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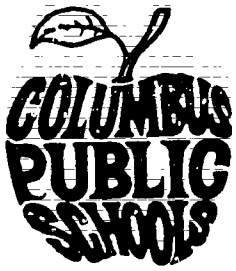
ABSTRACT

Designed to improve underachieving high school students' reading and communication skills, the Secondary Developmental Reading program served 909 ninth, tenth, and eleventh graders in 13 Ohio schools. Funding was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF). Nine teachers from eight high schools participated in the 1985-1986 program, using Apple computers as instruction aids, and diagnostic tests to assess students' individual reading strengths and weaknesses. Data analyzed included pretest and posttest scores, and inservice evaluation forms. Specific objectives of the program were (1) that pupils who attended 80% of the 7-month training period would show an average of 1.0 Normal Curve Equivalency (NCE) for each month, and (2) that program personnel would be provided at least two inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable. Neither goal was attained. Cost per pupil was greater and NCE gains smaller in the computer-assisted group than in the regular group. One of the inservice sessions was rated as valuable by less than the requisite 80%. An extensive list of program recommendations was compiled, including ways to increase attendance and to review the program to determine whether it should be continued, modified, or discontinued. (Tables of data are included, and evaluation forms are appended.) (AEW)

Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
SECONDARY DEVELOPMENTAL READING PROGRAM

July, 1986



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FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
SECONDARY DEVELOPMENTAL READING
1985-86

ABSTRACT

Program Description: The Secondary Developmental Reading (SDR) Program served 909 pupils in grades 9-11 (only one pupil at grade 11) in 13 senior high schools. Funding of the component was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF).

The purpose of the SDR Program is to assist underachieving senior high pupils in raising their reading and communication skills. Emphasis of the program is placed on literacy survival skills necessary to function in our word-oriented world.

Within the 1985-86 SDR Program nine teachers in eight senior high schools participated in a project which utilized Apple computers for computer assisted instruction/computer management system (CAI/CMS). The computers, software, and attendant services were contracted with the Prescription Learning (PL) Company of Springfield, Illinois. The regular treatment group had six teachers in five senior high schools.

Time Interval: For evaluation purposes, the Secondary Developmental Reading Program started on September 16, 1985 and continued through April 18, 1986. This interval of time gave 134 possible days of program instruction. Pupils included in the final pretest-posttest analysis must have attended at least 107 days (80%) during the time period stated above.

Activities: The program made use of diagnostic testing to assess pupils' individual reading strengths and weakness. Individualized instruction to meet pupils' needs was provided on a daily basis in a small group setting.

Program Objectives: The program had two objectives. Objective 1.1 stated that an evaluation sample will be comprised of pupils who score at or below the 36%ile on a selection test and are in attendance at least 80% of the instructional period. Pupils who attend 80% of the seven month treatment period will show an average gain in reading of 1.0 NCE for each month, which is an average gain of 7.0 NCE's overall (seven months x 1.0 NCE). Objective 2.1 stated that program personnel will be provided at least two inservice sessions and that at least 80% of the personnel attending each session will rate the session as valuable in providing information that will assist them in carrying out their program responsibilities.

Evaluation Design: Objective 1.1 was evaluated through the administration of the Comprehensive Tests of Basic Skills (CTBS) Reading Comprehension subtest. Analyses of the data included comparison of pretest to posttest change scores in terms of grade equivalents, percentiles, and NCE's. Objective 2.1 was evaluated by means of the General Inservice Evaluation Form, a locally constructed instrument.

Major Findings/Recommendations: The information collected on the Pupil Census Forms indicated the program served 909 pupils for an average of 3.6 hours of instruction per week. The average daily membership in the program was 799.6 pupils. The average days of enrollment per pupil was 117.9 days and the average attendance per pupil was 99.8 days. The average number of pupils served per teacher was 53.3.

Objective 1.1, that pupils who attended 80% of the seven month treatment period would show an average gain in reading of 1.0 NCE for each month, was not attained. There was a negative average change of -8.5 or -1.2 NCE/month. It was postulated that three factors, prescheduling of classes for SDR, outdated selection test scores, and problems in the administration of the customized posttest, could have contributed to the poor results of the SDR program.

Objective 2.1, that program personnel would be provided at least two inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable in providing information to assist them in carrying out their program responsibilities, was technically not attained because one of the five sessions was rated as valuable in carrying out component responsibilities by less than the requisite 80% of the participants. Each of the four remaining sessions, however, was favorably rated by well over 80% of the participants. When a combined rating of all five inservice sessions were computed, an overall average of 90.2% of the participants rated the inservice sessions as valuable in carrying out component responsibilities.

The CAI/CMS project was located in eight high schools. The computer assisted units served 569 pupils. Neither the CAI/CMS project group nor the group receiving regular program instruction attained the achievement criterion. The CAI/CMS group had a negative change of -9.8 NCE's in a seven month period, while the regular group had a negative change of -6.1 NCE's. The achievement criterion was met in grade 10 of the regular group, with an average gain of 7.8 NCE's for the treatment period, or 1.1 NCE's per month.

A cost-benefit study indicated that cost per pupil was greater and NCE gains smaller in the CAI/CMS group than in the regular group. Based on average daily membership, the cost per pupil was $989.38 in the CAI/CMS group and $704.81 in the regular group. Differences in NCE gains were noted above. However, CAI/CMS teachers served an average of 5.3 more pupils per teacher than in the regular group, based on average daily membership, and attendance was somewhat better in the CAI/CMS group.

The following program recommendations were made: (a) the program should be conducted in schools that will work with program personnel to reduce scheduling problems and increase program attendance; (b) the selection of pupils for the program should be based on the most current test data; (c) the professional judgment of classroom teachers should be given considerable weight in the selection process, and a system should be devised for obtaining teacher recommendations from the feeder middle schools; (d) the CAI/CMS part of the program should continue to be evaluated with an eye towards finding more effective methods of serving the high school pupil who is experiencing reading problems; (e) selection procedures, correlation of course content to system's Course of Study, instructional methods, class size, and test content should be reviewed to determine why pupils are not showing desired growth; (f) school administrators and staff should take the responsibility of assuring an optimum testing environment by not scheduling unsuitable activities during testing weeks and adjusting class schedules to accommodate the length of the tests; (g) conditions for the pretest and posttest should be as comparable as possible; and (h) the program should be extensively reviewed to determine whether the program model should be continued in its present form, modified, or discontinued.

Ohio Disadvantaged Pupil Program Fund

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
SECONDARY DEVELOPMENTAL READING PROGRAM

July, 1986

Program Description

The Secondary Developmental Reading (SDR) Program began in the Columbus Public Schools in the fall of 1971 as a component of the Ohio Disadvantaged Pupil Program Fund. The 1985-86 version of the SDR Program was located in 13 Columbus senior high school buildings. Fifteen project reading teachers worked in these 13 schools with 909 pupils in grades 9-11 who scored at or below the 36th percentile on a standardized achievement test in reading.

Within the 1985-86 SDR Program nine teachers in eight senior high schools participated in a project which utilized Apple computers for computer assisted instruction/computer management system (CAI/CMS). The computers, software, and attendant services were contracted with the Prescription Learning (PL) Company of Springfield, Illinois. In addition to providing a new technique to reading and language instruction, the use of CAI/CMS was intended to enable teachers to serve more pupils than would be possible in regular SDR classrooms. The use of CAI/CMS was also intended to be a cost-effective alternative to replacing badly worn conventional equipment. Of the 909 pupils in the SDR program, 569 received computer assisted instruction.

The purpose of the SDR Program is to assist underachieving senior high pupils in raising their reading and communication skills. Emphasis of the program is placed on literacy survival skills necessary to function in our word-oriented world.

Features of the SDR Program include the following:

1. Diagnostic testing to assess a pupil's individual reading strengths and weaknesses.
2. Individualized instruction tailored to meet the needs of pupils.
3. Small group instruction.
4. On-going evaluation of pupils to assess their reading needs.
5. Inservice meetings for teachers.

Evaluation Objectives

Objective 1.1 An evaluation sample will be comprised of pupils who score at or below the 36%ile on a selection test and are in attendance at least 80% of the instructional period. The average reading growth of pupils in the evaluation sample and participants in the Computer Assisted Instruction/Computer Management System (CAI/CMS) will be 1.0 normal curve equivalent (NCE) point for each month of instruction.

Objective 2.1 To provide at least two inservice sessions to program personnel such that at least 80% of the inservice participants will rate each session as valuable in providing information that will assist them in carrying out their program responsibilities.

Evaluation Design

The evaluation design for the SDR Program called for the collection of data in three areas.

1. Pupil Census Information

   The Pupil Census Form was developed for the purpose of collecting pupil demographic and participation data in the Secondary Developmental Reading Program (SDR). Project teachers maintained the Pupil Census Forms for all pupils throughout the school year or when the pupils left the program. Data collected on the Pupil Census Forms were the number of days the pupil was enrolled in the program, the number of days the pupil was in attendance, and the average number of hours per week the project teacher served the pupil. Other information collected included the pupil's grade and sex, identification of non-English speaking pupils, identification of any pupil who left the DPPF program because of qualifying for a special education program, and a question regarding a pupil's progress which required a subjective response from the project teacher. A copy of the Pupil Census Form can be found in the Appendix.

2. Standardized Achievement Test Information

   The purpose of the administration of the standardized achievement test was to collect pretest-posttest achievement data on all SDR Program pupils to determine if Objective 1.1 was achieved. The standard achievement test used was the Comprehensive Tests of Basic Skills (CTBS), Reading Comprehension (CTB-McGraw Hill, 1981). The CTBS Reading Comprehension tests were administered on September 30 - October 4, 1985, and again on April 21-30, 1986. The following lists the form, subtest and test levels of the CTBS used for each grade level.

Grade	Subtest	Pretest	Posttest
9	Reading Comprehension	Level J Form U	Level J Form V*
10-11	Reading Comprehension	Level J Form U	Level J Form V

*Estimated by administration of abridged Form V.

At posttest time, grade nine was administered a customized test that provided norm-referenced as well as criterion-referenced scores. The customized tests were developed by Columbus Public Schools personnel in cooperation with CTB/McGraw Hill to match the Columbus Public Schools Graded Course of Study.

The achievement tests were administered as follows: Program teachers in grades 9-10 normally administered the pretest except in schools where schoolwide testing occurred. Posttests for grade 9 were administered as part of districtwide testing. Grade 10 was one of the exceptions to districtwide testing, and teachers of grade 10 pupils had to administer their own posttests. During schoolwide or districtwide testing, tests were administered by classroom teachers with program teachers serving as proctors in some classrooms. Pretesting occurred during the week of September 30 - October 4 1985; posttesting occurred April 21-30, 1986.

3. Inservice Evaluation

The locally developed General Inservice Evaluation Form was designed to obtain teacher perceptions regarding each inservice session. The form was administered to participants at the close of inservice sessions. A modified version of the form was used for the orientation meeting of September 3, 1985, which was attended by regular SDR and CAI/CMS teachers. There was a total of five inservice meetings - three of which were available to regular SDR teachers and four of which were available to SDR teachers in the CAI/CMS project. The dates and topics of inservice sessions in the 1985-86 school year were as follows:

September 3, 1985	Opening Conference (All SDR teachers - all day program)
November 22, 1985	Motivational Strategies for the classroom (secondary CAI/CMS teachers)
December 4, 1985	Instructional Planning (SDR teachers in regular treatment group)
January 23, 1986	The Writing Process (all SDR teachers)
March 12, 1986	Bank Street Writer and Time-on Word Processing Programs (Secondary CAI/CMS teachers)

Teachers completed inservice evaluation forms for all of the above meetings. A copy of the General Inservice Evaluation Form and a copy of the modified version used in the orientation meeting are found in the appendix.

In addition to the types of data specified in the evaluation design, process evaluation data were obtained in a series of on-site visits to regular SDR and CAI/CMS program classrooms. Observations were conducted by personnel from the Department of Evaluation Services during the period from February 5 through March 20, 1986. The purpose of these observations was to obtain teacher input regarding the program's functioning. Observations were conducted by a project evaluator to the eight high schools having CAI/CMS units, where the nine teachers in the CAI/CMS project were interviewed. Data collected in the CAI/CMS observations included teacher responses to an interview instrument, Visitation to CAI/CMS Classes. Observations were made by another evaluator in four regular SDR units with interviews of teachers being conducted on an instrument, Evaluator's Visitation Logsheet. A copy of each of the observation instruments is found in the Appendix.

Major Findings

Due to the fact that the 1985-86 SDR Program contained two treatment groups (regular instruction group and CAI/CMS group), data on enrollment/attendance and achievement testing are reported below in two ways. These data are first presented for the overall program regardless of treatment group. The second presentation compares the two treatment groups in regard to enrollment/attendance data and achievement test data.

In interpreting the pretest-posttest achievement data, the reader should be aware of the pupil selection process. Previous norm-referenced reading achievement data and staff recommendations were used to select and enroll pupils for the SDR program. To be eligible for the program (Objective 1.1) the pupil had to score at or below the 36th percentile on the selection test. Once the eligibility list was established, pupils were selected in order of their test scores with the lowest scoring pupils selected first. Following enrollment, pupils were pretested on the CTBS Reading Comprehension subtest, Level J Form U.

Pupil Census Information

During the 1985-86 school year the SDR Program served 909 pupils. Of the 909 pupils, 877 (96.5%) were ninth-graders, and 31 (3.4%) were tenth graders and there was one eleventh grade pupil (0.1%). Of the 909 pupils, 559 (61.5%) attended the minimum number of days (107) to meet the 80% attendance criterion level contained in Objective 1.1. This was an increase of 5.6% over last year's figure of 55.9%. A breakdown by grade level showed that 548 (62.5%) of the ninth-graders, and 11 (35.5%) of the tenth-graders met the attendance criterion. The one eleventh-grader did not make the attendance criterion. The overall attendance rate for the program (total days of attendance divided by total days of enrollment) was 84.7%, as compared to 83.6% last year. The average number of days of enrollment and attendance for program pupils was 117.9 and 99.8 respectively. The average daily membership was 799.6, which was an average of 53.3 pupils per teacher as compared to 47.4 pupils per teacher in last year's program. Table 1 contains the pupil attendance data.

Table 1

Number of Pupils Served; Averages for Days of Enrollment, Days of Attend
Daily Membership and Hours of Instruction Per Week; and
Pupils Attending 80% of Days
Reported by Grade Level

Grade	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hours of Instruc per Pupil per We
9	877	401	476	118.8	100.6	777.4	3.6
10	31	10	21	92.7	77.0	21.4	3.5
11	1	1	0	105.0	100.0	0.8	3.8
Total	909	412	497	117.9	99.8	799.6	3.6

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The evaluation sample consisted of those pupils who met four criteria: attended 80% (107) of the 134 program days, received both a pretest and a posttest with the CTBS, scored at or below the 36th percentile on a selection test, and who were judged to be English speaking. Of the 909 pupils served by the program, 467 (51.4%) were in the evaluation sample.

Standardized Achievement Test Information

The analysis of pretest-posttest achievement data provided minimums, maximums, averages or medians, and differences for derived scores by grade level. The derived scores used in the analysis were percentiles, grade equivalents, and normal curve equivalents. No raw score data is presented because pupils took a different form of the test at pretest and posttest times. Therefore, pretest-posttest comparison of raw scores would be questionable.

Table 2 contains pretest-posttest percentile data. The median percentile for the pretest was 12.5 at grade 10 and 30.5 at grade 9. The median percentile for the posttest was 9.3 at grade 10 and 15.1 at grade 9. These data indicate that neither grade approached a median percentile score of 36 at posttest time. Further analysis of pretest percentile distributions indicated that 42.6% of the ninth grade pupils scored above the 36th percentile on the pretest, even though they had previously qualified for the program on a selection test. Since the program serves mostly ninth grade, this represents 42.0% of the overall evaluation sample.

Table 3 contains pretest-posttest grade equivalent data. The median grade equivalent score decreased from 8.0 to 7.8 at grade 9 and stayed the same (8.1) at grade 10.

The presentation of achievement data thus far has included results from the analysis of percentiles and grade equivalents. Both percentiles and grade equivalents provide comparative information but are not equal units of measure. Caution is advised in drawing conclusions about program impact from any of the scores above. Normal curve equivalents (NCE's) are generally considered to provide the truest indication of pupil growth in achievement, since they provide comparative information in equal units of measurement. Data for normal curve equivalents are presented in Table 4.

Objective 1.1 states that the evaluation sample would be composed of pupils who scored below the 36th percentile on the selection test and were in attendance 80% of the program's treatment period. In order to meet the attendance criterion the pupil had to attend at least 107 days of the seven month (134 days) treatment period. To achieve Objective 1.1 the average growth in reading achievement of pupils in the evaluation sample had to be 1.0 NCE's for each month of the treatment period which is an average of 7.0 NCE's for the seven month program.

The overall NCE change for the program was -8.5 or an average of -1.2 NCE's for each of the seven months of the treatment period. This negative change fell considerably short of the expected evaluation criterion of 1.0 NCE's gained for every month the pupils were in the program. A negative change of -8.7 NCE's or -1.2 NCE's per month occurred in grade 9. In grade 10 there was a positive change of 1.2 NCE points, or 0.2 NCE's per month. However, the sample size at grade 10 was very small (seven pupils).

Table 2

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles
Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
9	460	5	84	30.5	16.9	1	99	15.1	18.6
10	7	1	28	12.5	8.6	1	37	9.3	15.7

Table 3

Minimum, Maximum, Median and Standard Deviation
of the Pretest and Posttest Grade Equivalents
Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Grade Equivalents	Standard Deviation	Min.	Max.	Median Grade Equivalent	Standar Deviatio
9	460	4.2	12.9	8.0	1.7	4.0	12.9	7.8	1.9
10	7	4.2	9.1	8.1	1.7	4.2	9.7	8.1	2.2

Table 4

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) Reported by Grade Level

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
9	460	15.4	70.9	38.6	11.3	1.0	99.0	30.0	14.7	-8.7
10	7	1.0	37.7	23.5	11.7	1.0	43.0	24.7	16.8	1.2
Total	467			38.4	11.4			29.9	14.8	-8.5

It should be noted that NCE scores are based on percentiles, which compare the pupil's performance in relation to the general population. No change in NCE score would indicate that pupils have progressed at their normal rate of growth over the school year. Even a small gain in percentile or NCE score would indicate that pupils have advanced over the school year at a greater rate than would be expected from their original position in relation to the general population. Table 5 contains data related to the changes in NCE scores for three ranges: (a) no improvement in NCE scores (0.0 or less), (b) some improvement in NCE scores (0.1 to 6.9), and (c) substantial improvement in NCE scores (7.0 or more). The data indicate that 114 (24.4%) pupils made gains in NCE scores. This means that 24.4% of the pupils in the evaluation sample progressed at a rate that was greater than normal for them. More specifically, 65 (13.9%) made significant improvement and 49 (10.5%) made some improvement in NCE scores, while 353 pupils (75.6%) of the evaluation sample made no improvement, as evidenced by a gain of 0.0 or decrease in NCE score. In regard to grade level, five of seven (71.4%) tenth grade pupils showed progress, while 109 of 460 (23.7%) of ninth grade pupils showed positive progress.

It is posited that the apparent lack of pupil progress at the ninth grade level may have been due in part to three factors in the testing process, two occurring before or at the pretest and one occurring at the posttest. These factors are the following:

1. Prescheduling of classes for SDR.
2. Outdated selection test scores.
3. Problems in the administration of the customized posttest.

The first two factors occurring before or at pretest are intimately connected. Pupils in the SDR program are prescheduled in the spring of the previous year. This prescheduling takes place early in the spring before CLEAR, schoolwide, or districtwide testing for that year is completed. This means that some pupils may be scheduled into SDR classes based on selection scores which are more than one year old. As noted earlier, 42.6% of the ninth grade pupils scored above the 36th percentile in the pretest, although all pupils had previously qualified for the program on a selection test. This may in fact be an artifact of the prescheduling and selection test process.

The third factor which might have affected pupil progress involved problems in the administration of the customized posttest for grade 9. These problems were discovered during process evaluation at selected schools during the districtwide posttest. Generally, these problems were caused by improper scheduling and preparing for the posttest. The Examiner's Manual for CTBS gave

Table 5

Change Categories for NCE Scores
for Total SDR Program

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 6.9)	Substantial Improvement (7.0 or more)
e 9				
nber of Pupils	460	351	46	63
of Pupils		76.3%	10.0%	13.7%
e 10				
ıber of Pupils	7	2	3	2
of Pupils		28.6%	42.9%	28.6%
s				
ber of Pupils	467	353	49	65
f Pupils		75.6%	10.5%	13.9%

Many, if not all, of the posttest problems could be solved by more careful planning by building administrators and staff. The following are examples: the testing sessions were held on Thursday and Friday because a field trip to the career centers on Tuesday was given priority over the testing, which was originally scheduled earlier in the week. Students were given all tests in one sitting with a short break between reading and mathematics tests. Directions were read over the loudspeaker to all ninth-grade homerooms in one high school.

Obviously it is hard to extrapolate how many more problems would have surfaced if all schools had been observed during posttest week; however, it is certain that process evaluation uncovered some possible reasons why pupil progress at the ninth grade level was not as much as anticipated. An interim report, Observations of Selected Classrooms During Districtwide Testing, detailing the results of the districtwide observation process evaluation, was sent to an Assistant Superintendent of the Columbus Public Schools.

Program teacher interviews during school visitation process evaluation indicated that teachers were not satisfied with the large group testing at posttest time. They believed that proper testing procedures demanded the same testing conditions at both the pretest and the posttest. Program teachers also felt that there was the possibility of judging their pupils' performance as being deficient when in fact the problem was testing conditions. In the previous school year (1984-85), the posttest was administered by program teachers. Although the change scores for that year were also negative, the negative changes were less extreme than in the 1985-86 school year.

Teacher perceptions of pupil progress, as measured by an item on the Pupil Census Form, suggested that there was more pupil progress than test scores indicated. Of the 909 pupils served by the program, teachers rated 299 (32.9%) as making much progress, 401 (44.1%) as making some progress, 135 (14.9%) as making little progress, and 73 (8.0%) as making no progress. One Pupil Census Form was not counted in regard to this item due to multiple marking.

Tables 6-10 present comparisons between the group of pupils receiving computer assisted instruction/computer management system (CAI/CMS) in reading and the group receiving the regular program instruction. As indicated in Table 6, there were 569 pupils served by the CAI/CMS project and 340 pupils who received regular reading instruction. The CAI/CMS group averaged slightly more days of attendance per pupil with an overall average of 100.2 days as compared to 99.1 days for the regular group. The average number of days attended was greater for grade 9 than for grade 10 in both the CAI/CMS group and in the regular group. In the CAI/CMS group 364 of the 569 pupils served (64.0%) met the program attendance criterion by attending at least 107 days. In the

Table 6

Number of Pupils Served, Averages for Days of Enrollment, Days of Attendance, Daily Membership and Hours of Instruction Per Week, and Pupils Attending 80% of Days Reported by Grade Level for Pupils Receiving Reading Instruction with Computers (CAI/CMS Group) and Pupils Receiving Reading Instruction without Computers (Regular Group)

e	Pupils Served	Girls	Boys	Average Days of Enrollment	Average Days of Attendance	Average Daily Membership	Average Hrs. of Inst. Per Pupil Per Week	Pupils Attending 80% of Days
Group								
	555	253	302	118.3	100.9	490.1	3.5	359
	14	8	6	85.1	75.6	8.9	3.5	5
	0	0	0	---	---	---	---	
	569	261	308	117.5	100.2	499.0	3.5	364
Group								
	322	148	174	119.5	100.2	287.3	3.6	189
	17	2	15	99.0	78.2	12.6	3.5	6
	1	1	0	105.0	100.0	0.8	3.8	0
	340	151	189	118.5	99.1	300.6	3.6	195

Table 7

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Percentiles Reported by Grade Level
for Pupils Receiving Reading Instruction with Computers (CAI/CMI Group)
and Pupils Receiving Reading Instruction without Computers (Regular Group)

	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Percentile	Standard Deviation	Min.	Max.	Median Percentile	Standard Deviation
roup									
	301	5	84	30.5	16.8	1	86	14.6	17.2
	3	12	28	16.0	9.2	1	37	9.0	18.9
oup									
	159	5	84	30.8	17.2	1	99	17.7	20.9
	4	1	18	8.0	7.7	2	27	12.5	15.8

group. At grade 10 the median percentile regressed from 16.0 to 9.0 in the CAI/CMS group but progressed from 8.0 to 12.5 in the regular treatment group.

Table 8 presents comparisons in terms of median grade equivalent scores. Positive charges occurred in both grades of the regular treatment group but not in the CAI/CMS group. The median grade equivalent score decreased from 8.0 to 7.7 in grade 9 of the CAI/CMS group. A positive change occurred in grade 9 of the regular treatment group where the median grade equivalent score increased from 8.0 to 8.1. In grade 10 where the samples were smaller, the regular group's median grade equivalent score increased from 6.3 to 8.2, while the CAI/CMS group's median grade equivalent score decreased from 8.3 to 7.9.

As indicated earlier, NCE scores are generally considered to provide the most comparative information in equal units of measurement. Data for the two groups in terms of NCE scores are presented in Table 9. The data indicate that the average NCE change within the CAI/CMS group was -9.8 NCE points in grade 9, where there were 301 pupils in the sample, and -7.5 NCE points in grade 10, where there were 3 pupils in the sample. In the regular treatment group the 159 pupils in grade 9 had an average change of -6.5 NCE points, and the very small sample of 4 pupils in grade 10 had an average gain of 7.8 NCE points. Of all the groups only the grade 10 regular SDR group met the criterion of Objective 1.1 with a change of 7.8 NCE points, or 1.1 NCE points for each month of instruction. An overall comparison of the two treatment groups is obtained by examining the average NCE changes across grade levels. The average change for the CAI/CMS group was -9.8 NCE points over the seven month treatment period. The regular treatment group did somewhat better with an average change of -6.1 NCE points in the same treatment period.

Table 10 compares the CAI/CMS and regular groups in regard to numbers and percents of pupils who evidenced no improvement, some improvement, and substantial improvement, as previously defined. The data indicate that 51 pupils (31.3%) of the regular group pupils made positive gains in NCE scores, while 63 pupils (20.7%) of CAI/CMS groups did so. Positive gains in the regular group included 34 pupils (20.9%) who made substantial improvement and 17 pupils (10.4%) who made some improvement. Positive gains in the CAI/CMS group included 31 pupils (10.2%) making substantial improvement, and 32 pupils (10.5%) making some improvement.

Objective 2.1 stated that program personnel would be provided at least two inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable in providing information that would assist them in carrying out their program responsibilities. A total of five inservice meetings was provided by the Department of Federal and State Programs. Each program teacher was given the opportunity to attend either three or four of the meetings. On September 3, 1985, an orientation meeting was held for all SDR teachers. A modified version of the General Inservice Evaluation Form was used for this meeting while all of the other inservice meetings were assessed using the regular General Inservice Evaluation Form.

Table 8

Minimum, Maximum, Median, and Standard Deviation
of the Pretest and Posttest Grade Equivalents Reported by Grade Level
for Pupils Receiving Reading Instruction with Computers (CAI/CMS Group)
and Pupils Receiving Reading Instruction without Computers (Regular Group)

Grade	Number of Pupils	Pretest				Posttest			
		Min.	Max.	Median Grade Equivalents	Standard Deviation	Min.	Max.	Median Grade Equivalent	Standard Deviation
AI/CMS Group									
9	301	4.2	12.9	8.0	1.7	4.0	12.9	7.7	1.9
0	3	8.0	9.1	8.3	0.6	4.2	9.7	7.9	2.8
gular Group									
9	159	4.2	12.9	8.0	1.8	4.0	12.9	8.1	2.0
0	4	4.2	8.6	6.3	2.1	5.0	9.7	8.2	2.1

Table 9

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) Reported by Grade Level for Pupils Receiving Reading Instruction with Computers (CAI/CMS Group) and Pupils Receiving Reading Instruction without Computers (Regular Group)

Grade	Number of Pupils	Pretest				Posttest				Average Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
I/CMS Group										
9	301	15.4	70.9	38.9	11.0	1.0	73.0	29.1	13.8	-9.8
10	3	25.3	37.7	29.4	7.2	1.0	43.0	21.9	21.0	-7.5
Total	304			38.8	11.0			29.1	13.9	-9.8
ular Group										
9	159	15.4	70.9	38.1	11.8	1.0	99.0	31.6	16.3	-6.5
10	4	1.0	30.7	19.1	13.3	6.7	43.0	26.8	16.0	7.8
otal	163			37.6	12.1			31.5	16.2	-6.1

Table 10

Change Categories for NCE Scores for Total SDR Program Reported by Grade Level for Pupils Receiving Reading Instruction with Computers (CAI/CMS Group) and Pupils Receiving Reading Instruction without Computers (Regular Group)

	Pupils in Sample	No Improvement (0.0 or less)	Some Improvement (0.1 to 6.9)	Substantial Improveme (7.0 or more)
CAI/CMS Group				
Grade 9				
Number of Pupils	301	239	32	30
% of Pupils		79.4%	10.6%	10.0%
Grade 10				
Number of Pupils	3	2	0	1
% of Pupils		66.7%	0.0%	33.3%
Total				
Number of Pupils	304	241	32	31
% of Pupils		79.3%	10.5%	10.2%
Regular Group				
Grade 9				
Number of Pupils	159	112	14	33
% of Pupils		70.4%	8.8%	20.8%
Grade 10				
Number of Pupils	4	0	3	1
% of Pupils		0.0%	75.0%	25.0%
Total				
Number of Pupils	163	112	17	34
% of Pupils		68.7%	10.4%	20.9%

Inservice Evaluation Information

Analysis of teachers' ratings to individual inservice meetings indicated that 83.3% of the teachers attending the overall program meeting of September 3 either agreed or strongly agreed that the program was worthwhile and would assist them in their program. Of the other four inservice meetings, three received favorable ratings by 100% of the participants. Only one meeting received favorable ratings by less than 80% of the participants, at 77.8%. Table 11 contains a summary of the combined teacher ratings for all of the inservice programs. In this combined rating, 90.2% of the participants agreed or strongly agreed that the information in the meetings would assist them in their program. Ratings were based on the following five-point scale:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Table 11

Average Response and Percent of Response
For Reactions to Inservice Statements

Statements	Number Responding	Average Response	Percent SA (5)	A (4)	U (3)	D (2)	SD (1)
1. I think this was a very worthwhile meeting.	41	4.4	61.0	31.7	0.0	4.9	2.4
2. The information presented in the meeting will assist me in my program.	41	4.4	56.1	34.1	4.9	2.4	2.4
10 There was time to ask questions pertaining to the presentation.	41	4.4	56.1	36.6	2.4	2.4	2.4
4. Questions were answered adequately.	40	4.4	57.5	35.0	2.5	2.5	2.5

Open-ended comments on the General Inservice Evaluation Form asked participants to comment about the most and least valuable parts of the meetings and about information they would like to have covered in future meetings. Only those open-ended comments which were made by three or more participants at any single session will be summarized here. However, the evaluation reports on individual sessions have been forwarded to the Department of State and Federal Programs and are available on request.

In regard to the most valuable parts of inservice meetings, teachers liked the one giving lesson plan ideas, designs, and forms. For the question dealing with the least valuable part, a frequent "non-answer" was "None/unknown/not

applicable." There were no suggestions for future meetings with a frequency of three or more.

It is concluded that Objective 2.1 was technically not attained, because one of the five sessions was rated as valuable in carrying out component responsibilities by less than the requisite 80% of the participants. Each of the four remaining sessions, however, was favorably rated by well over 80% of the participants. When a combined rating of all five inservice sessions were computed, an overall average of 90.2% of the participants rated the inservice sessions as valuable in carrying out component responsibilities.

School Visitation Information

In addition to the types of data specified in the evaluation design, process evaluation data were obtained by means of on-site visits. All CAI/CMS teachers and four of the regular SDR teachers were interviewed during the school year during visits by a project evaluator. These visits occurred in the period from February 5 through March 20, 1986.

A locally developed instrument, Visitation to CAI/CMS Classes, was used to give structure to the interviews with CAI/CMS teachers. The instrument dealt with general program concerns, as well as items specific to a CAI/CMS setting. High school prescheduling was found to alleviate many problems of selection and scheduling for the program. However, high pupil mobility in some schools tended to disrupt the planned schedules, and also necessitated some selection testing when teachers were already working with scheduled pupils. Only two of the nine CAI/CMS teachers were satisfied with evaluative testing procedures. The CTBS was criticised as a testing instrument on the grounds that the forms of the test used in pretest and posttest were not equivalent and that the test was too difficult (especially the posttest). It was also pointed out that the pretest should be given sooner, before instruction has already been in operation for several weeks. Lab space was rated as mediocre or less by about half the CAI/CMS teachers. It was also confirmed through observation that about half the high school CAI/CMS labs are confined to small rooms. Environmental noise did not appear to be a significant problem, but there was a wide divergence in teacher ratings of environmental temperature. In one extreme case, the lab was hot in warm weather and cold in winter and had windows that wouldn't open. Most technical difficulties with computers were minor and had been resolved. Effectiveness of the computers for diagnosis was rated by teachers with an average rating of 3.9 on a five-point scale, while computer effectiveness for instruction received an average rating of 4.3. Most pupil time in CAI/CMS labs was approximately evenly divided among the following activities: working at the computer, direct instruction, and individual seatwork.

In the regular SDR visitations, interviews were centered around several open-ended questions. When program teachers were asked about record keeping, the interviewer found that they were current in their record keeping, but generally they did not use the Department of Federal and State Programs' Pupil Data Sheet. The teachers wanted a simpler method which did not involve shuffling sheets of paper daily. Contact with classroom teachers was limited because of different conference schedules and classrooms being located on different floors; however, program teachers tried to maintain communication through notes and staff meetings. When asked whether they had concerns about the program's selection procedures for target pupils, their comments generally

did not deal with the testing mechanics and referral systems but dealt with scheduling problems instead. The question on testing procedures elicited comments about the CTBS being too hard, too long, or having poor format. Also, one comment indicated that the time limits for the test did not match the school's time period schedule. All teachers felt evaluation feedback was adequate, timely, and useful; however, negative comments about the CTBS were again expressed. Teachers interviewed claimed the need for more materials in their classrooms. The question about temperature elicited comments about rooms being "burning or freezing." They were generally satisfied with environmental noise levels. Pupils spent most of their time in individual seatwork activities, followed by direct instruction from the teacher next and work at learning centers last. Other concerns were centered on pupils' mobility and scheduling problems within their buildings.

Cost-Benefit Analysis Information

The program evaluation included one further analysis not in the original evaluation design: a cost-benefit analysis comparing the CAI/CMS group and the regular group. This analysis is summarized in Table 12. Costs included in the analysis included teacher salaries and the contract cost for Prescription Learning Laboratory Reading Labs. Normal supplies and incidental costs were not known in regard to the two groups but were assumed to be evenly distributed. Any error of cost estimate resulting from unknown costs would probably be in the direction of underestimating the cost for the Regular group, since most instructional materials for the CAI/CMS group were included in the Prescription Learning Laboratory contract costs. The cost-benefit analysis indicated that the cost per pupil was $284.57 more per pupil in the CAI/CMS group than in the regular treatment group when computed on average daily membership. However, the use of computers enabled CAI/CMS teachers to serve an average of 5.3 more pupils per teacher than in the Regular group (based on average daily membership).

In the CAI/CMS group 64.0% of the pupils served attained the program's attendance criterion, compared to 57.4% of pupils in the regular treatment group who met the attendance criterion. The evaluation sample, which depends heavily on attainment of the attendance criterion, was comprised of 53.4% of all pupils served in the CAI/CMS group compared to 47.9% of all pupils served in the regular treatment group. As noted earlier, there was a negative change in NCE scores in both groups. The average change for the regular group was -6.1, while the NCE change for the CAI/CMS group was -9.8.

Summary/Recommendations

The Secondary Developmental Reading Program is an individualized learning program designed to assist secondary pupils who are having reading problems. During the 1985-86 school year, 15 project teachers working in 13 senior high schools served a total of 909 pupils in grades 9-11.

The program had two objectives. Objective 1.1 stated that pupils who attended 80% of the seven month treatment period would show an average gain in reading of 1.0 NCE's for each month, which is an average gain of 7.0 NCE's overall (seven months x 1.0 NCE's). This objective was not attained. The program showed an overall negative change of -8.5 NCE points for the seven month treatment period, or -1.2 NCE's per month. In grade 10, the NCE gain was

Table 12

Cost-Benefit Analysis for 1985-86 Secondary Developmental Reading Program Comparing Group Receiving Computer Assisted Instruction/Computer Management System (CAI/CMS) and Group Receiving Regular Program Instruction

n	Number of Teachers	Program Cost		Average Daily Membership		Cost Per Pupil	Percent of Pupils Meeting Attendance Criterion	Ratio of Sample to Pupils Served	Average NCE Gain
		Total	Per Teacher	In Program	Per Teacher				
9-10 I/CMS)	9	493,698.73	54,855.41	499.0	55.4	989.38	64.0%	53.4%	-9.8
9-10 group)	6	211,865.82	35,310.97	300.6	50.1	704.81	57.4%	47.9%	-6.1

1.2 NCE's for the treatment period, or 0.2 NCE's per month. The negative change in grade 9 was -8.7 NCE's for the treatment period, or -1.2 NCE's per month.

Most pupils served by the program were in ninth grade. Examination of pretest data indicated that the average pretest NCE score for ninth grade was 38.6, and that 42.6% of the ninth grade pupils scored above the 36th percentile on the pretest. It was posited that prescheduling of classes for SDR, often based on selection test scores more than a year old, may account for the disproportionate number of pupils scoring above the 36th percentile on the pretest. Ninth grade program pupils were posttested along with other ninth grade pupils as part of Districtwide Testing, often in large group settings. Process evaluation during Districtwide Testing revealed many infractions of good testing procedures. Relatively high pretest scores, coupled with less than optimum conditions in the administration of the posttest, may in part account for apparent lack of progress by program pupils.

Teacher perceptions of pupil progress, as measured by an item on the Pupil Census Form, suggested that there was more pupil progress than test scores indicated. Of the 909 pupils served by the program, teachers rated 299 (32.9%) as making much progress, 401 (44.1%) as making some progress, 135 (14.9%) as making little progress, and 73 (8.0%) as making no progress.

Objective 2.1 stated that program personnel would be provided at least two inservice meetings and that at least 80% of the personnel attending each meeting would rate the meeting as very worthwhile in providing information that would assist them in carrying out their program responsibilities. There was a total of five inservice meetings provided by the Department of Federal and State Programs. Each program teacher was given the opportunity to attend either three or four of the meetings. All but one of the five meetings were rated as very worthwhile in carrying out program responsibilities by more than the requisite 80% of participants. This objective was technically not attained because one of the five sessions was rated as valuable in carrying out component responsibilities by less than the requisite 80% of the participants.

The CAI/CMS project was located in eight high schools. The computer assisted units served 569 pupils, while 340 pupils were served in the Regular group. Neither the CAI/CMS project group nor the group receiving regular program instruction attained the achievement criterion. The CAI/CMS group had a negative change of -9.8 NCE's in a seven month per period, while the Regular group had a negative change of -6.1 NCE's. The only subset of the program to attain the achievement criterion of 1.0 NCE per month of instruction was grade 10 of the Regular group, which had an average gain of 7.8 NCE's for the treatment period, or 1.1 NCE's per month of instruction. However, only four pupils were in this group.

A cost-benefit study indicated that cost per pupil was greater and NCE gains smaller in the CAI/CMS group than in the Regular group. Based on average daily membership, the cost per pupil was $284.57 more in the CAI/CMS group than in the Regular group. The Regular group made a negative average NCE change of -6.1, while the CAI/CMS group made a negative average change of -9.8. However, CAI/CMS teachers were able to serve an average of 5.3 more pupils per teacher than in the Regular group, based on average daily membership. Attendance also was somewhat better in the CAI/CMS group than in the Regular group as judged by the percent of pupils attaining the program's attendance criterion of attending

80% of the days in a seven-month treatment period. The percent of pupils attaining this attendance criterion was 64.0% in the CAI/CMS group, as compared to 57.4% in the Regular group.

This year's increase in attendance can be viewed as a success indicator. In the overall program, the percent of pupils attending 80% of the treatment period was 61.5%, an increase of 5.6% over last year's figure of 55.9%. The overall attendance rate for the program (total days of attendance divided by total days of enrollment) was 84.7%, as compared to 83.6% for last year's program.

Another success indicator was the increased number of pupils served. Based on Average Daily Membership, this year's program served 53.3 pupils per teacher, as compared to 47.4 pupils per teacher in last year's program. However, the increase in teacher load might be examined as a possible factor in the disappointing test results, along with problems of pupil selection and testing conditions noted earlier in this report.

During the 1985-86 school year, the Secondary Developmental Reading Program experienced problems in several areas.

1. Pupil achievement: In terms of NCE scores, 75.6% of the pupils in the sample showed no improvement; 10.5% showed some improvement but did not attain the achievement criterion of 1.0 NCE per month; and 13.9% met the achievement criterion.

2. CAI/CMS project: The CAI/CMS project evidenced considerably less growth in achievement test scores than did the Regular SDR group. As a result, the CAI/CMS group did not attain the degree of cost effectiveness that was expected.

3. Pupil selection: Program teachers perceived inconsistencies beteween selection scores obtained from tests given the previous spring and performance on the fall pretest. The two tests were different forms of the same test (CTBS). This criticism seems to be substantiated by examination of pretest percentile distributions where 42.6% of the pupils scored above the 36th percentile.

Since the Secondary Developmental Reading Program is to be continued for the 1986-87 school year, consideration should be given to the following:

1. Conduct the program in schools that will work with program personnel to reduce scheduling problems and increase program attendance.

2. Selection of pupils for the program should be based on the most current test data. However, the professional judgment of classroom teachers should be given considerable weight in the selection process. A system should be devised for obtaining teacher recommendations from the feeder middle schools.

3. Continue to evaluate the CAI/CMS part of the program with an eye toward finding more effective methods of serving the high school pupil who is experiencing reading problems. Further expansion of the CAI/CMS project is not warranted at this time until greater effectiveness can be demonstrated.

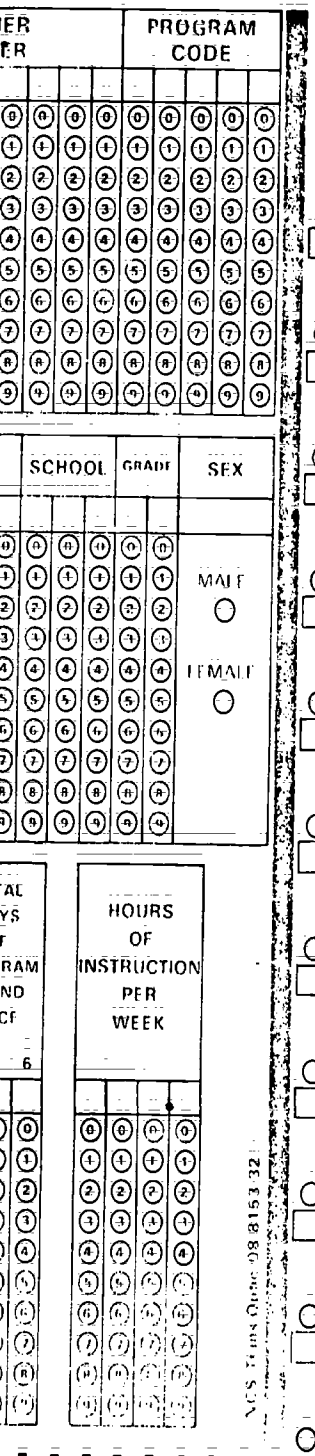
4. Review selection procedures, correlation of course content to system's Course of Study, instructional methods, class size, and test content to determine why pupils are not showing desired growth.

5. School administrators and staff should take the responsibility of assuring an optimum testing environment by not scheduling unsuitable activities during testing weeks and adjusting class schedules to accommodate the length of the tests.

6. Conditions for the pretest and for the posttest should be as comparable as possible with all examiners trained to give the tests per instructions in the Examiners' Manuals. Pupils should not be tested in groups larger than recommended by the testing company.

7. The program should be reviewed extensively in regard to policies and procedures, selection, scheduling, attendance patterns, test administration, and achievement test scores. The review should determine whether the model for the program should be continued in its present form, modified, or discontinued.

APPENDIX



COLUMBUS PUBLIC SCHOOLS - Columbus, Ohio PUPIL CENSUS FORM

LAST NAME | FIRST NAME | M. I. | SEX | TEACHER NUMBER

SCHOOL | H. R. | GRADE

USE A NUMBER 2 PENCIL. ERASE COMPLETELY WHEN MAKING CORRECTIONS.

WAS THIS A "NON-ENGLISH SPEAKING" STUDENT?

YES * NO *

DID THIS PUPIL BECOME QUALIFIED FOR A SPECIAL ED. PROGRAM?

YES * NO *

HOW DID YOU FEEL THIS PUPIL PROGRESSED WHILE IN YOUR PROGRAM?

MUCH PROGRESS * SOME PROGRESS * LITTLE PROGRESS * NO PROGRESS *

ECIA CHAPTER 1
ORIENTATION INSERVICE EVALUATION FORM
September 4, 1985

Fund: (1) Chapter 1 (2) DPPF (3) General
(Circle only one) (4) Other (specify)_____

Program
(Circle only one) (1) ADK (2) Aides (3) CLEAR - Elem. (K-5)
(4) CLEAR-Middle (5) HSCA (6) OND
(7) SDR (8) Regular Teacher
(9) Other (specify)_____

Circle the number that indicates the extent to which you agree with statements 1-4, in rating the overall day of inservice.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I think this was a very worthwhile inservice.	1	2	3	4	5
2. The information presented in this inservice will assist me in my program.	1	2	3	4	5
3. There was time to ask questions pertaining to the presentations.	1	2	3	4	
4. Questions were answered adequately.	1	2	3	4	5

Circle the number that indicates how you would rate each of the following portions of today's inservice in regard to interest and usefulness of presentations.

	Poor	Fair	Good	Excellent	Superior
6. Large Group Session					
a. Interest	1	2	3	4	5
b. Usefulness	1	2	3	4	5
7. Commercial Exhibits					
a. Interest	1	2	3	4	5
b. Usefulness	1	2	3	4	5
8. Mini-session with main speaker					
a. Interest	1	2	3	4	5
b. Usefulness	1	2	3	4	5

	Poor	Fair	Good	Excellent	Superior
9. Chapter 1 mini-session					
a. Interest	1	2	3	4	5
b. Usefulness	1	2	3	4	5
c. Clarity of instructions	1	2	3	4	5
10. Evaluation Presentation					
a. Interest	1	2	3	4	5
b. Usefulness	1	2	3	4	5
c. Clarity of instructions	1	2	3	4	5

11. What was the most valuable part of this meeting?

12. What was the least valuable part of this meeting?

13. What additional information or topics would you like to see covered in future meetings?

GENERAL INSERVICE EVALUATION FORM

Inservice Topic:_____

Presenter(s):_____

Date: _____ (e.g., 03/05/86)

Session: _____a.m. or _____p.m.

Circle only the program you are in:

ECIA Chapter 1 Programs:
(1) ADK
(2) CLEAR-Elementary (1-5)
(3) CLEAR-Elementary-CAI
(4) CLEAR-Middle School (6-8)
(5) CLEAR-Middle School-CAI

DPPF Programs:
(6) SDR (9-10)
(7) SDR-CAI
(8) HSCA
Other (Specify)_____

Circle the number that indicates the extent to which you agree with statements 1-4.

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I think this was a very worthwhile meeting.	5	4	3	2	1
2.	The information presented in this meeting will assist me in my program.	5	4	3	2	1
3.	There was time to ask questions pertaining to the presentation.	5	4	3	2	1
4.	Questions were answered adequately.	5	4	3	2	1

5. What was the most valuable part of this meeting?_____

_____

6. What was the least valuable part of this meeting?_____

_____

7. What additional information or topics would you like to see covered in future meetings?_____

_____

_____

Visitation to CAI/CMS Classes

Type of school (check one):

_____Elementary
_____Middle School
_____High School

Type of computer

_____Apple
_____PET
_____Dolphin
_____Other_____

Record Keeping

	Current	Comments
Student Data Card	_____	_____
Add Forms	_____	_____
Pupil Census Forms	_____	_____
Pupil Progress	Evidence of:	_____

_____

Selection Procedures

No Problems_____ Too Time Consuming_____
Inadequate Test_____ Other_____
Too Complicated_____

Scheduling_____

_____

_____

Testing Procedures

No Problems_____ Too Complicated_____
Inadequate_____ Too Much Time_____
Not Applicable_____ Other _____

_____

Evaluation Feedback

Adequate_____ Useful_____ Timely_____
Problems _____

_____

	Very Adequate				Inadequate
Facilities	5	4	3	2	1
Space	5	4	3	2	1
Materials	5	4	3	2	1
Computer Effectiveness					
1. For Diagnosis	5	4	3	2	1
2. For Instruction	5	4	3	2	1
	Very Good				Very Poor
Environmental Temperature	5	4	3	2	1
Environmental Noise Level	5	4	3	2	1

Computer Technical Difficulties

	Frequency of Occurrence			Were the Problems Resolved Satisfactorily		
	Seldom or Never	Occasionally	Frequently	Yes	No	Partially
a. Minor difficulties	____	____	____	____	____	____
b. Major difficulties	____	____	____	____	____	____

What percent of a pupil's time is typically used in each of the following activities?

____% at the computer
____% direct instruction by teacher (individual or group)
____% at learning centers/work stations
____% in individual seatwork (other than learning centers)
____% Other_____

(These should all add up to 100%)

ECIA Chapter 1 and DPPF-SDR Programs

Evaluator's Visitation Logsheet

|__| CLEAR-Elem (1-5)
|__| CLEAR-Mid (6-8)
|__| SDR (9-10)

School_____ Date_____

Program Teacher_____ Evaluator_____

1. Record Keeping

	Current		Comments
	Yes	No	
Student Data Sheet			
Personal Data			
Testing Data			
Attendance			
Parent Involvement			
Add Forms			
Pupil Census Forms			
Pupil Progress			

Evidence of:_____

General Comments about Record Keeping:_____

2. Communication With:

Classroom Teacher

How Often_____ Share Progress_____ Plan Activities_____

General Comments about Frequency of Contact with Classroom Teacher(s):_____

General Comments about Kinds of Communication with Classroom Teacher(s):_____

3. Selection Procedures

No Problems_____ Too Time Consuming_____
Inadequate Test_____ Other_____
Too Complicated_____

General Comments about Selection Procedures:_____

4. Testing Procedures

No Problems_____ Too Complicated_____
Inadequate_____ Too Much Time_____
Not Applicable_____ Other_____

General Comments about Testing Procedures:_____

5. Evaluation Feedback

Adequate _____ Useful _____ Timely _____

Problems _____

General Comments about Evaluation Feedback: _____

6. Facilities

Very Adequate 5 4 3 2 1 Inadequate

General Comments about Facilities: _____

7. Materials

Very Adequate 5 4 3 2 1 Inadequate

General Comments about Facilities: _____

8. Environmental Temperature

Very Good 5 4 3 2 1 Very Poor

General Comments about Environmental Temperature: _____

9. Environmental Noise Level

Very Good 5 4 3 2 1 Very Poor

General Comments about Environmental Temperature: _____

10. What percent of a pupil's time is typically used in each of the following activities?

_____% direct instruction by teacher (individual or group)
_____% at learning centers/work stations
_____% in individual seatwork (other than learning centers)
_____% Other _____

(These should all add up to 100%)

General Comments about Pupils' Activities: _____

11. Other Concerns and Comments: