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A study to determine the effectiveness of Chapter I in the Sidney city schools: between the years 1994 and 1995

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A STUDY TO DETERMINE THE EFFECTIVENESS OF CHAPTER I IN THE SIDNEY CITY SCHOOLS

between the years 1994 and 1995

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The undersigned have examined this research project entitled "A Study To Determine The Effectiveness Of *Chapter I* In The Sidney City Schools" presented by Ann Bennion and Michele Raterman as candidates for the Educational Specialist Degree, and hereby certify that in their opinion it is worthy of acceptance.

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CHAPTER I

Introduction

This study took place in the Sidney City Schools in Sidney, Ohio, during the school year 1994-95. The public school population was approximately 4,116 students. The Sidney City School system included six elementary schools, two middle schools and one high school. The district-wide poverty ratio, based upon the proportion of pupils receiving free and reduced priced lunches, was approximately 25.63 percent. Sidney has three elementary buildings eligible for *Chapter I* funding and three elementary buildings not eligible.

Chapter I is a federally funded compensatory program for educationally disadvantaged children. It is authorized by the Elementary and Secondary Education Act. Public school districts are allotted funds to provide supplemental instruction for these students. *Chapter I* in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance and Division of Special Education.

Schools on the local level qualify for *Chapter I* funds according to the number of participants in the free and reduced price lunch program. Students enrolled in eligible buildings were those whose ratio of pupils from low-income families is equal to or greater than the district-wide ratio. Any child who qualified for *Chapter I* in a qualified building was served regardless of whether that child was entitled to receive free or reduced lunches.

In Sidney, *Chapter I* in 1994-95, assisted children in reading instruction. The local district did a needs assessment annually to determine what subjects and grade levels should be taught.

Input was sought from parents, teachers, and administrators to make this determination. At the time of this survey, Sidney City Schools needs assessment showed reading to be the area having the most need for remedial work.

The purpose of this study was to compare the reading achievement of two comparable populations--one eligible and having received *Chapter I* reading instruction and one eligible, but who did not receive *Chapter I* reading instruction.

Chapter I remedial reading programs operated within three eligible elementary schools: (1) Lowell Elementary contained grades K through 4 with one classroom for each grade level and an extended day kindergarten, (2) Central Elementary was similar to Lowell, with one each of grades K through 4 and an extended day kindergarten, and (3) Longfellow Elementary contained 3 sections each of grades 1 through 4 with 3 sections of kindergarten and an extended day kindergarten.

All five of the *Chapter I* instructors serving the *Chapter I* schools were trained in *Reading Recovery* procedures. *Reading Recovery* is an early intervention program for young children having the greatest difficulty in beginning reading. Four paraprofessionals assisted the teachers. These aides had no formal training, but all have been trained on-the-job by the *Chapter I* teachers and all have worked in the Sidney City Schools for a number of years. The *Chapter I* staff served fifty-two students a day in grade one. Reading instruction was delivered mainly as a pull-out program; however, some in-class instruction was implemented when it was deemed in the best interest of the students. The children received group instruction from the *Chapter I* teacher while the paraprofessionals reinforced previously taught concepts on a daily basis. The students who were served at Lowell and Longfellow Schools received thirty minutes of

instruction each day. The daily schedule at Central School allowed the *Chapter I* students to receive forty minutes of instruction each day. In addition to daily informal assessments, the *Reading Recovery* diagnostic survey was administered at nine-week intervals to reveal more concrete evidence of progress.

Students were assessed for *Chapter I* services in the spring of their kindergarten year. A multicriteria form listing desired behaviors for kindergarten students was scored by the kindergarten teacher. The teacher then referred those students who were deficient in these behaviors to the *Chapter I* program. Those qualifying were ranked according to need and then placed on a priority list. If a child entered first grade without a qualifying score, the first grade teacher completed the same multicriteria form if the teacher "felt" *Chapter I* services were needed.

To aid teachers in making reliable decisions regarding eligibility, multicriteria forms were used to qualify students. These forms were devised by the kindergarten and first grade teachers, as well as, the *Chapter I* teachers and coordinator. The first grade report card was developed by the first grade teachers and the curriculum director. The 1994-95 school year was a pilot year for the use of this grade card.

The following tables describe the number of eligible *Chapter I* children in the elementary schools' first grades, whether they were male or female, on free or reduced lunch, and the amount of instructional time allotted if served by *Chapter I.*

TABLE I

Sidney Schools Served by *Chapter I*

School	*Chapter I* Eligible Students	Served	*Reading Recovery* Students	M	F	Free or Reduced	Daily Minutes Per Class
Lowell	n=9	n=9 100%	n=8 89%	n=7 78%	n=2 22%	n=6 66%	30
Longfellow	n=30	n=30 100%	n=16 53%	n=12 40%	n=18 60%	n=23 73%	30
Central	n=13	n=13 100%	n=12 92%	n=6 46%	n=7 54%	n=11 85%	40
Total	n=52	n=52	n=36	n=25	n=27	n=40	--

TABLE 2

Sidney Schools Not Served by *Chapter I*

School	*Chapter I* Eligible Students	Served	*Reading Recovery* Students	M	F	Free or Reduced	Daily Minutes Per Class
Parkwood	6	0 0%	0 0%	n=4 67%	n=2 33%	n=2 33%	0
Whittier	15	0 0%	0 0%	n=7 47%	n=8 53%	n=6 40%	0
Emerson	18	0 0%	0 0%	n=9 50%	n=9 50%	n=5 28%	0
Total	39	0	0	n=20	n=19	n=13	0

The three underserved schools were: (1) Whittier Elementary, which contained three sections each of grades 1 through 4 and two kindergarten classes, (2) Parkwood Elementary, which contained one class each of grades K through 4 and an extended day kindergarten, and (3) Emerson Elementary, which contained four sections each of kindergarten, grades 1, 3, 4, and three sections of grade 2.

Because these three schools did not offer *Chapter I* services, students who could normally qualify for *Chapter I* reading support but did not receive access to these services, made this study possible.

Significance of the Problem

Chapter I reading instruction improves reading achievement (*Chapter I* In Ohio, 1994). Effectiveness of the *Chapter I* program must be documented at the local level for expenditures to be justified. Because student performances are recorded and are kept on-file for when the *Chapter I* consultant visits the local school district, *Chapter I* program efficiency can be fairly evaluated and justified.

This study provided the district with information that compared the reading gains of eligible first grade *Chapter I* participants with program eligible nonparticipants. In addition, however, it evaluated the appropriateness of forms and procedures used to evaluate the effectiveness of *Chapter I* offerings.

Purpose of the Study

Since 1988, *Chapter I* reading in the Sidney City Schools has attempted to find more effective ways of increasing student achievement. This study provided the researchers information concerning program efficacy.

The data used in preparation of this project might be helpful to the local school district in making program decisions. The question to be answered from this study is, "Does *Chapter I* reading instruction in grade one of the Sidney City Schools change reading achievement?"

Summary

It was hypothesized that there would be differences between the reading gains of the served and underserved students. Therefore, the null hypothesis became there will be no statistical difference in the assessed reading scores of the students provided with *Chapter I* services and those not provided the services.

All students were initially assessed in the spring of their first grade year using the same multifaceted criteria to determine eligibility at the end of their kindergarten year. (See Appendix A). These criteria were used to compare growth of the served and underserved student groups.

This study also compared assessment scores received on the students' grade cards. (See Appendix B). Numerical values were given to the symbols *plus* (demonstrates mastery/strength), *check* (developing), and *minus* (needs improvement) used on the grade card to show progress in skill areas. The first nine-weeks marks were used as a pre-test score. These scores were then compared to the fourth quarter grading period evaluations as a post-test score.

Furthermore, this study evaluated the multicriteria form and the first grade report card as to whether these instruments were reliable. A survey of the Sidney teachers who participated in devising the multicriteria form was evaluated to ascertain whether these

same teachers believed the form to be a reliable indicator of a student's readiness skill level. In addition to this survey, the Sidney multicriteria form was compared with similar forms from surrounding school districts. A second survey obtained input from first grade teachers in the Sidney school district regarding their perceptions of the first grade report card as a reliable evaluation instrument. Again, comparisons were made between the Sidney first grade report card and those first grade report cards from surrounding school districts.

Definition of Terms

Chapter I - A provision of the Elementary and Secondary Education Act, 1965, that authorizes a federally funded compensatory program for educationally disadvantaged children.

Experimental Groups - *The Chapter I* groups eligible to receive the treatment or instruction.

Control Groups - The groups who qualified but were not provided specialized treatment or instruction, (i. e. *Chapter I* or *Reading Recovery*).

Qualifying Instrument - Multicriteria form that reflects 22 kindergarten reading readiness skills.

Grade Card - Twenty-one reading strategies and comprehension skills that reflect *strength, developing*, and *needs improvement.*

Independent Variable - The manipulated variable. *Chapter I* instruction including *Reading Recovery* techniques.

Reading Recovery - An intense, one-on-one, early intervention program for young children having difficulty in beginning reading.

Dependent Variables - The dependent variables were the scores from the multicriteria form, the grade card, and attendance.

Reading Recovery Observational Survey - An instrument that measures letter and word knowledge, concepts of print, writing vocabulary, hearing sounds in words, and text reading ability.

Reliability - In measurement, the extent to which it is possible to generalize from an observation of a specific behavior observed at a specific time by a specific person to observations conducted on similar behavior, at different times, or by different observers.

Hawkins-Stafford Amendments - Amendments to the *Chapter I* reauthorization of 1988 that required changes in the program. All programs had to produce achievement growth. Gains had to be sustained over time. Achievement gains had to focus on reading comprehension.

Assumptions and Limitations

A limitation for this study was that only student performance data for the school year 1994-95 was used in this research. Furthermore, only currently used forms were used to record student performance. Thus, the findings from this study may not always be generalizable to other classes and years. As additional data are gathered using different forms, repeated measures over time may be employed to determine if findings of this research remained consistent.

Another assumption which might affect reliability in a detrimental way might be the lack of uniformly applied teacher assessment procedures. In other words, one teacher's mastery level may differ from another teacher's mastery level rating.

CHAPTER II

Review of Literature

The Importance of Improving Instruction With Early Interventions

Richard Allington (1994) contended that American schools are doing quite well at what society once wanted them to do, but today society wants schools to accomplish more than in the past. As a result, Allington claimed society now expects schools to educate all students to levels of proficiency expected historically of but a few.

It is time to reject the notion that only a few children can learn to read and write well, mainly advantaged children. Allington (1994) suggested that schools should be restructured in order to better serve disadvantaged children. He stated that limited experience with limited ability is one mistake that sometimes occurs even before the child actually arrives at school.

Once in school, children who read little are the children least likely to read well and the most likely to be described in terms such as at-risk, immature and slow. Allington stated they experience lessons designed in ways that restrict how much reading they do in school.

Allington (1994) further stated that sheer quantity of reading experience is an important factor in children's literacy development. Most intervention programs for limited-experience children have not emphasized substantial opportunities to read, write, and listen to stories. The focus has been mainly on skill lessons which have occurred in

reading groups. In recent years, however, the trend has been to eliminate reading groups in some elementary schools and instead implement whole language instruction.

Traditional remedial programs report student gains, but children seldom catch up with their peers, and there is no evidence of long-term effects from such efforts (Carter, 1984). According to Astrein, Fraser, and Steinberg (1984) pull-out programs are inefficient, they segregate slow learners and stigmatize them. Typical tutoring sessions focus on basic skills, mechanically defined. Expectations for the pull-out students are reduced. They are deluged with worksheets and drills that would stifle any child's love of learning. If students leave general instruction merely to participate in compensatory programs that do not involve meaningful reading and writing, they may be better off without such programs (Astrein et. al., 1984).

