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**IDENTIFIERS** Piaget (Jean); \*Title I Preschool Programs

**ABSTRACT**

This report presents an evaluation of a Title I preschool program which served 403 children during the 1973-74 school year, and was designed to prepare disadvantaged 4-year-olds for entry into kindergarten. In terms of instructional approach, the program closely followed Piagetian theory and included preservice and inservice teacher training. The program was evaluated in terms of 26 product and 26 process objectives, covering the affective, cognitive and psychomotor domains. The procedures for process evaluation employed the locally developed Classroom Activity Checklist as the primary instrument. Four locally constructed instruments were used in the product evaluation. In addition, parent participation records were kept by the classroom teachers. Process data indicated that the program was implemented as planned, and product data showed that the pupils mastered 25 of the 26 product objectives. Data tables and appendices make up approximately one-half the document. (SDH)

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# EVALUATION REPORT

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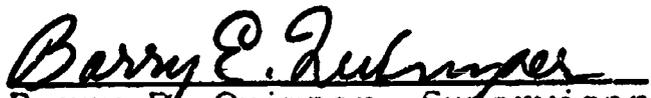
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*Saginaw Public Schools*  
*Saginaw, Michigan*

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PRE-SCHOOL PROGRAM  
E.S.E.A. TITLE I  
1973-74 School Year

An Approved Report of  
THE DEPARTMENT OF EVALUATION SERVICES

  
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School District of the City of Saginaw

July, 1974

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## ACKNOWLEDGMENT

Many people in the School District of the City of Saginaw contributed to the success of this pre-school program and its evaluation.

Special thanks are due Reva Ruby, project director, and her staff for their cooperation in generating and utilizing evaluation information, as well as conducting an exemplary pre-school program.

This evaluation report is the product of the combined efforts of the Department of Evaluation Services staff. Directly involved in conducting this evaluation were Thelma Bailey, Richard Claus, Zoetta Davis, and Michael Manley. During the year, these people spent many hours developing instruments, conducting classroom observations, tabulating data and writing and editing this report.

Also, thanks are due Carolyn Pruitt, Sue Fabbro, and Janie Moore for their expert secretarial and clerical assistance.

Jerry R. Baker  
Barry E. Quimper





## Background Information and Program Description

Saginaw's Title I Pre-School Program, which served 403 youngsters during the 1973-74 school year, was designed to prepare disadvantaged four-year olds for entry into kindergarten. The program operated in eleven Title I elementary schools: Baillie, Coulter, Emerson, Heavenrich, Houghton, Jones, Longstreet, Morley, Potter, Rouse, and Salina.

In terms of its instructional approach, the Pre-School Program closely followed Piagetian theory. It was success-oriented; children did not fail because no direct value judgments were made by the teachers in responding to a child's performance. They were developmentally prepared for each new task. The program's objectives and activities encompassed all important aspects of development--cognitive, psychomotor, and affective--as did the assessment of the program's impact.

Curriculum and instruction were coordinated by the supervisor of pre-school, who had a staff of eleven classroom teachers and eleven teacher assistants. Each school held two three-hour sessions a day--one in the morning and one in the afternoon.

### Inservice

Inservice education was an important part of the program. Although no formal provision was made for inservice in the program proposal, and therefore carried with it no evaluation



- January 31 -- inservice for principals who have pre-school programs in their buildings. Also in attendance were an evaluator, the director of inservice training, the project supervisor and the assistant superintendent for compensatory education. The agenda included a discussion of pre-school objectives, parental involvement, and administrative involvement. Time was devoted to solving any problems that had arisen in the various centers.
- February 15 -- a meeting with project director and evaluation personnel to discuss process objectives and overall project evaluation.
- May 13 -- a 2½ hour session on staff creativity and sharing, Title I inventory, evaluation and planning, and staff concerns.
- June 3 -- pre-school staff discussed pre-school theory and learning and reacted to SORT and PSMAT instruments. Also, two more video-tape presentations on classification and cooking in pre-school were presented. In all, three video-tapes on teaching techniques were presented during the year with several more in the works for next year.
- June 4 -- a three-hour session in which evaluators presented pre-school staff with feedback regarding test results in terms of mastery of objectives and pre-post test gains. At this time, pre-school teachers offered their critique of the pre-school test instruments and helped refine standards and objectives.
- June 5 -- this session concerned review of the past year and recommendations for program improvement for 1974-75; what strategies worked, etc.

### Dissemination

Information about the Pre-School Program was widely disseminated during the year primarily through the use of a slide presentation. Like inservice, there was no evaluation requirement for dissemination. It is discussed here, however,











### Procedures for Evaluation

Two separate types of evaluation--process and product--were required for the pre-school program. Each is discussed below.

