PRINT"*";
11030 NEXT X
11040 PRINT: PRINT
11050 PRINT "1) DETERMINE FROM LAST YEAR'S ITEM"
11060 PRINT SPC(3)"ANALYSIS OR GROUP ANALYSIS REPORT"
11070 PRINT SPC(3)"FROM STANDARIZED TEST"
11075 PRINT
11080 PRINT "2) DETERMINE FROM LAST YEAR'S TEST"
11090 PRINT
11095 PRINT "3) DISCUSS WITH LAST YEAR'S TEACHER(S)"
11100 PRINT
11105 PRINT "4) GIVE DIAGNOSTIC TEST AT BEGINNING OF"
11110 PRINT SPC(3)"YEAR"
11120 VTAB 21
11130 PRINT "ENTER UP TO THREE S
11140 PRINT "PRESS <R> TO RETURN
11150 VTAB 22: HTAB 30
11155 L = 0: X = 30
11160 C = C + 1
11170 IF C = 4 THEN C = 0: GOTO
11180 VTAB 22: HTAB X: GET A$
11190 IF A$ = "R" THEN GOTO 112
11200 FOR Z = 1 TO 2000: NEXT Z:
11200 RETURN
1200 HOME: PRINT SPC(5)"SUGG
12001 D$((L(5) + 24) = ""
12002 D$((L(5) + 25) = ""
12003 D$((L(5) + 26) = ""
12010 PRINT SPC(14)"COVERAGE"
12020 FOR Z = 1 TO 39
12030 PRINT ";"
12040 NEXT Z
12050 PRINT : PRINT
12060 PRINT "1) SPEND LESS TIME
12070 PRINT SPC(3)"ON SKILLS RELATING"
12080 PRINT "2) REARRANGE TOPICS
12090 PRINT SPC(3)"TO TEACH UNTESTED"
12100 PRINT "3) COVER ONLY CORE
12110 PRINT SPC(3)"SKILLS IN EACH"
12120 PRINT "4) INCREASE THE TIM
12130 PRINT SPC(3)"INSTRUCTION"
12140 PRINT "5) INCREASE GENERAL
12150 PRINT SPC(3)"EFFECTIVE T
12160 PRINT SPC(3)"HAPERS FOR SPECIFIC"
12170 PRINT SPC(3)"TOPICS"
12180 PRINT "7) GROUP STUDENTS H"
OOMOGENEOUSLY
12100 VTAB 21
12200 PRINT "ENTER UP TO THREE STRATEGIES"
12210 PRINT "PRESS <R> TO RETURN TO MENU"
12215 C = 0: X = 30
12220 VTAB 22: HTAB X
12225 C = C + 1
12230 IF C = 4 THEN GOTO 12500
12250 GET A$
12260 IF A$ = "R" THEN GOTO 12500
12270 IF VAL (A$) < 1 OR VAL (A$) > 7 THEN GOTO 12250
12280 PRINT A$
12290 IF C = 1 THEN D$(L(5) + 24) = A$: X = 33
12300 IF C = 2 THEN D$(L(5) + 25) = A$: X = 36
12310 IF C = 3 THEN D$(L(5) + 26) = A$: X = 39
12315 PRINT
12320 GOTO 12240
12500 FOR Z = 1 TO 2000: NEXT Z:
RETURN
13000 HOME: PRINT SPC(5) "SUGGESTIONS FOR IMPROVEMENT IN"
13001 D$(L(5) + 28) = ""
13002 D$(L(5) + 29) = ""
13003 D$(L(5) + 30) = ""
13010 PRINT SPC(8) "MASTERY OF CONTENT UNITS"
13020 FOR Z = 1 TO 39
13030 PRINT ";
13040 NEXT Z
13050 PRINT : PRINT
13060 PRINT "1) ANALYZE DAILY SUCCESS PATTERNS--"
13070 PRINT SPC(3) "OR ALIGNMENT WITH INSTRUCTION"
13080 PRINT "2) DETERMINE UNIT TEST VALIDITY"
13090 PRINT SPC(3) "OR ALIGNMENT WITH INSTRUCTION"
13100 PRINT "3) HOMOGENEOUSLY OR GROUP STUDENTS FOR"
13110 PRINT SPC(3) "REMEDIATION AND/OR PRIOR LEARNING"
13120 PRINT SPC(3) "DEFICIENCIES"
13130 PRINT SPC(3) "LOWER STANDARDS"
13140 PRINT SPC(3) "OR SPECIAL SKILLS"
13150 PRINT "5) REACH USING A DIFFERENT APPROACH"
13160 PRINT "6) SLOW PACING"
13170 PRINT "7) INCREASE MOTIVATION"
13180 PRINT "8) DECREASE ABSENCE"
45
BEST COPY AVAILABLE
47
PRINT "ENTER UP TO THREE STRATEGIES, OR"

