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**IDENTIFIERS** \*Right to Read

**ABSTRACT**

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume 3 (parts 1, 2, and 3) describes reading programs in terms of school, student, and teacher characteristics. Additionally, all program variables that characterized each site are reported. Where appropriate, these variables are described in terms of the extent to which each site included them, and an assessment of their contribution to the success of the program is indicated. Data found in each school-based site self-evaluation are used extensively in volume 3. Section J reports information related to major outcomes identified in the self-evaluations. These are objectives and degree of fulfillment, major findings, and recommendations. Information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total school information. The Right to Read Program at each school receives a description of approximately twenty pages. (WR)

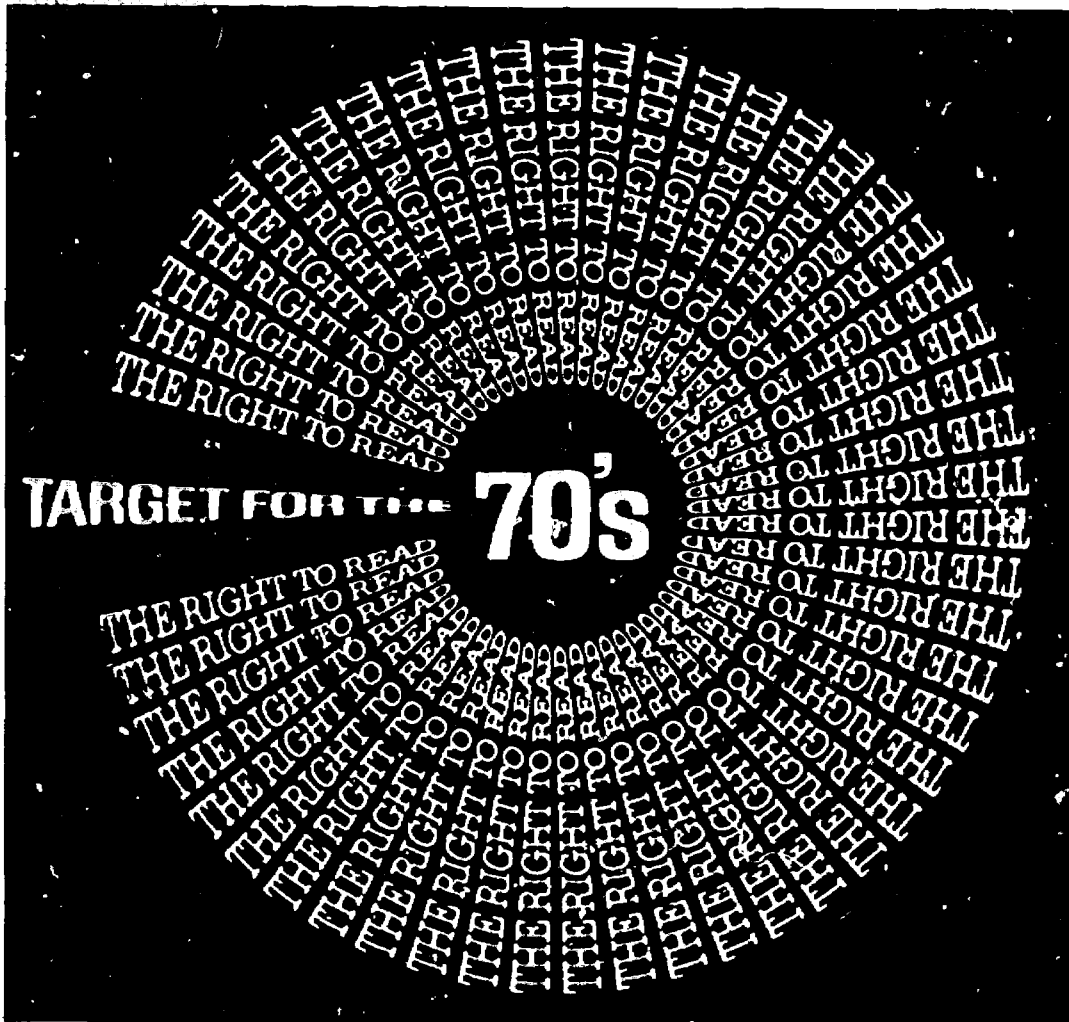
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# evaluation of school-based right to read sites

CS

## volume III individual site assessments, part I



CONTEMPORARY RESEARCH INCORPORATED

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# **evaluation of school-based right to read sites**

## **volume III individual site assessments, part I**

OCTOBER 1973

PREPARED FOR:  
U.S. OFFICE OF EDUCATION  
WASHINGTON, D.C.

*CRI*

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## INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.

School: 0101

# INDIVIDUAL SITE ASSESSMENT

School: 0101

Grades: 1-5

**A. School Characteristics**

**1. Geographic Region**

A	B	C*	D	E	F
		X			

\*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

**2. Urban-Rural Index**

Urban	Suburban	Rural
		X

**3. Student Population (Total School)**

- Total Reported Enrollment 383
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	_____	7	_____
1	75	8	_____
2	75	9	_____
3	78	10	_____
4	92	11	_____
5	63	12	_____
6	_____		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	_____
Asian	_____
Black	17
Mexican American	_____
Puerto Rican	_____
White	83
Other	_____

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	75		16				84	
2	75		11				89	
3	78		18				82	
4	92		16				84	
5	63		22				78	
6								
7								
8								
9								
10								
11								
12								



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1	2.9	1.7
2	2.0	0.8
3	1.4	1.2
4	1.9	1.4
5	1.6	1.1
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	2.0	1.4
Name of Standardized Test(s) Used	CAT, Slosson Oral	

C. Right to Read Teacher Characteristics

- Total Number Reported:
- Age: Mean  Range
- No. Years Teaching Experience:
- Sex:
 

	Male	Female
No.	<input type="text" value="0"/>	<input type="text" value="7"/>
Percent	<input type="text" value="0"/>	<input type="text" value="100"/>

Ethnicity	No.	Mexican Puerto Rican White Other Indication						
		Amr Ind	Asian Black	Amer	Rican	White	Other	Indication
		<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
	Percent	<input type="text" value="14"/>	<input type="text" value="43"/>	<input type="text" value="43"/>	<input type="text" value="43"/>	<input type="text" value="43"/>	<input type="text" value="43"/>	<input type="text" value="43"/>

Degree	No.	BA or BS MA or MS PhD Other No Indication				
		<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

Area of Degree	No.	Human- Fine No Indi-						
		Educ	Soc Sci	ities	Arts	PhysSci	Math	Other cation
		<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>

Job Title	No.	Read Reading Bilingual Multi No				
		Spec	Teacher	Spec	Subject	Other Indication
		<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

Residential Index	No.	Inner City Urban Suburban Rural No Indication			
		<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="4"/>

\*Total number of classes for which achievement data were reported: 18

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

No Indication or Not Included in Program

Effectiveness

Excellent    Good    Adequate    Poor    Very Poor

Parent Involvement

	6				1
--	---	--	--	--	---

In-service Training

5	1	1			
---	---	---	--	--	--

Reading Specialist

2	3			1	1
---	---	--	--	---	---

Instructional Materials

3	3	1			
---	---	---	--	--	--

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

4
1
1
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	2					

**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X	X		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

	X	
--	---	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	x	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	x	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	x
8. Diagnosis/prescription	x	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X	X		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information  
Outcomes Dissemination No Indication

	X	
--	---	--

F. Technical Assistant Utilization

● Rating of Helpfulness: Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● Technical Assistant Activities:

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

● Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

● Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

x
x
x

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

x
x
x
x
x

H. Teacher Aides

Percentage of Teachers Reporting Aides

●	Worked in classrooms	100%
●	Were paid	89%
●	Were:	11%
	Parent	
	Student teacher	
	Community organization member	
	High school student	44%
	Other	100%
●	Average number of hours aides worked per semester	426
●	Types of Activities Performed:	
	Tutoring students	x
	Marking tests	x
	Distributing materials	x
	Working in small and large groups	x
	Preparing materials	x
	Liaison with parents and other outside personnel	x
	Bus monitoring	
	Supervising recreational activities in or outside class	x
	Classroom maintenance	x
	Supervising field trips	x
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
8			1



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

x

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

x

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

x
x
x

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

x			
---	--	--	--

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

x
x
x
x

● **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

	x		
--	---	--	--

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

x
x

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

x

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
x		

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

x
x
x
x

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	x		

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

x
x

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

x

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

x
x
x
x
x

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

x
x

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

184
-----

Reading is taught indirectly through other subject matter

90
----

Special assistance is provided outside the classroom for students in special need of reading help

6
---

No indication

--

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

61
----

Reading specialist (responsible for more than one class)

85
----

Team teachers

289
-----

Students doing cross-age teaching

2
---

Tutor-specialist

0
---

Tutor-aide

126
-----

Other

0
---

No indication

--

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

3
---

Small groups (5 or fewer students)

105
-----

Large groups (6 or more students)

72
----

No indication

--

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 9

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	98%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		1

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	3
Code emphasis	1
Linguistics	0
Modified alphabet	0
Responsive environment	10
Programmed learning	11
Individualized reading	0
Language experience	0
Eclectic or teacher's own	120
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine - based programmed instruction	8
Other programmed instruction	3
Gaming/simulation	3
Instructional TV	0
Interactive media	55
Intensive involvement	0
Discussion groups	36
Demonstration-performance	23
Lecture	21
Contracts	0
Use of supplementary materials	32
Other	2
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	9
● The teacher has formulated or selected specific objectives for each student.	9
● The teacher has formulated or selected specific objectives for the entire class.	9
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	9
● Performance of students is measured in terms of objectives set for the entire class.	5
● Visible records are kept of class performance.	0
● Records of each student's performance are kept with respect to each objective.	9
● Students are kept informed of their progress.	8
● Students are involved in self-evaluation.	7
● Parents are informed of students' progress.	9
● No indication	

11. Total Funding for 1972-73 school year: \$40,000



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			X
<b><u>TEACHER</u></b>			
Competency	X		
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- \_\_\_ More emphasis on reading-related skills
- \_\_\_ Increased emphasis on improving student achievement
- \_\_\_ Increased emphasis on improving student attitude
- \_\_\_ More remedial help
- \_\_\_ Increased effort to involve parents/community
- \_\_\_ Increased school-parent communications
- \_\_\_ More staff training
- \_\_\_ More emphasis on diagnostic-prescriptive approach
- \_\_\_ More emphasis on individualization of instruction
- \_\_\_ Expand program within school/school district
- \_\_\_ More materials/equipment/personnel
- \_\_\_ Increased emphasis on improving teacher competency
- \_\_\_ Increased emphasis on improving teacher attitude
- \_\_\_ Improved evaluation techniques
- \_\_\_ Re-definition of needs
- \_\_\_ Improved communication with HEW
- \_\_\_ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

School: 0201

## INDIVIDUAL SITE ASSESSMENT

School: 0201

Grades: K-8

### A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

\*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
		x

3. Student Population (Total School)

- Total Reported Enrollment 802
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>72</u>	7	<u>74</u>
1	<u>83</u>	8	<u>125</u>
2	<u>86</u>	9	<u>          </u>
3	<u>86</u>	10	<u>          </u>
4	<u>87</u>	11	<u>          </u>
5	<u>97</u>	12	<u>          </u>
6	<u>92</u>		

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>2</u>
Mexican American	<u>          </u>
Puerto Rican	<u>          </u>
White	<u>87</u>
Other	<u>11</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	72	8	3		5		84	
1	83	8					92	
2	86	6	1		1		90	
3	86	6	2		6		86	
4	87	8	1		3		88	
5	97	7	5				88	
6	92	7					93	
7	74	1	5		1		93	
8	125	12	3		1		84	
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(See Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	-0.6	0.8
2	1.2	0.9
3	1.2	1.1
4	1.0	1.0
5	1.1	1.0
6	1.0	1.1
Overall Mean Gain for School (means adjusted for differing class sizes)	0.9	1.1
Name of Standardized Test(s) Used	MAT	

C. Right to Read Teacher Characteristics

Total Number Reported	24	
Age	Mean	Range
	34.5	20-55+
No. Years Teaching Experience	9	1-30
Sex	Male	Female
	No. Percent	No. Percent
	3 13	20 87

Ethnicity	No.	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
	Percent	4.2					91.7	4.2	
Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication			
		18	6						
Area of Degree	No.	Human-		Fine		No Indi			
		Educ	Soc Sci	ities	Arts	Phys Sci	Math	Other	cation
		20	1	1			1	1	
Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication		
					23				
Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication			
			3	5	16				

\*Total number of classes for which achievement data were reported: 21

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent    Good    Adequate    Poor    Very Poor

Parent Involvement

	2	11	2		9
--	---	----	---	--	---

In-service Training

1	3	5	4	3	8
---	---	---	---	---	---

Reading Specialist

4	5	7	2		6
---	---	---	---	--	---

Instructional Materials

2	8	1		1	12
---	---	---	--	---	----

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

11
7
2
4

**D. Identification of Project Director**

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					x	



**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	x		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
x		x	x		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		x	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information  
Outcomes Dissemination No Indication

		x
--	--	---

**F. Technical Assistant Utilization**

- Rating of Helpfulness: Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- Technical Assistant Activities:

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	X
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

	X		
--	---	--	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	82%
● Were paid	68%
● Were: Parent	59%
Student teacher	4%
Community organization member	14%
High school student	
Other	
● Average number of hours aides worked per semester	78
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	12		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	
Classroom teacher	
No indication	

• Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	X
Parents	
No indication	

• Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program		Evaluation	X
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

X
---

School visitations, demonstration teaching, classroom observations

X
---

University courses

X
---

Video taping, audio-visuals, multi-media

X
---

No indication

--

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

--

Administrators

--

Reading specialist

--

Teachers

--

Parents

--

Others

--

No indication

X
---

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X



4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

141

Reading is taught indirectly through other subject matter

180

Special assistance is provided outside the classroom for students in special need of reading help

24

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

395

Reading specialist (responsible for more than one class)

14

Team teachers

0

Students doing cross-age teaching

13

Tutor-specialist

6

Tutor-aide

50

Other

2

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

23

Small groups (5 or fewer students)

50

Large groups (6 or more students)

107

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English	100 %	87%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		13

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis	25
Code emphasis	30
Linguistics	5
Modified alphabet	0
Responsive environment	6
Programmed learning	9
Individualized reading	14
Language experience	12
Eclectic or teacher's own	54
Other	7
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	4
Other programmed instruction	16
Gaming/simulation	3
Instructional TV	7
Interactive media	3
Intensive involvement	0
Discussion groups	30
Demonstration-performance	34
Lecture	20
Contracts	0
Use of supplementary materials	42
Other	14
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
● The teacher has formulated or selected specific objectives for each student.	10
● The teacher has formulated or selected specific objectives for the entire class.	20
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
● Performance of students is measured in terms of objectives set for each individual.	11
● Performance of students is measured in terms of objectives set for the entire class.	16
● Visible records are kept of class performance.	16
● Records of each student's performance are kept with respect to each objective.	7
● Students are kept informed of their progress.	19
● Students are involved in self-evaluation.	11
● Parents are informed of students' progress.	22
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment\***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior	X				X
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement	x		
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance	x		
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	x		

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 0401



## INDIVIDUAL SITE ASSESSMENT

School: 0401

Grades: K-6

### A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 343
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>22</u>	7	<u>          </u>
1	<u>44</u>	8	<u>          </u>
2	<u>54</u>	9	<u>          </u>
3	<u>52</u>	10	<u>          </u>
4	<u>58</u>	11	<u>          </u>
5	<u>57</u>	12	<u>          </u>
6	<u>56</u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>          </u>
Mexican American	<u>1</u>
Puerto Rican	<u>          </u>
White	<u>99</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	22						100	
1	44						100	
2	54						100	
3	52						100	
4	58						100	
5	57						100	
6	56						100	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

o Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1

2

3

4

5

6

2.6

1.7

1.0

1.4

1.8

0.8

1.1

0.6

0.7

0.8

o Overall Mean Gain for School  
(means adjusted for differing class sizes)

1.7

1.0

o Name of Standardized  
Test(s) Used

Stanford Diagnostic, ITBS

Iowa Work Study

C. Right to Read Teacher Characteristics

o Total Number Reported

7

o Age

Mean

29

Range

20-44

o No. Years Teaching Experience

8

1-23

o Sex

No.  
Percent

Male

1

14

Female

6

86

o Ethnicity

No.  
Percent

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						7		
Percent						100		

o Degree

No.

	BA or BS	MA or MS	PhD	Other	No Indication
No.	6	1			

o Area of  
Degree

No.

	Human- Educ	Soc Sci	ities	Fine Arts	Phys Sci	Math	Other	No Indi- cation
No.	7							

o Job Title

No.

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		6		

o Residential  
Index

No.

	Inner City	Urban	Suburban	Rural	No Indication
No.		2		5	

\*Total number of classes for which achievement data were reported: 10

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					No Indica- tion or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement			2			5
In-service Training	1	1				5
Reading Specialist	1	1				5
Instructional Materials	1	1				5

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of  
Teachers:

Yes

2

Yes, if changes are made

Questionable

No

No Response

5

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X				

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)			X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

**Q. Parent Involvement**

• **Extent of Involvement**

High    Medium    Low    No Indication

	X		
--	---	--	--

• **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

H. Teacher Aides

Percentage of Teachers Reporting Aides

●	Worked in classrooms	100	%
●	Were paid	100	%
●	Were:		
	Parent		
	Student teacher		
	Community organization member		
	High school student		
	Other	100	%
●	Average number of hours aides worked per semester	230	
●	Types of Activities Performed:		
	Tutoring students	X	
	Marking tests	X	
	Distributing materials	X	
	Working in small and large groups	X	
	Preparing materials	X	
	Liaison with parents and other outside personnel	X	
	Bus monitoring		
	Supervising recreational activities in or outside class	X	
	Classroom maintenance	X	
	Supervising field trips	X	
	Other _____	X	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	2		



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants  
 Technical Assistant Team (TAT) members  
 Project director  
 Reading specialist  
 Classroom teacher  
 No indication

X
X

• Individuals trained:

Reading specialist/teacher  
 Classroom teachers  
 Other staff  
 Paraprofessionals  
 Parents  
 No indication

X
X

• Training areas:

Learning theory	X	Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program	X	Evaluation	X
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>	Status and reporting activities	<input type="checkbox"/>
Develop criteria for student selection or placement	<input type="checkbox"/>	Record progress	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>	Serve on special committees	<input type="checkbox"/>
Identify tutors	<input type="checkbox"/>	Review program progress	<input type="checkbox"/>
Inservice training	<input type="checkbox"/>	Information dissemination	X
Develop community involvement activities	X	Evaluation	<input type="checkbox"/>
		No indication	<input type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	X	Supplementary materials	X
Identification of student skill levels	<input type="checkbox"/>	Games, manipulatives	<input type="checkbox"/>
Teacher observation	<input type="checkbox"/>	Audio-Visual, Multimedia	X
Contracts	<input type="checkbox"/>	Commercially made programs	<input type="checkbox"/>
Individualized instruction	<input type="checkbox"/>	Student grouping	<input type="checkbox"/>
Progress checklists	<input type="checkbox"/>	Special classes	<input type="checkbox"/>
Testing	X	Skill sessions	<input type="checkbox"/>
Review case histories	<input type="checkbox"/>	Field trips	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>	Reading/language center	<input type="checkbox"/>
Student/teacher conferences	<input type="checkbox"/>	Reading specialist, tutors	<input type="checkbox"/>
		Language experience approach	<input type="checkbox"/>
		Basal text instruction	X
		No indication	<input type="checkbox"/>

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

202
157
0

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

301
58
0
0
0
0
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

0
136
65

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13



7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	0
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	0
Language experience	72
Eclectic or teacher's own	129
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	0
Other programmed instruction	0
Gaming/simulation	0
Instructional TV	2
Interactive media	43
Intensive involvement	33
Discussion groups	52
Demonstration-performance	24
Lecture	0
Contracts	0
Use of supplementary materials	47
Other	0
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	13
● The teacher has formulated or selected specific objectives for each student.	13
● The teacher has formulated or selected specific objectives for the entire class.	11
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
● Performance of students is measured in terms of objectives set for each individual.	13
● Performance of students is measured in terms of objectives set for the entire class.	3
● Visible records are kept of class performance.	13
● Records of each student's performance are kept with respect to each objective.	13
● Students are kept informed of their progress.	13
● Students are involved in self-evaluation.	13
● Parents are informed of students' progress.	13
● No indication	

11. Total Funding for 1972-73 school year: \$50,000



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency	X	X			
Teacher Attitude	X	X			
Teacher Behavior	X	X			
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude	X	X			
<b><u>PROGRAM</u></b>					
Information Dissemination	X	X			
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 0509

## INDIVIDUAL SITE ASSESSMENT

School: 0509  
 Grades: K-6

### A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Student Population (Total School)

- Total Reported Enrollment 616
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>65</u>	7	<u>                    </u>
1	<u>68</u>	8	<u>                    </u>
2	<u>68</u>	9	<u>                    </u>
3	<u>71</u>	10	<u>                   </u>
4	<u>94</u>	11	<u>                   </u>
5	<u>115</u>	12	<u>                   </u>
6	<u>125</u>	Educable Handicapped <u>10</u>	

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>                    </u>
Asian	<u>                    </u>
Black	<u>                    </u>
Mexican American	<u>80</u>
Puerto Rican	<u>                    </u>
White	<u>18</u>
Other	<u>2</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program; 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	65			78			22	
1	68	1		79			18	2
2	68			86			14	
3	71			76			23	1
4	94		2	77	4		16	
5	115			86			14	
6	125		1	83			12	3
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

e Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1	1.2	0.6
2	2.4	1.5
3	2.0	1.0
4	1.5	1.0
5	2.0	1.3
6	1.8	1.4
Overall Mean Gain for School (means adjusted for differing class sizes)	1.8	1.2

e Name of Standardized  
Test(s) Used

TOBE, Cooperative, WRAT, CAT

C. Right to Read Teacher Characteristics

o Total Number Reported

19

o Age

Mean  
39

Range

27-55+

o No. Years Teaching Experience

10

2-28

o Sex

No.  
Male 3  
Percent 18

Female  
14  
82

o Ethnicity

No.	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
		1	2		14	1	
Percent		6	11		77	6	

o Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	15	2			

o Area of Degree

No.	Human-Educ	Soc Sci	ities	Fine Arts	Phys Sci	Math	Other	No Indi- cation
	10	5	3					

o Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
				18		

o Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
		4	14		

\*Total number of classes for which achievement data were reported: 21

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

3	7	2	4		3
---	---	---	---	--	---

In-service Training

7	6	2	1		3
---	---	---	---	--	---

Reading Specialist

5	6	3			5
---	---	---	--	--	---

Instructional Materials

6	9	2	1		1
---	---	---	---	--	---

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

16
1
1
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					



**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X	X			

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

X			
---	--	--	--

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	X
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	X
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D, C.	X
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	95%
● Were paid	90%
● Were: Parent	58%
Student teacher	10%
Community organization member	5%
High school student	16%
Other	
● Average number of hours aides worked per semester	164
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	7		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input checked="" type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input checked="" type="checkbox"/> |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

- **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

- **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

- **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

- **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP


- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X
X

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X



4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

119
205
33

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

239
27
101
22
6
49
23

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

42
58
110

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English  
 Non-Standard English  
 Spanish  
 French  
 American Indian language or dialect  
 Japanese  
 No indication

92 %
3
5

55 %
14
19
12

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis  
 Code emphasis  
 Linguistics  
 Modified alphabet  
 Responsive environment  
 Programmed learning  
 Individualized reading  
 Language experience  
 Eclectic or teacher's own  
 Other  
 No indication

44
30
8
1
49
8
27
36
23
15

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine - based programmed instruction	8
Other programmed instruction	21
Gaming/simulation	11
Instructional TV	14
Interactive media	11
Intensive involvement	4
Discussion groups	38
Demonstration - performance	35
Lecture	2
Contracts	37
Use of supplementary materials	32
Other	12
No indication	

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
● The teacher has formulated or selected specific objectives for each student.	18
● The teacher has formulated or selected specific objectives for the entire class.	16
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	5
● Performance of students is measured in terms of objectives set for each individual.	18
● Performance of students is measured in terms of objectives set for the entire class.	9
● Visible records are kept of class performance.	10
● Records of each student's performance are kept with respect to each objective.	13
● Students are kept informed of their progress.	19
● Students are involved in self-evaluation.	19
● Parents are informed of students' progress.	18
● No indication	

11. Total Funding for 1972-73 school year: \$50,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance	X		
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 0510



## INDIVIDUAL SITE ASSESSMENT

School: 0510

Grades: K-6

### A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1,146
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>152</u>	7	<u>          </u>
1	<u>170</u>	8	<u>          </u>
2	<u>171</u>	9	<u>          </u>
3	<u>166</u>	10	<u>          </u>
4	<u>168</u>	11	<u>          </u>
5	<u>141</u>	12	<u>          </u>
6	<u>146</u>	EMR	<u>42</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>89</u>
Mexican American	<u>5</u>
Puerto Rican	<u>          </u>
White	<u>5</u>
Other	<u>1</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	152		69	5			5	22
1	170		75	4			3	18
2	171		77	6			3	14
3	166		72	6	1		4	17
4	168		89	5			5	1
5	141		90	3	1		6	
6	146		70	5	3		1	21
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1		
2	0.4	0.6
3	0.5	0.6
4		
5	0.2	1.1
6	0.5	0.9
	0.4	0.8

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

- Name of Standardized Test(s) Used: Cooperative Primary, CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 40
- Age: Mean 36, Range 22-55+
- No. Years Teaching Experience: 8, Range 1-27
- Sex:
 

	No.	Female
Male	<u>6</u>	<u>30</u>
Percent	<u>17</u>	<u>83</u>

Ethnicity	No.	Mexican Puerto No							
		Amr Ind	Asian Black	Amer	Rican	White	Other	Indication	
		2	1	7			25	2	
	Percent	6	2	19			67	6	
Degree	No.	BA or BS MA or MS PhD Other No Indication							
		27	8		1				
Area of Degree	No.	Human- Fine No Indi-							
		Educ	Soc Sci	ities	Arts	PhysSci	Math	Other cation	
		15	9	10	2			1	
Job Title	No.	Read Reading Bilingual Multi No							
		Spec	Teacher	Spec	Subject	Other Indication			
		2	2		32	2			
Residential Index	No.	Inner City Urban Suburban Rural No Indication							
		5	21	10					

\*Total number of classes for which achievement data were reported: 22

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

	1	6	10	3	19
--	---	---	----	---	----

In-service Training

	2	6	9	5	18
--	---	---	---	---	----

Reading Specialist

8	7	6	2	3	13
---	---	---	---	---	----

Instructional Materials

2	9	16	8	2	3
---	---	----	---	---	---

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes

22
----

Yes, if changes are made

11
----

Questionable

6
---

No

--

No Response

1
---

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

**Forecast Information Outcomes Dissemination**      **No Indication**

		X
--	--	---

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● **Technical Assistant Activities:**

1. Program planning
2. Program implementation
3. Interpret Right to Read planning materials
4. Work on the Unit Task Force
5. Develop Work Statement/ Proposal
6. Develop or identify curriculum materials
7. Needs assessment
8. Diagnosis/prescription
9. Identify objectives
10. Staff development


11. Identify alternate approaches
12. Develop team teaching
13. Observe classes
14. Advise on parental involvement
15. Recommend consultants
16. Budget planning
17. Evaluation
18. Liaison with Right to Read, Washington, D.C.
19. Plan for 1973-74 program
20. No indication of activity

X

G. Parent Involvement

● **Extent of Involvement**

High    Medium    Low    No Indication

		X	
--	--	---	--

● **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	30%
● Were paid	15%
● Were: Parent	17%
Student teacher	11%
Community organization member	
High school student	
Other	4%
● Average number of hours aides worked per semester	232
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	4	5	



I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants  
 Technical Assistant Team (TAT) members  
 Project director  
 Reading specialist  
 Classroom teacher  
 No indication

X

- Individuals trained:

Reading specialist/teacher  
 Classroom teachers  
 Other staff  
 Paraprofessionals  
 Parents  
 No indication

X

- Training areas:

Learning theory  
 Student background and self concept  
 Language development  
 Motor and perceptual skills  
 Right to Read Program  
 Diagnostic/prescriptive approach


Instructional approach  
 Instructional materials  
 Teaching techniques  
 Classroom organization and management  
 Evaluation  
 No indication

X
X
X

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP


Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

89
----

Reading is taught indirectly through other subject matter

57
----

Special assistance is provided outside the classroom for students in special need of reading help

59
----

No indication

--

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

249
-----

Reading specialist (responsible for more than one class)

48
----

Team teachers

24
----

Students doing cross-age teaching

7
---

Tutor-specialist

0
---

Tutor-aide

1
---

Other

11
----

No indication

--

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

25
----

Small groups (5 or fewer students)

15
----

Large groups (6 or more students)

87
----

No indication

--

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 46

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	71%
Non-Standard English	1	26
Spanish		1
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	38
Code emphasis	4
Linguistics	1
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	22
Language experience	4
Eclectic or teacher's own	53
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	0
Other programmed instruction	4
Gaming/simulation	1
Instructional TV	1
Interactive media	0
Intensive involvement	0
Discussion groups	16
Demonstration-performance	68
Lecture	2
Contracts	1
Use of supplementary materials	12
Other	20
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	34
● The teacher has formulated or selected specific objectives for each student.	30
● The teacher has formulated or selected specific objectives for the entire class.	41
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	27
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	25
● Performance of students is measured in terms of objectives set for each individual.	28
● Performance of students is measured in terms of objectives set for the entire class.	27
● Visible records are kept of class performance.	30
● Records of each student's performance are kept with respect to each objective.	27
● Students are kept informed of their progress.	44
● Students are involved in self-evaluation.	26
● Parents are informed of students' progress.	45
● No indication	

11. Total Funding for 1972-73 school year: \$60,000



3. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment \*

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<u>STUDENT</u>					
Student Attitude	X		X		
Student Behavior	X				X
Student Reading Achievement	X		X		
Reading-Related Skills					
<u>TEACHER</u>					
Teacher Competency					
Teacher Attitude	X				X
Teacher Behavior					
<u>PARENT/COMMUNITY</u>					
Parent/Community Involvement	X		X		
Parent Attitude					
<u>PROGRAM</u>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement		X	
Reading-Related Skills			
Social Skills			
Attitude			X
<u>TEACHER</u>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<u>PARENT/COMMUNITY</u>			
Support			
Involvement		X	
<u>PROGRAM</u>			
Success of Inservice Training		X	
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 0602

# INDIVIDUAL SITE ASSESSMENT

School: 0602

Grades: K-6

## A. School Characteristics

### 1. Geographic Region

A	B	C	D	E*	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

### 2. Urban-Rural Index

Urban	Suburban	Rural
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 3. Student Population (Total School)

- Total Reported Enrollment 622
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>71</u>	7	<u>          </u>
1	<u>78</u>	8	<u>          </u>
2	<u>63</u>	9	<u>          </u>
3	<u>76</u>	10	<u>          </u>
4	<u>121</u>	11	<u>          </u>
5	<u>101</u>	12	<u>          </u>
6	<u>112</u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>0.4</u>
Asian	<u>0.5</u>
Black	<u>0.6</u>
Mexican American	<u>12</u>
Puerto Rican	<u>          </u>
White	<u>86.5</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	71			12			87	
1	78			12			87	
2	63			12			87	
3	76			12			87	
4	121			12			87	
5	101			12			87	
6	112			12			87	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

o Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2	1.3	0.8
3	1.5	1.0
4	1.6	1.2
5	1.1	1.0
6	1.5	0.9

o Overall Mean Gain for School  
(means adjusted for differing class sizes) 1.4 1.0

o Name of Standardized Test(s) Used SAT

C. Right to Read Teacher Characteristics

o Total Number Reported	21	
o Age	Mean 35	Range 22-55+
o No. Years Teaching Experience	9	1-27
o Sex	No. Male 2	Female 19
	Percent 10	90

o Ethnicity	No.	Mexican Puerto Rican White Other Indication						
	Percent	Amr Ind 1/5	Asian 1/5	Black	Amer	18/90		
o Degree	No.	BA or BS MA or MS PhD Other No Indication						
		18	2		1			
o Area of Degree	No.	Human- Fine Arts PhysSci Math Other Indication						
		18			1	1	1	
o Job Title	No.	Read Spec Reading Teacher Bilingual Spec Multi Subject Other No Indication						
					19	1		
o Residential Index	No.	Inner City Urban Suburban Rural No Indication						
		1	5	15				

\*Total number of classes for which achievement data were reported: 18

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

No Indication or Not Included in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement	2	3	7	1		8
In-service Training	17	3	1			
Reading Specialist	7	9	2			3
Instructional Materials	12	8				1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

20
1

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	



**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning    Student/Teacher Needs Assessment    Task Assignments    Display Program Progress    Reference Source

--	--	--	--	--

Forecast Outcomes    Information Dissemination    No Indication

		X
--	--	---

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	X
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	X
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

			X
--	--	--	---

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences


9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	92%
● Were paid	52%
● Were: Parent	56%
Student teacher	
Community organization member	
High school student	48%
Other	24%
● Average number of hours aides worked per semester	188
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	11	2	

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

• Training areas:

- |                                     |                          |                                       |                                     |
|-------------------------------------|--------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/> | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/> | Instructional materials               | <input type="checkbox"/>            |
| Language development                | <input type="checkbox"/> | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/> | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP

X
X

- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication


**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication




4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

103
112
76

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

236
45
38
7
9
16
27

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

30
46
115

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 25

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English	100%	92%
Non-Standard English		5
Spanish		1
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis	26
Code emphasis	22
Linguistics	8
Modified alphabet	1
Responsive environment	8
Programmed learning	5
Individualized reading	11
Language experience	34
Eclectic or teacher's own	49
Other	0
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	5
Other programmed instruction	10
Gaming/simulation	8
Instructional TV	11
Interactive media	3
Intensive involvement	7
Discussion groups	31
Demonstration-performance	32
Lecture	8
Contracts	2
Use of supplementary materials	38
Other	7
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	24
● The teacher has formulated or selected specific objectives for each student.	19
● The teacher has formulated or selected specific objectives for the entire class.	25
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
● Performance of students is measured in terms of objectives set for each individual.	20
● Performance of students is measured in terms of objectives set for the entire class.	11
● Visible records are kept of class performance.	22
● Records of each student's performance are kept with respect to each objective.	17
● Students are kept informed of their progress.	22
● Students are involved in self-evaluation.	20
● Parents are informed of students' progress.	25
● No indication	

**11. Total Funding for 1972-73 school year: \$40,000**

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN  
PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills	X		
Social Skills			
Attitude			X
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 0801



## INDIVIDUAL SITE ASSESSMENT

School: 0801  
 Grades: K-5

### A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 928
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>109</u>	7	
1	<u>153</u>	8	
2	<u>143</u>	9	
3	<u>174</u>	10	
4	<u>176</u>	11	
5	<u>173</u>	12	
6			

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	
Asian	
Black	90
Mexican American	
Puerto Rican	
White	10
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program; 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	109		78				21	1
1	153		83				14	3
2	143		88				9	3
3	174		91				8	1
4	176		92				8	
5	173		93				7	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

a Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1	2.9	0.8
2	0.6	0.8
3	1.7	1.2
4	1.7	1.5
5	1.4	1.1
6		

b Overall Mean Gain for School  
(means adjusted for differing class sizes)

1.6

1.3

c Name of Standardized  
Test(s) Used

Lee Clark; CTBS

C. Right to Read Teacher Characteristics

• Total Number Reported

25

• Age

Mean

35

Range

22-55+

• No. Years Teaching Experience

9

1-36

• Sex

No.  
Percent

Male

3

12

Female

22

88

Ethnicity	No.	Mexican Puerto Rican White Other						No Indication
		Amr Ind	Asian	Black	Amer	Rican	White	
	1	10				13	1	
	4	40				52	4	

Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication
	21		4			

Area of Degree	No.	Human- Fine Arts					Phys Sci Math		No Indication
		Educ	Soc Sci	ities	Arts	Phys Sci	Math	Other	
	25								

Job Title	No.	Read Reading Bilingual Multi			Other		No Indication
		Spec	Teacher	Spec	Subject	Other	
					22	2	

Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication
	1	7	15			

\*Total number of classes for which achievement data were reported: 28

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement	3	5	4	3		10
In-service Training	8	8	6			3
Reading Specialist		4	5			16
Instructional Materials	16	7				2

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

23
1
1

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)			X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
			X	

Forecast Information  
Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

**G. Parent Involvement**

● **Extent of Involvement**

**High    Medium    Low    No Indication**

	X		
--	---	--	--

● **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	25%
●	Were paid	23%
●	Were: Parent	18%
	Student teacher	1 %
	Community organization member	4 %
	High school student	8 %
	Other	4 %
●	Average number of hours aides worked per semester	106
●	Types of Activities Performed:	
	Tutoring students	x
	Marking tests	x
	Distributing materials	x
	Working in small and large groups	x
	Preparing materials	x
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	x
	Classroom maintenance	x
	Supervising field trips	
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
16	9		



I. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

● Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

● Training areas:

- |                                     |                          |                                       |                                     |
|-------------------------------------|--------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/> | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/> | Instructional materials               | <input type="checkbox"/>            |
| Language development                | <input type="checkbox"/> | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/> | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP

X
X
X

- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X
X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
		X	

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

120
171
30

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher -- multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

304
3
6
10
2
60
4

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

84
37
92

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 25

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	98%	99%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication	2	

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	24
Code emphasis	34
Linguistics	22
Modified alphabet	1
Responsive environment	9
Programmed learning	67
Individualized reading	47
Language experience	23
Eclectic or teacher's own	23
Other	8
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	47
Other programmed instruction	54
Gaming/simulation	7
Instructional TV	4
Interactive media	2
Intensive involvement	3
Discussion groups	18
Demonstration-performance	20
Lecture	10
Contracts	1
Use of supplementary materials	32
Other	1
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	23
• The teacher has formulated or selected specific objectives for each student.	25
• The teacher has formulated or selected specific objectives for the entire class.	23
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
• Performance of students is measured in terms of objectives set for each individual.	23
• Performance of students is measured in terms of objectives set for the entire class.	13
• Visible records are kept of class performance.	23
• Records of each student's performance are kept with respect to each objective.	19
• Students are kept informed of their progress.	25
• Students are involved in self-evaluation.	24
• Parents are informed of students' progress.	25
• No indication	

11. Total Funding for 1972-73 school year: \$40,000



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior	X				X
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude	X	X			
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			X
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1001

INDIVIDUAL SITE ASSESSMENT

School: 1001

Grades: 1-7

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
		X			

\*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 810
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K		7	94
1	133	8	
2	135	9	
3	124	10	
4	112	11	
5	95	12	
6	117		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	
Asian	
Black	9
Mexican American	
Puerto Rican	
White	91
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	133		5				95	
2	135		7				93	
3	124		7				93	
4	112		10				90	
5	95		10				90	
6	117		12				88	
7	94		12				88	
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

b Grade Level \*\*  
(includes only levels  
for which data were  
reported)

Mean Gain per Month.

St. Dev.

2

0.9

0.6

3

0.8

0.7

4

5

7

1.0

1.3

c Overall Mean Gain for School  
(means adjusted for differing class sizes)

0.9

0.9

d Name of Standardized  
Test(s) Used

SAT, Stanford Diagnostic

C. Right to Read Teacher Characteristics

• Total Number Reported

12

• Age

Mean

20

Range

22-47

• No. Years Teaching Experience

6

1-15

• Sex

No.  
Percent

Male

-

-

Female

12

100

• Ethnicity

No.  
Percent

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2		1			8		
Percent	18		9			73		

• Degree

No.

	BA or BS	MA or MS	PhD	Other	No Indication
No.	11	1			

• Area of Degree

No.

	Human-Educ	Soc Sci	Fine Arts	Phys Sci	Math	Other	No Indication
No.	11					1	

• Job Title

No.

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		3		9		

• Residential Index

No.

	Inner City	Urban	Suburban	Rural	No Indication
No.		3	9		

\* Total number of classes for which achievement data were reported: 14

\*\* Does not include combined grades

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	4	4	1			3
In-service Training	5	4	1			2
Reading Specialist	10	1	1			
Instructional Materials	10	1	1			

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

10
1
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

Director of County Schools Reading Center



**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
				X

Forecast Information  
Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	X
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	X
6. Develop or identify curriculum materials		16. Budget planning	X
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

	X		
--	---	--	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	88%
●	Were paid	82%
●	Were: Parent	29%
	Student teacher	
	Community organization member	
	High school student	
	Other	76%
●	Average number of hours aides worked per semester	281
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	
	Supervising field trips	
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	5		

**I. Program Characteristics**

**1. Inservice Training:**

● **Individuals responsible for training:**

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	X
Classroom teacher	
No indication	

● **Individuals trained:**

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	X
Parents	
No indication	

● **Training areas:**

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program		Evaluation	
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

			X
--	--	--	---

• **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X
X

**Implementation Phase**

• **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

• **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

• **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants	X	Status and reporting activities	X
Develop criteria for student selection or placement		Record progress	
Student diagnosis		Serve on special committees	
Identify tutors		Review program progress	X
Inservice training		Information dissemination	
Develop community involvement activities		Evaluation	X
		No indication	

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription		Supplementary materials	
Identification of student skill levels		Games, manipulatives	
Teacher observation		Audio-Visual, Multimedia	X
Contracts		Commercially made programs	
Individualized instruction		Student grouping	X
Progress checklists	X	Special classes	
Testing	X	Skill sessions	
Review case histories		Field trips	
Staff conferences		Reading/language center	
Student/teacher conferences		Reading specialist, tutors	
		Language experience approach	
		Basal text instruction	X
		No indication	



4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

182

Reading is taught indirectly through other subject matter

318

Special assistance is provided outside the classroom for students in special need of reading help

75

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

272

Reading specialist (responsible for more than one class)

34

Team teachers

45

Students doing cross-age teaching

0

Tutor-specialist

110

Tutor-aide

25

Other

0

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

48

Small groups (5 or fewer students)

25

Large groups (6 or more students)

219

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 17

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	97%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	62
Code emphasis	8
Linguistics	33
Modified alphabet	1
Responsive environment	22
Programmed learning	14
Individualized reading	37
Language experience	24
Eclectic or teacher's own	45
Other	0
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	3
Other programmed instruction	6
Gaming/simulation	8
Instructional TV	5
Interactive media	10
Intensive involvement	2
Discussion groups	30
Demonstration-performance	35
Lecture	17
Contracts	1
Use of supplementary materials	90
Other	0
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
• The teacher has formulated or selected specific objectives for each student.	13
• The teacher has formulated or selected specific objectives for the entire class.	13
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
• Performance of students is measured in terms of objectives set for each individual.	13
• Performance of students is measured in terms of objectives set for the entire class.	12
• Visible records are kept of class performance.	13
• Records of each student's performance are kept with respect to each objective.	10
• Students are kept informed of their progress.	16
• Students are involved in self-evaluation.	13
• Parents are informed of students' progress.	15
• No indication	

11. Total Funding for 1972-73 school year: \$50,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<u>TEACHER</u>			
Competency		X	
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<u>PARENT/COMMUNITY</u>			
Support			
Involvement			
<u>PROGRAM</u>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS: \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 1301**



# INDIVIDUAL SITE ASSESSMENT

School: 1301  
 Grades: 1-12

## A. School Characteristics

### 1. Geographic Region

A	B	C	D	E	F*
					X

\*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

### 2. Urban-Rural Index

Urban	Suburban	Rural
	X	

### 3. Student Population (Total School)

- Total Reported Enrollment 6,046
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K		7	537
1	437	8	517
2	475	9	588
3	433	10	536
4	469	11	464
5	533	12	426
6	511	Spec Ed.	100

### • Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	2
Asian	
Black	1
Mexican American	1
Puerto Rican	
White	96
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	150	1					98	
1	437	4					95	
2								
3								
4	469	4					95	
5								
6								
7								
8								
9								
10	110						100	
11								
12								

3. Reading Gain for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	_____	_____
2	_____	_____
3	_____	_____
4	1.2	1.1
5	_____	_____
10	0.5	1.1
Overall Mean Gain for School (means adjusted for differing class sizes)	1.1	1.1
Name of Standardized Test(s) Used	SAT	

C. Right to Read Teacher Characteristics

Total Number Reported	60	
Age	Mean: 39	Range: 22-55+
No. Years Teaching Experience	12	1-38
Sex	Male: 19 Percent: 32	Female: 41 68

Ethnicity	No.	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication	
	Percent	6		1		53			
Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication			
		43	16		1				
Area of Degree	No.	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indi- cation
		53	4	1	1			1	
Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication		
			1		52	4			
Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication			
			7	9	1				

\*Total number of classes for which achievement data were reported: 19

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

Effectiveness

No Indica-  
tion or Not  
Included  
in Program

	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		2	10	5		40
In-service Training	9	34	8	1		8
Reading Specialist	5	21	8	1	1	24
Instructional Materials	12	27	10	1		9

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

50
6
3
1

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Classroom Teacher	Classroom Teacher	Other	No Title Indicated
X						

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information	No Outcomes Dissemination	No Indication
		X

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials	X	13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	100%
●	Were paid	83%
●	Were:	
	Parent	2%
	Student teacher	27%
	Community organization member	2%
	High school student	65%
	Other	75%
●	Average number of hours aides worked per semester	56
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	35	3	



I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	X
Project director	X
Reading specialist	X
Classroom teacher	
No indication	

- Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	X
Paraprofessionals	X
Parents	
No indication	

- Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program		Evaluation	
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication


**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences


Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

81
116
14

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

387
2
38
9
6
43
5

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

54
12
40

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 48

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English  
 Non-Standard English  
 Spanish  
 French  
 American Indian language or dialect  
 Japanese  
 No indication

100%

97%
1
2

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis  
 Code emphasis  
 Linguistics  
 Modified alphabet  
 Responsive environment  
 Programmed learning  
 Individualized reading  
 Language experience  
 Eclectic or teacher's own  
 Other  
 No indication

19
12
1
0
7
6
44
8
12
13

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	4
Other programmed instruction	12
Gaming/simulation	4
Instructional TV	1
Interactive media	3
Intensive involvement	1
Discussion groups	24
Demonstration-performance	16
Lecture	18
Contracts	1
Use of supplementary materials	35
Other	5
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	39
● The teacher has formulated or selected specific objectives for each student.	33
● The teacher has formulated or selected specific objectives for the entire class.	45
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	38
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	30
● Performance of students is measured in terms of objectives set for each individual.	30
● Performance of students is measured in terms of objectives set for the entire class.	37
● Visible records are kept of class performance.	37
● Records of each student's performance are kept with respect to each objective.	31
● Students are kept informed of their progress.	47
● Students are involved in self-evaluation.	45
● Parents are informed of students' progress.	45
● No indication	

11. Total Funding for 1972-73 school year: \$40,000



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment\***

Project Objectives	Degree of Accomplishment				
	Objective was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills					
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior	X		X		
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel	X	X			

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach	X		
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1501

# INDIVIDUAL SITE ASSESSMENT

School: 1501

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 763
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>103</u>	7	
1	<u>96</u>	8	
2	<u>98</u>	9	
3	<u>139</u>	10	
4	<u>97</u>	11	
5	<u>120</u>	12	
6	<u>110</u>		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	
Asian	
Black	<u>42</u>
Mexican American	<u>30</u>
Puerto Rican	<u>18</u>
White	<u>10</u>
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	103		36	45		6	13	1
1	96		38	46		6	9	1
2	98		35	45		10	10	
3	139		41	42		4	11	2
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

o Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

Grade Level	Mean Gain per Month	St. Dev.
1		
2	0.6	0.6
3	0.7	0.5
4		
5		
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	0.7	0.5
Name of Standardized Test(s) Used	SAT	

C. Right to Read Teacher Characteristics

o Total Number Reported

17

o Age

Mean

37

Range

22-55+

o No. Years Teaching Experience

12

2-31

o Sex

No.  
Percent

Male

Female

16

100

o Ethnicity

No. Percent	Ethnicity						
	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other
	1		7			9	
	6		41			53	

o Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	5	12			

o Area of Degree

No.	Area of Degree						No Indi- cation
	Educ	Soc Sci	Human- ities	Fine Arts	Phys Sci	Math	
	17						

o Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
				17		

o Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
	4	6	7		

\*Total number of classes for which achievement data were reported: 10

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

	8	4			5
In-service Training	6	7			4
Reading Specialist	1	9	3		4
Instructional Materials	9	6	1		1

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

9
1
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					



E. Effectiveness of Right To Read Materials

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

X			
---	--	--	--

- **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	X
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	X
4. Work on the Unit Task Force		14. Advise on parental involvement	X
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X
X

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	100%
● Were paid	56%
● Were: Parent	61%
Student teacher	
Community organization member	44%
High school student	
Other	22%
● Average number of hours aides worked per semester	231
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	13		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	X
Project director	X
Reading specialist	X
Classroom teacher	
No indication	

• Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	X
Parents	
No indication	

• Training areas:

Learning theory		Instructional approach	X
Student background and self concept	X	Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program	X	Evaluation	X
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs

Develop proposal or work statement

Needs assessment

Develop diagnostic/prescriptive approach

Identify objectives

Gather data

Complete PPP


Develop materials

Inservice training

Budget

Information dissemination

Develop tests

Evaluation

No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>	Status and reporting activities	<input type="checkbox"/>
Develop criteria for student selection or placement	<input type="checkbox"/>	Record progress	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>	Serve on special committees	<input type="checkbox"/>
Identify tutors	<input type="checkbox"/>	Review program progress	<input checked="" type="checkbox"/>
Inservice training	<input checked="" type="checkbox"/>	Information dissemination	<input type="checkbox"/>
Develop community involvement activities	<input type="checkbox"/>	Evaluation	<input checked="" type="checkbox"/>
		No indication	<input type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	<input type="checkbox"/>	Supplementary materials	<input type="checkbox"/>
Identification of student skill levels	<input type="checkbox"/>	Games, manipulatives	<input type="checkbox"/>
Teacher observation	<input type="checkbox"/>	Audio-Visual, Multimedia	<input checked="" type="checkbox"/>
Contracts	<input type="checkbox"/>	Commercially made programs	<input type="checkbox"/>
Individualized instruction	<input type="checkbox"/>	Student grouping	<input checked="" type="checkbox"/>
Progress checklists	<input checked="" type="checkbox"/>	Special classes	<input type="checkbox"/>
Testing	<input checked="" type="checkbox"/>	Skill sessions	<input type="checkbox"/>
Review case histories	<input type="checkbox"/>	Field trips	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>	Reading/language center	<input type="checkbox"/>
Student/teacher conferences	<input type="checkbox"/>	Reading specialist, tutors	<input type="checkbox"/>
		Language experience approach	<input type="checkbox"/>
		Basal text instruction	<input checked="" type="checkbox"/>
		No indication	<input type="checkbox"/>



4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

167
135
10

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

274
0
65
1
1
1
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

7
37
188

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 18

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	97%	87%
Non-Standard English		
Spanish	3	10
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	116
Code emphasis	32
Linguistics	26
Modified alphabet	0
Responsive environment	7
Programmed learning	7
Individualized reading	12
Language experience	86
Eclectic or teacher's own	26
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	15
Other programmed instruction	12
Gaming/simulation	4
Instructional TV	0
Interactive media	3
Intensive involvement	9
Discussion groups	39
Demonstration-performance	74
Lecture	46
Contracts	0
Use of supplementary materials	38
Other	0
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	18
● The teacher has formulated or selected specific objectives for each student.	16
● The teacher has formulated or selected specific objectives for the entire class.	18
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	5
● Performance of students is measured in terms of objectives set for each individual.	14
● Performance of students is measured in terms of objectives set for the entire class.	13
● Visible records are kept of class performance.	8
● Records of each student's performance are kept with respect to each objective.	17
● Students are kept informed of their progress.	16
● Students are involved in self-evaluation.	14
● Parents are informed of students' progress.	17
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement			X
Reading-Related Skills		X	
Social Skills			X
Attitude		X	
<u>TEACHER</u>			
Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<u>PARENT/COMMUNITY</u>			
Support			X
Involvement			X
<u>PROGRAM</u>			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1502



## INDIVIDUAL SITE ASSESSMENT

School: 1502

Grades: K-8

### A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 823
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>69</u>	7	<u>112</u>
1	<u>72</u>	8	<u>106</u>
2	<u>86</u>	9	<u>        </u>
3	<u>73</u>	10	<u>        </u>
4	<u>76</u>	11	<u>        </u>
5	<u>77</u>	12	<u>        </u>
6	<u>66</u>	Spec Ed	<u>86</u>

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>        </u>
Asian	<u>        </u>
Black	<u>35</u>
Mexican American	<u>        </u>
Puerto Rican	<u>        </u>
White	<u>65</u>
Other	<u>        </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	30		53				47	
2	34		37				63	
3	31		33				67	
4	37		45				55	
5	28		33				67	
6	32		38				62	
7	39		21				79	
8	52		37				63	
9								
10								
11								
12								
Spec Ed 86								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

Grade Level  
(Includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

	1	3.0	3.3
	2	0.6	0.5
	3	1.0	0.7
	4	0.7	0.8
<u>1.2</u> <u>1.5</u>	5	0.8	0.6
<u>1.5</u> <u>1.1</u>	6	1.2	0.9
	Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.0
	Name of Standardized Test(s) Used	Gates MacGinitie	

C. Right to Read Teacher Characteristics

Total Number Reported

24

Age

Mean

37

Range

22-35+

No. Years Teaching Experience

13

1-28

Sex

No.  
Percent

Male

1

5

Female

23

95

Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2		1			21		
Percent	8		5			87		

Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	9	15			

Area of Degree

	Human-Ednc	Human-Soc Sci	Human-Fine Arts	Human-Phys Sci	Human-Math	Human-Other	No Indication
No.	23						1

Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		18	2	

Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.		13	11		

\*Total number of classes for which achievement data were reported: 25

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

Effectiveness

No Indica-  
tion or Not  
Included  
in Program

	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	3	10	1		9
In-service Training	6	9	6	1		2
Reading Specialist	11	6	6			1
Instructional Materials	14	6	1	1		2

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No: of  
Teachers:

Yes  
Yes, if changes are made  
Questionable  
No  
No Response

14
8
1
1

**D. Identification of Project Director**

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
				X		

**E. Effectiveness of Right To Read Materials**

	Very Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation	X	12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	X
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

**G. Parent Involvement**

● **Extent of Involvement**

High Medium Low No Indication

		X	
--	--	---	--

● **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials.
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	71%
● Were paid	71%
● Were: Parent	17%
Student teacher	
Community organization member	
High school student	
Other	54%
● Average number of hours aides worked per semester	152
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	
Classroom maintenance	X
Supervising field trips	X
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
15	2		



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs	<input type="checkbox"/>	Develop materials	<input type="checkbox"/>
Develop proposal or work statement	<input type="checkbox"/>	Inservice training	<input checked="" type="checkbox"/>
Needs assessment	<input type="checkbox"/>	Budget	<input type="checkbox"/>
Develop diagnostic/prescriptive approach	<input type="checkbox"/>	Information dissemination	<input type="checkbox"/>
Identify objectives	<input type="checkbox"/>	Develop tests	<input type="checkbox"/>
Gather data	<input type="checkbox"/>	Evaluation	<input type="checkbox"/>
Complete PPP	<input type="checkbox"/>	No indication	<input type="checkbox"/>

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

● **UTF members:**

Consultants	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Reading specialist	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Others	<input type="checkbox"/>
No indication	<input checked="" type="checkbox"/>

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication


3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

152

Reading is taught indirectly through other subject matter

136

Special assistance is provided outside the classroom for students in special need of reading help

80

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

311

Reading specialist (responsible for more than one class)

10

Team teachers

0

Students doing cross-age teaching

0

Tutor-specialist

8

Tutor-aide

72

Other

11

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

75

Small groups (5 or fewer students)

64

Large groups (6 or more students)

102

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 24

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	79
Code emphasis	16
Linguistics	10
Modified alphabet	0
Responsive environment	5
Programmed learning	6
Individualized reading	44
Language experience	23
Eclectic or teacher's own	28
Other	1
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine - based programmed instruction	17
Other programmed instruction	17
Gaming/simulation	5
Instructional TV	5
Interactive media	2
Intensive involvement	0
Discussion groups	18
Demonstration-performance	72
Lecture	7
Contracts	1
Use of supplementary materials	48
Other	14
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
● The teacher has formulated or selected specific objectives for each student.	23
● The teacher has formulated or selected specific objectives for the entire class.	23
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	12
● Performance of students is measured in terms of objectives set for each individual.	24
● Performance of students is measured in terms of objectives set for the entire class.	17
● Visible records are kept of class performance.	24
● Records of each student's performance are kept with respect to each objective.	19
● Students are kept informed of their progress.	24
● Students are involved in self-evaluation.	23
● Parents are informed of students' progress.	24
● No indication	

