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ABSTRACT

This study evaluated a Columbus (Ohio) Public Schools summer remedial reading and language mechanics skills program for participants in a job training program. The Summer Academic Skills Enhancement Program provided clients with the skills required for employment into entry-level positions in 160 curriculum hours. Seventy-one clients were pretested with the Comprehensive Test of Basic Skills (CTBS) and based on these results, were classified as regular pretest achievers or low pretest achievers. Forty-six black and 3 non-black clients (27 males and 22 females) who attended at least 30 days of summer program instruction and had pretest and posttest CTBS scores were studied. Evaluation at the end of the program found that pupils in the regular group reached skill achievement goals, while pupils in the low group did not. Program retention showed a 2 percent gain from the previous year (1991), and black male retention (82 percent) was up 24 percent from the previous year. Non-minority recruitment, enrollment, and retention showed no improvement. With program completion defined as attending 75 percent of the possible program days and by showing a gain of 1 or more grade equivalents on at least 1 of the 3 subtests, 33 clients (46 percent of the 71 enrolled) achieved program completion status. Analysis of the completion criteria suggests that requirements distort the actual achievement of participants. Fourteen tables display data from the evaluation. An appendix presents the Pupil Census Form and eight additional tables. (JB)

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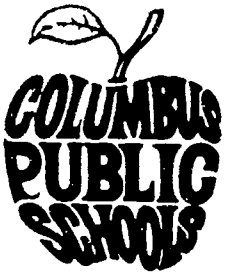

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Abstract

Program Description: The Summer Academic Skills Enhancement Program (SASEP) was funded by the Private Industry Council (PIC) of Franklin County through the Job Training Partnership Act (JTPA). The purpose of the program was to provide JTPA clients with the reading comprehension and language mechanics skills required for employment into entry-level positions. A total of 160 curriculum hours were used toward this end. This "Fast Track" program was conducted by the Department of Community Education (DCE), Columbus Public Schools.

Program enrollment was defined by the Private Industry Council. Anticipated were 100 PIC-referred clients. A total of 71 referred clients were pretested with the Comprehensive Test of Basic Skills (Form U, Level H). These clients were enrolled into one or both of two remedial courses-of-study: Reading Comprehension (N=54; Houghton-Mifflin New Directions in Reading curriculum) or Language Mechanics (N=55; Houghton-Mifflin "whole language" grammar and composition series).

The 1992 program consisted of two segments: testing (May-June) and remediation (June-August). Performance objectives were stated for each of the two remediation programs: reading comprehension, language mechanics.

Evaluation Design:

1. Evaluation Objectives for "Regular Pretest Achievers" RPA

   1.1 45% of the clients enrolled in the reading component who attend 75% of the program days and who have a CTBS pretest reading comprehension grade equivalent score between 5.0 and one less than their age-grade placement, will show 1.0 grade equivalent gain on the posttest.

   1.2 45% of the clients enrolled in the language component who attend 75% of the program days and who have a CTBS pretest language mechanics grade equivalent score between 5.0 and one less than their age-grade placement, will show 1.0 grade equivalent gain on the posttest.

   1.3 70% of the clients who attend 75% of the program days and who have a CTBS pretest grade equivalent score of 5.0 or more in their component area and who score below 75% on the pretest employment skills test, will score at or above 75% on the employment skills posttest.

   *Age-Grade Placement is the grade the client would be in without retention in grade.

2. Evaluation Objectives for "Low Pretest Achievers" (LPA)

2.1 40% of the clients enrolled in the reading component who attend 75% of the program days and who have a CTBS pretest reading comprehension grade equivalent score less than 5.0 will show 1.0 grade equivalent gain on the posttest.

2.2 40% of the clients enrolled in the language component who attend 75% of the program days and who have a CTBS pretest language mechanics grade equivalent score less than 5.0, will show 1.0 grade equivalent gain on the posttest.

2.3 40% of the clients who attend 75% of the program days and who have a CTBS pretest grade equivalent score of less than 5.0 in their component area and who score below 75% on the pretest employment skills test, will score at or above 75% on the employment skills posttest.

3. Other Evaluation Objectives

3.1 75% of the clients enrolled will attend 75% of the program days.

3.2 80% of the male/black clients enrolled in the program will be retained through the posttesting phase of the project.

3.3 The clients served by the program will reflect the target population such that 25% of the clients will be non-minority.

Major Findings: Pupils in the Regular Pretest Achievers (RPA) subset reached criterion level on both Evaluation Objectives (1.1, 1.2). To be in the RPA subset, a pupil had to have a CTBS pretest GE of at least 5.0. The employment skills test (Objective 1.3) was not administered in 1992.

Pupils in the Low Pretest Achievers (LPA) subset failed to reach criterion level on either Evaluation Objective (2.1 and 2.2). To be in the LPA subset a pupil had to have a CTBS pretest GE less than 5.0. Particularly, only 18% (N=2 of 11) of LPA clients in the reading content-area, gained at least 1.0 GE at posttesting. In contrast, 39% of these LPA clients did meet the 2.2 language criterion level (40% was required to "reach" this criterion). The employment skills test (Objective 2.3) was not administered in 1992.

Program retention demonstrated a 2% gain from 1991 (69%, up from 67%; 75% was required). Male/Black retention (82%), up 24% from 1991, was an encouraging statistic. Non minority recruitment/enrollment/retention showed no improvement over 1991.

A pupil attains program completion status by attending 75% of the possible program day and by showing a gain of one or more grade equivalents (GE) on at least one of the three CTBS subtests. In this context, "ceiling effect" continues to confound assessment of achievement gain and to depress the number of clients who achieve program-completion status. As was articulated in the 1991 final report, numerous clients scored at or above 12.0 (grade equivalent on at least one of the three CTBS (UH) tests used to evaluate pretest-to-posttest change. Such a pretest score defeats the program's purpose on both

counts (gain measurement and program completions). See recommendation #3 below.

Thirty-three clients achieved "program completion" status. This group represents about 46% of the 71 pupils enrolled in the 1992 Summer Program. Data collected during evaluation of program clients suggest that the number of completions could be increased significantly by reducing the attendance requirement from 75% (30 days) to about 60% (say, 23 days). Or, base completion solely on whether a pupil completes all pre- and posttests. Either way, the 1992 Summer Program would have had at the least 8-10 more "completions." This is significant because what is being proposed is an additional 10-15% more completions. Pupils enrolled for less than 30 days, even with perfect attendance, cannot--by definition--become program completions, although they may well gain one or more GE's on one or more of the three tests.

"Enrollment," especially calculation of a percent attending 75% of the instructional days offered, is influenced by a large number of pupils who take the CTBS pretest and then do nothing else. While it may be correct to use the number of clients enrolled as the denominator for calculating "retention" data, it appears probable that (under prevailing selection criteria) the clientele served by this program is unlikely ever to reach an 80% retention level. An alternative algorithm is worth investigating; or, a lower criterion value might be considered.

Recommendations

1. There does not seem to be a compelling reason for lowering criterion levels for assessment of the 1993 SASEP.

2. Special emphasis should be given to examination of the process used to expose LPA clients to the reading program.

3. It is recommended that a new definition of "completion" be derived and that this definition be applied in 1993, in each instance where high (>=12.0) pretest CTBS GE values so warrant.

4. It is recommended that program sponsors and managers test the viability of using a "completion" definition in the future which is either (a) not dependent on attendance, (b) is relaxed to, say, 60%, a level that would have captured the six pupils lost to attendance in 1992 who did gain at least 1.0 GE, and (c) allows for pupils enrolled for less than the full 39 days of instruction.

5. Continued emphasis on timely enrollment and daily attendance should increase the proportion of 1993 SASEP clients who attain 30 and more days of attendance.

6. Retention of male/black clients should be given the highest priority for 1993.

7. Program planners for the 1993 SASEP should structure and implement effective, productive strategies for attracting, enrolling and retaining non-minority clients.

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Program Description

The 1992 FAST TRACK Summer Program consisted of two distinct phases: testing and remediation. The testing phase was designed to identify pre-test performance levels; remediation strategies were adopted to maximize the potential for improving clients' content mastery in two instructional areas: reading comprehension (six objectives); (b) language mechanics (five objectives). The proposed Program Design statement summarized these two phases as "Testing" and "Remediation". Underlying the remediation phase was a singular goal: provide JTPA clients with the academic skills necessary for "employment into entry level positions."

Employment Skills," an integral part of past PIC Summer Programs, was not offered in 1992.

Referral and Selection

The target group for this program was defined as "JTPA eligible youths aged 14-21".

The selection process was initiated by a referral from the Private Industry Council (PIC). Referrals were tested and the Columbus Public Schools'(CPS) Department of Community Education (DCE) notified PIC regarding performance levels.

An anticipated 100 PIC-identified youth were to be pretested. All PIC referrals were enrolled to attend the eight-week remediation phase beginning in mid-June. The remediation phase was conducted at the North Education Center and emphasized prescriptive/individualized instructional strategies and materials.

Recruitment Methods: The Private Industry Council supplied (by way of the PIC-10 referral form) the Department of Community Education with the names of 71 eligible youth who were chosen or self-identified for participation in the Summer Academic Skills Enhancement Program (SASEP). In April, the Department administered a CTBS battery to those youth. All 71 clients were selected by PIC for the "Fast Track" program. The department also assisted PIC officials with orientation and enrollment.

Testing

Commencing May 1, 1992 and through June 26, 1992, the Department of Community Education administered the Comprehensive Tests of Basic Skills (CTBS;1981), Form U, Level H reading comprehension, language mechanics, and mathematics computation subtests to 71 PIC-identified youth. The principal

assessment activity for students enrolled in the Columbus City School District took place at students' home schools. For youth living outside the Columbus City School District or for youth referred after the testing period was closed, testing was administered by PIC personnel at a site designated by PIC management. The Department of Community Education supplied PIC staff with the test instruments and answer sheets.

The Department of Program Evaluation (DPE) of the Columbus Public Schools scored completed answer forms and produced individual diagnostic reports and system summaries. All scores were norm-referenced. The Columbus evaluators used the TESTMATE microcomputer software system to scan, score, and report norm-referenced data.

