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ABSTRACT

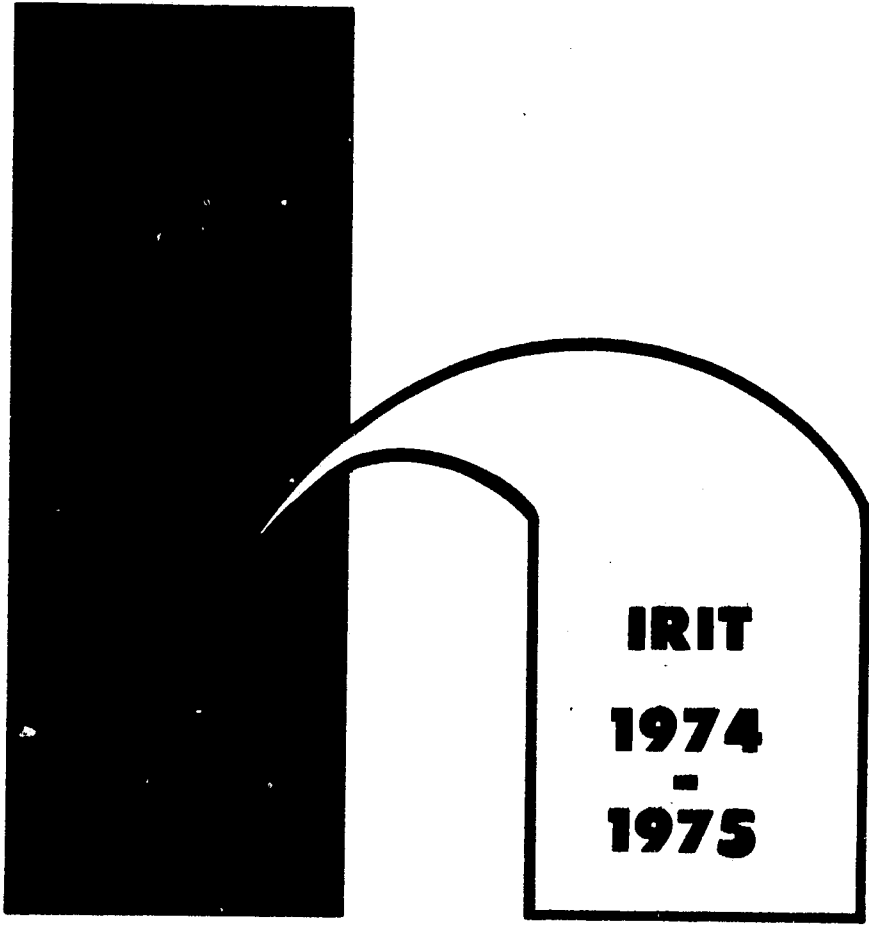
The intensive reading instructional centers in Hartford, Connecticut, provide reading services to over 500 pupils in the third, fourth, and fifth grades. Reading teams consist of a reading consultant, two master teachers with strong backgrounds in reading, and a part-time clerk-typist. Instruction takes place in eleven-week cycles. Each teacher specializes in one of three areas: decoding, individualized reading, or vocabulary and comprehension development. Significant test score mean gains and changes in reading levels have been reported. Data drawn from self-report forms completed by the children's parents, referring classroom teachers, and team members are highly supportive of the program, which has been in operation for ten years. (MKM)

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HARTFORD MOVES AHEAD

An Evaluative Report

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5 002 130

INTENSIVE READING AND INSTRUCTIONAL TEAMS

1974 - 1975

**Evaluation Office
Hartford Public Schools
Hartford, Connecticut**

INTENSIVE READING INSTRUCTIONAL TEAMS

IRIT

1974-1975

OVERVIEW

The Intensive Reading Instructional Teams have been in operation in the Hartford School System for ten years and have continuously demonstrated that this approach to reading provides a significant impact on reading achievement. In addition, they have demonstrated that learning to read is fun.

This year, the program has received nationwide recognition once again by the United States Office of Education as being one of six programs accepted for replication. Because of this selection, IRIT programs are now in operation in Schenectady, New York; Oklahoma City, Oklahoma; and Bloomington, Indiana. Communications from each of these cities indicate that each Center has produced significant gains in reading achievement for its students to the point that U.S.O.E. is willing to fund this pilot program for a second year at each of the three sites. These evaluations, together with Hartford's own data, support the contention that the IRIT concept is a viable program which can produce the same kinds of results virtually anywhere if properly implemented.

This project also continued to be used as a demonstration model for teachers and other school systems.

CRITERIA FOR SELECTION OF STUDENTS

1. Children will be recommended who are below grade level in reading achievement.
2. Children must be able to work successfully within an intensive program and adapt to the organizational set-up. If children are referred who cannot adjust to the situation, it may be necessary to exclude them from the program.

3. No pupil should be recommended who is now attending another special program.
4. Experience has indicated that preference should be given to students who have a good attendance record. However, other contributing factors will be considered. All recommendations should consider and include information found in the cumulative folders, teacher evaluations, and principal and reading consultant recommendations.
5. Although teachers are requested to recommend for consideration as many children as they feel would benefit from this type of instruction, it must be clearly understood that not all of the recommended children can be accepted in this program at any one time.

OBJECTIVES

A list of both the affective and cognitive objectives is contained in the Appendix.

DESCRIPTION

The three IRIT Centers provided reading services to 405 third, fourth, and a few fifth grade pupils in a medallion approach to reading instruction geared to the goals of Hartford's concept of individualized learning.

The program design, though familiar, approached a more sophisticated level. Each team consisted of a reading consultant who was also the team leader, two master teachers with strong backgrounds in reading, and a part-time clerk-typist. Instruction took place in eleven-week cycles, during which approximately 45 students from a school were serviced. The overall approach presented a three-pronged approach to reading instruction. Each teacher specialized in one of the three areas of concentration: decoding, individualized reading, and vocabulary and comprehension development.

During the cycle, students moved from teacher to teacher at approximately one-hour intervals for the entire morning. In the afternoon, youngsters received instruction in their regular classrooms in other basic skills.

The three areas of concentration can be described as follows:

1. Decoding and Word Attack Skills

In the decoding area, good word analysis skills are developed on the part of the student. A basic knowledge of how to analyze words is taught, and how to apply these skills. The Croft Word Attack System and the Botel Phonics Inventory are used to assess the student's competency in this area and information obtained from these materials is used to develop the prescription for the students' instruction. Pupils were taught in small groups or individually as diagnosed needs indicate. Record keeping with pupil assistance adds greatly to the motivation in the area. The use of games is also a very useful device to provide drill in a pleasurable manner.

2. Individualized Reading

One of the major goals of the individualized reading area is to develop the student's joy and pleasure in reading and an appreciation of literature. From hundreds of color-coded books, students are able to choose the books they want to read and with teachers' guidance, the student reads from a wide variety of interest areas and in accordance with his particular reading level. Oral and written expression are also fostered through choral speaking, dramatization, sharing of books, and written stories.

3. Vocabulary and Comprehension

Comprehension - the goal of reading - is emphasized by a concentration on the various comprehension sub-skills. A variety of

approaches using multi-modal materials are used to accomplish this goal. Vocabulary activities receive a major concentration and techniques such as vocabulary notebooks, used for easy reference, and motivational charts provide the interest and the continuing review which is needed.