Goodman (1986) suggested that the real answer to this problem was to reshape regular classroom instruction toward a whole language model. He stated that this kind of curriculum provides students with meaningful ways to use written language. Whole language approaches are ideally based on the idea that children are better able to build on their strengths when they are engaged in talking, reading, and writing that are linked to meaningful and relevant personal experiences.

Further support for the practice of teaching from whole to part came from a study by Adams (1990) in which she urged a balance between phonics and whole language. Phonics is only one of the parts in learning to read. It can best be learned in the context of reading whole books or whole texts in which the meaning is complete.

Strickland and Morrow (1989) stated that learning to read and write are interrelated processes that develop simultaneously with oral language. The language processes of listening, speaking, reading, and writing develop in an interdependent manner. For these processes to continue to develop, however, Strickland and Morrow claimed that teachers perhaps should be real readers and writers. The curriculum also must be interesting, meaningful, whole, and relevant to the learners. Goodman (1986) noted that in homes children learn oral language without having it broken into simple, little bits and pieces. Keeping it whole and purposeful seems to make it easier to learn. A safe, nurturing environment that promotes social interaction and collaboration also must be provided (Routman, 1991).

Madden, Slavin, Karweit, Dolan and Wasik (1991) claimed that failure to provide the above key elements may lead to poor motivation, poor self expectations, and poor achievement among students. Remediating learned, but wrong, information is extremely difficult. According to Madden et. al., (1991) most students enter school confident that they are going to succeed. Just nine months later, however, many formerly enthusiastic youngsters have changed their opinion because of failure in some academic aspect of first grade.

According to Madden et. al. (1991), the time to provide additional help to children who are at-risk of school failure is early on when they are still motivated and confident. The goal of *Chapter I* and other compensatory education programs should be to see that all these children leave the primary grades as confident, as eager, and as motivated as when they first entered school.

According to Clay (1985), good teaching in the regular classroom is and must be the first priority for educators. No "extra" program can compensate for poor teaching and barren classroom environments. Even skilled, caring, and knowledgeable teachers who created good learning environments, however, expressed concern about students who were not making enough progress. Clay (1985) suggested that educators should provide the necessary help, in addition to regular classroom instruction. Clay (1985) contended that all children should have access to and succeed in acquiring the full range of information they need to become effective readers and writers.

Many at-risk children have not had the literacy experiences necessary to provide a framework for the instruction they receive in school (Heath, 1993). Children who have not been read to at home may not connect read-aloud stories with the visual aspects of print. The classroom teacher, according to Heath, soon realizes that at-risk students, lacking such exposures, cannot fully participate or succeed in most classroom literacy activities.

Slavin (1991) also noted that in the early grades, performing below grade-level expectations in reading was the primary reason for retention. Slavin stated that the importance of reading success in the early grades is apparent to anyone who works with at-risk students. No goal of reform is as important as seeing that all children start their school careers with success, confidence, and a firm foundation in reading. Failure in the early grades virtually guarantees failure in later schooling. According to Slavin (1991), evidence suggests that reading failure is preventable for nearly all children. Even the portion of those who are typically categorized as learning disabled can be assisted to

succeed with early interventions. *Chapter I* is one logical program which gives schools serving disadvantaged students the resources and programs necessary for all children to read. *Reading Recovery* provides at-risk first graders with one-to-one tutoring from specially trained and certified teachers. It has been found to increase these students' achievement substantially (Slavin 1991). Slavin believed, however, the best way to prevent students from falling behind is to provide them with top-quality instruction in the regular classrooms, which includes intensive, small group instruction.

Clay (1979) also argued that early intervention for children who have problems learning to read is crucial to children's later success. Considering how much progress the average reader makes in reading between the first and last days of first grade, it is easy to see how students who fail to learn to read during first grade are far behind their peers and will have difficulty catching up (Wasik and Slavin, 1993).

Reading Recovery is one example of an early and effective intervention that has enormous potential for reducing educational expenditures such as retention, while benefitting children far more than the most common and more traditional responses to difficulties in learning to read (Binkney and Dyer, 1995).

The aforementioned literature sources all stress the need for early intervention in the prevention of reading deficiencies and retention. With appropriate interventions in the first grade and beyond, nearly all students can start off their school years with some success and a firm foundation in reading.

Improving Instruction With *Chapter I* Interventions

LeTendre (1991) asserted that if we are going to improve our educational system, the children in *Chapter I* programs are a good place to start. LeTendre said the Hawkins-Stafford Amendments of 1988, which reauthorized *Chapter I*, mandated accountability for student performance and provided opportunities for flexibility and creativity in the pursuit of performance results. The amendments stressed what teachers term as higher-order thinking skills. They mandated coordination of the *Chapter I* program with the regular program, promoting the concept that the success of disadvantaged children was the responsibility of the entire school. Finally, the amendments reinforced accountability with an increased emphasis on parent involvement. The point was to offer services that were best for students, not to provide services that were easier to document.

LeTendre (1991) further stated that student improvement must be the centerpiece of all *Chapter I* projects. He stated that standards must be set higher. *Chapter I* children should be succeeding in the regular program and exhibiting grade-level proficiency, not only in basic skills, but in advanced skills as well.

Wasik and Slavin (1993) agreed that modest effects of traditional *Chapter I* pull-out programs and the loosening of restrictions on uses of *Chapter I* funds have contributed to a broader range of services being provided under *Chapter I* funding.

According to Allington (1994) *Chapter I* has in the past, not always been successful. Children's performance sometimes improved only modestly, while failing to foster advanced literacy proficiencies. The program was designed as pull-out, which operated during the regular school day. Thus, no additional instructional time was made available.

Usually groups of five to seven were removed from the regular classroom during some part of reading and language arts instruction and provided reading instruction that was no more intensive or personalized than that provided by the classroom teacher.

Allington (1994) further noted that the redesign discussions should focus on how to expand instructional time, how instruction might be better personalized for students and how intensity of the intervention could be increased. Allington's suggestion were: First, reemphasize the importance of the classroom teacher and classroom lessons in developing literacy in all children. Second, schools must reorganize the school day and week with uninterrupted blocks of time to teach. Allington's third suggestion was to replace the broad curriculum of today with a deeper curriculum, one that develops deeper levels of integrated understanding of far fewer topics. He also suggested that classrooms should be well-equipped with more literature and that teachers should be supported by professional development activities. Allington's fifth and final suggestion was to reformulate the processes of evaluating student learning.

Slavin and Madden (1989) also concurred that pull-out *Chapter I* programs provided instruction that was poorly integrated with students' regular classroom instruction so that the pull-out situation was probably a very limited change in instructional strategy to make much of a difference. Students' regular classroom instruction was disrupted by the pull-out program and was not "in addition to" the regular classroom instruction. Slavin and Madden also contended that when a student is placed in *Chapter I* services, that student becomes labeled as at-risk of failing to complete his or her education with an adequate level of skills.

Growing awareness of the disadvantages of pull-outs has led to increasing use of in-class models, in which *Chapter I* teachers and aides work right in the regular classroom. Yet, according to Slavin and Madden (1989), such in-class models are no more effective than pull-outs unless there has been a change in instructional strategy.

Plisko and Scott (1991) also stated that *Chapter I* could be much more meaningful than it is. It could prevent learning problems rather than merely react to them by remediating problems that are already serious. It could ensure literacy for every child. It could become a major force in bringing effective programs into schools serving disadvantaged students.

Some general principles of effective intervention programs, according to Slavin and Madden (1989), are: First, effective programs should be comprehensive. Comprehensive programs are detailed, systematic, well-planned approaches to instruction. Second, these programs should be intensive; that is, using one-to-one tutoring, or individually adapted computer-assisted instruction. Third, effective programs should frequently assess student progress. The results of the assessments should be used to modify groups or instructional content to meet students needs (Slavin and Madden, 1989).

Smith (1990) asserted that children are mistakenly referred to as being members of "good groups" and "poor groups" when actually what is being described is their speed of learning, not their competence to learn. It might be more appropriate to refer to the amount of time a learner takes to complete a reading task, rather than using qualitative labels such as; *good, best*, or *poor* reader.

Bloom (1988) claimed that stretching the learning time to match the students' learning speed is central to the reform of education. By shifting the perspective to the time it takes a student to learn, the focus and approach to teaching may change. If the premise that all students are capable of learning to read, but some require a longer learning to read time is accepted, then the search may begin for ways to adjust teaching to match the learner's speed.

Smith's (1990) guidelines for slow readers were: First, use age-appropriate content. Even though these students read below their age-mates, they do not need baby books. Their interests are the same as those of their peers. Second, build background and highlight key concepts. Smith suggested that one way to do this would be to use story and vocabulary webbing. Third, he believed that assignments should be kept short. Smith's fourth guideline was that teachers should focus on only a limited number of skills and strategies at any one time. One technique would be to reduce the number of pages and new vocabulary items introduced. His last guideline was to practice the chosen objective to achieve success. These adjustments should, according to Smith, accompany at-home reading and a variety of classroom reading experiences to improve fluency and to maintain interest in reading.

Standerford (1993) reported how *Chapter I* programs should be restructured to provide more timely supplemental support within the classroom. The purpose of these changes, according to Standerford, was to raise expectations for *Chapter I* students' performance and to provide the support needed for greater student success with challenging literary activities. As a result of the restructured program, expectations of

teachers and of the *Chapter I* students themselves increased. Many of the students became valued members of their own classrooms as their literacy levels improved and as their perceptions of themselves as literate people increased. Scheduling was created to allow for a greater amount of time in class for the *Chapter I* teacher. Students' needs were also met by collaborative planning, structuring lessons differently, and organizing students in peer supportive groups. According to Standerford, this type of planning allows teachers to become researchers of their own practice with the goal of better meeting all *Chapter I* students' needs.

Standerford (1993) suggested that group work requiring cooperation could be one way to restructure lessons to meet the needs of *Chapter I* students. This would allow these students to succeed at a level beyond which they could succeed independently.

Some research has indicated that teachers, schools, and certain programs do make a difference in the academic gains of students according to Stringfield, Billig, and Davis (1991). Schools can make a difference where there is a statement of clear goals; when a positive climate is maintained; when evaluation results are used to design and drive educational activities; and, where administrative leadership remains committed to educational success. Teachers can make a difference by restructuring academic learning time, by using interactive instruction, and by thoughtful use of praise. Effective *Chapter I* services can be comprehensive, intensive, adapted to individual needs and frequently assess student progress. Intelligent use of research can also help to make a difference.

Equally important, according to Stringfield et. al., is the coordination of *Chapter I* services with the activities of parents and classroom teachers. These processes are not

simple, but educators can use them to instill meaningful improvement in the education of many disadvantaged children.

The 1994 reauthorization of *Chapter I* continues to move the focus of the program away from providing supplemental instructional support toward an emphasis on building the capacity of schools to serve the at-risk child better (Walmsley and Allington, 1995). The authors recommended some principles to guide instructional support programs: First, all staff are responsible for the education of all students. Second, all children are entitled to the same literacy experiences, materials, and expectations. Much of the difference in reading strategy between high- and low-achievement readers can be explained by the differences in the instructional task emphasized.