11. Total Funding for 1972-73 school year: \$40,000



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills					
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations	X	X			
Inservice Training	X	X			
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
<b><u>TEACHER</u></b>			X
Competency			
Attitude	X		
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance	X		
Significant Changes in Reading Approach			X
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1504

## INDIVIDUAL SITE ASSESSMENT

School: 1504  
 Grades: K-6

### A. School Characteristics

#### 1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

#### 2. Urban-Rural Index

Urban	Suburban	Rural
X		

#### 3. Student Population (Total School)

- Total Reported Enrollment 1128
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>192</u>	7	<u>          </u>
1	<u>173</u>	8	<u>          </u>
2	<u>160</u>	9	<u>          </u>
3	<u>153</u>	10	<u>          </u>
4	<u>157</u>	11	<u>          </u>
5	<u>142</u>	12	<u>          </u>
6	<u>140</u>	Spec Ed.	<u>15</u>

#### ● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>41</u>
Mexican American	<u>16</u>
Puerto Rican	<u>25</u>
White	<u>12</u>
Other	<u>6</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	192		34	22	1	31	6	3
1	173		49	13		20	13	4
2	160		50	15		19	15	
3	153		49	18		19	7	4
4	157		50	19		21	5	3
5	142		54	19	1	19	4	1
6	140	1	58	15		16	7	1
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1

2

3

4

5

6

1.0

1.2

1.2

1.1

0.7

0.9

0.9

1.1

0.9

1.1

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

- Name of Standardized  
Test(s) Used

MAT

C. Right to Read Teacher Characteristics

- Total Number Reported

31

- Age

Mean

Range

36

22-55+

- No. Years Teaching Experience

10

1-27

- Sex

No.  
Percent

Male

Female

3

28

10

90

- Ethnicity

		Mexican Puerto				No		
		Amer Ind	Asian Black	Amer Rican	White	Other	Indication	
No.		1	23		5			
Percent		4	79		17			

- Degree

		BA or BS	MA or MS	PhD	Other	No Indication
No.		18	12		1	

- Area of Degree

		Human-		Fine		No Indi-		
		Educ	Soc Sci	ities	Arts	Phys Sci	Math	Other cation
No.		28		2				1

- Job Title

		Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.			4	1	25	1	

- Residential Index

		Inner City	Urban	Suburban	Rural	No Indication
No.		13	13	5		

\*Total number of classes for which achievement data were reported: 20

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					No Indica- tion or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	1	5	4		20
In-service Training	1	12	12		3	3
Reading Specialist	1	4	6	6	4	10
Instructional Materials	1	3	10	5	4	8

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of  
Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

10
11
6
4

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	



**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
			X	

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	X
4. Work on the Unit Task Force	X	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	X
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D. C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	X
10. Staff development	X	20. No indication of activity	<input type="checkbox"/>

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

	X		
--	---	--	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	73%
● Were paid	57%
● Were: Parent	22%
Student teacher	5%
Community organization member	8%
High school student	
Other	35%
● Average number of hours aides worked per semester	187
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	13	1	4

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants  
 Technical Assistant Team (TAT) members  
 Project director  
 Reading specialist  
 Classroom teacher  
 No indication

X

- Individuals trained:

Reading specialist/teacher  
 Classroom teachers  
 Other staff  
 Paraprofessionals  
 Parents  
 No indication

X

- Training areas:

Learning theory	<input type="checkbox"/>	Instructional approach	<input checked="" type="checkbox"/>
Student background and self concept	<input type="checkbox"/>	Instructional materials	<input checked="" type="checkbox"/>
Language development	<input type="checkbox"/>	Teaching techniques	<input checked="" type="checkbox"/>
Motor and perceptual skills	<input type="checkbox"/>	Classroom organization and management	<input type="checkbox"/>
Right to Read Program	<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>
Diagnostic/prescriptive approach	<input checked="" type="checkbox"/>	No indication	<input type="checkbox"/>

X
X

X
X
X

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Not No  
Helpful Helpful Helpful Indication

			X
--	--	--	---

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent Frequent Infrequent No  
Frequent Frequent Infrequent Indication

	X		
--	---	--	--

● **Types of Activities:**

Meet with TATs	X	Develop materials	
Develop proposal or work statement		Inservice training	
Needs assessment	X	Budget	X
Develop diagnostic/prescriptive approach	X	Information dissemination	
Identify objectives	X	Develop tests	
Gather data		Evaluation	x
Complete PPP	X	No indication	

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X



**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

120
209
10

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

248
3
1
0
3
48
6

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

38
32
124

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 37

7. Classroom Language (All Classes Combined):

Language of Instruction  
(% of Time Language  
Used)

Native Language of Students  
(% of Students Speaking  
Language)

Standard English  
Non-Standard English  
Spanish  
French  
American Indian  
language or dialect  
Japanese  
No indication

87 %
2
10

62 %
6
28
4

8. Reading Approach:

Mean Number of  
Semester Hours  
Reported per Class

Meaning emphasis  
Code emphasis  
Linguistics  
Modified alphabet  
Responsive environment  
Programmed learning  
Individualized reading  
Language experience  
Eclectic or teacher's own  
Other  
No indication

39
15
18
3
3
16
20
23
21
1

9. Techniques Used for Reading Instruction:

Mean Number of  
Semester Hours  
Reported per Class

Machine-based programmed instruction	14
Other programmed instruction	20
Gaming/simulation	4
Instructional TV	0
Interactive media	4
Intensive involvement	5
Discussion groups	35
Demonstration-performance	25
Lecture	17
Contracts	1
Use of supplementary materials	27
Other	1
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	31
● The teacher has formulated or selected specific objectives for each student.	33
● The teacher has formulated or selected specific objectives for the entire class.	32
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	21
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	20
● Performance of students is measured in terms of objectives set for each individual.	33
● Performance of students is measured in terms of objectives set for the entire class.	23
● Visible records are kept of class performance.	25
● Records of each student's performance are kept with respect to each objective.	2
● Students are kept informed of their progress.	35
● Students are involved in self-evaluation.	33
● Parents are informed of students' progress.	35
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude	X		X		
Teacher Behavior	X	X			
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude	X		X		
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel	X	X			

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement			X
<b><u>PROGRAM</u></b>			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1505



## INDIVIDUAL SITE ASSESSMENT

School: 1505  
 Grades: K-5, 7, 8

### A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1291
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>142</u>	7	<u>147</u>
1	<u>170</u>	8	<u>161</u>
2	<u>165</u>	9	<u>          </u>
3	<u>171</u>	10	<u>          </u>
4	<u>166</u>	11	<u>          </u>
5	<u>169</u>	12	<u>          </u>
6	<u>          </u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>96</u>
Mexican American	<u>          </u>
Puerto Rican	<u>          </u>
White	<u>4</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	142		97				3	
1	170		99				1	
2	165		97				3	
3	171		98				2	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

o Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1

2

3

4

5

6

1.1

0.5

1.0

0.7

1.0

0.6

o Overall Mean Gain for School  
(means adjusted for differing class sizes)

o Name of Standardized  
Test(s) Used

MAT

C. Right to Read Teacher Characteristics

o Total Number Reported

19

o Age

Mean

31

Range

22-47

o No. Years Teaching Experience

7

1-23

o Sex

No.  
Percent

Male

-

Female

19

100

o Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		7			11		
Percent	7		36			57		

o Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	13	6			

o Area of Degree

	Human- Educ	Fine Soc Sci	ities	Arts	Phys Sci	Math	Other	No Indi- cation
No.	19							

o Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				19		

o Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.		12	7		

\*Total number of classes for which achievement data were reported: 10

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

	2	1	3		13
--	---	---	---	--	----

In-service Training

2	11	3			3
---	----	---	--	--	---

Reading Specialist

	7	4	1		7
--	---	---	---	--	---

Instructional Materials

2	10	5			2
---	----	---	--	--	---

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes

11
----

Yes, if changes are made

8
---

Questionable

--

No

--

No Response

--

D. Identification of Project Director

District Supl.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X	X			

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation	X	12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

			X
--	--	--	---

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences


9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	5%
●	Were paid	5%
●	Were: Parent	5%
	Student teacher	
	Community organization member	
	High school student	
	Other	
●	Average number of hours aides worked per semester	430
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	1		



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X
X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X
X

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP


- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

Reading is taught as a separate subject

166
-----

Reading is taught indirectly through other subject matter

4
---

Special assistance is provided outside the classroom for students in special need of reading help

19
----

No indication

--

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

Single teacher--multi-subjects

160
-----

Reading specialist (responsible for more than one class)

0
---

Team teachers

0
---

Students doing cross-age teaching

13
----

Tutor-specialist

0
---

Tutor-aide

2
---

Other

0
---

No indication

--

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

Individualized reading instruction

5
---

Small groups (5 or fewer students)

10
----

Large groups (6 or more students)

149
-----

No indication

--

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English	84%	83%
Non-Standard English	16	17
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis	12
Code emphasis	12
Linguistics	0
Modified alphabet	0
Responsive environment	3
Programmed learning	0
Individualized reading	4
Language experience	8
Eclectic or teacher's own	126
Other	4
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine - based programmed instruction	0
Other programmed instruction	0
Gaming/simulation	1
Instructional TV	10
Interactive media	0
Intensive involvement	2
Discussion groups	36
Demonstration - performance	65
Lecture	0
Contracts	0
Use of supplementary materials	25
Other	2
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	19
● The teacher has formulated or selected specific objectives for each student.	19
● The teacher has formulated or selected specific objectives for the entire class.	19
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	17
● Performance of students is measured in terms of objectives set for each individual.	18
● Performance of students is measured in terms of objectives set for the entire class.	18
● Visible records are kept of class performance.	18
● Records of each student's performance are kept with respect to each objective.	18
● Students are kept informed of their progress.	17
● Students are involved in self-evaluation.	1
● Parents are informed of students' progress.	18
● No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN  
PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior	X				X
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X				X
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<u>TEACHER</u>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<u>PARENT/COMMUNITY</u>			
Support			
Involvement			
<u>PROGRAM</u>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_ X \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1601

## INDIVIDUAL SITE ASSESSMENT

School: 1601  
 Grados: K-6

### A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 359
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>54</u>	7	
1	<u>37</u>	8	
2	<u>51</u>	9	
3	<u>48</u>	10	
4	<u>56</u>	11	
5	<u>64</u>	12	
6	<u>49</u>		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	
Asian	<u>0.5</u>
Black	<u>67</u>
Mexican American	
Puerto Rican	
White	<u>32</u>
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	54		55				45	
1	37		75				25	
2	51		72				28	
3	48		83				17	
4	56		69				31	
5	64		78		1		21	
6	49		77		1		22	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1	0.6	0.5
2	1.5	1.8
3	1.1	0.9
4	1.1	0.9
5	0.6	0.9
6	2.3	1.9
Overall Mean Gain for School (means adjusted for differing class sizes)	1.2	1.4

- Name of Standardized Test(s) Used

Metropolitan Reading

C. Right to Read Teacher Characteristics

- Total Number Reported: 16
- Age: Mean 35, Range 22-55+
- No. Years Teaching Experience: 8, Range 1-22
- Sex:
 

	Male	Female
No.	2	14
Percent	13	87

- Ethnicity:
 

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.		1	2			13		
Percent		7	12			81		
- Degree:
 

	BA or BS	MA or MS	PhD	Other	No Indication
No.	10	5		1	
- Area of Degree:
 

	Human- Educ	Fine Soc Sci	Arts ities	PhysSci	Math	Other	No Indi- cation
No.	14						2
- Job Title:
 

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		14		
- Residential Index:
 

	Inner City	Urban	Suburban	Rural	No Indication
No.	1	9	4	2	

\*Total number of classes for which achievement data were reported: 14

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

3	4	4	2		3
---	---	---	---	--	---

In-service Training

6	6	2	1		1
---	---	---	---	--	---

Reading Specialist

6	5	2			3
---	---	---	--	--	---

Instructional Materials

11	4				1
----	---	--	--	--	---

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes

12

Yes, if changes are made

1

Questionable

No

1

No Response

2

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					



**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	<input type="checkbox"/>	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D. C.	<input type="checkbox"/>
9. Identify objectives	X	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	X	20. No indication of activity	<input type="checkbox"/>

**G. Parent Involvement**

• **Extent of Involvement**

High	Medium	Low	No Indication
			X

• **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences


9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	82%
● Were paid	65%
● Were: Parent	18%
Student teacher	6%
Community organization member	
High school student	
Other	71%
● Average number of hours aides worked per semester	614
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	5	2	2

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	X
Classroom teacher	
No indication	

• Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	
Parents	
No indication	

• Training areas:

Learning theory		Instructional approach	
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program	X	Evaluation	
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs

Develop proposal or work statement

Needs assessment

Develop diagnostic/prescriptive approach

Identify objectives

Gather data

Complete PPP

X

Develop materials

Inservice training

Budget

Information dissemination

Develop tests

Evaluation

No indication


Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs/consultants
- Develop criteria for student selection or placement
- Student diagnosis
- Identify tutors
- Inservice training
- Develop community involvement activities


- Status and reporting activities
- Record progress
- Serve on special committees
- Review program progress
- Information dissemination
- Evaluation
- No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

- Individualized prescription
- Identification of student skill levels
- Teacher observation
- Contracts
- Individualized instruction
- Progress checklists
- Testing
- Review case histories
- Staff conferences
- Student/teacher conferences


- Supplementary materials
- Games, manipulatives
- Audio-Visual, Multimedia
- Commercially made programs
- Student grouping
- Special classes
- Skill sessions
- Field trips
- Reading/language center
- Reading specialist, tutors
- Language experience approach
- Basal text instruction
- No indication

X



4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

185
135
44

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

383
0
64
18
33
364
48

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

82
93
109

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 17

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	3
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	2
Individualized reading	3
Language experience	2
Eclectic or teacher's own	333
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of Semester Hours Reported per Class**

Machine - based programmed instruction	3
Other programmed instruction	55
Gaming/simulation	1
Instructional TV	9
Interactive media	3
Intensive involvement	4
Discussion groups	26
Demonstration - performance	212
Lecture	0
Contracts	3
Use of supplementary materials	137
Other	1
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
● The teacher has formulated or selected specific objectives for each student.	12
● The teacher has formulated or selected specific objectives for the entire class.	13
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	9
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	15
● Performance of students is measured in terms of objectives set for the entire class.	7
● Visible records are kept of class performance.	14
● Records of each student's performance are kept with respect to each objective.	9
● Students are kept informed of their progress.	15
● Students are involved in self-evaluation.	13
● Parents are informed of students' progress.	15
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b>STUDENT</b>					
Student Attitude	X	X			
Student Behavior	X		X		
Student Reading Achievement	X	X			
Reading-Related Skills	X		X		
<b>TEACHER</b>					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
<b>PARENT/COMMUNITY</b>					
Parent/Community Involvement	X				X
Parent Attitude					
<b>PROGRAM</b>					
Information Dissemination	X	X			
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills	X		
Social Skills	X		
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement			X
<b><u>PROGRAM</u></b>			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 1701



INDIVIDUAL SITE ASSESSMENT

School: 1701

Grades: K-6

A. School Characteristics

1. Geographic Region

A B C D E\* F

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban      Suburban      Rural  
           

3. Student Population (Total School)

- Total Reported Enrollment 193
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>24</u>	7	<u>          </u>
1	<u>26</u>	8	<u>          </u>
2	<u>21</u>	9	<u>          </u>
3	<u>31</u>	10	<u>          </u>
4	<u>27</u>	11	<u>          </u>
5	<u>19</u>	12	<u>          </u>
6	<u>27</u>	Spec Ed. 1	<u>7</u>
		Spec Ed. 2	<u>11</u>

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>0.5</u>
Asian	<u>          </u>
Black	<u>34</u>
Mexican American	<u>0.5</u>
Puerto Rican	<u>          </u>
White	<u>          </u>
Other	<u>65</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	24		38				62	
1	26		19				81	
2	21	5	33				62	
3	31		55				45	
4	27		30				70	
5	19		5				95	
6	27		37				63	
7								
8								
9								
10								
11								
12								
Spec Ed 1	7		43	14			43	
Spec Ed 2	11		46				54	

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2	0.7	0.2
3	1.1	1.0
4	0.7	0.7
5	0.3	0.9
6	0.9	1.2
	0.8	0.8

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

Name of Standardized Test(s) Used Durrell, ITBS

C. Right to Read Teacher Characteristics

Total Number Reported	10	
Age	Mean: 43	Range: 22-55+
No. Years Teaching Experience	19	
Sex	Male	Female
	No. Percent: 1 / 10	9 / 90

Ethnicity	No.	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
	Percent		20			80		
Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication		
		9	1					
Area of Degree	No.	Human-Educ	Fine Arts	Sci	Phys	Math	Other	No Indication
		8	1				1	
Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication	
					7	2		
Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication		
		1	3		6			

\*Total number of classes for which achievement data were reported: 9

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		1	3	4		2
In-service Training	7	1	2			
Reading Specialist	4	1	2	3		
Instructional Materials	4	3	3			

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

7
1
2

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D.C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information  
Outcomes Dissemination No Indication

	X	
--	---	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

			X
--	--	--	---

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences


9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	83%
●	Were paid	58%
●	Were: Parent	17%
	Student teacher	25%
	Community organization member	33%
	High school student	17%
	Other	42%
●	Average number of hours aides worked per semester	151
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	
	Other _____	

- **Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)**

Very Effective	Effective	Ineffective	Very Ineffective
5	5		



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input checked="" type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input checked="" type="checkbox"/> |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

X
X

X
X
X
X

- **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

- **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

- **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

X			
---	--	--	--

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP


Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

● Types of Activities:

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
x
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X
X
X
X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

97
91
2

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

240
32
183
14
6
51
19

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

58
38
62

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 12

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	37
Code emphasis	20
Linguistics	13
Modified alphabet	10
Responsive environment	31
Programmed learning	21
Individualized reading	57
Language experience	16
Eclectic or teacher's own	25
Other	8
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction  
Other programmed instruction  
Gaming/simulation  
Instructional TV  
Interactive media  
Intensive involvement  
Discussion groups  
Demonstration-performance  
Lecture  
Contracts  
Use of supplementary materials  
Other  
No indication

7
24
7
17
1
16
22
45
17
1
58
2

**10. Classroom Evaluation Procedures:**

**Number of  
Classrooms  
in Which  
Procedure  
Used**

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
● The teacher has formulated or selected specific objectives for each student.	11
● The teacher has formulated or selected specific objectives for the entire class.	9
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	9
● Performance of students is measured in terms of objectives set for each individual.	10
● Performance of students is measured in terms of objectives set for the entire class.	8
● Visible records are kept of class performance.	8
● Records of each student's performance are kept with respect to each objective.	10
● Students are kept informed of their progress.	11
● Students are involved in self-evaluation.	9
● Parents are informed of students' progress.	12
● No indication	

11. Total Funding for 1972-73 school year: \$30,000



**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency	X				X
Teacher Attitude	X	X			
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude	X	X			
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X		X		
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

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EDUCATION & WELFARE  
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# evaluation of school-based right to read sites

## volume III individual site assessments, part 2

OCTOBER 1973

PREPARED FOR:  
U.S. OFFICE OF EDUCATION  
WASHINGTON, D.C.

*CRI*

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CS 001 077

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## INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J, reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.

School: 1801

INDIVIDUAL SITE ASSESSMENT

School: 1801  
 Grades: 1-8

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
		X			

\*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 477
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K		7	64
1	56	8	63
2	57	9	
3	66	10	
4	57	11	
5	54	12	
6	60		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	
Asian	
Black	
Mexican American	
Puerto Rican	
White	100
Other	



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	56						100	
2	57						100	
3	66						100	
4	57						100	
5	54						100	
6	60						100	
7	64						100	
8	63						100	
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

o Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
7	1.0	1.5
8	0.9	1.5
2	1.1	0.6
3	0.6	0.6
4	0.7	0.8
5	0.3	1.1
6	0.8	1.3

o Overall Mean Gain for School 0.8  
(means adjusted for differing class sizes)

o Name of Standardized  
Test(s) Used

CAT

C. Right to Read Teacher Characteristics

o Total Number Reported

17

o Age

Mean

37

Range

22-52

o No. Years Teaching Experience

16

2-29

o Sex

No.  
Percent

Male

-

Female

17

100

o Ethnicity

		Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1						16		
Percent	6						94		

o Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
10		7			

o Area of Degree

No.	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indication
17								

o Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
2				13	2	

o Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
				17	

\*Total number of classes for which achievement data were reported: 18

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

	Excellent	Good	Adequate	Poor	Very Poor	No Indica- tion or Not Included in Program
Parent Involvement		5	5	4		3
In-service Training	2	11	2			2
Reading Specialist	4	11				2
Instructional Materials	4	11	1			1

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

17

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information  
Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**    **Very**                      **Not**                      **No**  
    **Helpful**    **Helpful**    **Helpful**    **Indication**

X			
---	--	--	--

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	X
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

• Extent of Involvement

High	Medium	Low	No Indication
X			

• Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X
X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	93%
●	Were paid	80%
●	Were: Parent	80%
	Student teacher	13%
	Community organization member	
	High school student	
	Other	40%
●	Average number of hours aides worked per semester	353
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
12	2		1

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	X
Project director	X
Reading specialist	X
Classroom teacher	
No indication	

• Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	X
Parents	
No indication	

• Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program		Evaluation	
Diagnostic/prescriptive approach	X	No indication	



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

X
X

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X
X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

193
107
95

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

104
0
205
0
115
17
6

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

41
16
279

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 15

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	84%
Non-Standard English		2
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		14

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	86
Code emphasis	43
Linguistics	17
Modified alphabet	0
Responsive environment	8
Programmed learning	36
Individualized reading	56
Language experience	28
Eclectic or teacher's own	17
Other	3
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of  
Semester Hours  
Reported per Class

Machine-based programmed instruction	17
Other programmed instruction	39
Gaming/simulation	4
Instructional TV	9
Interactive media	39
Intensive involvement	0
Discussion groups	33
Demonstration-performance	89
Lecture	7
Contracts	1
Use of supplementary materials	69
Other	5
No indication	

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
● The teacher has formulated or selected specific objectives for each student.	14
● The teacher has formulated or selected specific objectives for the entire class.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
● Performance of students is measured in terms of objectives set for each individual.	10
● Performance of students is measured in terms of objectives set for the entire class.	10
● Visible records are kept of class performance.	14
● Records of each student's performance are kept with respect to each objective.	6
● Students are kept informed of their progress.	15
● Students are involved in self-evaluation.	12
● Parents are informed of students' progress.	14
● No indication	

11. Total Funding for 1972-73 school year: \$50,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X				X
Reading-Related Skills					
<b><u>TEACHER</u></b>					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement		X	
Reading-Related Skills			X
Social Skills			X
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement			X
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 2101**

INDIVIDUAL SITE ASSESSMENT

School: 2101  
 Grades: K-6

School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 968
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>144</u>	7	<u>          </u>
1	<u>145</u>	8	<u>          </u>
2	<u>145</u>	9	<u>          </u>
3	<u>145</u>	10	<u>          </u>
4	<u>117</u>	11	<u>          </u>
5	<u>117</u>	12	<u>          </u>
6	<u>117</u>	Spec Ed.	<u>38</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>1</u>
Asian	<u>1</u>
Black	<u>          </u>
Mexican American	<u>          </u>
Puerto Rican	<u>          </u>
White	<u>98</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	144						100	
1	145						100	
2	145				1		99	
3	145						100	
4	117						100	
5	117						100	
6	117						100	
7								
8								
9								
10								
11								
12								
Spec Ed	38						100	

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	_____	_____
2	_____	_____
3	0.8	--
4	0.7	0.6
5	0.8	0.7
6	0.9	0.7
Overall Mean Gain for School (means adjusted for differing class sizes)	0.8	0.7
Name of Standardized Test(s) Used	ITBS	

C. Right to Read Teacher Characteristics

- Total Number Reported:
- Age: Mean  Range
- No. Years Teaching Experience:
- Sex:
 

	Male	Female
No.	<input type="text" value="1"/>	<input type="text" value="22"/>
Percent	<input type="text" value="5"/>	<input type="text" value="95"/>

- Ethnicity:
 

	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.		8			14		1
Percent		34			60		6
- Degree:
 

	BA or BS	MA or MS	PhD	Other	No Indication
No.	19	3			
- Area of Degree:
 

	Human-Educ	Soc Sci	ities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	22							1
- Job Title:
 

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				22	1	
- Residential Index:
 

	Inner City	Urban	Suburban	Rural	No Indication
No.	4	6	13		

\*Total number of classes for which achievement data were reported: 12

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement	1	3	4			15
In-service Training	6	5	4			8
Reading Specialist	2	4	4		3	10
Instructional Materials	2	3	4	3		11

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

14
4
2
3

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)			X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X



**F. Technical Assistant Utilization**

- **Rating of Helpfulness:**    Very                                  Not                                  No  
    Helpful    Helpful    Helpful    Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	X
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	X
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

● Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

● Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	9%
●	Were paid	9%
●	Were: Parent	4%
	Student teacher	
	Community organization member	
	High school student	
	Other	4%
●	Average number of hours aides worked per semester	450
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	1		

I. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	X
Classroom teacher	X
No indication	

● Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	
Parents	
No indication	

● Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program	X	Evaluation	
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

• **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP

X

- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

**Implementation Phase**

• **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

• **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X
X
X

• **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of  
Semester Hours  
Reported per Class

Reading is taught as a separate subject

92

Reading is taught indirectly  
through other subject matter

180

Special assistance is provided outside the  
classroom for students in special need of  
reading help

26

No indication

5. Student/Teacher Organization:

Mean Number of  
Semester Hours  
Reported per Class

Single teacher--multi-subjects

342

Reading specialist (responsible for more  
than one class)

6

Team teachers

4

Students doing cross-age teaching

15

Tutor-specialist

0

Tutor-aide

6

Other

0

No indication

6. Student Organization:

Mean Number of  
Semester Hours  
Reported per Class

Individualized reading instruction

19

Small groups (5 or fewer students)

16

Large groups (6 or more students)

133

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23



## 7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	99 %
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

## 8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	50
Code emphasis	28
Linguistics	4
Modified alphabet	0
Responsive environment	9
Programmed learning	10
Individualized reading	17
Language experience	10
Eclectic or teacher's own	16
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	7
Other programmed instruction	38
Gaming/simulation	6
Instructional TV	16
Interactive media	6
Intensive involvement	2
Discussion groups	44
Demonstration-performance	91
Lecture	47
Contracts	2
Use of supplementary materials	62
Other	0
No indication	

## 10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
● The teacher has formulated or selected specific objectives for each student.	17
● The teacher has formulated or selected specific objectives for the entire class.	21
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	12
● Performance of students is measured in terms of objectives set for each individual.	18
● Performance of students is measured in terms of objectives set for the entire class.	17
● Visible records are kept of class performance.	15
● Records of each student's performance are kept with respect to each objective.	17
● Students are kept informed of their progress.	20
● Students are involved in self-evaluation.	22
● Parents are informed of students' progress.	23
● No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN  
PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior	X				X
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X				X
Parent Attitude	X				X
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS     X    

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS  X

School: 2105

INDIVIDUAL SITE ASSESSMENT

School: 2105  
 Grades: 1-6

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 828
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>121</u>	7	<u>          </u>
1	<u>135</u>	8	<u>          </u>
2	<u>125</u>	9	<u>          </u>
3	<u>121</u>	10	<u>          </u>
4	<u>114</u>	11	<u>          </u>
5	<u>111</u>	12	<u>          </u>
6	<u>101</u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>1</u>
Black	<u>6</u>
Mexican American	<u>          </u>
Puerto Rican	<u>1</u>
White	<u>92</u>
Other	<u>          </u>



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	135		13		3	1	81	3
2	125		13				84	3
3	121		11		2		85	2
4	114		7		4		88	2
5	111		11				89	
6	101		5				95	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

7

- Grade Level \*\*  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	1.0	0.8

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.9 0.6

- Name of Standardized Test(s) Used

ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported

21

- Age

Mean  
45

Range

27-55+

- No. Years Teaching Experience

14

2-37

- Sex

No. Percent

Male  
1  
6

Female  
18  
94

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	3		2			14		
Percent	15		12			73		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	18	2			

- Area of Degree

	Human- Educ	Human- Soc Sci	Fine Arts	Phys Sci	Math	Other	No Indi- cation
No.	17	1	1	1			

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				20		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.	1	6	12		

\*Total number of classes for which achievement data were reported: 13

\*\*Does not include combined classes

- Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

Effectiveness

No Indica-  
tion or Not  
Included  
in Program

Excellent Good Adequate Poor Very Poor

Parent Involvement

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	6					15
In-service Training	3	1				17
Reading Specialist	5	7	2	3		4
Instructional Materials	3	10	4			4

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

Yes

7

Yes, if changes are made

5

Questionable

3

No

2

No Response

4

D. Identification of Project Director:

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination

No Indication
X

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	<input type="checkbox"/>	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or Identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D.C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	<input type="checkbox"/>	20. No indication of activity	X

**G. Parent Involvement**

- **Extent of Involvement**

High Medium Low No Indication

	X		
--	---	--	--

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	5%
● Were paid	0
● Were: Parent	5%
Student teacher	5%
Community organization member	0
High school student	0
Other	0
● Average number of hours aides worked per semester	15
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1			

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input type="checkbox"/>            |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input type="checkbox"/>            |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input checked="" type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/>            | No indication                         | <input type="checkbox"/>            |



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observation.