Since other subject areas are used to enrich the total program, social studies texts, science books, dictionaries and the encyclopedia are used on a regular basis to expand the pupil's background knowledge in each of his content areas.

SUCCESSFUL OUTCOMES

1. Continued pupil participation in the publishing of the newspaper was received enthusiastically.
2. The practice of taking pictures of the students at work and displaying them on a bulletin board assisted in the promotion of self pride. At graduation time, these went home with parents to everyone's delight.
3. The breakfast program for one group of students was highly successful and seemed to provide them with greater stamina for the morning's work.
4. The book club and lending library provided easy access to books for leisure reading at home.
5. A list of recommended library books was given to each child for extended reading during the summer months.
6. The motivational Bulletin Boards are an ever-increasing source of joy and pleasure to the students in the individualized reading area and resulted in an average of 15 books read by each student during the 10-week cycle of the program.

7. All teams assisted in the development of a booklet on "How Parents Can Help Their Children With Reading."
8. A field trip to the Hartford Public High School planetarium was a culminating activity on "Our Solar System."
9. A booklet of summer reading activities was compiled and given to each child at the Clark Center to help maintain his skills over the summer.
10. During Black History Week, the life stories of several famous Black Americans were dramatized by IRIT children and presented to parents, children, and staff.
11. Closing exercises at each Center continue to be a major activity for pupils and parents. Certificates are presented and pupils have an opportunity to demonstrate some of their skills in language arts. This activity provides encouragement and support for the self image of the pupil.
12. Each team was actively involved in the Restructuring Program and was a vital resource to many teachers in the system.
13. The team members of the pilot IRIT Centers in Oklahoma City, Oklahoma, and Schenectady, New York, visited Hartford's Centers to gain added insight and assistance in the operation of an IRIT program.
14. Individualized learning was more actively applied and achieved through varied forms of contracts and self-motivation techniques.
15. Improvement was noted in the ability to work in groups, a definite need this year. Games and leadership training were techniques used to fulfill this goal.

16. The Jones IRIT Center scheduled visitations to the Branch Library, which improved library skills. A new aspect this year included arranging for a bilingual librarian to work with the Spanish-speaking children.
17. The "Open House" for each cycle of students, always a successful experience, gave teachers, principals, and other educators an opportunity to see the IRIT program in operation.
18. The in-service plan of instructional area group meetings provided for enrichment and growth of all staff members.
19. The teams extended their professional knowledge by attending the Connecticut Reading Association meetings, the Hartford Area Chapter of the International Reading Association meetings, lectures, guest speakers, and presentations of new materials and techniques.

PROBLEMS

1. Lack of funds to replace and the unsatisfactory repair of equipment which has been in use for 10 years is a major problem in our effort to individualize instruction.
2. Information on students that should be in cumulative folders, such as records on reading levels, health problems, and special services were reported as being lacking in many instances.
3. The re-scheduling of gym, art, and music for IRIT students is a real problem and adds to absenteeism on certain days of the week.

RECOMMENDATIONS FOR THE FUTURE

1. The very successful teacher-training component should be implemented again for the benefit of Hartford students and teachers.
2. The professional library in each Center needs improvement.

3. Flexibility of transferring monies from one code to another would assist with the replacement of equipment. Under present funding, replacement equipment cannot be purchased.
4. A full-time secretary-aide would assist with the individualizing of instruction and with the non-teaching details of each Center.

EVALUATION

One of the thorny problems which confronts the evaluator of an individualized program is the large variety of data which must be collected. Since each student receives an on-going assessment of his needs so as to lead to an individualized prescriptive program, the actual data which are collected usually differ from student to student. While a teacher can use these data to individualize the child's instruction, this variety of different information may not be amenable to summarization. While one can easily look at a pupil's needs, his progress, and the discrepancy between these two, trying to look at all the pupils in terms of need categories and overall patterns of progress can become a horrendous task. To cope with these kinds of problems, an alternative strategy is usually attempted. Here representative data which are collected from the program as a whole are used to provide estimates of change in lieu of individual pupil change data. This is the pattern which was used with the IRIT program.

In order to summarize various elements of pupil growth, a number of evaluative instruments were used on both a formal and informal basis.

Criterion referenced tests such as the Croft Word Attack System and

selected parts of the Wisconsin Design were administered and these assisted in the monitoring of each pupil's progress.

In addition to the various criterion measures a number of instruments were used to evaluate reading status and growth. The reading sections of the California Achievement Test (CAT), sometimes called the California Reading Test, the Botel Word Recognition Test, the SORT and the IRI were administered on a pre and post cycle basis to evaluate reading levels, skill mastery, and overall reading growth. In addition, a sampling of youngsters was also tested pre and post with the Metropolitan Achievement Tests to examine year-long gains and reading retention as well.

In addition to the diagnostic cycle and year-long testing, evaluation forms were also prepared to assess the reactions of parents and teachers of children who had been served in the program. Further, specific behavioral objectives were set up by the teams together with measurement criterion; all were attained or surpassed in each center as can be seen by the data which accompany this report. Oral reading was evaluated by the use of instructional tapes and texts, while record-keeping by the students themselves of skills needed and lessons completed was used to assist with student self-evaluation.

Because a summative evaluation is an attempt to look at program output, and hopefully in terms of several product measures, a number of data analyses were completed for the program as a whole and on a center by center basis. This was done so as to enable IRIT teachers, parents, and administrators to answer for themselves a basis evaluative question; were Hartford youngsters reading better following IRIT services? The results of these data analyses

have been reported in the following narrative .

Because a success pattern had been established as the result of experiences covering a number of years of IRIT services , once again the program was focused on youngsters on the third and fourth grade levels . Data on 540 students who had received both pre and post testing were examined . Since a total of 542 youngsters had received IRIT services , this number represented over 99.6% of the whole .

As has already been indicated , three test instruments were analyzed ; the CAT on a grade and cycle basis for each of the four IRIT centers , the MAT on the same basis but from preceding to present spring , and the Botel on a team and cycle basis . For the CAT , specific sub test gain scores for each of the IRIT centers are reported in the table which follows . Note here that the Kinsella team , while located in a validated school , is supported by general funds and serves a non-validated albeit educationally deprived population . It should also be noted that gains patterns were comparable to those reported during the previous year .

In common with previous year findings , once again average team grade equivalent gains were statistically significant at the .01 level . Further , gain patterns on the CAT were comparable to those which were previously reported with gains ranging from a low of .7 to a high of 1.2 .

TABLE 1

Comparison of California Mean Grade Equivalent Scores by Team,
1974-75

Team	N	Vocabulary			Comprehension			Total Reading		
		Pre GE	Post GE	Dif. GE	Pre GE	Post GE	Dif. GE	Pre GE	Post GE	Dif. GE
Kinsella	131	3.0	3.9	+ .9**	2.6	3.5	+ .9**	2.8	3.7	+ .9**
Jones	129	2.6	3.3	+ .7**	2.3	3.2	+1.0**	2.5	3.3	+ .8**
Wish	129	2.8	3.9	+1.1**	2.6	3.8	+1.2**	2.7	3.8	+1.1**
Clark	133	2.4	3.4	+1.0**	2.0	3.2	+1.2**	2.3	3.3	+1.0**
Total	524	2.7	3.7	+1.0**	2.4	3.4	+1.0**	2.6	3.5	+ .9**

**p < .01

CAT grade equivalent scores were next examined on a team basis.