Procedures for Process Evaluation. A primary instrument used to assess all 26 process objectives was the locally developed Classroom Activity Observation Checklist (see Appendix A). A key relating the various classroom activities to program objectives was developed to aid evaluators in categorizing the activities they observed. During December, two evaluators visited four pre-school classrooms, selected at random, for a period of one-and-a-half hours each to observe the types of activities being provided for the students. The activities observed were recorded and compared to the criterion measures specified in the process objectives.

To corroborate this data, additional information was collected from the program supervisor during periodic meetings with evaluators. The supervisor, according to the program proposal, was to keep a log of all on-site classroom visitations. This log along with other information, provided corroborative data needed to determine if program personnel were working toward the attainment of stated objectives and emphasizing the activities outlined for the program.

Procedures for Product Evaluation. Four locally constructed instruments were used to evaluate the cognitive, affective, and psychomotor aspects of the pre-school program.



changes in attitudes and values over the course of the school year. The parent sheets, used to determine the amount of parent involvement in pre-school, were collected at or near the end of each semester.

Pre-data were useful in several ways: determining entry skills (diagnostic), assessing the actual growth during the year, and in evaluating the program's actual impact. For example, the pupils as a group might have failed to meet a particular pre-determined performance standard but the rate of improvement over the year might have been substantial nevertheless. By taking into account the amount of growth, a more precise evaluation is possible. Also, in light of the data, objectives that were either too easy or too difficult could be subsequently adjusted.

### Presentation and Analysis of Data

Process Data. As mentioned earlier, two evaluators spent a total of eight and one half hours observing four separate classrooms on December 4 and 6, 1973. The primary evaluation tool was the Classroom Activity Observation Checklist, which listed the activities for each of the objectives. The evaluators checked to determine whether the various learning opportunities specified in the program were being provided.

The chart below provides a summary of the process evaluation observations. A check (x) indicates that the activity was observed during the on-site visitation. However, the reader should be advised against drawing definitive conclusions





















For Objective 9, for instance, only 9 pupils achieved mastery on the pre-test while 361 mastered it on the post-test.

Saginaw Objective Referenced Test Data. A specially developed objective-referenced pre-school test was designed to measure the eight cognitive objectives. Table 4 below presents both the pre- and post-test data; however, only the post-test scores are used to determine mastery levels since the important points of comparison are terminal achievements as compared to performance standards.



Pre-school pupils, as indicated in Table 4 above, mastered seven of the eight cognitive objectives. Objective 20 (temporal ordering of three of four events) presented the only roadblock but it was mastered by 52.9% on the post-test as compared to only 2.8% in the fall.

Here again, the data need little amplification. The rate of increase appears to be as significant as the fact that all but one objective were mastered. A prime example is objective 14 (relations among transitive relationships). In the fall, just 15.1% (64 pupils) mastered this objective. Seven months later, that figure increased to 80.8% (304 pupils). These increases serve to underscore the pre-school program's overall impact.

Parent Participation Data. Involving parents as active participants is an important goal of any sound compensatory education effort.

In this particular program, records were kept by teachers during the school year to measure the amount and type of parent participation. The standard for parent participation was specified in pre-school objective 26. Participation could consist of contributing material, visiting the classroom or accompanying a field trip, or communicating by phone, letter, or in person. Parent involvement could also include attending regularly scheduled meetings and conferences.

Parent participation results are presented in Table 5 below. Data were collected from September to April.

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**TABLE 5. SUMMARY OF NUMBER AND PERCENT OF FAMILY CONTACTS\* MADE BY PRE-SCHOOL TEACHERS DURING THE 1973-1974 SCHOOL YEAR COMPARED TO A CRITERION\*\* ACCORDING TO AN ANALYSIS OF PARENT PARTICIPATION SHEETS. ALL TITLE I BUILDINGS, A.M. AND P.M. SESSIONS COMBINED.**

Number Families Reported on by Session		Number and Percent of Families Attaining Criterion by Session		Total Number and Percent Attaining the Objective	Attainment of Objective
Morning #	Afternoon #	Morning #	Afternoon %		
200	195	123	61.5	254	64.3
(395)		131	67.1	254	64.3
<b>Yes</b>					

\*Family contacts include: (1) parent participation in the classroom (sending material, visiting class or attending field trips or communication by phone, letter or in person); (2) attend regularly scheduled meetings and conferences.

\*\*The criterion for Objective 26 is that, "An adult member of 30% of the families will (1) participate in the classroom or (2) attend parent meetings or any combination of these for a total of five times per year ..."









# APPENDICES

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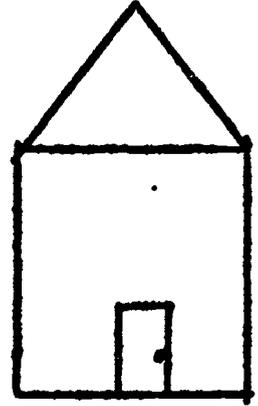
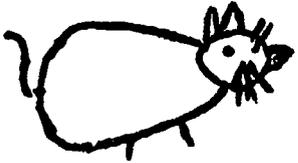
2B. Ask pupil to draw a line between the two lines.

"DRAW A LINE BETWEEN THE TWO LINES FROM THE MOUSE TO THE HOUSE."

(line must be within parallel lines)

+ \_\_\_\_\_

o \_\_\_\_\_

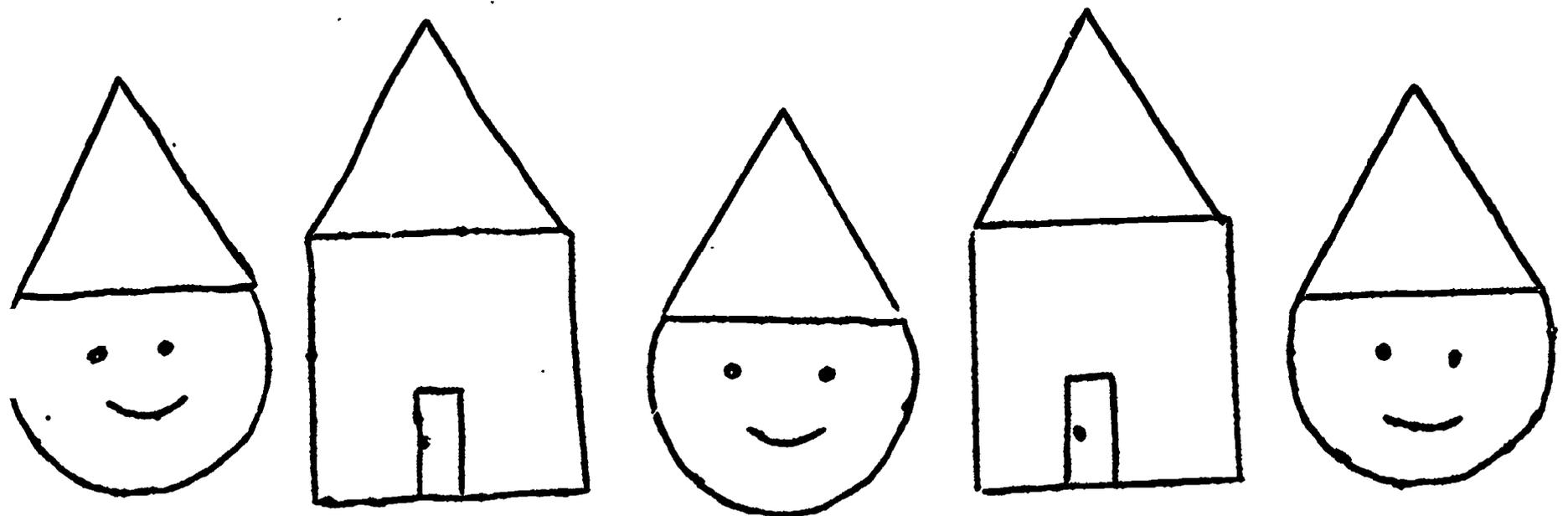


**DIRECTIONS:** Teacher uses cutout forms from kit #2 and places the following pattern on the table, asking pupil to make the same pattern.

3. "YOU MAKE YOUR ROW LOOK JUST LIKE MINE."

+ \_\_\_\_\_

o \_\_\_\_\_



TOTAL + SCORE \_\_\_\_\_





















13. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked item Number 13 and randomly place the four pictures in front of the pupil.)

SAY, "Here are four cards with a girl on each. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Pause for the child to arrange the girls from tallest to shortest. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- all four pictures from tallest to shortest

OR

-- all four pictures from shortest to tallest

(Mark on your scoring sheet accordingly and put the cards away. Turn to the next page.)

---



15. SAY, "Now let's play a game."

(Place the milk carton that represents a garage and the car on a table before the child. Make sure that the car is about a foot away from the garage.)

SAY, "Here is a garage," (Point to the milk carton.)  
"And, a car." (Point to the car.) "Put the car in the garage." (Pause)

Acceptable Response

-- car pushed into the garage through the door

(Mark on your score sheet accordingly. Place the garage about a foot from the car.)