Walmsley and Allington's (1995) third principle was that children should be educated with their peers for the most part except when short-term, intensive, personalized instruction seems justified. Fourth, the literacy curriculum should include reading skills and the reading of full-length material, including in the content area, so as to access knowledge. Fifth, high-quality instruction should take place by teachers who have expertise in how literacy develops, and how to facilitate it. Last, an organizational infrastructure should be in place that supports the teaching of literacy.

Madden et. al. (1991) also argued that *Chapter I* should be focused on guaranteeing literacy for all students, on staff development to enable regular classroom teachers to use effective strategies with disadvantaged and at-risk children, and on assessment and

accountability to help focus the school's attention on the progress of its most vulnerable learner. *Chapter I* must shift from an emphasis on remediation to an emphasis on prevention.

McIntyre (1992) asserted that low socio-economic status children sometimes arrive at school with minimum knowledge and that this has an impact on their success in learning to read in the first two years of schooling. These children had difficulty learning enough to make sense of abstract, skill-based instruction. McIntyre apparently believed that individual attention and specific literacy instruction offered hope for these students. If children come to school inexperienced or immature, then specific instruction at each child's developmental level may be what is needed. The attitude of the teacher is also important in this undertaking.

Binkney and Dyer (1995) suggested that alternative *Chapter I* interventions would substantially increase the intensity of instructional services offered and thereby accelerate achievement. While increasing intensity may increase short-term educational costs, it may be possible to substantially reduce program participation time. This would have the potential for long-term cost savings.

Winfield (1995) also concurred that *Chapter I* programs need to move to a more integrated focus on improving the core curriculum instruction for all students. High-poverty schools create needs for direct, more intensive professional development in collaborative teaching models, subject-matter instruction, and high-quality educational interventions for *Chapter I* students. All this involves change, and change is not always easy. Change may require a substantial investment of time and energy by building staff,

and shifts in attitudes, beliefs, and roles. Allington (1993) agreed that changing the instructional environment of poor readers to approximate more closely that of good readers offered the potential for improving the reading skills of students in the lower groups.

Helping the child succeed in the regular classroom should be the fundamental role of *Chapter I* services (Underwood and Stringfield, 1991). This may include providing supplementary instruction for the disadvantaged child. The focus should remain on over-all school improvement and accountability. *Chapter I* educators need to reflect on what they are doing and why. Special programs need to be pulled together so that they work for all children. Meaningful improvement comes only through commitment based on careful reflection.

Doyle and Cooper (1988) stressed that until *Chapter I* is recognized as only part of a total school program, that until federal efforts are harnessed to local efforts to improve schools, and that until schools themselves have a strong and effective program, then it cannot be successful.

Other means of making *Chapter I* effective are:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on reading skills.
- Coordination with classroom instruction.
- Reliance on school principals as instructional leaders.

- Support by local boards of education with additional funds for *Chapter I* purposes.
- Meaningful parental involvement (*Chapter I* in Ohio, 1994).

Literature sources concerning *Chapter I* programs stress the need for continuing to search for more effective ways to serve disadvantaged and at-risk students. Not only must *Chapter I* strive for improvement, but schools themselves must also have effective programs. Student improvement must be the focus of both *Chapter I* and school programs.

Improving Instruction with *Reading Recovery* Interventions

Boehnlein (1987) stated that children who do not learn to read by the end of first grade will fail to achieve in almost all other areas of the school curriculum. Reading failure causes children an immense loss of self-esteem during school years. The needs of such low-performing children may require additional schooling and remedial service. Thus, they may become expensive educational liabilities.

Boehnlein (1987) explained that *Reading Recovery* is one approach that identifies pupils who are at-risk of failing early in the first grade, and then uses intensive instruction to catch them up to the average or above-average level of their classmates. The early intervention program stresses the need to intervene before children's poor habits become difficult to change and block future learning. Most important, children develop independent reading strategies that enable them to learn at an average level in their regular classroom. *Reading Recovery* lessons have one clear goal: to accelerate the

child's learning at a faster rate than the learning in the classroom. Without accelerated learning, the child would never catch up to or exceed classmates.

Boehnlein (1987) further stated that research shows good readers use specific strategies that are learned in *Reading Recovery* lessons. First, the student learns to control directional movement, left to right and top to bottom. Second, the student should use book language and develop memory for text. The third strategy is getting meaning from structure. Self-correcting nonsensical errors is the fourth strategy. The final strategy is cross-checking confusions or errors using meaning, visual, and auditory cues.

Boehnlein (1987) also noted that *Reading Recovery* is an early intervention program for young readers who are experiencing difficulty in their first year of reading instruction. The program is designed to serve the lowest achieving readers in a first-grade class. These lessons do not take the place of good classroom instruction. *Reading Recovery* is *"something extra"* according to Boehnlein. It is not intended to be a long-term or permanent program. Teachers provide daily, thirty-minute lessons for about twelve to twenty weeks. During each lesson, teachers work hard to be sure that children are actively involved in reading and writing. According to Pinnell, Fried, and Estice, (1990) a *Reading Recovery* lesson includes the following components: (1) Reading of familiar stories. (2) Taking a running record of text reading. (3) Working with letters. (4) Writing a message or story. (5) Reading a new book.

Reading Recovery is not a quick fix or easy answer. The program requires hard work, a long-term commitment, and a willingness to solve problems. Teachers of children understand that even children appearing to know very little can learn to be good

readers. Instruction in beginning reading must include massive amounts of reading and writing. The most effective texts to support young readers do not have controlled vocabulary, but present real stories with language close to the child's own. The most powerful teaching builds on competence instead of deficits. Children must be assisted to learn the "how to" of the reading process rather than specific, sequenced bits of information presented in isolated ways (Pinnell et. al 1990).

Teachers of teachers understand that teachers can change their views and expand their theories, but they need long-term staff development and a supportive group in which to articulate understandings and get feedback on teaching decisions. Teaching is a decision-making process that involves systematic observation, in-depth analysis, hypothesis testing, and self-evaluation. Teachers also understand that teaching is learning and that every child is different (Pinnell et. al., 1990).

Lyons (1990) described *Reading Recovery* as the first opportunity for avoiding the mislabeling of young children as at-risk learners. Over the past fifteen years, students identified as learning disabled have increased dramatically. Once labeled LD, youngsters are often stigmatized as learning disabled for a life-time (Allington and McGill-Franzen, 1989-1990).

Pianta (1990) stated that current practices on the delivery of special education services have neglected the area of prevention. He argued convincingly that initiating a prevention program may not only prevent learning disabilities, but lower the numbers of students who require special remedial programs. *Reading Recovery* is a preventive reading program that not only greatly reduces the number of first grade students

identified as LD, but is a proven, viable alternative to current practices in traditional reading programs for LD students.

Lyons (1991) made four recommendations to consider: First, educators, psychologists, parents, researchers, the media and the press need to focus greater attention on how to teach students who have not acquired beginning reading skills. Second, instructional programs should be designed around what the student knows. Begin with the student's strengths to teach the student how to use what is known. Always teach students how to learn. Third, learning disability teachers should be required to enroll in courses that examine the nature of learning and emergent literacy so that they have a foundation to understand the generic concepts, principles, and theories of the learning and reading processes. Fourth, young children should not be classified as LD in order to access funding to support special education programs. *Reading Recovery* is a very successful alternative preventive program that has shown great promise in reducing the number of students diagnosed as LD in the primary grades, thus enabling remedial programs to address the needs of students with more severe learning problems (Lyons, 1991).

Lyons (1991) also stated that *Reading Recovery* is different from traditional remedial programs. It begins early and provides intensive one-to-one help. It provides long-term special training for teachers, focuses on strengths instead of deficits, immerses the child in reading and writing rather than drilling on skills and items of knowledge. *Reading Recovery* expects accelerated progress from the lowest achievers. It requires that the

instructional program be adjusted to each child's needs and makes the most of each child's strengths.

Clay (1985) noted that poor readers, although not different as learners from those perceived to be good readers, may be learning different things than good readers from classroom instruction. They may be attending to and using a narrow range of strategies or be applying their knowledge in rigid ways. For example, many poor readers simply try to "sound out" every word they encounter and do not appear to notice when their reading does not make sense. *Reading Recovery* teachers try to help children simultaneously use, or "orchestrate," a broad range of strategies. Children should be able to use many strategies to gain information. They must be flexible because the available cues may be different.

Reading Recovery is not designed as a classroom program. It is *"something extra,"* intended to be used in connection with good classroom teaching. It is intensive and detailed; the teacher provides strong support to help at-risk children read and write in the ways that most children do naturally. In fact, the structured combination of techniques used in *Reading Recovery* is unnecessary and inappropriate for many children for whom a rich classroom environment and an effective teacher are all that are needed (Clay, 1985). Clay further made the point that 80 to 90 percent *do not* require these detailed, meticulous and special *Reading Recovery* procedures or any modification of them. Children will learn to read more pleasurably without them.

Reading Recovery is not a generic name for a variety of early intervention programs in reading. It is a specifically designed set of interventions credited to Marie Clay, the

New Zealand child psychologist who conducted the initial research and put together the procedure (Pinnell, 1990).

Pinnell, (1990) stated that in the daily individual lessons, children are immersed in reading and writing as they simultaneously learn to use a range of skills in a purposeful, integrated way. Throughout the lesson, the teacher works alongside the child, observing reading and writing behavior, supporting active problem solving, helping to "untangle" confusions, and intervening to "teach for strategies," the kind of effective processes good readers use. The idea is to help students learn to use what they know how to do to get to what they do not know.

The key to the program is making effective moment-to-moment decisions while teaching intensively. Teachers prepare for *Reading Recovery* by participating in a year-long course (Clay and Watson, 1982). No time is lost in service to children, though, because teachers begin to work with children on a one-to-one basis while attending an after-school session once a week. During the inservice course, participants take turns teaching a demonstration lesson behind a one-way glass while the rest of the class observes. As the lesson proceeds, the teacher leader guides observers to talk among themselves. The "*talking while observing*" process helps teachers sharpen their abilities to observe and to make decisions "on the run" while teaching. Even after the year of training, *Reading Recovery* teachers continue to update and increase their knowledge and skills through continuing contact sessions and peer consultation.

Studies are being done to determine the effectiveness of *Reading Recovery*. According to Pinnell (1990), the research that has been done has found evidence that

Reading Recovery had both immediate and long-term effects. The immediate effects were substantial and dramatic. These findings were consistent across hundreds of replications that involved a wide variety of curricular approaches. Furthermore, the longitudinal data provide evidence that *Reading Recovery* did have long-term effects. Whether those effects will persist throughout children's school careers, regardless of circumstances at school and at home, remains unknown. It has been said that children may learn to read through *Reading Recovery*, but they do not turn into different children, even though many adopt a much more positive attitude toward school. Poor children are still poor. Highly mobile families still move. Some may still reside in families with problems. Some children's work habits may not be very good even though their reading ability has improved. Still others may continue to be discipline problems (Pinnell et. al., 1990).

Reading Recovery works well, but there is a need for a comprehensive approach that includes the following interventions for each age cohort. Preschool contact with homes and the furnishing of cheaply produced "little books" for children is the first step. Intensive staff development (comparable to the *Reading Recovery* course) for kindergarten teachers should also occur. This will enable them to teach early strategies and immerse children in reading and writing through using literature approaches and a whole language approach that includes intensive teaching and systematic assessment. Pinnell (1990) suggested that good first grade literacy programs be supported by staff development for first grade teachers. *Reading Recovery* should be implemented for those children who still need it. Diagnostic monitoring of children's progress using techniques

that assist teachers in decision making, as well as staff development for teachers in using such techniques is also necessary (Pinnell, 1990).