Since grade levels were mixed, a differential examination of these data by grade was not attempted. Instead, mean grade equivalent scores are reported by team and by school cycle as can be seen in the table which follows. Again all mean gains were statistically significant at the .01 level. Gain patterns were comparable to those reported during the two preceding school years.

TABLE 2

Comparison of California Mean Grade Equivalent Scores,
by Team and by School Cycle, 1974-75

Team	N	Vocabulary			Comprehension			Total Reading		
		Pre GE	Post GE	Dif. GE	Pre GE	Post GE	Dif. GE	Pre GE	Post GE	Dif. GE
Kinsella										
Burns	42	2.8	3.2	+ .4**	1.8	2.9	+1.1**	2.1	3.1	+ .9**
Kennelly	45	3.2	4.2	+1.0**	3.0	3.9	+ .9**	3.1	4.1	+1.0**
Twain	45	3.5	4.2	+ .7**	3.0	3.7	+ .7**	3.2	3.9	+ .7**
Jones										
Barnard-Brown	44	2.9	3.6	+ .7**	2.7	3.4	+ .7**	2.8	3.5	+ .7**
Jones	86	2.4	3.1	+ .7**	2.1	3.0	+ .9**	2.3	3.1	+ .8**
Wish										
Kinsella	40	2.7	4.0	+1.3**	2.5	3.6	+1.1**	2.7	3.8	+1.1**
Wish	44	2.4	3.3	+ .9**	2.2	3.4	+1.2**	2.3	3.4	+1.1**
Waverly	45	3.2	4.3	+1.1**	3.1	4.3	+1.2**	3.2	4.3	+1.1**
Clark										
Arsenal	45	2.4	3.3	+1.1**	1.9	3.3	+1.5**	2.2	3.1	+1.2**
Clark	44	2.2	3.1	+1.2**	1.8	2.9	+1.5**	2.1	3.0	+1.3**
Vine	44	2.8	3.7	+ .9**	2.3	3.6	+1.3**	2.6	3.6	+1.0**

** p < .01

In order to provide diagnostic-prescriptive instructional information, teams also used the Botel Word Recognition Test on a pre and post cycle basis. In Table 3 is reported comparisons of pre to post cycle gains in terms of test levels. Note that since the Botel is either passed or failed at a given level, the change in levels accomplished is an indication of reading growth. Note also that all gains are statistically significant at the .01 level.

TABLE 3

Comparison of Botel Mean Test Levels,
by Team and by School Cycle, 1974 - 1975

Team and Cycle	N	Pre Level	Post Level	Difference in Level
Kinsella				
Burns	42	3.0	4.6	+1.6**
Kennelly	45	5.2	6.2	+1.0**
Twain	46	5.6	6.8	+1.2**
Jones				
Barnard-Brown	44	4.6	6.2	+1.6**
Jones	80	3.8	5.4	+1.6**
Wish				
Kinsella	40	4.5	6.0	+1.5**
Wish	37	2.8	5.0	+2.2**
Waverly	43	4.9	6.4	+1.5**
Clark				
Arsenal	37	3.8	5.3	+1.5**
Clark	43	3.0	4.3	+1.3**
Vine	42	4.5	6.2	+1.7**

** p < .01

In addition to the mean test scores and reading level changes which were assessed on a cyclic basis, test data were also collected on a year-long basis. To do this, records were searched so as to obtain Spring 1974 and Spring 1975 Metropolitan Achievement Test reading scores which were collected as part of city-wide testing. Data which were collected from 85 of the 90 fall cycle youngsters, or an aggregate representing 94% of the whole, were analyzed on a team by team basis as shown in Table 4. Note that while all teams presented mean gains, only at Jones

did this gain fail to reach and exceed the stated (.05) level of statistical significance.

TABLE 4
Comparison of Metropolitan Reading Mean Grade Equivalent Scores,
by Team, Spring 1974 - Spring 1975

Team	N	Pre WK	Post WK	Dif.	Pre Rdg.	Post Rdg.	Dif.
Kinsella	3	3.0	3.3	+.3	2.3	2.8	+ .5**
Jones	27	2.6	2.9	+.3**	2.6	2.8	+ .2
Wish	42	2.8	3.6	+.8**	2.5	3.3	+ .8**
Clark	13	2.7	3.4	+.7*	2.6	3.7	+1.1**

* p < .05
** p < .01

As can be seen from the preceding tables, significant test score mean gains together with substantial changes in reading levels could once again be reported; a status which was in keeping with patterns which had been established in previous project years. While the presented data were indicative of the extent to which the stated objectives had been accomplished over the course of the project year, a corollary question usually arises when a year-long instructional program is evaluated. Generally the reader wants to know if the gains which are reported were continued in subsequent school years. To answer this question, the city-wide Metropolitan Achievement Tests, which are routinely

administered to all youngsters at the end of each school year in grades 2 through 8, were examined on a spring to spring basis. To do this, lists of all the youngsters who had been enrolled in the spring 1974 IRIT cycle were obtained from the Reading Department. This cycle was used in lieu of the total 1973 - 1974 IRIT population since these youngsters would have completed their IRIT program at the point of initial 1974 MAT spring testing so that subsequent testing in the spring of 1975 school year could be used to examine one year's retention and growth. Lists were matched against city-wide test results and means were established for youngsters who presented pre and post data on one or more of the MAT subtests. Since this analysis was completed by hand, no test of statistical significance was attempted. Collected data, which represented the four IRIT teams, were pooled and analyzed in total. These pre and post scores which were obtained from 51 third grade and 34 fourth grade children, or about 94% of the whole, on the subtests of Word Knowledge, Word Analysis, Reading, and Total Reading, are reported in Table 5 which follows:

TABLE 5

Analysis of Mean Metropolitan Grade Equivalent Scores
for Reading Retention, Spring 1974 - Spring 1975

Gr.	N	SPRING 1974				SPRING 1975				DIFFERENCE			
		WK	WA	RDG	TOT	WK	WA	RDG	TOT	WK	WA	RDG	TOT
3	51	2.61	2.60	2.65	2.60	3.1	3.9	2.9	3.0	+ .49	+1.30	+ .30	+ .40
4	34	3.36	-	3.17	-	3.25	3.41	3.35	3.25	- .11	-	+ .18	-

While the matched mean pre test scores were slightly lower than those which had been reported for the 1973-74 IRIT program as a whole, it was apparent from the data that end of year test level was generally maintained or approved upon. At the third grade level, made equivalent gains ranging from 3 to 13 months were reported while at the fourth grade, a slight gain of 2 months in reading together with decrease of 1 month in work knowledge was apparent. Since both changes were relatively slight, the test level could be reported as being generally in keeping with the level which was reported at the end of the preceding school year.

In the proposal which was submitted for funding, a series of individualized program objectives were also stated. These were to be assessed on the basis of criterion which had been identified by the various team. A listing of these objectives and the supporting data which indicates that each objective was obtained at the team level usually and in excess of 90%, together with the obtained percentages are reported in the Appendix.

In order to examine the effects of the IRIT program on its youngsters as perceived by the children's parents, their referring classroom teachers, and IRIT team

teachers, self-report forms were distributed and collected by the Reading Department; here the resultant data were highly supportive to the program. Specific questions, actual comments, and associated data are reported as follows for the IRIT program as a whole.

I.R.I.T. BEHAVIORAL OBJECTIVES EVALUATION

Cycle 1 School Arsenal Cycle 2 School J. C. Clark Cycle 3 School Vine 1974/1975

Objectives #	Cycle 1 Results		Cycle 2 Results		Cycle 3 Results		Remarks
	Above	At Below	Above	At Below	Above	At Below	
1	45	0	38	3	43	1	1
2	45	0	41	2	45	0	0
3	38	5	29	9	36	5	4
4	44	0	43	0	45	0	0
5	45	0	42	0	37	3	5
6	43	1	37	3	45	0	0
7	42	1	40	3	42	3	0
8	42	2	40	3	41	0	4
9	44	1	41	2	44	1	0
10	44	0	34	9			
11							
12							

I.R.I.T. BEHAVIORAL OBJECTIVES EVALUATION

Brd.

Cycle 1 School F.O.Jones Cycle 2 School F.O.Jones Cycle 3 School Brown 1974/1975

Objectives #	Cycle 1 Results		Cycle 2 Results		Cycle 3 Results		Remarks
	Above	At Below	Above	At Below	Above	At Below	
1	31	10 0	40	3 2	35	2 7	
2	38	0 3	44	0 1	39	1 4	
3	30	8 3	40	5 0	39	1 4	
4	41	0 0	36	7 2	42	1 1	
5	39	1 1	45	0 0	43	1 0	
6	41	0 0	45	0 0	36	4 4	-18
7	41	0 0	45	0 0	44	0 0	
8	39	0 2	44	0 1	42	0 2	
9	41	0 0	38	7 0	43	1 0	
10	38	0 3	45	0 0	44	0 0	
11	29	7 5	39	6 0	44	0 0	
12	34	6 1	40	0 5	41	0 3	

I.R.I.T. BEHAVIORAL OBJECTIVES EVALUATION

Cycle 1 School Simpson-Waverly Cycle 2 School Fred D. Wish Cycle 3 School Kinsella 1974/1975
Annex

Objectives #	Cycle 1 Results			Cycle 2 Results			Cycle 3 Results			Remarks	
	Above	At	Below	Above	At	Below	Above	At	Below		
	1	44	1	0	42	2	0	41	0		0
2	45	0	0	44	0	0	41	0	0		
3	23	15	7	33	11	0	41	0	0		
4	23	15	7	44	0	0	41	0	0		
5	45	0	0	44	0	0	41	0	0		
6	24	13	8	44	0	0	41	0	0		
7	17	19	9	44	0	0	41	0	0		
8	45	0	0	42	2	0	41	0	0		
9	41	1	0	42	2	0	41	0	0		
10	37	6	2	18	14	12	41	0	0		
11	43	2	0	18	15	11	41	0	0		
12	43	2	0	44	0	0	41	0	0		
			45 children			44 children			41 children		

IV. COORDINATING REQUIREMENTS

Who Will Do What?

When?

Testing

California Reading Achievement Test -
The Lower Primary, Upper Primary, or
the Elementary will be administered, Forms W and X

At the beginning and
end of each cycle of pupils

Botel Phonics Inventory
Forms A, B

Periodically and at the
beginning and end of each
cycle

Croft Word Attack System
Forms A, B

Periodically and at the
beginning and end of each
cycle

Teacher-made Tests and Inventories

As diagnosis reveals the
need

Development and the Selection of Instruments

The selection of the test form will depend on the levels
of the pupils

Analysis of Data

Dr. Robert J. Nearine

June

Development for Final Report
M. Beatrice Wood

June

Sample Report to Teachers

CLARK IRIT

L. Holloman

INDIVIDUALIZED READING

May 1975

We are happy to be working with your children. They have been divided into three groups. Much consideration was given to reading levels and achievement in the area of phonics in grouping them. Each group spends about fifty-five minutes in each area. Individualized Reading, Phonics, and Vocabulary and Comprehension.

Attendance has been good except for a few: Cheryl Roberts, Jose Lopez, and Jaime Garcia.

Occasionally, children are absent because they miss the bus. We hope that some arrangements can be made for the transportation of these children to the center. Please help us to encourage the children to be in attendance daily.

The children and teachers were happy to have all of you visit us during the Open House. Please feel free and welcome to come anytime.

On Monday of each week the children receive their contracts for the week. When the children arrive each day they pick up their folders, check their contracts and start working. A group activity is planned about twice a week for specific skill development and to reinforce skills introduced in Decoding and Vocabulary and Comprehension.

Each child selects a book on his level, reads it, lists its title, author, characters, and the part he likes best in his notebook. After this, he signs up for a conference with the teacher at which time he's asked comprehension questions about the book. This also provides a list of books read by each pupil.

The children are responding well to the motivational device, "Plants," to which they add a petal to his/her flower after conference with each book read.

Independent activities are provided for the children after their reading such as the use of:

- a. Language Masters
- b. Taped stories with activity cards
- c. Film Strips
- d. Split Word game
- e. Speak and Peek game
- f. Dolch Word and Picture Cards
- g. Fun with Words game
- h. One too Many game
- i. Sentence Builder game

Our doors are always open. Come visit us!

CLARK IRIT

N. Lockwood

VOCABULARY AND COMPREHENSION

May 1975

All the students are working at individual levels to develop vocabulary and comprehension skills. The students use a wide variety of materials, and keep records of their own progress. They are encouraged to move to higher levels frequently. Most of the students in this cycle seem to take pride in doing hard tasks and work at them eagerly.

All of the students work at some level of the new Houghton-Mifflin basal reading series. We have twelve sub-groups working at different levels. Children move from group to group frequently as they master vocabulary and skills.

Language masters are in constant use to develop understanding of new words. We have just begun use of the Controlled Reader, and are stressing reading using only eye movement (not mouthing each word). The students enjoy trying to speed up their individual rates.

Readers Digest skill builders are used extensively with vocabulary-building and comprehension skills on tapes. The students work diligently and seem to enjoy these.

The students are listening to and writing their own poetry. They use a variety of records and filmstrips to develop their experiential background and oral vocabulary.

This cycle of children has many good reading skills. It is a joy to work with them.

CLARK IRIT

J. Griffin

DECODING

May 1975

In the decoding area the children have been divided into nine (9) sub-groups. All grouping is ad hoc and changes frequently throughout the ten-week cycle.

At the beginning of the cycle the children were tested with the Botel Phonics Test. Grouping at that time was based on the results of the test. Now, as children master these skills in which they showed a deficiency, they progress from skill group to skill group.

At the present time, all groups are concentrating on the long and short vowels and double vowel sounds. Those children working on double vowel sounds have covered the sounds of ur, er, ir, ar, or, aw, and oo and oo.

All the children are presently using McGraw Hill books. This is not the core of the decoding area, but rather another activity where children can use their decoding skills in a meaningful context.

When pupils complete a book level they are checked on vocabulary words presented in that particular book. If added practice is needed to master vocabulary words the typewriter and language master are used.

One group of children has chosen to spend part of their activity time to make a filmstrip called "The IRIT Story." When completed, it will describe a typical day in IRIT.

The children have been working hard and we are happy to be working with them and with you.