The Department of Community Education, in concert with the Department of Program Evaluation selected Form U, Level H of the Comprehensive Tests of Basic Skills (third edition) as the most appropriate level of difficulty for the identified client group. The CTBS is a norm-referenced achievement test, the content categories of which were defined by examining current state and district curriculum guides, published texts and instructional programs, and criterion-referenced assessment instruments. Columbus evaluation professionals selected the reading comprehension, language mechanics, and mathematics computation subtests for administration to clients. Total time for actual testing was 93 minutes; test administration protocols added approximately 35 minutes to the testing session.

Reading. At the lowest levels, the reading comprehension test measures visual and sound recognition of letters, words, vowels, and consonants. Items measuring comprehension skills are related to sentences and stories. Reading comprehension items measure skills in understanding sentence meaning, passage details, character analysis, main ideas, generalization, written forms, and author techniques. (Houghton-Mifflin's New Directions in Reading)

Language Mechanics. These items measure the student's ability to identify the correct use of capital letters, periods, commas, exclamation points, question marks, quotation marks, colons, semicolons in sentences and in extended passages. (Houghton-Mifflin's "whole language" grammar and composition series)

Testing Methodology Used. The tests' designers used a three-parameter Item Response Theory (IRT) to scale the CTBS and to develop norms. Application of IRT methodology provides a number of direct benefits to the user of CTBS Form U, including more accurate descriptions of client performance. Consultants from the educational community, represented by native American, Asian, Hispanic, and Black ethnic and cultural groups, reviewed all items for possible racial, ethnic, and gender bias. Consequently, the standardized instruments do not contain items that appeared statistically biased in item tryouts. In the standardization, the sample reflects ethnic minorities as they are represented in the general population.

Remediation

Seventy-one PIC-referred youth were enrolled in an eight-week summer prescriptive and individualized instructional program at the North Education Center as part of the Summer Youth Employment Training Program operated by the Private Industry Council. The instructional phase of the remedial program

took place from June 5, 1992 through August 7, 1992. Those clients who successfully completed course work were eligible to receive 0.5 unit of academic credit for reading, or 0.5 unit of academic credit for language arts.

Clients attended daily classes in reading comprehension and/or language arts. Client instructional hours began at 8:10 a.m. and concluded at 11:50 a.m., Monday through Friday. All training was delivered by instructors certificated by the State of Ohio.

At the conclusion of the summer instructional phase, staff administered the CTBS (UH) to clients retained to that point. The Department of Program Evaluation analyzed data using appropriate descriptive statistics to determine whether the summer remedial treatment was effective in improving clients' basic academic skills.

The Department of Community Education chose instructional materials based on research findings that have correlated student learning with patterns of curriculum organization. Specifically, researchers discovered that highly structured instructional formats are most effective when working on basic skills competencies with lower achieving students. The following curricula were designed to achieve maximum mastery over a short time through rigorous instructional organization:

Reading Comprehension. The curriculum employed was Houghton-Mifflin's New Directions in Reading program, which has been designed as a reading comprehension achievement series for high school students who have not yet mastered reading comprehension skills. The three-part instructional plan consists of (a) preparation in vocabulary building, (b) enhancement of comprehension skills through guided reading, and (c) review and extension exercises to verify comprehension and provide skills reinforcement through immediate practice. The comprehension domain is the central focus of each instructional unit, and the curriculum stresses 10 comprehension skills: understanding punctuation, understanding word referents, using context to reveal word meanings, and to understand figurative language, noting important details, understanding sequence of events, recognizing the main idea of paragraphs, making inferences and drawing conclusions or predicting outcomes, understanding cause-effect relationships, understanding comparisons, and distinguishing between fact and opinion. In addition to quizzes for individual lessons, instructors administered both mid-level and end-of-level testing.

Language Mechanics. The language curriculum used Houghton-Mifflin's "whole language" grammar and composition series. This curriculum integrates grammar with reading and writing skills. Grammar units begin with the presentation of the basic lesson, and from that base progresses to vocabulary building activities. These activities are capped by exercises that assist students to make the crucial grammar-writing connection. Students then move to "checkup" activities that assess mastery levels attained. A cumulative review follows, which in turn is supplemented by enrichment work or differentiated additional practice (easy, average, or challenging). Reading and writing units commence with literature selections and are followed by activities that give students practice in using the three modalities of literature response: listening, speaking, and thinking (inferring/drawing conclusions). Composition skills are taught through the five-step writing process: pre-writing, drafting,

revising, proofreading, and publishing (final drafting). Students master spelling skills using Houghton-Mifflin's spelling program, which supports a complete testing program in standardized test format.

Evaluation Design

Pretesting of program candidates was used to discern skills deficiencies in reading, language, and mathematics. Then, clients were enrolled into either or both of two programs: Reading Comprehension or Language Mechanics. Program clients were then guided through the remediation phase as described above. Clients who completed the eight-week instructional program were then posttested to reveal pre/posttest change with respect to reading comprehension, language mechanics, and mathematics computation observed scores.

Because the Summer 1991 Program evaluation design resolved the so-called "student ID number problem" successfully, this year care again was taken to standardize the number-assignment process. The Department of Program Evaluation (DPE) pre-printed CTBS answer forms and prepared lists of students who were pretested for use by the Summer Program Coordinator. Summer 1992 program personnel used these lists to code student numbers on all forms returned to the DPE for analysis. Thus, it again was possible this year to conduct analysis as intended, analyses based on attendance, where 30 days (75% of 39 enrollments days) of atterdance was the cut-off point.

Completion

Two project-completion criteria were evaluated. To be considered a "completion," a client must:

1. attend 75% (N=30) of the 39 enrollment days; and

2. demonstrate a grade-equivalent gain (pretest to posttest) of at least 1.0 on any one of the three CTBS subtests: Reading Comprehension, Language Mechanics, or Mathematics Computation.

Evaluation Objectives

Nine evaluation objectives were stated in the DCE/CPS 1992 Summer Program proposal. These objectives were initiated by the DPE, following review of the 1992 program. It was suggested that these nine objectives accurately represent the program's potential for measuring clients' CTBS scores. But, expectations for improving CTBS scores should be tempered by an awareness of the wide range of clients' pretest scores and the likelihood of improvement therein.

Thus, evaluation objectives were stated for two groups: Regular Pretest Achievers (RPA; pretest grade-equivalent scores of 5.0 or more), Low Pretest Achievers (LPA; pretest grade-equivalent scores of less than 5.0). Also, objectives regarding Reading Comprehension and Language Mechanics were structured for accommodation of "age-grade placement" (the grade a client would be in without having been retained).

RPA/LPA Rationale.

An SASEP is a remediation-type, short-term learning experience. Of interest to program planners is whether strategies adopted to guide the instructional process work equally well with both RPA and LPA groups.

Prior to 1992, SASEP data analysis did not include provisions for assessment of these two entry-level-split groups. In 1991, following examination of 1990 SASEP data the decision to analyze test results with respect to RPA and LPA membership was proposed for the 1992 SASEP. This analysis plan and the results of its implementation were documented in the 1991 final report submitted to PIC. Because that analysis did reveal some insights useful for program-planning purposes, the same analysis model was used in 1992.

The "5.0 GE" demarcation was arbitrary. It was chosen because observation of 1990 data seemed to indicate that "at around this point" would separate what appeared to be two groups of clients with divergent CTBS pretest scores in reading and language; i.e., frequency distributions of pretest scores were bimodal at approximately GE = 5.0.

And, program planners wanted to know how well the Reading Comprehension program was working with respect to CTBS-measured pre/posttest reading gain; how well the Language Mechanics program was working with respect to pre/posttest language gain. Therefore, each group (RPA/LPA) was assigned one reading (1.1, 2.1) and one language objective (1.2, 2.2).

Age-Grade Placement

Selection into the RPA group was calculated to include pupils who scored higher on the CTBS pretest than those entered into the LPA group, but lower by at least 1.0 GE than students performing at grade-level. Thus, a client in the RPA group was known to be performing lower than would be expected routinely. The rationale used for structuring selection in this way was based on the not remarkable fact that these clients should be excellent targets for realizing the 1.0 GE gain on one of the three CTBS subtests.

So, a 9th-grade client scoring a 9.0 GE for Reading Comprehension would be at "age-grade." Conversely, a 9th-grade client scoring 8.0 GE for Reading Comprehension would be 1.0 behind age-grade. For Evaluation Objectives 2.1-2.3, analyses were based on clients scoring 1.0 or more lower than their respective age-grade placements.

1. Evaluation Objectives for "Regular Pretest Achievers" (RPA)

1.1 45% of the clients enrolled in the reading component who attend 75% of the program days and who have a CTBS pretest reading comprehension grade equivalent score between 5.0 and one less than their age-grade placement*, will show 1.0 grade equivalent gain on the posttest.

1.2 45% of the clients enrolled in the language component who attend 75% of the program days and who have a CTBS pretest language mechanics grade equivalent score between 5.0 and one less than their age-grade placement*, will show 1.0 grade equivalent gain on the posttest.

*Age-Grade Placement is the grade the client would be in without retention in grade.

1.3 70% of the clients who attend 75% of the program days and who have a CTBS pretest grade equivalent score of 5.0 or more in their component area and who score below 75% on the pretest employment skills test, will score at or above 75% on the employment skills posttest.

2. Evaluation Objectives for Low Pretest Achievers (LPA)

2.1 40% of the clients enrolled in the reading component who attend 75% of the program days and who have a CTBS pretest reading comprehension grade equivalent score less than 5.0, will show 1.0 grade equivalent gain on the posttest.

2.2 40% of the clients enrolled in the language component who attend 75% of the program days and who have a CTBS pretest language mechanics grade equivalent score less than 5.0, will show 1.0 grade equivalent gain on the posttest.

2.3 40% of the clients who attend 75% of the program days and who have a CTBS pretest grade equivalent score of less than 5.0 in their component area and who score below 75% on the pretest employment skills test, will score at or above 75% on the employment skills posttest.

2. Other Evaluation Objectives

3.1 75% of the clients enrolled will attend 75% of the program days.

3.2 80% of the male/black clients enrolled in the program will be retained through the posttesting phase of the project (excluding clients expelled).

3.3 The clients served by the program will reflect the target population such that 25% of the clients will be non-minority.

Methodology

Seventy-one prospective clients were pretested with the CTBS. Fifty-eight CTBS posttest forms were scored. Demographic and attendance data were recorded on revised Pupil Census Forms (PCF) for all youth pretested with the CTBS. File folder reports for all 71 youth pretested were computer-generated by the Department of Program Evaluation. These reports were customized to include demographic/attendance data and the results of each test taken by the pupil, and to record program-completion status. See the Appendix for examples of the reports provided by DPE.

