

H4a

FIRST READING

SAN DIEGO CITY SCHOOLS
Evaluation Services Department
November 4, 1980
Achievement Goals Program
EVALUATION DESIGN
SUMMARY
1980-81 to 1983-84

BACKGROUND

The Achievement Goals Program (AGP) has been implemented in fifteen* of San Diego City Schools minority-isolated elementary schools in the 1980-81 academic year. The basic purpose of the Achievement Goals Program is to provide carefully prepared intensive instructional programs which incorporate the most effective classroom strategies and procedures associated with improved achievement. The Board of Education has asked for an evaluation of this program.

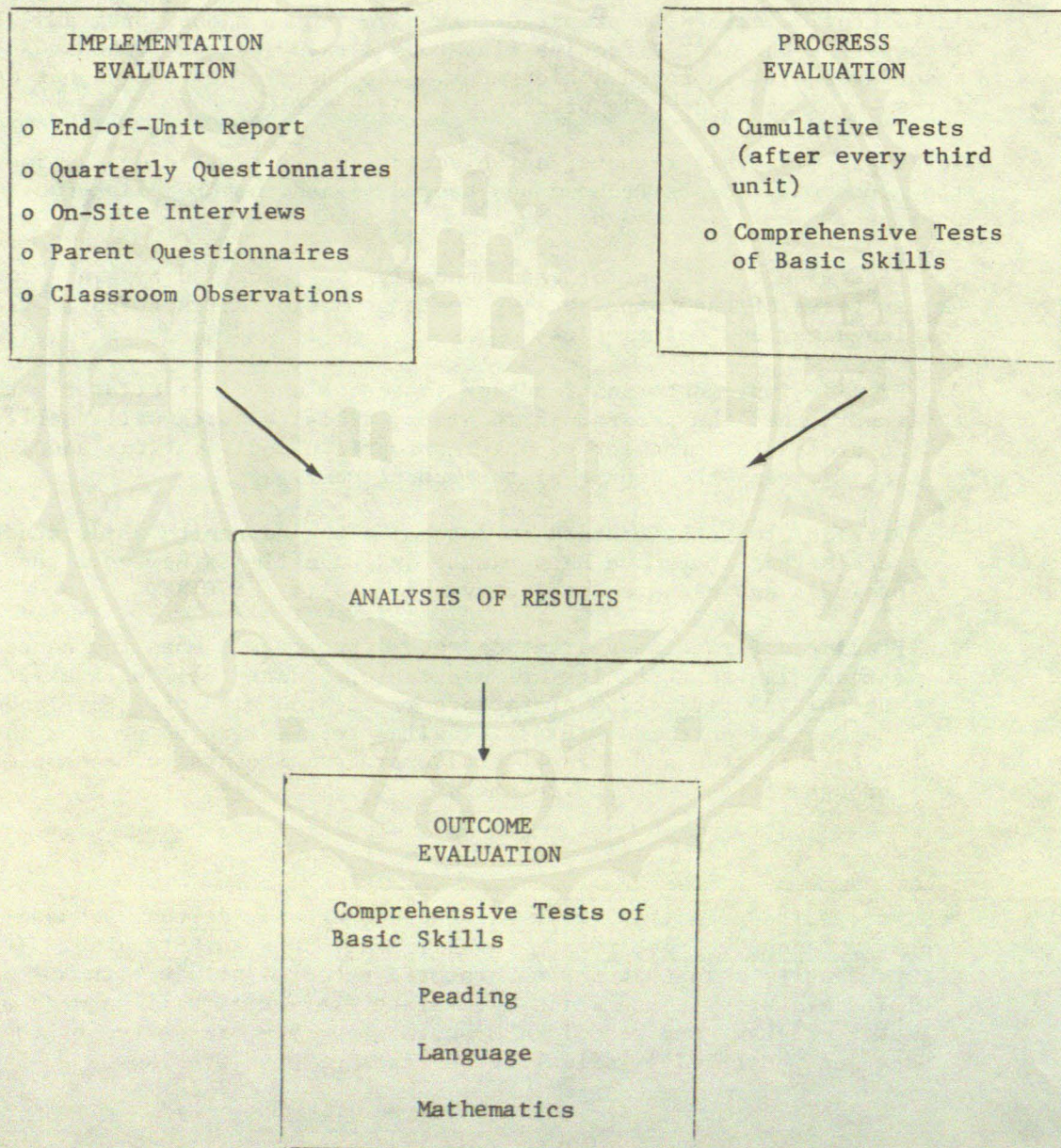
To comply with this request, an objective and systematic evaluation of the Achievement Goals Program has been designed to accomplish four purposes:

1. Determine the amount of gain annually by school and by grade, on three subtests of the Comprehensive Tests of Basic Skills (CTBS): reading, language, and mathematics.
2. Provide implementation feedback to school and district staffs to insure that the program is in place. This feedback will enable those in program development to make appropriate modifications and improvements during the course of the school year.
3. Provide progress feedback to determine the degree to which students retain what they have been taught and to estimate how well they are progressing on content objectives common to the CTBS.
4. Provide a formative evaluation record such that, when the annual spring CTBS test results are available, a data trail will exist allowing the identification of factors associated with effective and ineffective outcomes; this will allow less effective program factors to be corrected and more effective program factors to be adopted throughout the AGP curriculum.

* Baker, Balboa, Chollas, Emerson, Fulton, Freese, Horton, Johnson (reading only), Kennedy, Knox, Logan, Lowell, Mead, Sherman, Stockton. It is important to note that the underscored schools include both AGP and DISTAR classrooms, and while a separate evaluation will be made of the latter program, the school CTBS scores by grade, requested by the Superior Court, will reflect the effects of both programs.

EVALUATION DESIGN

The evaluation design for the Achievement Goals Program covers the four academic years, 1980-81, 1981-82, 1982-83, and 1983-84. It is divided into three components: implementation evaluation, progress evaluation, and outcome evaluation. These components and the key instruments for collecting data are displayed in the following diagram:



Implementation Evaluation

The Implementation Evaluation has two major functions: to determine to what extent the planned components of the AGP were actually implemented in each of the schools and to provide continuous feedback to appropriate schools and district staff members in order to detect problems and provide for timely corrections and improvements.

The Implementation Evaluation has five parts. The first is the End-of-Unit Report, a one-page form completed by the teacher at the time each group finishes an instructional unit. It basically reports the number of students reaching mastery, as well as provision for teacher ratings of the unit's effectiveness and comments on related strengths, weaknesses, and suggestions for improvement. Aggregation and analysis of the data will be done by Evaluation Services with reports to appropriate district offices for use and dissemination for individual school assessment.

The second part of the Implementation Evaluation consists of quarterly questionnaires completed by the teacher, resource teacher, and the principal. Results will be compiled by Evaluation Services with feedback to appropriate district staff. The content will address the general utility of the AGP materials, the adequacy of support by the central office, the school, and parents, along with characteristics of the classroom environment and student adjustment.

The third part of the Implementation Evaluation will consist of interviews of principals, resource teachers, and a random sampling of classroom teachers. Feedback will be given to Programs Division and to the concerned schools for program improvement. The interviews will pursue in greater detail strengths and concerns which have surfaced through the End-of-Unit Reports and the Teachers' Quarterly Questionnaires and will be conducted periodically throughout the year by program evaluators.

Parent perceptions reflected through brief questionnaires will constitute the fourth part of the Implementation Evaluation. These questionnaires will seek the perceptions parents have of the effectiveness of the instructional program and any concerns they may have about the AGP program, its implementation, and its goals. The questionnaires will be sent in early spring to all parents of children in the AGP.

The final part of the Implementation Evaluation will be summaries of classroom observation checklists completed by site administrators and resource teachers at various times throughout the year. These data will be accumulated by grade and by school and used to help identify factors associated with effective or ineffective programs, once the CTBS results are available. In addition, program evaluators will make program implementation assessments in a 25% random sample of classrooms in their

assigned schools as a part of their routine midyear visits associated with the consolidated application (for schools receiving special project funding). These classroom visits will involve no increase over the previous year's consolidated application evaluation and will in no way involve evaluation of teachers.

Progress Evaluation

The Progress Evaluation is designed to assess the performance of the schools as they move through the instructional program itself. It has two major functions: to determine the degree to which students retain what they have been taught and to estimate how well they are progressing in learning the content objectives covered by the CTBS.

There are two parts to the Progress Evaluation. The first part will be the cumulative tests given after the completion of every third instructional unit. The second part will be an assessment of the relationship between the cumulative tests and results on the CTBS. Obviously, reliable information about the specific nature of this relationship will not be available until the summer of 1981 when a complete year of cumulative test results are in, and the analysis of the first set of CTBS results can be conducted.