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP


- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>
Develop criteria for student selection or placement	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>
Identify tutors	<input type="checkbox"/>
Inservice training	<input type="checkbox"/>
Develop community involvement activities	<input type="checkbox"/>

Status and reporting activities	<input type="checkbox"/>
Record progress	<input type="checkbox"/>
Serve on special committees	<input type="checkbox"/>
Review program progress	<input type="checkbox"/>
Information dissemination	<input checked="" type="checkbox"/>
Evaluation	<input type="checkbox"/>
No indication	<input type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	<input checked="" type="checkbox"/>
Identification of student skill levels	<input checked="" type="checkbox"/>
Teacher observation	<input type="checkbox"/>
Contracts	<input type="checkbox"/>
Individualized instruction	<input type="checkbox"/>
Progress checklists	<input type="checkbox"/>
Testing	<input type="checkbox"/>
Review case histories	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>
Student/teacher conferences	<input type="checkbox"/>

Supplementary materials	<input type="checkbox"/>
Games, manipulatives	<input type="checkbox"/>
Audio-Visual, Multimedia	<input type="checkbox"/>
Commercially made programs	<input type="checkbox"/>
Student grouping	<input type="checkbox"/>
Special classes	<input type="checkbox"/>
Skill sessions	<input type="checkbox"/>
Field trips	<input type="checkbox"/>
Reading/language center	<input type="checkbox"/>
Reading specialist, tutors	<input type="checkbox"/>
Language experience approach	<input type="checkbox"/>
Basal text instruction	<input type="checkbox"/>
No indication	<input type="checkbox"/>

4. Program Location:<sup>\*</sup>Mean Number of  
Semester Hours  
Reported per Class

Reading is taught as a separate subject

Reading is taught indirectly  
through other subject matter

Special assistance is provided outside the  
classroom for students in special need of  
reading help

No indication

113
172
64

## 5. Student/Teacher Organization:

Mean Number of  
Semester Hours  
Reported per Class

Single teacher--multi-subjects

Reading specialist (responsible for more  
than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication.

416
4
0
0
13
1
0

## 6. Student Organization:

Mean Number of  
Semester Hours  
Reported per Class

Individualized reading instruction

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

11
3
100

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21

## 7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English	100 %	95%
Non-Standard English		1
Spanish		1
French		
American Indian language or dialect		
Japanese		
No indication		3

## 8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis	41
Code emphasis	45
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	1
Individualized reading	0
Language experience	0
Eclectic or teacher's own	24
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine - based programmed instruction	11
Other programmed instruction	2
Gaming/simulation	1
Instructional TV	2
Interactive media	2
Intensive involvement	0
Discussion groups	19
Demonstration-performance	25
Lecture	3
Contracts	1
Use of supplementary materials	6
Other	22
No indication	

## 10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
• The teacher has formulated or selected specific objectives for each student.	19
• The teacher has formulated or selected specific objectives for the entire class.	21
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
• Performance of students is measured in terms of objectives set for each individual.	19
• Performance of students is measured in terms of objectives set for the entire class.	18
• Visible records are kept of class performance.	16
• Records of each student's performance are kept with respect to each objective.	16
• Students are kept informed of their progress.	20
• Students are involved in self-evaluation.	12
• Parents are informed of students' progress.	21
• No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment**

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS     X    

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 2402**

INDIVIDUAL SITE ASSESSMENT

School: 2402

Grados: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 186
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>25</u>	7	<u>          </u>
1	<u>26</u>	8	<u>          </u>
2	<u>20</u>	9	<u>          </u>
3	<u>33</u>	10	<u>          </u>
4	<u>28</u>	11	<u>          </u>
5	<u>26</u>	12	<u>          </u>
6	<u>28</u>		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>2</u>
Asian	<u>          </u>
Black	<u>          </u>
Mexican American	<u>1</u>
Puerto Rican	<u>          </u>
White	<u>96</u>
Other	<u>1</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	25			4			96	
1	26				3		97	
2	20	5					95	
3	33						100	
4	28						100	
5	26	3.5		3.5			92	
6	28	3					97	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(See Vol. II, V, A for detailed report)

7

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1		
2	0.7	0.7
3	1.0	1.0
4	1.3	1.3
5	1.0	0.9
6	0.8	1.2
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.1
Name of Standardized Test(s) Used	SAT	

C. Right to Read Teacher Characteristics

Total Number Reported	9	
Age	Mean: 34	Range: 22-55+
No. Years Teaching Experience	9	
Sex	Male	Female
	No. 3 Percent 58	No. 5 Percent 62

Ethnicity	No.	Amr	Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
	Percent							8	100	
Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication				
		8								
Area of Degree	No.	Human-Educ	Soc Sci	Human-Sci	Fine Arts	Phys Sci	Math	Other	No Indication	
		8								
Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication			
					4	3				
Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication				
					8					

\*Total number of classes for which achievement data were reported: 5

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		3	2	1		3
In-service Training	3	4	1			1
Reading Specialist	1	3	3			2
Instructional Materials	4	2	2			1

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

7
1
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

● Program Planning Procedure (PPP)	Very Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

● Status and Reporting Center (S and RC)	Very Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X





**F. Technical Assistant Utilization**

- **Rating of Helpfulness:**    **Very**                      **Not**                      **No**  
    **Helpful**    **Helpful**    **Helpful**    **Indication**

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	X	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	X
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D.C.	<input type="checkbox"/>
9. Identify objectives	X	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	X	20. No indication of activity	<input type="checkbox"/>

G. Parent Involvement

• Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

• Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	27%
●	Were paid	20%
●	Were: Parent	13%
	Student teacher	13%
	Community organization member	
	High school student	
	Other	13%
●	Average number of hours aides worked per semester	30
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	4		

I. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	X
Reading specialist	
Classroom teacher	
No indication	

● Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	X
Parents	
No indication	

● Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program		Evaluation	X
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

e **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP

X

- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X
X
X

## 4. Program Location:\*

Mean Number of  
Semester Hours  
Reported per Class

Reading is taught as a separate subject

Reading is taught indirectly  
through other subject matter

Special assistance is provided outside the  
classroom for students in special need of  
reading help

No indication

103
33
82

## 5. Student/Teacher Organization:

Mean Number of  
Semester Hours  
Reported per Class

Single teacher--multi-subjects

Reading specialist (responsible for more  
than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6
0
34
0
133
1
12

## 6. Student Organization:

Mean Number of  
Semester Hours  
Reported per Class

Individualized reading instruction

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

20
137
27

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 15



## 7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

## 8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	10
Code emphasis	34
Linguistics	7
Modified alphabet	0
Responsive environment	4
Programmed learning	21
Individualized reading	55
Language experience	2
Eclectic or teacher's own	14
Other	38
No indication	

## 9. Techniques Used for Reading Instruction:

Mean Number of  
Semester Hours  
Reported per Class

Machine - based programmed  
instruction  
Other programmed instruction  
Gaming/simulation  
Instructional TV  
Interactive media  
Intensive involvement  
Discussion groups  
Demonstration - performance  
Lecture  
Contracts  
Use of supplementary materials  
Other  
No indication

17
35
18
2
0
12
11
5
1
1
37
30

## 10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
• The teacher has formulated or selected specific objectives for each student.	13
• The teacher has formulated or selected specific objectives for the entire class.	8
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	10
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
• Performance of students is measured in terms of objectives set for each individual.	13
• Performance of students is measured in terms of objectives set for the entire class.	7
• Visible records are kept of class performance.	5
• Records of each student's performance are kept with respect to each objective.	13
• Students are kept informed of their progress.	10
• Students are involved in self-evaluation.	11
• Parents are informed of students' progress.	14
• No indication	

11. Total Funding for 1972-73 school year: \$40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment\*

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<u>STUDENT</u>					
Student Attitude	X				X
Student Behavior	X	X			
Student Reading Achievement	X				X
Reading-Related Skills					
<u>TEACHER</u>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior	X	X			
<u>PARENT/COMMUNITY</u>					
Parent/Community Involvement	X	X			
Parent Attitude					
<u>PROGRAM</u>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel	X	X			

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement			
Reading-Related Skills			
Social Skills	X		
Attitude			
<u>TEACHER</u>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<u>PARENT/COMMUNITY</u>			
Support			
Involvement	X		
<u>PROGRAM</u>			
Success of Inservice Training	.		
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 2602

INDIVIDUAL SITE ASSESSMENT

School: 2602  
 \_\_\_\_\_  
 Grades: K-6  
 \_\_\_\_\_

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 596
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>86</u>	7	_____
1	<u>69</u>	8	_____
2	<u>73</u>	9	_____
3	<u>71</u>	10	_____
4	<u>104</u>	11	_____
5	<u>95</u>	12	_____
6	<u>98</u>		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>0.5</u>
Asian	<u>0.5</u>
Black	<u>6</u>
Mexican American	_____
Puerto Rican	_____
White	<u>93</u>
Other	_____



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	86		1				99	
1	69		6				94	
2	73		6				94	
3	71		7		1		92	
4	104	1	8				91	
5	95	1	6		1		92	
6	98		8				92	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

7

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2	1.0	0.6
3	1.1	0.7
4	0.8	0.9
5	1.3	0.9
6	0.9	1.1
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	0.9

- Name of Standardized Test(s) Used

Gates MacGinitie

C. Right to Read Teacher Characteristics

- Total Number Reported

20

- Age

Mean

29

Range

22-52

- No. Years Teaching Experience

5

1-24

- Sex

No.  
Percent

Male

1

5

Female

19

95

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		1			18		
Percent	5		5			90		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	20				

- Area of Degree

	Human- Educ	Soc Sci	ities	Fine Arts	Phys Sci	Math	Other	No Indi- cation
No.	18	1					1	

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		19		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.	1		17	1	

\*Total number of classes for which achievement data were reported: 11

- Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

Effectiveness

No Indica-  
tion or Not  
Included  
in Program

Excellent    Good    Adequate    Poor    Very Poor

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	4	3			12
In-service Training	9	9	1			1
Reading Specialist	4	7	4			5
Instructional Materials	9	8	2			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

Yes

17

Yes, if changes are made

1

Questionable

No

2

No Response

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	x					

E. Effectiveness of Right To Read Materials

	Very Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				X

Forecast Information Outcomes Dissemination No Indication

X		
---	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	X

G. Parent Involvement

● **Extent of Involvement**

High Medium Low No Indication

X			
---	--	--	--

● **Activities:**

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences

- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	100%
● Were paid	87%
● Were: Parent	52%
Student teacher	39%
Community organization member	
High school student	65%
Other	74%
● Average number of hours aides worked per semester	180
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	14		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	
Classroom teacher	
No indication	

- Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	
Parents	
No indication	

- Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program		Evaluation	
Diagnostic/ prescriptive approach	X	No indication	



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

• **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP


- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

Implementation Phase

• **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

• **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X

• **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

- Meet with TATs/consultants
- Develop criteria for student selection or placement
- Student diagnosis
- Identify tutors
- Inservice training
- Develop community involvement activities


- Status and reporting activities
- Record progress
- Serve on special committees
- Review program progress
- Information dissemination
- Evaluation
- No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

- Individualized prescription
- Identification of student skill levels
- Teacher observation
- Contracts
- Individualized instruction
- Progress checklists
- Testing
- Review case histories
- Staff conferences
- Student/teacher conferences

X
X
X
X

- Supplementary materials
- Games, manipulatives
- Audio-Visual, Multimedia
- Commercially made programs
- Student grouping
- Special classes
- Skill sessions
- Field trips
- Reading/language center
- Reading specialist, tutors
- Language experience approach
- Basal text instruction
- No indication

X
X
X
X
X
X

4. Program Location:<sup>\*</sup>Mean Number of  
Semester Hours  
Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

165
98
84

## 5. Student/Teacher Organization:

Mean Number of  
Semester Hours  
Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

172
0
258
16
14
25
72

## 6. Student Organization:

Mean Number of  
Semester Hours  
Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

54
31
81

<sup>\*</sup>Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

## 7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	96%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		4

## 8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	13
Code emphasis	31
Linguistics	1
Modified alphabet	0
Responsive environment	1
Programmed learning	8
Individualized reading	32
Language experience	39
Eclectic or teacher's own	26
Other	27
No indication	

## 9. Techniques Used for Reading Instruction:

Mean Number of  
Semester Hours  
Reported per Class

Machine-based programmed instruction	11
Other programmed instruction	9
Gaming/simulation	2
Instructional TV	7
Interactive media	3
Intensive involvement	0
Discussion groups	31
Demonstration-performance	36
Lecture	0
Contracts	5
Use of supplementary materials	30
Other	28
No indication	

## 10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
● The teacher has formulated or selected specific objectives for each student.	23
● The teacher has formulated or selected specific objectives for the entire class.	20
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	23
● Performance of students is measured in terms of objectives set for the entire class.	11
● Visible records are kept of class performance.	21
● Records of each student's performance are kept with respect to each objective.	23
● Students are kept informed of their progress.	19
● Students are involved in self-evaluation.	7
● Parents are informed of students' progress.	23
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN  
PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude	X				X
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS   X  

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 2701

# INDIVIDUAL SITE ASSESSMENT

School: 2701  
 Grados: PreK-8

**A. School Characteristics**

**1. Geographic Region**

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

**2. Urban-Rural Index**

Urban	Suburban	Rural
		X

**3. Student Population (Total School)**

- Total Reported Enrollment 285
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>15</u>	7	<u>42</u>
1	<u>22</u>	8	<u>46</u>
2	<u>31</u>	9	<u>          </u>
3	<u>28</u>	10	<u>          </u>
4	<u>25</u>	11	<u>          </u>
5	<u>35</u>	12	<u>          </u>
6	<u>28</u>	PreK	<u>13</u>

● **Student Ethnicity (Total School)**

	<u>Percent</u>
American Indian	<u>1</u>
Asian	<u>          </u>
Black	<u>          </u>
Mexican American	<u>2</u>
Puerto Rican	<u>          </u>
White	<u>97</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	15	1		2			97	
1	22	1		2			97	
2	31	1		2			97	
3	28	1		2			97	
4	25	1		2			97	
5	35	1		2			97	
6	28	1		2			97	
7	42	1		2			97	
8	46	1		2			97	
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

		Mean Gain per Month	St. Dev.
	1	1.2	1.7
	2	1.1	0.5
	3	0.9	0.8
	4	1.2	0.8
7	0.7	0.8	
	5	1.8	1.2
8	0.1	1.0	
	6	2.7	2.1
		1.1	1.3

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

- Name of Standardized Test(s) Used  
Gray Oral, Gates MacGinitie, CAT, ITBS

C. Right to Read Teacher Characteristics

Total Number Reported	12	
Age	Mean 37	Range 22-52
No. Years Teaching Experience	12	2-25
Sex	Male	Female
	No. 2	10
	Percent 17	83

Ethnicity	No.	Mexican Puerto Rican					White Other		No Indication
		Amr Ind	Asian Black	Amer	Rican	White	Other		
	1					11			
	Percent 9					91			
Degree	No.	BA or BS		MA or MS	PhD	Other		No Indication	
		11				1			
Area of Degree	No.	Human- Educ		Fine Arts		Phys Sci	Math	No Indi- cation	
		10						1	
Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other		No Indication	
			1		9	2			
Residential Index	No.	Inner City		Urban	Suburban	Rural	No Indication		
				1		11			

\*Total number of classes for which achievement data were reported: 9

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement	1	1	2			8
In-service Training	2	7	1			2
Reading Specialist						12
Instructional Materials	1	9	1			1

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

9
3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
X						

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---



**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

● **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	X
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

**G. Parent Involvement**

- **Extent of Involvement**

High Medium Low No Indication

		X	
--	--	---	--

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	89%
●	Were paid	0
●	Were: Parent	89%
	Student teacher	22%
	Community organization member	78%
	High school student	89%
	Other	56%
●	Average number of hours aides worked per semester	108
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	8		

I. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

Consultants	<input checked="" type="checkbox"/>
Technical Assistant Team (TAT) members	<input checked="" type="checkbox"/>
Project director	<input checked="" type="checkbox"/>
Reading specialist	<input checked="" type="checkbox"/>
Classroom teacher	<input type="checkbox"/>
No indication	<input type="checkbox"/>

● Individuals trained:

Reading specialist/teacher	<input checked="" type="checkbox"/>
Classroom teachers	<input checked="" type="checkbox"/>
Other staff	<input checked="" type="checkbox"/>
Paraprofessionals	<input checked="" type="checkbox"/>
Parents	<input checked="" type="checkbox"/>
No indication	<input type="checkbox"/>

● Training areas:

Learning theory	<input type="checkbox"/>	Instructional approach	<input checked="" type="checkbox"/>
Student background and self concept	<input checked="" type="checkbox"/>	Instructional materials	<input checked="" type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	Teaching techniques	<input checked="" type="checkbox"/>
Motor and perceptual skills	<input type="checkbox"/>	Classroom organization and management	<input type="checkbox"/>
Right to Read Program	<input checked="" type="checkbox"/>	Evaluation	<input type="checkbox"/>
Diagnostic/prescriptive approach	<input checked="" type="checkbox"/>	No indication	<input type="checkbox"/>

● **Training Methods:**

- Group or individual meetings, seminars, workshops, conferences
- School visitations, demonstration teaching, classroom observations
- University courses
- Video taping, audio-visuals, multi-media
- No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X
X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X
X
X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

<input type="checkbox"/>
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Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

<input type="checkbox"/>
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4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

130
262
30

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

226
45
72
26
20
0
24

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

51
57
136

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 9



7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English	100%	91%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		9

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis	30
Code emphasis	20
Linguistics	0
Modified alphabet	0
Responsive environment	17
Programmed learning	33
Individualized reading	21
Language experience	4
Eclectic or teacher's own	30
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	18
Other programmed instruction	62
Gaming/simulation	0
Instructional TV	5
Interactive media	0
Intensive involvement	0
Discussion groups	21
Demonstration-performance	30
Lecture	8
Contracts	0
Use of supplementary materials	45
Other	0
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	8
● The teacher has formulated or selected specific objectives for each student.	9
● The teacher has formulated or selected specific objectives for the entire class.	9
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	9
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	9
● Performance of students is measured in terms of objectives set for the entire class.	2
● Visible records are kept of class performance.	1
● Records of each student's performance are kept with respect to each objective.	9
● Students are kept informed of their progress.	8
● Students are involved in self-evaluation.	5
● Parents are informed of students' progress.	9
● No indication	

**11. Total Funding for 1972-73 school year: \$30,000**

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN  
PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment\***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel	X	X			

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			X
Reading-Related Skills	X		
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- \_\_\_ More emphasis on reading-related skills
- \_\_\_ Increased emphasis on improving student achievement
- \_\_\_ Increased emphasis on improving student attitude
- \_\_\_ More remedial help
- \_\_\_ Increased effort to involve parents/community
- \_\_\_ Increased school-parent communications
- \_\_\_ More staff training
- \_\_\_ More emphasis on diagnostic-prescriptive approach
- \_\_\_ More emphasis on individualization of instruction
- \_\_\_ Expand program within school/school district
- \_\_\_ More materials/equipment/personnel
- \_\_\_ Increased emphasis on improving teacher competency
- \_\_\_ Increased emphasis on improving teacher attitude
- \_\_\_ Improved evaluation techniques
- \_\_\_ Re-definition of needs
- \_\_\_ Improved communication with HEW
- \_\_\_ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS  X

School: 2801

INDIVIDUAL SITE ASSESSMENT

School: 2801

Grados: K-6

**A. School Characteristics**

**1. Geographic Region**

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

**2. Urban-Rural Index**

Urban	Suburban	Rural
	X	

**3. Student Population (Total School)**

- Total Reported Enrollment 446
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>61</u>	7	
1	<u>63</u>	8	
2	<u>58</u>	9	
3	<u>67</u>	10	
4	<u>64</u>	11	
5	<u>71</u>	12	
6	<u>62</u>		

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>7</u>
Asian	
Black	
Mexican American	<u>56</u>
Puerto Rican	
White	<u>37</u>
Other	



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	61	7		67			26	
1	63	7		67			26	
2	58	10		53			37	
3	67	9		58			33	
4	64	7		47			46	
5	71	8		54			38	
6	62	1		63			36	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	1.8	1.4
2	1.2	0.9
3	0.9	1.1
4	1.0	1.3
5	0.9	1.1
6	0.8	1.5
Overall Mean Gain for School (means adjusted for differing class sizes)	1.1	1.3

- Name of Standardized Test(s) Used

SRA

C. Right to Read Teacher Characteristics

- Total Number Reported

21

- Age

Mean Range

37

22-55+

- No. Years Teaching Experience

12

1-43

- Sex

No. Percent

Male

Female

2

19

10

90

- Ethnicity

		Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.					4		17		
Percent					19		81		

- Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	20	1			

- Area of Degree

No.	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
	21							

- Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
	1	1		17	2	

- Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
		8	7	5	

\*Total number of classes for which achievement data were reported: 17

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		3	2	3	2	11
In-service Training	5	4	7	1		4
Reading Specialist	5	6	4	1		5
Instructional Materials	6	7	4			4

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

11
6
1
3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**    **Very**                      **Not**                      **No**  
    **Helpful**    **Helpful**    **Helpful**    **Indication**

	X		
--	---	--	--

● **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	<input type="checkbox"/>	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D. C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	X	20. No indication of activity	<input type="checkbox"/>

**G. Parent Involvement**

- **Extent of Involvement**

High    Medium    Low    No Indication

	X		
--	---	--	--

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	100%
●	Were paid	100%
●	Were: Parent	43%
	Student teacher	
	Community organization member	10%
	High school student	10%
	Other	18%
●	Average number of hours aides worked per semester	346
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	

- **Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)**

Very Effective	Effective	Ineffective	Very Ineffective
7	14		

**I. Program Characteristics**

**1. Inservice Training:**

● **Individuals responsible for training:**

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X
X

● **Individuals trained:**

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X
X

● **Training areas:**

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input type="checkbox"/>            |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input type="checkbox"/>            |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input checked="" type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Not No  
Helpful Helpful Helpful Indication

			X
--	--	--	---

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very No  
Frequent Frequent Infrequent Indication

			X
--	--	--	---

● **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP


- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X
X
X
X
X
X

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

152
86
65

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

256
33
59
9
44
90
63

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

81
9
74

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported; 21

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	90%	13%
Non-Standard English	9	60
Spanish	1	13
French		
American Indian language or dialect		2
Japanese		
No indication		12

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	39
Code emphasis	24
Linguistics	7
Modified alphabet	2
Responsive environment	10
Programmed learning	22
Individualized reading	45
Language experience	36
Eclectic or teacher's own	35
Other	20
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	28
Other programmed instruction	21
Gaming/simulation	10
Instructional TV	7
Interactive media	9
Intensive involvement	17
Discussion groups	13
Demonstration-performance	39
Lecture	11
Contracts	8
Use of supplementary materials	27
Other	10
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
● The teacher has formulated or selected specific objectives for each student.	14
● The teacher has formulated or selected specific objectives for the entire class.	19
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	11
● Performance of students is measured in terms of objectives set for the entire class.	12
● Visible records are kept of class performance.	16
● Records of each student's performance are kept with respect to each objective.	12
● Students are kept informed of their progress.	21
● Students are involved in self-evaluation.	15
● Parents are informed of students' progress.	21
● No indication	

**11. Total Funding for 1972-73 school year: \$30,000**

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude	X	X			
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Site may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills	X		
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 2901**

## INDIVIDUAL SITE ASSESSMENT

School: 2901

Grados: K-5

### A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

\*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 944
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>133</u>	7	
1	<u>154</u>	8	
2	<u>155</u>	9	
3	<u>152</u>	10	
4	<u>173</u>	11	
5	<u>154</u>	12	
6		Spec. Ed.	<u>23</u>

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>1</u>
Asian	<u>1</u>
Black	<u>9</u>
Mexican American	<u>5</u>
Puerto Rican	
White	<u>83</u>
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	133		13	11	2		75	
1	154	1	23	7	1		67	1
2	155		17	7	1		74	1
3	152		17	5	1		77	1
4	173	1	21	5	1		72	
5	154		17	10	2		71	
6								
7								
8								
9								
10								
11								
12								
Spec Ed.	23		22	9			65	

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1		
2	0.8	1.1
3	0.9	1.1
4	0.7	1.3
5	0.6	1.1
6		

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

0.8      1.1

- Name of Standardized  
Test(s) Used

MAT

C. Right to Read Teacher Characteristics

- Total Number Reported

15

- Age

Mean	Range
32	22-55+

- No. Years Teaching Experience

5	2-21
---	------

- Sex

Male		Female	
No.	5	No.	9
Percent	36	Percent	64

Ethnicity	No. Percent	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
		2 15		7			78		

Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication
		2	2			

Area of Degree	No.	Human- Fine					No Indication	
		Educ	Soc Sci	ities	Arts	Phys Sci	Math	Other
		13						

Job Title	No.	Road Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
			4		7	2	

Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication
		1	4	9		

\*Total number of classes for which achievement data were reported: 22

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

Effectiveness

No Indication or Not Included in Program

Excellent Good Adequate Poor Very Poor

Parent Involvement

1	2	2			10
---	---	---	--	--	----

In-service Training

6	4	1			4
---	---	---	--	--	---

Reading Specialist

3	4	1			7
---	---	---	--	--	---

Instructional Materials

5	6	1			3
---	---	---	--	--	---

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

14
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Not Useful	No Indication
	X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X		X		

- **Status and Reporting Center (S and RC)**

Very Useful	Not Useful	No Indication
	X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

	X
--	---



**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

● Extent of Involvement

High Medium Low No Indication

	X		
--	---	--	--

● Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	17 %
●	Were paid	4 %
●	Were: Parent	4 %
	Student teacher	
	Community organization member	
	High school student	13%
	Other	
●	Average number of hours aides worked per semester	190
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	x
	Distributing materials	x
	Working in small and large groups	x
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	4		

1. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	
Classroom teacher	
No indication	

● Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	
Parents	
No indication	

● Training areas:

Learning theory		Instructional approach	X
Student background and self concept		Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	
Right to Read Program		Evaluation	
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP


Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication


4. Program Location:<sup>\*</sup>

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

123
73
20

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

178
89
0
8
0
14
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

47
34
96

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23



7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	79%
Non-Standard English	1	6
Spanish		2
French		
American Indian language or dialect		
Japanese		
No indication		13

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	38
Code emphasis	59
Linguistics	1
Modified alphabet	0
Responsive environment	8
Programmed learning	7
Individualized reading	36
Language experience	17
Eclectic or teacher's own	24
Other	3
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	2
Other programmed instruction	10
Gaming/simulation	7
Instructional TV	14
Interactive media	3
Intensive involvement	0
Discussion groups	35
Demonstration-performance	54
Lecture	20
Contracts	7
Use of supplementary materials	31
Other	4
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	17
• The teacher has formulated or selected specific objectives for each student.	19
• The teacher has formulated or selected specific objectives for the entire class.	20
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
• Performance of students is measured in terms of objectives set for each individual.	17
• Performance of students is measured in terms of objectives set for the entire class.	10
• Visible records are kept of class performance.	12
• Records of each student's performance are kept with respect to each objective.	18
• Students are kept informed of their progress.	18
• Students are involved in self-evaluation.	15
• Parents are informed of students' progress.	20
• No indication	

**11. Total Funding for 1972-73 school year: \$30,000**

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment\***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement		X	
Reading-Related Skills	X		
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS  X

School: 3001 .

L

## INDIVIDUAL SITE ASSESSMENT

School: 3001

Grades: 7-9

### A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

\*States in this region are: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index:

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 1057
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>                    </u>	7	<u>344</u>
1	<u>                    </u>	8	<u>325</u>
2	<u>                    </u>	9	<u>388</u>
3	<u>                    </u>	10	<u>                    </u>
4	<u>                    </u>	11	<u>                    </u>
5	<u>                    </u>	12	<u>                    </u>
6	<u>                    </u>		

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>                    </u>
Asian	<u>                    </u>
Black	<u>                    </u>
Mexican American	<u>                    </u>
Puerto Rican	<u>                    </u>
White	<u>100</u>
Other	<u>                    </u>



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7	344						100	
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
7	1.2	1.6
8		
9		

- Overall Mean Gain for School  
(means adjusted for differing class sizes) 1.2 1.6
- Name of Standardized  
Test(s) Used SRA Comprehension, SRA Composite,  
Durrell

C. Right to Read Teacher Characteristics

- Total Number Reported 11
- Age Mean 32 Range 22-55+
- No. Years Teaching Experience Mean 9 Range 2-28
- Sex
 

	No.	Percent	Male	Female
			4	7
			37	63

Ethnicity	No.	Mexican Puerto Rican White Other						No Indication
		Amr Ind	Asian	Black	Amer	Rican	White	
		1					10	
	Percent	9					91	

Degree	No.	Human- Fine Arts				No Indication
		BA or BS	MA or MS	PhD	Other	
		7	1		2	

Area of Degree	No.	Human- Fine Arts					No Indication
		Educ	Soc Sci	ities	Phys Sci	Math	
		6	3			2	

Job Title	No.	Multi Subject				No Indication
		Read Spec	Reading Teacher	Bilingual Spec	Other	
		1		2	6	

Residential Index	No.	Inner City Urban Suburban Rural				No Indication
					2	

\*Total number of classes for which achievement data were reported: 12

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

1	2				8
4	3	1			3
4	3				4
4	3	1			3

In-service Training

Reading Specialist

Instructional Materials

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes

8

Yes, if changes are made

2

Questionable

No

No Response

1

D. Identification of Project Director

District Supt.	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					x

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

● **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	<input type="checkbox"/>	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D. C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	<input type="checkbox"/>	20. No indication of activity	X

**G. Parent Involvement**

- **Extent of Involvement**

High Medium Low No Indication

X			
---	--	--	--

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	11%
●	Were paid	3%
●	Were:	3%
	Parent	
	Student teacher	
	Community organization member	3%
	High school student	6%
	Other	3%
●	Average number of hours aides worked per semester	112
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	
	Classroom maintenance	X
	Supervising field trips	
	Other _____	

● Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	1		



1. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X
X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X
X
X



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● Types of Activities:

Meet with TATs	<input type="checkbox"/>	Develop materials	<input type="checkbox"/>
Develop proposal or work statement	<input type="checkbox"/>	Inservice training	<input type="checkbox"/>
Needs assessment	<input type="checkbox"/>	Budget	<input type="checkbox"/>
Develop diagnostic/prescriptive approach	<input type="checkbox"/>	Information dissemination	<input type="checkbox"/>
Identify objectives	<input type="checkbox"/>	Develop tests	<input type="checkbox"/>
Gather data	<input type="checkbox"/>	Evaluation	<input type="checkbox"/>
Complete PPP	<input type="checkbox"/>	No indication	<input checked="" type="checkbox"/>

Implementation Phase

● Rating of Helpfulness:

Very Helpful	Not Helpful	No Indication
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

● UTF members:

Consultants	<input type="checkbox"/>
Administrators	<input checked="" type="checkbox"/>
Reading specialist	<input type="checkbox"/>
Teachers	<input checked="" type="checkbox"/>
Parents	<input checked="" type="checkbox"/>
Others	<input type="checkbox"/>
No indication	<input type="checkbox"/>

● Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication


4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

17
80
21

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

23
0
0
14
0
17
63

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

61
44
29

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 35

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	94 %
Non-Standard English		2
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	7
Code emphasis	3
Linguistics	1
Modified alphabet	0
Responsive environment	7
Programmed learning	10
Individualized reading	10
Language experience	2
Eclectic or teacher's own	2
Other	53
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of  
Semester Hours  
Reported per Class

Machine-based programmed instruction	6
Other programmed instruction	4
Gaming/simulation	8
Instructional TV	3
Interactive media	13
Intensive involvement	0
Discussion groups	19
Demonstration-performance	5
Lecture	15
Contracts	9
Use of supplementary materials	17
Other	2
No indication	

10. Classroom Evaluation Procedures;

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	29
● The teacher has formulated or selected specific objectives for each student.	16
● The teacher has formulated or selected specific objectives for the entire class.	34
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	21
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	18
● Performance of students is measured in terms of objectives set for each individual.	11
● Performance of students is measured in terms of objectives set for the entire class.	30
● Visible records are kept of class performance.	26
● Records of each student's performance are kept with respect to each objective.	16
● Students are kept informed of their progress.	31
● Students are involved in self-evaluation.	27
● Parents are informed of students' progress.	31
● No indication	

11. Total Funding for 1972-73 school year: \$50,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills	X		
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 3201

## INDIVIDUAL SITE ASSESSMENT

School: 3201

Grades: K-6

### A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 569
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>66</u>	7	
1	<u>62</u>	8	
2	<u>80</u>	9	
3	<u>88</u>	10	
4	<u>85</u>	11	
5	<u>95</u>	12	
6	<u>93</u>		

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>3</u>
Asian	
Black	<u>1</u>
Mexican American	<u>59</u>
Puerto Rican	
White	<u>37</u>
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	66	12		65			23	
1	62			70			31	
2	80	6		71			23	
3	88	8		60			34	
4	85	7		55			28	
5	95	5		68			29	
6	93	1	1	65			33	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1		
2	0.6	0.4
3	0.4	0.7
4	0.9	0.5
5	0.6	0.6
6	0.8	0.7
	0.7	0.6

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

- Name of Standardized Test(s) Used

SAT

C. Right to Read Teacher Characteristics

- Total Number Reported

20

- Age

Mean  
32

Range  
22-55

- No. Years Teaching Experience

8

1-28

- Sex

No. Male  
1  
Percent 5

Female  
19  
95

- Ethnicity

No. Percent	Mexican Puerto Rican White Other Indication						
	Amr Ind	Asian Black	Amer	Rican	White	Other	No Indication
			5		14	1	
			25		70	5	

- Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	16	3		1	

- Area of Degree

No.	Human- Fine Arts PhysSci Math Other Indication							
	Educ	Soc Sci	ities	Arts	PhysSci	Math	Other	No Indication
	18	2						

- Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
				19		

- Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
		11	7		

\*Total number of classes for which achievement data were reported: 17

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	5	7	3	1		4
In-service Training	2	1	7	9		1
Reading Specialist	5	5	6			4
Instructional Materials	5	7	7			1

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No: of  
Teachers:

Yes  
Yes, if changes are made  
Questionable  
No  
No Response

11
3
4
2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PFP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---



**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	X
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

• Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

• Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X
X

H. Teacher Aides

Percentage of Teachers Reporting Aides

●	Worked in classrooms	86%
●	Were paid	57%
●	Were: Parent	81%
	Student teacher	57%
	Community organization member	
	High school student	14%
	Other	33%
●	Average number of hours aides worked per semester	231
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	8		

1. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X
X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X
X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input checked="" type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input checked="" type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs	X	Develop materials	X
Develop proposal or work statement	X	Inservice training	
Needs assessment	X	Budget	
Develop diagnostic/prescriptive approach		Information dissemination	
Identify objectives		Develop tests	
Gather data	X	Evaluation	X
Complete PPP	X	No indication	

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants	
Administrators	X
Reading specialist	
Teachers	X
Parents	X
Others	
No indication	

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X
X
X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

120
102
60

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

257
33
78
4
44
40
5

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

19
33
97

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21



7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	70%
Non-Standard English		15
Spanish	1	8
French		3
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	30
Code emphasis	22
Linguistics	2
Modified alphabet	1
Responsive environment	13
Programmed learning	4
Individualized reading	12
Language experience	20
Eclectic or teacher's own	34
Other	8
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	26
Other programmed instruction	4
Gaming/simulation	9
Instructional TV	2
Interactive media	3
Intensive involvement	4
Discussion groups	21
Demonstration-performance	37
Lecture	8
Contracts	1
Use of supplementary materials	26
Other	5
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	18
● The teacher has formulated or selected specific objectives for each student.	14
● The teacher has formulated or selected specific objectives for the entire class.	21
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
● Performance of students is measured in terms of objectives set for each individual.	19
● Performance of students is measured in terms of objectives set for the entire class.	11
● Visible records are kept of class performance.	10
● Records of each student's performance are kept with respect to each objective.	9
● Students are kept informed of their progress.	16
● Students are involved in self-evaluation.	10
● Parents are informed of students' progress.	20
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude	X	X			
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills	X		
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 3202

INDIVIDUAL SITE ASSESSMENT

School: 3202  
 Grades: K-7

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Student Population (Total School)

- Total Reported Enrollment 410
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>38</u>	7	<u>71</u>
1	<u>36</u>	8	<u>          </u>
2	<u>52</u>	9	<u>          </u>
3	<u>39</u>	10	<u>          </u>
4	<u>45</u>	11	<u>          </u>
5	<u>54</u>	12	<u>          </u>
6	<u>59</u>	ESL	<u>16</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>          </u>
Mexican American	<u>70</u>
Puerto Rican	<u>          </u>
White	<u>30</u>
Other	<u>          </u>



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	38			74			26	
1	36			75			25	
2	52			75			25	
3	39			67			33	
4	45			62			38	
5	44			52			48	
6	59			66			34	
7	71			63			37	
8								
9								
10								
11								
12								
ESL	16			100				

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2	0.9	0.9
3	1.4	0.9
4	1.0	1.1
5	0.9	0.9
6	0.8	1.4
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.1
Name of Standardized Test(s) Used	MAT, CTBS	

C. Right to Read Teacher Characteristics

Total Number Reported	14	
Age	Mean: 37	Range: 22-55+
No. Years Teaching Experience	8	1-21
Sex	Male	Female
	No. Percent: 3 / 22	No. Percent: 11 / 78

Ethnicity	No.	Amr	Ind	Asian	Black	Amer	Mexican	Puerto Rican	White	Other	No Indication
	Percent	1				1			12		
Degree	No.	BA or BS		MA or MS		PhD	Other		No Indication		
		8		6							
Area of Degree	No.	Human-Educ	Soc Sci	Sci	ities	Fine Arts	PhysSci	Math	No Indication		
		12	1				1				
Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other		No Indication			
		1	1		12						
Residential Index	No.	Inner City		Urban	Suburban	Rural	No Indication				
				1	1	12					

\*Total number of classes for which achievement data were reported: 6

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		4	3	1		6
In-service Training	3	9	2			
Reading Specialist	4	6	4			
Instructional Materials	3	7	4			

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes  
Yes, if changes are made  
Questionable  
No  
No Response

8
1
1
1
3

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X				

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives	X	19. Plan for 1973-74 program	X
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

- Activities:

- |                              |   |
|------------------------------|---|
| 1. Unit Task Force           | X |
| 2. Program planning          |   |
| 3. Program implementation    |   |
| 4. Develop materials         |   |
| 5. Purchase/repair materials |   |
| 6. Aides, tutors, volunteers |   |
| 7. Advisory council          |   |
| 8. Workshops, conferences    |   |

- |   |   |
|---|---|
| 9. <u>Reading is Fundamental</u>                | X |
| 10. PTA, open house, other traditional meetings |   |
| 11. Supplementary activities                    |   |
| 12. Community relations                         |   |
| 13. Information dissemination                   |   |
| 14. No indication                               |   |

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	92%
● Were paid	85%
● Were: Parent	8%
Student teacher	0%
Community organization member	8%
High school student	31%
Other	62%
● Average number of hours aides worked per semester	422
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
7	5		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

X
---

School visitations, demonstration teaching, classroom observations

X
---

University courses

--

Video taping, audio-visuals, multi-media

X
---

No indication

--

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants

--

Administrators

--

Reading specialist

--

Teachers

--

Parents

--

Others

--

No indication

X
---

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication


Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

117
67
20

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

116
0
78
29
12
87
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

34
51
72

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	95%	35%
Non-Standard English	0	2
Spanish	5	60
French	0	
American Indian language or dialect	0	
Japanese	0	
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	36
Code emphasis	20
Linguistics	4
Modified alphabet	0
Responsive environment	8
Programmed learning	10
Individualized reading	9
Language experience	10
Eclectic or teacher's own	29
Other	0
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine - based programmed instruction	10
Other programmed instruction	11
Gaming/simulation	6
Instructional TV	0
Interactive media	10
Intensive involvement	16
Discussion groups	27
Demonstration-performance	14
Lecture	3
Contracts	0
Use of supplementary materials	22
Other	3
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	9
● The teacher has formulated or selected specific objectives for each student.	10
● The teacher has formulated or selected specific objectives for the entire class.	13
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	1
● Performance of students is measured in terms of objectives set for each individual.	11
● Performance of students is measured in terms of objectives set for the entire class.	6
● Visible records are kept of class performance.	13
● Records of each student's performance are kept with respect to each objective.	8
● Students are kept informed of their progress.	12
● Students are involved in self-evaluation.	10
● Parents are informed of students' progress.	12
● No indication	

11. Total Funding for 1972-73 school year:           \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency	X	X			
Teacher Attitude	X	X			
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency	X		
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

**SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_**

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 3302**

INDIVIDUAL SITE ASSESSMENT

School: 3302

Grades: 2-3

A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

\*States in this region are: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index:

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 818
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>79</u>	7	<u>          </u>
1	<u>123</u>	8	<u>          </u>
2	<u>113</u>	9	<u>          </u>
3	<u>101</u>	10	<u>          </u>
4	<u>107</u>	11	<u>          </u>
5	<u>107</u>	12	<u>          </u>
6	<u>97</u>	Pre-K	<u>29</u>
		Health	<u>62</u>

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>83</u>
Mexican American	<u>          </u>
Puerto Rican	<u>17</u>
White	<u>          </u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown.

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2	68		83			17		
3	51		83			17		
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1		
2		
3	0.7	0.4
4		
5		
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.7 0.4
- Name of Standardized Test(s) Used MAT

C. Right to Read Teacher Characteristics

- Total Number Reported 

5
---
- Age 

Mean	Range
29	22-42
- No. Years Teaching Experience 

6
---
- Sex 

No.	Female
1	4
Percent	80

Ethnicity	No.	Mexican Puerto Rican					White	Other	No Indication
		Amr Ind	Asian Black	Amer	Rican				
			1			3		1	
	Percent		20			60		20	

Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication
			2	3		

Area of Degree	No.	Human- Sciences					Fine Arts		Phys Sci		Math		Other	No Indication
		Educ	Soc	Sci	itles		Arts	Phys	Sci	Math				
		4	1											

Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
						5	

Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication
				4	1	

\*Total number of classes for which achievement data were reported: 2

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

Effectiveness

No Indication or Not Included in Program

Excellent   Good   Adequate   Poor   Very Poor

Parent Involvement

In-service Training

Reading Specialist

Instructional Materials

	1	2			2
	3	2			
1	2				2
3	2				

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

4
1

**D. Identification of Project Director**

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X				

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
	X			

Forecast Information Outcomes Dissemination No Indication

--	--	--



**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	X
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

	X		
--	---	--	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	100%
● Were paid	100%
● Were: Parent	
Student teacher	
Community organization member	
High school student	20%
Other	80%
● Average number of hours aides worked per semester	568
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	x
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	4		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication.

X
X
X
X

1. **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

• **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

• **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

• **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

140
100
60

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

200
60
0
0
0
200
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

0
0
300

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5



7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	
Non-Standard English		12%
Spanish		58
French		
American Indian language or dialect		
Japanese		
No indication		30

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	120
Code emphasis	20
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	120
Individualized reading	20
Language experience	20
Eclectic or teacher's own	0
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	40
Other programmed instruction	80
Gaming/simulation	0
Instructional TV	4
Interactive media	0
Intensive involvement	6
Discussion groups	44
Demonstration-performance	92
Lecture	0
Contracts	0
Use of supplementary materials	34
Other	0
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
● The teacher has formulated or selected specific objectives for each student.	5
● The teacher has formulated or selected specific objectives for the entire class.	5
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	1
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	0
● Performance of students is measured in terms of objectives set for each individual.	5
● Performance of students is measured in terms of objectives set for the entire class.	4
● Visible records are kept of class performance.	5
● Records of each student's performance are kept with respect to each objective.	5
● Students are kept informed of their progress.	5
● Students are involved in self-evaluation.	5
● Parents are informed of students' progress.	5
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X				X
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS   X  

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 3306**

# INDIVIDUAL SITE ASSESSMENT

School: 3306  
 Grados: K-5

## A. School Characteristics

### 1. Geographic Region

A*	B	C	D	E	F
X					

\*States in this region are: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

### 2. Urban-Rural Index:

Urban	Suburban	Rural
		X

### 3. Student Population (Total School)

- Total Reported Enrollment 358
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	51	7	_____
1	41	8	_____
2	53	9	_____
3	53	10	_____
4	75	11	_____
5	85	12	_____
6	_____		

### ● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	_____
Asian	1
Black	_____
Mexican American	_____
Puerto Rican	_____
White	99
Other	_____



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	51				1		99	
1	41				1		99	
2	53				1		99	
3	53				1		99	
4	75				1		99	
5	85				1		99	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level \*\*  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1		
2		
3	0.9	1.4
4		
5	1.2	1.0
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.3	1.4
Name of Standardized Test(s) Used	ITBS	

C. Right to Read Teacher Characteristics

Total Number Reported	13	
Ago	Mean	Range
	40	22-55+
No. Years Teaching Experience	13	2-28
Sex	Male	Female
	No. Percent	No. Percent
	2 16	11 84

Ethnicity	No.	Mexican Puerto Rican White Other Indication						No Indication
		Amr Ind	Asian Black	Amer	Rican	White	Other	
	No.	1				11		
	Percent	9				91		

Degree	No.	Human- Fine Arts				No Indication
		BA or BS	MA or MS	PhD	Other	
	No.	10	2			

Area of Degree	No.	Human- Fine Arts						No Indication
		Educ	Soc Sci	ities	Phys Sci	Math	Other	
	No.	12						

Job Title	No.	Reading Bilingual Multi Subject				No Indication	
		Read Spec	Reading Teacher	Bilingual Spec	Multi Subject		
	No.		2		5	6	

Residential Index	No.	Inner City Urban Suburban Rural				No Indication
			No.		3	

\*Total number of classes for which achievement data were reported: 10

\*\*Does not include combined grades

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	8	1	1		2
In-service Training	6	3	4			
Reading Specialist	2	3	1			1
Instructional Materials	10	3				

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

12
1

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Classroom Teacher	Other	No Title Indicated
				X	

Person from the state university

**E. Effectiveness of Right To Read Materials**

	Very Useful	Not Useful	No Indication
• Program Planning Procedure (PPP)		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

	Very Useful	Not Useful	No Indication
• Status and Reporting Center (S and RC)	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
	X			

Forecast Outcomes	Information Dissemination	No Indication
	X	

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

- 1. Program planning
- 2. Program implementation
- 3. Interpret Right to Read planning materials
- 4. Work on the Unit Task Force
- 5. Develop Work Statement/ Proposal
- 6. Develop or identify curriculum materials
- 7. Needs assessment
- 8. Diagnosis/prescription
- 9. Identify objectives
- 10. Staff development

X
X

- 11. Identify alternate approaches
- 12. Develop team teaching
- 13. Observe classes
- 14. Advise on parental involvement
- 15. Recommend consultants
- 16. Budget planning
- 17. Evaluation
- 18. Liaison with Right to Read, Washington, D. C.
- 19. Plan for 1973-74 program
- 20. No indication of activity

X
X
X

G. Parent Involvement

- **Extent of Involvement**

High    Medium    Low    No Indication

	X		
--	---	--	--

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	92%
● Were paid	92%
● Were: Parent	38%
Student teacher	54%
Community organization member	15%
High school student	23%
Other	69%
● Average number of hours aides worked per semester	289
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	X
● Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)	

Very Effective	Effective	Ineffective	Very Ineffective
9	3		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input checked="" type="checkbox"/> |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Not No  
Helpful Helpful Helpful Indication

			X
--	--	--	---

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent Frequent Infrequent No  
Frequent Frequent Infrequent Indication

	X		
--	---	--	--

● **Types of Activities:**

Meet with TATs	X	Develop materials	X
Develop proposal or work statement		Inservice training	X
Needs assessment	X	Budget	
Develop diagnostic/prescriptive approach	X	Information dissemination	X
Identify objectives	X	Develop tests	
Gather data		Evaluation	X
Complete PPP	X	No indication	

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

• . Types of Activities:

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

152
108
69

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

272
15
144
6
7
152
14

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

46
91
84

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	50%	45%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication	50	55

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	47
Code emphasis	36
Linguistics	0
Modified alphabet	14
Responsive environment	26
Programmed learning	34
Individualized reading	29
Language experience	48
Eclectic or teacher's own	78
Other	35
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	43
Other programmed instruction	18
Gaming/simulation	0
Instructional TV	13
Interactive media	1
Intensive involvement	8
Discussion groups	28
Demonstration-performance	99
Lecture	8
Contracts	24
Use of supplementary materials	72
Other	0
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
● The teacher has formulated or selected specific objectives for each student.	8
● The teacher has formulated or selected specific objectives for the entire class.	12
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	11
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
● Performance of students is measured in terms of objectives set for each individual.	12
● Performance of students is measured in terms of objectives set for the entire class.	11
● Visible records are kept of class performance.	8
● Records of each student's performance are kept with respect to each objective.	10
● Students are kept informed of their progress.	12
● Students are involved in self-evaluation.	12
● Parents are informed of students' progress.	12
● No indication	

11. Total Funding for 1972-73 school year: \$50,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude					
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading- Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude	X	X			
Teacher Behavior	X	X			
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude	X			X	
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations	X	X			
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS   X  

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 3402

# INDIVIDUAL SITE ASSESSMENT

School: 3402  
 Grades: 1-3

## A. School Characteristics

### 1. Geographic Region

A	B	C*	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

### 2. Urban-Rural Index

Urban	Suburban	Rural
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### 3. Student Population (Total School)

- Total Reported Enrollment 311
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>                    </u>	7	<u>                    </u>
1	<u>116</u>	8	<u>                    </u>
2	<u>99</u>	9	<u>                    </u>
3	<u>96</u>	10	<u>                    </u>
4	<u>                    </u>	11	<u>                    </u>
5	<u>                    </u>	12	<u>                    </u>
6	<u>                    </u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>                    </u>
Asian	<u>                    </u>
Black	<u>40</u>
Mexican American	<u>                    </u>
Puerto Rican	<u>                    </u>
White	<u>60</u>
Other	<u>                    </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	116		40				60	
2	99		40				60	
3	96		40				60	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

Mean Gain per Month

St. Dev.

1  
2  
3  
4  
5  
6

0.9
1.0

0.5
1.0

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

0.9

0.8

- Name of Standardized Test(s) Used

CAT

C. Right to Read Teacher Characteristics

- Total Number Reported

4

- Age

Mean  
46

Range

37-55+

- No. Years Teaching Experience

21

16-28

- Sex

No.  
Percent

Male

Female  
14  
100

- Ethnicity

No. Percent	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
		2			2		
		50			50		

- Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
		4			

- Area of Degree

No.	Educ	Soc Sci	Human-ities	Fine Arts	PhysSci	Math	Other	No Indication
	4							

- Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
				4		

- Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
		2	2		

\*Total number of classes for which achievement data were reported: 7

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement			3			1
In-service Training	3		1			
Reading Specialist	3		1			
Instructional Materials	3		1			

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

3
1

**D. Identification of Project Director**

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
X					X	

**E. Effectiveness of Right To Read Materials**

	Very Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X				

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X			

Forecast Outcomes	Information Dissemination	No Indication



**F. Technical Assistant Utilization**

- Rating of Helpfulness: Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- Technical Assistant Activities:

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	<input type="checkbox"/>	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D. C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	<input type="checkbox"/>	20. No indication of activity	X

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
			X

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences


9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

H. Teacher Aides

Percentage of Teachers Reporting Aides

●	Worked in classrooms	100	%
●	Were paid	75	%
●	Were: Parent		
	Student teacher		
	Community organization member		
	High school student		
	Other	50	%
●	Average number of hours aides worked per semester	574	
●	Types of Activities Performed:		
	Tutoring students	X	
	Marking tests	X	
	Distributing materials	X	
	Working in small and large groups	X	
	Preparing materials	X	
	Liaison with parents and other outside personnel	X	
	Bus monitoring	X	
	Supervising recreational activities in or outside class	X	
	Classroom maintenance	X	
	Supervising field trips	X	
	Other _____		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
3	1		

I. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

● Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

● Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input checked="" type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuale, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

		X	
--	--	---	--

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication


Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
	X	

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

● **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>	Status and reporting activities	<input type="checkbox"/>
Develop criteria for student selection or placement	<input type="checkbox"/>	Record progress	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>	Serve on special committees	<input type="checkbox"/>
Identify tutors	<input type="checkbox"/>	Review program progress	X
Inservice training	<input type="checkbox"/>	Information dissemination	<input type="checkbox"/>
Develop community involvement activities	<input type="checkbox"/>	Evaluation	X
		No indication	<input type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	X	Supplementary materials	<input type="checkbox"/>
Identification of student skill levels	<input type="checkbox"/>	Games, manipulatives	<input type="checkbox"/>
Teacher observation	<input type="checkbox"/>	Audio-Visual, Multimedia	<input type="checkbox"/>
Contracts	<input type="checkbox"/>	Commercially made programs	X
Individualized instruction	<input type="checkbox"/>	Student grouping	X
Progress checklists	<input type="checkbox"/>	Special classes	<input type="checkbox"/>
Testing	<input type="checkbox"/>	Skill sessions	<input type="checkbox"/>
Review case histories	<input type="checkbox"/>	Field trips	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>	Reading/language center	X
Student/teacher conferences	<input type="checkbox"/>	Reading specialist, tutors	<input type="checkbox"/>
		Language experience approach	<input type="checkbox"/>
		Basal text instruction	<input type="checkbox"/>
		No indication	<input type="checkbox"/>

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

148
13
6

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

107
0
158
0
0
6
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

31
98
38

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 4



7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	83 %
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		17

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	54
Code emphasis	20
Linguistics	5
Modified alphabet	0
Responsive environment	5
Programmed learning	5
Individualized reading	9
Language experience	11
Eclectic or teacher's own	82
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	4
Other programmed instruction	8
Gaming/simulation	0
Instructional TV	0
Interactive media	8
Intensive involvement	0
Discussion groups	21
Demonstration-performance	36
Lecture	15
Contracts	0
Use of supplementary materials	60
Other	28
No indication	

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	4
• The teacher has formulated or selected specific objectives for each student.	4
• The teacher has formulated or selected specific objectives for the entire class.	3
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	1
• Performance of students is measured in terms of objectives set for each individual.	4
• Performance of students is measured in terms of objectives set for the entire class.	3
• Visible records are kept of class performance.	4
• Records of each student's performance are kept with respect to each objective.	4
• Students are kept informed of their progress.	4
• Students are involved in self-evaluation.	4
• Parents are informed of students' progress.	4
• No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills	X			X	
<b><u>TEACHER</u></b>					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X		X		
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills		X	
Social Skills	X		
Attitude	X		
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations	X		
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 3801

# INDIVIDUAL SITE ASSESSMENT

School: 3901

Grades: 1-6

## A. School Characteristics

1. Geographic Region:

A	B	C	D	E	F*
					X

\*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment \_\_\_\_\_
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	_____	7	_____
1	71	8	_____
2	73	9	_____
3	67	10	_____
4	85	11	_____
5	84	12	_____
6	91		_____

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	3
Asian	_____
Black	_____
Mexican American	2
Puerto Rican	_____
White	96
Other	_____



**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	34						100	
2	30						100	
3	33		3				97	
4	30						100	
5	33	3					97	
6	32				3		97	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2	1.3	0.5
3	2.3	1.0
4	2.0	0.8
5	1.8	1.1
6	2.5	1.0
● Overall Mean Gain for School (means adjusted for differing class sizes)	2.0	1.0
● Name of Standardized Test(s) Used	SAT	

C. Right to Read Teacher Characteristics

- Total Number Reported 20
- Age
 

Mean	Range
<span style="border: 1px solid black; padding: 2px;">42</span>	<span style="border: 1px solid black; padding: 2px;">22-55+</span>
- No. Years Teaching Experience 16 1-43
- Sex
 

	Male	Female
No.	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">18</span>
Percent	<span style="border: 1px solid black; padding: 2px;">10</span>	<span style="border: 1px solid black; padding: 2px;">90</span>

● Ethnicity	No. Percent	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
		<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">1</span>						<span style="border: 1px solid black; padding: 2px;">18</span>
		<span style="border: 1px solid black; padding: 2px;">5</span>	<span style="border: 1px solid black; padding: 2px;">5</span>				<span style="border: 1px solid black; padding: 2px;">90</span>		

● Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication
		<span style="border: 1px solid black; padding: 2px;">14</span>	<span style="border: 1px solid black; padding: 2px;">6</span>			

● Area of Degree	No.	Human- Educ	Soc Sci	ities	Fine Arts	PhysSci	Math	Other	No Indi- cation
		<span style="border: 1px solid black; padding: 2px;">18</span>							<span style="border: 1px solid black; padding: 2px;">1</span>

● Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
		<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">1</span>				<span style="border: 1px solid black; padding: 2px;">16</span>

● Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication
		<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">16</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	

\*Total number of classes for which achievement data were reported: 5

- Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	6	7	4			3
In-service Training	1	9	4	1		5
Reading Specialist	8	10	1	1		
Instructional Materials	6	11	2	1		

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

15
4
1

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials	X	13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	X
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	82	%
●	Were paid	14	%
●	Were:	77	%
	Parent	0	
	Student teacher	0	
	Community organization member	14	%
	High school student	9	%
	Other		
●	Average number of hours aides worked per semester	94	
●	Types of Activities Performed:		
	Tutoring students	X	
	Marking tests	X	
	Distributing materials	X	
	Working in small and large groups	X	
	Preparing materials	X	
	Liaison with parents and other outside personnel	X	
	Bus monitoring	X	
	Supervising recreational activities in or outside class	X	
	Classroom maintenance	X	
	Supervising field trips	X	
	Other _____	X	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	7		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	X
Classroom teacher	X
No indication	

• Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	
Parents	
No indication	

• Training areas:

Learning theory		Instructional approach	X
Student background and self concept	X	Instructional materials	X
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program	X	Evaluation	
Diagnostic/prescriptive approach	X	No indication	



● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X
X
X
X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

101
72
81

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

207
35
4
14
17
29
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

60
30
51

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	92%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		8

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	24
Code emphasis	13
Linguistics	10
Modified alphabet	2
Responsive environment	10
Programmed learning	22
Individualized reading	36
Language experience	11
Eclectic or teacher's own	12
Other	2
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of  
Semester Hours  
Reported per Class

Machine-based programmed instruction	16
Other programmed instruction	31
Gaming/simulation	9
Instructional TV	5
Interactive media	8
Intensive involvement	5
Discussion groups	20
Demonstration-performance	27
Lecture	6
Contracts	8
Use of supplementary materials	22
Other	1
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
● The teacher has formulated or selected specific objectives for each student.	19
● The teacher has formulated or selected specific objectives for the entire class.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
● Performance of students is measured in terms of objectives set for each individual.	17
● Performance of students is measured in terms of objectives set for the entire class.	10
● Visible records are kept of class performance.	11
● Records of each student's performance are kept with respect to each objective.	13
● Students are kept informed of their progress.	21
● Students are involved in self-evaluation.	18
● Parents are informed of students' progress.	21
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior	X				X
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination	X	X			
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills	X		
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

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# evaluation of school-based right to read sites

## volume III Individual site assessments, part 3

OCTOBER 1973

PREPARED FOR:  
U.S. OFFICE OF EDUCATION  
WASHINGTON, D.C.

*CRI*

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CS 001 077

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## INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J, reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.

School: 3901

# INDIVIDUAL SITE ASSESSMENT

School: 3901

Grades: Pre-K-4

**A. School Characteristics**

**1. Geographic Region**

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

**2. Urban-Rural Index**

Urban	Suburban	Rural
		X

**3. Student Population (Total School)**

- Total Reported Enrollment 424
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	61	7	
1	85	8	
2	65	9	
3	87	10	
4	83	11	
5		12	
6		Pre-K	43

• **Student Ethnicity (Total School)**

	<u>Percent</u>
American Indian	
Asian	0.5
Black	6
Mexican American	
Puerto Rican	0.5
White	93
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	61		5			1	94	
1	85		7				93	
2	65		9		1		90	
3	87		5				95	
4	83		6				94	
5								
6								
7								
8								
9								
10								
11								
12								
Pre-K	43		11				89	



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- o Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1		
2	2.2	1.3
3	1.2	1.0
4	1.3	1.0
5		
6		

- o Overall Mean Gain for School (means adjusted for differing class sizes) 1.5 1.2
- o Name of Standardized Test(s) Used MAT

C. Right to Read Teacher Characteristics

- o Total Number Reported 14
- o Age Mean 40 Range 27 - 55 +
- o No. Years Teaching Experience 15 3 - 34
- o Sex Male Female  
No. Percent 14  
100

o Ethnicity	No. Percent	Mexican Puerto Rican White Other						No Indication
		Amer Ind	Asian	Black	Amer	Rican	White	
							14	
							100	

o Degree	No.	Human- Fine Arts				No Indication
		BA or BS	MA or MS	PhD	Other	
		10	2		2	

o Area of Degree	No.	Human- Fine Arts						No Indication
		Educ	Soc Sci	ities	Arts	Phys Sci	Math	
		12		1				

o Job Title	No.	Read Reading Bilingual Multi				No Indication
		Spec	Teacher	Spec	Subject	
					14	

o Residential Index	No.	Inner City Urban Suburban Rural				No Indication
		Inner City	Urban	Suburban	Rural	
			2	4	8	

\*Total number of classes for which achievement data were reported: 10

o Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	5	2	5			2
In-service Training	4	10				
Reading Specialist	7	7				
Instructional Materials	8	4	2			

o Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

11
2
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X		X	X

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

• Rating of Helpfulness: Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

• Technical Assistant Activities:

1. Program planning		11. Identify alternate approaches	X
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	X
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	X
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives	X	19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

G. Parent Involvement

o Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

o Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	86%
• Were paid	43%
• Were: Parent	79%
Student teacher	0
Community organization member	0
High school student	0
Other	29%
• Average number of hours aides worked per semester	88
• Types of Activities Performed:	X
Tutoring students	
Marking tests	
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	
Classroom maintenance	X
Supervising field trips	
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
12	1		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X
X
X

● Training Methods:

Group or individual meetings, seminars, workshops, conferences

X
X

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

2. Unit Task Force Activities

Planning Phase

● Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

● UTF Members:

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X



● **Types of Activities:**

Meet with TATs	<input type="checkbox"/>
Develop proposal or work statement	<input type="checkbox"/>
Needs assessment	<input checked="" type="checkbox"/>
Develop diagnostic/prescriptive approach	<input type="checkbox"/>
Identify objectives	<input checked="" type="checkbox"/>
Gather data	<input checked="" type="checkbox"/>
Complete PPP	<input checked="" type="checkbox"/>

Develop materials	<input type="checkbox"/>
Inservice training	<input type="checkbox"/>
Budget	<input type="checkbox"/>
Information dissemination	<input type="checkbox"/>
Develop tests	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>
No indication	<input type="checkbox"/>

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

● **UTF members:**

Consultants	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Reading specialist	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Others	<input type="checkbox"/>
No indication	<input checked="" type="checkbox"/>

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

**4. Program Location:\***

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

208

Reading is taught indirectly through other subject matter

145

Special assistance is provided outside the classroom for students in special need of reading help

10

No indication

**5. Student/Teacher Organization:**

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

457

Reading specialist (responsible for more than one class)

0

Team teachers

0

Students doing cross-age teaching

0

Tutor-specialist

0

Tutor-aide

45

Other

49

No indication

**6. Student Organization:**

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

32

Small groups (5 or fewer students)

50

Large groups (6 or more students)

122

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English  
 Non-Standard English  
 Spanish  
 French  
 American Indian language or dialect  
 Japanese  
 No indication

100%

80%
20

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis  
 Code emphasis  
 Linguistics  
 Modified alphabet  
 Responsive environment  
 Programmed learning  
 Individualized reading  
 Language experience  
 Eclectic or teacher's own  
 Other  
 No indication

134
38
0
3
34
11
21
29
2
5

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	0
Other programmed instruction	12
Gaming/simulation	0
Instructional TV	0
Interactive media	12
Intensive involvement	0
Discussion groups	114
Demonstration-performance	72
Lecture	3
Contracts	0
Use of supplementary materials	47
Other	22
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	10
● The teacher has formulated or selected specific objectives for each student.	14
● The teacher has formulated or selected specific objectives for the entire class.	13
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
● Performance of students is measured in terms of objectives set for each individual.	12
● Performance of students is measured in terms of objectives set for the entire class.	3
● Visible records are kept of class performance.	3
● Records of each student's performance are kept with respect to each objective.	2
● Students are kept informed of their progress.	14
● Students are involved in self-evaluation.	10
● Parents are informed of students' progress.	14
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

School: 4101

## INDIVIDUAL SITE ASSESSMENT

School: 4101  
 Grades: K-3

### A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

\*States in this region are: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index:

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 263
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>49</u>	7	_____
1	<u>24</u>	8	_____
2	<u>48</u>	9	_____
3	<u>46</u>	10	_____
4	<u>48</u>	11	_____
5	<u>48</u>	12	_____
6	_____		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	_____
Asian	<u>1</u>
Black	<u>17</u>
Mexican American	_____
Puerto Rican	_____
White	<u>82</u>
Other	_____

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	49			2	6		92	
1	24		13				87	
2	48		15		6		79	
3	46		15				85	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	1.1	0.8
2	1.0	0.7
3	1.4	0.9
4		
5		
6		
	1.2	0.8

Overall Mean Gain for School  
(means adjusted for differing class sizes)

Name of Standardized Test(s) Used Stanford Reading Achievement

C. Right to Read Teacher Characteristics

- Total Number Reported
- Age Mean  Range
- No. Years Teaching Experience
- Sex
 

No.	Male	Female
<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>
Percent	<input type="text"/>	<input type="text" value="100"/>

- Ethnicity
 

	Amr	Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.				1			4		
Percent				20			80		
- Degree
 

	BA or BS	MA or MS	PhD	Other	No Indication
No.	4	1			
- Area of Degree
 

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4	1						
- Job Title
 

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				5		
- Residential Index
 

	Inner City	Urban	Suburban	Rural	No Indication
No.		2	3		

\*Total number of classes for which achievement data were reported: 5

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

In-service Training

Reading Specialist

Instructional Materials

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		2	1	1		1
In-service Training	3	2				
Reading Specialist	1	4				
Instructional Materials	2	2	1			

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

3
2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information . . . No  
Outcomes Dissemination Indication

		X
--	--	---

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

X			
---	--	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	X
4. Work on the Unit Task Force		14. Advise on parental involvement	X
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum material.		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	



G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	80%
●	Were paid	80%
●	Were:	20%
	Parent	20%
	Student teacher	20%
	Community organization member	20%
	High school student	20%
	Other	20%
●	Average number of hours aides worked per semester	87
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
3	2		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

- **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

- **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

- **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

- **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP


Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

Reading is taught as a separate subject

150
182
84

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

Single teacher--multi-subjects

295
20
76
6
0
57
36

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

Individualized reading instruction

61
52
78

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

7. Classroom Language (All Classes Combined):

Language of Instruction  
(% of Time Language  
Used)

Native Language of Students  
(% of Students Speaking  
Language)

Standard English  
Non-Standard English  
Spanish  
French  
American Indian  
language or dialect  
Japanese  
No indication

96%
3

74%
3
23

8. Reading Approach:

Mean Number of  
Semester Hours  
Reported per Class

Meaning emphasis  
Code emphasis  
Linguistics  
Modified alphabet  
Responsive environment  
Programmed learning  
Individualized reading  
Language experience  
Eclectic or teacher's own  
Other  
No indication

21
15
2
0
1
4
57
31
59
0



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	41
Other programmed instruction	5
Gaming/simulation	1
Instructional TV	0
Interactive media	2
Intensive involvement	9
Discussion groups	52
Demonstration-performance	23
Lecture	4
Contracts	1
Use of supplementary materials	44
Other	4
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
● The teacher has formulated or selected specific objectives for each student.	4
● The teacher has formulated or selected specific objectives for the entire class.	3
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	5
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
● Performance of students is measured in terms of objectives set for each individual.	4
● Performance of students is measured in terms of objectives set for the entire class.	4
● Visible records are kept of class performance.	3
● Records of each student's performance are kept with respect to each objective.	4
● Students are kept informed of their progress.	3
● Students are involved in self-evaluation.	2
● Parents are informed of students' progress.	5
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills					
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude		X	
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations	X		
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility			
Helpfulness of Technical Assistance	X		
Significant Changes in Reading Approach			
individualization of Instruction			
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 4201

# INDIVIDUAL SITE ASSESSMENT

School: 4201

Grades: 1-4

## A. School Characteristics

### 1. Geographic Region

A	B	C*	D	E	F
		X			

\*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

### 2. Urban-Rural Index

Urban	Suburban	Rural
		X

### 3. Student Population (Total School)

- Total Reported Enrollment 605
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>60</u>	7	<u>          </u>
1	<u>129</u>	8	<u>          </u>
2	<u>143</u>	9	<u>          </u>
3	<u>133</u>	10	<u>          </u>
4	<u>140</u>	11	<u>          </u>
5	<u>          </u>	12	<u>          </u>
6	<u>          </u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>2</u>
Mexican American	<u>          </u>
Puerto Rican	<u>          </u>
White	<u>98</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	129		2				98	
2	143		2				98	
3	133		2				98	
4	140		2				98	
5								
6								
7								
8								
9								
10								
11								
12								



3. Reading Gain<sup>W</sup> for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	1.1	0.8
2	1.0	0.7
3	1.4	0.9
4		
5		
6		
• Overall Mean Gain for School (means adjusted for differing class sizes)	1.2	0.8
• Name of Standardized Test(s) Used	CAT-Reading	

C. Right to Read Teacher Characteristics

• Total Number Reported	22	
• Age	Mean	Range
	35	<20 - 55+
• No. Years Teaching Experience	10	1 - 33
• Sex	No.	Female
	1	21
	Percent	95
	5	

• Ethnicity	No.	Mexican Puerto No						
	Percent	Amr Ind Asian Black Amer Rican White Other Indication						
		3		2			16	
		12		9			79	
• Degree	No.	BA or BS MA or MS PhD Other No Indication						
		19				3		
• Area of Degree	No.	Human- Fine No Indi-						
		Educ Soc Sci ities Arts PhysSci Math Other cation						
		20			1			
• Job Title	No.	Read Reading Bilingual Multi No						
		Spec Teacher Spec Subject Other Indication						
			1		21			
• Residential Index	No.	Inner City Urban Suburban Rural No Indication						
			1	1	20			

\*Total number of classes for which achievement data were reported: 15

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

Effectiveness

No Indica-  
tion or Not  
Included  
in Program

Excellent Good Adequate Poor Very Poor

	Excellent	Good	Adequate	Poor	Very Poor	No Indica- tion or Not Included in Program
Parent Involvement		15	6	1		
In-service Training	14	8				
Reading Specialist	13	8				1
Instructional Materials	12	10				

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

21
1

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D.C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	

**G. Parent Involvement**

● **Extent of Involvement**

**High Medium Low No Indication**

			X
--	--	--	---

● **Activities:**

- 1. Unit Task Force
- 2. Program planning
- 3. Program implementation
- 4. Develop materials
- 5. Purchase/repair materials
- 6. Aides, tutors, volunteers
- 7. Advisory council
- 8. Workshops, conferences


- 9. Reading is Fundamental
- 10. PTA, open house, other traditional meetings
- 11. Supplementary activities
- 12. Community relations
- 13. Information dissemination
- 14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	91%
●	Were paid	82%
●	Were: Parent	73%
	Student teacher	0
	Community organization member	0
	High school student	0
	Other	36%
●	Average number of hours aides worked per semester	324
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
15	7		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	X
Project director	X
Reading specialist	X
Classroom teacher	
No indication	

- Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	
Paraprofessionals	X
Parents	
No indication	

- Training areas:

Learning theory	X	Instructional approach	X
Student background and self concept	X	Instructional materials	X
Language development		Teaching techniques	
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program		Evaluation	
Diagnostic/prescriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X



● **Types of Activities:**

Meet with TATs	<input type="checkbox"/>	Develop materials	<input type="checkbox"/>
Develop proposal or work statement	<input type="checkbox"/>	Inservice training	<input type="checkbox"/>
Needs assessment	X	Budget	<input type="checkbox"/>
Develop diagnostic/prescriptive approach	<input type="checkbox"/>	Information dissemination	<input type="checkbox"/>
Identify objectives	<input type="checkbox"/>	Develop tests	<input type="checkbox"/>
Gather data	<input type="checkbox"/>	Evaluation	<input type="checkbox"/>
Complete PPP	<input type="checkbox"/>	No indication	<input type="checkbox"/>

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

● **UTF members:**

Consultants	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Reading specialist	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Others	<input type="checkbox"/>
No indication	X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

● **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>
Develop criteria for student selection or placement	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>
Identify tutors	<input type="checkbox"/>
Inservice training	<input type="checkbox"/>
Develop community involvement activities	<input type="checkbox"/>

Status and reporting activities	<input type="checkbox"/>
Record progress	<input type="checkbox"/>
Serve on special committees	<input type="checkbox"/>
Review program progress	<input type="checkbox"/>
Information dissemination	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>
No indication	<input checked="" type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	<input checked="" type="checkbox"/>
Identification of student skill levels	<input type="checkbox"/>
Teacher observation	<input type="checkbox"/>
Contracts	<input type="checkbox"/>
Individualized instruction	<input type="checkbox"/>
Progress checklists	<input checked="" type="checkbox"/>
Testing	<input checked="" type="checkbox"/>
Review case histories	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>
Student/teacher conferences	<input type="checkbox"/>

Supplementary materials	<input type="checkbox"/>
Games, manipulatives	<input type="checkbox"/>
Audio-Visual, Multimedia	<input type="checkbox"/>
Commercially made programs	<input type="checkbox"/>
Student grouping	<input type="checkbox"/>
Special classes	<input type="checkbox"/>
Skill sessions	<input type="checkbox"/>
Field trips	<input type="checkbox"/>
Reading/language center	<input type="checkbox"/>
Reading specialist, tutors	<input type="checkbox"/>
Language experience approach	<input type="checkbox"/>
Basal text instruction	<input type="checkbox"/>
No indication	<input type="checkbox"/>

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

137

Reading is taught indirectly through other subject matter

183

Special assistance is provided outside the classroom for students in special need of reading help

7

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

342

Reading specialist (responsible for more than one class)

0

Team teachers

20

Students doing cross-age teaching

0

Tutor-specialist

10

Tutor-aide

339

Other

5

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

18

Small groups (5 or fewer students)

22

Large groups (6 or more students)

116

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	95%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	126
Code emphasis	40
Linguistics	42
Modified alphabet	0
Responsive environment	18
Programmed learning	18
Individualized reading	12
Language experience	16
Eclectic or teacher's own	127
Other	0
No indication	

9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine - based programmed instruction	8
Other programmed instruction	13
Gaming/simulation	0
Instructional TV	7
Interactive media	40
Intensive involvement	0
Discussion groups	36
Demonstration-performance	88
Lecture	10
Contracts	2
Use of supplementary materials	97
Other	16
No indication	

10. Classroom Evaluation Procedures;

Number of Classrooms in Which Procedure Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
• The teacher has formulated or selected specific objectives for each student.	20
• The teacher has formulated or selected specific objectives for the entire class.	20
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	18
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	16
• Performance of students is measured in terms of objectives set for each individual.	21
• Performance of students is measured in terms of objectives set for the entire class.	8
• Visible records are kept of class performance.	16
• Records of each student's performance are kept with respect to each objective.	19
• Students are kept informed of their progress.	22
• Students are involved in self-evaluation.	21
• Parents are informed of students' progress.	22
• No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN  
PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment\***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X				X
Student Reading Achievement	X	X			
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior	X	X			
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude	X				X
<b><u>PROGRAM</u></b>					
Information Dissemination	X	X			
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations	X		
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

**School: 4301**

INDIVIDUAL SITE ASSESSMENT

School: 4301  
 Grades: 7-9

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 554
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	_____	7	<u>186</u>
1	_____	8	<u>173</u>
2	_____	9	<u>195</u>
3	_____	10	_____
4	_____	11	_____
5	_____	12	_____
6	_____		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>?</u>
Asian	_____
Black	_____
Mexican American	_____
Puerto Rican	_____
White	<u>98</u>
Other	_____

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7	90	1				1	98	
8	86	1				1	98	
9	24	1			0.5	0.5	98	
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	<u>Mean Gain per Month</u>	<u>St. Dev.</u>
7	<u>1.0</u>	<u>0.9</u>
8	<u>0.9</u>	<u>0.9</u>
9	<u>0.9</u>	<u>1.8</u>

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.9 1.2

- Name of Standardized Test(s) Used Gates MacGinitie, ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported 

7
---
- Age 

Mean	Range
34	22-55+
- No. Years Teaching Experience 

9
---
- Sex 

No.	Male	Female
Percent	29	71

- Ethnicity 

No.	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
Percent					7	100	
- Degree 

No.	BA or BS	MA or MS	PhD	Other	No Indication
	6	1			
- Area of Degree 

No.	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
	4	1	2					
- Job Title 

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
	1				6	
- Residential Index 

No.	Inner City	Urban	Suburban	Rural	No Indication
				7	

\*Total number of classes for which achievement data were reported: 12

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					No Indica- tion or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement						7
In-service Training		4	3			
Reading Specialist	3	3	1			
Instructional Materials	2	2	2	1		

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No: of  
Teachers:

Yes  
Yes, if changes are made  
Questionable  
No  
No Response

6
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

Asst. Principal

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)			X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)			X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information	No Outcomes Dissemination	No Indication
		X

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful          Not Helpful          No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	X	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D.C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	<input type="checkbox"/>	20. No indication of activity	<input type="checkbox"/>



G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials.
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	100	%
● Were paid	52	%
● Were: Parent		
Student teacher		
Community organization member		
High school student		
Other	100	%
● Average number of hours aides worked per semester	540	
● Types of Activities Performed:		
Tutoring students	X	
Marking tests	X	
Distributing materials	X	
Working in small and large groups	X	
Preparing materials	X	
Liaison with parents and other outside personnel	X	
Bus monitoring	X	
Supervising recreational activities in or outside class	X	
Classroom maintenance	X	
Supervising field trips		
Other _____		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	12		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X
X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                          |                                       |                                     |
|-------------------------------------|--------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/> | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/> | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/> | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

- **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X
X

2. **Unit Task Force Activities**

Planning Phase

- **Rating of helpfulness:**

	Very Helpful	Not Helpful	No Indication
X			

- **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

- **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication


Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

8
70
12

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

0
20
70
0
70
27
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

X

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

7. Classroom Language (All Classes Combined):

Language of Instruction  
(% of Time Language  
Used)

Native Language of Students  
(% of Students Speaking  
Language)

- Standard English
- Non-Standard English
- Spanish
- French
- American Indian  
language or dialect
- Japanese
- No indication

100%

100%

8. Reading Approach:

Mean Number of  
Semester Hours  
Reported per Class

- Meaning emphasis
- Code emphasis
- Linguistics
- Modified alphabet
- Responsive environment
- Programmed learning
- Individualized reading
- Language experience
- Eclectic or teacher's own
- Other
- No indication

0
0
0
0
0
0
0
0
90
0



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

- Machine-based programmed instruction
- Other programmed instruction
- Gaming/simulation
- Instructional TV
- Interactive media
- Intensive involvement
- Discussion groups
- Demonstration-performance
- Lecture
- Contracts
- Use of supplementary materials
- Other
- No indication

X

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	23
• The teacher has formulated or selected specific objectives for each student.	17
• The teacher has formulated or selected specific objectives for the entire class.	18
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	17
• Performance of students is measured in terms of objectives set for each individual.	17
• Performance of students is measured in terms of objectives set for the entire class.	15
• Visible records are kept of class performance.	23
• Records of each student's performance are kept with respect to each objective.	20
• Students are kept informed of their progress.	23
• Students are involved in self-evaluation.	20
• Parents are informed of students' progress.	23
• No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills					
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude	X				X
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<u>TEACHER</u>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<u>PARENT/COMMUNITY</u>			
Support			
Involvement			
<u>PROGRAM</u>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS   X  

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 4506

INDIVIDUAL SITE ASSESSMENT

School: 4506  
 Grades: K-3

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 733
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>161</u>	7	<u>          </u>
1	<u>168</u>	8	<u>          </u>
2	<u>180</u>	9	<u>          </u>
3	<u>206</u>	10	<u>          </u>
4	<u>          </u>	11	<u>          </u>
5	<u>          </u>	12	<u>          </u>
6	<u>          </u>	Spec Ed	<u>18</u>

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>1</u>
Black	<u>2</u>
Mexican American	<u>36</u>
Puerto Rican	<u>          </u>
White	<u>61</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	168	1	2	41	1		56	
2	180	1	2	41	1		56	
3	206	1	2	41	1		56	
4								
5								
6								
7								
8								
9								
10								
11								
12								



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	<u>Mean Gain per Month</u>	<u>St. Dev.</u>
1	<u>2.1</u>	<u>0.9</u>
2	<u>1.6</u>	<u>1.1</u>
3	<u>1.1</u>	<u>0.9</u>
4		
5		
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	<u>1.6</u>	<u>1.1</u>
Name of Standardized Test(s) Used	<u>CTBS</u>	

C. Right to Read Teacher Characteristics

- Total Number Reported: 22
- Age: Mean 30, Range 22-55+
- No. Years Teaching Experience: 6, Range 1-23
- Sex:
 

	No.	Percent
Male	<u>3</u>	<u>14</u>
Female	<u>19</u>	<u>86</u>

- Ethnicity:
 

	Amr	Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	<u>2</u>				<u>10</u>		<u>10</u>		
Percent	<u>10</u>				<u>45</u>		<u>45</u>		
- Degree:
 

	BA or BS	MA or MS	PhD	Other	No Indication
No.	<u>19</u>	<u>2</u>			
- Area of Degree:
 

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	<u>18</u>	<u>1</u>	<u>1</u>					
- Job Title:
 

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	<u>1</u>		<u>2</u>	<u>17</u>	<u>2</u>	
- Residential Index:
 

	Inner City	Urban	Suburban	Rural	No Indication
No.	<u>1</u>	<u>14</u>	<u>7</u>		

\*Total number of classes for which achievement data were reported: 19

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		3	10	6		3
In-service Training	9	9	4			
Reading Specialist	16	6				
Instructional Materials	6	7	3	5		1

○ **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

11
11

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X				

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	14%
● Were paid	14%
● Were: Parent	
Student teacher	
Community organization member	
High school student	
Other	14%
● Average number of hours aides worked per semester	165
● Types of Activities Performed:	
Tutoring students	X
Marking tests	
Distributing materials	
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	
Other _____	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
2			

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X
X
X
X

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

● **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

	X		
--	---	--	--



• **Types of Activities:**

Meet with TATs	X
Develop proposal or work statement	
Needs assessment	X
Develop diagnostic/prescriptive approach	X
Identify objectives	
Gather data	
Complete PPP	X

Develop materials	
Inservice training	
Budget	
Information dissemination	
Develop tests	
Evaluation	
No indication	

Implementation Phase

• **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
	X	

• **UTF members:**

Consultants	
Administrators	X
Reading specialist	
Teachers	X
Parents	X
Others	
No indication	

• **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities

X
X

Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X

4. Program Location;\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

102
157
106

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

269
123
0
0
12
22
9

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

55
63
108

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English  
 Non-Standard English  
 Spanish  
 French  
 American Indian language or dialect  
 Japanese  
 No indication

95
0
5

50
2
23
2
23

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis  
 Code emphasis  
 Linguistics  
 Modified alphabet  
 Responsive environment  
 Programmed learning  
 Individualized reading  
 Language experience  
 Eclectic or teacher's own  
 Other  
 No indication

42
49
16
0
13
12
48
22
29
10

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine - based programmed instruction	6
Other programmed instruction	15
Gaming/simulation	5
Instructional TV	12
Interactive media	0
Intensive involvement	0
Discussion groups	56
Demonstration-performance	45
Lecture	17
Contracts	55
Use of supplementary materials	59
Other	19
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	22
• The teacher has formulated or selected specific objectives for each student.	22
• The teacher has formulated or selected specific objectives for the entire class.	20
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	16
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	16
• Performance of students is measured in terms of objectives set for each individual.	22
• Performance of students is measured in terms of objectives set for the entire class.	14
• Visible records are kept of class performance.	22
• Records of each student's performance are kept with respect to each objective.	21
• Students are kept informed of their progress.	22
• Students are involved in self-evaluation.	13
• Parents are informed of students' progress.	22
• No indication	

