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ABSTRACT

The Louisiana Round Table of Program Evaluators was organized in 1980 among educational evaluators from large parish school systems and the State Department of Education to discuss topics of mutual concern. Since its inception the group has been instrumental in the development and implementation of various workshops directed toward the improvement of educational evaluation across the State. On November 4-5, 1982, the Round Table presented a Statewide training workshop for local program evaluators and compensatory education coordinators in Baton Rouge, Louisiana. The two-day program focused on evaluation design, instrument development, and evaluation report writing. A theoretical local school system compensatory education program was used as a case study upon which the various activities were focused. Approximately 130 local school systems and 40 State Department personnel were in attendance during the two-day workshop. This monograph presents the information determined necessary within the report writing phase of the training. (Author/PN)

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THE LOUISIANA ROUND TABLE OF PROGRAM
EVALUATORS

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Monograph #2

A GUIDE TO THE DEVELOPMENT OF
EVALUATION REPORTS

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December 1982

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TM 830467

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PREFACE

The Louisiana Round Table of Program Evaluators was organized in 1980 among educational evaluators from large parish school systems and the State Department of Education to discuss topics of mutual concern. Since its inception the group has been instrumental in the development and implementation of various workshops directed toward the improvement of educational evaluation across the State.

During November 4-5, 1982, the Round Table presented a Statewide training workshop for local program evaluators and compensatory education coordinators in Baton Rouge, Louisiana. The two-day program focused on evaluation design, instrument development, and evaluation report writing. A theoretical local school system compensatory education program was used as a case study upon which the various activities were focused. Approximately 130 local school systems and 40 State Department personnel were in attendance during the two-day workshop. This monograph presents the information within the report writing phase of the training.

COMPENSATORY/REMEDIAL EDUCATION PROGRAM

Evaluation Workshop Training Teams

(November 4-5, 1982)

- Team 1 John Austin, Jefferson Parish
Jerome Matherne, West Feliciana Parish
Jodi Bonner, Bureau of Evaluation
Cormell Brooks, Orleans Parish
Kathleen Orgeron, Jefferson Parish
- Team 2 Barbara Bankens, Calcasieu Parish
Ellen Gillespie, Bureau of Evaluation
Sarah Morrison, Department of Administration
Carol Scott, Jefferson Parish
- Team 3 Lee Hoffman, Bureau of Evaluation
Chuck Hunter, Bureau of Evaluation
Antoinette Price, Caddo Parish
James Taylor, St. Charles Parish
- Team 4 Janella Rachal, Bureau of Evaluation
Ellen Pechman, Orleans Parish
Delores Lewis, East Baton Rouge Parish
Susan Stewart, Bureau of Evaluation

FUTURE ACTIVITIES OF THE ROUND TABLE OF PROGRAM EVALUATORS

As part of its continuing effort to strengthen educational program evaluation in Louisiana, the Round Table plans to sponsor additional workshops during the spring and summer of 1983. One two-day session is planned in the area of data collection, data management, and statistical analysis. A second workshop is being planned to coincide with the submission of local compensatory education evaluation reports by the State's 66 systems. This workshop will focus on meta-evaluation and will examine the actual reports submitted to the State Department of Education in compliance with Act 433 of the State's compensatory education law. Additionally, the members of the Round Table will continue to serve as resource people to provide support and assistance to local evaluators who request their services.

A GUIDE TO THE DEVELOPMENT OF EVALUATION REPORTS

BACKGROUND

Functions of an Evaluation Report

An evaluation report is designed to provide written information concerning the worth/merit of the program or project being evaluated. It serves as an official record of the study and communicates to its audience the specific procedures employed in the collection of data used to answer the questions raised by the client. The conduct of the study should adhere to the Louisiana State Board-adopted Joint Committee Standards for the Evaluation of Educational Programs, Projects, and Materials.

Reports for Specific Audiences

Most evaluation reports are generally disseminated to several diverse audiences. The needs of these audiences may vary widely. In preparing multiple versions of an evaluation report, you may find the following guidelines of some assistance:

- 1) Know your audiences
- 2) Find out what information they need, why they need it, and when they need it
- 3) Try to understand each audience's viewpoint
- 4) Relate the information to action that must be taken
- 5) Do not give the audience more than it needs
- 6) Start with the most important information
- 7) Highlight the important points
- 8) Make the report readable and understandable
- 9) In oral presentations:
 - a. Make the presentation interesting and varied
 - b. Do what comes naturally in your delivery
 - c. Make visuals large and simple
 - d. Involve the audience
 - e. Reinforce the important points
- 10) In working with the press, prepare background information concerning the program and prepare news releases to facilitate accurate reporting of the results.

Evaluation reports can usually be categorized into four basic types. A description of each along with the intended audiences is provided below.

1. Technical report-to audiences for whom the dissemination of the report is required.

Examples: State Department of Education
Program administrators
Professional colleagues
School Board
Central office staff

2. Executive summaries of the report-for decision makers and policy development groups.

Examples: School Board members
Central office personnel

3. Data summaries-for program participants involved in supplying the data and implementing the program.

Examples: School principals
Teachers

4. Special condensations of the report-for interested parties with questions they want answered.

Examples: Parents
Press

CONTENTS OF AN EVALUATION REPORT

In developing and writing a technical evaluation report, the following are components often included: Reports generally address all of these major topics but may have different sub-headings under each. The report should provide systematic information to communicate to the reader all the pertinent aspects of the study.

1. Title Page
2. Executive Summary
3. Table of Contents
4. Introduction
 - A. Background, context
 - B. Description of program
 - C. Objectives of program
 - D. Evaluation questions
 - E. Identification of audiences
5. Methodology
 - A. Evaluation design
 - B. Sampling procedures
 - C. Instrumentation
 - D. Study procedures
 - E. Data analysis procedures
6. Presentation of the Data and Discussion of the Results
 - A. Data presentation—tables, figures, narrative (as appropriate)
 - B. Discussion of results
7. Conclusions and Recommendations
 - A. Summary of findings
 - B. Conclusions
 - C. Recommendations
8. Bibliography or List of References (if appropriate)
9. Appendices
10. Documentation: Standards for Evaluation

Title Page

The title page serves the purpose of identifying a specific evaluation report. The information that it provides should be specific enough to allow the reader to distinguish a given report from among many.

The kinds of information to include on the title page can be determined by the writer's responses to several questions:

- a. What kind of study is being reported?

Example: Annual Evaluation

- b. What is the name of the program being studied or evaluated?

Example: State-Funded Compensatory/Remedial Program

- c. Where was the program or study carried out?

Example: Sample Parish School System

- d. Where is the school or system located, and how may a reader make contact for more information if desired?

Example: 2414 Center Street
Midville, Louisiana 72809
318/433-7825

- e. Who is the writer/evaluator?

(Note: The name of the evaluator should be typed for the reader's benefit. The evaluator's original signature may also be affixed to verify that he/she assumes responsibility for the contents of the report.)

Example: Submitted by:

(signature)

(typewritten) Jane Blow, Certified Level A Evaluator

- f. Who is the chief administrator of the school system (when a report is being submitted from the system to another agency)?

Example: (signature)

(typewritten) John Doe, Superintendent

g. When was the program time-period covered by this report?

Example: 1982-83 Regular School Session

h. When is the submission date of the report?

Example: June 15, 1983

i. To Whom is the report being submitted?

Example: Submitted to:

Louisiana State Department of Education

j. Why is the report being submitted?

Example: To fulfill the requirements of State Department of Education Addendum to Bulletin 1566 of 1980

The writer selects the pieces of information necessary to the identification of the specific report and organizes them in a well-balanced manner on the title page. (Note that in the following example items a, b, c, and g were used to develop the report title.)

Example:

(a)	Annual Evaluation of the		
(c)	Sample Parish School System		
(b)	State-Funded Compensatory/ Remediation Program		
(g)	1982-83 Regular School Session		
(i)	Submitted to: Louisiana Department of Education		
(j)	To fulfill the Requirements of Addendum to Bulletin 1566		
Submitted by:			
(f) (a)	<table border="0"> <tr> <td><i>John Doe</i> John Doe Superintendent</td> <td><i>Jane Blow</i> Jane Blow Certified Level A Evaluator</td> </tr> </table>	<i>John Doe</i> John Doe Superintendent	<i>Jane Blow</i> Jane Blow Certified Level A Evaluator
<i>John Doe</i> John Doe Superintendent	<i>Jane Blow</i> Jane Blow Certified Level A Evaluator		
(d)	2812 Center Street Midville, Louisiana 72809 318/433-7825		
(h)	July 15, 1983		

Executive Summary

The purpose of the executive summary is to provide condensed highlights from the total report. The executive summary is developed after the technical report is completed. This section allows decision-makers, policy-development groups, and other reviewers to have the essential information immediately before them without their having to leaf through the various parts of the technical report. Pagination is usually small Roman numerals.

The executive summary generally consists of the following components:

1. Description of program and purpose of the evaluation--This section describes the program in one or two short paragraphs. It tells what the program is, where it was held, when it was established, and why the evaluation was conducted.

Example:

Description of Program and Purpose of the Evaluation: The State-Funded Compensatory/ Remedial Program was conducted in four elementary schools in Sample Parish School System during the 1982-83 regular school session. The program was established to provide language arts and/or mathematics remediation to the 124 parish students lacking minimum skill attainment on the Grade 2 Louisiana Basic Skills Test administered in April 1982. Three of the schools provided pull-out programs during the day, one school conducted an after-school program, and one school provided remedial instruction within the classroom as part of the normal coursework. The program evaluation was conducted to comply with guidelines of the Louisiana Board of Elementary and Secondary Education as contained in Louisiana State Department Addendum to Bulletin 1566 of 1980.

2. Statement of the evaluation questions--This component identifies the questions addressed in the conduct of the evaluation.

Example:

Evaluation Questions: The following clusters of questions were used to guide the evaluation:

- 1) How did students perform in the Sample Parish School System Compensatory/Remedial Program?
- 2) How did Sample Parish coordinate planning and curricula?
- 3) What constituted the instructional program of the Sample Parish Compensatory/Remedial Program?

3. Procedures/methods--This section summarizes information included in the Methodology section of the technical report. The summary should briefly contain a description of how and on whom data were collected, a list of instruments used, and the time period over which data were collected.

Example:

Procedures/Methods: The effectiveness of the Sample Parish 1982-83 Compensatory/Remediation Program was evaluated through the use of a one group pretest-posttest design. The April 1982 Grade 2 Louisiana Basic Skills Test scores for qualifying students provided pretest data. The Sample Parish Compensatory Test was administered to students as a posttest between the dates of April 15 and April 30, 1983. Surveys were distributed to five compensatory/remediation teachers on March 30, 1983. The surveys were collected by the program director on April 6.

4. Conclusions--The purpose of this section is to briefly list major conclusions in a format that highlights each. Recommendations and/or Areas of Concern may or may not be included in this section, dependent on their potential role in the decision and policy making processes.

Example:

Conclusions: Based on the summary of findings, these major conclusions can be drawn:

- Information examined in this study indicates that the Sample Parish Compensatory/Remedial Program was implemented in accordance with the State Department of Education Guidelines.
- As evidenced by the analyses of data collected in this study, student participants in the 1982-83 Sample Parish Compensatory/Remedial Program made significant gains in language arts and mathematics.

Table of Contents

This component of the evaluation report provides a listing of the contents of the report in table form. Its purpose is to allow the reader access to specific sections of the report quickly. The Table of Contents generally lists major headings and subtitles with the page number on which each part begins. The table may use an indented outline format or a block format.

Example:

Table of Contents

Executive Summary	1
I. Introduction	1
V. Methodology	15
A. Evaluation Design	15
B. Sampling Procedures	16
C. Instrumentation	18

If the report contains a large number of tables, figures, charts, graphs, maps, diagrams, or other illustrations, the writer may find it helpful to prepare lists of these separate from the Table of Contents.

Example:

List of Tables

Table 1: Student Participation by School and Subject Area in the Sample Parish 1982-83 Compensatory/Remedial Education Program	25
Table 2: Number and Percentage of Students Deficient in Each Skill Prior to and Upon Completion of the 1982-83 Sample Parish Compensatory/Remedial Education Program as Reported on the Student Profile	33

Introduction

The purpose of this section of the report is to introduce the study to the reader. The Introduction is written in such a manner that one totally unfamiliar with the study might readily grasp an understanding of the program, the setting, and what the study was meant to accomplish. Background and context, a description of the program, objectives of the program, evaluation questions, and identified audiences are the kinds of information the writer may wish to include in the Introduction.

The Introduction chapter generally consists of the following components:

1. Background, context-This section usually describes the conditions or events that preceded and led to the development of the particular program being studied. Information about attendant circumstances

that occurred while the program was in operation may also be given. Background may include information concerning State legislation that led to the development and implementation of the Louisiana Basic Skills Test and the State-Funded Compensatory/ Remedial Program or any competency testing and/or remediation programs the local system provided prior to implementing the State-Funded Program. Conditions or circumstances that occurred within the context of the program that influence evaluation outcomes may be noted.

2. Program description-The purpose of this section is to describe the program that is being evaluated. In the example case, the writer describes the Compensatory/Remedial Program in Sample Parish School System for the regular school session. This portion of the report includes information concerning numbers of students given remedial instruction in language arts, math, or both; beginning and ending dates of program year; student scheduling in minutes per day, per week, and total year; the organizational structure of the program; and number and specific names of schools participating in each program structure.
3. Objectives of the program-This section identifies the objectives of the program. The objectives are stated in measurable terms in order to be useful in the evaluation process. While the evaluator may assist with the wording of the objectives, he/she should use caution and insist on obtaining objectives developed by program staff. This activity should be accomplished very early in the program and should be done cooperatively by program staff and evaluator. At report writing time, the objectives are simply copied in the report by the writer/evaluator. You may highlight them for clarity by numbering each objective and using an indented format. The findings are measured against evaluation objectives to determine the conclusions, concerns, and recommendations.

Example:

The Sample Parish Compensatory/Remedial Education Program will reduce the number of language arts and mathematics skill deficiencies identified among qualified participants on the Grade 2 Basic Skills Test.

4. Evaluation questions - This section lists all the questions that guided this evaluation. The questions should be listed in a format so that each is easily identifiable on the page. They should be written concisely and with clarity.

Example:

1. How many students participated in the Sample Parish Compensatory/Remedial Education Program during the 1982-83 school year?
 2. What effect did participation in compensatory education have on the removal of identified skill deficiencies?
 3. What are the instructional characteristics of the Sample Parish Compensatory/Remedial Education Program?
5. Identified audiences-The purpose of this section is to list those groups of people having interest in the evaluation of this program. In the process of developing the list of potential audiences, the evaluator actually thinks about people who may ultimately read the report or one of its shorter versions and directs the writing to them. He/she may purposely develop various types of reports for the different audiences, dependent on the needs of each group.

Example:

Primary Audiences:

State Department of Education
Program Administrators

Other Audiences:

Sample Parish School Board members
Central office personnel
School Principals
Teachers
Parents
Professional Colleagues
Press/Media

Methodology

This portion of the report describes the procedures used in conducting the evaluation. It gives enough detail so that the reader is able to understand the techniques used, judge whether the findings are valid, and reproduce the evaluation study.

The following components are included in this chapter:

1. Evaluation design-This segment provides a brief picture of your general design strategy. In addition to identifying the type of

design, this description shows how the measurement used, the group studied, and the treatment provided (compensatory instruction, teacher training, etc.) interact so that the reader can look at the logic of the study and judge whether the findings are due to the program or to some other outside factor.

2. Sampling procedures-In this section of the chapter the sampling procedures are described to demonstrate that the group studied is representative of the entire population of interest so that the findings may be validly applied to that population. In some cases the group studied may be the entire population rather than a sample.
3. Instrumentation-The purpose of this component is to describe what instrument was used in measurement so that the reader can decide whether or not to accept your findings. Information should be provided about the reliability and validity of the instruments.
4. Study procedures-The purpose of this component of the Methodology chapter is to describe how the study was conducted with enough detail that the reader is able to replicate it, if desired. The description enables the reader to judge whether the data collection instruments were appropriate for addressing the evaluation questions and whether they were used properly. The participants to whom each instrument was administered are identified as well as the delivery system employed to collect the data. Any limitations encountered that may have caused the study to depart from the original design should be cited and explained. A chart of all of the evaluation activities generally proves to be useful. Such a chart may include the evaluation questions, proposed data collection strategies, data sources, and projected timelines.
5. Data analysis procedures-The method(s) by which the data were treated is described in this section so that the reader can judge whether the conclusions are justified. The processing of the raw data should be explained, and the statistical procedures employed should be described.

Presentation of the Data and Discussion of the Results

The purpose of this chapter is to present the data collected in the conduct of the evaluation, to use the data to answer each evaluation question, and to discuss the results obtained. In the search for the most effective way to present data, the following quotation taken from Statistical Methods in Education and Psychology by Glass and Stanley contains valuable information:

"It is sometimes said that the facts speak for themselves. In reality, statistics often stand speechless and silent, tables are sometimes tongue-tied, and only the graph cries aloud its message."

When properly constructed and described, tables and figures not only convey data summaries of the written evaluation report, but also they provide visual information for oral presentations. For this reason, the best approach for preparing the results and discussion chapter is to construct the tables and graphs first.

The following suggestions taken from How to Present an Evaluation Report by Morris and Fitz-Gibbon provide useful information in developing the tables and graphs required in your evaluation report:

1. Use graphic methods of presenting numerical data whenever possible.
2. Build the results and discussion section of the evaluation report around tables and figures. Prepare these first and then write text to explain them.
3. Make each table and figure self-explanatory. Use a clear, complete title, a key, labels, footnotes, etc.
4. Discuss in the text the major information to be found in each table and figure.
5. Consider using as many graphs as you have the time and ingenuity to prepare. They often serve a dual purpose: they communicate clearly to your audiences, and they also help you to see what is happening.
6. Since graphs generally convey fewer details than numerical tables, you may sometimes want to provide both tables and graphs for the same data.
7. When presenting complicated graphs to a live audience, give some directions about how to read the graph and a few sample interpretations of simpler versions prior to presenting the real data.

Examples:

The following tables and figures are presented as examples for incorporation into the results and discussion chapter of the written compensatory education evaluation report. Each is prefaced by a sample evaluation question that the data may be used to address.

1. Student Performance

Evaluation Question 1: How many compensatory education students participated in each instructional area within each school in Sample Parish?
--

Table 1. Student Participation by School and Subject Area in the Sample Parish 1982-83 Compensatory/Remedial Education Program

School	Frequencies by Area of Participation			School Totals
	No. Students Lang. Only	No. Students Math Only	No. Students Lang. & Math	
A	15	7	18	40
B	10	8	14	32
C	12	6	16	34
D	5	3	10	18
Area Totals	42	24	58	124

Similar information that may be presented in addition to or in place of that displayed in Table 1 could be shown in Figure 1.

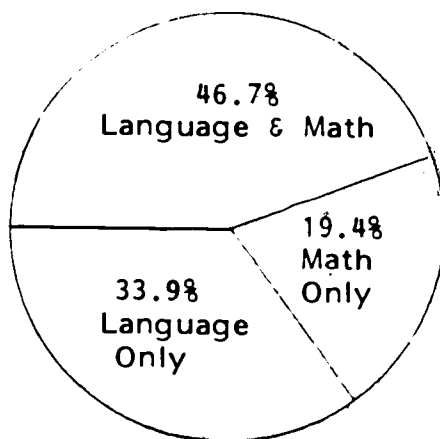


Figure 1. Percentage Participation in the Sample Parish 1982-83 Compensatory/Remedial Education Program by Subject Area(s)

Evaluation Question 2: What effect did student participation in the 1982-83 Compensatory/Remedial Education Program have on the removal of identified skill deficiencies in language arts and/or mathematics?

Table 2. Number & Percentage of Students Deficient in Each Skill Prior to & Upon Completion of the 1982-83 Sample Parish Compensatory/Remedial Education Program as Reported on the Student Profile

N = 80

Skill	Skill Deficiencies Prior to 1982-83 Comp. Ed.		Skill Deficiencies After Participation in 1982-83 Comp. Ed.		Percentage Change
	No. Students	%	No. Students	%	% Before- % After
<u>Language Arts:</u>					
Skill 1	20	25%	8	10%	+15%
Skill 2	14	17.5%	6	7.5%	+10%
Skill 3					
4					
5					
6...					
<u>Mathematics:</u>					
Skill 1	12	10%	4	2%	+8%
Skill 2	9	11%	5	6.2%	+4.8%
Skill 3					
4					
5					
6...					

Similar information that may be presented in addition to or in place of that displayed in Table 2 may be shown in Figures 2 and 3.

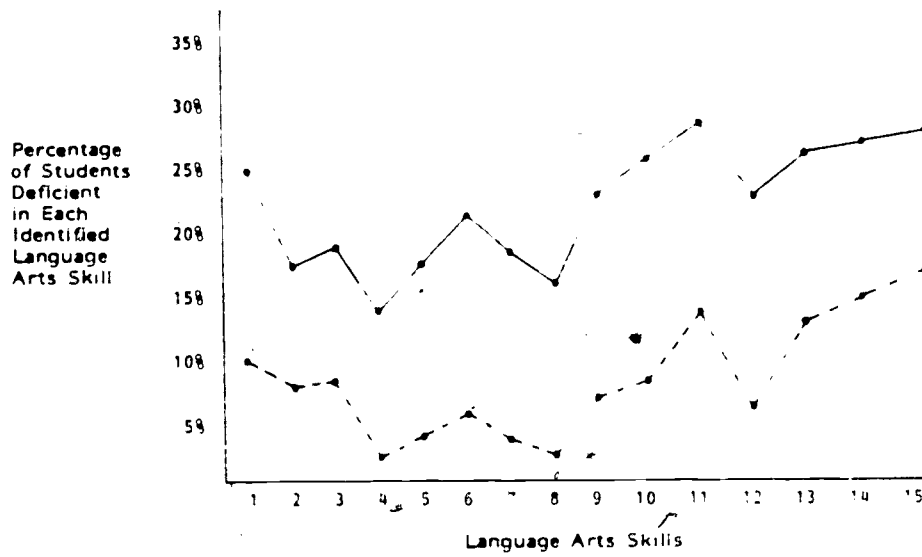


Figure 2. Language Arts Skill Deficiencies Prior to and Upon Completion of the 1982-83 Sample Parish Compensatory/Remedial Education Program

Key:

- ■ Deficiencies before 1982-83 Comp. Ed.
- - - ■ Deficiencies after 1982-83 Comp. Ed.

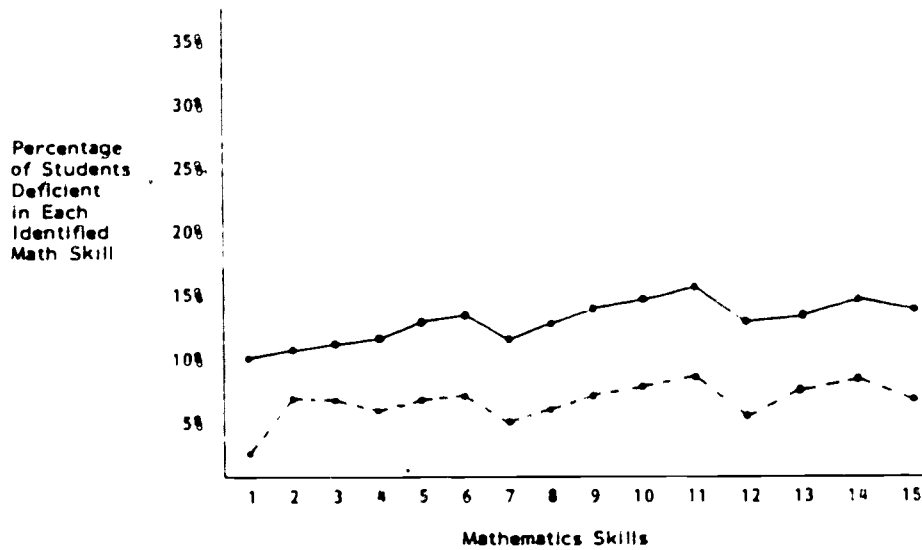


Figure 3. Mathematics Skill Deficiencies Prior to and Upon Completion of the 1982-83 Sample Parish Compensatory/Remedial Education Program

Key:

- ■ Deficiencies before 1982-83 Comp. Ed.
- - - ■ Deficiencies after 1982-83 Comp. Ed.

Evaluation Question 3: What effect did student participation in the 1982-83 Compensatory/Remedial Education Program have on language arts and/or mathematics achievement?

Table 3. Compensatory/Remedial Student Performance on the BST and the Sample Parish Test

	BST		Parish Test		Mean Difference	T-Statistic	PR Value
	Mean	STD	Mean	STD			
Language Arts N = 65	55.8	12.5 (sample)	76.8	16.2	21.0	---	---
Mathematics N = 25	62.0	11.4	80.5	14.2	18.5	---	---

In addition to Table 3 graphs displaying the mean scores on the BST and the Parish Test in language arts and mathematics are shown in Figures 4 and 5.

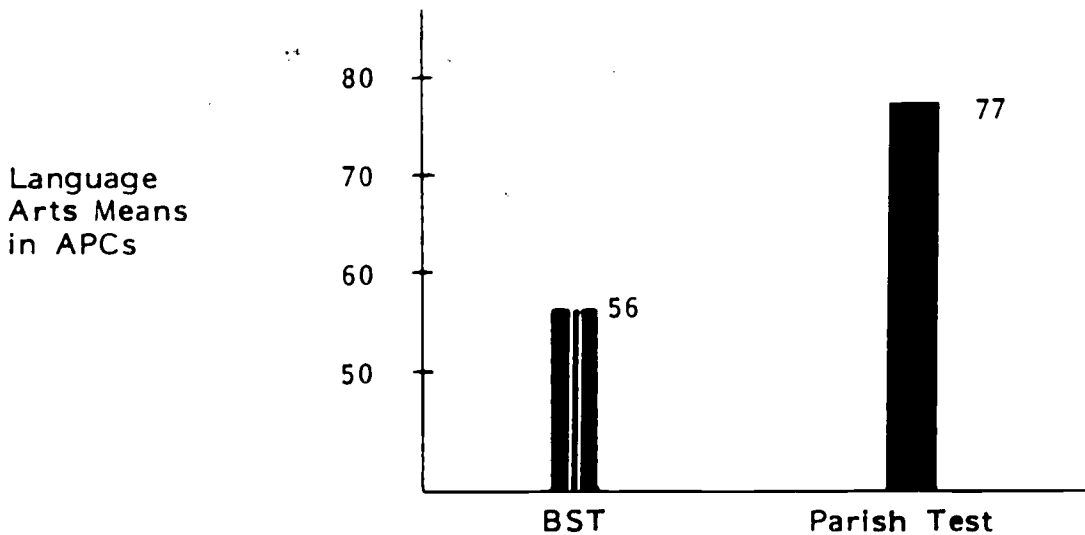


Figure 4. Student Performance on the BST and Parish Test in Language Arts

Math Means
in APCs

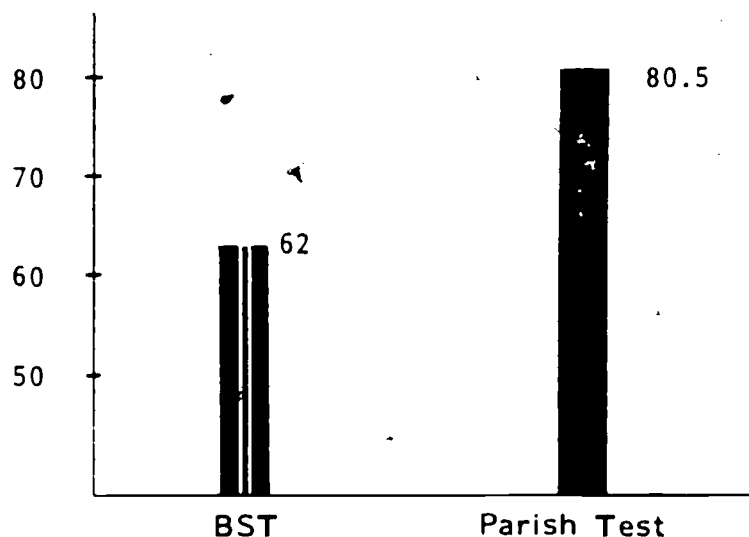


Figure 5. Student Performance on the BST and Parish Test in Mathematics

2. Coordination

Evaluation Question 4: Does the Sample Parish 1982-83 Compensatory/Remedial Education Program provide for planning coordination in determining the content of each student's program and successful mastery of deficient basic skills? What documentation exists in this area?

In addressing this question good sources are summary data filled in on the instrument(s) used to obtain that information. These could be questionnaires, observation forms, checklists, logs, interview forms, summaries of existing records, etc.

A summary table developed from an existing questionnaire could be used as illustrated on the next page.

Table 4. Summary Data in Response to the
Planning Coordination Questionnaire

Planning Coordination Questionnaire
N = 5
(Parish level)

1. With whom did you meet to plan the content of your students' compensatory/remedial education programs?

5	Regular teacher(s)
3	Special education teacher(s)
3	Chapter I teacher(s)
2	Other (_____)

2. How many meetings were held with these individuals prior to and during the 1982-83 Compensatory Education Program?

No. meetings prior (mean)		No. meetings during (mean)
3.6	Regular teacher(s)	5.2
2.3	Special education teacher(s)	2.7
1.8	Chapter I teacher(s)	1.6
.4	Other (_____)	.6

3. What methods were used to assess student mastery of pre-identified deficient skills?

5	Observations of daily classroom performance
3	Performance on teacher-developed tests
2	Performance on basal tests
4	Performance on parish, PDC, and/or purchased standardized tests
3	Performance on the 1983 Second Grade Basic Skills Test
2	Other (name these _____)

Evaluation Question 5: Does the Sample Parish 1982-83 Compensatory/Remedial Education Program provide for curricular coordination of compensatory/remedial instruction with regular instruction and with other academic programs in which students may participate? What documentation exists in this area?

In addition to the information provided in Table 4 summary data may be presented within the following instrument:

Table 5. Summary Data in Response to the
Curricular Coordination Questionnaire

Curricular Coordination Questionnaire	
N = 5	
*(parishwide classroom means)	
1. How many compensatory education students are you assigned to work with on a weekly basis?	<u>8.3</u>
2. Of this number, how many also receive the following:	
a. Special education instruction	<u>5.2</u>
b. Chapter I instruction	<u>4.8</u>
c. Both special education and Chapter I	<u>2.7</u>
d. Other (name _____)	<u>.5</u>

3. Instruction

Evaluation Question 6: What are the instructional characteristics of the Sample Parish 1982-83 Compensatory/Remedial Education Program?

Summary data from a questionnaire (Table 6) may be used to answer this question.

Table 6. Summary Data in Response to the
Compensatory/Remedial Education Teacher
Information Form

Teacher Information Form
N = 5

1. Check the response which describes the structure of the Sample Parish 1982-83 Compensatory Education Program.
 - After school program
 - Pull-out from the Classroom during the day
 - Instruction within the classroom as part of the normal coursework
 - Other (describe _____)

2. On a weekly basis, how many minutes of compensatory education instruction are provided for each student with whom you work?

135

3. How many weeks of compensatory education instruction are planned for each student?

For each item check the response that best matches your extent of use:

- F if you used it FREQUENTLY (almost every day)
- S if you used it SOMETIMES (about once a week)
- R if you used it RARELY (only a few times)
- N if you NEVER used it although it was available
- U if it was UNAVAILABLE to you

	F	S	R	N	U
4. Materials used in teaching compensatory education					
a. system adopted texts and workbooks	80%	20%			
b. programmed materials	20%	20%	60%		
c. supplementary texts and workbooks	20%	40%	40%		
d. state Basic Skills Test reports	100%				
e. state Curriculum Guides	100%				
f. student profile forms provided by the state	100%				
g. your parish's criterion referenced tests	80%	20%			
h. teacher prepared materials	80%	20%			
i. Other (what?) _____		20%	80%		
5. Instructional Management Methods Used in Providing Compensatory Education Instruction:					
a. diagnosis of student performance levels	100%				
b. monitoring and recording student progress	100%				
c. maintenance of individual student folders	80%	20%			
d. use of behavior modification techniques			20%	80%	
e. posting and enforcing rules for classroom behavior	80%	20%	60%		
f. administration of mastery tests	100%				
g. use of computer assisted/computer managed instruction			20%	80%	
h. use of mastery learning techniques (ECRI, etc.)	60%	20%	20%		
i. Madeline Hunter methods (Critical Elements of Teaching)	40%	20%	20%	20%	
j. use of instructional television			20%	80%	
k. grouping for instruction based on performance (skill grouping)	100%				
l. use of drill and practice	100%				
m. use of sustained silent reading	40%	20%	40%		
n. use of teacher aides	20%	40%		40%	
o. use of volunteers		20%		80%	
p. use of student tutors	20%	20%	20%	40%	
q. use of special education teachers as a resource	80%	20%			
r. other (what?) _____	20%	20%	60%		

Conclusions and Recommendations

The purpose of this chapter is to present the findings, conclusions, and recommendations that are made on the basis of the information that was collected. In most instances the findings, conclusions, and recommendations can best be presented in a listing format rather than in narrative form.

This chapter is usually the most influential part of the evaluation report. This chapter places emphasis on what is important and clearly distinguishes between conclusions that must be tentatively rather than firmly drawn. All concerns that were addressed by the stated evaluation questions must be attended to.

The following components are generally included in this chapter:

1. Summary of findings-In this section findings are listed in summary form. This provides a global view of the outcomes of the study and greatly facilitates the development of conclusions and recommendations.
2. Conclusions-In developing this section examine the summary of findings to determine what major conclusions may be drawn about the effectiveness of the program.
3. Recommendations-In this segment findings and conclusions are the bases upon which recommendations are to be made. In developing conclusions and recommendations the writer must not assume the role of the policy maker concerning whether to continue funding the program.

Example:

Bad - The Sample Parish Compensatory/Remedial Education Program should be continued during the 1983-84 school year.

Better - The information obtained in the evaluation of the Sample Parish Compensatory/Remedial Education Program indicates that the goals set forth for the 1982-83 program were met.

Bibliography or List of References

If a literature review was conducted, this component provides a list of the references consulted in developing the evaluation report. This may include departments and/or individuals who provided pertinent information and assistance.

Appendices

The purpose of the appendix section is to present information that is referenced in the text but which, if incorporated within the main body of

the report, would disrupt the flow and readability of the text. The following types of information are often incorporated into appendices:

1. Sample instruments (if not copyrighted)
2. Raw data
3. Long tables
4. Letters or other correspondence
5. Referenced articles, chapters, parts of earlier reports
6. Diagrams, figures

Documentation: Standards for Evaluation

The purpose of this section is to demonstrate the application of the Standards for Evaluations of Educational Programs, Projects, and Materials as prescribed by the Louisiana State Board of Elementary and Secondary Education. Completion of a document similar to the following will satisfy the State Board mandate:

1. Anyone who accepts and executes responsibility for planning, implementing, and reporting evaluations of educational programs and projects approved by the State Board of Elementary and Secondary Education must have a valid Louisiana program evaluator's certificate.
2. The evaluations of educational programs and projects approved by the State Board of Elementary and Secondary Education must demonstrate application of the Standards for Educational Evaluations set forth by the Joint Committee on Standards for Educational Evaluations and approved by the State Board on January 20, 1981.

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APPENDIX

Demonstration of Application of the Standards for Evaluations of
Educational Programs, Projects, and Materials: 1982-1983
Local Compensatory/Remedial Program Evaluations

DEMONSTRATION OF APPLICATION OF THE STANDARDS FOR EVALUATIONS OF
EDUCATIONAL PROGRAMS, PROJECTS, AND MATERIALS: 1982-1983
LOCAL COMPENSATORY/REMEDIAL PROGRAM EVALUATIONS

Completion of a document following this format will satisfy the State-Funded Compensatory/Remedial Program Regulation concerning application of the State Board-Adopted Standards for Evaluations (p. 7, VII B (4)). This form should be attached as an appendix to the local evaluation report submitted to the State Department of Education for referral to the State Board of Elementary and Secondary Education.

INSTRUCTIONS

1. For each Standard listed below, describe the activity, object, or parties involved in meeting the Standard. Instead of providing a narrative description you may cite the page in the evaluation report containing this information, if appropriate.
2. If you considered a Standard to be not applicable to the evaluation, write NA.
3. If you considered a standard to be applicable but were unable to apply it for any reason (time, resources, information, etc.) write NF for not feasible.
4. Please explain why a Standard was either NA or NF.
5. Refer to the Joint Committee on Standards for Educational Evaluation, Standards for Evaluations of Educational Programs, Projects, and Materials (McGraw-Hill, 1981) for further discussion of the Standards.

* * * * *

School System: _____ Date: _____

Evaluator: _____

Person Completing Report
If Other Than Evaluator: _____

A1) Audience Identification:

A2) Evaluator Credibility:

A3) Information Scope and Selection:

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A4) Valuational Interpretation:

A5) Report Clarity:

A6) Report Dissemination:

A7) Report Timeliness:

A8) Evaluation Impact:

B1) Practical Procedures:

B2) Political Viability:

B3) Cost Effectiveness:

C1) Formal Obligation:

C2) Conflict of Interest:

C3) Full and Frank Disclosure:

C4) Public's Right to Know:

C5) Rights of Human Subjects:

C6) Human Interactions:

C7) Balanced Reporting:

C8) Fiscal Responsibility:

D1) Object Identification:

D2) Context Analysis:

D3) Described Purposes and Procedures:

D4) Defensible Information Sources:

D5) Valid Measurement:

D6) Reliable Measurement:

D7) Systematic Data Control:

D8) Analysis of Quantitative Information:

D9) Analysis of Qualitative Information:

D10) Justified Conclusions:

D11) Objective Reporting:

CLOSING REMARKS

It is hoped that this monograph will provide useful information to educational program evaluators in the development of evaluation reports. The authors would be most appreciative of any comments and/or suggestions that the readers of this paper would like to submit. It is only through such a cooperative effort that educational program evaluation can be strengthened in Louisiana.

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