Please call if you have any questions.

PARENT EVALUATIONS OF THE IRIT PROGRAM

1) As a parent, did your child enjoy attending the Reading Program?

Much	-	281
Some	-	21
No answer	-	4

2) What did your child like about the reading school?

Everything

Using typewriter, marking on machine, testing.

Playing the recorder

The books that she read, and the contracts

Changing to different groups as she progressed

She liked the teachers and the equipment she worked with. She was very proud of the books she was able to accomplish reading by herself.

Mostly ordering books he wanted to read

The books and individual attention; also, the machines

The teachers

Movies and S.R.A.

He enjoyed doing the work he had to do

Learning how to read better

Just everything. She said she just loved the whole course

He liked what he considered hard work

It taught him to understand what he was reading

Dictionary and books

She likes the way you teach her how to read better

Reading and games

Projects

Had fun. Teachers were great! Work was easier and more fun.

Materials and methods used; the opportunity to improve reading skill.

3) What did your child dislike about the reading school?

Nothing

It doesn't last all day

No dislikes; everything was enjoyable

Not one thing

Looking up words in the dictionary

Riding on the bus

4) How has your child's attitude toward reading changed?

Increased reading; likes reading more than formerly

It has helped a lot, and she is teaching her sister

Likes to read more than before

He says it is easier and, therefore, more fun.

Very good

His attitude toward reading has changed tremendously. He shows interest at home by trying to read every book he can and every paper he comes across.

Loves to read more

She is more interested in reading materials because the ability to read has improved greatly.

Reading most of the time and being able to understand

It has changed very much, and I am pleased

She reads more and she has become a much better speller

Her attitude has changed a lot, and I hope she keeps up the good work.

5) How has the reading program affected your child's attitude toward school in general?

Likes school more as consequence and appreciates better because of this program

5 (continued)

He seems generally to have more interest in going to school

It has affected her very much!

He claims everything seems easier for him

He loves IRIT and still dislikes the rest of it

Good!

He seems to be taking more interest in his school studies. Although he is still weak in some areas, I think he is putting forth every effort to improve himself

She has always loved school. She just seems to enjoy it more

She wants to make sure she doesn't miss any days from school

The attitude toward school has changed because the improvement in reading has helped in other subjects

6) Did you visit the Reading Program? Yes 87 No 217
No Answer 2

7) How would you suggest that the reading program be improved?

The rooms are a little too small to me.

I wish each student could stay a longer period of time than there is time for. It's about the greatest program in our school system.

By serving more of it! Extend it in time - twelve weeks to twenty-four weeks. Extend it from the first grade through the sixth grade.

(Wishful thinking) Expand program so that each school has own team.

This particular reading staff should be expanded so a greater number of children have a chance to learn to enjoy reading. All children should be brought up to grade level that possibly can, especially in this broad, basic skill that all need

It's fine the way it is

Excellent program

I think it should be a little longer.

- 6) What affect did removing some pupils from your classroom have on your program?

Made it easier to provide for those children with the most severe reading retardation.

We readily adjusted.

My reading program seemed more effective because of the smaller grouping.

Enabled successful individualized instruction.

It was a great help - new reading groups were formed to zero in on more specific needs, etc.

Smaller class allows for better functioning of program.

More flexibility

- 7) How would you improve the I.R.I.T. Program? Describe briefly.

Would like to see a video-tape presentation done so my A.M. class could see how hard the IRIT children worked.

I would like to see more students participate.

Establish the IRIT in each school.

Fine as it is.

Lengthen the time to 1/2 year.

A required meeting of teachers to meet with staff of IRIT in beginning of program.

Possibly a list of words covered in spelling would help in this area.

If money were available! Mini IRIT's at large schools year round. This could reach more children, save on bussing costs, and teachers from schools could be involved.

- 8) How have the pupil progress reports helped you?

Another way of looking at my class through the eyes of another teacher. It satisfied my doubts about some of my students and caused questions to arise about others.

They helped me decide where to place the children.

8) continued

It has helped me to identify strong points of child's reading in the teaching of science.

Informative in diagnosing individual strengths as well as weaknesses.

We are able to determine placement on return to MIA.

Aid in planning for individual instructional needs.

The testing helped to show exactly where the children were - levels, etc.

TYPICAL TEACHER EVALUATIONS OF THE I.R.I.T. PROGRAM

- 1) What changes have you noticed in the skills of the children attending the I.R.I.T.? Describe briefly.

I noticed a better command of connecting phrases. I noted great progress in two of the three attending and slight improvement in one.

Decoding has improved.

Less hesitation in word attack.

They read much better now; they understand much more what they are reading now.

More application of skills when reading.

They seem more alert.

They showed a definite improvement in skills which enabled them to complete a greater variety of the Follow Through activities.

Extremely enthusiastic and eager to learn.

They express themselves more openly.

Students read more during their free time.

A stronger foundation in sounds, comprehension, and getting pleasure from reading a story.

Children make real efforts to read more books.

Use dictionaries. Some write little stories. Capable of doing more on their own.

Follow directions much more easily - and they get right to work.

- 2) What changes in the children's attitude toward reading did you notice? Describe briefly.

In two of the students, I saw a 100% change to the better.

More motivation to complete activities.

More anxious to read - improved vocabulary.

Pick up books more often. Practice reading parts of their play.

More enthusiastic about volunteering to read.

2) continued

They tend to read social studies and science textbook material much better orally than the others - also comprehend better.

The children do seem more enthusiastic about wanting to read.

Increased use of library.

3) What behavioral changes have you noticed? Please specify.

They can follow directions much better.

Greater interest and joy in coming to school.

More independent.

Quieter; less frustrated.

Better behaved - Can move between rooms, etc., more orderly.

Very good. More interest in completing work.

Some students seem reserved, want to read independently.

4) Were you able to visit the I.R.I.T. Program to see it in action?

Yes 40 No 14

5) How many pupils remain with you during the a.m.?

Average number = 21

6) What affect did the I.R.I.T. Program have on the children who remained in your classroom?

I was able to implement some new programs due to the size of my A.M. class.

Many of the other children wanted to be included in the program.

Excellent effect. Was able to get into more instructional depth.

Seemed to improve the behavior, concentration, and work productivity tenfold.

More intensive and thorough instruction and follow-through. Greater gains.

WRITING AND EVALUATION - - - - CHECK LIST

I. PROJECT TITLE - I.R.I.T.

COORDINATOR - M. Beatrice Wood, Assistant Supervisor of Reading

II. OBJECTIVES

<u>Conditions</u>	<u>Task</u>	<u>Standards</u>	<u>Measurable</u>
1 After I.R.I.T. instruction	75% of the pupils will show a growth in vocabulary and comprehension skills	as evidenced in a month's gain in reading achievement for a month of I.R.I.T. instruction.	Yes
2 The I.R.I.T. pupil will	improve his independent reading by	reading two more books each month during the period of instruction.	Yes
3 The pupils will be able to	relate the sound to the symbol of all short and long vowels presented	with an accuracy of 80%	Yes
4 The pupils will be able to	relate the sound to the symbol of all consonant letters presented	with an accuracy of 80%	Yes
5 I.R.I.T. pupils will be able to	identify rhyming words	with an accuracy of 80%	Yes
6 The pupils will be able to	answer comprehension questions at their level	with an accuracy of 80%	Yes
7 The pupil will be able to	read orally with reasonable fluency	at his level of attainment with an accuracy of 80%.	Yes
8 The pupil will	read a good variety of reading materials	in at least 3 different areas.	Yes
9 The I.R.I.T. pupil will	show gains in vocabulary development	for at least 75% of the pupils.	Yes
10 The pupil will	show a gain in using the study skills taught(index,etc.)	for at least 75% of the students.	Yes
11 Given a list of nonsense words, the pupil will be able to	pronounce them according to the letter sounds and vowel principles that have been taught	with an accuracy of 80%.	Yes
12 After IRIT instruction, the pupil will be able to	write simple sentences independently	at his level of achievement.	Yes

III. COLLECTING INFORMATION

Objective to be Measured #	Instrument and/or Method (How?)	Information Collected (What?)	Collection Schedule (When?)	Analyses (How Used?)	Expected Conclusion (What do you expect to show?)
1	California Reading Test	Pupil Achievement in Reading	At the beginning and end of each cycle	To improve instruction	Growth in reading
2	List of books read	The number of books read by each pupil	Monthly and at the end of each cycle	To promote the joy of reading	Increased number of books read
3	Botel - Croft Word Attack	Knowledge of sound symbol relationship	Periodically and at the end of each cycle	To diagnose word attack skills	Improvement in assessment of individual needs
4	Croft Word Attack System	Knowledge of consonant sounds	Periodically and at the end of each cycle	To improve instruction	Improvement in word attack skills
5	Botel Phonics Inventory	Ability to identify rhyming	At the end of each cycle	To identify skills needs	Mastery of rhyming words
6	Teacher-made Tests	Degree of comprehension skills	Periodically and at the end of each cycle	To improve instruction	Improvement in comprehension
7	Informal Reading Inventory	Oral reading fluency	Periodically and at the end of each cycle	To instruct according to needs	Improved oral fluency
8	List of books read	Tastes in reading materials	At the end of each cycle	To provide a wide exposure to pupils	Improved and varied tastes
9	Teacher-made Tests	Vocabulary knowledge	Periodically and at the end of each cycle	To instruct according to needs	Growth in vocabulary
10	Teacher-made Tests	Study skills knowledge	At beginning and end of each cycle	To instruct according to need	Growth in study skills
11	Teacher-made Tests	Vowel knowledge	At beginning and end of each cycle	To instruct according to need	Growth in vowel skills
12	Teacher-made Tests	Sentence sense skills	At beginning and end of each cycle	To instruct according to need	Growth in sentence knowledge

I.R.I.T. BEHAVIORAL OBJECTIVES EVALUATION

Cycle 1 School Arsenal Cycle 2 School J. G. Clark Cycle 3 School Vine 1974/1975

Objectives #	Cycle 1 Results		Cycle 2 Results		Cycle 3 Results		Remarks	
	Above	At Below	Above	At Below	Above	At Below		
1	45	0	38	3	2	43	1	1
2	45	0	41	2	0	45	0	0
3	38	5	29	9	5	36	5	4
4	44	0	43	0	0	45	0	0
5	45	0	42	0	1	37	3	5
6	43	1	37	3	3	45	0	0
7	42	1	40	3	0	42	3	0
8	42	2	40	3	0	41	0	4
9	44	1	41	2	0	44	1	0
10	44	0	34	9	0			
11								
12								

I. R. I. T. BEHAVIORAL OBJECTIVES EVALUATION

Brd.

Cycle 1 School F. O. Jones Cycle 2 School F. O. Jones Cycle 3 School Brown 1974/1975

Objectives #	Cycle 1 Results			Cycle 2 Results			Cycle 3 Results			Remarks
	Above	At	Below	Above	At	Below	Above	At	Below	
	1	31	10	0	40	3	2	35	2	
2	38	0	3	44	0	1	39	1	4	
3	30	8	3	40	5	0	39	1	4	
4	41	0	0	36	7	2	42	1	1	
5	39	1	1	45	0	0	43	1	0	
6	41	0	0	45	0	0	36	4	4	
7	41	0	0	45	0	0	44	0	0	
8	39	0	2	44	0	1	42	0	2	
9	41	0	0	38	7	0	43	1	0	
10	38	0	3	45	0	0	44	0	0	
11	29	7	5	39	6	0	44	0	0	
12	34	6	1	40	0	5	41	0	3	

df
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I.R.I.T. BEHAVIORAL OBJECTIVES EVALUATION

Cycle 1 School Simpson-Waverly Cycle 2 School Fred D. Wish Cycle 3 School Kinsella 1974/1975
Annex

Objectives #	Cycle 1 Results			Cycle 2 Results			Cycle 3 Results			Remarks	
	Above	At	Below	Above	At	Below	Above	At	Below		
	1	44	1	0	42	2	0	41	0		0
2	45	0	0	44	0	0	41	0	0		
3	23	15	7	33	11	0	41	0	0		
4	23	15	7	44	0	0	41	0	0		
5	45	0	0	44	0	0	41	0	0		
6	24	13	8	44	0	0	41	0	0		
7	17	19	9	44	0	0	41	0	0		
8	45	0	0	42	2	0	41	0	0		
9	41	1	0	42	2	0	41	0	0		
10	37	6	2	18	14	12	41	0	0		
11	43	2	0	18	15	11	41	0	0		
12	43	2	0	44	0	0	41	0	0		
			45 children			44 children			41 children		

IV. COORDINATING REQUIREMENTS

Who Will Do What?

When?

Testing

California Reading Achievement Test -
The Lower Primary, Upper Primary, or
the Elementary will be administered, Forms W and X

At the beginning and
end of each cycle of pupils

Botel Phonics Inventory
Forms A, B

Periodically and at the
beginning and end of each
cycle

Croft Word Attack System
Forms A, B

Periodically and at the
beginning and end of each
cycle

Teacher-made Tests and Inventories

As diagnosis reveals the
need

Development and the Selection of Instruments

The selection of the test form will depend on the levels
of the pupils

Analysis of Data

Dr. Robert J. Nearine

June

Development for Final Report

M. Beatrice Wood

June

Sample Report to Teachers

CLARK IRIT

L. Holloman

INDIVIDUALIZED READING

May 1975

We are happy to be working with your children. They have been divided into three groups. Much consideration was given to reading levels and achievement in the area of phonics in grouping them. Each group spends about fifty-five minutes in each area. Individualized Reading, Phonics, and Vocabulary and Comprehension.

Attendance has been good except for a few: Cheryl Roberts, Jose Lopez, and Jaime Garcia.

Occasionally, children are absent because they miss the bus. We hope that some arrangements can be made for the transportation of these children to the center. Please help us to encourage the children to be in attendance daily.

The children and teachers were happy to have all of you visit us during the Open House. Please feel free and welcome to come anytime.

On Monday of each week the children receive their contracts for the week. When the children arrive each day they pick up their folders, check their contracts and start working. A group activity is planned about twice a week for specific skill development and to reinforce skills introduced in Decoding and Vocabulary and Comprehension.

Each child selects a book on his level, reads it, lists its title, author, characters, and the part he likes best in his notebook. After this, he signs up for a conference with the teacher at which time he's asked comprehension questions about the book. This also provides a list of books read by each pupil.