11. Total Funding for 1972-73 school year: No clear indication

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
<b><u>TEACHER</u></b>			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement			X
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 4510

# INDIVIDUAL SITE ASSESSMENT

School: 4510  
 Grades: PreK-6

## A. School Characteristics

### 1. Geographic Region

<u>A</u>	<u>B</u>	<u>C</u>	<u>D*</u>	<u>E</u>	<u>F</u>
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

### 2. Urban-Rural Index

<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
X		

### 3. Student Population (Total School)

- Total Reported Enrollment 1076
- Total Students in Each Grade Level

	<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
PreK-	K	<u>107</u>	7	<u>          </u>
	1	<u>140</u>	8	<u>          </u>
	2	<u>145</u>	9	<u>          </u>
	3	<u>185</u>	10	<u>          </u>
	4	<u>182</u>	11	<u>          </u>
	5	<u>136</u>	12	<u>          </u>
	6	<u>181</u>		

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>8</u>
Mexican American	<u>88</u>
Puerto Rican	<u>          </u>
White	<u>4</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	140		7	88			6	
2	145		12	83			4	
3	185		8	88			4	
4	182		7	91			2	
5	136		7	88			5	
6	181		9	86			5	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	0.7	0.5
2	0.7	1.1
3	0.8	1.0
4	1.2	1.4
5	1.4	1.9
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.3

- Name of Standardized Test(s) Used

Met. Readiness, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported

19

- Age

Mean

34

Range

<20-55+

- No. Years Teaching Experience

9

1-26

- Sex

No.	Male	Female
		18
Percent		100

18
100

Ethnicity	No.	Mexican Puerto Rican White Other						No Indication
		Amr Ind	Asian	Black	Amer	Rican	White	
	Percent	1		7	7		4	
		8		36	36		20	

Degree	No.	BA or BS MA or MS PhD Other				No Indication
			13	4		

Area of Degree	No.	Human- Fine Arts Phys Sci Math Other					No Indication
		Educ	Soc Sci	ities	Arts	Phys Sci	
		19					

Job Title	No.	Read Reading Bilingual Multi			Other		No Indication
		Spec	Teacher	Spec	Subject	Other	
				1	15	3	

Residential Index	No.	Inner City Urban Suburban Rural				No Indication
			4	10	5	

\*Total number of classes for which achievement data were reported: 27

o Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

1	2		3		13
1	6	1	3	3	5
3	5	4	2		5
5	7	3	1		3

In-service Training

Reading Specialist

Instructional Materials

o Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

11
3
2
1
2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
		X				

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X		X		

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication
X		

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation	X	12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	



**G. Parent Involvement**

- **Extent of Involvement**

High	Medium	Low	No Indication
		X	

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	84%
● Were paid	37%
● Were: Parent	5%
Student teacher	5%
Community organization member	
High school student	
Other	74%
● Average number of hours aides worked per semester	347
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	6		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                          |                                       |                                     |
|-------------------------------------|--------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/> | Instructional approach                | <input type="checkbox"/>            |
| Student background and self concept | <input type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/> | Teaching techniques                   | <input type="checkbox"/>            |
| Motor and perceptual skills         | <input type="checkbox"/> | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication


Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

• **Types of Activities:**

- Meet with TATs/consultants
- Develop criteria for student selection or placement
- Student diagnosis
- Identify tutors
- Inservice training
- Develop community involvement activities


- Status and reporting activities
- Record progress
- Serve on special committees
- Review program progress
- Information dissemination
- Evaluation
- No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

- Individualized prescription
- Identification of student skill levels
- Teacher observation
- Contracts
- Individualized instruction
- Progress checklists
- Testing
- Review case histories
- Staff conferences
- Student/teacher conferences

X

- Supplementary materials
- Games, manipulatives
- Audio-Visual, Multimedia
- Commercially made programs
- Student grouping
- Special classes
- Skill sessions
- Field trips
- Reading/language center
- Reading specialist, tutors
- Language experience approach
- Basal text instruction
- No indication

X
X

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	76 %	39%
Non-Standard English	7	17
Spanish	17	36
French		
American Indian language or dialect		
Japanese		
No indication		8

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	16
Code emphasis	12
Linguistics	14
Modified alphabet	6
Responsive environment	11
Programmed learning	16
Individualized reading	42
Language experience	63
Eclectic or teacher's own	6
Other	0
No indication	

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

90
172
28

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

383
14
28
7
14
52
59

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

64
56
50

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19



9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	6
Other programmed instruction	3
Gaming/simulation	25
Instructional TV	4
Interactive media	11
Intensive involvement	8
Discussion groups	38
Demonstration-performance	36
Lecture	18
Contracts	9
Use of supplementary materials	33
Other	3
No indication	

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
● The teacher has formulated or selected specific objectives for each student.	14
● The teacher has formulated or selected specific objectives for the entire class.	12
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	12
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	12
● Performance of students is measured in terms of objectives set for the entire class.	8
● Visible records are kept of class performance.	11
● Records of each student's performance are kept with respect to each objective.	13
● Students are kept informed of their progress.	16
● Students are involved in self-evaluation.	15
● Parents are informed of students' progress.	17
● No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills	X		
Attitude	X		
<b><u>TEACHER</u></b>			
Competency		X	
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training		X	
Program Flexibility			X
Helpfulness of Technical Assistance		X	
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding
- More technical assistance

SITE DID NOT CLEARLY STATE RECOMMENDATIONS .

School: 4511

## INDIVIDUAL SITE ASSESSMENT

School: 4511

Grades: K-6

### A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 749
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>99</u>	7	<u>          </u>
1	<u>116</u>	8	<u>          </u>
2	<u>115</u>	9	<u>          </u>
3	<u>106</u>	10	<u>          </u>
4	<u>102</u>	11	<u>          </u>
5	<u>104</u>	12	<u>          </u>
6	<u>80</u>	Spec Ed	<u>27</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>14</u>
Mexican American	<u>71</u>
Puerto Rican	<u>          </u>
White	<u>          </u>
Other	<u>14</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	99		31	68			1	
1	116		28	70			3	
2	115		24	71			4	
3	106		18	75			8	
4	102		23	75			3	
5	104		21	73			6	
6	80		16	76			8	
7								
8								
9								
10								
11								
12								
Spec Ed	27		7	85			7	



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2	0.6	0.7
3	0.5	0.6
4	0.5	0.9
5	0.9	1.4
6	1.5	1.6
	0.8	1.1

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

- Name of Standardized  
Test(s) Used MAT, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported 24
- Age 

Mean	41
Range	22-55+
- No. Years Teaching Experience 

Mean	14
Range	1-30
- Sex 

No.	Male	Female
	1	22
Percent	5	95

Ethnicity	No.	Mexican Puerto Rican					White	Other	No Indication
		Amr Ind	Asian	Black	Amer	Puerto			
				6	2		15		
	Percent			26	10		64		

Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication
			22	2		

Area of Degree	No.	Humanities					Fine Arts	Phys Sci	Math	Other	No Indication
		Educ	Soc Sci	Sci	ities	ities					
		21	1	1	1						

Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
			2	3		12	5

Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication
			2	10	1	

\*Total number of classes for which achievement data were reported: 15

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

	<u>Effectiveness</u>					
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	2	4	9	2	7	
In-service Training	8	13			3	
Reading Specialist	11	9	1		3	
Instructional Materials	4	12	5		3	

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

11
4
5
3
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)		X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)		X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X			

Forecast Information  
Outcomes Dissemination No Indication

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**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	<input type="checkbox"/>	11. Identify alternate approaches	<input type="checkbox"/>
2. Program implementation	<input type="checkbox"/>	12. Develop team teaching	<input type="checkbox"/>
3. Interpret Right to Read planning materials	<input type="checkbox"/>	13. Observe classes	<input type="checkbox"/>
4. Work on the Unit Task Force	<input type="checkbox"/>	14. Advise on parental involvement	<input type="checkbox"/>
5. Develop Work Statement/ Proposal	<input type="checkbox"/>	15. Recommend consultants	<input type="checkbox"/>
6. Develop or identify curriculum materials	<input type="checkbox"/>	16. Budget planning	<input type="checkbox"/>
7. Needs assessment	<input type="checkbox"/>	17. Evaluation	<input type="checkbox"/>
8. Diagnosis/prescription	<input type="checkbox"/>	18. Liaison with Right to Read, Washington, D. C.	<input type="checkbox"/>
9. Identify objectives	<input type="checkbox"/>	19. Plan for 1973-74 program	<input type="checkbox"/>
10. Staff development	X	20. No indication of activity	<input type="checkbox"/>

G. Parent Involvement

● Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

● Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	88	%
● Were paid	42	%
● Were: Parent	21	%
Student teacher	4	%
Community organization member		
High school student	4	%
Other	54	%
● Average number of hours aides worked per semester	106	
● Types of Activities Performed:		
Tutoring students	X	
Marking tests	X	
Distributing materials	X	
Working in small and large groups	X	
Preparing materials	X	
Liaison with parents and other outside personnel	X	
Bus monitoring		
Supervising recreational activities in or outside class	X	
Classroom maintenance	X	
Supervising field trips	X	
Other _____		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	16		1

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X
X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input checked="" type="checkbox"/> | Instructional approach                | <input type="checkbox"/>            |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input type="checkbox"/>            |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/>            | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuials, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X



● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X
X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

120

Reading is taught indirectly through other subject matter

160

Special assistance is provided outside the classroom for students in special need of reading help

125

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

297

Reading specialist (responsible for more than one class)

73

Team teachers

0

Students doing cross-age teaching

0

Tutor-specialist

74

Tutor-aide

22

Other

59

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

48

Small groups (5 or fewer students)

94

Large groups (6 or more students)

135

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 24

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	95%	30%
Non-Standard English	1	26
Spanish	4	41
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	37
Code emphasis	35
Linguistics	32
Modified alphabet	2
Responsive environment	6
Programmed learning	28
Individualized reading	48
Language experience	41
Eclectic or teacher's own	62
Other	0
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	17
Other programmed instruction	26
Gaming/simulation	14
Instructional TV	3
Interactive media	13
Intensive involvement	0
Discussion groups	43
Demonstration-performance	73
Lecture	20
Contracts	1
Use of supplementary materials	68
Other	16
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	17
● The teacher has formulated or selected specific objectives for each student.	17
● The teacher has formulated or selected specific objectives for the entire class.	15
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
● Performance of students is measured in terms of objectives set for each individual.	17
● Performance of students is measured in terms of objectives set for the entire class.	9
● Visible records are kept of class performance.	15
● Records of each student's performance are kept with respect to each objective.	11
● Students are kept informed of their progress.	19
● Students are involved in self-evaluation.	16
● Parents are informed of students' progress.	18
● No indication	

11. Total Funding for 1972-73 school year: Not Clearly Indicated

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X			X	
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b>STUDENT</b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			X
Attitude			X
<b>TEACHER</b>	X		
Competency			
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b>PARENT/COMMUNITY</b>			
Support			
Involvement	X		X
<b>PROGRAM</b>			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 4512

INDIVIDUAL SITE ASSESSMENT

School: 4512

Grades: K-5

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

\*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 666
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>97</u>	7	<u>          </u>
1	<u>116</u>	8	<u>          </u>
2	<u>108</u>	9	<u>          </u>
3	<u>117</u>	10	<u>          </u>
4	<u>100</u>	11	<u>          </u>
5	<u>108</u>	12	<u>          </u>
6	<u>          </u>	Spec. Ed.	<u>20</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>          </u>
Asian	<u>          </u>
Black	<u>14</u>
Mexican American	<u>71</u>
Puerto Rican	<u>          </u>
White	<u>          </u>
Other	<u>14</u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	97		34	57			9	
1	116		30	62			8	
2	108		45	45			9	
3	117		33	56			11	
4	100		35	48			17	
5	108		35	51	1		13	
6								
7								
8								
9								
10								
11								
12								
spec ed.	10		35	55			10	

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1

2

3

4

5

6

0.7

1.0

0.7

1.8

0.6

1.2

0.9

1.6

- Overall Mean Gain for School  
(means adjusted for differing class sizes)

1.1

1.2

- Name of Standardized  
Test(s) Used

MAT, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported

14

- Age

Mean

37

Range

22-55+

- No. Years Teaching Experience

9

1-26

- Sex

No.  
Percent

Male

Female

14

100

- Ethnicity

		Amr	Ind	Asian	Black	Amer	Mexican	Puerto	Rican	White	Other	No
												Indication
No.				4		2				7	1	
Percent				28		14				50	8	

- Degree

		BA or BS	MA or MS	PhD	Other	No Indication
No.		12	2			

- Area of Degree

		Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.		13	1						

- Job Title

		Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.			2		8	4	

- Residential Index

		Inner City	Urban	Suburban	Rural	No Indication
No.		9	3	2		

\*Total number of classes for which achievement data were reported: 15

c Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1		1			12
In-service Training	3	8	1	1		1
Reading Specialist	5	6		2		1
Instructional Materials	6	4	3			1

d Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

14

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Not Useful	No Indication
	X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

- Status and Reporting Center (S and RC)

Very Useful	Not Useful	No Indication
	X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X		X		

Forecast Information Outcomes Dissemination No Indication

	X	
--	---	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	



G. Parent Involvement

• Extent of Involvement

High Medium Low No Indication

X			
---	--	--	--

• Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X
X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

● Worked in classrooms	.40%
● Were paid	25%
● Were: Parent	15%
Student teacher	5%
Community organization member	
High school student	25%
Other	
● Average number of hours aides worked per semester	103
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	
Classroom maintenance	X
Supervising field trips	X
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	3		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                          |                                       |                                     |
|-------------------------------------|--------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/> | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/> | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/> | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

	X		
--	---	--	--

● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X
X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
x
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication


4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

149
126
74

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

192
93
0
0
38
16
15

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

70
92
111

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 20

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	53 %
Non-Standard English		5
Spanish		35
French		
American Indian language or dialect		
Japanese		
No indication		17

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	62
Code emphasis	53
Linguistics	21
Modified alphabet	0
Responsive environment	2
Programmed learning	7
Individualized reading	37
Language experience	16
Eclectic or teacher's own	12
Other	11
No indication	



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	9
Other programmed instruction	44
Gaming/simulation	5
Instructional TV	3
Interactive media	7
Intensive involvement	5
Discussion groups	50
Demonstration-performance	26
Lecture	24
Contracts	3
Use of supplementary materials	59
Other	9
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	19
• The teacher has formulated or selected specific objectives for each student.	13
• The teacher has formulated or selected specific objectives for the entire class.	18
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	16
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
• Performance of students is measured in terms of objectives set for each individual.	16
• Performance of students is measured in terms of objectives set for the entire class.	14
• Visible records are kept of class performance.	10
• Records of each student's performance are kept with respect to each objective.	16
• Students are kept informed of their progress.	19
• Students are involved in self-evaluation.	16
• Parents are informed of students' progress.	19
• No indication	

11. Total Funding for 1972-73 school year: No Clear Indication

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X		X		
Student Reading Achievement	X	X			
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X	X			
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills	X		
Attitude	X		
<b><u>TEACHER</u></b>			
Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS   X

School: 4601

INDIVIDUAL SITE ASSESSMENT

School: 4601

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 126
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>20</u>	7	
1	<u>16</u>	8	
2	<u>17</u>	9	
3	<u>13</u>	10	
4	<u>14</u>	11	
5	<u>15</u>	12	
6	<u>15</u>	Early child	<u>16</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>8</u>
Asian	<u>3</u>
Black	
Mexican American	<u>4</u>
Puerto Rican	
White	<u>85</u>
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	20	45		5			50	
1	16	31		5			63	
2	17	35		6			59	
3	13	8		23			69	
4	14	57					43	
5	15			13			80	
6	15	13					80	
7								
8								
9								
10								
11								
12								
Early child 16		56		13			31	



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels for which data were reported)

	Mean Gain per Month	St. Dev.
1	0.6	0.6
2	1.0	1.0
3	1.3	1.3
4	1.6	0.8
5	2.1	2.1
6	2.7	2.4
Overall Mean Gain for School (means adjusted for differing class sizes)	1.6	1.7

- Name of Standardized Test(s) Used

CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported

4

- Age

Mean	Range
<u>30</u>	<u>22-37</u>

- No. Years Teaching Experience

<u>3</u>	<u>1-13</u>
----------	-------------

- Sex

No.	Male	Female
	<u>2</u>	<u>2</u>
Percent	<u>50</u>	<u>50</u>

- Ethnicity

No.	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
Percent					<u>4</u>	<u>100</u>	

- Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	<u>3</u>	<u>1</u>			

- Area of Degree

No.	Human- Educ	Fine Soc Sci	Arts ities	Phys Sci	Math	Other	No Indication
	<u>4</u>						

- Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
				<u>4</u>		

- Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
				<u>4</u>	

\*Total number of classes for which achievement data were reported: 6

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	4					
In-service Training	4					
Reading Specialist	4					
Instructional Materials	4					

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

4

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

	X		
--	---	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials	X	13. Observe classes	X
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials	X	16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives	X	19. Plan for 1973-74 program	X
10. Staff development		20. No indication of activity	

**G. Parent Involvement**

• **Extent of Involvement**

High Medium Low No Indication

	X		
--	---	--	--

• **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	75%
●	Were paid	75%
●	Were:	75%
	Parent	
	Student teacher	
	Community organization member	25%
	High school student	
	Other	75%
●	Average number of hours aides worked per semester	102
●	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	
	Distributing materials	
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	
	Classroom maintenance	
	Supervising field trips	
	Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
2	1		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach


- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X
X

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
			X



● **Types of Activities:**

Meet with TATs	<input type="checkbox"/>
Develop proposal or work statement	<input type="checkbox"/>
Needs assessment	<input type="checkbox"/>
Develop diagnostic/prescriptive approach	<input type="checkbox"/>
Identify objectives	<input type="checkbox"/>
Gather data	<input type="checkbox"/>
Complete PPP	<input type="checkbox"/>

Develop materials	<input type="checkbox"/>
Inservice training	<input type="checkbox"/>
Budget	<input type="checkbox"/>
Information dissemination	<input type="checkbox"/>
Develop tests	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>
No indication	<input checked="" type="checkbox"/>

**Implementation Phase**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

● **UTF members:**

Consultants	<input type="checkbox"/>
Administrators	<input type="checkbox"/>
Reading specialist	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Others	<input type="checkbox"/>
No indication	<input checked="" type="checkbox"/>

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

68
94
16

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

371
0
22
45
22
36
0

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

43
47
69

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 4

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English  
 Non-Standard English  
 Spanish  
 French  
 American Indian language or dialect  
 Japanese  
 No indication

100%

85%
12
3

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis  
 Code emphasis  
 Linguistics  
 Modified alphabet  
 Responsive environment  
 Programmed learning  
 Individualized reading  
 Language experience  
 Eclectic or teacher's own  
 Other  
 No indication

0
10
0
0
0
0
0
40
50
46
0

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	21
Other programmed instruction	2
Gaming/simulation	2
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	41
Demonstration-performance	18
Lecture	22
Contracts	0
Use of supplementary materials	36
Other	14
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	4
● The teacher has formulated or selected specific objectives for each student.	4
● The teacher has formulated or selected specific objectives for the entire class.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	0
● Performance of students is measured in terms of objectives set for each individual.	4
● Performance of students is measured in terms of objectives set for the entire class.	0
● Visible records are kept of class performance.	0
● Records of each student's performance are kept with respect to each objective.	4
● Students are kept informed of their progress.	4
● Students are involved in self-evaluation.	4
● Parents are informed of students' progress.	4
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<u>STUDENT</u>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude	X		
<u>TEACHER</u>			
Competency			
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
<u>PARENT/COMMUNITY</u>			
Support	X		
Involvement	X		
<u>PROGRAM</u>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 4701

## INDIVIDUAL SITE ASSESSMENT

School: 4701  
 Grades: 4-5

### A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

\*States in this region are: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index:

Urban	Suburban	Rural
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. Student Population (Total School)

- Total Reported Enrollment 378
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	_____	7	_____
1	_____	8	_____
2	_____	9	_____
3	_____	10	_____
4	197	11	_____
5	181	12	_____
6	_____		

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	_____
Asian	_____
Black	_____
Mexican American	_____
Puerto Rican	_____
White	<u>100</u>
Other	_____

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4	84						100	
5	76						100	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gain for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

o Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1	_____	_____
2	_____	_____
3	_____	_____
4	1.0	1.2
5	1.6	2.0
6	_____	_____
o Overall Mean Gain for School (means adjusted for differing class sizes)	1.3	1.6

o Name of Standardized  
Test(s) Used

MAT

C. Right to Read Teacher Characteristics

o Total Number Reported

7

o Age

Mean

42

Range

22-55+

o No. Years Teaching Experience

18

4-35

o Sex

No.  
Percent

Male

\_\_\_\_\_  
\_\_\_\_\_

Female

7  
100

o Ethnicity

No. Percent	Amr Ind		Asian Black		Mexican Puerto Amer Rican		White Other		No Indication
								7	
							100		

o Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	6	1			

o Area of Degree

No.	Human- Educ		Fine Soc Sci ities		Arts PhysSci		Math Other		No Indication
		7							

o Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
			1		4	2

o Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
		2		5	

\*Total number of classes for which achievement data were reported: 7

o Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

No Indica-  
tion or Not  
Included  
in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

In-service Training

Reading Specialist

Instructional Materials

	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		1	2			4
In-service Training	1	3				3
Reading Specialist	3	3				1
Instructional Materials	4	1	1			1

o Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No: of Teachers:

Yes

Yes, if changes are made

Questionable

No

No Response

3
3
1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X		X			

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X				X	

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X			X	

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	X
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal	X	15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	



G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

	X		
--	---	--	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

H. Teacher Aides

Percentage of Teachers Reporting Aides

- Worked in classrooms 100%
- Were paid 100%
- Were:
  - Parent 86%
  - Student teacher
  - Community organization member
  - High school student 57%
  - Other 71%
- Average number of hours aides worked per semester 173
- Types of Activities Performed:
  - Tutoring students X
  - Marking tests X
  - Distributing materials X
  - Working in small and large groups X
  - Preparing materials X
  - Liaison with parents and other outside personnel X
  - Bus monitoring X
  - Supervising recreational activities in or outside class X
  - Classroom maintenance X
  - Supervising field trips X
  - Other X
- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
4	3		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/>            | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/>            | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/>            | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/>            | Classroom organization and management | <input checked="" type="checkbox"/> |
| Right to Read Program               | <input type="checkbox"/>            | Evaluation                            | <input checked="" type="checkbox"/> |
| Diagnostic/prescriptive approach    | <input checked="" type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

X

X
X
X
X
X

● Training Methods:

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. Unit Task Force Activities

Planning Phase

● Rating of helpfulness:

Very Helpful	Not Helpful	No Indication
		X

● UTF Members:

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X
X

● Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

• **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

• **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
		X	

• **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

• **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

• **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>	Status and reporting activities	<input type="checkbox"/>
Develop criteria for student selection or placement	X	Record progress	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>	Serve on special committees	X
Identify tutors	<input type="checkbox"/>	Review program progress	X
Inservice training	<input type="checkbox"/>	Information dissemination	X
Develop community involvement activities	<input type="checkbox"/>	Evaluation	<input type="checkbox"/>
		No indication	<input type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	<input type="checkbox"/>	Supplementary materials	<input type="checkbox"/>
Identification of student skill levels	X	Games, manipulatives	X
Teacher observation	<input type="checkbox"/>	Audio-Visual, Multimedia	X
Contracts	<input type="checkbox"/>	Commercially made programs	<input type="checkbox"/>
Individualized instruction	<input type="checkbox"/>	Student grouping	X
Progress checklists	X	Special classes	<input type="checkbox"/>
Testing	X	Skill sessions	<input type="checkbox"/>
Review case histories	<input type="checkbox"/>	Field trips	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>	Reading/language center	<input type="checkbox"/>
Student/teacher conferences	X	Reading specialist, tutors	<input type="checkbox"/>
		Language experience approach	<input type="checkbox"/>
		Basal text instruction	<input type="checkbox"/>
		No indication	<input type="checkbox"/>

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

Reading is taught as a separate subject

121

Reading is taught indirectly through other subject matter

64

Special assistance is provided outside the classroom for students in special need of reading help

96

No indication

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

Single teacher--multi-subjects

64

Reading specialist (responsible for more than one class)

105

Team teachers

0

Students doing cross-age teaching

0

Tutor-specialist

96

Tutor-aide

182

Other

29

No indication

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

Individualized reading instruction

45

Small groups (5 or fewer students)

30

Large groups (6 or more students)

44

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 7

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	0
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	45
Language experience	0
Eclectic or teacher's own	0
Other	76
No indication	



9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	0
Other programmed instruction	0
Gaming/simulation	2
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	0
Demonstration-performance	0
Lecture	0
Contracts	0
Use of supplementary materials	0
Other	118
No indication	

10. Classroom Evaluation Procedures:

Number of Classrooms in Which Procedure Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	7
● The teacher has formulated or selected specific objectives for each student.	7
● The teacher has formulated or selected specific objectives for the entire class.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	7
● Performance of students is measured in terms of objectives set for the entire class.	0
● Visible records are kept of class performance.	7
● Records of each student's performance are kept with respect to each objective.	7
● Students are kept informed of their progress.	7
● Students are involved in self-evaluation.	6
● Parents are informed of students' progress.	7
● No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude	X		
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach	X		
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 5001

# INDIVIDUAL SITE ASSESSMENT

School: 5001

Grados: 7-9

## A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

\*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 422
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	_____	7	123
1	_____	8	165
2	_____	9	134
3	_____	10	_____
4	_____	11	_____
5	_____	12	_____
6	_____		

● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	19
Asian	1
Black	2
Mexican American	1
Puerto Rican	_____
White	76
Other	1

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7	120	20	5				75	
8	40	28	12				60	
9	40	34					67	
10								
11								
12								



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

a Grade Level  
(includes only levels  
for which data were  
reported)

		Mean Gain per Month	St. Dev.
1	7	0.9	1.5
2	8	0.4	1.4
3	9	0.9	1.6
4			
5			
6			
b Overall Mean Gain for School (means adjusted for differing class sizes)		0.7	1.5
c Name of Standardized Test(s) Used		CTBS	

C. Right to Read Teacher Characteristics

• Total Number Reported	4	
• Age	Mean: 27	Range: 22-42
• No. Years Teaching Experience	6	
• Sex	Male	Female
	No. Percent: 2 / 50	No. Percent: 2 / 50

• Ethnicity	No.	Amr Ind	Asian Black	Mexican Amer	Puerto Rican	White	Other	No Indication
	Percent					4 / 100		
• Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication		
• Area of Degree	No.	Human-Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other
• Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication	
	No.	3		1				
• Residential Index	No.	Inner City	Urban	Suburban	Rural	No Indication		
	No.				4			

\*Total number of classes for which achievement data were reported: 6

- **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement

In-service Training

Reading Specialist

Instructional Materials

	2		2		
2		2			
	4				
1	1				2

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

4

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Classroom Teacher	Classroom Teacher	Other	No Title Indicated
					X	

**E. Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Information Outcomes Dissemination No Indication

--	--	--

**F. Technical Assistant Utilization**

- **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force	X	14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development		20. No indication of activity	

G. Parent Involvement

- Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

- Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication


**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

●	Worked in classrooms	100	%
●	Were paid	43	%
●	Were: Parent		
	Student teacher		
	Community organization member		
	High school student		
	Other	93	%
●	Average number of hours aides worked per semester	284	
●	Types of Activities Performed:		
	Tutoring students	X	
	Marking tests	X	
	Distributing materials	X	
	Working in small and large groups	X	
	Preparing materials	X	
	Liaison with parents and other outside personnel		
	Bus monitoring		
	Supervising recreational activities in or outside class		
	Classroom maintenance	X	
	Supervising field trips		
	Other _____	X	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	4		

I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X
X

• Training areas:

- Learning theory
- Student background and self concept
- Language development
- Motor and perceptual skills
- Right to Read Program
- Diagnostic/prescriptive approach

X
X

- Instructional approach
- Instructional materials
- Teaching techniques
- Classroom organization and management
- Evaluation
- No indication

X
X

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		



● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP


Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
			X

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
		X	

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

Reading is taught as a separate subject

74
12
0

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

No indication

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

Single teacher--multi-subjects

0
22
77
0
0
106
15

Reading specialist (responsible for more than one class)

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

Individualized reading instruction

57
24
27

Small groups (5 or fewer students)

Large groups (6 or more students)

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	17
Code emphasis	13
Linguistics	0
Modified alphabet	0
Responsive environment	2
Programmed learning	7
Individualized reading	5
Language experience	3
Eclectic or teacher's own	6
Other	34
No indication	

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	67
Other programmed instruction	78
Gaming/simulation	16
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	8
Demonstration-performance	18
Lecture	6
Contracts	0
Use of supplementary materials	71
Other	0
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	14
● The teacher has formulated or selected specific objectives for each student.	12
● The teacher has formulated or selected specific objectives for the entire class.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	12
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
● Performance of students is measured in terms of objectives set for each individual.	10
● Performance of students is measured in terms of objectives set for the entire class.	2
● Visible records are kept of class performance.	14
● Records of each student's performance are kept with respect to each objective.	14
● Students are kept informed of their progress.	14
● Students are involved in self-evaluation.	12
● Parents are informed of students' progress.	14
● No indication	

**11. Total Funding for 1972-73 school year: \$50,000**

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support	X		
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 5101

INDIVIDUAL SITE ASSESSMENT

School: 5101

Grados: K-6

**A. School Characteristics**

1. Geographic Region

A	B*	C	D	E	F
	X				

\*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 423
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>39</u>	7	
1	<u>57</u>	8	
2	<u>41</u>	9	
3	<u>58</u>	10	
4	<u>60</u>	11	
5	<u>77</u>	12	
6	<u>76</u>	Spec Ed.	<u>15</u>

- Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	
Asian	
Black	<u>19</u>
Mexican American	
Puerto Rican	
White	<u>81</u>
Other	

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	57		17.5				82.5	
2	41		12.2				87.8	
3	58		15.5				84.5	
4	60		13.3				86.7	
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

Grade Level  
(includes only levels  
for which data were  
reported)

Mean Gain per Month

St. Dev.