Achievement data were scanned and scored using TESTMATE computer software. Demographic and attendance data were encoded by this consultant. Preliminary reports to program administration were provided each time new data were added

to the datasets. These analyses were conducted using an IBM 9375 running CMS. This hardware and SAS 6.07 were used to analyze CTBS data in terms of grade-equivalent change.

At CTBS pretesting (N=71), 33 (46%) were female and 38 (54%) were male. Regarding ethnicity, 5 (7%) were non-minority and 66 (93%) black. No Asians or American Indians were among the 71 clients in 1992 (see Appendix).

At CTBS posttesting, 51 clients had at least 30 days of registered attendance. Two of these 51 did not have posttest scores reported for analysis. The remaining 49 clients were split 22 female (45%), 27 male (55%), approximating pretest gender percents.

The Evaluation Sample

To be included in the evaluation sample, a client must have attended at least 30 days of Summer Program Instruction. Since "completion" requires 75% attendance (30 of 39 enrollment days), given that achievement gain is--clearly--a function of being exposed to elements of a formal instructional process, it was determined that the evaluation sample--appropriately--would include only those clients who met this criterion.

For analysis, it was required that a client meeting the attendance criterion also must have pre- and posttest CTBS scores (at least one subtest pair). Therefore, only potential "program completions" were included in the analysis. A total of 49 clients met both evaluation sample eligibility criteria.

Major Findings

The 49 clients (see Appendix) analyzed as the evaluation sample were predominantly black, split about 45%, 55% female/male. A total of 46 black clients were analyzed; only three non-black clients are in the evaluation sample (all non-minority). As a group these three clients represent just 6% of the evaluation sample.

Separate analyses of CTBS data were conducted for each of the evaluation criteria stated earlier. Because the evaluation sample--essentially--is black by ethnic group, further analyses using this variable--ethnicity--were not justified.

Program Completion Analysis

To be designated a program "completion," a client must: (a) attend 75% (30 days) of the enrollment period; and (b) show a grade-equivalent gain of at least 1.0 on one or more subtests (pre/posttest) of the CTBS. The evaluation sample included 49 clients with data sufficient to test for program completion. (A client missing the CTBS posttest could not become a "completion," by PIC definition).

This completion-candidate group of 49 clients consisted of 22 (45%) females, 27 (55%) males, 46 (94%) blacks; of the black group 21 (46%) were female and 25 (54%) were males. Thirty-six were enrolled in Reading Comprehension, and 38 in Language Mechanics. Eleven were enrolled in reading

only; 13 were enrolled in language only; and 25 were enrolled in both reading and language. Thus, about 67% (36 of 54) of those enrolled in Reading Comprehension were completion candidates. Of the 38 enrolled in Language Mechanics, 69% (38 of 55) were completion candidates. Twenty-five (51%) of the 49 completion clients were enrolled in both Reading Comprehension and Language Mechanics.

Thirty-three (67% of the evaluation sample) clients achieved completion status, 16 females and 17 males. Thirty-one of these 33 were black. Fifteen (94%) of black/female completion candidates did reach program completion status; 16 (94%) of black/males were completions.

The 33 clients who achieved program-completion status were enrolled in one of three content-area classifications: Reading Comprehension only, Language Mechanics only, received instruction in both reading and language. Six (18% of total completions) received only Reading Comprehension instruction; nine (27%) received only Language Mechanics instruction; and 18 (55%) received instruction in both content areas.

Evaluation Sample enrollment was not equal across the three instruction types: 11 in Reading Comprehension, 13 in Language Mechanics, and 25 in both. Proportionately, six (55%) of the 11 reading clients achieved program completion; nine (69%) of the 13 language clients achieved completion; and 18 (72%) of the 25 in the "both" group achieved program completion.

A total of 47 "G.E.>=1.0" gains were observed for clients across the three content-area types: reading = 17 (35% of 49), language = 21 (45%) and math = 9 (19%).

Forty-nine clients were program-completion candidates ($\geq$ 30 days of attendance and valid posttest minus pretest score). Thirty-three (67%) of the 49 achieved program completion. Among the 49 candidates, 47 difference scores >=1.0 were observed; in fact, all 47 difference-score "completions" were observed among the 33 clients who achieved program-completion status. In summary: eight (24% of 33) gained >=1.0 GE in Reading Comprehension (RC); nine (27%) in Language Mechanics (LM) four (12%) in Mathematics Computation (MC); seven (21%) RC + LM; zero (0%) RC + MC; three (9%) LM + MC: and two (6%) RC + LM + MC.

How does a gain >=1.0 in, for example, reading relate to language and math? Consider Table 1, where RCG is Reading Comprehension gain, LMG is Language Mechanics gain. RCG, LMG, and MCG = 1 if gain >=1.0. This table also includes the variable "COMPL" which is a "1" if program completion was achieved. The correlation between reading and language gain >=1.0 is 0.15, and the likelihood of paring program completion with RCG is 0.51; program completion and LMG correlate 0.60. None of the RCG/LMG/MCG correlations suggest strong relationships. Thus, gain >=1.0 in any one content area appears--essentially--unrelated to that in either of the other two areas.

The narrative in the remainder of the report references Tables 1-14. The following variable names are used in these tables.

Variable Name	Comments
ATTEND	Number of days of attendance.
ATT	Attend 30 days = YES, NO otherwise.
PROG	Instructional curriculum.
ETHNIC	Ethnic group.
GERCA	Grade equivalent, Reading Comprehension pretest.
GERCB	Grade equivalent, Reading Comprehension posttest.
GELMA	Grade equivalent, Language Mechanics pretest.
GELMB	Grade equivalent, Language Mechanics posttest.
GEMCA	Grade equivalent, Math Computation pretest.
GEMCB	Grade equivalent, Math Computation posttest.
AGEGR	Age-Grade.
AGEGRPLA	Age-Grade placement.
RCG	Reading Comprehension gain; ≥1.0 GE = YES, NO otherwise.
LMG	Language Mechanics gain; ≥1.0 GE = Yes, NO otherwise.
MCG	Math Computation gain; ≥1.0 GE = YES, NO otherwise.
SEX	Gender; M=male, F=female
COMPL	Program Completion 1=Yes, NO otherwise

Table 2 presents pertinent frequencies for the 71 FAST TRACK clients who constituted the "potential" completions group. Table 3 presents both pre- and posttest descriptive statistics for the "Base Means", where base is a term used to identify all 71 Fast Track clients as a group. Next, (see Table 4) the same variable frequencies displayed for the "non-completion" subsets. And, Table 5 presents similar frequencies for the "completion" subset. Table 6 shows means and other descriptive statistics useful for comparison with the base-means in Table 3.

Regarding data in Table 6, note the almost seven-day difference in attendance. On average, Fast Track clients who completed the 1992 Summer Program missed less than three of the 39 instructional days. Non-completion clients missed nearly 10 days.

Interestingly, on average, pretest scores in all three content areas were higher in the non-completion group than in the completion group. However, pretest-to-posttest "gain" (defined in terms of the observed change in grade-equivalent scores measured), is almost zero for members of the non-completion group. The Reading Comprehension (0.52) and Language Mechanics (0.64) "gains" for the completion group are above 0.50. Gain in Math Computation was 0.27 for the completion group. Clearly, transfer-if any--of skills acquired in reading and/or language may have had something to do with the 0.27 gain observed in Math Computation by members of the completion group.

Table 7 displays pertinent frequencies for members of the evaluation sample (N=49). The sample has only three non-black members (no Asians or American Indians). Forty-six of the 49 program completions are black; 21 (46%) are female and 25 (54%) are male. The common factor, of course, is 30 or more days attendance by all members of the evaluation sample. Moreover, 33 (67%) of the 49 members of the evaluation sample gained at least 1.0 GE on at least one of the three tests.

Evaluation Objectives for "Regular Pretest Achievers" RPA

1.1 45% of the clients enrolled in the reading component who attend 75% of the program days and who have a CTBS pretest reading comprehension grade equivalent score between 5.0 and one less than their age-grade placement, will show 1.0 grade equivalent gain on the posttest.

A total of 13 clients were in this group. Each of the 13 had an age-grade placement exactly one less than age-grade. These are clients who were enrolled in the Reading Comprehension content area and whose pretest score suggested one year of retention.

Ten of the 13 possible completions (77%) from this group were realized. Six of the 13 (46%) were Reading Comprehension completions (see Table 8), clients who gained at least 1.0 GE from pretest to posttest.

This criterion was reached.

1.2 45% of the clients enrolled in the language component who attend 75% of the program days and who have a CTBS pretest language mechanics grade equivalent score between 5.0 and one less than their age-grade placement, will show 1.0 grade equivalent gain on the posttest.

This objective is nearly identical to E.O. 1.1, the only exception being that the content area Language Mechanics is of interest. Four clients enrolled in Language Mechanics constitute this group. Of these four, three (75%) were program completions. Two of the four (50%) were Language Mechanics completions (see Table 9).

This criterion was reached.

1.3 70% of the clients who attend 75% of the program days and who have a CTBS pretest grade equivalent score of 5.0 or more in their component area and who score below 75% on the pretest employment skills test, will score at or above 75% on the employment skills posttest.

The 1992 Fast Track Summer Program did not include Employment Skills instruction. E.O. 1.3 was not evaluated.

Evaluation Objectives for "Low Pretest Achievers" (LPA)

2.1 40% of the clients enrolled in the reading component who attend 75% of the program days and who have a CTBS pretest reading comprehension grade equivalent score less than 5.0 will show 1.0 grade equivalent gain on the posttest.

Eleven LPA clients enrolled in the Reading Comprehension content are also had reading pretest-scores of less than 5.0 GE. Of these 11, eight (73%) were program completions. But, only two of the eight completions (25%) were associated with a gain of 1.0 GE or more pretest-to-posttest in Reading Comprehension. Thus, two of 11 (18%) met this criterion (see Table 10).

This criterion was not reached.

2.2 40% of the clients enrolled in the language component who attend 75% of the program days and who have a CTBS pretest language mechanics grade equivalent score less than 5.0, will show 1.0 grade equivalent gain on the posttest.

Twenty-eight LPA clients from the evaluation sample (57%) were enrolled in the Language Mechanics content area, all of whom had a language pretest score of less than 5.0. Eighteen (64%) were program completions, 11 (39%) of whom were completions in Language Mechanics (see Table 11).

This criterion was not reached.

2.3 40% of the clients who attend 75% of the program days and who have a CTBS pretest grade equivalent score of less than 5.0 in their component area and who score below 75% on the pretest employment skills test, will score at or above 75% on the employment skills posttest.

The 1992 Fast Track Summer Program did not include Employment Skills instruction. E.O. 2.3 was not evaluated.

Other Evaluation Objectives

3.1 75% of the clients enrolled will attend 75% of the program days.

Of the 71 clients enrolled in the 1992 Fast Track Summer Program, 49 (69%) attended at least the minimum of 30 days needed toward program completion. Although 69% represents a 2% gain from 1991, the criterion was not reached (see Table 12).

This criterion was not reached.

3.2 80% of the male/black clients enrolled in the program will be retained through the posttesting phase of the project.

Thirty-five male/blacks enrolled in one or more program content areas and were pretested. Of these thirty-five, only eight (23%) were not posttested, two of whom were expelled. A rather striking retention rate "gain" of 24 percentage points was realized from 1991 to 1992 (see Table 13).

This criterion was reached.

3.3 The clients served by the program will reflect the target population such that 25% of the clients will be non-minority.

Only five non-minority (white) clients were enrolled and only three of 49 (6%) were in the evaluation sample. One of the non-minority non-completions was not posttested and the other attended just 29 days (see Table 14).

This criterion was not reached.

Summary/Recommendations

Nine evaluation objectives (E.O.) were proposed for assessment of the 1992 Summer Academic Skills Enhancement Program(SASEP). Two of these (1.3, 2.3) were dependent upon measurement of Employment-Skills items. Because the 1992 program did not include instruction (or measurement) in the Employment Skills area, summer-program assessment was based on the remaining seven E.O.'s.

These seven E.O.'s--for the most part--were identical to those used for assessment of the 1991 SASEP; comparison of results from 1991 to 1992 is possible. The only difference between E.O.'s across years is seen in the percent needed to reach criterion. These differences are the result of applying one of the 1991 program-planning recommendations in that final report, "...rethinking criterion levels appropriate for 1992 is recommended." (p.11) Rethought criterion levels were submitted in DCE's proposal.

Both "Regular Pretest Achievers" (RPA) objectives were reached. Neither of the "Low Pretest Achievers" (LPA) objectives were reached. For reasons unknown to this consultant, LPA Reading (18%) fell far below the criterion (40%). But LPA language (39%) was only one percent below criterion (40%). RPA reading was up 9% (37% to 46%, 1991-92). RPA language was up 10% (40% to 50%). LPA reading was down 18% (36% to 18%). LPA language was down 61% (100% to 39%). (It is important to note that in 1991 there were only three LPA clients in the Language Mechanics group.)

> There does not seem to be a compelling reason for lowering criterion levels for assessment of the 1993 SASEP.

With the limited information available (N=11), it is difficult to identify the cause of so few LPA reading-program clients reaching the GE≥1.0 criterion (N=2). Of course, these clients enter the program by-definition less prepared than members of the RPA group. Nevertheless, LPA members offer--by and large --a better opportunity for growth, and knowledgeable, intensive programming should improve the proportion of LPA clients who do become program completions. Is there a systematic reason why LPA language clients (39%) should show more than double the percent of content-area completions?

> Special emphasis should be given to examination of the process used to expose LPA clients to the reading program.

The 1991 SASEP final report succinctly delineated recommendations regarding (a) definition of "completion" and (b) the number of days of actual attendance. These recommendations were offered because completion/attendance standards in effect during the 1991 SASEP were shown to detract from valid assessment of that summer program: (a) pupils scoring 12.0 or higher on a pretest could not possibly gain a full grade equivalent pretest-to-posttest; (b) pupils attending, say, 29 days of instruction could and did show GE gain greater than 1.0 but were eliminated for lack of one day of attendance.

Both situations appeared, again, in 1992. The recommendations offered in 1991 are repeated again this year. If the goal is to gain at least 1.0 GE in a content area, fine, but--for a client enrolled only 30 days--expectation of perfect attendance probably is too high, realistically.

One thing is certain: "completions," per se, under the current mandates, consistently will underestimate positive gains made by SASEPs.

It is recommended that a new definition of "completion" be derived and that this definition be applied in 1993, in each instance where high (>=12.0) pretest CTBS GE values so warrant.

It is recommended that program sponsors and managers test the viability of using a "completion" definition in the future which is either (a) not dependent on attendance, (b) is relaxed to, say, 60%, a level that would have captured the six pupils lost to attendance in 1992 who did gain at least 1.0 GE, and (c) allows for pupils enrolled for less than the full 39 days of instruction.

Seventy-two percent (51) of the 71 Fast Track clients in 1992 attended at least 30 days of formal instruction. This represents a 4% increase from 1991. Client attendance beginning with day one is important.

Continued emphasis on timely enrollment and daily attendance should increase the proportion of 1993 SASEP clients who attain 30 or more days of attendance.

A major gain (24%) was made this year in terms of the number of black/male enrollments who were retained through posttesting. Clearly, progress was made in 1992. Since over one-half of all enrollments were black/male, it is worthy to reiterate increased emphasis on retention of this particular group.

Retention of male/black clients should be given the highest priority for 1993.

Obviously--and regrettably--enrollment of non-minority clients (N=5; 7%) for the 1992 SASEP was far below criterion (25%). This 7% represents only a 2% gain from 1991. Recruitment strategies used to attract non-minority clients to PIC summer programs have not been reviewed by this consultant, so no comment should be presented in this context. It is not apparent why non-minority representation should continue to fall far below reasonable enrollment expectations. The 1991 recommendation needs to be repeated.

Program planners for the 1993 SASEP should structure and implement effective, productive strategies for attracting, enrolling and retaining non-minority clients.

Table 1

Correlation of Program Completion and Difference-Score Gain

(All Variables are Dichotomous*)

	COMPL	RCG	LMG	MCG
RCG	0.51	1.00	0.15	-0.12
LMG	0.60	0.15	1.00	0.12
MCG	0.33	-0.12	0.12	1.00

* N=49 for each variable

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Table 2

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Base Frequencies

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	33	46.5	33	46.5
M	38	53.5	71	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Non-Minority	5	7.0	5	7.0
Black	66	93.0	71	100.0

SEX	ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	Non-Minority	2	2.8	2	2.8
F	Black	31	43.7	33	46.5
M	Non-Minority	3	4.2	36	50.7
M	Black	35	49.3	71	100.0

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Table 2 (cont'd)

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Base Frequencies

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	1.4	1	1.4
8	1	1.4	2	2.9
13	1	1.4	3	4.3
18	2	2.9	5	7.1
20	1	1.4	6	8.6
24	2	2.9	8	11.4
26	4	5.7	12	17.1
27	2	2.9	14	20.0
27.5	1	1.4	15	21.4
28	1	1.4	16	22.9
29	3	4.3	19	27.1
30	1	1.4	20	28.6
31	1	1.4	21	30.0
32	1	1.4	22	31.4
33	6	8.6	28	40.0
33.5	1	1.4	29	41.4
34	4	5.7	33	47.1
35	5	7.1	38	54.3
35.5	1	1.4	39	55.7
36	4	5.7	43	61.4
37	8	11.4	51	72.9
38	5	7.1	56	80.0
39	14	20.0	70	100.0

Frequency Missing = 1

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	20	28.2	20	28.2
YES	51	71.8	71	100.0

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Table 3

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Base Means

Variable	Label	N	Nmiss	Mean	Std Dev	Minimum	Maximum	Range
ETHNIC	Ethnic Group	71	0	1.93	0.26	1.00	2.00	1.00
ATTEND	Actual Attendance	70	1	32.51	7.52	3.00	39.00	36.00
GERCA	PRE Grade Eq.-Read. Comp.	71	0	6.90	2.47	4.00	12.90	8.90
GERCB	POS Grade Eq.-Read. Comp.	58	13	7.38	2.80	4.00	12.90	8.90
RCG	Gained at Least 1.0 GE in Reading	71	0	0.28	0.45	0.00	1.00	1.00
GELMA	PRE Grade Eq.-Lang. Mech.	70	1	5.82	2.25	4.00	12.90	8.90
GELMB	POS Grade Eq.-Lang. Mech.	58	13	6.47	2.47	4.00	12.90	8.90
LMG	Gained at Least 1.0 GE in Language	71	0	0.35	0.48	0.00	1.00	1.00
GEMCA	PRE Grade Eq.-Math. Comp.	71	0	6.95	1.67	4.30	12.90	8.60
GEMCB	POS Grade Eq.-Math. Comp.	57	14	6.98	1.72	4.30	12.50	8.20
MCG	Gained at Least 1.0 GE in Math	71	0	0.14	0.35	0.00	1.00	1.00
COMPL	Completion	71	0	0.46	0.50	0.00	1.00	1.00

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Table 4

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Frequencies

Completion=NO

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	17	44.7	17	44.7
M	21	55.3	38	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Non-Minority	3	7.9	3	7.9
Black	35	92.1	38	100.0

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Table 4 (cont'd)

1992 PIC DATA ANALYSIS

All FAST TRACk Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Frequencies

---------- Completion=NO ----------

TABLE OF SEX BY ETHNIC

SEX(Gender) ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
f	1 2.63 5.88 33.33	16 42.11 94.12 45.71	17 44.74
M	2 5.26 9.52 66.67	19 50.00 90.48 54.29	21 55.26
Total	3 7.89	35 92.11	38 100.00

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Table 4 (cont'd)

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Frequencies

---------- Completion-NO ----------

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
3	1	2.7	1	2.7
8	1	2.7	2	5.4
13	1	2.7	3	8.1
18	2	5.4	5	13.5
20	1	2.7	6	16.2
24	2	5.4	8	21.6
26	4	10.8	12	32.4
27	2	5.4	14	37.8
27.5	1	2.7	15	40.5
28	1	2.7	16	43.2
29	3	8.1	19	51.4
30	1	2.7	20	54.1
31	1	2.7	21	56.8
33	2	5.4	23	62.2
34	1	2.7	24	64.9
36	2	5.4	26	70.3
37	3	8.1	29	78.4
38	1	2.7	30	81.1
39	7	18.9	37	100.0

Frequency Missing = 1

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	20	52.6	20	52.6
YES	18	47.4	38	100.0

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Table 5

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Frequencies

Completion=YES

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	16	48.5	16	48.5
M	17	51.5	33	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Non-Minority	2	6.1	2	6.1
Black	31	93.9	33	100.0

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Table 5 (cont'd)

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Frequencies

---------- Completion=YES ----------

TABLE OF SEX BY ETHNIC

SEX(Gender) ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
F	1 3.03 6.25 50.00	15 45.45 93.75 48.39	16 48.48
M	1 3.03 5.88 50.00	16 48.48 94.12 51.61	17 51.52
Total	2 6.06	31 93.94	33 100.00

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
32	1	3.0	1	3.0
33	4	12.1	5	15.2
33.5	1	3.0	6	18.2
34	3	9.1	9	27.3
35	5	15.2	14	42.4
35.5	1	3.0	15	45.5
36	2	6.1	17	51.5
37	5	15.2	22	66.7
38	4	12.1	26	78.8
39	7	21.2	33	100.0

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Table 5 (cont'd)

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Frequencies

Completion-YES

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	33	100.0	33	100.0

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Table 6

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Completion Group Means

Completion=NO

Variable	Label	N	Nmiss	Mean	Std Dev	Minimum	Maximum	Range
ETHNIC	Ethnic Group	38	0	1.92	0.27	1.00	2.00	1.00
ATTEND	Actual Attendance	37	1	29.28	9.01	3.00	39.00	36.00
GERCA	PRE Grade Eq.-Read. Comp.	38	0	7.17	2.71	4.00	12.90	8.90
GERCB	POS Grade Eq.-Read. Comp.	25	13	6.75	2.78	4.00	12.90	8.90
RCG	Gained at Least 1.0 GE in Reading	38	0	0.08	0.27	0.00	1.00	1.00
GELMA	PRE Grade Eq.-Lang. Mech.	37	1	5.98	2.56	4.00	12.90	8.90
GELMB	POS Grade Eq.-Lang. Mech.	25	13	6.01	2.74	4.00	12.90	8.90
LMG	Gained at Least 1.0 GE in Language	38	0	0.11	0.31	0.00	1.00	1.00
GEMCA	PRE Grade Eq.-Math. Comp.	38	0	6.97	1.89	4.30	12.90	8.60
GEMCB	POS Grade Eq.-Math. Comp.	24	14	6.57	1.99	4.30	12.50	8.20
MCG	Gained at Least 1.0 GE in Math	38	0	0.03	0.16	0.00	1.00	1.00
COMPL	Completion	38	0	0.00	0.00	0.00	0.00	0.00

Completion=YES

Variable	Label	N	Nmiss	Mean	Std Dev	Minimum	Maximum	Range
ETHNIC	Ethnic Group	33	0	1.94	0.24	1.00	2.00	1.00
ATTEND	Actual Attendance	33	0	36.12	2.23	32.00	39.00	7.00
GERCA	PRE Grade Eq.-Read. Comp.	33	0	6.58	2.17	4.00	12.90	8.90
GERCB	POS Grade Eq.-Read. Comp.	33	0	7.86	2.75	4.00	12.90	8.90
RCG	Gained at Least 1.0 GE in Reading	33	0	0.52	0.51	0.00	1.00	1.00
GELMA	PRE Grade Eq.-Lang. Mech.	33	0	5.63	1.85	4.00	9.50	5.50
GELMB	POS Grade Eq.-Lang. Mech.	33	0	6.81	2.22	4.00	12.90	8.90
LMG	Gained at Least 1.0 GE in Language	33	0	0.64	0.49	0.00	1.00	1.00
GEMCA	PRE Grade Eq.-Math. Comp.	33	0	6.92	1.40	4.30	10.30	6.00
GEMCB	POS Grade Eq.-Math. Comp.	33	0	7.28	1.46	4.30	11.70	7.40
MCG	Gained at Least 1.0 GE in Math	33	0	0.27	0.45	0.00	1.00	1.00
COMPL	Completion	33	0	1.00	0.00	1.00	1.00	0.00

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Table 7

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

Sample Frequencies

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	22	44.9	22	44.9
M	27	55.1	49	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Non-Minority	3	6.1	3	6.1
Black	46	93.9	49	100.0

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Table 7 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Part)
See the PIC Proposal, "7. Evaluation"

Sample Frequencies

TABLE OF SEX BY ETHNIC

SEX(Gender) ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
F	1 2.04 4.55 33.33	21 42.86 95.45 45.65	22 44.90
M	2 4.08 7.41 66.67	25 51.02 92.59 54.35	27 55.10
Total	3 6.12	46 93.88	49 100.00

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
30	1	2.0	1	2.0
32	1	2.0	2	4.1
33	6	12.2	8	16.3
33.5	1	2.0	9	18.4
34	3	6.1	12	24.5
35	5	10.2	17	34.7
35.5	1	2.0	18	36.7
36	4	8.2	22	44.9
37	8	16.3	30	61.2
38	5	10.2	35	71.4
39	14	28.6	49	100.0

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Table 8

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 1.1 Frequencies Reading Clients - RPA

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
34	2	15.4	2	15.4
35	1	7.7	3	23.1
35.5	1	7.7	4	30.8
37	2	15.4	6	46.2
38	3	23.1	9	69.2
39	4	30.8	13	100.0

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	13	100.0	13	100.0

Age-Grade

AGEGR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
7	4	30.8	4	30.8
8	8	61.5	12	92.3
10	1	7.7	13	100.0

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Table 8 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 1.1 Frequencies Reading Clients - RPA

Age-Grade Placement

AGEGRPLA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	4	30.8	4	30.8
7	8	61.5	12	92.3
9	1	7.7	13	100.0

PRE Grade Eq.-Read. Comp.

GERCA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	2	15.4	2	15.4
5.2	1	7.7	3	23.1
5.3	3	23.1	6	46.2
5.6	3	23.1	9	69.2
5.7	2	15.4	11	84.6
5.8	1	7.7	12	92.3
6	1	7.7	13	100.0

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Table 8 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 1.1 Frequencies Reading Clients - KPA

POS Grade Eq.-Read. Comp.

GERCB	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	1	7.7	1	7.7
4.3	1	7.7	2	15.4
5	1	7.7	3	23.1
5.6	1	7.7	4	30.8
5.8	2	15.4	6	46.2
6	1	7.7	7	53.8
7.3	1	7.7	8	61.5
7.7	2	15.4	10	76.9
8.1	1	7.7	11	84.6
8.5	1	7.7	12	92.3
9.6	1	7.7	13	100.0

Gained at Least 1.0 GE in Reading

RCG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	7	53.8	7	53.8
YES	6	46.2	13	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	3	23.1	3	23.1
YES	10	76.9	13	100.0

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Table 9

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 1.2 Frequencies Language Clients - RPA

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
34	1	25.0	1	25.0
35.5	1	25.0	2	50.0
37	1	25.0	3	75.0
38	1	25.0	4	100.0

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	4	100.0	4	100.0

Age-Grade

AGEGR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
8	3	75.0	3	75.0
9	1	25.0	4	100.0

Age-Grade Placement

AGEGRPLA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
7	3	75.0	3	75.0
8	1	25.0	4	100.0

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Department of Program Evaluation

Table 9 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 1.2 Frequencies Language Clients - RFA

PRE Grade Eq.-Lang. Mech.

GELMA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5.3	1	25.0	1	25.0
5.6	1	25.0	2	50.0
6.1	2	50.0	4	100.0

POS Grade Eq.-Lang. Mech.

GELMB	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6.7	3	75.0	3	75.0
9	1	25.0	4	100.0

Gained at Least 1.0 GE in Language

LMG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	2	50.0	2	50.0
YES	2	50.0	4	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	1	25.0	1	25.0
YES	3	75.0	4	100.0

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Table 10

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 2.1 Frequencies Reading Clients - LPA

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
30	1	9.1	1	9.1
32	1	9.1	2	18.2
33	2	18.2	4	36.4
35	3	27.3	7	63.6
36	2	18.2	9	81.8
37	1	9.1	10	90.9
39	1	9.1	11	100.0

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	11	100.0	11	100.0

Age-Grade

AGEGR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
7	6	54.5	6	54.5
8	4	36.4	10	90.9
9	1	9.1	11	100.0

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Table 10 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 2.1 Frequencies Reading Clients - LPA

Age-Grade Placement

AGEGRPLA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	6	54.5	6	54.5
7	4	36.4	10	90.9
8	1	9.1	11	100.0

PRE Grade Eq.-Read. Comp.

GERCA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	6	54.5	6	54.5
4.6	3	27.3	9	81.8
4.7	1	9.1	10	90.9
4.9	1	9.1	11	100.0

POS Grade Eq.-Read. Comp.

GERCB	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	5	45.5	5	45.5
4.3	1	9.1	6	54.5
4.9	2	18.2	8	72.7
5.6	1	9.1	9	81.8
6	1	9.1	10	90.9
6.2	1	9.1	11	100.0

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Table 10 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 2.1 Frequencies Reading Clients - LPA

Gained at Least 1.0 GE in Reading

RCG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	9	81.8	9	81.8
YES	2	18.2	11	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	3	27.3	3	27.3
YES	8	72.7	11	100.0

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Table 11

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 2.2 Frequencies Language Clients - LPA

Actual Attendance

ATTEND	Frequency	Percent	Cumulative Frequency	Cumulative Percent
30	1	3.6	1	3.6
32	1	3.6	2	7.1
33	3	10.7	5	17.9
34	2	7.1	7	25.0
35	4	14.3	11	39.3
36	3	10.7	14	50.0
37	4	14.3	18	64.3
38	3	10.7	21	75.0
39	7	25.0	28	100.0

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	28	100.0	28	100.0

Age-Grade

AGEGR	Frequency	Percent	Cumulative Frequency	Cumulative Percent
6	1	3.6	1	3.6
7	12	42.9	13	46.4
8	11	39.3	24	85.7
9	3	10.7	27	96.4
10	1	3.6	28	100.0

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Table 11 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 2.2 Frequencies Language Clients - LPA

Age-Grade Placement

AGEGRPLA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
5	1	3.6	1	3.6
6	12	42.9	13	46.4
7	11	39.3	24	85.7
8	3	10.7	27	96.4
9	1	3.6	28	100.0

PRE Grade Eq.-Lang. Mech.

GELMA	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	15	53.6	15	53.6
4.3	6	21.4	21	75.0
4.5	4	14.3	25	89.3
4.8	3	10.7	28	100.0

POS Grade Eq.-Lang. Mech.

GELMB	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	7	25.0	7	25.0
4.3	3	10.7	10	35.7
4.5	2	7.1	12	42.9
4.8	2	7.1	14	50.0
5	3	10.7	17	60.7
5.3	1	3.6	18	64.3
5.6	4	14.3	22	78.6
6.1	4	14.3	26	92.9
7.3	1	3.6	27	96.4
8.4	1	3.6	28	100.0

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Table 11 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 2.2 Frequencies Language Clients - LPA

Gained at Least 1.0 GE in Language

LMG	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	17	60.7	17	60.7
YES	11	39.3	28	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	10	35.7	10	35.7
YES	18	64.3	28	100.0

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Table 12

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.1 - Attendance

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	49	100.0	49	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Non-Minority	3	6.1	3	6.1
Black	46	93.9	49	100.0

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	22	44.9	22	44.9
M	27	55.1	49	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	16	32.7	16	32.7
YES	33	67.3	49	100.0

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Table 12 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.1 - Attendance

TABLE OF ATT BY ETHNIC

ATT(Attended 30 or More Days)
ETHNIC(Ethnic Group)

Frequency / Percent / Row Pct / Col Pct	Non-Minority	Black	Total
YES	3	46	49
	6.12	93.88	100.00
	6.12	93.88	
	100.00	100.00	
Total	3	46	49
	6.12	93.88	100.00

TABLE OF SEX BY ATT

SEX(Gender)
ATT(Attended 30 or More Days)

Frequency / Percent / Row Pct / Col Pct	YES	Total
F	22	22
	44.90	44.90
	100.00	
	44.90	
M	27	27
	55.10	55.10
	100.00	
	55.10	
Total	49	49
	100.00	100.00

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Table 12 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.1 - Attendance

TABLE 1 OF ATT BY ETHNIC
CONTROLLING FOR SEX=F

ATT(Attended 30 or More Days)
ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
YES	1 4.55 4.55 100.00	21 95.45 95.45 100.00	22 100.00
Total	1 4.55	21 95.45	22 100.00

TABLE 2 OF ATT BY ETHNIC
CONTROLLING FOR SEX=M

ATT(Attended 30 or More Days)
ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
YES	2 7.41 7.41 100.00	25 92.59 92.59 100.00	27 100.00
Total	2 7.41	25 92.59	27 100.00

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Table 12 (cont'd)
1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.1 - Attendance

TABLE OF COMPL BY SEX

COMPL(Completion) SEX(Gender)

Frequency Percent Row Pct Col Pct	F	M	Total
NO	6	10	16
	12.24	20.41	32.65
	37.50	62.50	
	27.27	37.04	
YES	16	17	33
	32.65	34.69	67.35
	48.48	51.52	
	72.73	62.96	
Total	22	27	49
	44.90	55.10	100.00

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Table 12 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.1 - Attendance

TABLE OF COMPL BY ETHNIC

COMPL(Completion) ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
NO	1 2.04 6.25 33.33	15 30.61 93.75 32.61	16 32.65
YES	2 4.08 6.06 66.67	31 63.27 93.94 67.39	33 67.35
Total	3 6.12	46 93.88	49 100.00

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Table 13

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.2 - Male/Black Retention

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	25	100.0	25	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Black	25	100.0	25	100.0

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
M	25	100.0	25	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	9	36.0	9	36.0
YES	16	64.0	25	100.0

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Table 14

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.3 - Non-Minority

Attended 30 or More Days

ATT	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	49	100.0	49	100.0

Ethnic Group

ETHNIC	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Non-Minority	3	6.1	3	6.1
Black	46	93.9	49	100.0

Gender

SEX	Frequency	Percent	Cumulative Frequency	Cumulative Percent
F	22	44.9	22	44.9
M	27	55.1	49	100.0

Completion

COMPL	Frequency	Percent	Cumulative Frequency	Cumulative Percent
NO	16	32.7	16	32.7
YES	33	67.3	49	100.0

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Table 14 (cont'd)

1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

EVALUATION OBJECTIVE 3.3 - Non-Minority

TABLE OF ATT BY ETHNIC

ATT(Attended 30 or More Days)
ETHNIC(Ethnic Group)

Frequency Percent Row Pct Col Pct	Non-Minority	Black	Total
YES	3 6.12 6.12 100.00	46 93.88 93.88 100.00	49 100.00
Total	3 6.12	46 93.88	49 100.00

Prepared by
Office of the Deputy Superintendent
Department of Program Evaluation

Appendix

PIC 1992 SUMMER PROGRAM

P U P I L C E N S U S F O R M

PIC Student Name _____ PIC Room 121

PIC Student Number _____

CPS Student Number _____ Ethnic Group Membership (circle one)

Sex F Grade 8 Birth Date 061477 1 - Non-Minority (2) - Black

Total Days of Program Attendance 28 Days. 3 - Spanish Surname 4 - Asian

Total Days of Program Enrollment 39 Days. 5 - American Indian

INSTRUCTIONS FOR COMPLETING FORM

1. Enter PIC room number.
2. Enter Columbus Public School student number.
3. Enter grade (grade last year).
4. Verify preprinted values (name, PIC student number, sex, and birth date). (Write in changes above preprinted values.)
5. Circle the appropriate ethnic group.
6. Enter total days of attendance by this pupil.
7. Enter total days this pupil was enrolled in the Summer Program this year. (Note: days of enrollment must be greater than or equal to days of attendance.)
8. In the graphic below, use an "X" (as appropriate) to indicate both "Program" and "Instructional-Content Area" for this pupil; e.g., a pupil in the STEP program receiving Language Mechanics instruction should have an "X" in the row STEP, under the column heading Language Mechanics.

   Use an "X" to indicate each content area in which this pupil receives instruction. An "X" may appear in more than one column but in only one row.

		CONTENT AREA		
	PROGRAM	Reading Comprehension	Language Mechanics	Mathematics Computation
"1"	FAST TRACK	X	X	-
"2"	STEP	-	-	-
"3"	FAST TRACK 2	-	-	-

PIC 1992 SUMMER PROGRAM

P U P I L C E N S U S F O R M

(File Folder Copy)

PIC Student Name _____ PIC Room 121

PIC Student Number ___

CPS Student Number _____

Sex F Grade 08 Birth Date 061477

Total Days of Program Attendance 28.0 Days.

Total Days of Program Enrollment 39.0 Days.

ETHNIC GROUP MEMBERSHIP (circled)

1 - Non-Minority 2 - Black

3 - Spanish Surname 4 - Asian

5 - American Indian

CONTENT AREA

PROGRAM	Reading Comprehension	Language Mechanics	Matnematics Computation
Fast Track	X	X	
Step			
Fast Track II			

C T B S TESTING RESULTS

(Grade Equivalent Values)

	Pretest	Posttest	Change
Reading Comprehension	6.5	9.3	2.8
Language Mechanics	4.0	5.3	1.3
Math Computation	5.0	4.6	-0.4

***** COMPLETION STATUS *****

Criterion	Status
Attendance (30 Day Min.)	NO
CTBS Grade-Equivalent Gain (GE>=1.0)	YES
Program Completion	NO

Prepared by
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Department of Program Evaluation

Run Date: 09SEP92

1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Incoming Data

OBS	SEX	ETHNIC	ATTEND	ATT	AGEGR	AGEGRPLA	SPROGRAM	GERCA	GERCB	RCG	GELMA	GELMB	LMG	GEMCA	GEMCB	MCG	COMPL
1	F	Black	28.0	NO	8	7	FAST TRACK	6.5	9.3	YES	4.0	5.3	YES	5.0	4.6	NO	NO
2	M	Black	39.0	YES	8	7	FAST TRACK	12.2	12.9	NO	12.9	12.9	NO	12.9	12.5	NO	NO
3	M	Black	37.0	YES	8	7	FAST TRACK	4.6	4.9	NO	4.0	5.3	YES	5.0	6.8	YES	YES
4	M	Black	39.0	YES	7	6	FAST TRACK	9.1	12.2	YES	6.1	6.1	NO	7.3	7.2	NO	YES
5	F	Black	31.0	YES	7	6	FAST TRACK	9.6	.	NO	6.1	.	NO	11.7	.	NO	NO
6	M	Black	27.5	NO	8	7	FAST TRACK	8.5	8.9	NO	8.4	4.8	NO	7.3	7.3	NO	NO
7	M	Non-Minority	.	NO	7	6	FAST TRACK	4.6	.	NO	5.3	.	NO	6.6	.	NO	NO
8	F	Non-Minority	39.0	YES	7	6	FAST TRACK	5.8	7.7	YES	6.7	6.7	NO	8.5	8.3	NO	YES
9	F	Black	18.0	NO	9	8	FAST TRACK	6.0	.	NO	4.3	.	NO	7.3	.	NO	NO
10	F	Black	35.0	YES	7	6	FAST TRACK	8.9	8.7	NO	9.5	10.8	YES	7.8	7.7	NO	YES
11	M	Black	34.0	YES	7	6	FAST TRACK	5.0	7.7	YES	4.5	4.3	NO	7.2	6.4	NO	YES
12	M	Black	36.0	YES	8	7	FAST TRACK	9.9	12.9	YES	7.9	10.1	YES	7.5	8.3	NO	YES
13	F	Black	24.0	NO	8	7	FAST TRACK	9.6	.	NO	6.7	.	NO	7.0	.	NO	NO
14	F	Black	38.0	YES	8	7	FAST TRACK	5.3	4.0	NO	4.3	7.3	YES	7.4	6.4	NO	YES
15	F	Black	26.0	NO	7	6	FAST TRACK	5.0	.	NO	5.0	.	NO	5.8	.	NO	NO
16	M	Black	24.0	NO	7	6	FAST TRACK	5.4	.	NO	4.0	.	NO	5.8	.	NO	NO
17	F	Black	33.0	YES	7	6	FAST TRACK	6.5	7.7	YES	7.9	5.6	NO	6.8	6.8	NO	YES
18	F	Black	33.0	YES	8	7	FAST TRACK	9.6	12.9	YES	8.4	9.5	YES	8.1	8.5	NO	YES
19	M	Black	34.0	YES	10	9	FAST TRACK	5.6	8.5	YES	4.3	5.0	NO	5.0	4.3	NO	YES
20	M	Black	20.0	NO	7	6	FAST TRACK	8.5	.	NO	4.0	.	NO	7.3	.	NO	NO
21	F	Black	33.0	YES	7	6	FAST TRACK	4.0	4.3	NO	4.0	5.6	YES	4.3	4.3	NO	YES
22	F	Black	34.0	YES	7	6	FAST TRACK	8.1	.	NO	12.9	.	NO	10.3	.	NO	NO
23	M	Black	38.0	YES	8	7	FAST TRACK	5.2	5.6	NO	4.3	4.5	NO	5.8	6.8	YES	YES
24	F	Black	35.0	YES	8	7	FAST TRACK	4.6	4.9	NO	4.0	6.1	YES	6.4	7.4	YES	YES
25	F	Black	35.0	YES	8	7	FAST TRACK	4.7	5.6	NO	4.5	4.3	NO	6.6	8.7	YES	YES
26	F	Black	26.0	NO	7	6	FAST TRACK	5.0	4.7	NO	5.0	6.7	YES	7.5	4.3	NO	NO
27	M	Black	39.0	YES	6	5	FAST TRACK	5.4	5.8	NO	4.0	4.0	NO	5.0	.	NO	NO
28	M	Black	18.0	NO	7	6	FAST TRACK	4.6	.	NO	4.8	.	NO	7.5	.	NO	NO
29	M	Black	30.0	YES	7	6	FAST TRACK	4.0	4.0	NO	4.0	4.0	NO	6.6	5.0	NO	NO
30	F	Black	39.0	YES	7	6	FAST TRACK	6.5	5.4	NO	4.8	4.5	NO	7.2	5.4	NO	NO
31	M	Black	33.0	YES	9	8	FAST TRACK	4.0	4.0	NO	4.0	4.8	NO	4.3	4.3	NO	NO
32	F	Black	37.0	YES	8	7	FAST TRACK	5.7	5.0	NO	4.8	5.6	NO	7.5	7.2	NO	NO
33	M	Black	3.0	NO	7	6	FAST TRACK	8.5	.	NO	.	.	NO	4.3	.	NO	NO
34	M	Non-Minority	39.0	YES	8	7	FAST TRACK	6.0	8.1	YES	4.3	6.1	YES	7.5	6.8	NO	YES
35	M	Black	39.0	YES	7	6	FAST TRACK	7.7	12.2	YES	9.0	9.5	NO	7.5	7.5	NO	YES
36	M	Non-Minority	36.0	YES	8	7	FAST TRACK	7.3	6.9	NO	4.5	4.8	NO	5.0	5.4	NO	NO
37	M	Black	37.0	YES	9	8	FAST TRACK	8.7	12.9	YES	4.5	8.5	YES	8.1	7.8	NO	YES
38	M	Black	8.0	NO	9	8	FAST TRACK	12.9	.	NO	6.7	.	NO	7.7	.	NO	NO
39	M	Black	39.0	YES	7	6	FAST TRACK	5.7	5.8	NO	4.3	5.0	NO	7.8	8.0	NO	NO
40	F	Black	33.5	YES	8	7	FAST TRACK	8.9	8.3	NO	7.9	9.5	YES	7.7	7.2	NO	YES
41	F	Black	37.0	YES	8	7	FAST TRACK	8.3	8.5	NO	6.1	6.7	NO	6.1	6.6	NO	NO
42	M	Black	26.0	NO	7	6	FAST TRACK	4.0	4.6	NO	4.0	4.0	NO	4.3	5.4	YES	NO
43	M	Black	37.0	YES	7	6	FAST TRACK	9.3	9.3	NO	6.1	7.3	YES	7.5	8.0	NO	YES
44	F	Black	34.0	YES	9	8	FAST TRACK	8.7	8.3	NO	6.1	6.7	NO	10.3	11.7	YES	YES
45	M	Black	37.0	YES	7	6	FAST TRACK	5.8	9.6	YES	4.8	6.1	YES	7.7	8.1	NO	YES

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1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

Incoming Data

OBS	SEX	ETHNIC	ATTEND	ATT	AGEGR	AGEGRPLA	SPROGRAM	GERCA	GERCB	RCG	GELMA	GELMB	LMG	GEMCA	GEMCB	MCG	COMPL
46	M	Black	32.0	YES	7	6	FAST TRACK	4.6	6.2	YES	4.0	4.3	NO	6.8	7.3	NO	YES
47	F	Black	27.0	NO	8	7	FAST TRACK	5.4	5.6	NO	4.0	4.0	NO	6.8	7.2	NO	NO
48	M	Black	13.0	NO	9	8	FAST TRACK	8.7	.	NO	8.4	.	NO	7.5	.	NO	NO
49	M	Black	39.0	YES	7	6	FAST TRACK	5.3	4.3	NO	4.0	4.0	NO	5.4	5.8	NO	NO
50	M	Black	27.0	NO	9	8	FAST TRACK	5.8	.	NO	4.0	.	NO	5.0	.	NO	NO
51	M	Black	37.0	YES	7	6	FAST TRACK	12.9	4.6	NO	10.1	4.3	NO	8.0	4.3	NO	NO
52	F	Non-Minority	29.0	NO	7	6	FAST TRACK	8.9	6.5	NO	9.5	12.9	YES	8.5	8.0	NO	NO
53	M	Black	38.0	YES	8	7	FAST TRACK	5.6	6.0	NO	5.6	6.7	YES	8.0	8.0	NO	YES
54	M	Black	29.0	NO	8	7	FAST TRACK	5.3	6.9	YES	5.6	7.9	YES	4.6	5.4	NO	NO
55	M	Black	36.0	YES	7	6	FAST TRACK	4.9	6.0	YES	4.0	4.0	NO	5.0	5.0	NO	YES
56	M	Black	39.0	YES	8	7	FAST TRACK	12.2	12.9	NO	9.5	10.1	NO	8.2	7.8	NO	NO
57	M	Black	37.0	YES	7	6	FAST TRACK	8.1	9.1	YES	7.9	9.5	YES	6.8	6.8	NO	YES
58	M	Black	39.0	YES	8	7	FAST TRACK	5.3	5.8	NO	4.3	6.1	YES	7.4	7.4	NO	YES
59	F	Black	33.0	YES	7	6	FAST TRACK	6.0	8.3	YES	4.0	5.6	YES	5.4	6.8	YES	YES
60	F	Black	33.0	YES	7	6	FAST TRACK	9.1	8.5	NO	7.9	7.3	NO	7.8	8.7	NO	NO
61	F	Black	29.0	NO	8	7	FAST TRACK	4.0	5.3	YES	5.6	4.0	NO	7.2	7.5	NO	NO
62	F	Black	26.0	NO	7	6	FAST TRACK	5.4	5.3	NO	4.0	4.5	NO	7.0	5.8	NO	NO
63	F	Black	35.5	YES	8	7	FAST TRACK	5.0	7.3	YES	5.3	9.0	YES	7.2	7.2	NO	YES
64	F	Black	36.0	YES	7	6	FAST TRACK	4.0	4.0	NO	4.0	4.0	NO	5.0	4.3	NO	NO
65	F	Black	35.0	YES	8	7	FAST TRACK	5.6	7.7	YES	4.0	5.0	YES	4.3	7.2	YES	YES
66	M	Black	38.0	YES	9	8	FAST TRACK	7.3	6.2	NO	4.0	4.0	NO	7.4	7.2	NO	NO
67	M	Black	39.0	YES	8	7	FAST TRACK	4.0	4.0	NO	4.0	4.0	NO	4.3	5.4	YES	YES
68	F	Black	39.0	YES	7	6	FAST TRACK	12.9	12.2	NO	9.5	12.9	YES	8.7	9.3	NO	YES
69	F	Black	35.0	YES	7	6	FAST TRACK	4.0	4.0	NO	4.0	5.6	YES	6.1	5.4	NO	YES
70	F	Black	38.0	YES	7	6	FAST TRACK	7.3	6.5	NO	6.1	7.3	YES	8.2	9.3	YES	YES
71	F	Black	39.0	YES	7	6	FAST TRACK	12.2	12.9	NO	10.1	10.1	NO	8.7	9.6	NO	NO

N = 71

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1992 PIC DATA ANALYSIS

All FAST TRACk Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

More Incoming Data - Content Area

OBS	CONTARE1	CONTARE2	CONTARE3
1	Reading Comprehension	Language Mechanics	
2	Reading Comprehension		
3	Reading Comprehension	Language Mechanics	
4		Language Mechanics	
5		Language Mechanics	
6	Reading Comprehension		
7	Reading Comprehension	Language Mechanics	
8		Language Mechanics	
9	Reading Comprehension	Language Mechanics	
10	Reading Comprehension		
11	Reading Comprehension	Language Mechanics	
12	Reading Comprehension		
13		Language Mechanics	
14	Reading Comprehension	Language Mechanics	
15	Reading Comprehension	Language Mechanics	
16	Reading Comprehension	Language Mechanics	
17		Language Mechanics	
18	Reading Comprehension		
19	Reading Comprehension	Language Mechanics	
20		Language Mechanics	
21	Reading Comprehension	Language Mechanics	
22	Reading Comprehension		
23	Reading Comprehension	Language Mechanics	
24	Reading Comprehension	Language Mechanics	
25	Reading Comprehension	Language Mechanics	
26	Reading Comprehension	Language Mechanics	
27	Reading Comprehension	Language Mechanics	
28	Reading Comprehension	Language Mechanics	
29	Reading Comprehension	Language Mechanics	
30		Language Mechanics	
31	Reading Comprehension	Language Mechanics	
32	Reading Comprehension	Language Mechanics	
33		Language Mechanics	
34	Reading Comprehension	Language Mechanics	
35	Reading Comprehension		
36		Language Mechanics	
37		Language Mechanics	
38	Reading Comprehension		
39	Reading Comprehension	Language Mechanics	
40	Reading Comprehension		
41		Language Mechanics	
42	Reading Comprehension	Language Mechanics	
43		Language Mechanics	
44		Language Mechanics	
45	Reading Comprehension	Language Mechanics	

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1992 PIC DATA ANALYSIS

All FAST TRACK Data

Assess Data with Respect to Evaluation Proposed Objectives
See the PIC Proposal, "7. Evaluation"

More Incoming Data - Content Area

OBS	CONTARE1	CONTARE2	CONTARE3
46	Reading Comprehension	Language Mechanics	
47	Reading Comprehension	Language Mechanics	
48	Reading Comprehension		
49	Reading Comprehension	Language Mechanics	
50	Reading Comprehension	Language Mechanics	
51	Reading Comprehension		
52	Reading Comprehension		
53	Reading Comprehension	Language Mechanics	
54	Reading Comprehension	Language Mechanics	
55	Reading Comprehension	Language Mechanics	
56	Reading Comprehension		
57		Language Mechanics	
58	Reading Comprehension	Language Mechanics	
59		Language Mechanics	
60	Reading Comprehension		
61	Reading Comprehension	Language Mechanics	
62	Reading Comprehension	Language Mechanics	
63	Reading Comprehension	Language Mechanics	
64	Reading Comprehension	Language Mechanics	
65	Reading Comprehension	Language Mechanics	
66		Language Mechanics	
67	Reading Comprehension	Language Mechanics	
68	Reading Comprehension		
69	Reading Comprehension	Language Mechanics	
70		Language Mechanics	
71	Reading Comprehension		

N = 71

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1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

Data Used for Analysis - Valid Attendance and Post-CTBS

OBS	SEX	ETHNIC	ATTEND	ATT	AGEGR	GERCA	GERCB	RCG	GELMA	GELMB	LMG	GEMCA	GEMCB	MCG	COMPL
1	M	Black	39.0	YES	8	12.2	12.9	NO	12.9	12.9	NO	12.9	12.5	NO	NO
2	M	Black	39.0	YES	6	5.4	5.8	NO	4.0	4.0	NO	5.0	.	NO	NO
3	M	Black	30.0	YES	7	4.0	4.0	NO	4.0	4.0	NO	6.6	5.0	NO	NO
4	F	Black	39.0	YES	7	6.5	5.4	NO	4.8	4.5	NO	7.2	5.4	NO	NO
5	M	Black	33.0	YES	9	4.0	4.0	NO	4.0	4.8	NO	4.3	4.3	NO	NO
6	F	Black	37.0	YES	8	5.7	5.0	NO	4.8	5.6	NO	7.5	7.2	NO	NO
7	M	Non-Minority	36.0	YES	8	7.3	6.9	NO	4.5	4.8	NO	5.0	5.4	NO	NO
8	M	Black	39.0	YES	7	5.7	5.8	NO	4.3	5.0	NO	7.8	8.0	NO	NO
9	F	Black	37.0	YES	8	8.3	8.5	NO	6.1	6.7	NO	6.1	6.6	NO	NO
10	M	Black	39.0	YES	7	5.3	4.3	NO	4.0	4.0	NO	5.4	5.8	NO	NO
11	M	Black	37.0	YES	7	12.9	4.6	NO	10.1	4.3	NO	8.0	4.3	NO	NO
12	M	Black	39.0	YES	8	12.2	12.9	NO	9.5	10.1	NO	8.2	7.8	NO	NO
13	F	Black	33.0	YES	7	9.1	8.5	NO	7.9	7.3	NO	7.8	8.7	NO	NO
14	F	Black	36.0	YES	7	4.0	4.0	NO	4.0	4.0	NO	5.0	4.3	NO	NO
15	M	Black	38.0	YES	9	7.3	6.2	NO	4.0	4.0	NO	7.4	7.2	NO	NO
16	F	Black	39.0	YES	7	12.2	12.9	NO	10.1	10.1	NO	8.7	9.6	NO	NO
17	M	Black	37.0	YES	8	4.6	4.9	NO	4.0	5.3	YES	5.0	6.8	YES	YES
18	M	Black	39.0	YES	7	9.1	12.2	YES	6.1	6.1	NO	7.3	7.2	NO	YES
19	F	Non-Minority	39.0	YES	7	5.8	7.7	YES	6.7	6.7	NO	8.5	8.3	NO	YES
20	F	Black	.0	YES	7	8.9	8.7	NO	9.5	10.8	YES	7.8	7.7	NO	YES
21	M	Black	34.0	YES	7	5.0	7.7	YES	4.5	4.3	NO	7.2	6.4	NO	YES
22	M	Black	36.0	YES	8	9.9	12.9	YES	7.9	10.1	YES	7.5	8.3	NO	YES
23	F	Black	38.0	YES	8	5.3	4.0	NO	4.3	7.3	YES	7.4	6.4	NO	YES
24	F	Black	33.0	YES	7	6.5	7.7	YES	7.9	5.6	NO	6.8	6.8	NO	YES
25	F	Black	33.0	YES	8	9.6	12.9	YES	8.4	9.5	YES	8.1	8.5	NO	YES
26	M	Black	34.0	YES	10	5.6	8.5	YES	4.3	5.0	NO	5.0	4.3	NO	YES
27	F	Black	33.0	YES	7	4.0	4.3	NO	4.0	5.6	YES	4.3	4.3	NO	YES
28	M	Black	38.0	YES	8	5.2	5.6	NO	4.3	4.5	NO	5.8	6.8	YES	YES
29	F	Black	35.0	YES	8	4.6	4.9	NO	4.0	6.1	YES	6.4	7.4	YES	YES
30	F	Black	35.0	YES	8	4.7	5.6	NO	4.5	4.3	NO	6.6	8.7	YES	YES
31	M	Non-Minority	39.0	YES	8	6.0	8.1	YES	4.3	6.1	YES	7.5	6.8	NO	YES
32	M	Black	39.0	YES	7	7.7	12.2	YES	9.0	9.5	NO	7.5	7.5	NO	YES
33	M	Black	37.0	YES	9	8.7	12.9	YES	4.5	8.4	YES	8.1	7.8	NO	YES
34	F	Black	33.5	YES	8	8.9	8.3	NO	7.9	9.5	YES	7.7	7.2	NO	YES
35	M	Black	37.0	YES	7	9.3	9.3	NO	6.1	7.3	YES	7.5	8.0	NO	YES
36	F	Black	34.0	YES	9	8.7	8.3	NO	6.1	6.7	NO	10.3	11.7	YES	YES
37	M	Black	37.0	YES	7	5.8	9.6	YES	4.8	6.1	YES	7.7	8.1	NO	YES
38	M	Black	32.0	YES	7	4.6	6.2	YES	4.0	4.3	NO	6.8	7.3	NO	YES
39	M	Black	38.0	YES	8	5.6	6.0	NO	5.6	6.7	YES	8.0	8.0	NO	YES
40	M	Black	36.0	YES	7	4.9	6.0	YES	4.0	4.0	NO	5.0	5.0	NO	YES
41	M	Black	37.0	YES	7	8.1	9.1	YES	7.9	9.5	YES	6.8	6.8	NO	YES
42	M	Black	39.0	YES	8	5.3	5.8	NO	4.3	6.1	YES	7.4	7.4	NO	YES
43	F	Black	33.0	YES	7	6.0	8.3	YES	4.0	5.6	YES	5.4	6.8	YES	YES
44	F	Black	35.5	YES	8	5.0	7.3	YES	5.3	9.0	YES	7.2	7.2	NO	YES
45	F	Black	35.0	YES	8	5.6	7.7	YES	4.0	5.0	YES	4.3	7.2	YES	YES

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1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

Data Used for Analysis - Valid Attendance and Post-CTBS

OBS	SEX	ETHNIC	ATTEND	ATT	AGEGR	GERCA	GERCB	RCG	GELMA	GELMB	LMG	GEMCA	GEMCB	MCG	COMPL
46	M	Black	39.0	YES	8	4.0	4.0	NO	4.0	4.0	NO	4.3	5.4	YES	YES
47	F	Black	39.0	YES	7	12.9	12.2	NO	9.5	12.9	YES	8.7	9.3	NO	YES
48	F	Black	35.0	YES	7	4.0	4.0	NO	4.0	5.6	YES	6.1	5.4	NO	YES
49	F	Black	38.0	YES	7	7.3	6.5	NO	6.1	7.3	YES	8.2	9.3	YES	YES

N = 49

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1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

More Analysis Data - Content Area

OBS	CONTARE1	CONTARE2	CONTARE3
1	Reading Comprehension		
2	Reading Comprehension	Language Mechanics	
3	Reading Comprehension	Language Mechanics	
4		Language Mechanics	
5	Reading Comprehension	Language Mechanics	
6	Reading Comprehension	Language Mechanics	
7		Language Mechanics	
8	Reading Comprehension	Language Mechanics	
9		Language Mechanics	
10	Reading Comprehension	Language Mechanics	
11	Reading Comprehension		
12	Reading Comprehension		
13	Reading Comprehension		
14	Reading Comprehension	Language Mechanics	
15		Language Mechanics	
16	Reading Comprehension		
17	Reading Comprehension	Language Mechanics	
18		Language Mechanics	
19		Language Mechanics	
20	Reading Comprehension		
21	Reading Comprehension	Language Mechanics	
22	Reading Comprehension		
23	Reading Comprehension	Language Mechanics	
24		Language Mechanics	
25	Reading Comprehension		
26	Reading Comprehension	Language Mechanics	
27	Reading Comprehension	Language Mechanics	
28	Reading Comprehension	Language Mechanics	
29	Reading Comprehension	Language Mechanics	
30	Reading Comprehension	Language Mechanics	
31	Reading Comprehension	Language Mechanics	
32	Reading Comprehension		
33		Language Mechanics	
34	Reading Comprehension		
35		Language Mechanics	
36		Language Mechanics	
37	Reading Comprehension	Language Mechanics	
38	Reading Comprehension	Language Mechanics	
39	Reading Comprehension	Language Mechanics	
40	Reading Comprehension	Language Mechanics	
41		Language Mechanics	
42	Reading Comprehension	Language Mechanics	
43		Language Mechanics	
44	Reading Comprehension	Language Mechanics	
45	Reading Comprehension	Language Mechanics	

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1992 PIC DATA ANALYSIS

<<<<< EVALUATION SAMPLE - Fast Track Data >>>>>

ATTEND>=30 Days, Valid CTBS Pretest and Posttest Scores (At Least One Pair)
See the PIC Proposal, "7. Evaluation"

More Analysis Data - Content Area

OBS	CONTARE1	CONTARE2	CONTARE3
46	Reading Comprehension	Language Mechanics	
47	Reading Comprehension		
48	Reading Comprehension	Language Mechanics	
49		Language Mechanics	

N = 49

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