PRINT "PRESS <R> TO RETURN TO MENU"

C = 0: X = 30
C = C + 1
IF C = 4 THEN C = 0: GOTO 14070
VTAB 22: HTAB X
GET A$
IF A$ = "R" THEN GOTO 135

IF VAL (A$) < 1 OR VAL (A$) > 9 THEN GOTO 13190
PRINT A$

IF C = 1 THEN D$(L(5) + 28) = A$: X = 33
IF C = 2 THEN D$(L(5) + 29) = A$: X = 36
IF C = 3 THEN D$(L(5) + 30) = A$: X = 39
GOTO 13175

FOR Z = 1 TO 2000: NEXT Z: RETURN

IF C$(0) = "M" THEN GOSUB 15000
IF C$(0) = "U" THEN GOSUB 16000
IF C$(0) = "O" THEN GOSUB 17000
IF C$(0) = "S" OR C$(0) = "D" THEN GOSUB 18000
D$(L(5) + 32) = ""
D$(L(5) + 33) = ""
D$(L(5) + 34) = ""
VTAB 21
PRINT "ENTER UP TO THREE STRATEGIES, OR"
PRINT "PRESS <R> TO RETURN TO MENU"
C = 0: X = 30
C = C + 1
IF C = 4 THEN GOTO 14999
VTAB 22: HTAB X
GET A$
IF A$ = "R" THEN GOTO 149