Adams (1990) cited *Reading Recovery* as an example of a balanced program that does a good job of helping children learn and use phonics within meaningful written contexts. It is not the only exciting new program available. *Reading Recovery*, however, can be one part of what is necessary as we endeavor to create better futures for high-risk children.

The professional development process involves continuous practice, reflection, and analysis in the presence of knowledgeable mentors. *Reading Recovery* is not something that someone else does to you or for you, it is something that you are led to do for yourself. The experiences that foster and promote adult learning in the *Reading Recovery* program are many and varied (Adams, 1990).

Jones (1990) also noted these principles underlying *Reading Recovery*: Practice is the basis of concept and theory formation. Interaction with peers is an important support for and source of learning. Teaching and learning are strategic enterprises. Adults learn through close observation of teaching and learning. Effective learners are independent learners. Learners should be continually stretched by challenge, but not so much that frustration and anxiety become counterproductive. Learners should frequently reflect upon and express in words where they have been and where they are going.

Opitz (1991) generated several hypotheses that might be used to answer the question of why *Reading Recovery* continues to be successful. First, *Reading Recovery* is successful because it is based on a theory of reading that emphasizes meaning.

Clay (1979) believed that reading is a meaning seeking, problem solving process; it is a complex behavior. According to Clay (1985), the larger the chunks of printed language the child can work with, the quicker the child learns. Thus, books used in the program are first viewed as a whole; individual pages are then read; and attention is paid to the smaller parts, i. e. words and letters.

Opitz' second hypothesis was that *Reading Recovery* is successful because each child's reading and writing behaviors are thoroughly diagnosed. Clay's Observation Survey is administered to individual children to determine what each child already knows and what needs to be learned. Third, *Reading Recovery* is successful because diagnosis is on-going and is part of the instructional process. The importance of observing children as they perform reading and writing behaviors is advocated by other reading educators.

Goodman (1978) stated that teachers function as *kid watchers*, constantly watching what children do, and that they need to respond to their actions in a manner that will help children become independent learners. Hammill (1987) noted that continual observation is of value because it can confirm or disconfirm statements or hypotheses made about a given student. McCormick (1987) added that on-going evaluation is one important characteristic of a highly successful remedial reading program.

Opitz' fourth hypothesis was that *Reading Recovery* is successful, because it provides children with more time to learn necessary reading strategies. *Reading Recovery* students receive more instruction in reading than their classmates, giving them the opportunity to accelerate faster so that they can catch up to children making average progress in their classrooms. Other researchers lend support to this aspect of *Reading Recovery*.

Kiesling (1978) found that the amount of instructional time was positively related to reading gains and that this relationship was strongest for students reading below or at grade level. Berliner's (1981) findings led him to conclude that student achievement was directly related to the amount of time students were engaged with tasks in which they were successful.

The fifth hypothesis was that *Reading Recovery* is successful because there is an emphasis on having the student read connected or "real" text. Clay (1985) noted that if the child's reading is to improve, time devoted to reading instruction should be spent on reading related activities using written language rather than on activities such as doing puzzles and writing numbers. Opitz' sixth hypothesis was that *Reading Recovery* is successful because all modalities are emphasized. Clay (1985) suggested that a variety of modalities must be used when working with individual children. Children's learning styles vary. Consequently, their programs should be designed with this in mind.

The seventh hypothesis was that *Reading Recovery* is successful because reading and writing are emphasized. Clay (1985) stated that learning to write letters, words, and sentences actually helps the child to make the visual discrimination of detail in print that he will use in his reading. Furthermore, Opitz stated that *Reading Recovery* is successful because each child is taught to be aware of the strategies used in reading. The overall goal of *Reading Recovery* is to have children become independent readers. To accomplish this goal, each child is taught to use specific strategies. The child should determine when to use a given strategy. In other words, the teacher helps the child develop the why and the how of reading.

Finally, Opitz also believed that *Reading Recovery* is successful because the teacher employs several strategies identified as being characteristic of effective teachers. Modeling and feedback are but two strategies supported by current research as being effective. Duffy, Roehler, and Herrmann (1988) described a specific modeling process that can be used to help children labeled as "poor readers." McCormick (1987) noted that feedback to students is positively related to student learning.

The literature on *Reading Recovery* as an intervention stressed the theory of the reading process as well as the intensive training *Reading Recovery* teachers must have in order for the program to be effective. It can aid in identifying at-risk children and has proven to be an effective early intervention technique.

CHAPTER III

Design

Subjects

All classroom teachers participating in this study were kindergarten or first grade teachers. Prior to using the Multicriteria Forms, the Sidney kindergarten teachers were given instructions by the *Chapter I* Coordinator on how to complete the forms. In addition, the first-grade teachers were given directions by the *Chapter I* teachers. *Chapter I* teachers reviewed the student selection form to coordinate the delivery of directions to first grade teachers.

All students participating in this study were in the first grade in the Sidney City School District during the 1994-95 school year. One group of students received *Chapter I* reading instruction plus instruction from their regular classroom teachers; these were experimental (served) groups. The other group of students were from *non-Chapter I* schools where they would have qualified for *Chapter I*, if it had been available. These were the control groups. All reading instruction for the control (underserved) groups was provided by the students' regular classroom teacher.

Data Collection

Students in the experimental and control groups were not randomly selected. The instrument that was used to qualify the students was a Multicriteria Form. (See Appendix A). The items the students were evaluated on reflected the skills that were taught in kindergarten. If a child was not referred for *Chapter I* services by the

kindergarten teacher, or was new to the school, the first-grade teacher had the option to assess the child on those skills and refer the child for the *Chapter I* program.

At the end of the first-grade year, the classroom teacher assessed the students using the same Multicriteria Form. Pre- and post-test scores were then compared to show reading gains.

A survey given to kindergarten and first-grade teachers revealed that the instructions for completing the Multicriteria Form were given by the *Chapter I* Coordinator, the building principal, or the *Chapter I* teacher. (See Appendix C).

This study also used the grade card to indicate reading achievement. The first and last nine weeks' marks were given numerical value and then compared to signify reading gains. All first-grade teachers indicated on a survey that instructions on completing the report card were given by the curriculum director, the building principal, or some other teacher. (See Appendix D).

The lowest performing students in the experimental group received *Reading Recovery*, in addition to *Chapter I* services.

Throughout the 1994-95 school year, the participants in the experimental groups received intensive reading instruction using many of the *Reading Recovery* techniques. This instruction was delivered in 30-40 minute time periods by trained *Reading Recovery/Chapter I* teachers.

Design

A research design was used where only one independent variable was manipulated. The design is illustrated as follows:

School	*1st Assessment*	*Treatment*	*2nd Assessment*
E_1	O_1	X	O_2
E_2	O_1	X	O_2
E_3	O_1	X	O_2
C_4	O_1		O_2
C_5	O_1		O_2
C_6	O_1		O_2

E = Experimental
C = Control
O = Observed Measure
X = Chapter I

This design presents the complexity of using students, six different schools, three control groups, and three experimental groups in this study. Pre assessment designated by O_1, was conducted using a multicriteria form and a report card. Post assessment designated by O_2 also used a multicriteria form and a report card.

Methodology

All students were qualified for *Chapter I* services using the same criteria. All qualified students were put on a priority list. Only those students who attended school in the eligible buildings received *Chapter I* services along with traditional classroom instruction. The students with the lowest qualifying scores in each of the eligible buildings also received *Reading Recovery* in addition to traditional classroom instruction. Sixty-nine percent of the served *Chapter I* students received *Reading Recovery* instruction.

Chapter I students received instruction in small groups, generally six students or less, for 30-40 minutes every school day. *Chapter I* students were taught also using a whole language approach using both reading and writing. Instructional elements included the reading of whole books, self-selection of books, reading aloud to the students using high-quality children's literature, group readings, the use of "big books," and writing of individual and group stories. The students had daily practice of reading aloud and took a different book home each night for extra reading practice with parents.

Reading Recovery students received one-to-one instruction for 30 minutes every day for an average of 15 weeks. When a student reached the level of reading at or above the average of the regular class, the student was discontinued and a new student would begin. Each *Reading Recovery* student's program began with an observation survey to determine what the student already knew about reading. This was followed by ten days of "In the Known" lessons in which activities were centered upon skills the student already had secured. The formal lessons which followed this period included the following elements: practice of fluent word writing, rereading of familiar texts, rereading of a book first read the day before while the teacher takes a running record, attention to specific strategies or cues used or neglected in the reading of that text, writing a sentence of the student's own choosing with close attention to saying each word slowly to hear sounds, putting the new sentence on a strip of tagboard, cutting it apart, having the student reconstruct the sentence, and finally, reading the new text. Throughout each lesson, careful observation and questioning by the teacher called the student's attention to specific cues or strategies.

When a *Reading Recovery* student was ready to be discontinued, the observation survey was again administered to measure progress. If the student needed further remediation, the child was placed in the *Chapter I* group.

CHAPTER IV

Presentation and Analysis of Data

The purpose of this chapter is to present the findings of this study. One goal of this study was to determine the effectiveness of the *Chapter I* program in the first grade. Another goal was to compare and evaluate the Sidney instrument used in qualifying students for the program with instruments from surrounding districts. A third goal was to compare and evaluate the Sidney Report Card with the cards of surrounding districts. The comparisons were done to determine if changes could be recommended in the Sidney instruments.

Effectiveness of *Chapter I* Reading Programs

The students served in *Chapter I* reading significantly improved their multicriteria achievement scores from pre-test to post-test as indicated by a dependent t test ($t=4.430$, $df=51$, $p=.005$). Their mean gain score of 9.731 indicated that students served in *Chapter I*, in addition to being provided classroom instruction, gained a significant amount of reading skills as measured by the pre and post test multicriteria scores.

The students who were not provided *Chapter I* reading services, but who received traditional instruction by classroom teachers, also significantly improved their gain scores on the multicriteria instrument as indicated by a dependent t test ($t=-5.526$, $df=38$, $p=.005$). The mean gain score of 11.411 indicated that traditional classroom instruction alone was effective for this group. The first two findings do not indicate the superiority

of *Chapter I* and reading or traditionally taught reading alone because both approaches improved statistically.

At the start of this investigation, no statistical difference existed. An independent t test indicated there was a substantial, but not a significant difference in pre-test multicriteria scores between the two groups (t=1.916, df=78.9, p=.059). The mean pre-test score for the *Chapter I* served group was 42.788, and the mean pre-test score for the underserved group was 38.974.

Differences in the approaches to teaching reading makes comparisons by approach impossible within the scope of this investigation. One should be aware that, with the psychometric limitations of the procedures used for assessment, that the control group, or traditionally taught students, started out performing lower than the *Chapter I* students on the multicriteria pre-test. The control group improved by 29.28 percent from the pre-test to the post-test. The *Chapter I* students improved by 22.74 percent from the pre-test to the post-test. While not statistically significant, such performance may be strong enough to have an impact on educational planning for future educational programs. There are problems with using such data for educational decision making. Nevertheless, this will be further developed in Chapter V.

An independent t test on post-test multicriteria scores indicated there was no significant difference between the served and underserved at the conclusion of the school year (t=0.621, df=69.1, p=0.536). The mean post-test score of the served group was 52.519, and the mean post-test score for the underserved was 50.385.