1  
2  
3  
4  
5  
6

1.3

0.6

1.2

0.8

1.4

1.0

Overall Mean Gain for School  
(means adjusted for differing class sizes)

1.3

0.8

Name of Standardized  
Test(s) Used

CAT

C. Right to Read Teacher Characteristics

Total Number Reported

5

Age

Mean

33

Range

22-55+

No. Years Teaching Experience

19

1-40

Sex

No.  
Percent

Male

Female

5  
100

Ethnicity

No.  
Percent

	Amr	Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.							5		
Percent							100		

Degree

No.

	BA or BS	MA or MS	PhD	Other	No Indication
No.	4	1			

Area of Degree

No.

	Human- Educ	Fine Soc Sci Arts	Phys Sci	Math	No Indi- cation
No.	4	1			

Job Title

No.

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		4		

Residential Index

No.

	Inner City	Urban	Suburban	Rural	No Indication
No.	1	2	2		

\*Total number of classes for which achievement data were reported: 6

• **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

Effectiveness

No Indica-  
tion or Not  
Included  
in Program

Excellent Good Adequate Poor Very Poor

Parent Involvement

2					3
2	1				2
2	1	1			1
2		2			1

In-service Training

Reading Specialist

Instructional Materials

• **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes

Yes, if changes are made

Questionable

No

No Response

3
2

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)				X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

	Very Useful	Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Information Outcomes Dissemination No Indication

		X
--	--	---

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:** Very Helpful      Not Helpful      No Indication

			X
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● **Technical Assistant Activities:**

1. Program planning		11. Identify alternate approaches	X
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials	X	13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	X
6. Develop or identify curriculum materials		16. Budget planning	X
7. Needs assessment		17. Evaluation	X
8. Diagnosis/prescription	X	18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	



**Q. Parent Involvement**

• Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

• Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences


9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

**H. Teacher Aides**

**Percentage of Teachers Reporting Aides**

- Worked in classrooms 0
- Were paid
- Were: Parent
- Student teacher
- Community organization member
- High school student
- Other
- Average number of hours aides worked per semester
- Types of Activities Performed:
- Tutoring students
- Marking tests
- Distributing materials
- Working in small and large groups
- Preparing materials
- Liaison with parents and other outside personnel
- Bus monitoring
- Supervising recreational activities in or outside class
- Classroom maintenance
- Supervising field trips
- Other

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective

1. Program Characteristics

1. Inservice Training:

● Individuals responsible for training:

Consultants	X
Technical Assistant Team (TAT) members	
Project director	
Reading specialist	X
Classroom teacher	X
No indication	

● Individuals trained:

Reading specialist/teacher	
Classroom teachers	X
Other staff	X
Paraprofessionals	X
Parents	
No indication	

● Training areas:

Learning theory	X	Instructional approach	X
Student background and self concept	X	Instructional materials	
Language development		Teaching techniques	X
Motor and perceptual skills		Classroom organization and management	X
Right to Read Program	X	Evaluation	X
Diagnostic/proscriptive approach	X	No indication	

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X
X
X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful	Not Helpful	No	Indication
			X

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X
X
X

● **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

• **Types of Activities:**

- Meet with TATs
- Develop proposal or work statement
- Needs assessment
- Develop diagnostic/prescriptive approach
- Identify objectives
- Gather data
- Complete PPP


- Develop materials
- Inservice training
- Budget
- Information dissemination
- Develop tests
- Evaluation
- No indication

X

Implementation Phase

• **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
		X

• **UTF members:**

- Consultants
- Administrators
- Reading specialist
- Teachers
- Parents
- Others
- No indication

X
X
X

• **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X
X
X

**4. Program Location:\***

**Mean Number of Semester Hours Reported per Class**

Reading is taught as a separate subject

190

Reading is taught indirectly through other subject matter

104

Special assistance is provided outside the classroom for students in special need of reading help

45

No indication

**5. Student/Teacher Organization:**

**Mean Number of Semester Hours Reported per Class**

Single teacher--multi-subjects

346

Reading specialist (responsible for more than one class)

72

Team teachers

25

Students doing cross-age teaching

18

Tutor-specialist

0

Tutor-aide

18

Other

0

No indication

**6. Student Organization:**

**Mean Number of Semester Hours Reported per Class**

Individualized reading instruction

40

Small groups (5 or fewer students)

43

Large groups (6 or more students)

164

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	92%
Non-Standard English		7
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		1

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	8
Code emphasis	84
Linguistics	4
Modified alphabet	0
Responsive environment	12
Programmed learning	10
Individualized reading	44
Language experience	7
Eclectic or teacher's own	77
Other	0
No indication	



9. **Techniques Used for Reading Instruction:**

**Mean Number of Semester Hours Reported per Class**

Machine - based programmed instruction	25
Other programmed instruction	4
Gaming/simulation	0
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	17
Demonstration - performance	32
Lecture	4
Contracts	0
Use of supplementary materials	31
Other	0
No indication	

**10. Classroom Evaluation Procedures:**

**Number of Classrooms in Which Procedure Used**

• Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
• The teacher has formulated or selected specific objectives for each student.	3
• The teacher has formulated or selected specific objectives for the entire class.	5
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
• Performance of students is measured in terms of objectives set for each individual.	4
• Performance of students is measured in terms of objectives set for the entire class.	5
• Visible records are kept of class performance.	5
• Records of each student's performance are kept with respect to each objective.	3
• Students are kept informed of their progress.	5
• Students are involved in self-evaluation.	5
• Parents are informed of students' progress.	5
• No indication	

11. Total Funding for 1972-73 school year: \$30,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X				X
Reading-Related Skills	X				X
<b><u>TEACHER</u></b>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement					
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations	X	X			
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
<b><u>TEACHER</u></b>			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
<b><u>PARENT/COMMUNITY</u></b>			
Support			
Involvement			
<b><u>PROGRAM</u></b>			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS     X    

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 5201

# INDIVIDUAL SITE ASSESSMENT

School: 5201  
 Grades: PreK-6

## A. School Characteristics

### 1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

### 2. Urban-Rural Index

Urban	Suburban	Rural
		X

### 3. Student Population (Total School)

- Total Reported Enrollment 372
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	<u>68</u>	7	<u>          </u>
1	<u>59</u>	8	<u>          </u>
2	<u>43</u>	9	<u>          </u>
3	<u>43</u>	10	<u>          </u>
4	<u>41</u>	11	<u>          </u>
5	<u>48</u>	12	<u>          </u>
6	<u>42</u>	Pre-K	<u>22</u>
		EMR	<u>6</u>

### ● Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	<u>1</u>
Asian	<u>          </u>
Black	<u>          </u>
Mexican American	<u>          </u>
Puerto Rican	<u>          </u>
White	<u>99</u>
Other	<u>          </u>

**B. Right to Read Student Characteristics**

1. Amount of Time in Program; 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	68	1.4			1.4		97.2	
1	59	5.0			1.6		93.4	
2	43						100	
3	43	4.6					95.4	
4	41						100	
5	48						100	
6	42	2.3					97.7	
7								
8								
9								
10								
11								
12								
Pre-K	22						100	
EMR	6							



3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

- Grade Level  
(includes only levels  
for which data were  
reported)

	Mean Gain per Month	St. Dev.
1		
2		
3	1.1	0.7
4	1.4	2.2
5	1.2	1.2
6	1.0	1.0
Overall Mean Gain for School (means adjusted for differing class sizes)	1.2	1.4

- Name of Standardized Test(s) Used

Gates MacGinitie, ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported

14

- Age

Mean

43

Range

20-55+

- No. Years Teaching Experience

14

4-37

- Sex

No.  
Percent

Male	1
	7

Female	13
	93

- Ethnicity

No.	Amr	Ind	Asian	Black	Amer	Mexican	Puerto	Rican	White	Other	No
Percent										14	
										100	

- Degree

No.	BA or BS	MA or MS	PhD	Other	No Indication
	12	2			

- Area of Degree

No.	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indi- cation
	13						1	

- Job Title

No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
		2		10	2	

- Residential Index

No.	Inner City	Urban	Suburban	Rural	No Indication
		1		13	

\*Total number of classes for which achievement data were reported: 8

● **Teacher Attitude Toward Right To Read Features**  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

Effectiveness

Excellent Good Adequate Poor Very Poor

Parent Involvement  
In-service Training  
Reading Specialist  
Instructional Materials

1	1	8	2		2
6	4	3			1
8	2				4
7	5	1			1

● **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

No. of Teachers:

Yes  
Yes, if changes are made  
Questionable  
No  
No Response

8
3
3

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					



**E. Effectiveness of Right To Read Materials**

	Very Useful	Not Useful	No Indication
● Program Planning Procedure (PPP)	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Not Useful	No Indication
● Status and Reporting Center (S and RC)	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
	X			

Forecast Outcomes	Information Dissemination	No Indication
	X	

**F. Technical Assistant Utilization**

● **Rating of Helpfulness:**    **Very**                      **Not**                      **No**  
    **Helpful**    **Helpful**    **Helpful**    **Indication**

X			
---	--	--	--

● **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	
7. Needs assessment	X	17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D.C.	
9. Identify objectives		19. Plan for 1973-74 program	X
10. Staff development		20. No indication of activity	

**G. Parent Involvement**

- **Extent of Involvement**

High    Medium    Low    No Indication

	X		
--	---	--	--

- **Activities:**

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X
X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

H. Teacher Aides

Percentage of Teachers Reporting Aides

- Worked in classrooms
- Were paid
- Were:      Parent  
                  Student teacher  
                  Community organization member  
                  High school student  
                  Other
- Average number of hours aides worked per semester
- Types of Activities Performed:
  - Tutoring students
  - Marking tests
  - Distributing materials
  - Working in small and large groups
  - Preparing materials
  - Liaison with parents and other outside personnel
  - Bus monitoring
  - Supervising recreational activities in or outside class
  - Classroom maintenance
  - Supervising field trips
  - Other \_\_\_\_\_

0

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective



I. Program Characteristics

1. Inservice Training:

• Individuals responsible for training:

- Consultants
- Technical Assistant Team (TAT) members
- Project director
- Reading specialist
- Classroom teacher
- No indication

X

• Individuals trained:

- Reading specialist/teacher
- Classroom teachers
- Other staff
- Paraprofessionals
- Parents
- No indication

X

• Training areas:

- |                                     |                          |                                       |                                     |
|-------------------------------------|--------------------------|---------------------------------------|-------------------------------------|
| Learning theory                     | <input type="checkbox"/> | Instructional approach                | <input checked="" type="checkbox"/> |
| Student background and self concept | <input type="checkbox"/> | Instructional materials               | <input checked="" type="checkbox"/> |
| Language development                | <input type="checkbox"/> | Teaching techniques                   | <input checked="" type="checkbox"/> |
| Motor and perceptual skills         | <input type="checkbox"/> | Classroom organization and management | <input type="checkbox"/>            |
| Right to Read Program               | <input type="checkbox"/> | Evaluation                            | <input type="checkbox"/>            |
| Diagnostic/prescriptive approach    | <input type="checkbox"/> | No indication                         | <input type="checkbox"/>            |

- **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

- **Rating of helpfulness:**

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- **UTF Members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

- **Frequency of meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		



● **Types of Activities:**

Meet with TATs  
 Develop proposal or work statement  
 Needs assessment  
 Develop diagnostic/prescriptive approach  
 Identify objectives  
 Gather data  
 Complete PPP

X
X
X

Develop materials  
 Inservice training  
 Budget  
 Information dissemination  
 Develop tests  
 Evaluation  
 No indication

X

Implementation Phase

● **Rating of Helpfulness:**

Very Helpful	Not Helpful	No Indication
	X	

● **UTF members:**

Consultants  
 Administrators  
 Reading specialist  
 Teachers  
 Parents  
 Others  
 No indication

X
X
X
X

● **Frequency of Meetings:**

Very Frequent	Frequent	Infrequent	No Indication
	X		

● **Types of Activities:**

Meet with TATs/consultants	<input type="checkbox"/>	Status and reporting activities	<input type="checkbox"/>
Develop criteria for student selection or placement	<input type="checkbox"/>	Record progress	<input type="checkbox"/>
Student diagnosis	<input type="checkbox"/>	Serve on special committees	<input checked="" type="checkbox"/>
Identify tutors	<input type="checkbox"/>	Review program progress	<input checked="" type="checkbox"/>
Inservice training	<input checked="" type="checkbox"/>	Information dissemination	<input checked="" type="checkbox"/>
Develop community involvement activities	<input type="checkbox"/>	Evaluation	<input checked="" type="checkbox"/>
		No indication	<input type="checkbox"/>

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription	<input type="checkbox"/>	Supplementary materials	<input type="checkbox"/>
Identification of student skill levels	<input type="checkbox"/>	Games, manipulatives	<input checked="" type="checkbox"/>
Teacher observation	<input type="checkbox"/>	Audio-Visual, Multimedia	<input type="checkbox"/>
Contracts	<input type="checkbox"/>	Commercially made programs	<input checked="" type="checkbox"/>
Individualized instruction	<input type="checkbox"/>	Student grouping	<input type="checkbox"/>
Progress checklists	<input type="checkbox"/>	Special classes	<input type="checkbox"/>
Testing	<input type="checkbox"/>	Skill sessions	<input type="checkbox"/>
Review case histories	<input type="checkbox"/>	Field trips	<input type="checkbox"/>
Staff conferences	<input type="checkbox"/>	Reading/language center	<input checked="" type="checkbox"/>
Student/teacher conferences	<input type="checkbox"/>	Reading specialist, tutors	<input type="checkbox"/>
		Language experience approach	<input type="checkbox"/>
		Basal text instruction	<input type="checkbox"/>
		No indication	<input type="checkbox"/>

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

- Reading is taught as a separate subject
- Reading is taught indirectly through other subject matter
- Special assistance is provided outside the classroom for students in special need of reading help
- No indication

163
290
38

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

- Single teacher--multi-subjects
- Reading specialist (responsible for more than one class)
- Team teachers
- Students doing cross-age teaching
- Tutor-specialist
- Tutor-aide
- Other
- No indication

141
34
0
3
0
0
131

6. Student Organization:

Mean Number of Semester Hours Reported per Class

- Individualized reading instruction
- Small groups (5 or fewer students)
- Large groups (6 or more students)
- No indication

69
78
44

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English  
 Non-Standard English  
 Spanish  
 French  
 American Indian language or dialect  
 Japanese  
 No indication

100%

100%

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis  
 Code emphasis  
 Linguistics  
 Modified alphabet  
 Responsive environment  
 Programmed learning  
 Individualized reading  
 Language experience  
 Eclectic or teacher's own  
 Other  
 No indication

34
41
12
0
15
22
30
8
6
31

9. Techniques Used for Reading Instruction:

Mean Number of Semester Hours Reported per Class

Machine-based programmed instruction	16
Other programmed instruction	18
Gaming/simulation	1
Instructional TV	0
Interactive media	1
Intensive involvement	1
Discussion groups	29
Demonstration-performance	52
Lecture	7
Contracts	2
Use of supplementary materials	46
Other	5
No indication	

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
● The teacher has formulated or selected specific objectives for each student.	11
● The teacher has formulated or selected specific objectives for the entire class.	11
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
● Performance of students is measured in terms of objectives set for each individual.	13
● Performance of students is measured in terms of objectives set for the entire class.	11
● Visible records are kept of class performance.	12
● Records of each student's performance are kept with respect to each objective.	13
● Students are kept informed of their progress.	13
● Students are involved in self-evaluation.	12
● Parents are informed of students' progress.	13
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment\*

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<u>STUDENT</u>					
Student Attitude	X			X	
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X		X		
<u>TEACHER</u>					
Teacher Competency					
Teacher Attitude					
Teacher Behavior	X	X			
<u>PARENT/COMMUNITY</u>					
Parent/Community Involvement	X			X	
Parent Attitude					
<u>PROGRAM</u>					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			X
Reading-Related Skills			X
Social Skills			X
Attitude	X		
<b><u>TEACHER</u></b>			
Competency			X
Attitude			X
Teacher-Student Relations	X		
Teacher-Staff Relations	X		
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement	X		
<b><u>PROGRAM</u></b>			
Success of Inservice Training	X		
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.



### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS

School: 5301

INDIVIDUAL SITE ASSESSMENT

School: 5301

Grades: 10-12

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

\*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1324
- Total Students in Each Grade Level

<u>Grade</u>	<u>No. of Students</u>	<u>Grade</u>	<u>No. of Students</u>
K	_____	7	_____
1	_____	8	_____
2	_____	9	_____
3	_____	10	486
4	_____	11	438
5	_____	12	382
6	_____	Spec Ed	18

• Student Ethnicity (Total School)

	<u>Percent</u>
American Indian	0.5
Asian	0.5
Black	6
Mexican American	15
Puerto Rican	_____
White	78
Other	_____

**B. Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10	71		6	15			78	
11	46		6	15			78	
12	34		6	15			78	
Spec Ed	9		6	15			78	

3. Reading Gains for 1972-73 School Year\*  
(see Vol. II, V, A for detailed report)

• Grade Level 10-12 (Site did not report student scores by grade level)	<u>Mean Gain per Month</u> 1.4	<u>St. Dev.</u> 3.3
• Name of Standardized Test(s) Used	CAT	

C. Right to Read Teacher Characteristics

• Total Number Reported	3	
• Age	Mean 26	Range 20-34
• No. Years Teaching Experience	3	
• Sex	No. Male	Female
	Percent	100

• Ethnicity	No. Percent	Mexican Puerto No						Other Indication
		Amr Ind	Asian Black	Amer Rican	White			
						3		
						100		
• Degree	No.	BA or BS	MA or MS	PhD	Other	No Indication		
		2	1					
• Area of Degree	No.	Human- Fine		No Indi-				
		Educ Soc Sci	ities Arts	PhysSci	Math	Other	cation	
		2	1					
• Job Title	No.	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication	
		1	2					
• Residential Index	No.	Inner City Urban		Suburban	Rural	No Indication		
				1	2			

\*Total number of classes for which achievement data were reported: 10

Teacher Attitude Toward Right To Read Features  
(figures indicate number of teachers responding)

No Indication or Not Included in Program

	<u>Effectiveness</u>					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement					1	2
In-service Training	2			1		
Reading Specialist	3					
Instructional Materials	2		1			

Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

No. of Teachers:

- Yes
- Yes, if changes are made
- Questionable
- No
- No Response

3

D. Identification of Project Director

District Supt.	Reading Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

**E. Effectiveness of Right To Read Materials**

	Very Useful	Useful	Not Useful	No Indication
o Program Planning Procedure (PPP)		X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

	Very Useful	Useful	Not Useful	No Indication
e Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X			

Forecast Information No Outcomes Dissemination Indication

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**F. Technical Assistant Utilization**

- Rating of Helpfulness: Very Not No  
Helpful Helpful Helpful Indication

X			
---	--	--	--

- **Technical Assistant Activities:**

1. Program planning	X	11. Identify alternate approaches	
2. Program implementation		12. Develop team teaching	
3. Interpret Right to Read planning materials		13. Observe classes	
4. Work on the Unit Task Force		14. Advise on parental involvement	
5. Develop Work Statement/ Proposal		15. Recommend consultants	
6. Develop or identify curriculum materials		16. Budget planning	X
7. Needs assessment		17. Evaluation	
8. Diagnosis/prescription		18. Liaison with Right to Read, Washington, D. C.	
9. Identify objectives		19. Plan for 1973-74 program	
10. Staff development	X	20. No indication of activity	



G. Parent Involvement

• Extent of Involvement

High Medium Low No Indication

		X	
--	--	---	--

• Activities:

1. Unit Task Force
2. Program planning
3. Program implementation
4. Develop materials
5. Purchase/repair materials
6. Aides, tutors, volunteers
7. Advisory council
8. Workshops, conferences

X

9. Reading is Fundamental
10. PTA, open house, other traditional meetings
11. Supplementary activities
12. Community relations
13. Information dissemination
14. No indication

X

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	100%
● Were paid	100%
● Were:	
Parent	
Student teacher	
Community organization member	
High school student	
Other	100%
● Average number of hours aides worked per semester	630
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	
Classroom maintenance	X
Supervising field trips	
Other _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	3		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants	<input type="checkbox"/>
Technical Assistant Team (TAT) members	<input type="checkbox"/>
Project director	<input type="checkbox"/>
Reading specialist	<input checked="" type="checkbox"/>
Classroom teacher	<input type="checkbox"/>
No indication	<input type="checkbox"/>

- Individuals trained:

Reading specialist/teacher	<input type="checkbox"/>
Classroom teachers	<input checked="" type="checkbox"/>
Other staff	<input type="checkbox"/>
Paraprofessionals	<input type="checkbox"/>
Parents	<input type="checkbox"/>
No indication	<input type="checkbox"/>

- Training areas:

Learning theory	<input type="checkbox"/>	Instructional approach	<input type="checkbox"/>
Student background and self concept	<input type="checkbox"/>	Instructional materials	<input type="checkbox"/>
Language development	<input type="checkbox"/>	Teaching techniques	<input type="checkbox"/>
Motor and perceptual skills	<input type="checkbox"/>	Classroom organization and management	<input type="checkbox"/>
Right to Read Program	<input type="checkbox"/>	Evaluation	<input checked="" type="checkbox"/>
Diagnostic/prescriptive approach	<input checked="" type="checkbox"/>	No indication	<input type="checkbox"/>

● **Training Methods:**

Group or individual meetings, seminars, workshops, conferences

School visitations, demonstration teaching, classroom observations

University courses

Video taping, audio-visuals, multi-media

No indication

X

2. **Unit Task Force Activities**

Planning Phase

● **Rating of helpfulness:**

Very Helpful      Not Helpful      No Indication

			X
--	--	--	---

● **UTF Members:**

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

● **Frequency of meetings:**

Very Frequent      Frequent      Infrequent      No Indication

			X
--	--	--	---

• Types of Activities:

Meet with TATs

Develop proposal or work statement

Needs assessment

Develop diagnostic/prescriptive approach

Identify objectives

Gather data

Complete PPP


Develop materials

Inservice training

Budget

Information dissemination

Develop tests

Evaluation

No indication

X

Implementation Phase

• Rating of Helpfulness:

Very Helpful	Not Helpful	No Indication
		X

• UTF members:

Consultants

Administrators

Reading specialist

Teachers

Parents

Others

No indication

X

• Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

• **Types of Activities:**

Meet with TATs/consultants  
 Develop criteria for student selection or placement  
 Student diagnosis  
 Identify tutors  
 Inservice training  
 Develop community involvement activities


Status and reporting activities  
 Record progress  
 Serve on special committees  
 Review program progress  
 Information dissemination  
 Evaluation  
 No indication

X

3. **Components of Diagnostic/Prescriptive Approach:**

Individualized prescription  
 Identification of student skill levels  
 Teacher observation  
 Contracts  
 Individualized instruction  
 Progress checklists  
 Testing  
 Review case histories  
 Staff conferences  
 Student/teacher conferences

X
X
X

Supplementary materials  
 Games, manipulatives  
 Audio-Visual, Multimedia  
 Commercially made programs  
 Student grouping  
 Special classes  
 Skill sessions  
 Field trips  
 Reading/language center  
 Reading specialist, tutors  
 Language experience approach  
 Basal text instruction  
 No indication

X

4. Program Location:\*

Mean Number of Semester Hours Reported per Class

Reading is taught as a separate subject

450

Reading is taught indirectly through other subject matter

Special assistance is provided outside the classroom for students in special need of reading help

30

No indication

5. Student/Teacher Organization:

Mean Number of Semester Hours Reported per Class

Single teacher--multi-subjects

183

Reading specialist (responsible for more than one class)

166

Team teachers

Students doing cross-age teaching

Tutor-specialist

Tutor-aide

Other

No indication

6. Student Organization:

Mean Number of Semester Hours Reported per Class

Individualized reading instruction

250

Small groups (5 or fewer students)

107

Large groups (6 or more students)

113

No indication

\*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 3

7. Classroom Language (All Classes Combined):

Language of Instruction (% of Time Language Used)      Native Language of Students (% of Students Speaking Language)

Standard English	100%	54%
Non-Standard English		15
Spanish		28
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

Mean Number of Semester Hours Reported per Class

Meaning emphasis	18
Code emphasis	13
Linguistics	
Modified alphabet	
Responsive environment	
Programmed learning	25
Individualized reading	33
Language experience	8
Eclectic or teacher's own	49
Other	304
No indication	



9. **Techniques Used for Reading Instruction:**

**Mean Number of  
Semester Hours  
Reported per Class**

Machine-based programmed instruction	28
Other programmed instruction	
Gaming/simulation	
Instructional TV	12
Interactive media	3
Intensive involvement	
Discussion groups	
Demonstration-performance	50
Lecture	67
Contracts	183
Use of supplementary materials	33
Other	60
No indication	

10. Classroom Evaluation Procedures:

Number of  
Classrooms  
in Which  
Procedure  
Used

● Diagnostic reading tests are used with most or all students to determine individual reading needs.	3
● The teacher has formulated or selected specific objectives for each student.	3
● The teacher has formulated or selected specific objectives for the entire class.	3
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
● Performance of students is measured in terms of objectives set for each individual.	3
● Performance of students is measured in terms of objectives set for the entire class.	1
● Visible records are kept of class performance.	3
● Records of each student's performance are kept with respect to each objective.	3
● Students are kept informed of their progress.	3
● Students are involved in self-evaluation.	1
● Parents are informed of students' progress.	3
● No indication	

11. Total Funding for 1972-73 school year: \$40,000

**J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION**

**1. Project Objectives and Degree of Accomplishment \***

Project Objectives	Degree of Accomplishment				
	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
<b><u>STUDENT</u></b>					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
<b><u>TEACHER</u></b>					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior	X		X		
<b><u>PARENT/COMMUNITY</u></b>					
Parent/Community Involvement	X			X	
Parent Attitude					
<b><u>PROGRAM</u></b>					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

\*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings\*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
<b><u>STUDENT</u></b>			
Reading Achievement			X
Reading-Related Skills			X
Social Skills			X
Attitude			X
<b><u>TEACHER</u></b>			
Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations	X		
<b><u>PARENT/COMMUNITY</u></b>			
Support			X
Involvement		X	
<b><u>PROGRAM</u></b>			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance		X	
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS \_\_\_\_\_

\*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

### 3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

- More emphasis on reading-related skills
- Increased emphasis on improving student achievement
- Increased emphasis on improving student attitude
- More remedial help
- Increased effort to involve parents/community
- Increased school-parent communications
- More staff training
- More emphasis on diagnostic-prescriptive approach
- More emphasis on individualization of instruction
- Expand program within school/school district
- More materials/equipment/personnel
- Increased emphasis on improving teacher competency
- Increased emphasis on improving teacher attitude
- Improved evaluation techniques
- Re-definition of needs
- Improved communication with HEW
- Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS