DOCUMENT RESUME

ED 087 830 UD 014 068

TITLE	Evaluation report, District 24, Queens. State Urban Education Programs.
INSTITUTION	New York Univ., N.Y. Center for Field Research and School Services.
SPONS AGENCY	New York City Board of Education, Brooklyn, N.Y.
PUB DATE	31 Jul 72
NOTE	138p.; Function Number 79-26452
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Bilingual Education; Bilingual Teacher Aides; Class Organization; Educational Diagnosis; *English (Second Language); Individualized Instruction; Language Proficiency; Paraprofessional School Personnel; *Program Evaluation; *Remedial Reading Programs; *School Districts; Standard Spoken Usage; Urban Education; Volunteers
IDENTIFIERS	*New York City

ABSTRACT

The educational program in Community School District Number 24 was supplemented by a quality incentive grant from State Urban Education funds. These funds were used to establish a Corrective Reading Program and anEnglish as a Second Language Program which were supported by school volunteers. The primary objectives of the Corrective Reading Program were: (1) to provide corrective reading diagnosis and remediation services for each participant so that he can expand his vocabulary and comprehension of reading material; and (2) to provide individualized corrective reading instruction so that program participants will increase in specific reading skill areas based on initial diagnosis of reading difficulties. The evaluation of the Corrective Reading Program supports the conclusion that the program achieved the objectives set for it. The primary objective of the English as a Second Language Program was to increase the oral language proficiency of non-English speaking and English as a Second Language pupils in the target population. Among the findings were the following: (1) most of the classes were organized on a grade level rather than on an English proficiency basis. The consequent wide-range of student abilities caused considerable frustration for both teacher and students; (2) teachers varied greatly in their judgment of what was acceptable English; some used accent as a criterion, others were concerned with grammar, still others disregarded those criteria in favor of basic communication of meaning; and, (3) the use of the project Evaluation Test to place and promote ESL students has added a needed formal aspect to the program screening procedures. (Author/JM)

EVALUATION REPORT

DISTRICT 24 QUEENS

STATE URBAN EDUCATION PROGRAMS

An evaluation of a New York City school district educational project funded by the "New York State Urban Education Program" enacted at the 1970 Legislative session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty" (Education Law 3602, Subdivision II as amended), performed under a contract with The Board of Education of The City of New York for the 1971-1972 school year. (Function No. 79-26452)

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July 31, 1972

ACKNOWLEDGEMENTS

The directors of the project wish to express appreciation to the following members of the professional staff of the evaluation team:

Professor Bernice E. Cullinan, New York University

Professor Harvey Nadler, New York University

Professor Harry H. Sturge, Brooklyn College

Professor Robert Willis, New York University

Research Assistants:

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We gratefully acknowledge the assistance of the State Urban Education staff in all aspects of this evaluation. The cooperation of the corrective reading teachers, teachers of English to speakers of other languages, coordinators and the project directors made this report possible.

Finally, we would like to thank the liaison officers, teachers, principals, and pupils of the schools for their continued support and cooperation.

TABLE OF CONTENTS

LIST OF TABLES

Corrective Reading Program Page

List of Tables (Continued) Page

List of Tables (Continued) Page

English as a Second Language Program

EXECUTIVE SUMMARY

The educational program in Community School District #24 was supplemented by a quality incentive grant from State Urban Education funds. These funds were used to establish a Corrective Reading Program and an English as a Second Language Program which were supported by school volunteers. The objectives, findings and recommendations for the two major programs are summarized here.

CORRECTIVE READING PROGRAM

Program Objectives. The primary objectives of the Corrective Reading Program were:

1. To provide corrective reading diagnosis and remediation services for each participant so that he can expand his vocabulary and comprehension of reading material.

2. To provide individualized corrective reading instruction so that program participants will increase in specific reading skill areas based on initial diagnosis of reading difficulties.

Findings for Reading Achievement. The evaluation of the Corrective Reading Program supports the conclusion that the program achieved the objectives set for it. The major findings from the evaluation were:

1. When actual pre to posttest gains were computed, it was found that gains of one month or more were made by 83 percent of the children in word knowledge, 84 percent in comprehension and 90 percent in total reading. More significant is the fact that 63 percent made actual gains of six months or more in word knowledge while 71 percent made gains of six months or more in comprehension and total reading.

2. When actual posttest performance was compared to anticipated performance, the findings were that 58 percent of the children achieved higher than anticipated in reading vocabulary, and 65 percent achieved higher than anticipated in comprehension and total reading. Thus, more than half of the children exceeded performance normally expected of them in each of the three areas measured by the *Metropolitan Achievement Test*.

3. Grade level comparisons showed that the gains above anticipated in word knowledge, comprehension and total reading were statistically significant for all grade levels except the third and the fifth grades.

4. Fifth graders achieved significantly above anticipated gain in comprehension and total reading but not in word knowledge, suggesting that more emphasis should be placed on vocabulary development at this level.

5. The third graders showed the least gain. In fact, they did not achieve significantly above anticipated in word knowledge, comprehension or total reading. Their actual posttest scores averaged only one month above expected in vocabulary and less than one month above expected in comprehension and total reading indicating that the Corrective Reading Program at this grade level was not effective in stimulating reading achievement above normally anticipated for these children.

6. The Corrective Reading Program appeared to be increasingly more effective at each successive grade level. The average actual gains as well as gains above those anticipated increased in ascending order through the grades with only slight dips at the fifth and seventh grades. While the third graders made no significant gains above anticipated, the ninth graders achieved nearly a year and a half actual gain and eight months above that anticipated for them.

7. When comparisons were made between elementary and junior high school children in order to determine if school organizational patterns had a differential

effect, it was found that while each of the two groups made gains significantly above anticipated, junior high school children as a group averaged greater gains than elementary school children as a group. These results, then, provide further support that the program was more effective at the upper grade levels.

8. Comparisons of the gains of the more severely and less severely retarded groups revealed that the same number of children in each group (90 percent) made actual gains of one month or more. However, when prior performance was considered, the more severely retarded group showed a slightly greater number (67 percent) achieving above anticipated in total reading than the less severely retarded (63 percent).

9. The gain made by both the more severely retarded and the less severely retarded group was significantly above their anticipated performance in reading achievement; however, there is evidence that the program had greater success with the more severely retarded children. While their gain above anticipated in comprehension was comparable to that of the less severely retarded, the more severely retarded group achieved higher above anticipated gains in word knowledge and total reading.

10. One of the most significant findings was that, for the group as a whole, children in the District #24 Corrective Reading Program averaged gains of 1.03 months, over a ten-month period, in total reading as measured by the *Metropolitan Achievement Test.* A gain of this magnitude is generally not expected of retarded readers. In fact, the performance of the children in the program was comparable to that expected of normal readers.

11. In addition, there was evidence that even though the group as a whole remained below grade level, children in the upper grades were not as far below grade level at the end of the program as they were at the beginning.

Gains in Specific Reading Skills. The second objective of the Corrective Reading Program was to provide individualized diagnostic and prescriptive reading instruction in order to increase program participants' ability in specific reading skills.

Pre and post program scores for the Level I and Level II *Stanford Diagnostic Reading Test* were used to evaluate this program objective. The findings based on the results of this test support the conclusion that the program objective was met; however, there are some minor differences in the pattern of results.

1. Students in the Corrective Reading Program as a total group showed significant achievement in the skill areas measured by the Level I and Level II *Stanford Diagnostic Reading Test.*

2. When the third and fourth graders who took the Level I test were compared, third graders made greater gains than fourth graders in five of the seven skill areas measured. These findings are somewhat inconsistent with those reported earlier on reading achievement where fourth graders achieved greater gains than third graders. Possible explanations for this inconsistency are given in the text of the report.

3. Pre to post program scores on the Level II test indicated that elementary and junior high school children both made significant gains in the skill areas measured with the exception of rate of reading. The elementary school children increased their reading rate only slightly but not significantly above their pre-program performance. Here, too, school level results were inconsistent with those reported for reading achievement. Although equivalent gains were made by each group in inferential comprehension, children at the elementary level made higher gain scores than junior high children in five of the seven other skill areas.

4. When the Level I and Level II comprehension raw scores were converted to grade equivalents, the data showed that 87 percent of the children achieved gains in their grade equivalents scores, with 67 percent gaining six months or more.

5. A comparison of gains made by the more severely and less severely retarded groups showed that both groups made significant gains in each skill area and that in general the pattern of gain was similar for both groups of children.

6. When the more severely and less severely retarded groups' grade equivalent scores on the *Stanford Diagnostic Reading Test* were compared, the results showed that 64 percent of the more severely and 69 percent of the less severely retarded children made gains of six months or more. The average gain of .96 for the more seriously retarded and of 1.01 for the less seriously retarded readers were comparable or higher than that expected of normal readers and represent one more indication of the successful nature of the program.

7. Although the less seriously retarded readers made greater gain than the more seriously retarded readers, a further analysis revealed that when initial group differences are accounted for there were no significant differences in the posttest performance of the two groups. This finding is similar to that obtained for the two groups on the *Metropolitan Achievement Test.*

In summary, the evidence presented in this report supports the conclusion that the District #24 State Urban Education Corrective Reading Program achieved its objectives.

RECOMMENDATIONS

The evidence of a generally successful program reduces the necessity for substantial recommendations. The primary one must be to continue to improve and refine the program that is now in operation. The following suggestions are made with that intent.

1. Investigation should be made of the reasons for the unusually low achievement of the third graders when compared with children at other levels. Only children

in the third grade showed no significant gains above those expected when expectations were based on their previous performance.

2. The program appeared to be increasingly more effective at the upper grade levels particularly in the sixth to the ninth grades. Efforts must be made to increase program effectiveness at the third, fourth and fifth grades in order to diminish reading deficits earlier.

3. There was some evidence that growth in reading achievement was related to the amount of instructional time. Accurate assignment of severely retarded readers to the groups that meet more frequently is highly recommended.

4. Selection criteria and procedures can be improved. Some children who were admitted to the program had *Metropolitan Achievement Test* scores well above the established criteria. On the other hand, the results of a standardized reading achievement test should not be the only criterion for selection. While the *Metropolitan Achievement Test* may be effective as an initial screening device, it should be supplemented with other formal diagnostic instruments and with specific teacher observations and recommendations.

5. There was a substantial number of children who were not exceeding their anticipated level of performance in reading at the end of the program. Perhaps the reasons are associated with limited use of individualized instruction and imprecise diagnosis or remediation of reading deficiencies. The inservice training program already instituted in the district should be continued and expanded so that the proficiency of all teachers is raised. Additional training strategies, such as demonstration lessons in corrective reading classrooms, workshops on instructional techniques for specific reading deficiencies, sessions on the development of instructional materials, and the extended use of media could be attempted.

6. Wherever possible, instruction groups should be organized on criteria related to the pupils' reading performance level and their specific instructional needs rather than on the basis of scheduling preferences or the children's grade level. Even within reading classes, greater effort should be made to organize instruction for small groups as well as individuals, on the basis of careful diagnosis of reading deficiencies. Some inservice training should focus on helping all teachers with effective techniques for *flexible*, small group instruction within an individualized program. On the other hand, some teachers still need assistance in converting from almost total dependence on full group instruction to greater use of individualized teaching techniques.

7. Every effort should be made to expand the kinds of instructional materials now in use and to have them available in sufficient quantity at the beginning of the program. A reading curriculum resource room would be helpful to the district program. New materials and the demonstration of their use could become a part of the weekly inservice training sessions. In addition, a professional library for Corrective Reading Teachers and other teachers of reading throughout the district is suggested. Ideally, each school should provide its teachers with the resources needed to improve their teaching of reading. Reading journals, textbooks, guides for individualizing instruction, activity manuals, and other resources are recommended.

8. Selection criteria for hiring Corrective Reading Teachers should be made explicit. The role requires specialized skills and training which must be sought. Minimum requirements for courses in the teaching of reading, foundations of reading, diagnostic and prescriptive techniques for reading instruction, and remediation of reading disabilities should be adhered to.

9. Efforts need to be made to involve parents in the program and to increase communication between the Corrective Reading Teacher and the classroom teachers of children who are in the program. It is obvious that Corrective Reading Teachers

need more time not only for planning the instructional program but for conferring with parents and classroom teachers.

ENGLISH AS A SECOND LANGUAGE

Objective:

The primary objective of the ESL Program was to increase the oral language proficiency of non-English speaking and English as a Second Language pupils in the target population.

Findings:

1. Most of the classes were organized on a grade level rather than on an English proficiency basis. The consequent wide-range of student abilities caused considerable frustration for both teacher and students.

2. Teachers varied greatly in their judgment of what was acceptable English; some used accent as a criterion, others were concerned with grammar, still others disregarded those criteria in favor of basic communication of meaning.

3. The use of the *Project Evaluation Test* to place and promote ESL students has added a needed formal aspect to the program screening procedures.

4. Lack of teacher training was reflected in the fact that 41 percent of the staff received a less than acceptable rating in their classroom effectiveness.

The average ESL teacher in the district would not meet the requirements for the ESL license either at the elementary or secondary level, due to deficiencies in academic preparation.

5. Analysis of representative pupil scores on the *Project Evaluation Test* and the *English Proficiency Test* indicated that clear gains in oral language proficiency were achieved.

Recommendations:

Based on program observations and analysis of the data, it is recommended that the ESL program be continued for 1972-73. However, the following suggestions are offered as necessary for improved program effectiveness:

1. Efforts should be made by the administration to provide for pupil grouping to be as homogeneous as possible, based on English proficiency.

2. For the 1972-73 program year, objectives should be expanded to include improvement of both reading and writing proficiency for pupils.

3. Contingent on the acceptance of the second recommendation, additional class time in ESL will be necessary. ESL classes should be extended to a minimum of two 40-45 minute periods daily.

4. ESL teachers should be encouraged to upgrade their professional competence by pursuing formal ESL courses at a university, and joining TESOL, the ESL professional association.

5. In addition, the District Coordinator should organize an intensive in-service training program in order to broaden staff expertise.

INTRODUCTION

During the 1971-72 school year, the regular educational programs in District #24 were supplemented with educational services provided by a Quality Incentive Grant (State Urban Education). This evaluation report treats the programs funded under the following headings:

I Corrective Reading Program

II English as a Second Language

CORRECTIVE READING PROGRAM

PROGRAM OBJECTIVES

The Corrective Reading Program had the following as primary objectives:

1. To provide corrective reading diagnosis and remediation services for each participant so that he can expand his vocabulary and comprehension of reading material.

2. To provide individualized corrective reading instruction so that program participants will increase in specific reading skill areas based on initial diagnosis of reading difficulties.

EVALUATION OBJECTIVES

The evaluation of the Corrective Reading Program assessed the degree to which the program objectives were met. The evaluation objectives corollary to the program objectives were as follows:

1. Given the participants' historical rate of growth, his actual posttest performance on the *Metropolitan Achievement Test* will exceed his predicted reading achievement performance.

2. Given pre and post program scores on the *Stanford Diagnostic Reading Test* of specific reading skills, participants will achieve significant gains.

METHODS OF DATA COLLECTION

In order to fulfill the requirements of the evaluation plan, the following procedures were implemented. Questionnaires eliciting the background preparation of the Corrective Reading Teachers, their assessment of the inservice training provided in the program, and their assessment of the functioning of the program were

administered (Appendix A). The opinions of principals (Appendix B), classroom teachers (Appendix C), and the program coordinator (Appendix D) were also elicited through questionnaires. Observations of the instructional program were made by the evaluation team using an observer's checklist (Appendix E).

The participants' historical rate of growth was determined from his pre program performance on the *Metropolitan Achievement Test*; post program performance was measured by the same instrument. Pupil growth in specific reading skills was assessed before and after the program through the *Stanford Diagnostic Reading Test.*

DESCRIPTION OF PROGRAM IN OPERATION.

Program Implementation. During the summer of 1971, the Corrective Reading Program was designed, a Reading Specialist Coordinator was hired, an inservice training program was planned, and materials to implement the program were studied. In the fall of 1971, the program was initiated in the following schools (See Table 1).

TABLE 1

LOCATION OF STATE URBAN CORRECTIVE READING PROGRAMS, NUMBER OF CORRECTIVE READING TEACHERS AND NUMBER OF PUPILS SERVED

Location	Level	Number of Teachers	Number of Students
P.S. 19	Elementary	1	78
P.S. 68	Elementary	1	78
P.S. 71	Elementary	1	78
P.S. 81	Elementary	1	78
P.S. 87	Elementary	1	78
P.S. 88	Elementary	1	78
P.S. 91	Elementary	1	78
P.S. 153	Elementary	1	78
P.S. 229	Elementary	1	78
I.S. 61	Intermediate School	3	240
JHS 73	Junior High	1	78
JHS 93	Junior High	1	78
JHS 119	Junior High	1	78
JHS 125	Junior	1	78
TOTAL		16	1248

Organization of Program. The Corrective Reading Program was designed to increase pupil competence in reading by accurately assessing their areas of strength and weakness and by providing instruction to remediate the weakness. The State Urban Schools were provided supportive services through the assistance of school volunteers in each of the schools.

Corrective Reading Teachers organized six instructional groups according to the level of reading disability exhibited by participants. The more severely retarded readers, two or more years below grade level, met three times a week for 1½ hours of instruction each session. The participants with less severe reading problems, less than two years below grade level, met twice a week for 1½ hours of instruction each session. Some variation in this plan was made at the junior high schools where scheduling problems existed.

1. Selection

Pupils were selected for the Corrective Reading Program on the basis of their performance on the *Metropolitan Achievement Test* administered in April, 1971. Principals were instructed to select 26 students from the target population who were 2 or more years retarded in reading and 52 students who were one year retarded in reading. Criteria for selection included those established by the funding agency, that is, students were those who met the poverty and educational disadvantage criterion established by State Urban Education guidelines. Therefore, students qualifying for State Urban Education programs who were below grade level in reading achievement were selected for the Corrective Reading Program. The selection process was begun in September; however, due to difficulty in tracing school records, testing children for whom no test scores were available, assuring qualification in the program, and overcoming scheduling problems, it was not completed until November. The instructional groups established early in the school year were subject to changes in membership until accurate assignment could be assured. The groups as they were finally established averaged 13 students for each teacher. Each teacher averaged two groups composed of severely retarded readers and four groups composed of less severely retarded readers.

2. **Staff**

The teachers employed in the District #24 Corrective Reading Program represented a wide variation in the background preparation for the task. Some reported no evidence of specialized courses in corrective reading, whereas others are working toward a doctorate as a corrective reading specialist. Fifteen Corrective Reading Teachers reported obtaining a Bachelor's degree, seven of these before 1950, three between 1950 and 1959 and six since 1960, but none had reading as a major field of study. Ten of the Corrective Reading Teachers have received a Master's degree, only one of which was done with reading as the major field of study. The following Table 2 shows the number of Corrective Reading Teachers who have taken each of the courses listed.

TABLE 2

COURSES IN READING TAKEN BY CORRECTIVE READING TEACHERS

Title of Course	Number of CRT's
Foundations of Reading Instruction	6
Diagnostic Techniques in Reading	4
Corrective Reading Instruction	3
Reading in the Content Areas	2
Teaching Individualized Reading	2

It is evident that some Corrective Reading Teachers had not obtained the basic college level preparation for their role. Others were well prepared, in fact, some reported taking courses in language arts, educational measurement, practices in reading, improving reading in the elementary school, organization of a reading program and diagnostic-prescriptive teaching of reading beyond those listed in Table 2. Seven teachers reported having one to five years of teaching experience, three had six to ten years, and five had more than ten years.

A variety of experience specific to teaching corrective reading was reported by the Corrective Reading Teachers. Eleven had taught corrective reading in the public schools, four had worked in an after school tutorial program, one had served as a parent volunteer reading tutor, and four had done private tutorial work in reading. Other activities, such as working in a reading clinic or reading laboratory, serving as a teacher of reading to foreign students, and working in a cluster reading program were reported by individual teachers. Nine Corrective Reading Teachers had taken in-service courses in reading and five were enrolled currently in inservice reading courses. The fact remains that a few teachers were not prepared academically for the specialist role they were performing; however, the inservice training program instituted in the district was an attempt to upgrade staff skills. Several staff changes were made during the year which caused some disruption in the smooth operation of the program.

Evaluation of Inservice Training. In order to raise the level of teacher preparation for corrective reading and to increase the possibility of success for the Corrective Reading Program, a series of inservice training experiences was provided by the District #24 central office staff. In September, a five-day workshop was conducted by the director of a reading clinic; in December, a two-day workshop was conducted by a university professor who is director of a graduate level remedial reading program; and a year-long weekly workshop was conducted by the reading specialist coordinator.

The five-day workshop was planned to develop skill in the diagnosis and remediation of specific reading disabilities. Open-ended evaluation guides were given to participants at the end of the last session. Comments ranged from general praise to negative comments about the usefulness of the information obtained during the workshop. The specific directions for selecting students, administering an informal reading inventory, techniques for diagnosing weaknesses, and suggested procedures for remediation were most often recognized as valuable. Some Corrective Reading Teachers

believed that principals should be involved in the workshop since their administrative decisions in a school could easily make the Corrective Reading Program less effective.

The two-day workshop was designed to assist Corrective Reading Teachers in interpreting and using the results of the *Stanford Diagnostic Reading Test.* Techniques aimed at correcting specific reading disabilities were demonstrated and the use of materials was directly related to correction needs. Open-ended evaluation questions were asked of participants at the close of the workshop. Whereas some Corrective Reading Teachers believed they could interpret the *Stanford Diagnostic Reading Test* by reading the manual, others reported that it was valuable. The most positive comments were directed to the suggestions for translating knowledge of specific disabilities into a plan of remediation for each child. The way in which specific materials were linked to overcoming detected disabilities was most highly praised by participants. In general, most participants found this workshop applicable to their immediate needs.

TABLE 3

CORRECTIVE READING TEACHERS' EVALUATION OF INSERVICE TRAINING WORKSHOPS

Workshop	N	Level of Satisfaction 1 Un-	2 Barely	3 Aver.	4 Above Av.	5 Very Satisfactory	$\bar{X}$
5-day Orientation Training Workshop	10	0	2	3	2	3	3.60
2-day Interpretation and Use of Diagnostic Test Results	13	0	2	3	4	4	3.78

It is apparent in Table 3 that Corrective Reading Teachers found the orientation workshop and the mid-year workshop to be above average in helpfulness. The interpretation of the results of the *Stanford Diagnostic Reading Test* and suggested techniques for using the results appeared to be more valuable than the orientation. The principals

were asked to rate the inservice training provided for Corrective Reading Teachers during the year. Their ratings are presented below along with the Coordinator's evaluation of the two-day workshop. The scale is the same as in Table 3.

TABLE 4

PRINCIPALS' AND COORDINATOR'S RATING OF INSERVICE TRAINING

		Level of Satisfaction					
	N	1	2	3	4	5	$\bar{X}$
Overall inservice training as rated by principals	13	0	0	4	6	3	3.92
2-day interpretation/use workshop as rated by coordinator	1	0	0	0	0	1	5.0

The ratings in Table 4 corroborate the Corrective Reading Teachers' evaluation of the inservice training provided.

The year-long weekly workshop conducted by the coordinator of the Corrective Reading Program was designed to review all areas of corrective reading instruction. The curriculum included aspects of organization, knowledge of reading skills, diagnostic techniques, selection procedures, methods of remediation, techniques for evaluating pupil progress, selection and evaluation of materials, record keeping, use of paraprofessionals and volunteers and techniques for parent involvement. In effect, it was a comprehensive program of instruction for corrective reading teachers applied specifically to the program in District #24. Corrective Reading Teachers were asked to evaluate the adequacy of the information presented in the year-long weekly workshop. The tabulation of their ratings appear in Table 5. Ratings were made on a 5-point scale: 1 = unsatisfactory, 2 = barely satisfactory, 3 = average, 4 = above average, 5 = very satisfactory.

TABLE 5

CORRECTIVE READING TEACHERS' EVALUATION OF YEAR-LONG WEEKLY WORKSHOP
(N = 15)

Topic	No Response	Level of Relevancy 1	2	3	4	5	$\bar{X}$
Organization, administration and supervision of the program	0	1	3	4	4	3	3.3
Objectives and rationale for the program	0	0	0	3	3	9	4.4
Criteria and procedures for selection of student participants	1	0	1	6	5	2	3.6
Specific procedures for diagnosis	1	0	0	4	7	2	3.9
Knowledge of reading skills	0	0	4	6	3	2	3.2
Methods of corrective instruction	1	0	6	4	3	1	2.9
Use of instructional materials	0	0	3	9	2	1	3.1
Teacher selection and evaluation of program material	1	0	3	6	3	2	3.3
Organizing the class for instruction	1	0	1	8	4	1	3.4
Techniques for evaluating pupil progress	1	0	4	4	4	2	3.3
Record-keeping policies and procedures	0	1	1	4	4	5	3.7
Techniques for using paraprofessionals in the program	8	1	2	3	1	0	2.6
Techniques for using volunteers in the program	5	2	2	4	2	0	2.6
Techniques for parent involvement	10	0	3	1	1	0	2.6

It is evident in Table 5 that the Corrective Reading Teachers found some of the topics covered in the year-long weekly workshops to be more relevant to their teaching than others. The least adequate appeared to be information on techniques for involving paraprofessionals, volunteers, and parents. The areas that were rated to be of more than average relevancy were topics directly related to their work. These include organization and administration of the program, objectives and rationale, procedures for diagnosis, knowledge of reading skills, use of instructional materials and techniques for evaluating pupil progress. Record keeping was a topic they found reasonably well covered in the workshop. The issue of record keeping and the procedures required to maintain records were discussed throughout the year.

In summary, the orientation workshop, the interpretation and use of test results workshop, and the year-long weekly workshop appear to have had value as perceived by the Corrective Reading Teachers, the principals, and the program coordinator. The focus of each workshop seemed to be directly related to the Corrective Reading Program designed for District #24. It can be assumed that the training provided through these means is related to the successful functioning of the total program.

Program Evaluation. The Corrective Reading Program was planned as a comprehensive, tightly structured, cohesive design. It contained elements of other successful corrective reading programs and met reasonably few serious difficulties during the first year of implementation. The evaluation of program effectiveness is organized into sections covering the major aspects of the program.

The program in operation was evaluated from the perspective of the Corrective Reading Teachers, the classroom teachers, principals, the program coordinator, and the evaluation team. Ratings were made by each group on the following scale: 1 = unsatisfactory, 2 = barely satisfactory, 3 = average, 4 = above average, 5 = very satisfactory. The mean ratings of each group are presented in the tables in each section.

The data in the following sections are based on questionnaires returned by 15 of the 16 Corrective Reading Teachers in the program, 13 principals, the reading coordinator, and 59 classroom teachers representing approximately 600 children in the program. In addition, the evaluator ratings are based on on-site observations of 15 of the 16 Corrective Reading Teachers. All items in each program category were not deemed appropriate for evaluation by all groups since no basis for evaluating particular aspects existed in certain cases. The absence of ratings for these items is signalled by a line in the tables below.

1. **Program Organization**

The program organization was planned during the summer preceding its implementation. Reading consultants worked with District #24 staff in creating a design which held some promise of meeting the needs of students in the district. The ratings of effectiveness of the program organization as perceived by the Corrective Reading Teachers, the principals, the classroom teachers, and the coordinator are presented in Table 6.

TABLE 6

MEAN RATINGS OF PROGRAM ORGANIZATION

Item	Corrective Reading Teacher (N = 15)	Principals (N = 13)	Classroom Teachers (N = 59)	Program Coordinator (N = 1)
Organization of the program (scheduling, number of classes, etc.)	2.40	3.00	3.14	4.00
Amount of time allotted for pupil instruction	3.33	3.95	3.48	5.00
Number of pupils in each group	2.00	3.00	–	–

In Table 6 it is evident that the Corrective Reading Teachers rated each of the organizational aspects of the program lower than the principals, the classroom teachers, or the coordinator did. This undoubtedly reflects their feelings, expressed repeatedly throughout the year, that the teaching load was excessive. Program parameters demanded thoroughness in record keeping, individualized testing and instruction, and fourteen 1½ hour teaching sessions per week. These demands contributed to their belief that they were overburdened. Their assessment of the number of pupils, 78 in each group, reflects the same negative reaction. It is interesting to note that others surrounding the program found these aspects to be acceptable, although some principals agreed that there were too many students in each group. Other principals argued that the program was not available to enough students.

The structure of the program was approved much more frequently by elementary classroom teachers and principals than it was by junior high school staffs. Some direct comments were made that the program was designed for elementary school schedules and not junior high schools. In general, positive comments were more representative of elementary school staff than junior high staff. The adjustments in scheduling made during the year alleviated some of the most difficult problems for the junior high school Corrective Reading Teachers. Plans for the 1972-73 program incorporate the improvements.

2. **Physical Facilities and Materials**

In rating the physical facilities provided for the Corrective Reading Program by the school, the Corrective Reading Teachers again gave the lowest rating among the rating groups. Table 7 shows the principals, the evaluation team, and the program coordinator concurring that the facilities provided were average.

TABLE 7

MEAN RATINGS OF PROGRAM FACILITIES AND MATERIALS

Item	Corrective Reading Teacher (N = 15)	Principals (N = 13)	Reading Coordinator (N = 1)	Evaluation Team (N = 15)
Physical facilities provided by the school	2.8	3.15	3.0	3.3
Materials provided for the instructional program	3.2	3.77	5.0	3.4

By comparing the results of the present evaluation to those of 1970-71, it is evident that there was some improvement in the provision of facilities. Improvement in the provision of space and facilities is a reflection of the higher level of regard for the Corrective Reading Program evident in the district. Inadequate facilities still are in use, but some progress is being made.

Materials for the instructional program were rated average or above average by all groups, as shown in Table 7. These assessments are in some measure due to the program coordinator's active search for high quality instructional materials. Corrective Reading Teachers were also involved in the selection of materials and most suggestions were pursued through group evaluation. It may be noted that the program coordinator's rating of materials is high; however, when asked to rate the availability of materials at the beginning of the program, his rating was very low. The problem of availability of adequate materials at the beginning of a new program is a pervasive one and existed for this program. The coordinator worked as rapidly as budget restrictions would allow and improved the conditions markedly.

During the classroom observations by the evaluation team, areas of limited materials were noted. Particularly noticeable by their absence was a variety of trade books, magazines, newspapers, and content-area materials. The predominant medium

for instruction was worksheets, programmed materials, and workbooks. Observations made early in the year showed many teachers to be using very dated materials they had borrowed from other classrooms. If the Corrective Reading Teacher had previously taught in the building, the possibility of obtaining materials was improved. Newcomers were at a distinct disadvantage. High quality materials were provided for the program eventually, but the delivery date lowered their effect.

3. **Pupil Selection**

Pupils were selected for the Corrective Reading Program by principals and classroom teachers. Records for students who met the criteria of the funding agency were examined for evidence of the need for remedial instruction. Scores on the *Metropolitan Achievement Test* were the primary criterion for selection. Table 8 shows the ratings by the Corrective Reading Teachers, principals, classroom teachers, and the coordinator of selection factors and program objectives.

TABLE 8

MEAN RATINGS OF PUPIL SELECTION PROCEDURES

Item	Corrective Reading Teachers (N = 15)	Principals (N = 13)	Classroom Teachers (N = 59)	Program Coordinator (N = 1)
Criteria and procedures used in selection procedures	3.4	3.1	2.88	5.0
Clarity and appropriateness of program objectives	3.6	4.5	–	5.0

Table 8 indicates that the staff surrounding the program rated selection and program objective factors above average. Classroom teachers alone did not believe that selection was adequate. Their perception is undoubtedly founded in the fact that

students who did not actually need remedial instruction were receiving it while others needing it were not selected for the program. Evidence that some children were misassigned can be found in the pupil performance data collected by the evaluators.

4. **Diagnosis and Evaluation Procedures**

Diagnostic and evaluative procedures are critical elements of a corrective reading program. Ratings of the procedures used in the District #24 program reveal strengths and weaknesses as perceived by the Corrective Reading Teachers, the evaluators, and the program coordinator. Their ratings are presented in Table 9.

TABLE 9

MEAN RATINGS OF PROGRAM PROCEDURES FOR DIAGNOSIS AND EVALUATION OF PUPIL GROWTH

	Corrective Reading Teachers (N = 15)	Evaluation Team (N = 15)	Program Coordinator (N = 1)
Use of Informal Reading Inventory	3.5	3.0	5.0
Use of *Metropolitan Reading Test*	3.0	2.0	2.0
Use of *Stanford Diagnostic Reading Test*	4.1	4.0	4.0
Materials provided for diagnosis and evaluation	3.2	4.4	5.0
Record keeping system established for program	2.8	3.0	4.0

The most obvious weakness of the diagnostic and evaluative procedures observed by Corrective Reading Teachers, evaluators and the coordinator was the use of the *Metropolitan Achievement Test.* This test is adequate as a gross measure of pupil reading achievement but is not intended for use as a diagnostic tool. The *Stanford Diagnostic Reading Test* adopted by the district serves as a more precise diagnostic

instrument and was judged so by all rating groups. Use of the *Metropolitan Achievement Test* as a criterion for entrance to the Corrective Reading Program this year may have accounted for some of the imprecision in selection noted earlier.

The value of using an Informal Reading Inventory was rated high by the Corrective Reading Teachers and the coordinator but not by the evaluators. Reservations regarding its use are related to the number of children who must be tested and the time consuming nature of the tasks. The value of the additional information provided by this procedure must be weighed against the time and effort required to obtain it.

In general, the materials provided for diagnosis were considered to be above average by most raters. Interpretation of the lower rating by some Corrective Reading Teachers must be made in light of information presented earlier. The minimal background training in corrective reading of some personnel may have contributed to their limited use of materials that could be used for diagnosis. The reverse may also be true in that the more highly trained personnel desired more precise materials with which to diagnose deficiencies. The coordinator observed that the Corrective Reading Teachers had developed a more thorough understanding of the materials they were using, and in most cases, could match the skill, the need, the materials, and the child's appropriate instructional level.

The low ratings given for the record keeping procedures is directly related to the case load and the time and effort required to maintain the system. The program coordinator and the Corrective Reading Teachers have planned to streamline the record keeping procedures for 1972-73.

5. **Corrective Reading Program in Action**

The Corrective Reading Program was rated by evaluators, principals, classroom teachers, and the coordinator according to their perceptions of how successfully it operated. Their ratings appear in Table 10.

TABLE 10

MEAN RATINGS FOR ASPECTS OF PROGRAM PROCESS

	Evaluation Team (N = 15)	Principals (N = 13)	Coordinator (N = 1)	Classroom Teachers (N = 59)	Corrective Reading Teachers (N = 15)
Evidence of planning for instruction	3.93	–	3.50	–	–
Reading teachers' relationship with students	4.00	–	–	–	–
Quality of services provided by the Corrective Reading Teachers	3.90	4.00	4.00	–	–
Observable improvement in pupil performance	–	–	–	3.00	–
Pupil attitude toward Corrective Reading Program	4.27	4.08	4.00	3.17	3.90

Data shown in Table 10 indicate that the evaluators and the coordinator agree that the evidence of planning for instruction was slightly more than average. It should be noted that the mean rating blurs the wide range of performance observed. The actual performance ranged from very high to very low within the group, but the summary obfuscates that range.

Evaluators, principals, and the coordinator concur in their ratings of the quality of service provided by the Corrective Reading Teacher. All agree that their performance was above average.

Some Corrective Reading Teachers used the hour and a half creatively. They varied the activities and balanced the program with group and individual work. This

was not the case for some teachers, however. A basic pattern seemed to be children working individually for most of the session except for the period in which the Corrective Reading Teacher conferred with them. Some teachers worked in the extreme opposite manner in that they kept the students in a total group for entirely teacher-directed activities. It was obvious, however, that as the program progressed, many teachers moved toward a clearer conceptualization of individualized instruction. There were also indications that Corrective Reading Teachers grew in their understanding of the reading process during the year. The extremely heavy emphasis on skill practice was tempered by some recognition of the value of having children use those skills in reading material that was interesting to them. The primary objective of the Corrective Reading Program as observed in the instructional program appeared to be mastery of basic reading skills alone. Little instruction was observed in which higher level reading skills were being taught. When comparing the level of functioning of the 1971-72 staff with that in 1970-71, the present one is clearly superior. Given the recognition now enjoyed by the reading program in the district, the continued inservice training for teachers, and the leadership of the program coordinator, there is promise of greater improvement.

Students' attitude toward the Corrective Reading Program was above average as perceived by all rating groups. The classroom teachers, however, rated the pupils' attitudes and their observable improvement in performance low. The mean rating presented here obscures the great variation among the ratings. The ratings by the classroom teachers could be based on judgments of the effectiveness and communicativeness of the Corrective Reading Teacher located in their building. The ratings of the evaluation team are based on pupil behavior during classroom observations. These ratings are highest among the group.

6. **Integration of Corrective Reading Program with Other School Personnel**

Evidence that the Corrective Reading Program was reasonably well integrated into the regular school program can be had by scanning the ratings presented in Table 11.

TABLE 11

MEAN RATINGS OF RELATIONSHIP OF CORRECTIVE READING TEACHERS TO OTHER SCHOOL PERSONNEL

Item	Corrective Reading Teachers (N = 15)	Principals (N = 13)	Classroom Teachers (N = 59)	Coordinator (N = 1)
Cooperation between school personnel and reading teacher	3.9	4.15	–	3.0
Communication between reading teacher and classroom teacher	3.5	3.85	3.33	–
Adoption of Corrective Reading techniques by classroom teachers	–	–	2.55	–

Table 11 also presents data, however, that suggest some areas of disagreement. A low rating was given by the classroom teachers on adopting corrective reading techniques for their classroom. The low rating is buttressed by comments made by classroom teachers that they should have duplicates of materials used by Corrective Reading Teachers. Lack of integration was also observable through comments that the classroom teacher is uninformed as to the work being done in corrective reading classes.

The ratings by Corrective Reading Teachers about the level of cooperation and communication were higher than the classroom teachers' assessment. The principals rated these aspects higher than either of the other two groups.

Observations by the coordinator bring some insight to the situation. He agreed with perceptions of others described earlier in this report that case loads were much too large. The detailed administrative work required to maintain individual records and the tight schedule of the Corrective Reading Program prevented articulation between the Corrective Reading Teachers and the classroom teacher. The Corrective Reading Teachers were reluctant to give up precious preparation time to talk with colleagues. The weekly inservice meetings were also resisted due to pressure for time and were shortened late in the year.

7. **Parental Involvement**

Corrective Reading Teachers were the only group to rate the level of parental involvement below average. Their ratings, plus those of principals, classroom teachers, and the coordinator are presented in Table 12.

TABLE 12

MEAN RATINGS OF PARENT INVOLVEMENT IN THE CORRECTIVE READING PROGRAM

	Corrective Reading Teachers (N = 15)	Principals (N = 13)	Classroom Teachers (N = 59)	Coordinator (N = 1)
Level of Parent Involvement	2.6	2.69	–	4.0
Parents' attitude toward the program	–	3.69	3.46	–

The mean ratings shown in Table 12 indicate that the coordinator perceived parental involvement to be higher than the Corrective Reading Teachers and the principals rating it. Since the Corrective Reading Teachers and the principals were most closely involved with parents, their perceptions are probably most accurate. Corrective Reading Teachers complained because they had little time for parent conferences, which corresponds with earlier statements of the excessive case load of students. Further

verification of the Corrective Reading Teachers' assessment in this area can be found in the ratings ascribed to the relevancy of the inservice training given in this regard. Corrective Reading Teachers believed the inservice training in techniques for parental involvement to be inadequate. Criticism was also voiced by some Corrective Reading Teachers about the inappropriateness of the progress reports sent to parents. Despite the level of satisfaction voiced by the Corrective Reading Teachers themselves, the principals and the classroom teachers perceived parent attitudes toward the program to be above average.

8. **Corrective Reading Program School Volunteers**

The primary distinction between the State Urban Education Program and other programs in the district was in the nature of the supportive services. The State Urban program provided school volunteers to work with the Corrective Reading Teachers. The Corrective Reading Teachers indicated they were very satisfied with the services of their school volunteers. The school volunteers reported that the training they received was valuable not only for their work in the program but also for helping their own children at home.

The school volunteer program was a well organized plan intended to raise the level of individualized instruction in the Corrective Reading Program. The full-time coordinator of volunteers was well trained in teaching reading and passed on her expertise to the volunteers through numerous training sessions. Materials prepared for the volunteers provided information about reading skills and suggestions for working with children with reading deficiencies. The school volunteer program was operational in nearly every State Urban Education Corrective Reading classroom. The primary complaint from Corrective Reading Teachers was that there were not enough volunteers or that they did not stay long enough. Corrective Reading Teachers' ratings of the skills of their volunteers were generally above average. They also requested room to

accommodate the volunteers while they were working with children from the program. The Corrective Reading Teachers also asked that the volunteers be given additional training in diagnostic techniques, phonics and word-attack instructional skills so that they could be helpful in more areas of the program. It was suggested that the district organize a central pool of volunteers since some schools did not receive adequate volunteer support. The planning for the 1972-73 volunteer program promises to resolve some of the difficulties encountered during this first year of operation.

9. **Summary of Program Effectiveness**

The overall rating of program effectiveness can be assessed in some measure by evaluative comments made by principals and classroom teachers. The pupil data presented in the next section will provide further evidence of its success. At this point, however, the principals' and teachers' comments are appropriate. When asked how this year's Corrective Reading Program compared to last year's, the 9 principals who responded to this item judged it to be superior. Of the 61 percent of the classroom teachers responding to that question, 53 percent judged it to be superior, 42 percent believed it was the same, and 5 percent said it was inferior. Of the 7 Corrective Reading Teachers who participated last year, 5 judged this year's program superior and 2 said it was about the same. When asked if they wanted to participate in next year's program, 100 percent of the principals said yes. Seventy-nine percent of the classroom teachers chose to participate, one person chose not to participate, and 19 percent were not sure they wanted to participate. Of the Corrective Reading Teachers, 12 chose to participate next year and 3 said they were not sure. The general indications of these data, plus those reported earlier in this section, are that the Corrective Reading Program in District #24 has made improvement. Although there are variations in the level of effectiveness, the program has established a sound base from which to build. Perhaps the greatest evidence, apart from pupil data, is the adoption of

aspects from the model of the program for the remedial and developmental reading program in the entire district. The Corrective Reading Program has had an impact on the total view of reading instruction in District #24.

EFFECTS OF PROGRAM ON CHILDREN

Growth in Reading Achievement. The first objective of the Corrective Reading Program in District #24 was to improve participants' level of reading achievement beyond that expected in the regular program.

The ultimate measure of the effectiveness of a program intended to improve pupils' performance in reading achievement is to see, in fact, the amount of change which can justifiably be ascribed to the program. Frequently, pre to posttest comparisons are made and any positive change is credited to the effects of the special program. Or, control groups are selected, albeit that truly comparable groups of remedial readers are seldom found who are then assigned to a regular program. Therefore, the method of assessing pupil growth and analyzing the effects of the special instructional program described in this report was the historical rate of growth method.

In this procedure a pupil becomes his own control, in that his performance record to date becomes the predictable rate of growth which can be expected from him. The procedure for determining his rate of growth up to the onset of the special instructional program is to subtract 1.0 from his preprogram achievement level and divide the remainder by the number of months he has been in school. That is, a student whose preprogram performance in September of the fifth grade was 3.9, would have had 40 months of instruction and, therefore, would be achieving 7.25 months growth in reading per year. By using his historical rate of growth, his achievement level at the end of fifth grade can be predicted; i.e., he should be reading at 4.63 according to previous performance. If, in fact, his anticipated level of performance is exceeded

by his actual performance, then it can more assuredly be claimed that the amount of gain beyond that anticipated on the basis of his previous rate of growth can be ascribed to the effects of the special instructional program. This procedure was used to determine whether the Corrective Reading Program in District #24 had a significant effect on the participants.

Scores from the April, 1971 administration of the *Metropolitan Achievement Test* were obtained from school records as a preprogram measure and were used as the basis for anticipating students' posttest performance the following April, 1972, when the test was again administered on a district-wide basis.

Complete pre and posttest data for the *Metropolitan Achievement Test* were available for 923 children or approximately 74 percent of all program participants. The size of the evaluation sample is more than sufficiently large to permit generalization to the entire program population.

Table 13 indicates the number of program participants in each State Urban School who were included in the evaluation sample.

TABLE 13

EVALUATION SAMPLE FOR WHICH PRE AND POST PROGRAM *METROPOLITAN ACHIEVEMENT TEST* SCORES WERE AVAILABLE

School	Level	Number of Pupils
P.S. 19	Elementary School	65
P.S. 68	Elementary School	72
P.S. 71	Elementary School	68
P.S. 81	Elementary School	48
P.S. 87	Elementary School	57
P.S. 88	Elementary School	62
P.S. 91	Elementary School	54
P.S. 153	Elementary School	72
P.S. 229	Elementary School	63
I.S. 61	Intermediate School	195
J.H. 73	Junior High School	35
J.H. 93	Junior High School	38
J.H. 119	Junior High School	53
J.H. 125	Junior High School	41
Subtotals		
Elementary Schools		561
Intermediate and Junior High Schools		362
TOTAL		923

1. Grade Level and Total Group Comparisons

Pre to post program scores on the *Metropolitan Achievement Test* were compared to ascertain the actual gains made by program participants. The number and percent of pupils at each grade level showing a loss, no gain, one to five months' gain, and six months' or more gain are presented in Table 14.

It can be seen in Table 14 that 90 percent of all participants made actual gains as measured by the total reading score. In fact, 71 percent made actual gains of six months or more in total reading. The number of students making actual gains on the two subtests were comparable, 83 percent in word knowledge and 84 percent in comprehension. Greater gains were made in comprehension than in word knowledge, however, with 71 percent of the pupils achieving six or more months in comprehension compared to 63 percent in word knowledge.

When grade level comparisons are made, it can be seen that, with the exception of the third and fifth grade, 70 percent or more of the children at each level made gains of six months or more in their total reading scores. The particularly low achievement level of third graders is evident throughout the data.

Using the historical rate of growth method, participants' anticipated posttest scores were obtained. The anticipated posttest score represents the level of performance that could be expected at the end of the program had the child continued to make progress at his previous rate of growth and had he received no special program instruction. The number and percent of pupils at each grade level obtaining actual posttest scores lower than anticipated, the same as anticipated, one to five months above anticipated, and six months above anticipated are shown in Table 15.

TABLE 14

NUMBER AND PERCENT OF PUPILS SHOWING ACTUAL PRE TO POST GAIN ON THE *METROPOLITAN ACHIEVEMENT TEST*

		WORD KNOWLEDGE				COMPREHENSION				TOTAL READING			
Grade	N	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months
3	61	8	8	19	34	11	2	11	37	6	2	20	30
(Percent)		(13)	(0)	(31)	(56)	(18)	(3)	(18)	(61)	(10)	(3)	(33)	(54)
4	188	10	6	55	117	9	11	29	139	6	4	43	135
(Percent)		(5)	(3)	(30)	(62)	(5)	(6)	(15)	(74)	(3)	(2)	(23)	(72)
5	197	31	6	49	111	27	9	23	138	13	9	41	134
(Percent)		(16)	(3)	(25)	(56)	(14)	(4)	(12)	(70)	(6)	(5)	(21)	(68)
6	119	8	8	24	79	13	3	17	86	4	2	22	91
(Percent)		(7)	(7)	(20)	(66)	(11)	(3)	(14)	(72)	(3)	(3)	(18)	(76)
7	118	25	2	14	77	22	3	16	77	15	4	15	84
(Percent)		(21)	(2)	(12)	(65)	(19)	(2)	(14)	(65)	(13)	(3)	(13)	(71)
8	176	32	6	19	119	20	8	19	129	18	3	21	134
(Percent)		(14)	(3)	(11)	(68)	(11)	(5)	(11)	(73)	(10)	(2)	(12)	(76)
9	64	10	3	9	42	7	0	6	51	4	2	9	49
(Percent)		(15)	(5)	(14)	(66)	(11)	(0)	(9)	(80)	(6)	(3)	(14)	(77)
Total	923	124	31	189	579	109	36	121	657	66	26	171	660
Percent		13	4	20	63	12	4	13	71	7	3	19	71

TABLE 15

NUMBER AND PERCENT OF PUPILS SHOWING GAINS ABOVE ANTICIPATED POSTTEST SCORES ON THE *METROPOLITAN ACHIEVEMENT TEST*

		WORD KNOWLEDGE				COMPREHENSION				TOTAL READING			
Grade	N	Lower Than Anticipated	No Difference	1-5 Above	6+ Above	Lower Than Anticipated	No Difference	1-5 Above	6+ Above	Lower Than Anticipated	No Difference	1-5 Above	6+ Above
3	61	26	3	17	15	27	6	16	12	25	5	22	9
(Percent)		(43)	(5)	(28)	(24)	(44)	(10)	(26)	(20)	(41)	(8)	(36)	(15)
4	188	69	7	62	50	47	12	76	53	57	12	65	54
(Percent)		(37)	(4)	(33)	(26)	(25)	(6)	(41)	(28)	(30)	(6)	(35)	(29)
5	197	86	7	54	50	62	10	43	82	70	11	63	53
(Percent)		(44)	(4)	(27)	(25)	(31)	(5)	(22)	(42)	(36)	(5)	(32)	(27)
6	119	41	4	26	48	34	5	18	62	29	7	27	56
(Percent)		(34)	(4)	(22)	(40)	(29)	(4)	(15)	(52)	(24)	(6)	(23)	(47)
7	118	46	4	22	46	43	4	19	52	41	2	25	50
(Percent)		(39)	(3)	(19)	(39)	(37)	(3)	(16)	(44)	(35)	(2)	(21)	(42)
8	176	58	7	37	74	53	6	28	89	45	7	42	82
(Percent)		(33)	(4)	(21)	(42)	(30)	(3)	(16)	(51)	(26)	(4)	(24)	(46)
9	64	22	2	6	34	18	1	8	37	14	1	12	37
(Percent)		(34)	(3)	(10)	(53)	(28)	(1)	(13)	(58)	(22)	(1)	(19)	(58)
Total	923	348	34	224	317	284	44	208	387	281	45	256	341
Percent		38	4	24	34	30	5	23	42	30	5	28	37

As Table 15 shows, 65 percent of all participants made gains above anticipated in total reading and comprehension, while 58 percent made gains above anticipated in word knowledge.

Gains above anticipated in total reading were made by 60 percent or more at each grade level with the exception, again, of the third and fifth grades where, respectively, only 51 percent and 59 percent of the children achieved scores above those anticipated. The low achievement of the third graders, particularly, is highlighted in Table 15 by the fact that only 15 percent made gains of 6 or more months above anticipated compared to 27 percent or more at the other grade levels.

In general, more children at each grade level made gains above anticipated in comprehension than did in word knowledge. The third grade was the exception. At the third grade, more children achieved above anticipated in word knowledge (52 percent) than in comprehension (46 percent). Their scores on the comprehension subtest largely account for the relatively low performance in total reading exhibited by the third graders.

Tables 16, 17, and 18 present the means, standard deviations and t-ratios for the actual and above anticipated gains on the word knowledge and comprehension subtests and the total reading scores of the *Metropolitan Achievement Test.* As Tables 16, 17 and 18 show, all actual pre to posttest gains in word knowledge, comprehension and total reading were statistically significant, beyond the .0005 level, for the pupils at each grade level as well as for the total group. However, the same does not hold when actual posttest scores are compared to anticipated posttest scores. The grade levels and performance areas which account for a lack of consistent overall gains are clearly revealed in each Table by the t-ratios for the above anticipated gains.

TABLE 16

TESTS OF SIGNIFICANCE FOR ACTUAL AND ABOVE ANTICIPATED GAINS ON THE VOCABULARY SUBTEST OF THE *METROPOLITAN ACHIEVEMENT TEST*

Grade	N	Pretest Mean	Pretest SD	Anticipated Posttest Mean	Anticipated Posttest SD	Actual Posttest Mean	Actual Posttest SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
3	61	2.13	0.40	2.75	0.62	2.85	0.83	0.71	7.65	.0005	0.10	1.05	NS
4	188	2.76	0.44	3.38	0.59	3.63	0.89	0.88	5.45	.0005	0.25	4.35	.0005
5	197	3.54	0.62	4.22	0.80	4.27	0.90	0.73	13.26	.0005	0.04	0.79	NS
6	119	4.08	0.89	4.27	1.07	5.12	1.21	1.04	12.18	.0005	0.40	4.49	.0005
7	118	5.14	1.14	5.77	1.30	6.05	1.36	0.90	7.37	.0005	0.27	2.14	.05
8	176	5.57	1.31	6.19	1.51	6.65	1.53	1.07	10.30	.0005	0.46	4.12	.0005
9	64	5.71	1.33	6.31	1.50	7.04	1.43	1.33	7.90	.0005	0.73	4.09	.0005
Total Group	923	4.10	1.51	4.73	1.61	5.03	1.77	0.93	26.42	.0005	0.29	7.91	.0005

NS = No statistically significant difference.

TABLE 17

TESTS OF SIGNIFICANCE FOR ACTUAL AND ABOVE ANTICIPATED GAINS ON THE COMPREHENSION SUBTEST OF THE *METROPOLITAN ACHIEVEMENT TEST*

Grade	N	Pretest Mean	Pretest SD	Anticipated Posttest Mean	Anticipated Posttest SD	Actual Posttest Mean	Actual Posttest SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
3	61	2.14	0.34	2.77	0.53	2.84	0.87	0.69	7.01	.0005	0.07	0.69	NS
4	188	2.62	0.48	3.20	0.65	3.52	0.77	0.90	18.14	.0005	0.32	6.04	.0005
5	197	3.50	0.73	4.17	0.94	4.56	1.14	1.06	14.43	.0005	0.39	5.02	.0005
6	119	3.99	0.95	4.62	1.15	5.31	1.27	1.32	13.05	.0005	0.69	6.50	.0005
7	118	5.44	1.05	6.13	1.26	6.64	1.61	1.20	8.35	.0005	0.51	3.40	.0005
8	176	5.70	1.33	6.22	1.58	6.98	1.60	1.29	12.60	.0005	0.76	5.98	.0005
9	64	5.63	1.35	6.07	1.58	7.10	1.51	1.47	9.37	.0005	1.03	5.43	.0005
Total	923	4.11	1.60	4.71	1.70	5.24	1.95	1.13	29.75	.0005	0.53	12.31	.0005

NS = No statistically significant difference.

TABLE 18

TESTS OF SIGNIFICANCE FOR ACTUAL AND ABOVE ANTICIPATED GAINS IN TOTAL READING SCORE ON THE *METROPOLITAN ACHIEVEMENT TEST*

Grade	N	Pretest Mean	Pretest SD	Anticipated Posttest Mean	Anticipated Posttest SD	Actual Posttest Mean	Actual Posttest SD	Actual Gain	t-Ratio	p	Gain Above Anticipated	t-Ratio	p
3	61	2.14	0.32	2.74	0.49	2.80	0.77	.66	7.88	.0005	0.06	0.66	NS
4	188	2.67	0.37	3.27	0.50	3.56	0.77	.89	19.66	.0005	0.29	6.53	.0005
5	197	3.47	0.53	4.13	0.69	4.33	0.90	.88	17.08	.0005	0.20	3.84	.0005
6	119	3.98	0.82	4.61	0.99	5.13	1.12	1.15	16.75	.0005	0.52	7.41	.0005
7	118	5.25	0.93	5.91	1.06	6.33	1.37	1.08	9.83	.0005	0.42	3.82	.0005
8	176	5.56	1.22	6.12	1.43	6.80	1.46	1.24	14.02	.0005	0.68	6.34	.0005
9	64	5.65	1.22	6.25	1.37	7.08	1.40	1.43	11.36	.0005	0.83	6.37	.0005
Total Group	923	4.06	1.47	4.68	1.56	5.09	1.80	1.03	34.23	.0005	0.41	12.72	.0005

NS = No statistically significant difference.

Although the fifth graders made significant gains (beyond .0005) above anticipated in comprehension and total reading, their actual gain in word knowledge was less than one month above their anticipated posttest score and not statistically significant. These findings are consistent with those reported earlier. As the data in Table 15 revealed, 12 percent fewer fifth graders made gains above anticipated on the word knowledge subtest than on the comprehension subtest.

Tables 16, 17 and 18 provide further evidence of the relatively low achievement of the third graders. They achieved one month above expected in word knowledge, and less than one month above expected in comprehension and total reading. None of these gains were significant, however, indicating that the Corrective Reading Program at the third grade level was not effective in stimulating reading achievement above that normally expected of the program participants. The unusual performance of the ninth graders who made nearly a year and a half actual gain and eight months above that anticipated indicates that the program was highly effective at the upper end of the grade levels.

In summary, children in grades 4, 6, 7, 8 and 9 made statistically significant gains above anticipated in word knowledge, comprehension and total reading. Fifth graders made significant gains above anticipated in comprehension and total reading but not in vocabulary, suggesting that greater emphasis needs to be placed on word knowledge at this level. Third graders made slight but not statistically significant gain above that anticipated in each of the three areas, word knowledge, comprehension, and total reading.

The discrepancy at the third grade level needs to be examined carefully. The fact that this grade level represents a major change in the students' educational lives could account for the low gains shown. Perhaps many of the third graders are being removed from their regular classrooms for the first time to participate in specialized

group instruction. There may be problems of adjustment to this new school pattern, at least initially, which could account for the lower achievement exhibited by the third graders. On the other hand, the nature and organization of program instruction offered these youngsters may account for part of the problem. Observations made by the evaluation team consistently revealed that the youngest children in the program became restless after about 45 to 50 minutes, particularly in classrooms where they were expected to work independently and quietly on skills exercises for the entire one and one half hours. Several teachers made similar observations, commenting they thought the reading period should be limited to one hour for the younger children. More appropriate, however, would be a reexamination and replanning of the hour and a half to include more variety and better pacing for instruction appropriate to the children's developmental level.

Evidence of the greater program effectiveness at the upper grade levels can be seen in the increasing amount of gain from third to ninth grade. The actual gains as well as gains above anticipated progress in an ascending order through the grades with slight dips at the fifth and seventh grades. It appears, therefore, that the program was increasingly more effective in the higher grades.

The total number of students in the Corrective Reading Program who made gains significantly greater than anticipated, 58 percent in vocabulary, and 65 percent in both comprehension and total reading, presents a bright picture for the first year of the program. On the average, children in the program made gains of almost 3 months in word knowledge, 5 months in comprehension and 4 months in total reading that were significantly above those anticipated from regular classroom instruction.

The very favorable picture of a successful program presented here should not cloud the real issue. Examination of the actual posttest grade equivalents in Table 18 shows that although the groups made significant gains, they are still below grade level

at the end of the program. The unusual feature revealed here is that the upper grade students are not as far below grade level at the end of the program as they were at the beginning. The data presented in Table 19 highlight the encouraging picture of reversing the trend of retardation.

TABLE 19

COMPARISON OF AVERAGE NUMBER OF MONTHS BELOW GRADE LEVEL BEFORE AND AFTER PARTICIPATION IN THE CORRECTIVE READING PROGRAM FOR CHILDREN AT EACH GRADE LEVEL

	Pre Program			Post Program			
Grade	Average Student	Corrective Reading Student	Months Below Level	Average Student	Corrective Reading Student	Months Below Level	Percentage of Post Level to Pre Level
3	2.8	2.14	.66	3.8	2.80	1.0	151%
4	3.8	2.67	1.13	4.8	3.56	1.24	110%
5	4.8	3.47	1.33	5.8	4.33	1.47	111%
6	5.8	3.98	1.82	6.8	5.13	1.67	92%
7	6.8	5.25	1.55	7.8	6.33	1.47	95%
8	7.8	5.56	2.24	8.8	6.80	2.00	89%
9	8.8	5.65	3.15	9.8	7.08	2.72	86%

Data presented in Table 19 must be interpreted in terms of the mythical average student. The grade equivalents presented here for the average student represent performance on the *Metropolitan Achievement Test* that should be expected for non-remedial readers each year in April when the test is administered. The population in the Corrective Reading Program obviously does not attain the same performance level. The typical, although unfortunate, pattern for remedial readers is one of a cumulative deficit. That is, they become further below grade level as they progress through the grades. As shown in Table 19, the average number of months below grade level for the corrective

reading students at the pretest does, in fact, follow the regrettable pattern of increasing deficit as the school grades increase. Thus, third graders are six months (.66) below grade level, fourth graders are one year and one month (1.13) below grade level up to the ninth graders who are three years and one month (3.15) below grade level.

The effectiveness of the District #24 corrective Reading Program, particularly at the upper grades, is made visible in the pattern of months below grade level at the end of the year. The third, fourth, and fifth graders are further below grade level than they were at the beginning of the year, in keeping with the cumulative deficit phenomenon. However, the trend is reversed at the sixth grade, and the sixth, seventh, eighth, and ninth graders are not as far below grade level at the end of the year as they were at the beginning. This accomplishment for the junior high school Corrective Reading Program is particularly noteworthy in view of the characteristic progression of reading retardation.

To a certain extent this finding can be explained in terms of the cumulative nature of reading deficits. If one considers that the deficit to be made up at each successive grade level is an increasingly larger amount, then, it would be expected that even an equivalent percentage gain in all grades would result in higher actual gains at each successive level. As Table 19 shows, when the average number of months below grade level at the end of the program is compared to the average number of months below grade level at the beginning of the program on a percentage basis, the amount of deficit decreases starting at the sixth grade. While the third graders *increased* the difference between them and the average child by approximately 50 percent, the ninth graders *decreased* the difference by 14 percent.

In contrast to what is generally believed, these findings suggest that when older children do receive instruction that is generally more challenging and effective than previously received, they will begin to make significant strides toward diminishing the deficits they have incurred.

2. **Elementary and Junior High School Comparison**

At the initial phase of implementation, the Corrective Reading Program in District #24 faced numerous problems. In addition to the orientation of teachers, late delivery of materials and adjustments to the program demands, the junior high school Corrective Reading Teachers found the schedule established for them to be untenable. After consulting with the junior high school staff, the program coordinator adapted the original program design to ameliorate some of the difficulties. In view of those adjustments, the evaluation team believed it to be important to examine the performance of the junior high school students separately and to compare their performance with that of the elementary school students. This section of the report presents the results of that examination.

School organizational patterns in District #24 vary in the assignment of sixth graders to elementary schools and to junior high schools. Some buildings are organized so that kindergarten to sixth grade are housed in one building. At the same time, one intermediate school and some of the junior high schools have sixth graders in attendance. In order to compare the performance of elementary and junior high school students, it was necessary to group the samples by the school organization plan. Therefore, in the following presentation of data, some sixth graders appear in the elementary school group and some appear in the junior high school group. A large number of sixth graders at the intermediate school are included in the junior high school sample. A comparison of the elementary and junior high pretest and posttest scores with the anticipated posttest scores is presented in Table 20.

TABLE 20

COMPARISON OF ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS' GAINS ON SUBTESTS AND TOTAL READING SCORE OF THE *METROPOLITAN ACHIEVEMENT TEST*

	N	Pretest Mean	Pretest SD	Anticipated Posttest Mean	Anticipated Posttest SD	Actual Posttest Mean	Actual Posttest SD	Actual Gain	Ratio	p	Gain Above Anticipated	t-Ratio	p
VOCABULARY													
Elementary	561	3.23	0.87	3.88	1.01	4.07	1.17	0.84	24.53	.0005	0.19	5.46	.0005
Jr. High	362	5.45	1.28	6.06	1.45	6.51	1.50	1.06	14.85	.0005	0.45	5.85	.0005
COMPREHENSION													
Elementary	561	3.15	0.92	3.78	1.08	4.17	1.30	1.02	25.89	.0005	0.39	9.48	.0005
Jr. High	362	5.59	1.25	6.16	1.47	6.89	1.60	1.30	17.49	.0005	0.73	8.42	.0005
TOTAL READING													
Elementary	561	3.16	0.80	3.78	0.92	4.07	1.14	0.91	31.03	.0005	0.29	9.05	.0005
Jr. High	362	5.46	1.14	6.07	1.31	6.68	1.45	1.22	20.13	.0005	0.61	9.11	.0005

The t-ratios shown in Table 20 indicate that the actual gains plus the gains above those anticipated are significant at the .0005 level. It is further evident that the junior high school gains are substantially greater than those for the elementary schools. In fact, the junior high school students doubled the amount of gain above those anticipated for and actually made by the elementary school students. While it is obvious that the Corrective Reading Program in District #24 was successful at both the elementary and junior high school levels, it is apparent also that it was more successful at the junior high level.

The greater success of the Corrective Reading Program at the junior high school level was not found in a corollary evaluation of the Open Enrollment Corrective Reading Program in District #24. In fact, the exact opposite direction was shown in that the elementary schools doubled the gains made by the junior high schools in vocabulary and total reading scores. Since many features of the Open Enrollment and State Urban Education Corrective Reading Program were similar, District reading staff may want to study the possible reasons for the discrepancies.

One possible explanation may be that the Open Enrollment population, predominantly Black, responds to remediation at the early grades much more positively than it does at the junior high school grades. If the native language of the Black student is associated with reading disability, as has been theorized, it may be operative in the Open Enrollment population in District #24. If this is the case, it could be surmised that corrective reading instruction is more effective when the Black child is still in a more manipulable stage in his language learning. Thus, the junior high school Black student does not profit as much as his younger counterpart because of the relative stability of his language performance and competence. Further study of the reasons for the differential success of the Corrective Reading Program in District #24

is needed before any conclusive explanations can be proposed. It is surprising that the State Urban Education Corrective Reading Program was less effective at the lower grades than at the higher grades in light of the supportive evidence from research on reading which indicates that greater growth in correcting reading disabilities can be expected from younger children.

3. Level of Reading Retardation

The Corrective Reading Program in District #24 was planned so that students who demonstrated two or more years retardation in reading would receive three sessions of one and one half hour instruction each week. The groups who demonstrated less than two years retardation in reading received corrective instruction only two times a week for one and one half hours each session. In order to determine which group showed the greatest gains in reading achievement, the actual and above anticipated gains are compared in the following analysis. Table 21 shows the number and percent who registered a loss, no gain, one to five months gain and six months or more gain during the program.

TABLE 21

NUMBER AND PERCENT OF PUPILS IN THE MORE SEVERELY AND LESS SEVERELY RETARDED GROUPS MAKING GAINS ON THE *METROPOLITAN ACHIEVEMENT TEST*

Actual Gain

		WORD KNOWLEDGE				COMPREHENSION				TOTAL READING			
Group	N	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months	Loss	No Gain	1-5 Months	6+ Months
More Severely Retarded	326	39	15	66	206	41	15	47	223	22	11	64	229
(Percent)	(100)	(12)	(5)	(20)	(63)	(13)	(5)	(14)	(68)	(7)	(3)	(20)	(70)
Less Severely Retarded	596	85	16	123	373	68	21	74	437	44	15	107	431
(Percent)	(100)	(14)	(3)	(62)	(62)	(11)	(4)	(12)	(73)	(7)	(3)	(18)	(72)

Gains Above Anticipated

		WORD KNOWLEDGE				COMPREHENSION				TOTAL READING			
Group	N	Lower Than Anticipated	No Difference	1-5 Above	6+ Above	Lower Than Anticipated	No Difference	1-5 Above	6+ Above	Lower Than Anticipated	No Difference	1-5 Above	6+ Above
More Severely Retarded	326	112	12	75	127	105	15	68	138	91	16	94	125
(Percent)	(100)	(34)	(4)	(23)	(39)	(32)	(5)	(21)	(42)	(28)	(5)	(29)	(38)
Less Severely Retarded	596	236	22	149	190	179	29	140	249	190	29	162	216
(Percent)	(100)	(39)	(4)	(25)	(32)	(30)	(5)	(23)	(42)	(32)	(5)	(27)	(36)

When the actual gains of the more severely retarded readers are viewed along with the gains made by less severely retarded readers, the percentages at each level are very similar. However, when prior performance is considered, as reported in the lower section of Table 21, the more severely retarded group shows a slightly greater precent (67 percent) achieving above anticipated than the less severely retarded group (63 percent).

The breakdown of the actual pre and post test gains and the above anticipated gains for each sub-test and the total reading score on the *Metropolitan Achievement Test* are presented in Table 22.

It can be seen in Table 22 that both actual and above anticipated gains were significant at the .005 level for both groups.

It may be asked whether the two groups actually differed from one another when viewing the pretest grade equivalents presented in Table 22. The pretest grade equivalent of the more severely retarded readers is three to four months below the pretest grade equivalent of the less severely retarded readers. When the anticipated posttest equivalents are established, however, the differences between the groups become more apparent. The less seriously retarded readers have a consistently higher anticipated posttest grade equivalent than the more severely retarded readers. This indicates that when prior performance is considered, the more severely retarded students will not be expected to achieve equally as well as the less severely retarded readers and that, in fact, they are two distinctly different groups.

TABLE 22

COMPARISON OF GAINS OF THE MORE SEVERELY AND LESS SEVERELY RETARDED READERS ON THE SUBTESTS AND TOTAL READING SCORES OF THE *METROPOLITAN ACHIEVEMENT TEST*

		Pretest		Anticipated Posttest		Actual Posttest							
	N	Mean	SD	Mean	SD	Mean	SD	Actual Gain	t-Ratio	p	Anticipated	t-Ratio	p
VOCABULARY													
More Retarded	326	3.90	1.39	4.49	1.50	4.89	1.73	0.99	16.96	.0005	0.40	6.48	.0005
Less Retarded	597	4.21	1.56	4.87	1.65	5.10	1.79	0.89	20.36	.0005	0.23	5.09	.0005
COMPREHENSION													
More Retarded	326	3.86	1.46	4.42	1.55	4.92	1.74	1.06	18.56	.0005	0.50	7.72	.0005
Less Retarded	597	4.24	1.65	4.87	1.76	5.41	2.03	1.17	23.53	.0005	0.54	9.67	.0005
TOTAL READING													
More Retarded	326	3.85	1.36	4.40	1.44	4.87	1.69	1.02	21.98	.0005	0.47	8.42	.0005
Less Retarded	597	4.18	1.52	4.83	1.60	5.21	1.85	1.03	26.53	.0005	0.38	9.57	.0005

In order to discover whether the posttest performance of the more severely and less severely retarded groups differed when the anticipated posttests were taken into account, an analysis of covariance was performed. The results of that analysis are presented in Table 23.

TABLE 23

ANALYSIS OF COVARIANCE OF THE DIFFERENCE BETWEEN MORE SEVERELY AND LESS SEVERELY RETARDED GROUPS' POSTTEST SCORES ON THE *METROPOLITAN ACHIEVEMENT TEST* USING THE ANTICIPATED POSTTEST AS THE COVARIATE

Group	N	Anticipated Posttest	Actual Posttest	Adjusted Posttest	F Ratio	P
Vocabulary						
More Severely Retarded	326	4.49	4.89	5.10	2.13	NS
Less Severely Retarded	597	4.87	5.10	4.99		
Comprehension						
More Severely Retarded	326	4.42	4.92	5.17	1.16	NS
Less Severely Retarded	597	5.87	5.41	5.27		
Total Reading						
More Severely Retarded	326	4.40	4.87	5.14	1.08	NS
Less Severely Retarded	597	4.83	5.21	5.07		

NS = No statistically significant difference.

The results shown in Table 23 indicate that the posttest grade equivalents are not significantly different from each other. This indicates that the more severely retarded students' posttest performance was similar to the less severely retarded students at the end of the program; thus their greater growth diminished the differences between the two groups.

In summary, both the more severely retarded readers and the less severely retarded readers made significant pre to post program gains. A slightly higher percent (67 percent) of the more severely retarded readers made gains above those anticipated for them than did the less severely retarded readers (63 percent). When the posttest performance of the two groups was compared by an analysis of covariance, there were no statistically significant differences between them, indicating that the more severely retarded readers had diminished the initial differences between the groups. Therefore, it can be concluded that the State Urban Education Corrective Reading Program was more effective with more severely retarded readers than it was with less severely retarded readers.

Growth in Specific Reading Skills. The second objective of the District #24 Corrective Reading Program was to provide individualized instruction so that participants would increase their performance in specific reading skills. The measure selected for evaluation of this objective was the *Stanford Diagnostic Reading Test* which was administered in November, 1971 and May, 1972. This instrument provided the necessary measure to assess growth in specific reading skills. Level I, intended for use from the latter part of Grade 2 to the middle of Grade 4 was used in Grades 3 and 4 and with some Grade 5 students. The Level II test, intended for use from the latter part of Grade 4 to the middle of Grade 8 was used for a few 5th graders and for 6th, 7th, 8th, and 9th grade students. Pretest scores on this test were made available to

Corrective Reading Teachers in an attempt to assist them in a more accurate diagnosis of their students' disabilities as a basis for instruction during the year. Results are presented according to specific skill areas tested in the Level I and Level II *Stanford Diagnostic Reading Test.*

The overlap in the use of the Level I and Level II tests to assess the effects of the program caused considerable loss of data at the fifth and sixth grades. Several students were pretested on the Level I test and posttested on Level II, thus making pre to post comparisons impossible. The data for Grades 5 and 6, therefore, are combined into total group analyses of Level I test results when both pre and posttests on this instrument were available and in total group analyses of Level II results if both pre and posttest scores on this test were available. When raw scores are converted into grade level scores, results from both levels are used.

1. **Grade Level and Total Group Comparisons**

The subtests of the *Stanford Diagnostic Reading Test*, Level I, include reading comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, and sound discrimination. The pre and post program comparisons, presented in Table 24, are given for grades 3 and 4 and for the total group tested with Level I. The discrepancy between the N's presented for grades 3 and 4 and the total is accounted for by the 11 fifth and sixth graders whose data are included in the total group analyses but were not analyzed separately by grade level.

Examination of the pre to post comparisons in Table 24 shows that gains on all subtests were significant beyond the .0005 level for each grade level and for the total group.

When the third and fourth grades are compared it can be seen that third graders made greater gains than fourth graders in five of the seven skill areas measured. Fourth graders made the larger gains in syllabication and sound discrimination.

TABLE 24

GRADE AND TOTAL GROUP PRE TO POSTTEST GAINS ON THE LEVEL I *STANFORD DIAGNOSTIC READING TEST*

Subtest	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Gain	t-Ratio*
1. Reading Comprehension							
Grade 3	63	17.62	9.23	27.92	8.85	10.30	11.50
Grade 4	192	29.14	7.23	35.43	5.16	5.29	16.45
Total Group	266	26.29	9.09	33.53	6.95	7.24	19.78
2. Vocabulary							
Grade 3	63	14.43	4.72	18.59	5.96	4.16	7.03
Grade 4	192	17.50	5.24	22.04	5.81	3.84	16.41
Total Group	266	16.84	5.32	21.22	6.05	4.38	16.66
3. Auditory Discrimination							
Grade 3	63	21.81	9.99	33.38	8.55	11.57	8.71
Grade 4	192	27.99	10.14	36.36	7.41	9.51	12.19
Total Group	266	26.55	10.40	35.52	7.76	8.97	14.97
4. Syllabication							
Grade 3	63	8.73	3.82	12.08	3.82	3.35	7.47
Grade 4	192	10.22	3.49	13.78	3.79	4.36	11.31
Total Group	266	9.89	3.60	13.34	3.81	3.45	13.60
5. Beginning & Ending Sounds							
Grade 3	63	19.00	5.94	26.62	4.80	7.62	12.46
Grade 4	192	24.21	5.15	29.67	3.91	4.56	16.55
Total Group	266	22.88	5.78	28.78	4.43	5.90	20.50
6. Blending							
Grade 3	63	13.43	8.30	23.44	7.69	10.02	12.74
Grade 4	192	20.09	8.66	28.83	5.72	7.04	17.21
Total Group	266	18.38	9.02	27.41	6.68	9.03	21.15
7. Sound Discrimination							
Grade 3	63	13.95	5.25	18.13	7.33	4.18	5.21
Grade 4	192	15.35	5.85	21.77	7.36	6.42	13.14
Total Group	266	14.88	5.75	20.77	7.47	5.89	14.07

*All t-Ratios significant beyond .0005.

These findings are somewhat inconsistent with those in the previous section of the report. There, it will be recalled, third graders' gains in reading achievement, particularly in reading comprehension, were substantially lower than other grade levels. Yet, on the reading comprehension subsection of the *Stanford,* the third graders' mean gain score was almost twice that of the fourth graders. There are two possible explanations for these results. One is that the *Stanford Diagnostic Reading Test* and the *Metropolitan Achievement Test* measure different skills or abilities. It is for this reason that program selection and evaluation should not be dependent on only one standardized measure of reading ability. Composite results provide more accurate bases for making decisions.

A second explanation may be in the nature of the developmental level of third and fourth graders. While the *Stanford* test measures growth in specific reading skills areas, the *Metropolitan* test requires greater application of the skills in a more comprehensive reading task. Thus, it may be that while third graders are involved in specific skills development they are not yet as adept as fourth graders at applying these skills.

In summary, third and fourth graders combined made significant gains in specific reading skills as measured by the Level I *Stanford Diagnostic Reading Test.* As a group, they made the greatest gains in the skills of blending, auditory discrimination and reading comprehension. Lowest gains were made in vocabulary and syllabication. Although this improvement in specific reading skills is encouraging, it should be noted that when the post program score on each subtest is compared to the national norm, third and fourth graders in the District #24 Corrective Reading Program range from the 12th to the 28th percentile on the skills measured. It becomes apparent, therefore, that although the program was effective in increasing pupils' specific reading skills significantly, there still remains a need for further specialized instruction for these children.

2. **Elementary and Junior High School Comparisons**

Level II of the *Stanford Diagnostic Reading Test* was used to compare the performance of elementary and junior high school students on the specific skills of literal comprehension, inferential comprehension, total comprehension, vocabulary, syllabication, sound discrimination, blending, and rate of reading. Pre to post program gains for the two groups are presented in Table 25.

As can be seen, gains on each of the subtests were statistically significant (.0005) for elementary school children, junior high school children and the total group with one exception. Elementary school children did not make significant gains in rate of reading.

Here too, school level results are inconsistent with those reported on reading achievement, where junior high school pupils' gains were consistently higher than those at the elementary level. Equivalent gains were made in inferential comprehension, however, the elementary school children had higher mean gain scores in five of the additional seven skill areas. Children in the junior high schools made somewhat larger gain in vocabulary, and substantially more gain in rate of reading. However, with the exception of reading rate and blending, the gains for the two groups were not substantially different. As one might expect, based on general program emphasis, elementary children made the greater gain in the skill of blending whereas junior high school students made the greater gain in rate of reading.

In summary, both elementary and junior high school children showed statistically significant improvement in specific reading skills. As a group, children who were administered Level II of the *Stanford Diagnostic Reading Test* showed the greatest improvement in blending and the lowest improvement in syllabicaton and reading rate. Gains in literal comprehension, inferential comprehension, vocabulary, and sound discrimination were similar, averaging 3.53; which are statistically significant but are not substantial.

TABLE 25

ELEMENTARY, JUNIOR HIGH AND TOTAL GROUP PRE TO POSTTEST GAINS ON THE LEVEL II *STANFORD DIAGNOSTIC READING TEST*

Subtest	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Gain	t-Ratio *	
1. (a) Literal Comprehension								
Elementary	247	12.38	3.99	16.24	3.63	3.86	15.69	
Junior High	343	17.76	4.18	20.96	4.06	3.20	16.53	
Total Group	590	15.51	4.89	18.98	4.53	3.47	22.72	
(b) Inferential Comprehension								
Elementary	247	9.79	3.33	13.21	3.74	3.42	14.20	
Junior High	343	15.41	4.64	18.84	4.91	3.43	17.14	
Total Group	580	13.06	4.98	16.48	5.25	3.42	22.28	
(c) Total Comprehension								
Elementary	247	22.15	6.56	29.41	6.53	7.26	18.53	
Junior High	343	33.18	8.21	39.70	8.38	6.52	20.61	
Total Group	590	28.56	9.31	35.39	9.19	6.83	27.69	
2. Vocabulary								
Elementary	247	18.40	5.17	21.92	5.05	3.52	13.57	
Junior High	343	23.81	5.14	27.53	5.39	3.72	16.35	
Total Group	590	21.55	5.80	25.18	5.93	3.63	21.26	
3. Syllabication								
Elementary	247	13.08	4.06	15.82	3.62	2.74	11.24	
Junior High	343	15.83	3.77	17.46	3.73	1.63	9.52	
Total Group	590	14.68	4.12	16.77	3.77	2.09	14.52	
4. Sound Discrimination								
Elementary	247	16.96	5.82	21.14	6.34	4.18	13.63	
Junior High	343	19.81	6.84	22.98	6.63	3.17	12.47	
Total Group	590	18.62	6.58	22.21	6.57	3.59	18.26	
5. Blending								
Elementary	247	10.90	6.75	19.51	6.67	8.61	23.07	
Junior High	343	22.45	7.82	28.32	6.53	5.87	19.13	
Total Group	590	17.61	9.33	24.63	7.89	7.02	28.83	
6. Rate								
Elementary	247	16.20	10.84	16.40	7.78	0.20	0.23	NS
Junior High	343	16.02	7.76	20.62	8.03	4.60	8.78	
Total Group	590	16.10	9.17	18.86	8.19	2.76	5.80	

*All t-Ratios significant beyond .0005 unless otherwise indicated.
NS = No statistically significant difference.

The grade level equivalents obtained from the Level I and Level II comprehension sections of the *Stanford Diagnostic Reading Test* were used to make comparisons across all grade levels. Pretest and posttest grade level scores were available for 790 children or 63 percent of the children in the State Urban Corrective Reading Program. The number and percent of pupils showing a loss, no gain, one to five months gain and six or more months gain are presented in Table 26.

TABLE 26

NUMBER AND PERCENT OF PUPILS SHOWING PRE TO POST GAINS ON THE GRADE LEVEL SCORE OF THE *STANFORD DIAGNOSTIC READING TEST*

Grade	N	Loss	No Gain	1-5 Months	6+ Months
3	60	2	6	21	31
(percent)		(3)	(10)	(35)	(52)
4	186	12	12	62	100
(percent)		(6)	(6)	(34)	(54)
5	147	19	3	21	104
(percent)		(13)	(2)	(14)	(71)
6	104	8	5	15	76
(percent)		(8)	(5)	(14)	(73)
7	100	11	2	18	69
(percent)		(11)	(2)	(18)	(69)
8	155	11	7	19	118
(percent)		(7)	(5)	(12)	(76)
9	38	1	2	2	33
(percent)		(3)	(5)	(5)	(87)
TOTAL	790	64	37	158	531
PERCENT		8	5	20	67

In Table 26, it can be seen that 87 percent of the total group made gains in the *Stanford* grade level scores, with 20 percent gaining one to six months, and 67 percent gaining six months or more.

Eighty-five percent or more at each grade level achieved higher posttest that pretest scores with a substantially higher percentage of ninth graders (92 percent) making gains. Table 26 provides additional evidence that the program was increasingly more effective at the higher grade levels in that an increasingly greater number of children from the third to the ninth grades made gains of six months or more, with the exception of a slight dip at the seventh grade level.

When the grade level score gains on the *Stanford Diagnostic Reading Test* are compared with the actual comprehension grade level score gains on the *Metropolitan Achievement Test*, the overall results are similar in that 84 percent of all students made one or more months gain on the *Metropolitan Achievement Test* (Table 14) and 87 percent made one or more months gain on the *Stanford Diagnostic Reading Test* (Table 26).

The pre to posttest grade level gains on the *Stanford Diagnostic Reading Test* were tested for significance. The results of the t-tests for correlated groups are presented in Table 27.

TABLE 27

TESTS OF SIGNIFICANCE FOR GRADE LEVEL SCORES ON THE COMPREHENSION SECTION OF THE *STANFORD DIAGNOSTIC READING TEST*

Grade	N	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mean Difference	t Ratio*
3	60	1.92	0.53	2.57	0.72	0.65	9.13
4	186	2.62	0.55	3.28	0.72	0.66	15.68
5	147	3.17	0.84	4.15	0.85	0.98	13.28
6	104	3.94	0.94	4.97	1.07	1.03	12.43
7	100	4.89	1.15	5.99	1.44	1.10	9.90
8	155	5.29	1.31	6.55	1.71	1.26	14.73
9	38	5.61	1.22	7.39	1.59	1.78	9.44
TOTAL	790	3.80	1.53	4.79	1.87	0.99	30.14

*All t-Ratios significant beyond .0005.

The t-ratios in Table 27 indicate that the gains for all grade levels and for the total group were significant beyond the .0005 level. As a group, children in the Corrective Reading Program averaged .99 months gain in comprehension as measured by the *Stanford Diagnostic Reading Test* which is a gain comparable to that indicated by the *Metropolitan Achievement Test* (1.13). It must be remembered that the gains on the diagnostic test were made over a seven-month period while those on the achievement test were made over a ten-month period. Clearly, the results from both tests provide evidence that children in the Corrective Reading Program made gains in reading comprehension above what is generally expected of retarded readers. In fact, their gains are comparable to those expected of normal readers. It must be kept in mind, however, that the children in the program generally still remain below grade level in reading, although they are not as far below grade level as they were at the beginning.

Table 27 clearly demonstrates, once again, that the amount of gain in comprehension was increasingly greater at each successive grade level with the lowest gain among third graders and the highest gain among ninth graders.

These findings plus those in Table 28, where elementary and junior high school comparisons are made, corroborate earlier findings based on the *Metropolitan Achievement Test.*

TABLE 28

COMPARISON OF ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS PRE TO POSTTEST GRADE LEVEL SCORES ON THE *STANFORD DIAGNOSTIC READING TEST*

		Pretest		Posttest			t-	
	N	Mean	S.D.	Mean	S.D.	Gain	Ratio	p
Elementary	493	2.96	0.95	3.79	1.13	0.82	24.25	.0005
Jr. High	297	5.18	1.27	6.46	1.66	1.28	19.91	.0005

Table 28 shows that, although elementary and junior high school students achieved posttest scores significantly higher than their pretest scores, the gains made by junior high school students were greater than those made at the elementary level.

3. Level of Reading Retardation

The pre to post program performance of the more severely and less severely retarded readers in specific reading skills was compared. The figures in Table 29 show that both groups made significant gains during the program in all reading skill areas measured on the Level I *Stanford Diagnostic Reading Test.*

TABLE 29

A COMPARISON OF THE MORE SEVERELY AND LESS SEVERELY RETARDED GROUPS' GAINS ON THE LEVEL I *STANFORD DIAGNOSTIC READING TEST*

Subtest	N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Gain	t-Ratio*
1. Reading Comprehension							
More Retarded	95	26.84	9.14	33.27	7.63	6.43	11.13
Less Retarded	171	25.98	9.07	33.67	6.56	7.69	16.43
2. Vocabulary							
More Retarded	95	17.53	5.49	21.33	5.62	3.80	9.70
Less Retarded	171	16.46	5.20	21.16	6.30	4.70	14.85
3. Auditory Discrimination							
More Retarded	95	26.21	10.22	34.94	8.06	8.73	9.11
Less Retarded	171	26.74	10.53	35.84	7.60	9.10	11.87
4. Syllabication							
More Retarded	95	10.42	3.54	13.53	3.25	3.11	7.94
Less Retarded	171	9.60	3.60	13.24	4.10	3.64	11.06
5. Beginning & Ending Sounds							
More Retarded	95	22.75	5.55	28.05	4.67	5.30	11.45
Less Retarded	171	22.95	5.92	29.18	4.26	6.23	17.08
6. Blending							
More Retarded	95	19.62	7.59	27.12	6.06	7.50	13.17
Less Retarded	171	17.69	9.67	27.57	7.01	9.88	17.19
7. Sound Discrimination							
More Retarded	95	14.91	5.92	20.96	7.37	6.05	8.59
Less Retarded	171	14.87	5.67	20.67	7.54	5.80	11.12

* All t-Ratios significant beyond .0005

The t-ratios presented in Table 29 indicate that all pre to post program gains made by the more severely and the less severely retarded readers are significant at the .0005 level. The pattern of gain among the skill areas is similar for the two groups. Both groups made greatest gains in blending and auditory discrimination. Similarly, both groups made the least gains in vocabulary and syllabication. The gains made in the skill area of beginning and ending sounds appear to be greater for the less severely retarded readers than the gains made by the more severely retarded readers. From this pattern of gains, it could be inferred that similar skill areas were emphasized in the instruction of both the more severely and less severely retarded groups. When an analysis of covariance was performed between the 95 more severely retarded readers and 95 randomly selected less severely retarded readers, there were no differences between the groups' performance except in the area of beginning and ending sounds. The less severely retarded readers made gains, significant at the .05 level, which were greater than those made by the more severely retarded readers. The gains made in blending came close to achieving significance in favor of the less severely retarded group, but the F-ratio was slightly below the critical value required for .05 level significance.

Pre and posttest scores for students who took Level II on the *Stanford Diagnostic Reading Test* are presented in Table 30.

Again, the gains made by the more severely retarded group follow the same pattern of gains made by the less severely retarded group. Gains in comprehension and blending were highest for both groups; gains in syllabication were lowest for both groups. Gains averaging 3 points were registered in most other skill areas by both groups. The greatest distinction between the groups appears to be in the skill area of rate. The more severely retarded readers made a 5.04 gain whereas the less

TABLE 30

A COMPARISON OF MORE SEVERELY AND LESS SEVERELY RETARDED GROUP GAINS ON THE LEVEL II *STANFORD DIAGNOSTIC READING TEST*

			Pretest		Posttest			t-	
	Subtest	N	Mean	SD	Mean	SD	Gain	Ratio*	
1. (a)	Literal Comprehension								
	More Retarded	187	15.46	4.65	19.12	4.26	3.66	13.66	
	Less Retarded	403	15.54	5.00	18.92	4.65	3.38	18.19	
(b)	Inferential Comprehension								
	More Retarded	187	12.85	4.74	16.29	4.96	3.44	13.02	
	Less Retarded	403	13.16	5.09	16.57	5.39	3.41	18.08	
(c)	Total Comprehension								
	More Retarded	187	28.28	8.78	35.34	8.69	7.06	16.34	
	Less Retarded	403	28.69	9.56	35.42	9.42	6.73	22.36	
2.	Vocabulary								
	More Retarded	187	22.06	5.37	25.45	5.73	3.39	11.09	
	Less Retarded	403	21.31	5.98	25.06	6.02	3.75	18.17	
3.	Syllabication								
	More Retarded	187	14.58	4.01	16.97	3.74	2.39	9.37	
	Less Retarded	403	14.73	4.17	16.68	3.79	1.95	11.21	
4.	Sound Discrimination								
	More Retarded	187	17.69	5.62	21.41	6.16	3.72	11.11	
	Less Retarded	403	19.05	6.95	22.58	6.72	3.53	14.57	
5.	Blending								
	More Retarded	187	17.56	9.29	24.74	7.55	7.18	15.47	
	Less Retarded	403	17.65	9.36	24.58	8.05	6.93	24.42	
6.	Rate								
	More Retarded	187	14.34	8.38	19.38	8.80	5.04	6.41	
	Less Retarded	403	16.91	9.41	18.61	7.89	1.70	2.90	NS

*All t-Ratios significant beyond .0005 unless otherwise indicated.

NS = No statistically significant difference.

severely retarded readers made 1.07 gains. All pre to post program gains presented in Table 30 are significant at the .0005 level for both groups, with one exception. The gain in rate by the less severely retarded group was not significant. When an analysis of covariance was performed between 187 more seriously retarded readers and a randomly drawn sample of 187 less seriously retarded readers, there were no differences between the performance of the two groups in any skill area.

Scores on the *Standard Diagnostic Reading Test*, Level II, were converted to grade equivalents. The number and percent of pupils making gains in each group are presented in Table 31.

TABLE 31

COMPARISON OF GAINS OF MORE SEVERELY AND LESS SEVERELY RETARDED GROUPS ON THE GRADE LEVEL SCORE OF THE *STANFORD DIAGNOSTIC READING TEST*

Group	N	Loss	No Gain	1-5 Months	6+ Months
More Severely Retarded	254	21	15	56	162
	%	(8)	(6)	(22)	(64)
Less Severely Retarded	536	43	22	102	369
	%	(8)	(4)	(19)	(69)

Table 31 shows that 64 percent of the more severely retarded readers made gains of six months or more and that 69 percent of the less severely retarded readers made gains of that magnitude. The pre to post program changes in the grade equivalent scores are shown in Table 32.

TABLE 32

MEANS, STANDARD DEVIATIONS AND t-RATIOS FOR *STANFORD* GRADE LEVEL SCORE GAINS OF THE MORE SEVERELY AND LESS SEVERELY RETARDED GROUPS

		Pretest		Posttest			t-
	N	Mean	S.D.	Mean	S.D.	Gain	Ratio
More Severely Retarded	254	3.73	1.45	4.68	1.83	0.96	16.81*
Less Severely Retarded	536	3.83	1.56	4.84	1.89	1.01	25.00*

*t-ratios significant beyond .0005

Table 32 shows that the more severely retarded readers made more than nine months gain during the year and that the less severely retarded readers made slightly more than one year gain. These gains are comparable to those made by normal readers and represent one more indication of the successful nature of the State Urban Education Corrective Reading Program in District #24.

In order to see if the program was more successful with the less severely retarded readers than it was for the more severely retarded readers, an analysis of covariance was performed. The results of that analysis are presented in Table 33.

TABLE 33

ANALYSIS OF COVARIANCE ON THE *STANFORD DIAGNOSTIC READING TEST* GRADE LEVEL SCORES OF THE MORE SEVERELY AND LESS SEVERELY RETARDED GROUPS

Group	N	Pretest Mean	Posttest Mean	Adjusted Posttest Mean	F-Ratio	P
More Severely Retarded	254	3.73	4.68	4.86		
					1.16	NS
Less Severely Retarded	266	4.04	5.12	4.94		

The results of the analysis of covariance in Table 33 show that when initial differences are accounted for, there are no differences significant in the posttest performance of the groups. Similar to the findings for these groups on the *Metropolitan Achievement Test*, the more severely retarded readers moved moved closer to the performance of the less severely retarded readers during the year.

SUMMARY AND CONCLUSIONS

The summary and conclusions are arranged in an order corresponding to the presentation of the report.

Gains in Reading Achievement. The first objective of the District #24 State Urban Education Corrective Reading Program was to improve the participants' level of reading achievement beyond that expected in a regular classroom program. Pre and post program scores on the *Metropolitan Achievement Test* were used to determine if this objective was met. Based on each child's previous rate of growth, anticipated posttest scores were determined as a measure of how well the child would have achieved if he had not received special reading instruction. At the end of the program, the children's actual posttest performance was compared to their anticipated performance to see if they had made gains above those expected for them.

The data presented in this report support the conclusion that the program was successful in achieving its objective. The following findings support that conclusion.

1. When actual pre to posttest gains were computed, it was found that gains of one month or more were made by 83 percent of the children in word knowledge, 84 percent in comprehension and 90 percent in total reading. More significant is the fact that 63 percent made actual gains of six months or more in word knowledge while 71 percent made gains of six months or more in comprehension and total reading.

2. When actual posttest performance was compared to anticipated performance, the findings were that 58 percent of the children achieved higher than anticipated in reading vocabulary, and 65 percent achieved higher than anticipated in comprehension and total reading. Thus, more than half of the children exceeded performance normally expected of them in each of the three areas measured by the *Metropolitan Achievement Test.*

3. Grade level comparisons showed that the gains above anticipated in word knowledge, comprehension and total reading were statistically significant for all grade levels except the third and the fifth grades.

4. Fifth graders achieved significantly above anticipated gain in comprehension and total reading but not in word knowledge, suggesting that more emphasis should be placed on vocabulary development at this level.

5. The third graders showed the least gain. In fact, they did not achieve significantly above anticipated in word knowledge, comprehension or total reading. Their actual posttest scores averaged only one month above expected in vocabulary and less than one month above expected in comprehension and total reading indicating that the Corrective Reading Program at this grade level was not effective in stimulating reading achievement above those normally anticipated for these children.

6. The program appeared to be increasingly more effective at each successive grade level. The average actual gains as well as gains above those anticipated increased in ascending order through the grades with only slight dips at the fifth and seventh grades. While the third graders made no significant gains above those anticipated, the ninth graders achieved nearly a year and a half actual gain and eight months above that anticipated for them.

7. When comparisons were made between elementary and junior high school children in order to determine if school organizational patterns had a differential

effect, it was found that while each of the two groups made gains significantly above anticipated, junior high school children as a group averaged greater gains than elementary school children as a group. These results, then, provide further support that the program was more effective at the upper levels.

8. Comparisons of the gains of the more severely and less severely retarded groups revealed that the same number of children in each group (90 percent) made actual gains of one month or more. However, when prior performance was considered, the more severely retarded group showed a slightly greater number (67 percent) achieving above anticipated in total reading than the less severely retarded (63 percent).

9. The gains made by both the more severely retarded and the less severely retarded group were significantly above their anticipated performance in reading achievement; however, there is evidence that the program had greater success with the more severely retarded children. While their gain above anticipated in comprehension was comparable to that of the less severely retarded, the more severely retarded group achieved higher above anticipated gains in word knowledge and total reading.

10. One of the most significant findings was that, for the group as a whole, children in the District #24 Corrective Reading Program averaged gains of 1.03 months over a ten-month period in total reading as measured by the *Metropolitan Achievement Test*. A gain of this magnitude is generally not expected of retarded readers. In fact, the performance of the children in the program was comparable to that expected of normal readers.

11. In addition, there was evidence that even though the group as a whole remained below grade level, children in the upper grades were not as far below grade level at the end of the program as they were at the beginning.

Gains in Specific Reading Skills. The second objective of the Corrective Reading Program was to provide individualized diagnostic and prescriptive reading instruction in order to increase program participants' ability in specific reading skills.

Pre and post program scores for the Level I and Level II *Stanford Diagnostic Reading Test* were used to evaluate this program objective. The findings based on the results of this test support the conclusion that the program objective was met; however, there are some minor differences in the pattern of results.

1. Students in the Corrective Reading Program as a total group showed significant achievement in the skill areas measured by the Level I and Level II *Stanford Diagnostic Reading Test.*

2. When the third and fourth graders who took the Level I test were compared, third graders made greater gains than fourth graders in five of the seven skill areas measured. These findings are somewhat inconsistent with those reported earlier on reading achievement where fourth graders achieved greater gains than third graders. Possible explanations for this inconsistency are given in the text of the report.

3. Pre to post program scores on the Level II test indicated that elementary and junior high school children both made significant gains in the skill areas measured with the exception of rate of reading. The elementary school children increased their reading rate slightly but not significantly above their pre-program performance. Here, too, school level results were inconsistent with those reported for reading achievement. Although equivalent gains were made by each group in inferential comprehension, children at the elementary level made higher gain scores than junior high children in five of the seven other skill areas.

4. When the Level I and Level II comprehension raw scores were converted to grade equivalents, the findings were that 87 percent of the children achieved gains in their grade equivalents scores, with 67 percent gaining six months or more.

5. The gains in the comprehension grade level scores were significant at all grade levels and for the total group with the same achievement pattern obtaining for the *Stanford Diagnostic Reading Test* as for the *Metropolitan Reading Test*. As a group, the children showed an average of .99 months gain in comprehension over a seven-month period, a gain comparable to that over a ten-month period (1.13) on the comprehension sub-test of the *Metropolitan Achievement Test*. In addition, when children at each grade level were compared, the results again showed that the gains generally increased at each successive level with the third graders making the lowest mean gain and the ninth graders making the highest mean gain.

6. School level comparisons for the grade equivalent score on the *Stanford Diagnostic Reading Test* were consistent with that of the *Metropolitan Achievement Test*.

7. A comparison of gains made by the more severely and less severely retarded groups showed that both groups made significant gains in each skill area and that in general the pattern of gain was similar for both groups of children.

8. When the more severely and less severely retarded groups' grade equivalent scores on the *Stanford Diagnostic Reading Test* were compared, the results showed that 64 percent of the more severely and 69 percent of the less severely retarded children made gains of six months or more. The average gain of .96 for the more seriously retarded and of 1.01 for the less seriously retarded readers were comparable or higher than expected for normal readers and represent one more indication of the successful nature of the program.

9. Although the less severely retarded readers made greater gain than the more severely retarded readers, a further analysis revealed that when initial group differences are accounted for there were no significant differences in the posttest performance of the two groups. This finding is similar to that obtained for the two groups on the *Metropolitan Achievement Test*.

In summary, the evidence presented in this report supports the conclusion that the District #24 State Urban Education Corrective Reading Program achieved its objectives.

RECOMMENDATIONS

The evidence of a generally successful program reduces the necessity for substantial recommendations. The primary one must be to continue to improve and refine the program that is now in operation. The following suggestions are made with that intent.

1. Investigation should be made of the reasons for the unusually low achievement of the third graders by comparison with children at other levels. Only children in the third grade showed no significant gains above those expected for them based on their previous performance.

2. The program appeared to be increasingly more effective at the upper grade levels particularly in the sixth to the ninth grades. Efforts must be made to increase program effectiveness at the third, fourth and fifth grades in order to diminish reading deficiencies earlier.

3. There was some evidence that growth in reading achievement was related to the amount of instructional time. Accurate assignment of severely retarded readers to the groups that meet more frequently is highly recommended.

4. Selection criteria and procedures can be improved. Some children who were admitted to the program achieved *Metropolitan Achievement Test* scores well above the established criteria. On the other hand, the results of a standardized reading achievement test should not be the only criterion for selection. While the *Metropolitan Achievement Test* may be effective as an initial screening device, it should be supplemented with other formal diagnostic instruments and with specific teacher observations and recommendations.

5. There were still substantial numbers of children who were not exceeding their anticipated level of performance in reading at the end of the program. Perhaps the reasons are associated with limited use of individualized instruction and imprecise diagnosis or remediation of reading deficiencies. The inservice training program already instituted in the district should be continued and expanded so that the proficiency of all teachers is raised. Additional training strategies, such as demonstration lessons in corrective reading classrooms, workshops on instructional techniques for specific reading deficiencies, sessions on the development of instructional materials, and the extended use of media could be attempted.

6. Wherever possible, instructional classes should be organized on criteria related to the pupils' reading performance level and their specific instructional needs rather than on the basis of scheduling preferences or the children's grade level. Even within reading classes, greater effort should be made to organize instruction for small groups as well as individuals, on the basis of careful diagnosis of reading deficiencies. Some inservice training should focus on helping all teachers with effective techniques for *flexible*, small group instruction within an individualized program. On the other hand, some teachers still need assistance in converting from almost total dependence on full group instruction to greater use of individualized teaching techniques.

7. Every effort should be made to expand the kinds of instructional materials now in use and to have them available in sufficient quantity at the beginning of the program. A reading curriculum resource room would be helpful to the district program. New materials and the demonstration of their use could become a part of the weekly inservice training sessions. In addition, a professional library for Corrective Reading Teachers and other teachers of reading throughout the district is suggested. Ideally, each school should provide its teachers with the resources needed to improve the teaching

of reading. Reading journals, textbooks, guides for individualizing instruction, activity manuals, and other resources are recommended.

8. Selection criteria for hiring Corrective Reading Teachers should be made explicit. The role requires specialized skills and training which must be sought. Minimum requirements for courses in the teaching of reading, foundations of reading, diagnostic and prescriptive techniques for reading instruction, and remediation of reading disabilities should be adhered to. The inservice training program provided by the district should attempt to upgrade skills but it should not be expected to provide the basic instruction in teaching reading.

9. Efforts need to be made to involve parents in the program and to increase communication between the Corrective Reading Teacher and the classroom teachers of children who are in the program. It is obvious that Corrective Reading Teachers need more time not only for planning the instructional program but for conferring with parents and classroom teachers.

ENGLISH AS A SECOND LANGUAGE PROGRAM

PROGRAM OBJECTIVES

The English as a Second Language Program had the following as the primary objective:

To increase the oral language proficiency of non-English speaking and English as a second language pupils in the target population.

EVALUATION OBJECTIVES

The evaluation of the English as a Second Language Program assessed the degree to which the program objective was met. The evaluation objectives were as follows.

1. To determine the placement and promotion procedures in the schools.
2. To determine the classroom effectiveness of all of the classroom teachers in both the elementary and secondary levels.
3. To determine the extent to which the non-native speaking children have increased their oral language proficiency in both listening and speaking.
4. To ascertain teacher background, academic training, experience and professional involvement in ESL

METHODS OF DATA COLLECTION

The evaluation objective concerned with placement and promotion procedures was examined through the use of the *Questionnaire for Teachers* (See Appendix F) and by observation of pupil composition during evaluation visits. The effectiveness of the ESL teachers was determined through the use of the *Teacher Observation Checklist* (See Appendix G) during two classroom visits made to each teacher. In addition, pupil progress was examined.

Pupil progress in oral language proficiency was determined in three ways. An oral test named the *Project Evaluation Test* (See Appendix H) was prepared by the district coordinator and eight ESL teachers and administered on a pretest and posttest basis. An oral and written *English Proficiency Test* (See Appendix I) was used in a pilot version. Classroom observations were made by the evaluation team.

The *Questionnaire for ESL Teachers* (See Appendix F) was used to ascertain teacher background, academic training, experience and level of professional involvement in English as a second language activities.

DESCRIPTION OF PROGRAM IN OPERATION

Pupil Placement and Promotion. Eleven hundred non-English speaking pupils are enrolled in the state and federally funded ESL District programs. Eight hundred of these are Spanish speaking while two other languages, Yugoslavian (66 pupils) and Italian (76 pupils) are spoken by more than fifty pupils. Table I shows the complete tally for each language.

It is evident that Spanish is the predominant foreign language spoken in the District and that many other languages are spoken by program enrollees.

TABLE I

STUDENT NATIVE LANGUAGES

Native Language	Number of Students
Spanish	835
Chinese	20
French	21
German	2
Yugoslav	66
Roumanian	4
Italian	76
Czech	2
Japanese	2
Hebrew	5
Korean	16
Persian	2
Filipino	7
Greek	20
Turkish	1
Arabic	3
Indian	4
Haitian	5
Portuguese	1
Oriental	10
Other	2
Total	1104

The English as a Second Language Teachers were asked to indicate the basis they used for placement of students into instructional groups. They were asked to identify the person who conducts the interview, whether or not the Board of Education rating scale is used and how they measured proficiency in English at the end of the semester. Their responses are tallied in Table 2.

TABLE 2

STUDENT PLACEMENT AND EVALUATION

Basis for Placement	Number of Teachers
a. Written Test	2
b. Oral Test	12
c. Interview	22
d. I do not know	0
e. Other: reading level ascertained by guidance counsellor	3
Interviewer	
a. TESL	18
b. Admissions Sec'y. and Guidance Counsellor	3
c. Administrator/Supervisor	2
d. Guidance Counsellor	2
e. Admissions Secretary	1
f. Bilingual Teacher	1
Use of Board of Ed. Rating Scale	
a. Yes	24
b. No	0
End of Semester Measure of English Proficiency	
a. Written Test for ESL	7
b. Written Test for all	-
c. Oral Test	12
d. Teacher Evaluation	23
e. Other: regular classroom teacher	7
f. No response	1

Since several teachers checked more than one item, the figures in Table 2 seem inflated, but virtually all of the ESL teachers used an interview to place non-native speaking youngsters. In addition, fifty percent used a written test and another ten percent had the guidance counsellor ascertain pupils' reading levels.

Most of the ESL teachers (81 percent) conducted the placement interviews, while some interviews were conducted by the assistant principal, the guidance counsellor, the admissions secretary, or the Bilingual Liaison for Community Affairs in conjunction with the ESL teacher or alone.

All of the teachers indicated that they use the Board of Education Language Rating Scale for placement purposes and to measure proficiency at the end of the semester. Proficiency in English is determined primarily by teacher interview, with oral tests (50 percent), written tests (35 percent), and discussion with the regular classroom teacher (35 percent) used to support the ESL teacher's judgment.

The *Project Evaluation Test* (Appendix H) was not used for placement purposes this year but will be used for placement in subsequent years.

The decision to pass students to a full mainstream program, without ESL instruction, is made by the ESL teacher in conjunction with the regular classroom teacher, the responsible supervisor, or the guidance counsellor.

Most of the classes are organized on an age/grade level rather than on an English-proficiency-level basis, although some classes were arranged on a combination of both. Using the age/grade level basis alone resulted in a wide range of student abilities in the same classroom. This proved to be frustrating for both teacher and students in a language class.

Teacher Classroom Effectiveness. The evaluation team used the *Teacher Observation Checklist* to assess ESL teacher effectiveness. The rating system is on a

4, 3, 2, 1, 0 basis ranging from excellent to unacceptable, with space allocated for not applicable, N/A. Items rated N/A were not counted in the ratings which were calculated by multiplying the number of checks in each category and dividing by the total number of applicable items. There are thirty-nine teacher items and ten student items on the checklist. Despite fairly high correlations between teacher items and student items in raw scores, Table 3 indicates that a teacher can be performing at a low level and still have a group that responds rather well (see Teacher 10).

TABLE 3

TEACHER RATINGS*

	Scores	
Teacher	Teacher Items (39)	Student Items (10)
1	4.0	3.9
2	3.9	4.0
3	3.9	3.9
4	3.7	4.0
5	3.6	3.5
6	3.4	3.4
7	3.4	3.2
8	3.4	4.0
9	3.2	3.8
10	2.6	3.7
11	2.4	2.9
12	2.2	2.9
13	2.0	2.8
14	2.0	1.7
15	1.7	2.1
16	1.[illegible]	1.5
17	1.6	1.7
18	1.5	2.1
19	1.3	2.1
20	1.3	1.8
21	.9	1.8
22	.8	.9
23	.5	1.1
24	.5	.4
Average	2.3	2.6

*Ratings are based on the *Teacher Observation Checklist* (Appendix G)

As a group, the ESL teachers were doing an acceptable job as rated by this system (2.30) with 37.5 percent doing a good-to-excellent job, and 21 percent doing an acceptable-to-good job, but with 41 percent doing a less than acceptable job. It must be realized, however, that the evaluator using the checklist looked for very specific ESL techniques whereas a teacher might be doing an adequate job without using all of these and he would still obtain a fairly low score. Nevertheless, data reported on teacher preparation indicate there is a lack of knowledge of ESL techniques shown by many ESL teachers in District 24.

The evaluator observed some very creative lessons ranging from a science concept oriented language lesson to a new general approach to teaching second language learners. The new approach is based on a series of cards coded according to selectional restriction which the children use to teach their peers after an orientation by the teacher. This highly individualized approach to individual learning problems appears to be effective. It was evident that nearly all ESL teachers were sincerely interested in their pupils' progress toward mastery of English.

Pupil Progress. Based on classroom observations and pupil performance, it is evident that the non-native-speaking children increased their oral language proficiency. A sampling of scores on the *Project Evaluation Test* administered on a pretest-posttest basis indicated substantial gains from November to May. A t-test was computed on the scores in one school where the gains varied from 07 to 43 points. Although gains ranged as high as 68 points in other schools, this sample was used to test statistically the observations that growth had occurred. With fifteen students involved, the t-ratio was 2.60, which is significant at the .05 level.* Although the sample was small, the

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* $t = \frac{\bar{D}}{\Sigma d^2/n(n-1)}$ after Edwards, Allen L. *Statistical Methods for the Behavioral Sciences.* Holt, Rinehart and Winston, 1961.

scores were typical of the results achieved district-wide. Sixty percent of the children could hardly speak a word of English upon entering the program; therefore, it is not difficult to understand that substantial gains were made by all. Statistical data for this group support the observations made by the evaluators.

Similar gains were made on the pilot version of the *English Proficiency Test* which utilized taped responses to approximately thirty questions. A variety of question-words (*who, what* . . .), and various tenses and syntactical patterns are incorporated in this test which was administered on a pretest-posttest basis. In addition, students were asked to describe in writing a picture from the *ABC Wall Charts* published by the American Book Company. (See Appendix I for samples from the complete test.)

Substantial pupil gains were shown when using the *English Proficiency Test* but statistics are not available since no formal system of grading the responses has been determined, although a tentative system is in effect. Grade level norms for native English speakers are being established so that the performance of non-native speakers can be compared to appropriate developmental level. Unfortunately, students who were dismissed from the ESL program to pursue regular classwork without ESL were not posttested on the *Project Evaluation Test*. These scores would undoubtedly have increased the average gains even more.

The ESL Teacher. In this section, the ESL teachers' academic training, classroom experience and professional involvement in ESL activities are assessed. Table 4 lists the licenses held by the ESL teachers and indicates that only one teacher has an ESL license. Most teachers functioning in the ESL role have common-branch licenses. Additional licenses are held in a variety of areas, half of which could be considered related to ESL.

TABLE 4

LICENSES HELD BY ESL TEACHERS

What N.Y.C. licenses do you hold?

	Number of Teachers*
Common Branches	17
English	3
Social Studies (J.H.S.)	3
TESL (Elementary)	1**
(Secondary)	1**
FLES Spanish	1
Italian	1
Foreign Language: Spanish	1
French	1
Early Childhood	1
Art	1
Fine Arts	1
History	1

*Several teachers had more than one license
**Same individual

The duration of teaching experience in general and ESL in particular can be seen in Table 5.

TABLE 5

CLASSROOM EXPERIENCE OF ESL TEACHERS

Time	Number of Teachers Years Teaching	Teaching ESL
Less than 1 year	1	4
1 to 2 years	3	9
3 to 5 years	5	7
6 to 10 years	6	3
More than 10 years	9	1

Table 5 shows that while 70 percent of the teachers have five or more years of teaching experience, only 25 percent have taught ESL for five years or more. Seventy-five percent of the teachers indicated that they had become ESL teachers by volunteering and only two teachers admitted to having been assigned.

TABLE 6

UNIVERSITY TRAINING OF ESL TEACHERS

Degree Held	Number of Teachers
A.B.	20
B.S.	2
B.F.A.	1
M.A.	4
M.S.	2

Specialization	Bachelor's		Master's	
	Major	Minor	Major	Minor
ESL			2	1
Education	5	3	6	2
History	5	–	–	1
Spanish	1	2	1	1
French	2			
German		1		1
English	1	3	1 (in progress)	2
Anthropology	1	1		
Sociology	3	1		
Psychology	2	2		
Social Work	1			
Speech Arts	1			
Philosophy		1		
Comparative Lit		1		
Art		1		
Art History		1		
Fashion	1			

Table 6 surveys the teachers' university training and their areas of specialization. The table shows that only two of the teachers had majored in ESL and one minored in it.

Only one teacher had attended an ESL NDEA Institute and only two had attended any ESL in-service courses prior to those given by the District Coordinator of ESL during the fall of 1971. Eight teachers indicated having participated in the District workshops for ESL teachers.

TABLE 7

SPECIFIC COURSES TAKEN BY ESL TEACHERS

Courses Taken	# of credits	# of teachers
a. TESL	2	1
	3	5
	6	3
b. Introductory Linguistics	3	2
	6	1
c. Phonology	3	3
d. Contrastice Linguistics	3	1
e. English Gram. Structure	3	5
	6	2
	15	1
f. Transf. Grammar	0	0
g. Other		
1. Prep. ESL Materials	3	1
2. Span/Engl Contrast	3	1
h. None of the above		7

In addition two teachers had had courses of study which combined many of the courses listed above, one had 9 credits, the other could not remember the details.

a. Additional lectures requested	
1. ESL	16
2. Linguistics	8
3. English Grammar	7
4. Other: Comparative Linguistics	1
b. Periodic formal seminars	9
c. Informal discussion groups	15
d. Other: 1. Demonstration lessons	2
2. Audio/Visual training	1
3. Intervisitation	1
4. Student/teacher relations	1

Specific courses that the ESL teachers had taken can be found in Table 7. Twenty-nine percent of the teachers had taken none of the specific courses listed which are a normal part of the academic training of an ESL teacher. Furthermore, only 33 percent had taken a course in ESL methodology and only 25 percent had taken a course in English Grammatical Structure.

Table 7 also deals with those courses and seminars, formal or informal, that the ESL teachers would like to have. Eighty percent indicated a need for more work in ESL, while 30 percent requested lectures on linguistics and English grammar. It is interesting to note that over 62 percent preferred informal discussion groups to formal seminars.

Only 20 percent of the ESL teachers are members of TESOL (Teachers of English to Speakers of Other Languages), the national professional organization which publishes the *TESOL Quarterly*. None of the teachers had ever attended a TESOL convention. The organization through its conventions and quarterly provides opportunities to form meaningful exchanges among professionals. Innovative techniques and assessment of new textual and audio-visual materials are featured in the quarterly, as well as discussions of the philosophical and theoretical implications of current research.

Teachers' perceptions of the District #24 program's strengths and weaknesses were surveyed and the responses can be seen in Table 8.

TABLE 8

PROGRAM STRENGTHS AND WEAKNESSES AS PERCEIVED BY ESL TEACHERS

Greatest Strength	Teachers Responding
a. Small group instruction	8
b. Flexibility	5
c. The teachers	4
d. Homogeneous grouping	2
e. Coordination: ESL & Classroom teacher	2
f. Crash program	1
g. Student motivation	1
h. Cooperation of administration	2
i. Daily language arts	1
j. Special classroom	1
k. None listed	1
Greatest Need	
a. Space	10
b. Materials: curricular areas and visual aids	7
c. More ESL teachers	2
d. Educational assistance: volunteers	3
e. ESL classes on different grade levels	1
f. Coordination with classroom teachers	1
g. Orientation to ESL goals	1
h. Diversification in ESL classes: art, gym	1
i. Indefiniteness of continuity of program each year	1
j. Administrative paper work and teacher conferences	1
k. None listed	

Although there was no clearcut strength that all agreed on, small group instruction seemed to be a major consideration. Program flexibility and the teachers ranked next as strengths identified. Space was cited as the greatest need by the majority of

teachers with the need for materials next. The evaluators can testify to the space problem, having seen classes held in rooms hardly larger than a closet. In six cases there was little room to stand let alone permit the children to move about the room.

Educational assistants are not available to 91 percent of the ESL teachers although one teacher had a student teacher and one had a college-student volunteer. Eight teachers had not been observed by the District ESL Coordinator as of December when the questionnaires were filled out. Others had been visited frequently. Beginning teachers were among the group visited reflecting the Coordinator's desire to work intensively with the newer teachers. The quality of supervision, whether that of the District Coordinator or the appropriate building supervisor, was uniformly rated high. In addition, the teachers felt free to go to various personnel for hlep, including their colleagues, who, apparently, were glad to share their knowledge.

SUMMARY AND CONCLUSIONS

Pupil Placement and Promotion. Placement and promotion procedures which had been primarily based upon interviews and informal oral tests have been formalized to a limited degree with the *Project Evaluation Test* prepared by the District Coordinator and eight ESL teachers. This test, consisting of four parts (patterns, vocabulary, pronunciation and situation interpretation), is an excellent test with limitations recognized by the developers. It can clearly be used to identify F rated children, those who are unable to respond satisfactorily. It is less appropriate for discriminating among E, D or C level children.

Most of the classes were organized on a grade level rather than on an English-proficiency basis. This results in a wide range of student abilities in the same classroom and endless frustration for both teacher and students. The teacher has difficulty gearing the lesson for the group, while students are either unable to follow or bored by what is being taught.

Teachers vary greatly as to what they consider *acceptable* English. For some, the accent is of primary concern. For others, as long as the child can make his meaning understood, without regard to grammaticalness, his English is acceptable.

Teacher Effectiveness. Since 41 percent of the teachers received a rating less than acceptable by the evaluators, there is some evidence of the need for additional teacher training. This evidence is further strengthened in the profile of the teachers' academic training; very few are professionally qualified to serve as ESL teachers. Nevertheless, there are clear indications that the group of ESL teachers in the District are dedicated to working with the ESL youngsters and have a sincere interest in their welfare and in doing the best possible job to enable their pupils to learn English as easily and rapidly as possible. Considering the progress the children in the District have made this year and the willingness of the teachers, additional training should provide even more substantial benefits to the District program.

The appointment of a District ESL Coordinator had a favorable impact upon the program. This person served as a liaison between ESL teachers and the evaluators. She organized training workshops and assisted in the development of the *Project Evaluation Test*. Her knowledge of ESL techniques made the work with some of the newer teachers and others who have requested her aid valuable. All teachers who rated the qualtiy of her supervision agreed it was excellent.

Pupil Progress. Clear gains in oral language proficiency were made by non-English students throughout the District. These gains were observable by those who visited the classes and were supported by gain scores on the *Project Evaluation Test* and the pilot *English Proficiency Test*. It should be noted that three or four months had elapsed by the time the pretests were given, so that the total actual gains were not detected by the calculation. The gains both in raw scores and in observable

differences were so great that extensive statistical treatment of the data was considered unnecessary.

The ESL Teacher. The average ESL teacher in the District would not meet the requirements for the ESL license at either the elementary or the secondary level. Most District #24 ESL teachers do not have the required two points of course work in ESL methodology, 30 semester hours in either English or a foreign language, 6 semester hours in linguistic courses for the secondary level, or the 12 semester hours in ESL including a minimum of 6 semester hours in linguistics and a minimum of 2 semester hours in ESL methodology.

Furthermore, the average ESL teacher is not a member of TESOL and thereby misses a major source of information about new developments in classroom techniques, texts, audio-visual aids and theoretical implications of the current research.

RECOMMENDATIONS

Pupil Placement. A test is needed to differentiate pupil-proficiency levels beyond the capability of the *Project Evaluation Test* prepared during this academic year. Being aware of this problem, the District Coordinator and the ESL teachers will be working in the fall on an instrument that will enable district personnel to group students beyond the F category more efficiently. After this instrument is perfected, the oral-interview technique currently used for both placement and promotion should be used only as a confirmatory technique when there is doubt.

Administrators should make every effort to provide means for pupil grouping in ESL classes to be as homogeneous as possible. The primary criterion should be English proficiency, with some mixing of grade levels if necessary to maintain homogeneity in English language facility.

Pupil Progress. The program objective was achieved during this academic year. The oral language proficiency of the non-English speaking population in the District was increased. As important as oral language proficiency is, it does not serve all of the needs of the child or the schools in which he must function. Next year the program should be extended to include improvement of both reading and writing proficiency for those at the second grade and above.

Attempting to achieve this extended goal will create additional administrative problems, since, in order to achieve progress in oral, reading and writing proficiency additional class time will be necessary. ESL classes should be extended to a minimum of two 40/45 minute periods daily either successively or at intervals.

The ESL Teacher. The teachers should be encouraged to pursue formal ESL studies at a university. In addition, an intensive in-service program should be organized by the District Coordinator focusing on classroom problems, techniques, and demonstration lessons on a variety of lesson types. The inservice program should increase staff expertise. Furthermore, the teachers should be encouraged to join and become active in TESOL and its local affiliate NYSTESOL so that they can remain alert to the current state of the profession.

Since pupil achievement was high, despite only average overall ratings for the teachers, the benefits to the program could be increased even more substantially with teachers who have received all of the training they should have to fulfill the role of ESL teacher.

APPENDICES

APPENDIX A

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office for Field Research

READING TEACHER QUESTIONNAIRE

School _____ Date _____

Reading Teacher _____

Funding: Title I _____ State Urban _____ Open Enrollment _____

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the program. No person connected with the school or the Board of Education will have access to these data.

SECTION A – READING TEACHER BACKGROUND INFORMATION

1. EDUCATIONAL BACKGROUND

Degree	Year	Institution	Major Field
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. COURSE WORK RELEVANT TO TEACHING CORRECTIVE READING

Check those courses which you have taken and indicate the institution and year. (Do not include inservice courses here.)

Content of Course	Institution	Year
___ Foundations of Reading Instruction	_____	_____
___ Diagnostic Techniques – Reading	_____	_____
___ Corrective Reading Instruction	_____	_____
___ Reading in the Content Areas	_____	_____
___ Teaching Individualized Reading	_____	_____
Other		
_____	_____	_____
_____	_____	_____

3. TEACHING EXPERIENCE

School	Grades	No. of Years	Regular or Substitute

4. EXPERIENCES SPECIFIC TO TEACHING CORRECTIVE READING

Check those experiences which you have had and the number of years.

Experience	No. of Years
____ Corrective Reading – Public Schools	
____ After-school Tutorial Reading Program	
____ Parent-volunteer Reading Tutor	
____ Private tutorial work in Reading	
Other	

5. INSERVICE COURSES IN CORRECTIVE READING

List the inservice courses relevant to Corrective Reading which you took *before* this academic year.

Course	Year

6. PRESENT INSERVICE COURSES

List any inservice courses related to Corrective Reading which you have taken this year.

Course	Instructor

SECTION B – READING TEACHER EVALUATION OF INSERVICE TRAINING PROVIDED BY THE PROGRAM

The following questions are aimed at an assessment of the inservice training provided for Corrective Reading Teachers as part of this year's program. We ask for your honest appraisal of this aspect of the program.

1. Did you attend the orientation and training sessions directed by the NYU Reading Clinic staff before the program began?

   Yes_____ No_____

2. How would you rate the relevancy of the information covered in the training sessions to your experience in the Corrective Reading Program?

1	2	3	4	5
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

3. Did you attend the two-day workshop on the interpretation and use of the Stanford Diagnostic Test results?

   Yes_____ No_____

4. How would you rate the relevancy of the information covered in the workshop to your experience in the Corrective Reading Program?

1	2	3	4	5
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

5. Instructions:

   Listed below are *topics* which may have been *covered* during the Wednesday afternoon *staff meetings*. Use the following system to *evaluate* the relevancy of the *information* received to your experience in teaching corrective reading. If you think the information received was very satisfactory put a 5 in the space provided for the topic. If you think the information received was above average, put a 4 before it. Use the numbers 5, 4, 3, 2, and 1, similarly, the amount of judged satisfaction decreasing with the numbers. For any item that was not covered during the training sessions, write NC (Not Covered) in the space provided for the ratings. (1 = Unsatisfactory, 2 = Barely Satisfactory, 3 = Average, 4 = Above Average, 5 = Very Satisfactory, NC = Not Covered.)

Rating	Topic
_____	(a) Organization, administration and supervision of the program
_____	(b) Objectives and rationale for the program
_____	(c) Criteria and selection procedures for selection of student participants
_____	(d) Specific procedures for diagnosis
_____	(e) Knowledge of reading skills
_____	(f) Methods of corrective instruction
_____	(g) Use of instructional materials
_____	(h) Teacher selection and evaluation of program material
_____	(i) Organizing the class for instruction
_____	(j) Techniques for evaluating pupil progress
_____	(k) Record-keeping policies and procedures
_____	(l) Techniques for using paraprofessionals in the program
_____	(m) Techniques for using volunteers in the program
_____	(n) Techniques for parent involvement
_____	(o) Other (Please specify)
_____	_____
_____	_____
_____	_____

6. In your opinion, was the overall amount of inservice training sufficient?

   Yes_____ No_____

7. Did you participate in the Corrective Reading Program last year (1970-71)?

   Yes_____ No_____

8. Did you participate in any inservice training last year?

   Yes_____ No_____

9. If your answer to question 8 is yes, how would you evaluate this year's training program in comparison to last year's sessions? On the whole, this year's training was:

a._____	b._____	c._____
Inferior	About the same	Superior

Please feel free to write additional comments about the *inservice training* provided by the program and your suggestions for improvement.

_____

_____

_____

_____

SECTION C – READING TEACHER EVALUATION OF PROGRAM EFFECTIVENESS

1. Listed below are 17 items about the Corrective Reading Program. Use the following rating systems to *evaluate* the quality and/or effectiveness of each aspect of the program.

   1 = Unsatisfactory, 2 = Barely Satisfactory, 3 = Average, 4 = Above Average, 5 = Very satisfactory

Rating:

_____ (a) Organization of the program (number of classes, scheduling, etc.)
_____ (b) Amount of time allocated for pupils receiving corrective reading instruction
_____ (c) Number of pupils in each group
_____ (d) Clarity and appropriateness of the program objectives
_____ (e) Criteria and procedures used in selecting pupils for corrective reading
_____ (f) Physical facilities provided by the school
_____ (g) Materials (workbooks, literature, audio-visual aid, etc.) provided for the instructional program
_____ (h) Materials and instruments supplied for diagnosis and evaluation of pupil strengths and weaknesses in reading
_____ (i) Use of the Informal Reading Inventory to establish reading levels and to evaluate growth in reading
_____ (j) Use of the Metropolitan Reading Test to evaluate growth in reading
_____ (k) Use of the Stanford Diagnostic Test to assess individual areas of weakness and strength in reading
_____ (l) Use of the record-keeping system established for the program
_____ (m) Supervision and assistance provided by the reading coordinator
_____ (n) Cooperation of school personnel
_____ (o) Communication between classroom teacher and yourself
_____ (p) Involvement of parents through individual and/or group conferences and other techniques
_____ (q) Pupils' attitude toward the reading program

2. Did you participate in the Corrective Reading Program last year?

   Yes_____ No_____

3. If your answer to question 1 is yes, what is your overall impression when you compare this year's program to last year's program?This year's Corrective Reading Program is:

   a._____ b._____ c._____
   Inferior About the same Superior

4. Would you be interested in participating in a similar program next year?

   Yes_____ No_____ Not Sure_____

5. Please feel free to write additional comments about the program and suggestions for improvement. (We would be interested especially in your comments about those aspects of the program you rated low in item #1 above.)

_____

_____

_____

_____

_____

SECTION D - READING TEACHER EVALUATION OF SUPPORTIVE SERVICES

Supportive services varied according to the funding source for your program. Please answer those questions which apply to you.

1. School Volunteers

   a) How many school volunteers were assigned to your reading program? _____

   b) When did they begin? _____

   c) Approximately how many total hours per week did your volunteers assist in the program?_____

   d) Please rate the adequacy of the volunteers' skills for the program.

1	2	3	4	5
Inadequate	Barely Satisfactory	Satisfactory	Above Average	Very Satisfactory

   e) In terms of the need in your reading program, was the amount of volunteer time sufficient?

   Yes_____ No_____

   If no, please indicate why: _____

   _____

   _____

   _____

Please feel free to write any comments about the volunteer program and suggestions for improvement.

_____

_____

_____

_____

_____

2. Paraprofessionals

a) How many paraprofessionals were assigned to your reading program? _____

b) When did they begin working? _____

c) Did the paraprofessionals receive any special training for the program? _____

Yes_____ No_____

If yes, who provided the training? _____

_____

d) Please rate the adequacy of the paraprofessionals skills for the program.

1_____	2_____	3_____	4_____	5_____
Inadequate	Barely Satisfactory	Satisfactory	Above Average	Very Satisfactory

e) Indicate your suggestions for improving the contributions that can be made by paraprofessionals in this Corrective Reading Program.

_____

_____

_____

3. Guidance Services

a) Approximately how many of your corrective reading students received the services of the guidance counselor? _____

b) How would you rate the frequency of your contacts with the guidance counselor regarding your students?

1_____	2_____	3_____	4_____	5_____
None	Rarely	Occasionally	Frequently	Very Often

c) How would you rate the quality of your contacts with the guidance counselor? That is, to what degree did his/her services help in leading to the resolution of students' problems?

1_____	2_____	3_____	4_____	5_____
Not helpful		Helpful		Very Helpful

d) What suggestions do you have for improving the guidance services provided for open enrollment students in the reading program?

_____

_____

_____

APPENDIX B

CORRECTIVE READING PROGRAM – DISTRICT 24

New York University
Office of Field Research

PRINCIPAL'S QUESTIONNAIRE

NAME _____ DATE _____

SCHOOL _____

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluating the program and for making recommendations for improvement. No person connected with the school or the Board of Education will have access to these data.

1. Instructions: Listed below are 16 items about the Corrective Reading Program in District #24. Use the following scale to evaluate the quality and/or the effectiveness of the reading program.

1	2	3	4	5
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

Rating Item

____ (a) Organization of the program (including number of classes, scheduling of classes, etc.)

____ (b) Amount of time allocated to corrective reading instruction

____ (c) Number of pupils in each reading group

____ (d) Clarity and appropriateness of the program objectives

____ (e) Criteria and procedures used in selecting pupils for the program

____ (f) Physical facilities available for the program

____ (g) Materials supplied for the instructional program

____ (h) Materials and instruments supplied and used for diagnosis and evaluation of pupil strengths and weaknesses in reading

____ (i) Inservice training provided for the reading teachers

Rating Item

____ (j) Quality of the services provided by the corrective reading teacher

____ (k) Cooperation of reading teacher with school personnel

____ (l) Attitude of classroom teachers toward the reading program

____ (m) Attitude of the student participants toward the program

____ (n) On-going supervision by the reading coordinator

____ (o) Extent of parent involvement in the program

____ (p) Parents' attitudes toward the program.

2. Did your school participate in the Corrective Reading Program last year (1970-71)?

Yes_____ No _____

3. If your answer to question 2 is yes, how would you evaluate this year's program in comparison to last year's?

a. _____ Inferior b. _____ About the same c. _____ Superior

4. Would you be interested in your school participating in a similar program next year?

Yes_____ No_____ Not Sure_____

Please feel free to write additional comments about the program and suggestions for improvement. We would be especially interested in your comments about those aspects of the program you rated low in item #1 above.

_____

_____

_____

_____

_____

APPENDIX C

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office for Field Research

QUESTIONNAIRE FOR CLASSROOM TEACHERS
WITH STUDENTS IN THE CORRECTIVE READING PROGRAM

Teacher _____ Date _____

School _____

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the program. No person connected with the school or Board of Education will have access to these data.

1. How many children in your class(es) participate in the Corrective Reading Program this year? _____

2. *Instructions:* Listed below are 8 items about the Corrective Reading Program. Use the following rating system to evaluate the effectiveness of the reading program.

1	2	3	4	5
Unsatisfactory	Barely Satisfactory	Satisfactory	Above Average	Very Satisfactory

Rating		Item
_____	(a)	Selection procedures for pupils in Corrective Reading Program
_____	(b)	Organization and scheduling of corrective reading classes
_____	(c)	Time allocated for pupils receiving corrective reading instruction
_____	(d)	Communication between corrective reading teacher and yourself
_____	(e)	Observable improvement in students' reading performance during regular classroom activities
_____	(f)	Students' attitude toward corrective reading classes
_____	(g)	Adoption of corrective reading materials, procedures and techniques in the regular classroom program
_____	(h)	Parents' reaction to children's participation in the Corrective Reading Program

3. Did any children in your class last year participate in the Corrective Reading Program (1970-71)?

   Yes_____ No_____

4. If your answer to 3 is yes, how would you evaluate this year's program in comparison to last year's? On the whole, this year's program is:

   a._____ b._____ c._____
   Inferior About the Same Superior

5. Would you be interested in your pupils participating in a similar program next year?

   Yes_____ No_____ Not Sure_____

Please feel free to write additional comments about the program and suggestions for improvement.

_____

_____

_____

_____

_____

APPENDIX D

CORRECTIVE READING PROGRAM - DISTRICT #24

New York University
Office for Field Research

READING COORDINATORS' EVALUATION
OF CORRECTIVE READING PROGRAM

PLEASE NOTE: All responses will be held in strict confidence and will be used only for evaluation of the program.

1. Listed below are 20 items about the Corrective Reading Program. Use the following rating system to *evaluate* the quality and/or effectiveness of each aspect of the program.

1	2	3	4	5
Unsatisfactory	Barely Satisfactory	Average	Above Average	Very Satisfactory

Rating Item

____ (a) Organization of the program (number of classes, scheduling, etc.)

____ (b) Amount of time allocated for pupils receiving corrective reading instruction

____ (c) Number of pupils in each group

____ (d) Clarity and appropriateness of the program objectives

____ (e) Criteria and procedures used in selecting pupils for corrective reading

____ (f) Physical facilities generally provided by the schools

____ (g) Materials (workbooks, literature, audio-visual aids, etc.) in general use in the instructional program

____ (h) Availability of materials at the beginning of the program

____ (i) Materials and instruments used for diagnosis and evaluation of pupil strengths and weaknesses in reading

____ (j) Use of the Informal Reading Inventory to establish reading levels and to evaluate growth in reading

____ (k) Use of the Metropolitan Reading Test to evaluate growth in reading

Rating Item

____ (l) Use of the Stanford Diagnostic Test to assess individual areas of weakness and strength in reading

____ (m) Record-keeping system established for the program

____ (n) Inservice training provided for corrective reading teachers in the initial orientation sessions and the two-day (Stanford Test) workshop conducted by New York University personnel

____ (o) Preparation and skills, generally, of the corrective reading teachers in the program

____ (p) Quality of the services generally offered by the corrective reading teachers in the program

____ (q) Cooperation of school personnel

____ (r) Extent of parent involvement

____ (s) Attitude of parents toward the program

____ (t) Attitude of student participants toward the program

2. Using the same rating scale, indicate your opinion of the extent to which each of the following topics were adequately covered during the regular Wednesday afternoon staff meetings. For any item that was not covered during these sessions, write NC (Not Covered) in the space provided for the ratings.

Rating Topic

____ (a) Organization, administration and supervision of the program

____ (b) Objectives and rationale for the program

____ (c) Criteria and procedures for selection of student participants

____ (d) Specific procedures for diagnosis

____ (e) Knowledge of reading skills

____ (f) Methods of corrective instruction

____ (g) Use of instructional materials

____ (h) Teacher selection and evaluation of program materials

____ (i) Organizing the class for instruction

Rating	Topic
____	(j) Techniques for evaluating pupil progress
____	(k) Record-keeping policies and procedures
____	(l) Techniques for using paraprofessionals in the program
____	(m) Techniques for using volunteers in the program
____	(n) Techniques for parent involvement
____	(o) Other (Please specify)

3. Please give your general evaluation of the program, indicating specific strengths and weaknesses. Feel free to comment on or to give reasons for your ratings in 1 and 2 above.

_____

_____

_____

_____

_____

Name _____ Date _____

APPENDIX E

CORRECTIVE READING PROGRAM – DISTRICT #24

New York University
Office of Field Research

OBSERVER CHECK LIST

SCHOOL _____ TIME _____ GROUP _____ FUNDING: TITLE I _____

CR TEACHER _____ NUMBER BOYS ____ GIRLS_____ O.E._____

OBSERVER _____ DATE _____ STATE URBAN_____

	Yes	No
A. Physical Facilities		
1. Separate area for reading program	___	___
2. Size of area adequate	___	___
3. Space available for small group work	___	___
4. Space available for individual work	___	___
5. Storage facilities adequate	___	___
6. Chalkboard available	___	___
7. Area attractive	___	___
8. Adequate physical provisions (lights, ventilation, etc.)	___	___

Overall Rating of Facilities (Inadequate) 1 2 3 4 5 (Adequate)

	Yes	No
B. Materials		
1. Variety of materials being read	___	___
a. Basal readers	___	___
b. Workbooks	___	___
c. Trade books	___	___
d. Magazines	___	___
e. Newspapers	___	___
f. Content-area materials	___	___
g. Other	___	___

					Yes	No
2. Teacher-made materials					___	___
3. Audio-visual aids					___	___
4. Interest level appropriate to age and maturity of pupils					___	___
5. Level of materials suitable to reading ability of pupils					___	___
6. Differentiation between instructional level and independent level materials					___	___
7. Attractive in appearance					___	___
8. Sufficient quantity					___	___
Overall Rating of Materials	1	2	3	4	5	
C. Diagnosis and Evaluation						
1. Use of Informal Reading Inventory	1	2	3	4	5	
2. Use of Metropolitan Reading Test	1	2	3	4	5	
3. Use of Stanford Diagnostic Reading Test	1	2	3	4	5	
4. Record keeping system established for the program	1	2	3	4	5	
5. Materials provided for diagnosis and evaluation	1	2	3	4	5	
Considering the adequacy of materials provided and the use to which they were put, give an Overall Rating for Diagnosis and Evaluation	1	2	3	4	5	
D. Planning						
1. Evidence of planned sequence in skill development					___	___
2. Planning of skill lessons based on on-going diagnosis of deficiencies					___	___
3. Evidence of planned varied activities for individual and small group needs					___	___
4. Application materials and assignments differentiated for individual and group needs					___	___
Overall Rating of Planning	1	2	3	4	5	
E. Teaching Procedures						
1. Background, readiness, or concept building where appropriate to lesson					___	___

	Yes	No
2. Specific skill teaching in:		
a. Word recognition	___	___
b. Comprehension	___	___
c. Study Skills	___	___
3. Appropriate application following development of a specific skill	___	___
4. Questions differentiated to include various types of meanings, literal interpretation, critical evaluation	___	___
5. Grouping of activities (small group or individual) for special needs	___	___
6. Procedures appropriate to maturity and ability of pupils	___	___
7. Use of class time – spacing, number	___	___
8. Integration of reading and content areas	___	___

Overall Rating of Teaching Procedures 1 2 3 4 5

F. Reading Teacher's Relationship with Students

1. Appears enthusiastic	___	___
2. Establishes a good rapport with pupils (relaxed, informal, confident)	___	___
3. Encourages all pupils to participate	___	___
4. Instills confidence in pupils, uses positive reinforcement	___	___

Overall Rating of the Teacher 1 2 3 4 5

G. Pupil Interest in the Program

1. Arrive promptly for reading instruction	___	___
2. Actively respond during reading period	___	___
3. Interaction among pupils	___	___
4. Show interest in independent reading	___	___

Overall Rating of Pupil Interest in Program 1 2 3 4 5

Observer's Comments

_____

_____

_____

_____

APPENDIX F

ESL QUESTIONNAIRE FOR TEACHERS

A. Experience

1. What N.Y.C. licenses do you hold? _____

2. (a) How long have you been teaching? _____ years

   (b) How long have you been teaching ESL? _____ years

3. How many different ESL classes do you teach each day? _____

4. How many non-ESL classes do you teach each day? _____

5. How many periods do you see your ESL classes each day? _____

6. How long is each ESL period? _____ minutes

7. If you teach your ESL classes other subjects as well, please list these subjects: _____

   _____

8. How would you characterize your classroom methodology? (Please check one.)

   Audio-lingual _____

   Direct Method _____

   Grammar/translation _____ _____

   Other (please describe) _____

   _____

   _____

9. When ESL students graduate from your school, do you think that their English language proficiency would permit them to compete with native-speaking students?

Yes_____ No_____

Explanation (if you wish) _____

_____

_____

10. What is the greatest strength of the ESL program at your school?

_____

_____

_____

11. What is the most glaring need of the ESL program at your school?

_____

_____

_____

12. (a) Do you have any personnel to assist you in the ESL classroom?

Yes_____ No_____

paraprofessional _____

teaching assistant _____

bilingual professional assistant _____

(b) How effectively does this person perform?

very effective _____

effective _____

adequate _____

poor _____

13. How did you become involved in teaching ESL?

_____

_____

B. Classroom Materials

14. What textbook(s) do both you and your students use? (Please list separately for each class.)

class/grade	texts (author, title, publisher, date
_____	_____
_____	_____
_____	_____
_____	_____

15. In addition, please list any reference/source materials that you use but the students do not. (Specify for each class, please.)

_____

_____

_____

16. Who selected the textbook(s) you use for your ESL classes? (name or title)

_____

17. If you know, please state the basis for the selection.

_____

_____

18. Were you consulted on the selection of the textbooks?

Yes_____ No_____

19. If yes, who prepared the list from which you choose? (name or title)

_____

20. If you had the choice, please list the textbook(s) (supplementary or replacement) you would select for each class you teach. If they are the same as you are using, please write *same*.

class/grade	texts
_____	_____
_____	_____
_____	_____
_____	_____

21. What audio-visual aids are available at your school? (Please check)

Flash cards _____

Wall Charts _____

Flannel Boards _____

Tape Recorders _____

ESL Tapes _____

Movie Projector _____

Movies for ESL pupils _____

Film Strips _____

Language Master _____

Language Laboratory _____

Number of booths _____

Type: (a) listen only _____

(b) listen and record _____

(c) listen, record & playback _____

Other (please list) _____

_____

22. Please list any audio-visual aids that are not available at your school that you would like to have.

_____

_____

23. Please list the audio-visual aids you use starting with the one you find most useful.

_____

_____

C. Students

24. What is the student make-up of your ESL classes?

	Class 1	2	3	4	5
Language					
(1) Native-English	_____	____	____	____	____
(2) Non-native English					
(a) Spanish	_____	____	____	____	____
(b) Chinese	_____	____	____	____	____
(c) French	_____	____	____	____	____
(d) _____	_____	____	____	____	____
(e) _____	_____	____	____	____	____
(f) _____	_____	____	____	____	____

25. On what basis are students placed in your ESL classes? (Please check as appropriate.)

Written test _____

Oral test _____

Interview _____

I do not know _____

Other (please describe) _____

_____

26. If an interview is used, who conducts it? (title)

_____

27. Do you use the Board of Education English Language Rating Scale?

Yes_____ No_____

28. How is the student's English language proficiency measured at the end of the semester?

Written test designed for ESL students _____

Written test used for all students _____

Oral test _____

Teacher's evaluation _____

Other (please describe) _____

_____

29. Who decides when an ESL student is ready to join the regular school program with native-speaking students? (title)

_____

30. How is this decision made?

_____

_____

_____

D. Teacher Training

31. Please list degrees held and specialization under each.

	Degree	Year Granted	Institution	Specialization	Minor(s)
a.					
b.					
c.					

32. List and approximate dates and place at which you attended any ESL NDEA Institutes or Consortia.

	Dates	Institutions
a.		
b.		
c.		

33. Please list approximate dates and name or supervisor/trainer of any ESL in-service courses you attended.

	Dates	Number of sessions	Name of trainer
a.			
b.			
c.			
d.			
e.			

34. Please check which of the following courses you have had and list the number of credits and the institutions at which they were taken.

	Course	No. of Credits	Institution
a.	TESL: Theory, Methods, Materials		
b.	Introductory Linguistics		
c.	Phonology and/or Phonetics		
d.	Contrastive Linguistics		
e.	English Grammatical Structures		
f.	Transformational Generative Grammar		
g.	Other (as pertinent, list)		

_____

_____

35. Are you a member of TESOL? Yes_____ No_____

36. Have you attended any of the TESOL Conventions? Yes_____ No_____

Where? _____

APPENDIX G

ESL TEACHER OBSERVATION CHECKLIST

Rating System: N/A = not applicable; 0 = unacceptable; 1 = poor; 2 = acceptable; 3 = good; 4 = excellent

	N/A	0	1	2	3	4	Comments
1. Attitude/Manner							
2. Knowledge and use of student names							
3. Ask question, then call on student							
4. Awareness of Student Needs							
5. Speech Pattern: colloquial; normal classroom speed.							
6. How much did the teacher *talk*? Ratio of teacher/student talk?							
7. Was focus of lesson clear?							
8. How well was new material introduced?							
9. How well was material practiced after introduction?							
10. How much practice with new material?							
11. How well was drill extended into communication?							
12. Was the model appropriate for correct responses?							
13. Instructions and Cueing: Did students know what teacher expected?							
14. Variety of activities/change of pace							
15. Distribution of student participation among group. Are all students participating?							
16. How well was "previously learned" material practiced, reviewed and reinforced?							
17. How well were corrections made?							
18. How well were students' questions answered by the teacher?							
19. How well were explanations made?							
20. How well was at-home follow-up accomplished?							

	N/A	1	2	3	4	Comments
21. How well were audio-visual aids employed?						
22. Did teacher recognize difference between teaching and testing?						
23. Did lesson have a beginning, a middle, and an end?						
24. How well did teacher proceed from known to unknown?						
25. How well did teacher proceed from simple to complex?						
26. How well did teacher proceed from receptive to productive?						
27. How well did teacher proceed from concrete to abstract?						
28. How well did teacher proceed from manipulation to communication?						
29. How effective was practice in learning?						
30. How effective was practice in speaking?						
31. How effective was practice in reading?						
32. How effective was practice in writing?						
33. How effective was choral practice?						
34. How effective was individual practice?						
35. If teacher used student's native language, how effectively was it done?						
36. Repetition after the teacher model?						
37. Response to language cued?						
38. Initiation of communication situations by students?						
39. How did teacher evaluate student comprehension and progress?						

STUDENT OBSERVATION CHECKLIST

	N/A	1	2	3	4	Comments
1. What was the classroom atmosphere and the rapport among students?						
2. What was level of student interest?						
3. What was student attitude toward materials?						
How effective was individual student participation in:						
4. Repetition?						
5. Response?						
6. Initiation?						
7. Did students seem to understand the teacher						
8. Did students seem to understand the material?						
9. Did students use English outside of lesson framework?						
10. Did students correct each other?						

APPENDIX H

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

PROJECT EVALUATION TEST

SCOPE OF TEST

Part I PATTERNS

Part II VOCABULARY

Part III PRONUNCIATION

Part IV SITUATION INTERPRETATION

Designed and prepared by the teachers of English as a Second Language in District 24.

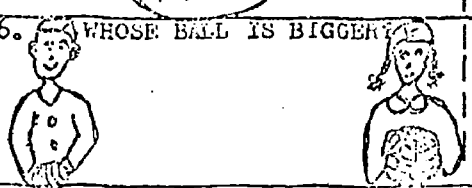
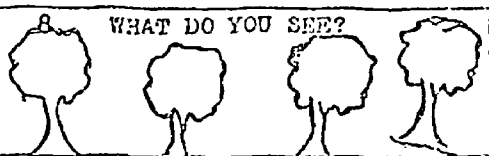
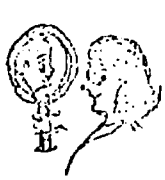
— — — — — — — — — — — — — —

Credits:

Robert Bandel
Beverly Chopor
Trina Lawson
Fran Schomberg
Anne Caban
Bella Guzov
Josephine Piccone
Thelma Thomas
Jeanne Linden
Dr. Harvey Nadler
Board of Education

PART I PATTERNS

DIRECTIONS: Ask each pupil the following questions. Ask each question only once. Use individual answer sheet to record ratings.

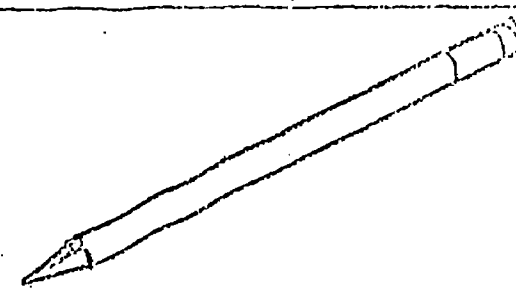
QUESTIONS	RESPONSES
1. WHAT's YOUR NAME?	1. My name is _____
2. HOW OLD ARE YOU?	2. I am or I'm ----- years old.
3. WHAT IS THIS? 	3. This is a book.
4. ARE YOU A TEACHER?	4. I am not or I'm not a teacher.
5. WHERE IS THE FISH? 	5. The fish is in the bowl.
6. WHOSE BALL IS BIGGER? 	6. The girl's ball is bigger.
7. WHAT IS THE LAST MONTH OF THE YEAR?	7. December is the - -----.
8. WHAT DO YOU SEE? 	8. I see four trees.
9. WHAT IS THE BOY DOING? 	9. The boy is swimming. He is swimming.
10. WHAT IS THE WOMAN DOING? 	10. The woman is looking at herself in the mirror. She is looking at herself in the mirror.

PART II VOCABULARY

DIRECTIONS: Ask each pupil the following questions as you point to each picture. Use individual answer sheet to record ratings.

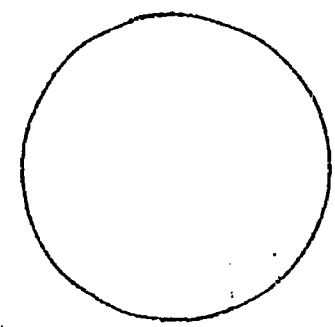
1.

WHAT IS THIS?



Response: pencil

2. WHAT IS THE SHAPE OF THIS CIRCLE?

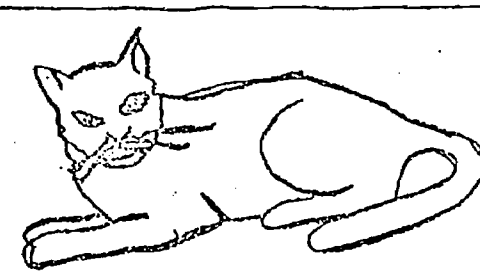


Response: round

3. WHO IS THIS MAN?

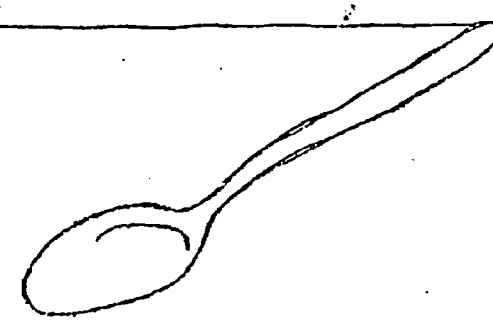
Response: policeman

4. WHAT IS THIS ANIMAL CALLED?



response: cat

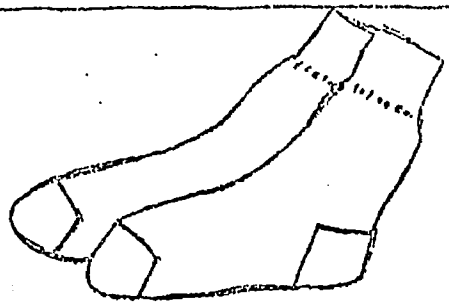
5. WHAT IS THIS?



response: spoon

6.

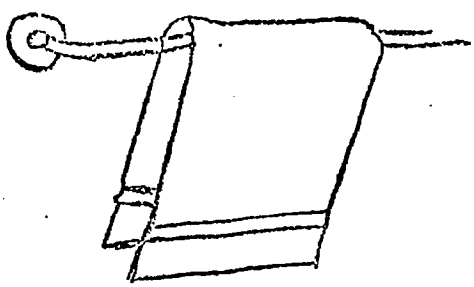
WHAT ARE THESE?



response: socks

7.

WHAT IS THIS?



response: towel

8.

WHAT IS THE BOY DOING?

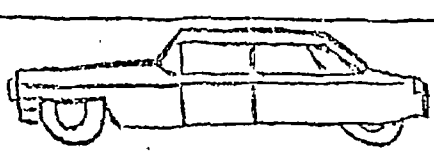
response: crying

9.

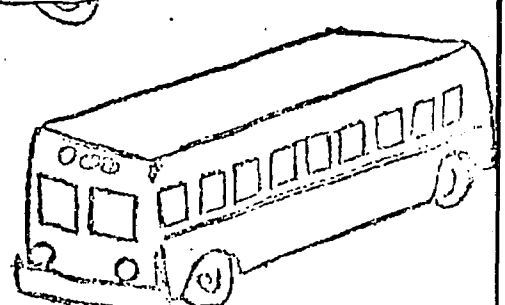
IS THE COFFEE HOT OR COLD?

response: hot

10.



WHICH IS BIG?



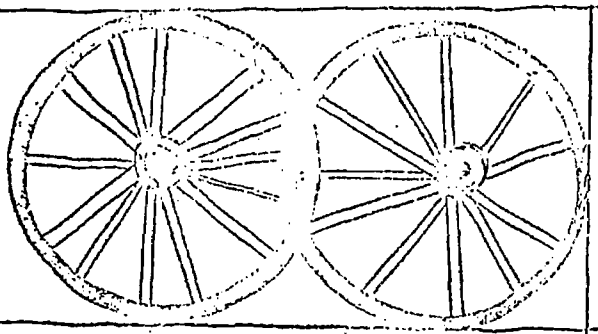
response: bus

PART III PRONUNCIATION

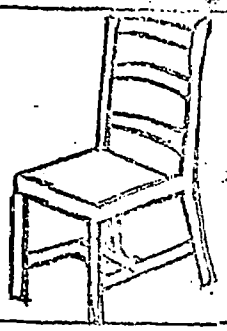
DIRECTIONS:

Point to each of the pictures. Have pupil pronounce each word. Record response on individual sheet. Symbols - I.P.A. International Phonetic Alphabet and consonant phonemes contained within parentheses.

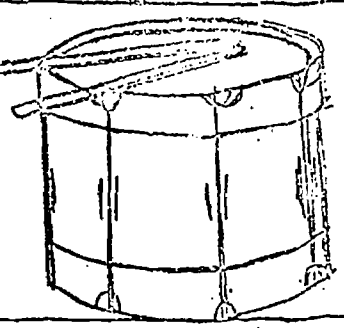
1. final s--- z sound
(z- z)



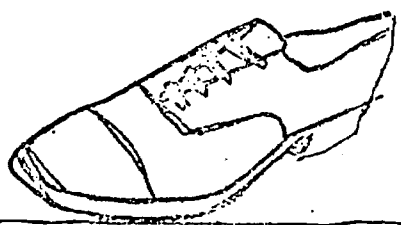
2. digraph ch
(tʃ, č)



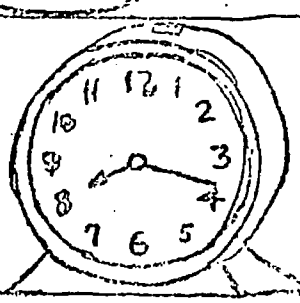
3. final m
(m, m)



4. digraph sh
(ʃ, š)

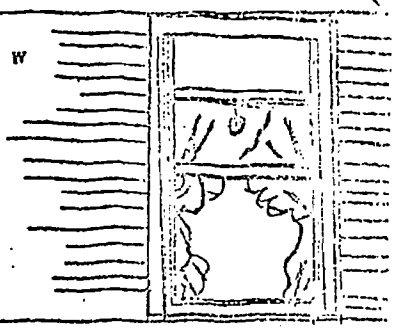


5. blend cl
(Kl)

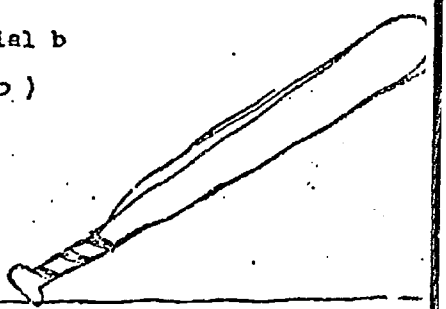


6. initial l, final f
([l f] [l f])

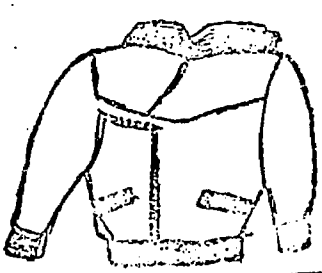
7. initial w
(w, w)



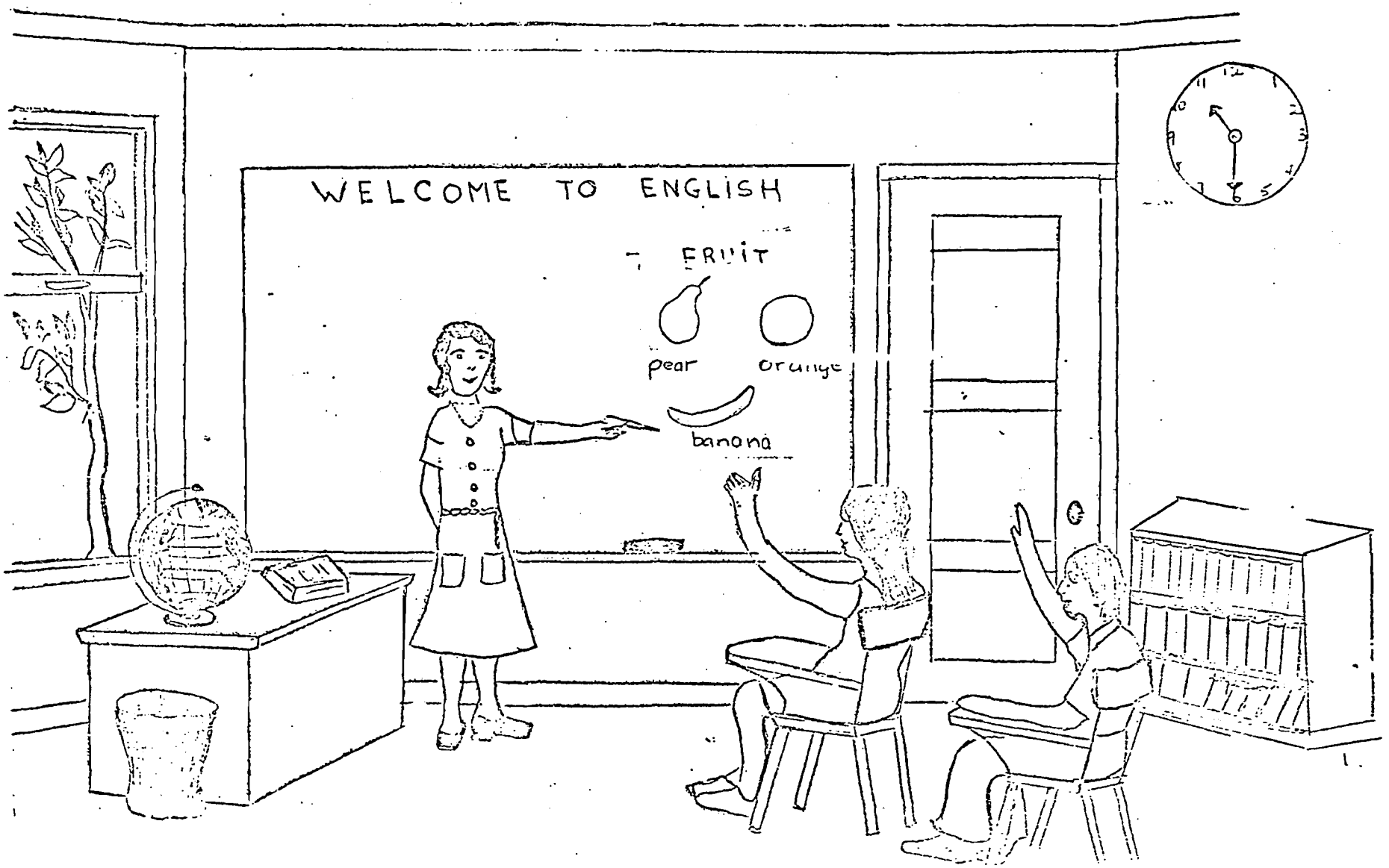
8. initial b
(b, b)



9. initial J
(dʒ, j)



10. thr
(th= θ)


WELCOME TO ENGLISH
FRUIT
pear
orange
banana

PART IV

SITUATIONAL INTERPRETATION

DIRECTIONS:

Permit each pupil to study the classroom picture scene for *TWO (2) MINUTES.* THEN ask the following questions. Write the given response in full on the child's answer sheet. If there is no response, mark column N.R.

QUESTIONS:

1. How many people are there in this picture?
2. Who is the woman?
3. Where are the books?
4. What are the children doing?
5. What time is it?
6. What is on the desk?
7. What do you see through the window?
8. What is the teacher doing?
9. Why are the children raising their hands?
10. What season of the year do you think it is?

APPENDIX I

ENGLISH PROFICIENCY TEST: PILOT EDITION

AA. Oral Questions

1. What is your name?
2. How old are you?
3. What is your address?
4. What is today('s date)?
5. What time is it?

6. What is your teacher's name?
7. What is your favorite color?
8. What color is my _____?
9. What color _____ am I wearing?
10. What is your (native, first) language?

11. Where are your books?
12. How many courses are you taking this term?
13. What courses are you taking?
14. How many people are there in your family?
15. Where are you going to go after school today?

16. What color hair do you have?
17. What color eyes does your (_____) teacher have?
18. How do you come to school every day?
19. What kind of stories do you like (to read)?
20. How did you come to school today?

21. What time did you leave your house this morning?
20. Where were you born?
23. Who(m) did you come to school with this morning?
24. Who gave you that watch? (ring?) (locket, bracelet, necklace. . .?)
25. What time did you get up this morning?

26. Where do you do your homework?
27. What did you do last night?
28. What else did you do last night?
29. Where did you eat lunch yesterday?
30. What did you have for lunch?

31. What did you do last Sunday?
32. What were you doing at 7 o'clock last night?
33. What were you doing at 7:30 this morning?
34. How many times have you seen me before today?
35. How long have you been going to this school?