The children are responding well to the motivational device, "Plants," to which they add a petal to his/her flower after conference with each book read.

Independent activities are provided for the children after their reading such as the use of:

- a. Language Masters
- b. Taped stories with activity cards
- c. Film Strips
- d. Split Word game
- e. Speak and Peek game
- f. Dolch Word and Picture Cards
- g. Fun with Words game
- h. One too Many game
- i. Sentence Builder game

Our doors are always open. Come visit us!

CLARK IRIT

N. Lockwood

VOCABULARY AND COMPREHENSION

May 1975

All the students are working at individual levels to develop vocabulary and comprehension skills. The students use a wide variety of materials, and keep records of their own progress. They are encouraged to move to higher levels frequently. Most of the students in this cycle seem to take pride in doing hard tasks and work at them eagerly.

All of the students work at some level of the new Houghton-Mifflin basal reading series. We have twelve sub-groups working at different levels. Children move from group to group frequently as they master vocabulary and skills.

Language masters are in constant use to develop understanding of new words. We have just begun use of the Controlled Reader, and are stressing reading using only eye movement (not mouthing each word). The students enjoy trying to speed up their individual rates.

Readers Digest skill builders are used extensively with vocabulary-building and comprehension skills on tapes. The students work diligently and seem to enjoy these.

The students are listening to and writing their own poetry. They use a variety of records and filmstrips to develop their experiential background and oral vocabulary.

This cycle of children has many good reading skills. It is a joy to work with them.

CLARK IRIT

J. Griffin

DECODING

May 1975

In the decoding area the children have been divided into nine (9) sub-groups. All grouping is ad hoc and changes frequently throughout the ten-week cycle.

At the beginning of the cycle the children were tested with the Botel Phonics Test. Grouping at that time was based on the results of the test. Now, as children master these skills in which they showed a deficiency, they progress from skill group to skill group.

At the present time, all groups are concentrating on the long and short vowels and double vowel sounds. Those children working on double vowel sounds have covered the sounds of ur, er, ir, ar, or, aw, and oo and oo.

All the children are presently using McGraw Hill books. This is not the core of the decoding area, but rather another activity where children can use their decoding skills in a meaningful context.

When pupils complete a book level they are checked on vocabulary words presented in that particular book. If added practice is needed to master vocabulary words the typewriter and language master are used.

One group of children has chosen to spend part of their activity time to make a filmstrip called "The IRIT Story." When completed, it will describe a typical day in IRIT.

The children have been working hard and we are happy to be working with them and with you.

Please call if you have any questions.

One of the more obvious indications of a program's success is the attendance pattern of its youngsters. This attendance pattern can also be viewed as a reflection not only of the interest of the child in the program, but the interest of the parent as well. To these ends, attendance figures were collected by each team and an average percent of attendance computed for the program as a whole. This 90% of attendance was considered by the teams to be appropriate and was an indication of the favorable motivational impact of the program. (Average absences - 4.2)

SUMMARY AND CONCLUSIONS

To assess the effectiveness of the IRIT program both as a total project and on a team by team basis, representative kinds of product data were collected. These measures followed a pattern which had been established over the ten years during which IRIT had been in operation. Based on the various analysis, a number of findings could be reported.

1. When youngsters were tested with the California Achievement Test (CAT '53) at the beginning and end of each 11 week instructional cycle, mean team gains on the vocabulary, comprehension, and total reading sub-tests ranged from .7 to a high of 1.2. All gains were statistically significant at the .01 level, thus exceeding the established .05 criterion level. Mean gains were slightly lower than those reported during the previous school year.
2. When these same data were analyzed by team and by school cycle, again the gains which ranged from .4 to 1.5 and were statistically

- significant at the .01 level.
3. In addition to the use of the CAT, IRIT teams also used the Botel Word Recognition Test on a pre and post cycle basis. Here mean level gains ranged from 1.0 to 2.2 and these were statistically significant at the .01 level. Level changes were comparable to those reported over the previous school year.
 4. In addition to cycle-long testing city-wide Metropolitan Achievement Test (MAT) reading scores were collected from members of the 74-75 fall cycle. When these data were examined on a team by team basis; statistically significant mean gains which were reported in word knowledge and in reading could be reported with two exceptions. The Kinsella team reported a non-significant mean gain in word knowledge, while a similarly non-significant mean gain was reported in reading at Jones.
 5. To assess reading retention, lists of 1974 spring cycle IRIT youngsters were obtained and matched to city-wide spring 1974 and spring 1975 MAT test scores. While no test of significance was utilized, mean gains ranging from .4 to 1.3 were reported on all subtests at the third to fourth grade level. At the fourth to fifth grade level, virtually no change was in evidence.
 6. Specific individualized program objectives, as stated in the IRIT project proposal, these were assessed on the basis of criteria developed by each of the four teams. Each team reported that all objectives were attained and at rates which exceeded 90%.

7. When the various responses to parent and teacher self-report forms, were examined, overall patterns of program satisfaction were produced. Again this satisfaction seemed oriented toward two basic program areas; the children's enjoyment of the IRIT program and the reading benefits which resulted from IRIT attendance. Both areas received particularly strong support. Teachers also reported that lowered class sizes enabled them to work more effectively with the remaining children. Because of this increased reading gains may have occurred in sending classrooms although this supposition was not specifically measured.
8. As an unobtrusive but vital indication of motivational impact, a percentage of attendance figure was calculated for the IRIT program as a whole. During the 1974-75 school year this percentage was 93%.

On the basis of the foregoing evidence, once again it would appear that the objectives of the program and its overall goal - to help inner-city youngsters to read - was being met by the IRIT program.

Evaluation Office
September 16, 1975

Date June 30, 1975

1974-75 COMPENSATORY PROGRAM COMPONENT EVALUATION

Town Hartford, Connecticut Indicate the number of weeks this program was in operation: 34 Project Number: (64-1)

Prgm Director M. Beatrice Wood Funds for this program component: SADC: \$ 195,660

Address 249 High Street Prgm Evaluator Robert J. Nearine Title I: \$ _____

Program Title Reading Improvement - I.R.I.T. _____: \$ _____

Component _____ (Specify any other)

1. Program Participants
 - Total public school pupils 405
 - Total nonpublic school pupils _____
2. Schools where programs took place:
 - Arsenal, Barnard-Brown, Clark,
 - Jones, Kinsella Community,
 - Simpson-Waverly, Vine St., Wish

Grade level breakdown for all pupils served:

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12
				245	149	11							

3. Economic and educational criteria used to select pupils for services of the program: Students were selected for this program who: (a) Reside in the validated School Districts, (b) Receive ADC and the free lunch program, (c) Are educationally disadvantaged and have severe reading disabilities.
4. Number and type of staff to whom SADC or Title I funds were paid:
 - 1 director, 3 reading consultants, 6 teachers, and 2 clerk-typists
5. Principal component objectives related to pupils' achievement and attitudes:
 - To raise the level of achievement of children who are deficient in the basic skills of language and reading. To improve the self-image of the pupils through approval for any achievement and to provide an atmosphere of mutual self-respect.
6. Description of component activities and services:
 - The program design included intensive reading emphasis in three areas - decoding, individualized reading, and vocabulary and comprehension. Students moved from one area to the next at approximately one-hour intervals and spent the entire morning in these reading-language arts areas. Pupils returned to their sending schools in the afternoon, for instruction in other basic areas. An eclectic approach to reading is provided through these three areas of concentration.
 - A diagnostic-prescriptive approach to reading instruction was employed. Parent involvement through visitations, meetings, closing exercises, and Open House were encouraged.