Outcome Evaluation

The third part of the evaluation design is the Outcome Evaluation. The principal measure is the CTBS which is administered in the spring to all grades in the 15 racially isolated schools participating in the Achievement Goals Program.* This will include item analysis by subject area, by grade, and by school. To insure that the results, in fact, reflect the impact of the AGP, scores will be included for all students who have completed one full year of instruction (enrolled by September 30th of each year).

REPORTS

Regular feedback will be provided site and district staffs as results from the various indicators are available. Two major reports will be presented to the Board of Education: midyear (approximately February) and end-of-year (approximately June or July). The latter report will constitute the document to be given the Superior Court and will contain the results of the CTBS testing for all students completing one full year of instruction in all 23 minority-isolated schools.

* CTBS results in reading, language, and mathematics, in fact, will be available for all grades in all 23 of the district's racially isolated schools for the spring, 1981.

The midyear evaluation report will address the following questions:

1. To what extent has the program been implemented?
2. What trends across the sequential learning units in reading and mathematics are emerging, based on the End-of-Unit Reports?
3. To what extent has the program been responsive to corrective feedback, and what improvements have been made?
4. Are indications of progress evident in achievement, based on the results of the cumulative tests?
5. What have been the reactions of site staff to the Achievement Goals Program?

The end-of-year evaluation report is designed to answer the following questions:

1. What are the achievement results by school and subject area for students who have had a full year's instruction?
2. Against the baseline of previous performance and the final objective established by the Superior Court, how much progress was made by students with a full year's instruction in each school during the first year?
3. Given the implementation and progress evaluation data for each school, are there patterns associated with the higher performing or lower performing schools?
4. What were the results of the parent questionnaires?
5. For data available in years subsequent to 1980-81, the question of cumulative gains over two or more years in the AGP can be addressed.

LIMITATIONS OF THE EVALUATION OF THE ACHIEVEMENT GOALS PROGRAM IN 1980-81

In the first year of the program (1980-81), there will be a number of limiting factors which need to be taken into account in interpreting end-of-year results:

1. While CTBS results will be obtained for all minority-isolated schools for all grades, K-12, in the spring of 1981, baseline data (test results prior to 1980-81), except at Grade 5, are not available for the language subtest for several schools. This is due to the fact that federal requirements in Title I schools only require norm-referenced testing in reading and mathematics, leaving norm-referenced testing of

the language component optional. This means that progress on the language subtest cannot be uniformly assessed during 1980-81. As noted, the one exception is Grade 5 where all three subtests of the CTBS are administered in the spring districtwide.

2. The purpose of the Achievement Goals Program is to improve the quality of education in each of the AGP schools, with particular reference to increasing achievement test results in reading and mathematics. In 1980-81, instructional programs have been implemented in AGP schools as follows: reading, Grades 2 through 6, and mathematics, Grades 1 through 6. There are no special and intensive instructional programs in language as measured by the CTBS at any grade,* and none in reading and mathematics outside the grades noted. Since the Superior Court has asked for test results at all grade levels, K-12, it is important to recognize which grades have the special and intensive instructional programs and which do not.
3. For purposes of the implementation and progress evaluation, information will be collected systematically for Grades 3 and 6 only. This is to keep the amount of data to a manageable level and to tap the two key grades for which reading and mathematics programs were originally designed. As already stated, the reading, language, and mathematics subtests of the CTBS will be administered to all grades in all the minority-isolated schools in the spring of 1981.

* The district program is one of oral language, whereas the language subtest of the CTBS is essentially based on written language (expression, mechanics, and spelling).

DISTAR
Evaluation Design
Summary
1980-81 to 1983-84

FIRST READING

BACKGROUND

DISTAR is a copyrighted name for a commercially marketed instructional program, including materials and procedures, in three subject areas: reading, mathematics, and language, and primarily designed for use in kindergarten through Grade 3.* In practice, within the San Diego City Schools, DISTAR materials and procedures are used in three versions: The first two versions are fully implemented but one is in Follow-Through classes and the other is in non-Follow Through classes. Follow Through DISTAR--Fully Implemented is under the immediate supervision of the Direct Instruction Follow Through office at the University of Oregon and involves an implementation model of carefully conducted inservice training, program monitoring, and support services. Non-Follow Through DISTAR--Fully Implemented, is a district sponsored application of the University of Oregon program, paralleling the implementation model of the University of Oregon. For all practical purposes by being "fully implemented," the district assumes these first two versions of DISTAR are essentially equivalent. The third version is termed Non-Follow Through DISTAR--Partially Implemented. This variation uses the DISTAR materials and procedures in certain schools and classes without the complete implementation of the University of Oregon model of inservice training, program monitoring, and support services. Since the full resources of the University of Oregon personnel are not offered in these schools the assumption is made that DISTAR in this mode has departed to an unknown extent from the strict intent of the University of Oregon's implementation model; it is therefore, partially implemented.

EVALUATION DESIGN

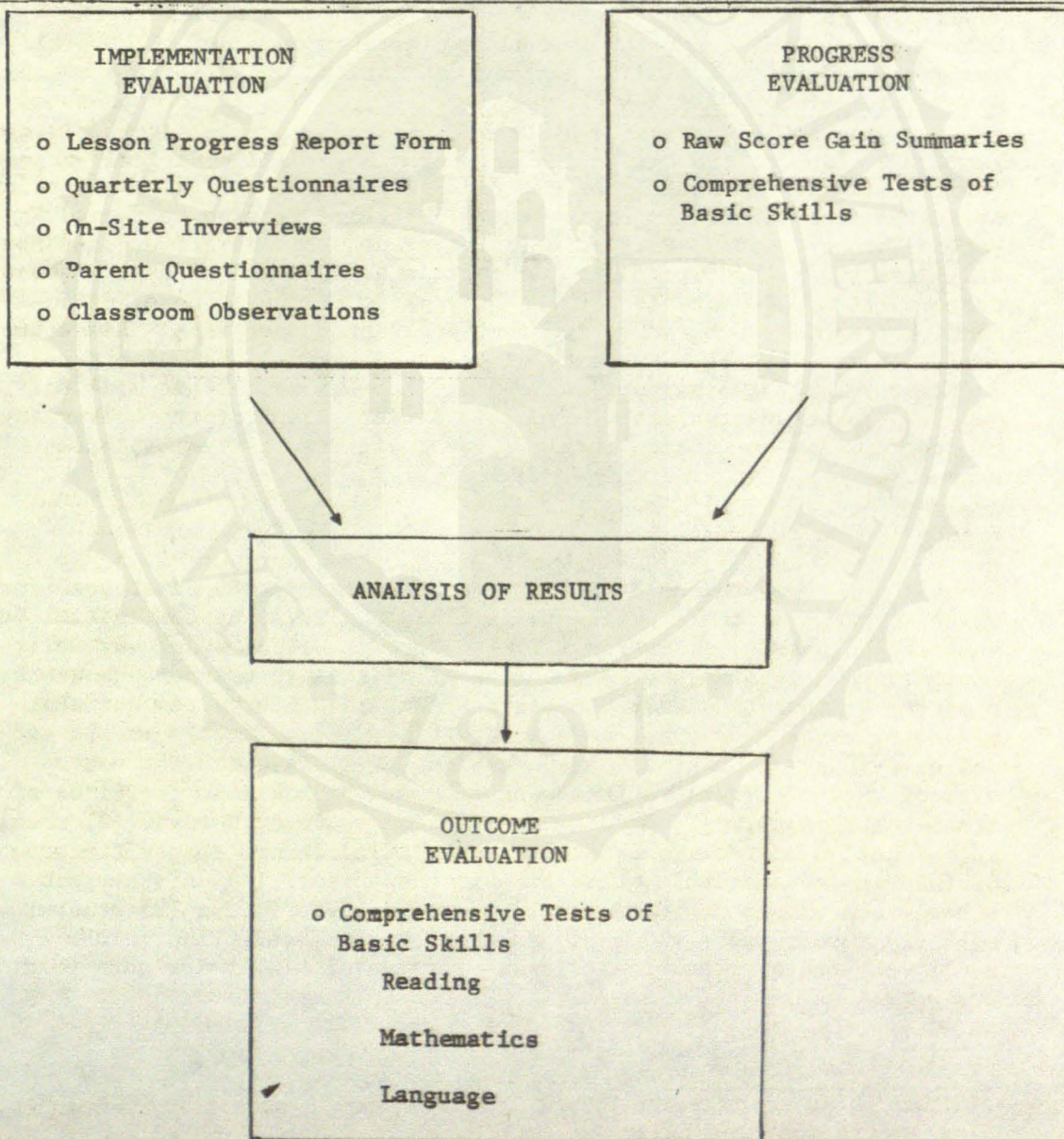
Given the three versions of DISTAR in the district, the first year for which adequate data are available is 1978-79. This was the initial year when the University of Oregon's Follow Through DISTAR model was fully implemented. It also provides the baseline against which to gauge the progress of those students who began DISTAR in kindergarten and who, after three years of continuous instruction, are currently in the second grade. By viewing the three versions of DISTAR with the succession of academic years, a framework emerges which allows two kinds of broad comparisons: (1) Results as a function of version and (2) results as a function of time in program. Two qualifications temper the amount of information available where time is concerned: (a) only certain schools and classrooms were involved during 1978-79; and (b) student mobility across years which causes a substantial reduction in the number of students who remain in any version of DISTAR for more than one year.

*DISTAR is an acronym for Direct Instructional System for teaching Arithmetic and Reading.

The major components of program evaluation focus on three areas:

1. Implementation Evaluation. Is the program being implemented according to plan?
2. Progress Evaluation. Is the program making satisfactory progress toward the expected outcome?
3. Outcome Evaluation. Did the program achieve its expected outcomes?

These components & the key instruments for collecting data are displayed in the following diagram:



Implementation Evaluation. The implementation evaluation has five parts. The first is the Lesson Progress Report Form. The teacher or aide in each classroom in the two versions of fully implemented DISTAR completes this form every two weeks. It contains information on such items as level of instructional materials, days in program by group, raw score gain summary for DISTAR materials, in each of the three instructional areas: reading, mathematics, and language. This information is used by the program directors to monitor the degree of implementation and, where appropriate, to take corrective action.

The second part of the implementation evaluation consists of quarterly questionnaires completed by each teacher, teacher aide and principal. Results will be compiled by Evaluation Services with feedback to the respective schools and district staff. The content of the questionnaire will address the general utility of the DISTAR materials, the degree of support provided by the off-site resource personnel (e.g., U. of Ore., Bandini Center etc.), the school, and parents, along with characteristics of the classroom environment and student adjustment.

The third part of the implementation evaluation will consist of interviews of principals, resource teachers, and a random sampling of classroom teachers. During the past two years this part of the evaluation was provided by Emrick & Associates but starting with 1980-81 the district has assumed this function locally. Feedback will be given to Programs Division and to the concerned schools.

Parent perceptions reflected through brief questionnaires will constitute the fourth part of the implementation evaluation. These questionnaires will seek the perceptions parents have of the effectiveness of the instructional program and their concerns about DISTAR, its implementation, and its goals. The questionnaire will be administered in the early spring.

The final part of the implementation evaluation will be summaries of classroom observation checklists completed by site administrators at various times throughout the year. As a verification check, program evaluators will make limited program implementation observations in a 25% random sample of classrooms in their assigned schools. Since these verification checks are a part of their routine midyear visits associated with the consolidated application (schools receiving special project funding), no additional time requirements will be placed upon the classroom or the teacher.

Progress Evaluation. The raw score gain summary from the Lesson Progress Report Form will be monitored. Once the Comprehensive Tests of Basic Skills (CTBS) scores are available, patterns of relationship will be established between the CTBS and the raw score summaries. For the most part, useful progress information will not be available until 1981-82.

Outcome Evaluation. The third component of the evaluation design is the outcome evaluation. The principal measure is the CTBS which is administered in the spring to all grades in the twelve schools participating in one of the three versions of DISTAR. This will include the reading, language, and mathematics subtests. The analysis of the test data will address the following questions:

1. What are the end-of-year results for students with a complete year of instruction, by grade, subject area, and version of DISTAR?
2. For students who have completed either two or three years in a given sequence of grades, and set of subject areas, and DISTAR versions, what gains have been registered?
3. To what extent are differences evident between the three DISTAR versions, either across comparable groups of students in a given year or in terms of their respective gain scores across years?
4. Given the implementation and progress evaluation data, are patterns of relationship present that help explain higher and lower achievement trends?
5. What are the results of the parent questionnaires?
6. To what extent are differences evident between DISTAR versions and the Achievement Goals Program for common grades, subject areas, and comparable students who have had one full year of instruction in either program?

LIMITATIONS OF THE EVALUATION OF THE DISTAR PROGRAM IN 1980-81

In the first year of the program (1980-81), there will be two limiting factors which need to be taken into account in interpreting end-of-year results:

1. Baseline data on the CTBS language subtest for all of the participating schools are not available prior to 1980-81. This is due to the fact that federal requirements in Title I schools only require norm-referenced testing in reading and mathematics, leaving-referenced testing of the language component optional. This means that progress on the language subtest cannot be uniformly assessed during 1980-81.
2. The progress evaluation component based on raw score gain summaries presents a unique set of problems. Predictive information probably will not be forthcoming during 1980-81, since CTBS test data will not be available until the end of the year.
3. Because a large proportion of students participating in Follow-Through DISTAR are required to be "students of greatest economic need," it may prove difficult to find comparable students in each one of the various combinations of DISTAR versions, grade levels, subject areas, and number of years in the program.

San Diego City Schools
DISTAR EVALUATION
1980 - 81

DISTAR SCHOOLS & CLASSROOMS*

		GRADES & CLASSROOMS											
		K			1			2			3		
		R	M	L	R	M	L	R	M	L	R	M	L
FULL I M P L E M E N T A T I O N	FOLLOW-THROUGH												
	1. BALBOA	1	1	1	1	1	1	1	1	1	1	1	1
	2. HORTON	1	1	1	2	2	2	1	1	1	2	0	2
	3. KENNEDY	2	2	2	1	1	1	1	0	1	0	0	1
	4. KNOX	1	1	1	1	1	1	1	1	1	1	0	1
	5. LOGAN	1	1	1	1	1	1	1	1	1	2	0	2
	6. SHERMAN	1	1	1	1	1	1	1	1	1	1	0	1
	7. STOCKTON	2	2	2	2	2	2	1	1	1	1	0	1
	Totals	9	9	9	9	9	9	7	6	7	8	1	9
	NON FOLLOW-THROUGH												
	8. BOONE	2	2	2	2	2	2	0	0	0	0	0	0
	9. KEILLER	1	0	1	1	0	0	0	0	0	0	0	0
	10. MEAD	0	3	3	0	1	2	0	0	2	0	0	0
	· SHERMAN	2	2	2	3	2	2	1	0	1	0	0	0
	· STOCKTON	1	1	1	2	2	2	2	0	1	0	0	0
	Totals	6	8	9	8	7	8	3	0	4	0	0	0
PARTIAL I M P L E M E N T A T I O N	NON FOLLOW-THROUGH												
	· BALBOA	2	2	4	2	2	4	5	2	5	4	1	4
	11. EMERSON	3	3	3	3	3	3	3	1	3	3	0	2
	12. WEBSTER	3	3	3	3	3	3	2	2	1	0	0	1
	Totals	8	8	10	8	8	10	10	5	9	7	1	7

*Multigraded classrooms are counted in
each grade represented

SAN DIEGO CITY SCHOOLS
DISTAR EVALUATION
PARTICIPATING CLASSROOMS BY SKILL AREAS*

FOLLOW-THROUGH	K	1st.	2nd.	3rd.	TOTALS R M L
1. BALBOA	(1) RML	(1) RML	(1) RML	(1) RML	4 4 4
2. HORTON	(1) RML	(2) RML	(1) RML	(2) R/L	6 4 6
3. KENNEDY	(2) RML	(1) RML	(1) R/L	(1) L only	4 3 5
4. KNOX	(1) RML	(1) RML	(1) RML	(1) R/L	4 3 4
5. LOGAN	(1) RML	(1) RML	(1) RML	(2) R/L	5 3 5
6. SHERMAN	(1) RML	(1) RML	(1) RML	(1) R/L	4 3 4
7. STOCKTON	(2) RML	(2) RML	(1) RML	(1) R/L	6 5 6
Totals	9	9	7	9	34 25 34
NON-FOLLOW-THROUGH	K	1st.	2nd.	3rd.	TOTALS R M L
8. BOONE	(2) RML	(2) RML	- - -	- - -	4 4 4
9. KEILLER	(1) R/L	(1) R only	- - -	- - -	2 - 1
10. MEAD	(3) M/L	(2) M/L	(2) L only	- - -	0 4 7
* SHERMAN	(2) RML	(3) RML	(1) R/L	- - -	6 5 6
* STOCKTON	(1) RML	(2) RML	(2) R/L	- - -	5 3 5
Totals	9	10	5		17 16 24
	K	1st.	2nd.	3rs.	TOTALS R M L
* BALBOA	(2) RML	(2) RML	(5) RML	(4) RML	13 7 17
11. EMERSON	(3) RML	(3) RML	(3) RML	(3) RML	12 7 11
12. WEBSTER	(3) RML	(3) RML	(2) RML	(1) L only	8 8 8
Totals	8	8	10	8	33 22 36

Circles numbers are classrooms

The number of classrooms reflect both single grades & multigrade situations.
The latter are counted as if each grade level were a separate classroom.