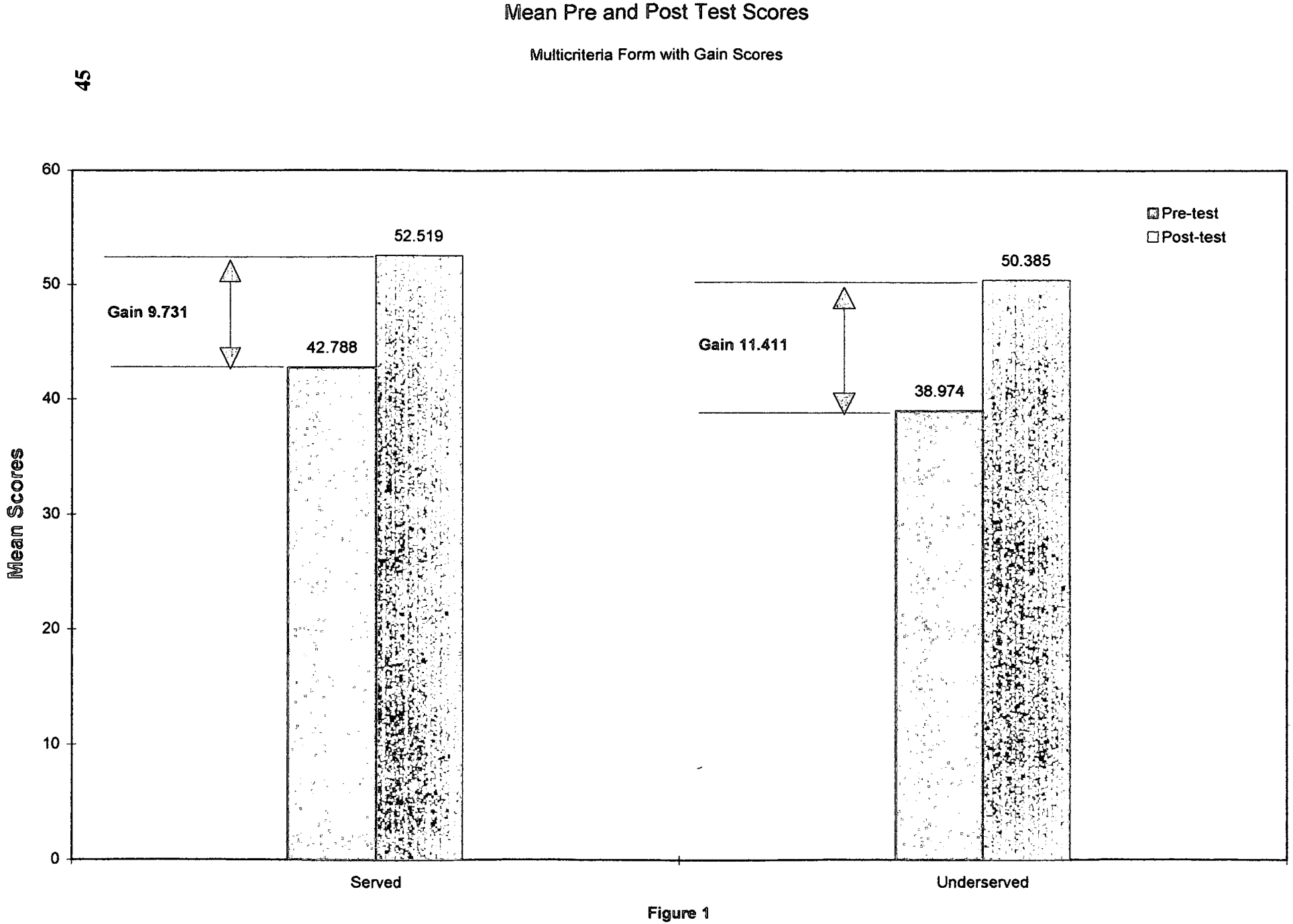

Figure 1

Figure 1 represents the mean scores on the pre and post test multicriteria form for both groups.

The Sidney school system used a combination of marks, +, ✓, and - ratings on first grade report cards. For the purpose of this study numerical values were assigned as follows:

+ = 1.0, ✓ = .5, and - = 0. For the *Chapter I* served student group, grade scores improved 45% from a mean of 11.720 to 17.030. The mean gain score was 5.308. The group not served by *Chapter I* had reading grade scores improve by 53 percent from 10.410 to 15.949. The mean gain score was 5.539.

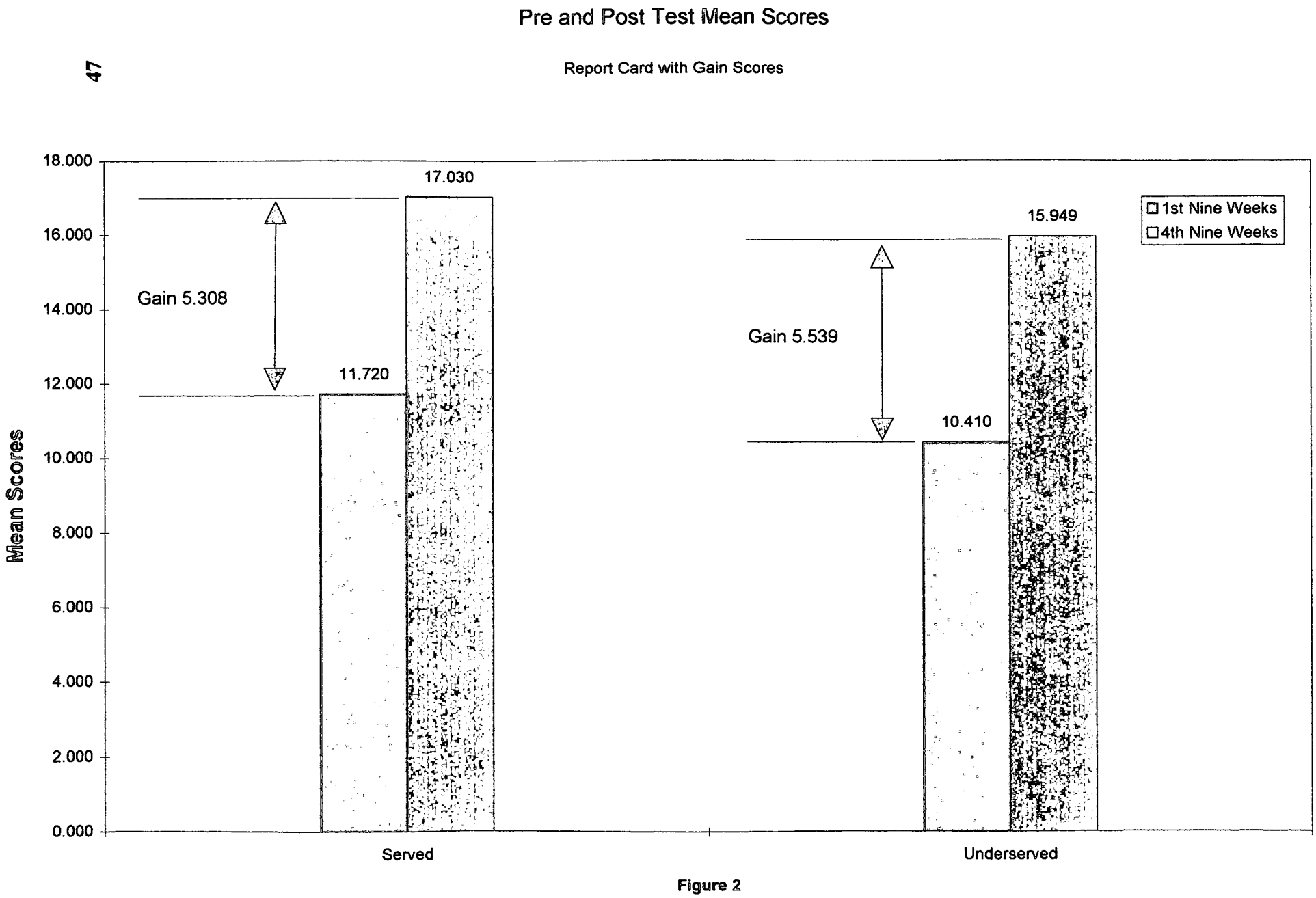

Figure 2

Figure 2 represents the mean pre and post test scores of the served and underserved students on the report card.

Multicriteria Form Survey

A multicriteria survey form was sent to all kindergarten and first grade teachers in the Sidney school system. An analysis was made of information from the twenty-one classroom teachers who used the multicriteria form. A 62 percent teacher response rate regarding opinions of the value of the multicriteria form was achieved (See Appendix C).

The first question asked for *Years of teaching experience.* The responses to question one showed a range from 3 to 26 years of teaching experience. The average number of years for teachers responding to this survey was 17 years. Seventy-seven percent of the teachers who responded to the survey had twelve or more years of teaching experience. The other 23 percent of the teachers had less than five years of experience.

The second question was, *Were you given directions for completing the multicriteria form.* Ninety-two percent of the teachers who responded stated that they were given directions for completing the form. The term "given directions" was not operationally defined. As a result, no qualitative investigation was attempted.

The second part of question two was, *If yes, who gave you the directions.* Responses from teachers indicated that they had received directions from a variety of school personnel. Included were five teachers who were provided directions by the *Chapter I* teacher, five who were given directions by the *Chapter I* coordinator and four teachers who were provided directions by their principal. In one school one person served as the coordinator and the principal.

The third question was, *Were you given objective criteria to help you determine Yes/No*. This was answered "Yes" by 38 percent of the teachers. The converse of this indicates that 62 percent apparently did not receive objective criteria. None of the teachers, however, indicated that the instruction provided was excellent or that the form which was used was reliable.

The fourth question was, *Do you feel more objective criteria should be used.* The response showed that of those surveyed, 77 percent of the teachers stated that more objective criteria should be used to help them evaluate the students.

The fifth question was, *Would you like to see the multicriteria form changed in any way.* This indicated that 85 percent believed that the multicriteria form should be changed. The changes that were mentioned most often were to use more specific criteria and include items that addressed behavior, attitude, and self esteem.

The sixth question was, *On the top part of the form, indicate the criteria you use to determine whether a student is "low" or "average."* The teachers responded that they used charts that reflected the child's ability to complete the kindergarten readiness skills. Teachers also considered the child's ability to perform small muscle skills as well as the child's success or lack of success on pupil performance objectives. One teacher stated that comparisons of a child's progress in relation to his peers through teacher observation would be beneficial.

The seventh question was, *On a scale of 1 to 5, how would you rank the multicriteria form as it currently stands. (Worthless, Poor, Satisfactory, Good, Excellent).* The response indicated that 23 percent ranked the form as poor. Thirty-one percent ranked

the form as satisfactory. Forty-six percent believed the multicriteria form was a good qualifying instrument. It was noted that no teachers ranked the form as worthless or excellent.

The eighth question was, *Is this instrument better than the standardized test to determine eligibility for Title I.* Eighty-five percent of the surveyed teachers stated that the multicriteria form was better than the previously used standardized test.

The ninth question was, *Any other remarks or suggestions you care to make.* These responses were presented with the numerical data for the respective questions.

The multicriteria form survey was sent to the kindergarten and first grade teachers to determine their opinions on the appropriateness of the form they used to assess the students.

Comparison of Evaluation Forms

The second area under examination was the evaluation and comparison of the Sidney multicriteria form that was used in qualifying students for the program with instruments from surrounding districts.

An investigation of the multicriteria forms of surrounding school districts was undertaken in an attempt to identify more reliable components for multicriteria assessment of reading.