7. Evaluation of the principal goals of the program component, measures used, results, and an interpretation of what the results mean.

One of the thorny problems which confronts the evaluator of an individualized program is the large variety of data which must be collected. Since each student receives an ongoing assessment of his needs so as to lead to an individualized prescriptive program, the actual data which are collected usually differ from student to student. While a teacher can use these data to individualize the child's instruction, this variety of different information may not be amenable to summarization. While one can easily look at a pupil's needs, his progress, and the discrepancy between these two, trying to look at all the pupils in terms of need categories and overall patterns of progress can become a horrendous task. To cope with these kinds of problems, an alternative strategy is usually attempted. Here representative data which are collected from the program as a whole are used to provide estimates of change in lieu of individual pupil change data. This is the pattern which was used with the IRIT program.

In order to summarize various elements of pupil growth, a number of evaluative instruments were used on both a formal and informal basis.

Criterion-referenced tests such as the Croft Word Attack System and selected parts of the Wisconsin Design were administered and these assisted in the monitoring of each pupil's progress.

In addition to the various criterion measures, a number of instruments were used to evaluate reading status and growth. The reading sections of the California Achievement Test (CAT), sometimes called the California Reading Test, the Botel Word Recognition Test, the SORT, and the IRI were administered on a pre and post cycle basis to evaluate reading levels, skill mastery, and overall reading growth. In addition, a sampling of youngsters was also tested pre and post with the Metropolitan Achievement Test to examine year-long gains and reading retention as well.

In addition to the diagnostic cycle and year-long testing, evaluation forms were also prepared to assess the reactions of parents and teachers of children who had been served in the program. Further, specific behavioral objectives were set up by the teams together with measurement criterion; all were attained or surpassed in each center as can be seen by the data which accompany this report. Oral reading was evaluated by the use of instructional tapes and texts, while record-keeping by the students themselves of skills needed and lessons completed was used to assist with student self-evaluation.

Because a summative evaluation is an attempt to look at program output, and hopefully in terms of several product measures, a number of data analyses were completed for the program as a whole and on a center by center basis. This was done so as to enable IRIT teachers, parents, and administrators to answer for themselves a basic evaluative question: were Hartford youngsters reading better following IRIT services? The results of these data analyses have been reported in the following narrative.

8. Title I funds are provided to serve children from low-income areas regardless of whether they attend public or private schools. If children going to nonpublic schools resided in the school attendance areas validated for Title I, ESEA services in your community, provide the following:

- a. Where Title I services were rendered, indicate the number of children and the name(s) of the nonpublic schools they attended.
- b. Describe the specific services nonpublic school children received.
- c. Indicate the dollar amount of Title I, ESEA funds used for the above services.

9. Aside from the evaluation made of program objectives, indicate any successful outcomes resulting from Title I or SADC efforts in the town during the past year. Recognition by USOE has led to IRIT program development in Schenectady, N.Y.; Bloomington, Indiana; and Oklahoma City, Okla. Continued pupil participation in the publishing of the newspaper. During Black History Week, the life stories of several famous Black Americans were dramatized by IRIT children and presented to parents, children, and staff. The team members of the pilot IRIT Centers visited Hartford's centers to gain added insight and assistance in the operation of an IRIT program. Improvement was noted in the ability to work in groups. The IRIT teams developed a booklet on "How Parents Can Help Their Children With Reading." The book club and lending library provided easy access to books for leisure reading at home. A booklet of summer reading activities was compiled and given to each child at the Clark Center to help maintain his skills over the summer.

10. Aside from the evaluation made of program objectives, indicate any problems resulting from Title I or SADC efforts in the town during the past year.

Lack of funds to replace and the unsatisfactory repair of equipment which has been in use for 10 years is a major problem in our effort to individualize instruction. Information on students that should be in cumulative folders, such as records on reading levels, health problems, and special services were reported as being lacking in many instances.

11. State the recommendations for the future consideration of the programs. Base the recommendations on the findings and conclusions of this evaluation report. 1. The very successful teacher-training component should be implemented again for the benefit of Hartford's students and teachers. 2. The professional library in each Center needs improvement. 3. Flexibility of transferring monies from one code to another would assist with the replacement of equipment. Under present funding, replacement equipment cannot be purchased. 4. A full-time secretary-aide would assist with the individualizing of instruction and with the non-teaching details of each Center.
12. Report the standardized test results for program pupils on the following pages. Report results so that pre- and post-test scores are for the same pupils. Report results only for those pupils who were administered the appropriate battery levels of the test for the pupil's school grade placement.

The test results are organized to help in a state-wide analysis of SADC and Title I. Report scores for a single subtest: reading comprehension, math computation, math concepts, or language, whichever of these are related to the program being offered. Note that group scores have been requested for specific grade levels only on page 4, while page 5 has been organized for all other test information which cannot be included on page 4.

GROUP SCORES FOR STANDARDIZED TESTS IN READING, MATH, AND LANGUAGE

Town Hartford Title of Program IRIT

Test Instrument Information

Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/Post Battery Level	Pre/Post Test Form	No. of Pupils Tested
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Reading

1	MAT	70	READING	PR2 PR2	F F	51
2	MAT	70	READING	PR2 EL	F F	34
3						
4						
5						
6						
7						
8						

Math

1						
2						
3						
4						
5						
6						
7						
8						

Raw Scores and Standard Scores

Month of Pre/Post Test	Pre Test Mean Scores r.s./s.s.	Post Test Mean Scores r.s./s.s.
------------------------	--------------------------------	---------------------------------

Jun	2.65	2.90
Jun	GE	GE
Jun	3.17	3.25
Jun	GE	GE

Language

PK						

CA at Pre/Post Test	Pre Test Mean Scores r.s./MA	Post Test Mean Scores r.s./MA

STANDARDIZED TEST INFORMATION NOT INCLUDED ON PRECEDING PAGE

Town Hartford

Title of Program

IRIT

Provide Test Information for (A) or (B) Below:

(B)

Raw Scores and Other Derived Scores (Specify)

(A)

Raw Scores and Standard Scores

Test Instrument Information

Gr Lvl	Name of Test	Yr. of Test Pub.	Subtest for Which Scores are Provided	Pre/Post Battery Level	Pre/Post Test Form	No. of Pupils Tested
3/4	CAT	70	Vocabulary	LP UP E LP/UP	W X	524
3/4	CAT	70	Comprehen.	LP UP E LP/UP	W X	524
3/4	CAT	70	Total Rdg.	LP UP E LP/UP	W X	524
3/4	Botel	70	Word Recog.	#	#	499

Month of Pre/Post Test	(A) Raw Scores and Standard Scores		(B) Raw Scores and Other Derived Scores (Specify)	
	Pre Test Mean Scores r.s./	Post Test Mean Scores r.s./	Pre Test Mean Scores	Post Test Mean Scores
*	s.s.	s.s.	GE 2.7	GE 3.7
*			GE 2.4	GE 3.4
*			GE 2.6	GE 3.5
*			Level 4.1	Level 5.7

* Administered at 11 week cycle intervals.
See Table III