-----

16. SAY, "Now put the car in front of the garage."

(Pause)

Acceptable Response

-- car on the side of the garage with the doors

(Mark on your score sheet accordingly.)

-----

17. (Again, place the garage about a foot from the car.)

SAY, "Put the car on top of the garage."

(Pause)

Acceptable Response

-- car on top of the garage

(Mark on your score sheet accordingly. Then place the car about a foot from the garage. Now turn the page.)

18. SAY, "Put the car in back of the garage."

(Pause)

Acceptable Response

-- car on the opposite side of the garage  
from the open doors

(Mark on your score sheet accordingly. Then put  
the garage and car away, out of sight of the  
child.)

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SAMPLE ITEM

SAY, "Let's play a guessing game."

(Find the envelope labeled Items 19-22 and the card  
inside labeled "Sample." Hold up the sample card  
making sure that you hold the flap closed over half  
of the picture and that word "top" on the back of  
the card is pointed upward.)

SAY, "There are pictures of things to hide under a little  
card like this. See the clock like this, (open the  
flap so that the clock can be seen completely) by  
opening and closing the flap on the card."

(Don't score this sample item.)

(Turn to the next page for Item Number 19.)

19. SAY, "Now I am going to show you another card."

(Hold up Card 19 so that the pupil can only see half of the picture. Make sure the top of the card is up.)

SAY, "The rest of the picture is hiding. Tell me what you think this is."

(Pause for the child to answer the question. Acceptable responses are listed below.)

Acceptable Responses

- a fan
- an air blower
- machine that makes wind

(Mark your scoring sheet accordingly and put the card away.)

-----

20. (Hold up Card Number 20 so that the pupil can see only half of the picture. Make sure that the top of the card is up.)

SAY, "Now tell me what you think this is."

(Pause for the child to answer the question. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

- a ring
- a diamond
- a piece of jewelry
- a wedding ring
- something you wear on your finger
- a bracelet

(Mark on your answer sheet accordingly and put the card away. Turn to the next page.)

21. (Hold up Card Number 21 so that the pupils can see only half of the picture. Make sure that the top of the card is up.)

SAY, "Now what is this."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

- a book
- a magazine
- a Bible

(Mark on your answer sheet accordingly and put the card away.)

-----

22. (Hold the Card Number 21 so that the pupil can see only half of the picture. Make sure that the top of the card is up.)

SAY, "Now what is this."

(Pause. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

- a hen
- a chicken
- an animal
- a bird
- a turkey
- a duck
- a goose

(Mark your answer sheet accordingly and put the card away. Then turn to the next page for the directions to the sample item that precedes items 23-26.)

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25. (Find the three cards labeled Number 25 in the envelope Number 23-26 written on the front. Hold the three cards until you have finished reading the story.)

SAY, "Again, I will read you a story. Now listen very carefully to the story so that afterwards you can tell me what happened first, next, and last."

(Read the following story to the pupil.)

#### MILK AT SCHOOL

Gloria was the helper for milk.

A boy and girl opened their milk cartons.

The boy spilled his milk.

(Hand the pupil the cards in a random order.)

SAY, "Put the pictures in the same time order as what happened in the story about the milk at school."

(Pause for the child to answer the question. Make sure that the answer is listed below as an accepted response.)

#### Acceptable Response

-- all three pictures in correct time order sequence even if backwards providing the child can explain what came first, next, and last.

(Mark on your scoring sheet accordingly and put the cards away. Then turn the page for the directions to Item 26.)

26. (Find the three cards labeled Number 26 in the envelope with Item Number 23-26 written on the front. Give the three cards to the pupils in a random order.)

SAY, "Here are three pictures in a mixed-up order. What do you see in each picture?" (Pause and listen.) "Now put the pictures in a way that they will tell a story." (Pause) "Tell me the story you made up for the pictures."

(Pause for the child to answer the question. Make sure that the answer is listed below as an acceptable response.)

#### Acceptable Responses

- the sequence of pictures must be logical to the examiner
- the sequence of pictures must be justified by the child

(Mark on your scoring sheet accordingly and put the cards away. Check the scoring sheet to make sure you have scored the pupil on all 26 items. Since this is the end of the test, make sure your materials are in the proper order so the test can be given to another pupil in the future.)

NOTE: The test itself could not be included in this report because it is composed of many manipulative materials and home-made 3-dimensional objects (candy, feely-sock boxes, etc.). Information about the test can be obtained by contacting either Reva Ruby, Houghton Community Resource Center, 1600 Johnson Street, Saginaw, Michigan or Department of Evaluation Services, 550 Millard Street, Saginaw, Michigan 48607.