Evaluation Matrix Table
Analysis of Multicriteria Forms

School Districts

Criterion 1 Readiness Level:	*1	2	3	4	5	6	7	8	9	10	11
1 - 8 points		X		X		X				X	
1 - 9 points			X								
0 - 80 points	X						X				
8 -24 points					X						
6 -30 points								X			
30 -100 points											X
Norm Referenced Test									X		

*Sidney City Schools

The multicriteria forms were separated into two parts for the purpose of analysis. The first part of a multicriteria form is labeled Criterion 1, which assessed readiness level. Ten of the eleven school systems surveyed used a point system to rank the student's readiness level. The remaining school, number nine, claimed to use a norm referenced test to determine the student's readiness level. The school did not name the test used.

The point systems lacked precision and without knowledge of the norm referenced procedure, that test may have also lacked precision. Scaling of student performance using an arbitrary point system appears to lack external reliability characteristics. None of the point systems reported being anchored to specified skills or developmental

milestones. Without documented training, internal reliability would also appear suspect. The point system is a subjective evaluation done by the classroom teacher and the NRT may not be reliable in the fall because the children can not read the test. Several teachers reported that children were making random choices. Teachers also reported that some children had reached their frustration level because crying was observed.

Evaluation Matrix Table
Analysis of Multicriteria Forms

	School Districts										
Criterion 2 Reading Behaviors:	*1	2	3	4	5	6	7	8	9	10	11
Partial Reading Recovery Observation Survey Test.					X						X
Recognizes first name in print.	X	X	X	X				X	X	X	
Prints own name.	X	X	X	X		X	X	X	X	X	
Recites alphabet.	X	X	X	X						X	
Copies upper case letters.	X			X							
Recognizes upper case letters.	X	X	X	X	X	X	X	X	X	X	X
Copies lower case letters.	X			X							
Recognizes lower case letters.	X	X	X	X	X	X	X	X	X	X	X
Hears likenesses & differences in beginning sounds.	X	X	X	X	X	X	X		X	X	
Speaks in complete sentences.	X	X	X	X		X		X	X	X	
Rhymes words orally.	X	X	X	X		X				X	
Corresponds words one to one.	X										X
Works from left to right.	X	X	X	X		X				X	X
Knows meaning of position words.	X	X	X	X			X			X	
Arranges simple picture stories in sequence.	X	X	X	X	X	X	X		X	X	
Retells stories.	X	X	X	X		X	X		X	X	
Identifies 8 basic colors.	X	X	X	X		X				X	
Understands concept of opposites.	X	X	X	X						X	
Follows oral directions.	X	X	X	X		X	X	X	X	X	
Listens attentively.	X	X	X	X		X	X	X	X	X	
Controls pencil/scissors.	X	X	X	X		X				X	
Shows interest in books.	X	X	X	X		X			X	X	
Makes a pattern.	X										

*Sidney City Schools

Criterion 2 includes a list of reading behaviors. The kindergarten, first grade, and *Chapter I* teachers, as well as, the *Chapter I* coordinator determined which reading behaviors would be listed on the multicriteria form.

Two of the eleven schools surveyed used a portion of the *Reading Recovery* observation survey test as part of their evaluation along with only a few additional items. The other nine schools evaluated the children on 12 or more reading behaviors.

The operational definitions for the reading behaviors were sadly lacking. For example, *Rhymes words orally,* did not state whether the student could rhyme words with all phonemes, several, or a particular number of phonemes. Clearly, most of the stated behaviors could mean different things to different evaluators.

Two reading behaviors required by all schools were recognizing upper and lower case letters. Only two schools, however, required the children to know a minimum number of these letters in order to demonstrate mastery. Overall, these reading behaviors were evaluated too subjectively because teachers differ in their requirements for mastery.

Report Card Survey

A survey of the Sidney first grade teachers was conducted to obtain their opinions of the first grade report card that was being piloted during the 1994-95 school year (See Appendix D). Thirteen teachers received the survey; 69 percent responded.

The first question was, *Years of teaching experience.* The responses to question one showed a range from 4 to 25 years of teaching experience. The average number of years from the respondents was 18 years. Eighty-nine percent of the teachers who responded

to the survey had 15 or more years of teaching experience. Eleven percent of the teachers had only four years of experience.

The second question was, *Did you receive inservice on how to complete the grade card.* Seventy-eight percent of the teachers who responded received inservice on how to complete the grade card. Nine teachers received directions from the curriculum director, while one teacher received directions from the principal. Three teachers received their directions from other teachers.

The third question was, *Do you find it easy to determine the difference between the plus (+), check (✓), and the minus (-).* Sixty-six percent of the teachers found it easy to evaluate the children using those marks. The 34 percent that responded negatively did not elaborate on their answer.

The fourth question was, *What criteria do you use to determine if a student receives the above marks.* The response showed that if a child had shown mastery or strength in a skill, the student was awarded a *plus.* If the child was making steady progress, then the child received a *check.* If the child was struggling, a *minus* was given. Other criteria mentioned by the teachers were testing and other record keeping. One teacher stated that she used part of the *Reading Recovery* observation survey test to determine the child's marks on the grade card. Teachers of served *Chapter I* students also conferred with the *Chapter I* teachers regarding their marks.

The fifth question was, *Do you like the present report card as an evaluation tool.* All nine teachers responded positively about liking the report card.

The sixth question was, *How would you rate the grade card on a scale of 1 to 5. (Worthless, Poor, Satisfactory, Good, Excellent).* Seventy-eight percent of the teachers rated the grade card as good. Eleven percent rated it as excellent and another 11 percent rated it as satisfactory.

The seventh question was, *Would you make changes in the report card.* Sixty-seven percent of the teachers stated that they would make changes in the report card. Three teachers suggested adding letter grades to the present marking system. One teacher mentioned adding a sub heading of comprehension under the reading skills. Another teacher stated that more space for written remarks was needed, while one other teacher would add a *check-plus* for denoting good progress. Thirty-three percent of the teachers would not make changes. There was no consensus among teachers as to changes recommended. This may be because this was the first year this report card had been used.

The eighth question was, *Any other remarks or suggestions you care to make.* Only two teachers responded. One teacher commented that she viewed the grade card as a developmental and progressive instrument. The other teacher mentioned that this report card removed stress of letter grades on first graders.

Evaluation Matrix Table
Analysis of Report Card Reading Skills

	School Districts												
Phonetic Skills Identification of:	1	2	3	4	5	6	7	8	9	10	11	12	13
Upper Case Letters	X								X				
Lower Case Letters	X								X				
Letter Sounds	X												
Uses Sounds to Blend & Decode: Consonants	X												
Beginning							X						
Ending							X						
Blends							X						
Digraphs							X						
Long Vowels	X						X						
Short Vowels	X						X						
New Words			X										
Applies Phonics Skills		X		X	X	X		X					
Can Sound Out Words			X										
Attempts to Read Unknown Words									X				
Vocabulary		X		X	X	X	X						
Can Follow Simple Printed Directions							X						

#1 Sidney City Schools
#2 & #3 Parochial Schools

An analysis of the phonetic skills listed on the report cards indicated that schools 10, 11, 12, and 13 do not list any phonetic skills. Only schools 1 and 9 list letter identification on the report card. Schools 1 and 7 appeared to be more specific in the phonetic skills than the other schools. Differences in the phonetic skills listed in these grade cards may not be as great as it appears on the table because the wording of some of the skills may have similar meanings.

Evaluation Matrix Table
Analysis of Report Card Reading Skills

	School Districts												
<u>Reading Strategies</u> Recognizes & Uses:	1	2	3	4	5	6	7	8	9	10	11	12	13
Picture Clues	X									X			
Meaning Clues	X									X			
Structural Clues	X												
Miscues	X								X				
Self Corrects	X					X				X			
Effective Strategies to Identify Unknown Words											X		
Reads On										X			
Rereads										X			
Letter Sound Association										X			
<u>Oral Reading</u> Reads Orally:													
With Meaning	X												
With Expression	X										X		
With Fluency	X						X			X	X		
Reads Well Orally		X				X		X	X				

#1 Sidney City Schools
#2 & #3 Parochial Schools

The teacher respondents yielded a divergent approach to evaluation of reading behaviors. An analysis of the reading strategies indicated that teachers in schools 3, 4, 5, 12, and 13 did not list any, nor did they evaluate oral reading. The terminology used on the report cards used in schools 1 and 10 reflected *Reading Recovery* terminology. Only teachers from schools 1, 6, 9, 10, and 11 listed any reading strategies. Teachers from schools 2, 7, and 8 did not list any reading strategies. Oral reading, however, was listed.

As presented earlier, questions of objectivity and reliability abounded. Thus, additional measures were investigated which could support the existing subjective data or which could lead researchers to more reliable and objective techniques.

Evaluation Matrix Table
Analysis of Report Card Reading Skills

	School Districts												
Comprehension	1	2	3	4	5	6	7	8	9	10	11	12	13
Understands What Is Read		X				X	X	X		X	X		
Predicts Outcomes & Actions	X									X			
Sequences Story Events	X									X	X		
Discusses Characters & Setting										X			
Discusses Main Ideas	X									X			
Extends Reading Experiences										X			
Comprehension				X	X								
Recognizes & Uses a Story Pattern	X												
Demonstrates an Ability to Think Inferentially											X		
Enjoys Stories & Poems	X									X			
Can Rhyme	X												
Chooses & Discusses Books for Pleasure	X			X	X			X		X			
Listens & Comments Appropriately	X									X			
Communicates Effectively	X	X								X			
Shows a Positive Attitude Toward Reading											X		
Views Self as a Reader										X			
Sight Words			X	X	X					X			
Color Words							X						
Content Skills				X	X								
Reference Skills				X	X								
Reads Quietly for a Sustained Period									X	X			

#1 Sidney City Schools
#2 & #3 Parochial Schools

An analysis of the comprehension skills on the report cards indicated that teachers from schools 12 and 13 did not evaluate comprehension skills on the report card. Teachers from schools 1 and 10 listed more comprehension skills than the other schools. The remaining schools listed varying numbers of reading comprehension skills.

Evaluation Matrix Table
Analysis of Report Card Grading Scales

	School Districts												
Evaluation Letter Grades:	1	2	3	4	5	6	7	8	9	10	11	12	13
A,B,C,D,F											X		X
A,B,C,D,F,S,U				X	X							X	
A,B,C,D,F,S,I,U			X										
S,N		X											
S,N,U						X							
O,S,N							X	X					
E,S,N,U										X			
Words:													
Not Yet, With Help, & Satisfactory									X				
Symbols:													
+, ✓ , - plus S,U (yr. ave. only)	X												

#1 Sidney City Schools
#2 & #3 Parochial Schools

Of the 13 schools, nine different grading scales were used. The Sidney City School system was the only school system that used symbols. One school used words (e.g. Not Yet, With Help, Satisfactory) to evaluate the students. The other 11 schools used some form of letter grades.

Two schools in this study were parochial. Five schools were city schools and six were county schools. The teachers who sent the multicriteria forms and the report card samples for this study were all *Chapter I* teachers.

Additional Findings

For all areas of investigation except student absences, an alpha level of .05 was used to determine statistical significance. Because of the exploratory nature of these data and the small sample size of some of the data pools, an alpha level of .10 was used to determine statistical significance. Such an event will not occur due to chance alone more than 1 out of 10 times.

Table I presents an analysis of variance (ANOVA). An ANOVA is a simultaneous measure of the absence rate of the six schools. A Tukey POST HOC comparison measure indicated a difference in the attendance pattern of some of the six schools that were evaluated in this study.