IF VAL (A$) < 1 OR VAL (A$) > 5 THEN GOTO 14120
PRINT A$

IF C = 1 THEN D$(L(5) + 32) = A$: X = 33
IF C = 2 THEN D$(L(5) + 33) = A$: X = 36
IF C = 3 THEN D$(L(5) + 34) = A$: X = 39
GOTO 14090
FOR Z = 1 TO 2000: NEXT Z: RETURN
15000 HOME : PRINT SPC( 5)"SUGGESTIONS FOR IMPROVEMENT IN"  
15010 PRINT "ENGAGEMENT RATE-MANAGEMENT/TRANSITION"  
15020 FOR Z = 1 TO 39  
15030 PRINT "*";  
15040 NEXT Z  
15050 PRINT : PRINT  
15060 PRINT "1) HAVE MATERIALS AND SUPPLIES READY"  
15070 PRINT SPC(3)"IN ADVANCE"  
15075 PRINT  
15080 PRINT "2) USE MORE ROUTINES AND STANDARD"  
15090 PRINT SPC(3)"PROCEDURES"  
15095 PRINT  
15100 PRINT "3) REDUCE TIME STUDENTS WANT FOR HELP"  
15110 PRINT SPC(3)"ON NEW ACTIVITY"  
15115 PRINT  
15120 PRINT "4) MINIMIZE INTERRUPTIONS"  
15125 PRINT  
15130 PRINT "5) SET TIME LIMITS"  
15135 RETURN  
16000 HOME : PRINT SPC(5)"SUGGESTIONS FOR IMPROVEMENT IN"  
16010 PRINT "ENGAGEMENT RATE-UNOCCUPIED/OBSERVING"  
16020 FOR Z = 1 TO 39  
16030 PRINT "*";  
16040 NEXT Z  
16050 PRINT : PRINT  
16060 PRINT "1) PLAN CONTINUOUS ACTIVITIES"  
16070 PRINT  
16080 PRINT "2) MOVE AROUND ROOM"  
16090 PRINT  
16095 PRINT "3) REINFORCE GOOD BEHAVIOR"  
16100 PRINT  
16105 PRINT "4) RESTRUCTURE PHYSICAL ENVIRONMENT"  
17000 HOME : PRINT SPC(5)"SUGGESTIONS FOR IMPROVEMENT IN"  
17010 PRINT SPC(7)"ENGAGEMENT RATE-OUT OF ROOM"  
17020 FOR Z = 1 TO 39  
17030 PRINT "*";  
17040 NEXT Z  
17050 PRINT : PRINT  
17060 PRINT "1) REFUSE PERMISSION FOR UNNECESSARY"  
17070 PRINT SPC(3)"EXCURSIONS"
PRINT "2) ALLOW ONLY 1 STUDENT AT A TIME TO GO"
PRINT "3) TIGHTEN SCHOOL POLICIES"
HOME : PRINT SPC(5) "SUGGESTIONS FOR IMPROVEMENT IN"
PRINT "ENGAGEMENT RATE-SOCIALIZING/DISCIPLINE"
FOR Z = 1 TO 39
PRINT ";";
NEXT Z
PRINT : PRINT "1) SEPARATE STUDENTS"
PRINT "2) STATE EXPECTATIONS AND MONITOR"
PRINT "3) REINFORCE GOOD BEHAVIOR"
RETURN
HOME : VTAB 5: A1$ = "": A2$ = ""
V = 0: D$(L(5) + 36) = ":D$(L(5) + 37) = ""
PRINT "PLEASE ENTER YOUR COMMENTS BELOW:"
PRINT : PRINT
& POS FLD, 6, 36
& INPUT , W$, 0
PRINT
& POS FLD, 6, 37
& INPUT , W2$, 0
D$(L(5) + 36) = W$
D$(L(5) + 37) = W2$
VTAB 24: INPUT "PRESS <RETURN> TO RETURN TO MENU"; BL$
RETURN
IF X$ = "Y" THEN PRINT CHR$(4); "PK#1"
HOME : PRINT : PRINT "THIS IS THE END OF THE CONFERENCE";
PRINT "PROGRAM. YOUR DATA IS BEING STORED AS"
PRINT "FOLLOWS:";
D$(L(5) + 19) = ""
D$(L(5) + 23) = ""
D$(L(5) + 31) = ""
D$(L(5) + 27) = ""
PRINT
D$(L(5) + 10) = STR$(NM)
D$(L(5) + 11) = STR$(U)
IF OP(3) = 1 THEN D$(L(5) + 27) = "X"
L3040 & POS FLD, 6, 10
25050 & PRTNAME, 0
25060 & PRINT , D$(L(5) + 10)
25070 & POS FLD, 6, 11
25080 & PRTNAME, 0
25090 & PRINT , D$(L(5) + 11)
25095 PRINT
25100 IF OP(1) = 1 THEN D$(L(5) + 19) = "X"
25110 IF OP(2) = 1 THEN D$(L(5) + 23) = "X"
25120 IF OP(4) = 1 OR OP(5) = 1 OR OP(6) = 1 THEN D$(L(5) + 31) = "X"
25130 D$(L(5) + 12) = STR$(CT)
25140 D$(L(5) + 13) = STR$(AV(2))
25150 D$(L(5) + 14) = STR$(AV(0))
25160 D$(L(5) + 15) = STR$(AV(1))
25170 D$(L(5) + 16) = STR$(NG)
25180 D$(L(5) + 17) = STR$(AL)
25190 D$(L(5) + 18) = STR$(ER)
25200 & POS FLD, 6, 12
25210 & PRTNAME, 0
25220 & PRINT , D$(L(5) + 12)
25230 & POS FLD, 6, 13
25240 PRINT
25250 & PRTNAME, 0
25260 & PRINT , D$(L(5) + 13)
25270 & POS FLD, 6, 14
25280 & PRTNAME, 0
25290 & PRINT , D$(L(5) + 14)
25300 & POS FLD, 6, 15
25310 & PRTNAME, 0
25320 & PRINT , D$(L(5) + 15)
25330 PRINT
25340 & POS FLD, 6, 16
25350 & PRTNAME, 0
25360 & PRINT , D$(L(5) + 16)
25370 & POS FLD, 6, 17
25380 & PRTNAME, 0
25390 PRINT " "; D$(L(5) + 17);
25400 & POS FLD, 6, 18
25410 & PRTNAME, 0
25420 & PRINT , D$(L(5) + 18)
25430 PRINT
25440 & POS FLD, 6, 19
25450 & PRTNAME, 0
25460 & PRINT , D$(L(5) + 19)
25470 & POS FLD, 6, 20
25480 & PRTNAME, 0
25490 & PRINT , D$(L(5) + 20)
25500 & POS FLD, 6, 21
25510 PRINT
25520 & POS FLD, 6, 19
25530 & PRTNAME, 0
25540 & PRINT , D$(L(5) + 19)
25550 & POS FLD, 6, 20
25560 & PRTNAME, 0
25570 & PRINT , D$(L(5) + 20)
25580 & POS FLD, 6, 21
25590 & PRTNAME, 0
25600 & PRINT , D$(L(5) + 21)
25610 PRINT "COVERAGE "$;
& PRINT ,D$(L(5) + 22)
25630 & POS FLD,6,23
25650 & PRINT ,D$(L(5) + 23)
25660 & POS FLD,6,24
25670 & PRTRNAME,0
25680 & PRINT ,D$(L(5) + 24)
25690 & POS FLD,6,25
25700 & PRTRNAME,0
25710 & PRINT ,D$(L(5) + 25)
25720 & POS FLD,6,26
25730 & PRTRNAME,0
25740 & PRINT ,D$(L(5) + 26)
25745 PRINT
25750 & POS FLD,6,27
25760 & PRTRNAME,0
25770 & PRINT ,D$(L(5) + 27)
25780 & POS FLD,6,28
25790 & PRTRNAME,0
25800 & PRINT ,D$(L(5) + 28)
25810 & POS FLD,6,29
25820 & PRTRNAME,0
25830 & PRINT ,D$(L(5) + 29)
25840 & POS FLD,6,30
25850 & PRTRNAME,0
25860 & PRINT ,D$(L(5) + 30)
25865 PRINT
25870 & POS FLD,6,31
25880 & PRTRNAME,0
25890 & PRINT ,D$(L(5) + 31)
25900 & POS FLD,6,32
25910 & PRTRNAME,0
25920 & PRINT ,D$(L(5) + 32)
25930 & POS FLD,6,33
25940 & PRTRNAME,0
25950 & PRINT ,D$(L(5) + 33)
25960 & POS FLD,6,34
25970 & PRTRNAME,0
25980 & PRINT ,D$(L(5) + 34)
25985 PRINT
25990 & POS FLD,6,35
26000 & PRTRNAME,0
26010 & PRINT ,D$(L(5) + 35)
26020 & POS FLD,6,36
26030 & PRTRNAME,0
26035 PRINT
26040 & PRINT ,D$(L(5) + 36)
26050 & POS FLD,6,37
26060 & PRTRNAME,0
26070 & PRINT ,D$(L(5) + 37)
26080 & RECUPD,6,D$(1)