TABLE I

Absences by School ANOVA Table

Source	SS	df	MS	F-ratio	p
Between	603.097	5	120.619	3.178	0.011
Within	3225.942	85	37.952		

There was a significant difference in the number of absences when comparing school 3 with school 5 (Tukey p=.029) with a mean difference of 7.267. Another significant difference was comparing school 2 with school 5 (Tukey p=.096) with a mean difference of 5.944. A third significant difference in the number of absences was in comparing school 3 with school 4 (Tukey p=.097) with a mean difference of 6.878.

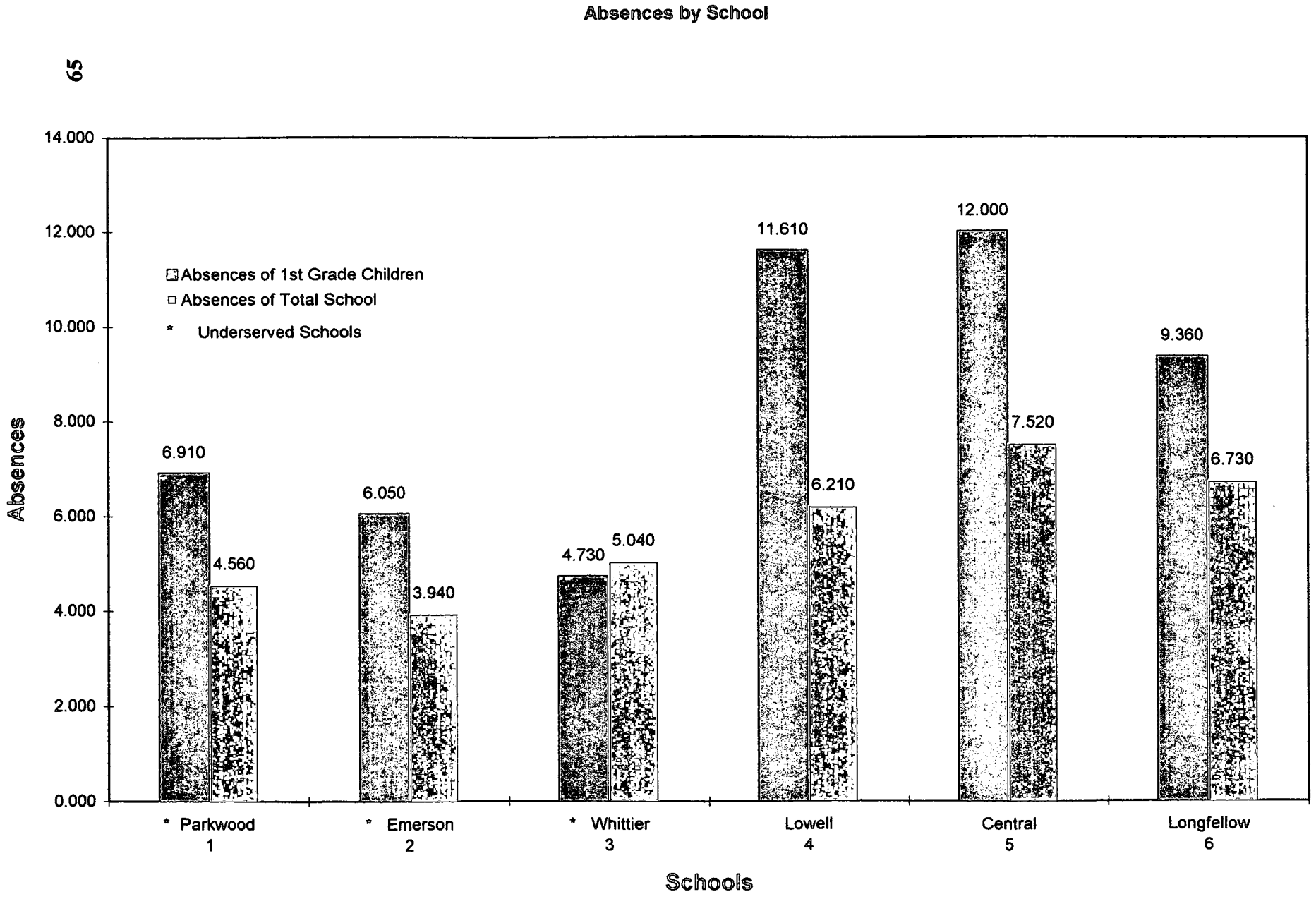

Figure 3

Figure 3 represents the absences of each school of the 1st grade children who qualified for Chapter 1 services.

Summary

In summary, dependent t tests indicated that the served and the underserved groups significantly improved their multicriteria achievement scores from pre-test to post-test.

An independent t test indicated there was a substantial, but not a significant difference in pre-test multicriteria scores between the two groups. An independent t test on post-test multicriteria scores indicated there was no significant difference between the reading outcome performance of the two groups at the conclusion of the school year.

Both groups showed a statistical and substantial improvement in reading achievement as indicated on the basis of report cards from the first nine weeks reporting period to the last reporting period.

An analysis was made of the multicriteria form survey received from the Sidney kindergarten and first grade teachers. A majority (77%) of the teachers indicated their satisfaction with the multicriteria form. They stated that the multicriteria form was a better qualifying instrument than the previously used standardized test. Eighty-five percent of the teachers stated that some changes were needed to make it more reliable.

A further analysis of the multicriteria form was made comparing Sidney's form with surrounding school districts. Teachers from 10 of the 11 school systems reportedly used a point system to rank the student's readiness level. The remaining school used a norm referenced test. Point system approaches are clearly subjective evaluations and the NRT may not be considered reliable in the fall because the children can not read the test.

An analysis of the reading behaviors on the multicriteria forms indicated that operational definitions for the reading behaviors were lacking. Most of the stated behaviors could mean different things to different people. Overall, these reading behaviors were probably evaluated subjectively.

An analysis was made of the first grade report card survey received from the Sidney first grade teachers. All nine teachers responded positively regarding their perceptions of the report card. Even though all nine teachers reported satisfaction with the report card, 67% recommended that changes were needed.

Analysis was also done to compare the Sidney report card with those report cards from surrounding schools. It appears that schools 3, 12, and 13 are at least incomplete because they do not reflect what the student knows about the reading process or what the teacher has observed regarding students' reading abilities. Schools 1 and 10 reported a more comprehensive list of reading behaviors than the other eleven schools. Even these, however, may not be reliable enough due to differences in teacher assessment practices. The remaining schools listed varying reading behaviors on their grade cards. Yet, these behaviors are not operationally or reliably defined.

An analysis of variance indicated a significant difference in the number of absences between schools 3 and 5, 2 and 5, and 3 and 4. There was no significant difference among other schools.

No significant difference was found in the performance of the students who were eligible and received *Chapter I* services and those students who were eligible, but did not receive those services. Therefore, the null hypothesis was not rejected.

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

The study evaluated some of the factors related to *Chapter I* reading instruction in the first grade of the Sidney City Schools. This study was conducted to provide the district with information that compared the reading gains of eligible first grade *Chapter I* participants with other students deemed eligible but who were not served because the schools they attended did not qualify for *Chapter I* services. This study also evaluated gathering forms used to assess *Chapter I* program eligibility and also reading achievement for all first grade students in the Sidney City Schools and compared these forms to other schools in the region.

The study consisted of 91 first graders. The control group (underserved) consisted of 39 students who received traditional instruction from the classroom teachers. The experimental group (served) consisted of 52 students who received traditional classroom instruction plus *Chapter I* services. Thirty-six students from this group also received *Reading Recovery*. The duration of this study was one school year.

All students in this study were assessed using a multicriteria form pre-test to determine eligibility for *Chapter I* services. At the end of the school year, the same multicriteria form was used as a post-test to determine progress. The students were also assessed using the first grade report card. Comparisons were made between the first nine weeks marks and the fourth grading period marks.

The second aspect of this study was an evaluation of the multicriteria form and the first grade report card. Through an opinion survey, this research sought to determine

how the kindergarten and first grade teachers perceived the multicriteria form and the grade card as evaluation instruments. Furthermore, multicriteria forms and report card forms from surrounding districts were compared with the Sidney instruments. An analysis of the pre-test using an independent t test indicated that there was a substantial, but not a significant difference in pre-test multicriteria scores between the two groups. Therefore, the groups were deemed as not being statistically dissimilar in their skill and knowledge base. Comparisons were made without the use of controlling variables.

At the end of the school year, an independent t test on post-test multicriteria scores indicated there was no significant difference between the served and underserved students. An analysis of the report card using mean gain scores also indicated that both groups statistically and substantially improved their reading achievement (See Figures 1 and 2).

An alpha level of .05 was used to determine statistical significance for all areas except absences which used an alpha level of .10. The higher alpha level was employed primarily because several of the samples from the representative schools lacked sufficient membership when evaluated independently. The results of using a Tukey POST HOC comparison measure for absences were significantly different in 3 pair wise school comparisons.

Conclusions

The results of this study indicated that students who received traditional classroom instruction and students who received traditional instruction plus *Chapter* services both significantly improved in reading achievement based on multicriteria and report card

criteria. It would appear that the served students would have made gains without being served, but it remains unknown whether the gains would have been as substantial as the research indicated. One question which should be investigated further is, Would *Chapter I* students have improved without *Chapter I* services? The researchers concluded that *Chapter I* in the Sidney City School District is effective as an instructional delivery when combined with traditional classroom instruction for reading in the first grade. As the competition for funding becomes greater, however, it is critical that more research be gathered on the reliability of successful programs. Without demonstrated effectiveness all programs may well be subject to change or termination. Then the question becomes, under what circumstances is it ethical to change services from a working program.

Another question to be considered was, Were there other factors which may have influenced the results of this study? One factor that may have influenced this study was the sample size. Student data pools from some schools may have been too small, but the samples were used because they existed and reflected a *real educational setting.* Furthermore, when combined into two groups, sufficient numbers were available for analysis.

A second factor that could have influenced this study was that the forms used to gather information may have been technically unreliable. Although most teachers in the survey expressed satisfaction with the multicriteria form and report card, several teachers and the researchers, believe that the skills and behaviors should be more specific and objective. The technical merit of the data gathering forms used by the Sidney Schools appear superior to those used in other regional programs. Yet, the possible lack of

reliability (consistency in training and interpretation) and even the omission of certain specific areas of student evaluation leave room for improvement.

Another factor which may have affected the results of this study was the rate of absenteeism among the students who qualified for *Chapter I* services at the first grade level (See Figure 3). The research indicated that the served group of students missed more school than the students in the underserved group. It remains unknown whether the served students would have made greater gains if their attendance had been better. Clearly in several schools the attendance pattern of first graders substantially differed from other schools. It also is clear that attendance of first graders in these three schools differed from the attendance pattern of the other students in those schools.

Recommendations

With 1) the development of more uniform assessment forms and procedures and 2) studies of longer duration a more accurate determination of the effectiveness of *Chapter I* reading instruction in the first grade of the Sidney City Schools could be made. Gains in reading could be more reliably measured by administering a standardized test in the spring of the first grade year. This might help alleviate some of the assessment difficulties (ie., low reliability and validity) associated with the academic assessment of young students.

First, more accurate assessments are recommended. The teachers who participated in this study stated their satisfaction with the multicriteria form. However, a majority of those teachers recommended changes in the form to improve reliability because there appears to be too much variance in the way teachers determine whether a child has

exhibited mastery of the skills tested. It is recommended that a new multicriteria form be developed with more specific and objective criteria. Furthermore, instructions for assessment procedures and completion of the multicriteria form should be uniformly given.

The first grade teachers also reported their satisfaction with the report card, however, a majority of teachers (67%) recommended changes. There was no consensus among teachers as to what these changes should be. Perhaps regularly schedules meetings with outside experts or committees of teachers led by resident experts should periodically revisit the situation and continue to evolve the internal knowledge base in this area. As the years pass both newly hired and departing teachers can create a program and policy which can drift away from it intended purposes. In addition, the researchers found that most surrounding school districts used letter grades. Perhaps the use of letter grades for the major subject headings should be considered in addition to using *plus, check,* and *minus* for recording reading behaviors.

A second recommendation is for all staff to use instructional strategies designed to increase the *Chapter I* students' achievement. Instructional time for these students should be expanded to meet their needs (Allington 1994; Bloom, 1988, and Standerford, 1993). Instruction should be more intensive and in small groups (Slavin, 1991 and Allington, 1994). Instruction should be delivered in the regular classroom for the most part, and be coordinated with the classroom teacher (Astrein et al., 1984; Slavin & Madden 1989; Standerford 1993; Walmsley & Allington, 1995). Only when short-term, intensive, personalized instruction seems justified, children may be pulled out of the classroom.

Reading Recovery should be continued as part of the *Chapter I* program. The effectiveness of this intensive, one-to-one reading approach appears to have immediate and long term effects as noted in the research literature (Slavin 1991; Lyons 1991, and Pinnell, 1990). Please note, however, that this was not an area of direct investigation of this study. It does remain an area for further investigation.

Third, it is recommended that on-going staff development in comprehensive, detailed instructional reading strategies be required of all staff involved in the teaching of reading (Slavin & Madden 1989, and Madden, 1991). These strategies should include instruction with age-appropriate content, building background and noting key concepts, and also focusing on a smaller number of skills during lessons (Smith, 1990). Staff development should include instruction in assessment methods, with results being used for future planning and instructional strategies (Stringfield et al., 1991).

A fourth recommendation is to seek increased meaningful parental involvement in the planning and implementation of *Chapter I* programs. Collaboration opportunities among classroom teachers, *Chapter I* staff, and parents should be part of the planning process in this component *(Chapter I* in Ohio, 1994; LeTendre, 1991, and Stringfield et al., 1991).

The fifth and final recommendation for this study is to investigate the attendance rate differences which appear between served schools and underserved schools. The pre test and post test in Figures 1 and 2 show that the underserved group made greater gains than the served group. Figure 3 shows that the children from the served group had higher absenteeism rates than the underserved group. Further investigation into this phenomenon might possibly show a relationship between achievement and attendance.

This research discovered the use of non-reliable measures to assess the performance of young children's reading. Teachers within the Sidney School System were generally positive regarding the forms and their training of how to use these assessment procedures. When a search was undertaken in an attempt to identify more reliable and objective procedures in the region, it was determined that Sidney's assessment practices were more comprehensive than those of other school systems in the region.

Nevertheless, all programs could improve their policy and practice of training and assessment. The use of sound assessment practices and policies should contribute to the skill level of faculty and achievement level of students.

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APPENDIX A

SIDNEY CITY SCHOOLS

CHAPTER I STUDENT SELECTION FORM: MULITCRITERIA FOR 94-95

Student Name: _____ Classroom Teacher: _____ Selection Score: _____

Grade in 94-95: _____ School: _____ Date Assigned: _____

Circle the item number that describes the student's readiness skill level. Record the item number on the READINESS SCORE line. The student's end of kindergarten readiness skill level is:

0 = Extremely Low

10 = Very Low

20 = Low

30 = Low Average

40 = Average

50 = High Average

60 = Very High

70 = Excellent

80 = Superior

If the student's READINESS Score is 30 or below, complete the section below.

READINESS SCORE = _____

Circle YES beside an item if the student can exhibit the behavior listed. Count the number of YES's circled and enter that number on the YES TOTAL line.

YES 1. Recognizes first name in print.
YES 2. Prints own name.
YES 3. Recites alphabet.
YES 4. Copies upper case letters.
YES 5. Recognizes upper case letters.
YES 6. Copies lower case letters.
YES 7. Recognizes lower case letters.
YES 8. Hears likenesses & differences in beginning sounds.
YES 9. Speaks in complete sentences.
YES 10. Rhymes sounds words orally.
YES 11. Corresponds word one to one.
YES 12. Works from left to right.
YES 13. Knows meaning of position words (over/under).
YES 14. Arranges simple picture stories in sequence.
YES 15. Retells stories.
YES 16. Identifies 8 basic colors.
YES 17. Understands concept of opposites (happy/sad, boy/girl).
YES 18. Follows oral directions.
YES 19. Listens attentively.
YES 20. Controls pencil/scissors.
YES 21. Shows interest in books.
YES 22. Makes a pattern.

YES TOTAL= _____

READINESS SCORE: _____ + YES TOTAL: _____ = SELECTION SCORE: _____

Completed by: _____ Date completed: _____

GRADE ONE PROGRESS REPORT

SIDNEY CITY SCHOOLS
232 N. Miami Ave.
Sidney, Ohio 45365

STUDENT'S NAME: _____

SCHOOL: _____ YEAR: _____

TEACHER'S NAME: _____

EXPLANATION OF MARKS

◆ - Mastery / Strength
✓ - Developing
\- - Needs Improvement
No Mark: Not Introduced
* - Corresponds to PFO's
S - Satisfactory
U - Unsatisfactory

	1	2	3	4	YR
READING / LANGUAGE ARTS					
READING STRATEGIES & COMPREHENSION SKILLS					
Identifies Upper Case Letters					
Identifies Lower Case Letters					
Identifies Letter Sounds					
Uses Sounds To Blend and Decode:					
consonants					
long vowels					
short vowels					
Recognizes and Uses Picture Clues					
Recognizes and Uses Meaning Clues					
Recognizes and Uses Structural Clues					
Recognizes and Uses Story Pattern					
* Recognizes Miscues and Is Able To Self-Correct					
* Reads Orally With Meaning					
expression					
fluency					
Enjoys Stories and Poems					
Can Rhyme					
* Predict Events					
* Sequences					
* Retells Story / Main Idea					
* Chooses & Discusses Books For Pleasure					
* Listens & Comments Appropriately					
* Communicates Effectively					
WRITING PROCESS					
Contributes To Group Story					
* Generates Topics For Personal Writing					
Writes Independently					
* Stays On Topic					
* Illustrates To Enhance Text					
Recognizes Telling, Asking & Exclaiming Sentences					
* Uses Capitalization					
Uses Punctuation					
* Revises / Edits Written Work					
SPELLING					
* Uses Temporary Spelling To Convey Meaning					
Shows Growth Toward Conventional Spelling					
Learns Words From Spelling List					
Applies Knowledge To Writing					
HANDWRITING					
Forms Letters and Numerals Correctly					
* Spaces Letters and Words Appropriately					
Makes Letter Sizes Consistent					
Writes Neatly On Directed Lessons					
Writes Neatly On Independent Work					
* Writes Left To Right					

	1	2	3	4	YR
MATHEMATICS					
COUNTING					
Recognizes Numerals 1-20					
Counts to ___ ___ ___ ___					
Writes to ___ ___ ___ ___					
Can Count by: 1's, 2's, 5's, 10's to 100					
* Can Complete Patterns					
* Understands Ordinal Numbers					
* Understands Concepts of One More					
* Understands Concept of One Less					
ADDITION / SUBTRACTION					
Understands Addition					
Understands Subtraction					
* Uses Manipulatives to Solve Problems					
Uses Knowledge of Basic Facts to Solve Problems					
* Can Select Process to Solve Story Problems					
TIME					
Can Tell Time by Hour					
Can Tell Time by Half Hour					
Knows the Days of the Week					
Knows the Months of the Year					
Understands Calendar					
MEASUREMENT					
* Can Use Centimeter Ruler					
* Can Use Inch Ruler					
Can Read and Interpret Graphs					
MONEY					
* Recognizes Coins (CIRCLE)					
Penny Nickel Dime Quarter					
FRACTIONS					
Recognizes (CIRCLE)					
Whole 1/2 1/3 1/4					
PLACE VALUE					
Can Arrange Objects in Groups of Tens					
Can Write Numbers Using Tens & Ones					
GEOMETRY					
Identifies Basic Geometric Shapes (CIRCLE)					
Square Rectangle Triangle					
Circle Cone Sphere					
Cylinder Cube					
PROBABILITY					
* Makes Reasonable Predictions					
* Makes Reasonable Estimates					

	1	2	3	4	YR
SOCIAL STUDIES					
SCIENCE					
HEALTH					
PHYS ED					
MUSIC					
Participation					
ART					
Cooperation					
Motor Skills					
CONDUCT					
Respects Authority					
Respects Others					
Respects Property of Others					
WORK SKILLS					
Completes Work					
Follows Directions					
Works Independently					
Listens Well					
Is Organized					
Attendance Influences Work					

COMMENTS:

ATTENDANCE	1	2	3	4	TOTAL
Days Absent					
Days Tardy					

Promoted to/Placed in/Retained in grade _____ for next year

APPENDIX B

APPENDIX C

Dear _____:

We are working on a research project at the University of Dayton. Our project is on the effectiveness of *Chapter I* (now Title I), and we are attempting to improve the evaluation instruments now in use. We would appreciate your input on how you perceive the multicriteria form used to qualify kindergarten students for Title I services.

MULTICRITERIA FORM SURVEY

1. Years of teaching experience? _____

2. Were you given directions for completing the multicriteria form?
   _____Yes* _____No
   *If yes, who gave you the directions? Please circle all who apply:

   Title I Teacher Title I Coordinator Principal Other Teacher

3. Were you given objective criteria to help you determine Yes/No?
   _____Yes _____No

4. Do you feel more objective criteria should be used?
   _____Yes _____No
   Example: Knows 23 of 26 lower case letters. Is this a Yes or No?

5. Would you like to see the multicriteria form changed in any way?
   _____Yes _____No
   Example: Recognizes <u>all</u> upper case letters.

6. On the top part of the form, indicate the criteria you use to determine whether a student is "low" or "average."

7. On a scale of 1 to 5, how would you rank the multicriteria form as it currently stands?

Worthless	Poor	Satisfactory	Good	Excellent
1	2	3	4	5

8. Is this instrument better than the standardized test to determine eligibility for Title I?
   _____Yes _____No

9. Any other remarks or suggestions you care to make? Please write on back of this paper.

Please return the survey in the enclosed envelope. Thank you for your assistance.

Sincerely,
Michele Raterman Ann Bennion

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APPENDIX D

Dear _____:

We are working on a research project at the University of Dayton. We are doing our project on the effectiveness of *Chapter I* (now Title I), and we are attempting to improve the evaluation instruments now in use. We would appreciate your input on how you perceive the first grade report card and the multicriteria form used to qualify students for Title I.

REPORT CARD SURVEY

1. Years of teaching experience? _____

2. Did you receive inservice on how to complete the grade card?
   _____Yes* _____No *If yes, please circle who gave you the directions.

   Curriculum Director Principal Other Teacher

3. Do you find it easy to determine the difference between the plus (+), check (✓), and the minus (-)?
   _____Yes _____No

4. What criteria do you use to determine if a student receives the above marks?

5. Do you like the present report card as an evaluation tool?
   _____Yes _____No

6. How would you rate the grade card on a scale of 1 to 5?

Worthless	Poor	Satisfactory	Good	Excellent
1	2	3	4	5

7. Would you make changes in the report card?
   _____Yes* _____No *If yes, list below:

   Priority #1:

   Priority #2:

8. Any other remarks or suggestions you care to make? Please write on back of this paper.

Please return the survey in the enclosed envelope. Thank you for your assistance.

Sincerely,
Michele Raterman Ann Bennion