1971

Title I Evaluation System, Maple Lane High School

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**TITLE I EVALUATION
SYSTEM**

MAPLE LANE HIGH SCHOOL

**FIRST SEMESTER
1970/71**

Compiled and Submitted

By

**Terrence A. Green
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Portland State University**

ABSTRACT OF MAPLE LANE TITLE I PRACTICUM

The purpose of the project is to establish a data gathering system that will provide decision makers an information base on which to 1) Plan for current program maintenance, 2) Plan for program change and 3) Identify changes in student need as a basis for future Title I funding.

In establishing the system, two requirements had to be met. First, the system had to be simple so a person with limited training could operate it. Second, the system had to keep individual students identifiable to facilitate treatment and academic program planning. Developing the system within these constraints required the data system to address such questions as 1) Who are the programs reaching and how often, 2) What and how much are the students doing in the programs and 3) What and how much are they learning from the program.

The system is organized in three parts, each one providing graphic or tabulated data for analysis by Title I administrators, evaluators and planners. The purpose of Part I is to identify which students are participating in Title I programs. This part attempts to determine:

- 1) The total amount of attendance by each student in all Title I programs.
- 2) The frequency of attendance of all students in each Title I program.
- 3) The frequency of attendance of each student in each Title I program.

The purpose of Part II is to identify what students are doing in the program. Participants are:

- 1) Identified in terms of total amount of participation by all students in each program.
- 2) Identified in terms of individual participation in the Pre-School program.

The purpose of the third part of the system is to identify what students are learning in the programs. The means used to measure student gains vary with each program. The four categories these means fall into are:

- 1) Graphs of academic test scores.
- 2) Graphs of performance test results.
- 3) Tabulations of the number of defined program activities successfully performed.
- 4) Subjective evaluative statements.

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 - 1. Red Cross Swimming
 - 2. Red Cross Diving
 - 3. Swim and Stay Fit
 - e. Driver Education
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 - 1. Red Cross Swimming
 - 2. Red Cross Diving
- d. Driver Education
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 - a. Red Cross Swimming
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INTRODUCTION

These books contain a data gathering system for the evaluation of Maple Lane High School's Title I Program. The system facilitates the gathering and organization of attendance, participation and program data. These data are used for both evaluative and program planning purposes.

WHO IS THE PROGRAM REACHING AND HOW OFTEN?

Each book is organized in three sections. The first section is concerned with attendance data. An effort is made to identify all participants by name, cottage and total amount of attendance by each student in all of the Title I programs. It further attempts to determine the frequency of attendance of all students in each Title I program. Finally, an attempt is made to determine the frequency of attendance of each student by name in each of the Title I programs.

WHAT ARE THEY DOING IN THE PROGRAMS?

Section II focuses on data acquisition describing the amount and nature of participation in activities within each program. Participants are first identified in terms of a total amount of participation by all students in each program. Participants in the Pre-School programs are then identified in terms of frequency of individual participation in program activities. Individual participation in this program is then summarized on a monthly basis.

WHAT DID THEY LEARN OR GAIN?

The purpose of the third section of each book is to identify the knowledge and skills the participants in each program have acquired and to identify progress toward each program's objectives. The measures used to determine progress vary according to the program.

HOW THE BOOKS ARE SET UP

At the beginning of each section there is an outline of the contents of that section and a more specific statement of the section's purpose. Following this is an explanation of the purpose of each graph, its data sources and any assumptions or interpretations that are made.

SECTION I: WHO IS THE PROGRAM REACHING AND HOW OFTEN?

Accurate attendance data is vital in determining specifically who the program is reaching.

Attendance data is a common and frequent measure of program activity employed by teachers systematically. It is a common denominator for making comparisons between programs. When attendance is voluntary, it can also be a gross indicator of program effectiveness by providing a measure of student interest.

A constant goal in developing this system has been to keep all data as specific to individuals and cottages as possible. This has been especially true of attendance data. In as many cases as possible the graphs and charts have been set up so that individual students could be identified. This increases the degree to which the program evaluation can be specific. Keying as much data as possible to individual students makes the data more useful and flexible in terms of academic and treatment program planning. Keeping individual students identifiable in the system may also make the data more valuable for identifying student needs as a basis for future program development.

WHO IS THE PROGRAM REACHING?

MASTER ATTENDANCE CHART FOR ALL TITLE I PROGRAMS

This chart tabulates attendance information for all the Title I programs for the year. It serves as a data base for answers to questions such as:

Who is the Title I Program serving? Is it reaching a cross section of students or the same students over and over? Are students who attend one program likely to attend other programs? Do some cottages seem to attend significantly more programs than other cottages? What cottage seems to have the most program attendance? Which one has the least?

It also serves several other purposes. First, it functions as a cross reference list organized by cottage. There are also two other cross reference lists, one organized alphabetically by name and the other organized by student number. These lists were designed for ease in identifying the students involved in the Title I programs.

Second, it serves as a flo chart for the student population. Paroles, extended furloughs, transfers and AWOL's require the Master Attendance Chart and cross references to be up-dated about every two weeks. Thus, it is a permanent record of campus movement.

Third, it functions as a working paper and data source for some of the other measures in the system. For instance, the data for the Individual Student Attendance Summary Graphs comes directly from this Master Attendance Chart.

Using the chart is quite easy. Each page contains the att-

endance data of all the students who have been in residence in a particular cottage during the entire year. In the left hand columns are the student numbers, name and any pertinent dates regarding AWOL's, extended furloughs, cottage transfers and paroles. Across the top of the columns are the names of the programs with the Evening Swimming Program broken into four sub-parts due to its complexity. Each column is three squares wide, each square standing for a semester. At the top of each vertical column of squares and just below the name of the program and the number of the semester is the number of days during the semester that particular program was operated. In order to find out how often a student attended a program or programs during a semester just read horizontally across the page. This gives you attendance in number of days. For example, Cindy Minnick, Cedar Cottage, Student 125, attended Key Punch 73 out of 92 days first semester. She also attended Evening Library once and Red Cross Swimming class twice. These figures can be converted to percentage attendance figures by dividing by the total number of days the program functions during the semester.

The sources for the attendance data for this chart vary. Key Punch, Pre-School and Drivers Education attendance information are provided by the instructors grade books. Evening Library and Evening Swimming information result from tabulations on special tally sheets kept by the instructors. Student Cultural Enrichment attendance data comes from the information/evaluation sheets filled out by a staff member for each event.

BIRCH

[illegible]

CEDAR

Stu. No.	Name	Info. Miscel.	Date Enr.	Key Punch	Pre- School	Eve. Lib.	Swim Class	Div. Class	Water Bal.	Swim Fit.	Stu. Enr.	Driv. Train		
		Semester #		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
		# Days Prog. Opr During Semester		92	92	32	5	3		5	1	15		
115	BASCOCK, Margaret	PR-2/71									1			
116	COCHRAN, Teresa	PR-2/18/71												
117	CONRAD, Ava	PR-10/8/70												
118	COOK, Patsy					3 5								
119	DONLEY, Katherine				86	1 1								
120	FOREST, Wilma	PR-3/71		64		3 2				3	1			
121	GOLDER, Deborah	PR-2/71		81		1								
122	JONES, Shelly			74		1 1	2 2	1						
123	KOLBE, Judy	PR-2/71		55		1								
124	LUNDY, Cheryl													
125	MINNICK, Cynthia	FUR. 4/71		73 33		1	2							
126	MOXLEY, Melody			38		2 3				1				
127	OPEL, Deborah			77		3	1				1			
128	SHIELDS, Virginia	FUR-4/71				3								
129	STEEL, Katherine	PR-12/70												
130	WATSON, REXANNE			80										
131	WHITE, KAROLAN					3 7								
132	WYRICK, Jeanne					1 2								
118	COOK, PAT													
134	MILLER, Jeanette					4	2 1.			3				
135	RAMAGE, Lori	FUR. 4/71				1		1						
26	BOLDE, Karen	TRSF. 1/71												
13	McCullough, Dolly					2								
217	HANSON, Twila					2								
218	McGrew, Nelda					2	1							
220	McKenney, Fay	R-3/71												
234	Aycock, Nancy													
202	GREEN, Margaret	4/71					2							
239	TEVISON, Deborah					1								
17	SPENCER, Jeanette	4/71				1 1								

EVERGREEN

Stu. No.	Name	Miscel. Info.	Date Enr.	Key Punch	Pre- School	Eve. Lib.	Swim Class	Div. Class	Water Bal.	Swim Fit.	Stu. Enr.	Driv. Train		
		Semester #		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
		# Days Prog.Opr.												
		During Semester		92	92	32	5	3		5	1	15		
153	CRAIN, JOAN			59		4								
154	CRAMMER, DANA	PR-2/71				1								
155	ERICKSON, PAULA	PR-11/17/70												
156	HERON, PATRICIA	R-11/12/71		26										
157	HOLMES, KAREN	PR-10/27/70												
158	LAFontaine, ANNA	PR-12/70												
159	O'Neill, TERESA	R-10/13/70		18										
160	PARSON, BONNIE	EX-FUR.												
161	WILLOUGHBY, PAM	R-3/71				1	1			15				
162	WIAN, JEANNETTE	PR-2/71		9	63									
163	WOLFORD, CINDY	PR-3/71								1	1			
164	WOODS, KAREN													
165	GUMMOW, TERESA					1	1 1		1	2	1			
166	SKOLNICK, DEBBIE					2 2				1				
167	WOOD, DIANE					1 1								
168	DELAMBRE, DIANNE	FUR.												
169	LABONTY, KELLIE													
170	RUMMERFIELD, JUDY					2 2	2	1		2				
171	SARFF, MONICA					1								
172	SMITH, MIKKI			68										
173	KNOWLTON, KELLIE	PR-2/71				1								
174	KEMPE, LINDA					1 3	2	1		4 5	1			
175	LOGAN, MILDRED													
56	HALE, DEBBIE	2/71				1 1	2			1	1			
143	LABONTY, KELLIE	1/71				2 4					1			
90	REDLICH, GAIL	1/71		32										
226	GURNEY, JANET					1	1		1					
240	MCGLOTHEN, ANNA					1								
244	MCIVOR, NANCY					1								
248	CONLEY, KATHY													
249	GRISSON, EVELYN					1								
145	LOGAN, MILDRED	1/71				1 2								

[illegible][illegible]

HOLLY

Stu. No.	Name	Miscel. Info.	Date Enr.	Key Punch	Pre- School	Eve. Lib.	Swim Class	Div. Class	Water Bal.	Swim Fit.	Stu. Enr.	Driv. Train		
		Semester #		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
		# Days Prog.Opr. During Semester		92	92	52	5	3		5	1	15		
93	Barett, Peggy	PR 3/71												
94	Bunn, Rhonda	PR 12/18/70												
95	O'Hearn, Sami					2								
96	Olson, Joyce					1		1	1	13				
97	Powers, Vallerio	PR 4/71					1							
98	SANDSTEDT, ERICA	R 2/71				1								
99	SHORT, DEBORAH	TRSF. 3/71				X								
100	STANLEY, Rockette	PR 3/71												
101	WALKER, Lucy	PR 3/71					1							
102	Wilbur, JOANNE					1								
103	Woodrich, Elaine	R-4/71									1			
104	WICKER, SARAH			26		1								
105	HANSEN, Ruth	PR 12/14/70												
106	SATHER, Linda					2		1						
107	VALESQUEZ, DIANA	R 5/3/71				4								
108	WEAVER, Freddy	PR 3/71												
109	HAWLEY, Deanne					1		1		1				
110	Hobucket, VERA													
111	MURPHY, Kathleen	R-5/71				1								
112	SHICK, Anna					2								
114	HILLAIRO, Rose					2								
149	STOVALL, TERESA													
227	McBANE, Denise													
238	HOFFMAN, Christine	FUR 3/3/71				4								
235	SPATZ, Elizabeth					1								
149	STOVALL, TERESA	3/71				1								

MAPLE

Stu. No.	Name	Miscel. Info.	Date Enr.	Key Punch	Pre- School	Eve. Lib.	Swim Class	Div. Class	Water Bal.	Swim Fit.	Stu. Enr.	Driv. Train		
		Semester #		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3		
		# Days Prog.Opr. During Semester		92	92	82	5	3		5	1	15		
1	BRACES, SARAH	PR 11/70												
2	BROWN, SANDRA	R 5/3/71												
3	CLEMENTZ, LINDA	PR 12/70		72										
4	DILLEY, RAMONA					3								
5	DIXON, CATHERINE	TRSF. 11/2/70												
6	EDLIN, ELIZABETH					3 8								
7	GOFORTH, DEBORAH			71		1								
8	HEDRICK, KATHLEEN					1								
9	JASSO, MARY	PR 3/71												
10	KING, SUZANNE	PR 5/3/71				1 1					1			
11	LEICK, JACOLYN	PR 2/71												
12	MCCAULEY, ZELLA	TRSF. 1/71		X										
13	MCCULLOUGH, DOTTY	TRSF. 1/71				2								
14	PERSON, LINDA			71	74									
15	QUATIER, SHIGRU	TRSF. 4/71				1								
16	REISENAUER, SHERRILL					1 8					1			
17	SPENCER, JEANNETTE	TRSF. 4/71				*								
18	STREIDTINGER, MARLENE	TRSF. 1/71				*								
19	VOLKMAN, MARY					2								
20	WHITSON, LEONA	PR 2/71		69		2								
21	JOHNSON, SALLY					1								
22	SUTHERBY, CHERYL					1	2 2		7	1 4				
23	HERBERT, JUDY					3 8								
24	RILEY, DEBRA			70		2								
25	SPOONER, BEVERLEY					4								
26	GOLDE, KARIN	1/71				6 7								
27	COWARD, DIANE					2 3								
199	GOODYEAR, TONI	1/71												
205	JACKSON, MARLA					6		1						
206	PORTER, LORRAIN					1								
207	RICHARDS, SANDRA													
229	BONDS, BRENDA	R 3/71												
230	DICKEY, SHARON					2								

[illegible]

[illegible][illegible]

SPRUCE

Stu. No.	Name	Miscel. Info.	Date Enr.	Key Punch	Pre- School	Eve. Lib.	Swim Class	Div. Class	Water Ed.	Swim Fit.	Stu. Enr.	Driv. Train
		Semester #		1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		# Days Prog.	Opr.									
		During Semester		92	92	32	5	3		5	1	15
28	Adams, Clara	PR-2/71		75 13								
29	Anderson, Kathy			76		2	2		8	34		
30	Arnold, Pamela					1	1					
31	Brooks, Catherine	? 11/12/70		15								
32	Camden, Jeanne	R-5/3/71				1 5						
33	Castana, Susan			75 64		1 2						
34	Crim, Sharon					1 1						
35	Dunham, Sandra					3 4						
36	Harris, Denise	PR-12/70		35								
37	Kitchens, Pamela					1 1						
38	Luna, Kathleen					2 1						
39	McFarlane, Sherrie	? 12/70										
40	Miller, Cheryl	PR 12/70										
41	Nicholson, Jeanne	PR 11/30/70										
42	Peterson, Fannilard	? 10/8/70		8								
43	Parkerson, Toni	R-2/2/71										
44	Pooler, Brenda	Trst. 5/3/71				* 1						
45	Preston, Mary	PR 2/18/71				1						
46	Quintonia, Deborah	PR 4/71				2						
47	SeBrade, Karen	FUR. 3/71		76								
48	Taylor, Alice					3 1						
49	Wallace, Lorene			77 11		5 1	1					
5	Dixon, Catherine	PR 2/71									1	
51	Sterns, Linda					1 1						
12	McCauley, Zella	1/71		71 49								
208	Fox, Shan									2		
146	Murphy, Sandy	1/71		11		1				1	1	
18	Stridling, Markene	1/71				1 1						
209	VanGordon, Donna											
237	Watkins, Patricia	FUR. 4/71										
148	Perkins, Margaret	4/71				2						

[illegible]

MASTER LIST BY NO.

No.	COTTAGE	NAME
1	Maple	Brakes, Sarah
2	"	Brown, Sandra
3	"	Clementz, Linda
4	"	Dilley, Ramona
5	Spruce	Dixon, Catherine
6	Maple	Edlin, Elizabeth
7	"	Goforth, Deborah
8	"	Hedrick, Kathleen
9	"	Jasso, Mary
10	"	King, Suzanne
11	"	Leick, Jacolyn
12	Spruce	McCauley, Zella
13	Cedar	McCullough, Dolly
14	Maple	Person, Linda
15	Oak	Quatier, Shigru
16	Maple	Reisenauer, Sherrell
17	Cedar	Spencer, Jeanette
18	Spruce	Streidlinger, Marlene
19	Maple	Volkman, Mary
20	"	Whitson, Leona
21	"	Johnson, Sally
22	"	Sutherby, Cheryl
23	"	Herbert, Judy
24	"	Riley, Debra
25	"	Spooner, Beverly
26	"	Golde, Karin
27	"	Coward, Diane
28	Spruce	Adams, Clara
29	"	Anderson, Kathy
30	"	Arnold, Pamela
31	"	Brooks, Catherine
32	"	Camden, Jeanne
33	"	Castona, Susan
34	"	Crim, Sharon
35	"	Dunham, Sandra
36	"	Harris, Denise
37	"	Kitchens, Pamela
38	"	Lunn, Kathleen
39	"	McFarlane, Sherrie
40	"	Miller, Cherie
41	"	Nicholson, Jeannie
42	"	Peterson, Carol
43	"	Parkerson, Toni
44	Birch	Pooler, Brenda
45	Spruce	Preston, Mary
46	"	Quintona, Deborah
47	"	SeBade, Karen
48	"	Taylor
49	"	Wallace, Lorene
50		
51	SPRUCE	Sterns, Linda
52	Hawthorne	Bold, Marilyn
53	"	Burdick, Sylvia
54	"	Dator, Betty
55	"	Dutra, Debra
56	E. Green	Hale, Debora
57	Hawthorne	Harrington, Patricia
58	Birch	Harrison, Jackie

MASTER LIST BY NO.

NO.	COTTAGE	NAME
59	Hawthorne	Johns, Catherine
60	"	Krahn, Dorothy
61	Pine	Lucht, Sharon
62	Hawthorne	Miller, Denise
63	"	Mitchell, Bernadine
64	"	Smith, Edna
65	"	Thompson, Judith
66	"	Garmen, Lori
67	"	Massengale, Linda
68	"	Hunter, Janise
69	"	Bunker, Shelley
70	Pine	Cantero, Rosalie
71	"	Hotelling, Denise
72	"	Kasbaum, Jacquelyn
73	"	Kuper, Valerie
74	"	Lane, Sandra
75	"	Lawrence, Irene
76	"	Moe, Kathy
77	"	Smith, Donna
78	"	Sloan, Diane
79	"	Vanneman, Lee
80	"	Walters, Vicki
81	"	Weed, Lorie
82		
83	Pine	Newman, Judy
84	"	Vidmore, Sandra
85		
86	Pine	Ashby, Carol
87	"	Chapman, Susanne
88	"	Corgatelli, Vickie
89	"	Marshall, Sherry
90	E. Green	Redlich, Gail
91	Pine	Durham, Elaine
92	"	Hovermale, Jacqueline
93	Holly	Barrett, Peggy
94	"	Dunn, Rhonda
95	"	O'Hearn, Sami
96	"	Olson, Joyce
97	"	Powers, Valerie
98	"	Sandstedt, Erica
99	Birch	Short, Deborah
100	Holly	Stanley, Rochelle
101	"	Walker, Lucy
102	"	Wilbur, Joanne
103	"	Woodrich, Elaine
104	"	Wicker, Sarah
105	"	Hansen, Ruth
106	"	Sather, Linda
107	"	Valesquez, Diana
108	"	Weaver, Trudy
109	"	Hawley, Deanne
110	"	Hobucket, Vera
111	"	Murphy, Kathleen
112	"	Shier, Anna
113		
114	Holly	Hillaire, Rose
115	Cedar	Babcock, Margaret
116	"	Cochran, Teresa

MASTER LIST BY NO.

NO.	COTTAGE	NAME
117	Cedar	Conrad, Ava
118	"	Cook, Patsy
119	"	Donley, Katherine
120	"	Forest, Wilma
121	"	Golder, Deborah
122	"	Jones, Shelby
123	"	Kolbe, Judy
124	"	Lundy, Cheryl
125	"	Minnick, Cynthia
126	"	Moxley, Melody
127	"	Opel, Deborah
128	"	Shields, Virginia
129	"	Steele, Kathleen
130	"	Watson, Rexanne
131	"	White, Karolan
132	"	Wyrick, Jeanne
133		
134	Cedar	Miller, Jeanette
135	"	Ramage, Lori
136		
137		
138	Birch	Ingram, Ethyl
139	"	Hernandez, Vicki
140	"	Klavano, Kathy
141	"	Hurlburt, Rosemary
142	E. Green	Knowlton, Kelly
143	E. Green	LaBonty, Kellie
144	Hawthorne	Leisure, Barbara
145	Hawthorne	Logan, Mildred
146	Spruce	Murphy, Sandy
147		
148	Spruce	Perkins, Margaret
149	Holly	Stovall, Teresa
150	Birch	Keating, Carol
151	Pine	Mason, Cathy
152	Hawthorne	Wheeler, Deborah
153	E. Green	Crain, Joan
154	"	Crammer, Dana
155	"	Erickson, Paula
156	"	Herom, Patricia
157	"	Holmes, Karen
158	"	LaFountaine, Anna
159	"	O'Neill, Teresa
160	"	Pardun, Donna
161	"	Willoughby, Pam
162	"	Winn, Jeanette
163	"	Wolford, Cindy
164	"	Woods, Karen
165	"	Gummow, Teresa
166	"	Skolnick, Debbie
167	"	Wood, Diane
168	"	Delcambre, Dianne
169		
170	E. Green	Rummerfield, Judy
171	"	Sarff, Monica
172	"	Smith, Nikki,
173		
174	E. Green	Kempe, Linda
175		

MASTER LIST BY NO.

NO.	COTTAGE	NAME
176		
177	Oak	Boatwright, JoAnn
178	"	Bunch, Gail
179	"	Davis, Debra
180	"	DeSpain, Ellen
181	"	Howard, Deborah
182	"	LaLonde, Pamela
183	"	Mack, Marcia
184	"	Peterson, Melina
185	"	Riojas, Susan
186	"	Sanders, Joyce
187	"	Shaw, Dorothy
188	"	Spillman, Kathy
189	"	Taylor, Kenna
190	"	Holmquist, Christine
191	"	Reames, Pam
192	"	Burt, Rosanne
193	Birch	Fisher, Connie
194	Oak	Gill, Margaret
195	"	Ledbetter, Dickie
196		
197	Oak	Variezema, Marilyn
198	"	Watkins, Alice
199	Maple	Goodyear, Toni
200	Birch	Keller, Therressa
201		
202	Cedar	Green, Margaret
203	Birch	Johnson, Eloise
204	Oak	Aronson, Machele
205	Maple	Jackson, Marla
206	"	Porter, Lorrain
207	"	Richards, Sandra
208	Spruce	Fox, Shan
209	"	VanGordon, Donna
210	Hawthorne	Davis, Bonita
211	"	Lingar, Diane
212	"	Rataezyk, Anne
213	"	Waugh, Joan
214	Pine	Hoffert, Wendy
215	Maple	Monday, Kathy
216	Birch	Sand, Therresa
217	Cedar	Hanson, Twila
218	"	McGrew, Nelda
219	Birch	Kiefer, Sue
220	Cedar	McKinney, Fay
221	Birch	Shur, Glenda
222	"	Bode, Karen
223	Pine	Clark, Willene
224	Birch	Farr, Lola
225	Oak	Quinoveva, Laura
226	E. Green	Gurney, Janet
227	Holly	Mebane, Denise
228	"	Hoffman, Christine
229	Maple	Bonds, Brenda
230	"	Dickey, Sharon
231	Oak	Smith, Marilyn
232	Pine	Padilla, Rachel
233	Birch	Bell, Deborah

MASTER LIST BY NO.

NO.	COTTAGE	NAME
234	Cedar	Aycock, Nancy
235	Holly	Shatz, Elizabeth
236	Pine	Smalley, Cheryl
237	Spruce	Watkins, Latricia
238	Birch	Allison, Teresa
239	Cedar	Jenson, Deborah
240	E. Green	McGlothen, Anna
241	Maple	Torgerson, Jo
242	Birch	Velke, Dawna
243	"	Pierce, Janice
244	E. Green	McIvor, Nancy
245	Maple	Carlson, MaDonna
246	"	DeVeny, Mary
247	Birch	Johnson, Judy
248	E. Green	Conley, Kathy
249	E. Green	Grisson, Evelyn
250	Hawthorne	Mercado, Ruby
251	Maple	Phillips, Victoria
252	Oak	Helmer, Debra
253	Pine	Lawler, Sharon

MASTER LIST BY NAME

NAME	NO.	COTTAGE
Adams, Clara	28	Spruce
Anderson, Kathy	29	Spruce
Allison, Teresa	238	Birch
Arnold, Pamela	30	Spruce
Aronson, Machelie	204	Oak
Ashby, Carol	86	Pine
Aycock, Nancy	234	Cedar
Babcock, Margaret	115	Cedar
Barrett, Peggy	93	Holly
Bell, Deborah	233	Birch
Boatwright, JoAnn	177	Oak
Bode, Karen	222	Birch
Bold, Marilyn	52	Haw.
Bonds, Brenda	229	Maple
Brakes, Sarah	1	Maple
Brooks, Catherine	31	Spruce
Brown, Sandra	2	Maple
Bunch, Gail	178	Oak
Bunker, Shelly	69	Haw.
Burdick, Syliva	53	Haw.
Burt, Roxanne	192	Oak
Camden, Jeanne	32	Spruce
Cantero, Rosalie	70	Pine
Carlson, MaDonna	245	Maple
Castona, Susan	33	Spruce
Chapman, Susanne	87	Pine
Clark, Willene	223	Pine
Clementz, Linda	3	Maple
Cochran, Teresa	116	Cedar
Cook, Patsy	118	Cedar
Conrad, Ava	117	Cedar
Corgatelli, Vickie	88	Pine
Coward, Diane	27	Maple
Crain, Joan	153	E. Green
Crammer, Dana	154	E. Green
Crim, Sharon	34	Spruce
Dator, Betty	54	Haw.
Davis, Bonita	210	Haw.
Davis, Debra	179	Oak
Delcambre, Dianne	168	E. Green
DeSpain, Ellen	180	Oak
Dickey, Sharon	230	Maple
Dilley, Ramona	4	Maple
Dixon, Catherine	5	Spruce
Donley, Katherine	119	Cedar
Dunham, Sandra	35	Spruce
Dunn, Rhonda	94	Holly
Durham, Elaine	91	Pine
Dutra, Debra	55	Haw.
DeVeny, Mary	246	Maple
Edlin, Elizabeth	6	Maple
Erickson, Paula	155	E. Green
Farr, Lola	224	Birch
Fisher, Connie	193	Oak Birch
Forest, Wilma	120	Cedar
Fox, Shan	208	Spruce
Garmen, Lori	66	Haw.
Gill, Margaret	194	Oak
Goforth, Deborah	7	Maple
Golde, Karin	26	Maple
Golder, Deborah	121	Cedar
Gum now, Teresa	125	E. Green

MASTER LIST BY NAME

NAME	NO.	COTTAGE
Hale, Deborah	56	E. Green
Hansen, Ruth	105	Holly
Hanson, Twila	217	Cedar
Harrington, Patricia	57	Haw.
Harris, Denise	36	Spruce
Harrison, Jackie	58	Haw. Birch
Hawley, Deanne	109	Holly
Hedrick, Kathleen	8	Maple
Herbert, Judy	23	Maple
Hernandez, Vicki	139	Birch
Herom, Patricia	156	Birch E. Green
Hillaire, Rose	114	Holly
Hobucket, Vera	110	Holly
Hoffert, Wendy	214	Pine
Hoffman, Christine	238	Holly
Holmes, Karen	157	E. Green
Holmquist, Christine	190	Oak
Hotelling, Denise	71	Pine
Hovermale, Jacqueline	92	Pine
Howard, Deborah	181	Oak
Hunter, Janise	68	Haw.
Hurlburt, Rosemary	141	Birch
Ingram, Ethyl	138	Birch
Jackson, Marla	205	Maple
Jasso, Mary	9	Maple
Jenson, Beborah	239	Cedar
Johns, Catherine	59	Haw.
Johnson, Eloise	203	Birch
Johnson, Sally	21	Maple
Jones, Shelly	122	Cedar
Kasbaum, Jacquelyn	72	Pine
Keating, Carol	150	Birch
Keifer, Sue	219	Birch
Keller, Therressa	200	Birch
Kempe, Linda	174	E. Green
King, Suzanne	10	Maple
Kitchens, Pamela	37	Spruce
Klavano, Kathy	140	Birch
Knowlton, Kelly	142	E. Green
Kolbe, Judy	123	Cedar
Krahn, Dorothy	60	Haw.
Kuper, Valerie	73	Pine
LaBonty, Kellie	143	E. Green
LaFontaine, Anna	158	E. Green
LaLonde, Pamela	182	Oak
Lane, Sandra	74	Pine
Lawrence, Irene	75	Pine
Ledbetter, Dickie	195	Oak
Leick, Jacolyn	11	Maple
Leisure, Barbara	144	Haw.
Lingar, Diane	211	Oak Haw.
Logan, Mildred	145	Haw.
Lucht, Sharon	61	Pine
Lundy, Cheryl	124	Cedar
Lunn, Kathleen	38	Spruce
McCauley, Zella	12	Spruce
McCullough, Dolly	13	Cedar
McFarlane, Sherrie	39	Spruce
McGlothan, Anna	240	E. Green
McGrew, Nelda	218	Cedar

MASTER LIST BY NAME

NAME	NO.	COTTAGE
McIvor, Nancy	244	E. Green
McKenney, Fay	220	Cedar
Mack, Marcia	183	Oak
Marshall, Sherry	89	Pine
Mason, Cathy	151	Birch Pine
Massengale, Linda	67	Haw.
Mebane, Denise	227	Holly
Miller, Cherie	40	Spruce
Miller, Denise	62	Haw.
Miller, Jeannette	134	Cedar
Minnick, Cynthia	125	Cedar
Mitchell, Bernadine	63	Haw.
Moe, Kathy	76	Pine
Monday, Kathy	215	Maple
Moxley, Melody	126	Cedar
Murphy, Kathleen	111	Holly
Murphy, Sandy	146	Spruce
Newman, Judy	83	Pine
Nicholson, Jeannie	41	Spruce
O'Hearn, Sami	95	Holly
Olson, Joyce	96	Holly
O'Neill, Teresa	159	E. Green
Opel, Deborah	127	Cedar
Padilla, Rachel	232	Pine
Pardun, Donna	160	E. Green
Parkerson, Toni	43	Spruce
Perkins, Margaret	148	Spruce
Person, Linda	14	Maple
Peterson, Carol	42	Spruce
Peterson, Nelina	184	Oak
Pierce, Janice	243	Birch
Pooler, Brenda	44	Spruce Birch
Porter, Lorraine	206	Maple
Powers, Valerie	97	Holly
Preston, Mary	45	Spruce
Quatier, Shigru	15	Oak
Quinoveva, Laura	225	Birch OAK
Quintona, Deborah	46	Spruce
Ramage, Lori	135	Cedar
Rataezyk, Anne	212	Haw.
Reames, Pam	191	Oak
Redlich, Gail	90	E. Green
Reisenauer, Sherrell	16	Maple
Richards, Sandra	207	Maple
Riley, Debra	24	Maple
Riojas, Susan	185	Oak
Rummerfield, Judy	170	E. Green
Sand, Therressa	216	Birch
Sanders, Joyce	186	Oak
Sandstedt, Erica	98	Holly
Sarff, Monica	171	E. Green
Sather, Linda	106	Holly
SeBade, Karen	47	Spruce
Shatz, Elizabeth	235	Holly
Shaw, Dorothy	187	Oak
Shields, Virginia	128	Cedar
Shier, Anna	112	Holly
Short, Deborah	99	Birch
Shur, Glenda	221	Birch
Skolnick, Debbie	166	E. Green

MASTER LIST BY NAME

NAME	NO.	COTTAGE
Sloan, Deane	78	Pine
Smalley, Cheryl	236	Pine
Smith, Donna	77	Pine
Smith, Edna	64	Haw.
Smith, Marilyn	231	Oak
Smith, Nikki	172	E. Green
Spencer, Jeanette	17	Cedar
Spillman, Kathy	188	Oak
Spooner, Beverly	25	Maple
Stanley, Rochelle	100	Holly
Steele, Kathleen	129	Cedar
Streidlinger, Marlene	18	Spruce
Sterns, Linda	51	Spruce
Stovall, Teresa	149	Holly
Sutherby, Cheryl	22	Maple
Taylor, Alice	48	Spruce
Taylor, Kenna	189	Oak
Thompson, Judith	65	Haw.
Torgerson, Jo	241	Maple
Valesquez, Diana	107	Holly
VanGordon, Donna	209	Spruce
Vanneman, Lee	79	Pine
Variezema, Marilyn	197	Oak
Velke, Dawna	242	Birch
Vidmore, Sandra	84	Pine
Volkman, Mary	19	Maple
Walker, Lucy	101	Holly
Wallace, Lorene	49	Spruce
Walters, Vicki	80	Pine
Watkins, Alice	198	Oak
Watkins, Latricia	237	Spruce
Watson, Rexanne	130	Cedar
Wagh, Joan	213	Haw.
Weaver, Trudy	108	Holly
Weed, Lorie	81	Pine
Wheeler, Deborah	152	Haw.
White, Karolan	131	Cedar
Whitson, Leona	20	Maple
Wicker, Sarah	104	Holly
Wilbur, JoAnne	102	Holly
Willoughby, Pam	161	E. Green
Winn, Jeannette	162	E. Green
Wolford, Karen Cindy	163	E. Green
Wood, Diane	167	E. Green
Woodrich, Elaine	103	Holly
Woods, Karen	164	E. Green
Wyrick, Jeanne	132	Cedar
Johnson, Judy	247	Birch
Conley, Kathy	248	E. Green
Brisson, Evelyn	249	E. Green
Mercado, Ruby	250	Hawthorn
Phillips, Victoria	251	Maple
Helmer, Debra	252	Oak
Lawler, Sharon	253	Pine
Green, Margaret	202	Cedar
Burney, Janet	226	E. Green
Goodyear, Toni	199	Maple

HOW OFTEN ARE THE STUDENTS ATTENDING?

DAILY ATTENDANCE

These daily attendance graphs make the first and most general statement about what is going on in a particular program. They may be considered the entry documents to the whole system. The data sources for these graphs are the grade books and tally sheets of the instructors, not other graphs.

The number of students attending the particular program on any given day is plotted on the vertical axis and the number of days the program was in operation during the semester is represented by the horizontal axis.

KEY PUNCH DAILY ATTENDANCE

This graph records the number of students attending class per day.

The vertical axis represents the number of students attending per day. The horizontal axis represents time in days. The red line represents perfect attendance or all 23 enrolled students attending in one day.

This program is run 5 days a week and attendance is taken from the instructors grade book and posted on a weekly basis. Students are sometimes enrolled in this program for more than the usual 2 periods per day. The attendance data on the Key-Punch graph does not reflect this. It is only a count of the number of students who attended class on a given day, regardless of the amount of time they were in class. This attendance data also does not take into account excused absences. It merely reflects the number of times they were present in class.

Attendance appears to be declining during the semester. This may be partly due to an increased number of furloughs, runs and paroles in the Spring.

STUDENTS ATTENDING

PRE-SCHOOL DAILY ATTENDANCE GRAPH

This graph records the number of students attending class per day.

The vertical axis represents the number of students attending and the horizontal axis reflects time in days. The red line represents perfect attendance by all 6 students.

This program is run 5 days a week and attendance data also comes straight from the teacher's grade book. There are no students enrolled for double sessions. Excused absences are not included in this data.

Attendance appears steady throughout the semester.

of STUDENTS ATTENDING

PRE SCHOOL
DAILY ATTENDANCE

EVENING LIBRARY DAILY ATTENDANCE GRAPH

This graph reflects the number of students attending Evening Library session per day.

The vertical axis represents the number of students attending and the horizontal axis represents days the program was operating.

This program runs two evenings a week. Attendance information is taken from a combination attendance-use of facilities sheet kept by the instructor. Attendance is voluntary.

The daily attendance appears to vary over a wide range but the average seems to be around ten girls per session. This average seems to hold for the entire semester.

EVENING LIBRARY DAILY ATTENDANCE

of STUDENTS ATTENDING

1-10-71
P.M.

RED CROSS SWIMMING DAILY ATTENDANCE

Since the swimming program encompasses so many activities attendance was sub-divided. Separate attendance is kept for swimming classes, diving classes and swim and stay fit.

This graph reflects the daily number of students working on swimming skills within the context of a Red Cross Swimming Course.

The vertical axis represents the number of students attending and the horizontal axis represents time in days.

Although the terms "class" and "course" are used, attendance is periodic. Students often ask for help or the instructor may suggest it while the student is in the pool during a recreational swim period.

Attendance information comes from an attendance-activities check off sheet kept by the instructor.

The pool was closed from August to late December for repairs. The first semester ended 1-20-71. There was not time for a significant attendance pattern to develop.

of STUDENTS ATTENDING

RED CROSS SWIMMING CLASSES

DAILY ATTENDANCE

Days

1-20-71
1-30-71

pr
m

DIVING CLASSES DAILY ATTENDANCE

This graph records the number of students attending diving classes per day.

The vertical axis represents the number of students attending the program and the horizontal axis represents time in days.

The program is run on the same periodic basis as the swimming classes. Sessions are not regularly scheduled.

Attendance information comes from the same attendance-activity form that furnishes the swimming data.

The August to December closure also had a limiting effect on the diving classes.

STUDENTS ATTENDING

1-26-70

DAYS

Divide "Classes"
Daily Attendance

SEE BACK

Swim & Stay IT Daily Attendance

SEE BACK

DRIVER EDUCATION
DAILY ATTENDANCE

This graph records the number of students attending Driver Education classes per day.

The vertical axis represents the number of students attending class and the horizontal axis represents the number of days the class was in session during the semester.

Classes are held twice a week for 8 weeks. Ten students are usually enrolled in a class.

Attendance information comes from a summary furnished by the instructor at the end of the course.

There is a rule of thumb that if a student misses more than three classes in this course he fails. This may account for the relatively consistant attendance.

of STUDENTS ATTENDING

DRIVER TRAINING DAILY ATTENDANCE

STUDENT ENRICHMENT DAILY ATTENDANCE

This graph records the number of students attending various student enrichment events.

The vertical axis represents the number of students attending and the horizontal axis represents the number of days the program was in operation during the semester. The probability that students would attend more than one student enrichment event in one day is nil. Therefore, days have been substituted for events on the horizontal axis to maintain a consistent standard of comparison for all programs.

Attendance in this program is periodic since it is related to the availability of appropriate events in the community.

The attendance data is taken from the Information-Evaluation Form which must be filled out in relation to each event.

First semester activities consisted of a senior girls luncheon attended by 7 students.

of STUDENTS ATTENDING

STUDENT ENRICHMENT
DAILY ATTENDANCE

STAFF WORKSHOPS DAILY ATTENDANCE

This graph records the number of staff attending workshops per day.

The vertical axis represents the number of staff involved in workshops. The horizontal axis represents the number of days during the semester workshops were held.

Attendance information comes directly from the school administration.

During the first semester, a two day Management and Leadership Skills Workshop was held. It was attended by five staff members..

of STAFF INVOLVED

STAFF WORK SHEETS
DAILY ATTENDANCE

ORAL ATTENDANCE

2045

10-31-70
11-1-70

11-1-75

VIDEO TAPE DAILY ATTENDANCE

As this program is still in the equipment buying stage,
there has been no attendance.

VIDEO TAP
DAILY ATTENDANCE

A SUMMARY OF WHO AND HOW OFTEN?

INDIVIDUAL STUDENT ATTENDANCE SUMMARY

These graphs comprise a relative view of attendance. They are an attempt to enrich the data by reorganizing it and expressing it in terms of identifiable individuals. This enables us to answer such questions as:

1. What was the student's attendance relative to other students involved in the program?
2. What was her attendance relative to the total number of program days during the semester?
3. What was the student's absolute attendance in the program during the semester?

This type of graph also provides a picture of actual total program attendance relative to total possible or "perfect attendance".

KEY PUNCH
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each enrolled student attended Key Punch classes during the semester.

The vertical axis represents the number of days each student attended class. Individual students are identified on the horizontal axis. The horizontal red line at 91 days represents perfect attendance. This program is in operation five days a week, attendance mandatory.

The graph indicates a wide range of attendance. This is somewhat misleading since many of the students with low attendance rates were parolled, furloughed or went AWOL sometime during the semester.

With this in mind, individual student attendance for the semester appears constantly high.

KEY PUNCH INDIVIDUAL STUDENT ATTENDANCE SUMMARY

DAYS

STUDENT #

PRE-SCHOOL
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each Pre-School student attended classes during the semester.

The vertical axis represents the number of days in attendance and individual students are identified on the horizontal axis. The horizontal red line at 92 days represents perfect attendance.

This program also operates five days a week. Attendance is mandatory.

Attendance in this program has been consistantly high.

SPR SCHOOL INDIVIDUAL STUDENT ATTENDANCE SUMMARY

STUDENT #

EVENING LIBRARY
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of students attending Evening Library sessions per program day.

The vertical axis represents the number of days during the semester the student attended the program. Individual students are identified by number and cottage on the horizontal axis.

The program operates two evenings a week. Four cottages are assigned to each evening. Attendance is voluntary.

The attendance data comes from the Master Summary.

This program reaches a wide number of students. Few, however, attend with much frequency.

Evening Library Individual Student Attendance Summary

DAYS
1 2 3 4 5 6

MAPLE
STAGNANT MAINTENANCE PINE HOLLY CEDAR BIRCH EVERGREEN OAK

STUDENT #

RED CROSS SWIMMING CLASS
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each student attended Red Cross Swimming Classes.

The vertical axis represents the number of days each student attended the program. Students are identified by number on the horizontal axis.

The horizontal red line at 5 days represents the number of days during the semester the program was operated.

Attendance is voluntary. Classes are not regularly scheduled. Attendance information is from the Master Summary.

The graph indicates in the five days of operation 7 students attended once and 4 students attended twice.

RED CROSS SWIM CLASS INDIVIDUAL STUDENT ATTENDANCE SUMMARY

RED CROSS DIVING CLASS
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each student attended diving sessions.

The vertical axis represents the number of days in attendance. Individual students are identified by number on the horizontal axis.

The horizontal red line at 3 days indicates the total number of days the program was operated during the semester. Classes were not regularly scheduled.

The data source is the Master Summary.

The 8 students involved in the course during the semester each attended one time.

RED CROSS Diving CLASSES
INDIVIDUAL STUDENT ATTENDANCE SUMMARY

DAYS

	1	2	3	4	5
86.					
89					
90					
109					
122					
134					
151					
186					

STUDENT #

**SWIM AND STAY FIT
INDIVIDUAL ATTENDANCE SUMMARY**

This graph records the number of times individual students attended Swim and Stay Fit sessions.

The vertical axis represents the number of days in attendance and individual students are identified by number on the horizontal axis.

The horizontal red line at 5 days indicates the number of days the program was in operation during the semester. Classes were not regularly scheduled.

The data source is the Master Summary.

Considering the brief amount of time the pool was open, attendance in this program appears significant.

SWIM & STAY FIT. INDIVIDUAL STUDENT ATTENDANCE SUMMARY

**DRIVER EDUCATION
INDIVIDUAL ATTENDANCE SUMMARY**

This graph records the number of times enrolled Driver Education students attended class during the eight week course.

The vertical axis represents the number of days in attendance. Students are identified by number on the horizontal axis.

The horizontal red line at 14 days represents the total number of class sessions during the semester.

The data source is the Master Summary.

Attendance in this program is consistantly high.

DRIVER EDUCATION INDIVIDUAL STUDENT ATTENDANCE SUMMARY

**STUDENT ENRICHMENT
INDIVIDUAL ATTENDANCE SUMMARY**

This graph records the number of students attending Student Enrichment events.

The vertical axis represents the number of days students attended events. Students are identified by number on the horizontal axis.

The horizontal red line at one day indicates there was only one event attended under this program during the first semester.

The data source is the Master Summary.

Activity in this program consisted of 7 girls attending a senior luncheon.

STUDENT ENRICHMENT INDIVIDUAL STUDENT ATTENDANCE SUMMARY

DAYS

	1	2	3	4	5	6
50						
56						
67						
103						
115						
120						
191						

STUDENT #

STAFF WORKSHOPS
INDIVIDUAL STAFF ATTENDANCE SUMMARY

This graph records the number of times individual staff members attended workshops.

The vertical axis represents the number of days staff members attended workshops. Individual staff members are identified by number on the horizontal axis.

The horizontal red line represents the total number of days workshops were held.

The data source is the Administration.

All five staff members attended both days of the session.

DAYS

STAFF WORKSHOPS
Individual Staff Attendance Summary

	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

STAFF #

VIDEO TAPE
INDIVIDUAL STUDENT/STAFF ATTENDANCE SUMMARY

This program is still in the equipment buying stage and
there has been no attendance so far.

VIDEO TAP INDIVIDUAL STUDENT / STATE ATTENDANCE SUMMARY

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5

DAYS

SECTION II: WHAT ARE THE STUDENTS
DOING IN THE TITLE I PROGRAMS?

Once the activities of any program can be specifically defined it becomes possible to get a measure of what the students are doing in that program. It also becomes possible to measure how much they are doing and in general determine the level of activity of the program.

In voluntary programs the level of participation could also be considered a gross indicator of student interest.

The participation section is organized in 3 parts. The first part contains graphs of participation information for seven programs. These programs are Driver Education, Pre-School, Evening Library, Evening Swimming, Cultural Enrichment, Staff Workshop and Video Tape.

The second part of section two contains graphs of individual students weekly participation in the Pre-School program.

The third part contains a comparison of Pre-School students individual participation summarized by month.

WHAT AND HOW MANY PROGRAM ACTIVITIES
ARE STUDENTS PARTICIPATING IN?

FREQUENCY OF STUDENT PARTICIPATION
IN PROGRAM ACTIVITIES

The participation frequency graphs for these programs all have a common purpose. They all provide a gross measure of what and how much is going on in a program. Inferences are possible due to the categorization and definition of program activities. It is possible to make a statement about what students are doing in a program by determining how many of the defined activities they are participating in over time.

These participation graphs, when used with the Attendance and Results graphs, provide information for data based decisions relative to specific programs. Prior to the participation graphs for each program is a list of all the other graphs in the system providing information about that program.

PRE SCHOOL PARTICIPATION FREQUENCY

This graph records the number of activities Pre School students participated in per week.

The vertical axis represents the frequency of students participating in program activities. The horizontal axis indicates time in weeks. In this case frequency is defined as the total number of times the six enrolled students participated in the 36 defined Pre-School activities during a week. The eight general categories of the defined program activities are 1) Area Supervision, 2) Assisting with creative activities, 3) Assisting with sensory activities, 4) Directing Learning Experiences, 5) Outings, 6) Snack Time, 7) Preparation of Pre-School Materials and 8) Area Preparation and Cleanup.

The data for this graph comes from activity tally sheets kept by the instructor.

Academic class work is not included as one of the 36 defined program activities.

The frequency of participation appears highly variable, ranging from 19 to 57 activities per week. The average frequency of participation was 38 activities per week.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Pre School Daily Attendance
- 3) Frequency of Individual Pre School Participation

- 4) Comparison of Student Participation in Program Activities - Monthly Summaries
- 5) Pre School Mid-Semester and Semester Test Scores

FREQUENCY OF STUDENTS PARTICIPATING IN PROGRAM ACTIVITIES

PARTICIPATION FREQUENCY

PRESCHOOL

EVENING LIBRARY PARTICIPATION FREQUENCY

This graph records the number of Evening Library activities students participated in per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. This program is open to all students on campus. There are eight defined program activities. These are: 1) Student-Teacher conferences, 2) Use of magazines, 3) Use of newspapers, 4) Use of tape equipment, 5) Use of Typewriters, 6) Working on research papers, 7) Working on school assignments and 8) Checking out books. Frequency of participation in this case would mean the total number of times any student participated in the eight defined program activities during a program day.

This information comes from an attendance-use of facilities tally sheet kept by the instructor. The first semester information was pretty spotty. At the beginning of the semester the program was run for one rather than two days a week. All the information is missing from 9-14-70 to 11-20-70 and from 11-20-70 to 12-3-70. To make the best use of the remaining data the graph was set up with days instead of weeks on the horizontal axis.

The frequency of participation is fairly stable. Students appear to be participating in an average of 12 activities per program day.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Evening Library Daily Attendance
- 3) Evening Library Individual Student Attendance Summary
- 4) Evening Library Teacher-Student Interaction
- 5) Evening Library - Use of Library Facilities
- 6) Evening Library - Number of Books Checked Out by Cottage
- 7) Evening Library - Number of Books Checked Out per Student

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

RED CROSS SWIM CLASS
PARTICIPATION FREQUENCY

This graph records the frequency of student participation in activities per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. There are four Red Cross Swimming courses that are the actual content of the swimming classes. These courses are Beginner, Advanced Beginner, Intermediate and Swimmer. There are a total of 55 swimming skills involved in these four courses and these skills are the defined program activities. The program is open to all students so frequency of participation becomes the total number of skills to be taught to students per program day.

The information comes from attendance-activity tally sheets kept by the instructor. The pool was closed for repairs from the beginning of the semester until 12-28-70, hence the meager participation and attendance data for the first semester. In an attempt to compensate for this the semester break data was included with the first semester figures. The attendance - program activity form used during the first semester required the instructor to write too much information out. This limited the effectiveness of the records in terms of participation detail and probably lowered the amount of participation reported.

Due to the short time the pool was open, it is difficult to draw conclusions from the data. However, the frequency of participation appeared variable, ranging from 2 to 22 skills taught per day. The average was 11 skills taught per day.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Daily Attendance - Red Cross Swimming Class
- 3) Red Cross Swim Class - Individual Student Attendance Summary
- 4) Red Cross Swimming - Number of Swimming Skills Demonstrated with Proficiency by All Students
- 5) Red Cross Swimming - Number of Swimming Skills Demonstrated with Proficiency by Individual Students

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

RED CROSS DIVING CLASS
PARTICIPATION FREQUENCY

This graph records the frequency of student participation in activities per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. Although the course is not an official Red Cross course, the sixteen diving skills are taken from the Red Cross Swimming manual. The sixteen diving skills are the defined program activities. The class is open to all students so frequency of student participation becomes the total number of skills taught to all students per program day.

The information comes from attendance-activity tally sheets kept by the instructor. The pool was closed for repairs from the beginning of the semester until 12-28-70, hence the meager participation and attendance data for the first semester. In an attempt to compensate for this, the semester break data was included with the first semester figures. The attendance-program activity form used during the first semester required the instructor to write too much information out. This limited the effectiveness of the records in terms of participation detail and probably lowered the amount of participation reported.

Due to the pool closure, this program only operated 5 days during the first semester. The number of skills taught was erratic, ranging from one to twenty three.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Diving Classes - Daily Attendance
- 3) Red Cross Diving Classes - Individual Student Attendance Summary
- 4) Red Cross Diving - Number of Diving Skills Demonstrated With Proficiency by All Students
- 5) Red Cross Diving - Number of Diving Skills Demonstrated With Proficiency by Individual Students.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

DRIVER EDUCATION PARTICIPATION FREQUENCY

This graph records the frequency of student participation per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. This class was open to 10 students from Cedar Creek Forest Camp. They met 14 times and participated as a class in from 1 to 4 activities each time. These activities included work on a driving simulation machine, guest lecturers, discussions of reading material, films, etc. Frequency of participation in this case becomes the product of the number of students attending times the number of activities scheduled and conducted by the instructor that evening.

At the end of the course the instructor provides a summary of activities scheduled and held on specific class nights and the names of the students who showed up.

Each student gets four hours of in-car driving time and eight hours of driving observation that was not included as a defined activity.

The frequency of participation declines toward the end of the course.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Driver Education - Daily Attendance

- 3) Driver Education - Individual Student Attendance Summary
- 4) Driver Education - Driving and Simulation Scores
- 5) Driver Education - Test and Worksheet Scores

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

STUDENT ENRICHMENT
PARTICIPATION FREQUENCY

This graph records the frequency of participation in each event.

The vertical axis represents frequency of participation and the horizontal axis represents time in days. During the first semester seven senior girls attended a senior luncheon. This was the only activity during the semester and hence becomes the defined program activity. The frequency of participation in this case is the product of the number of cultural activities times the number of attending students.

During the first semester the source of this information was the business office when Title I money was expended.

Due to the variety of potential events it is difficult to come up with defined program activities more specific than the event itself.

Activity in this program was limited.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Student Enrichment - Daily Attendance
- 3) Student Enrichment - Individual Student Attendance Summary
- 4) Student Enrichment - Evaluation Test Scores

Frequency of Student Participation in Program Activities

STUDENT ENRICHMENT
PARTICIPATION FREQUENCY

STAFF WORKSHOPS
PARTICIPATION FREQUENCY

The purpose of this graph is to record frequency of participation of staff members in workshops.

The vertical axis represents frequency of participation and the horizontal axis represents time in days. During the first semester a two day workshop on Meeting Leadership Skills was held. This was the only activity in this program. Each day was considered a defined program activity. Five staff members attended each session. The frequency of staff participation in this instance is the sum of the number of staff workshops per day times the number of staff attending per day.

The source of this and similar information is the school Administration.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Staff Workshops - Daily Attendance
- 3) Staff Workshops - Individual Staff Attendance Summary

Frequency of Student Participation in Program Activities

VIDEO TAPE PARTICIPATION FREQUENCY

There has been no participation to date in this program.

Frequency of Student Participation in Program Activities

VIDEO TAPE PROGRAM
Participation Frequency

0945

HOW MUCH ARE INDIVIDUAL
PRE-SCHOOL STUDENTS DOING?

FREQUENCY OF INDIVIDUAL STUDENT
PRE-SCHOOL PARTICIPATION

Due to the small, defined enrollment and standardized kinds of activities it is possible to say something about the amount of individual participation in the Pre-School program.

This enables us to consider questions such as:

- 1) Is the students' participation steady?
- 2) Is it variable and unpredictable?
- 3) Is it increasing? Decreasing? Staying the same?

This kind of individual participation graph also allows us to consider other details in the component parts that may have been hidden in the overall Pre-School Participation Frequency Graph.

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

JOANNE BOATWRIGHT

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Joanne's participation was fairly steady but dropped off at the end of the semester. She participated in an average of 6 activities a week.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

FREQUENCY OF INDIVIDUAL STUDENT PRESENCE PARTICIPATION
JANNE BOATWRIGHT

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

LINDA CLEMENTZ

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Linda's participation was fairly steady. She participated in an average of 5 activities per week.

FREQUENCY OF STUDENTS PARTICIPATION IN PROGRAM ACTIVITIES

FREQUENCY OF INDIVIDUAL STUDENT PARTICIPATION
LINDA CLEMENT

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

KATHY DONELY

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Kathy's participation increased steadily during the semester. She participated in an average of 7 activities a week.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

FREQUENCY OF INDIVIDUAL STUDENT PARTICIPATION
KEITH DOWDY

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

LINDA PERSONS

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Linda's participation was variable throughout the semester. She participated in an average of five activities a week.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

FREQUENCY OF INDIVIDUAL STUDENT PARTICIPATION
LINDA PERSONS

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

ERICA SANDSTEDT

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Erica's participation was steady throughout the semester. She participated in an average of seven activities per week.

FREQUENCY OF STUDENTS PARTICIPATION IN PROGRAM ACTIVITIES

ERIC SANDSTEDT (#)
FREQUENCY OF INDIVIDUAL STUDENT PARTICIPATION

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

JAN WINN

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Jan's participation was highly variable. She ranged between 2 and 18 activities per week. She participated in an average of 7 activities a week.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

FREQUENCY OF INDIVIDUAL STUDENT PRACTICE PARTICIPATION

MAN WITH

HOW DO INDIVIDUAL PRE-SCHOOL
STUDENTS COMPARE?

A COMPARISON OF STUDENT PARTICIPATION
IN PRE-SCHOOL PROGRAM ACTIVITIES -
SUMMARIZED BY MONTH

These graphs allow us to look at the pattern of individual student participation month by month.

Reorganizing the material in this fashion gives us three perspectives on participation detail that might have been lost. First, this kind of presentation facilitates a comparison between students. Second, it provides a comparison of an individual student's performance from month to month. Third, it provides a comparison of the class's performance from month to month.

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/OCTOBER

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar month. For instance, the October data is the four five day weeks that most closely fit into October.

During October, student participation was fairly even. Since this is the base month of the semester, no across time comparisons can be made.

PROGRAM ACTIVITIES

A comparison of student participation in
PROGRAM ACTIVITIES - MONTHLY SUMMARY
PRESCHOOL - OCTOBER

STUDENT #

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/NOVEMBER

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar months. For instance, the October data is the four five day weeks that most closely fit into October.

The participation level of the class showed a significant increase over October. The participation level of individual students is fairly uniform except for student 162.

PROGRAM ACTIVITIES

A comparison of student participation in
Program Activities - Monthly Summary
Preschool - November

STUDENT #

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/DECEMBER

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar months. For instance, the October data is the four five day weeks that most closely fit into October.

The participation level of the class has decreased from November. Part of this could be due to Christmas Vacation.

There is more variation in participation between individuals during December. Christmas furloughs for some students might account for this.

PROGRAM ACTIVITIES

A COMPARISON OF STUDENT PARTICIPATION IN
PROGRAM ACTIVITIES - MONTHLY SUMMARY
PRESENTER - DECEMBER

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/JANUARY

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar months. For instance, the October data is the four five day weeks that most closely fit into October.

The participation level of the class is lower than the previous three months, due to the semester break. The variation in individual student participation is moderate, ranging from 9 to 22 activities for the month.

PROGRAM ACTIVITIES

A comparison of student participation in
PROGRAM ACTIVITIES - MONTHLY SUMMARY
PRESCHOOL - JANUARY

SECTION III: HOW MUCH ARE STUDENTS LEARNING FROM THE PROGRAMS

The focus of this section is to gather and organize information that measures progress toward the objectives of the eight programs.

The means used to measure student gains vary with each program. They fall into four categories. These categories are:

- 1) Graphs of academic test scores
- 2) Graphs of performance test results
- 3) Tabulations of the number of defined program activities performed
- 4) Evaluative statements

There are eight parts to this section, one for each program. Each part contains an explanation of the means used to accumulate and present the data for analysis. As in previous section, these explanations will cover the purpose, description, data source and any assumption made regarding the data.

KEY PUNCH PERFORMANCE TEST SCORES

The purpose of this graph is to record a measure of the individual student's ability to punch IBM cards quickly and accurately utilizing knowledge they have gained in the course.

More specific purposes are:

- 1) To portray individual student scores in absolute terms.
- 2) To portray individual student scores relative to each other.
- 3) To portray individual student scores relative to the 25 card minimum passing score.
- 4) To portray the pattern of class scoring relative to the 25 card minimum passing score.

The vertical axis represents the number of correct cards the student punched in $\frac{1}{2}$ hour. On the horizontal axis students are identified by student number. The red line represents the pass/fail point, 25 cards per $\frac{1}{2}$ hour.

The performance information is taken from punch cards kept by the instructor.

The graph only shows test results for 12 students. The remaining 13 students did not take the test for the variety of reasons mentioned in the list of students not taking the performance Test.

These data indicate that 92% of the students who took the test passed it.

OUTLINE OF ACTIVITIES LEADING
TO PERFORMANCE TEST

- I. Learn 12 basic numeric punches.
- II. Punch 5 numeric lessons and verify.
- III. Successfully complete program 1 code.
 - A. Lay out card.
 - B. Punch 10 lessons.
 - C. Verify 10 lessons.
 - D. Mark errors and correct them.
- IV. Successfully complete program 2 code.
 - A. Make a combination program card.
 - B. Lay out cards.
 - C. Punch 6 lessons.
 - D. Mark errors and correct them.
- V. Punch a lesson for left zero programming in 029 M.B.
- VI. Become knowledgeable as to:
 - A. Program coding.
 - B. Machine operation.
 - C. Job interviews.
- VII. Participate in Production work as it is available.

of CORRECT CARDS Punched in 1/2 hr.

DATE

KEY PUNCH
PERFORMANCE TEST
SCORES

STUDENT #

LIST OF STUDENTS NOT TAKING
THE PERFORMANCE TEST

Boatwright, JoAnn	Dropped 9-70.
Brooks, Denise	Parolled 10-70.
Burt, Roxanne	Started 12-8-70. Wasn't ready. Enrolled second semester.
Corgatellie, Vicki	Only took 1 period all semester and wasn't ready for test - enrolled second semester.
Harom, Pat	AWOL 10-22-70.
Harris, Denise	Parolled 11-70.
Krahn, Dorothy	Parolled 11-70.
Kolbe, Judy	Nursing Home Prog. 12-10, Parolled 12-70.
O'Neill, Teresa	AWOL 10-70.
Peterson, Carol	Parolled 9-70.
Smith, Nikki	Took one period, wasn't ready. Enrolled second semester.
Whitson, Leona	Parolled 12-70.
Winn, Janet	Switched to Pre-School 9-11.

PRE-SCHOOL TEST SCORES

This graph is intended to record test score information which, in conjunction with lab participation information forms the basis for a statement about the degree to which the objectives of the program were reached. More specifically, the 5 purposes of this graph are:

- 1) To portray individual students test scores in absolute terms.
- 2) To portray students test scores relative to the rest of the class.
- 3) To facilitate a comparison of the student mid-semester and semester test scores.
- 4) To facilitate comparison of an individual's relative position in the class after the mid-semester and semester tests.
- 5) To facilitate comparison of the class scoring pattern after the mid-semester and semester tests.

The vertical axis represents numerical score on a specific test and students are identified on the horizontal axis by student number.

The information is taken from the instructor's grade book.

With an outline of the material covered in these tests and the content of the lab experience, an inference can be made regarding what the student gained from the course.

The students taking the test had uniformly high scores, ranging from 97 to 100. They apparently comprehended the course content outlined on the following page.

COURSE OUTLINE

- I. Introduction to course and Pre-School.
- II. Components of Pre-School.
- III. Developmental Stages of Children - Ages Birth-5 years.
- IV. Language Development in Children.
- V. Toilet Training.
- VI. Children's Clothing.
- VII. Snacks for Young Children.
- VIII. Child Guidance Techniques.
- IX. Children's Primary Alphabet.
- X. Art for the Young Child.
- XI. Music for the Young Child.
- XII. Books and Toys for Pre-School age children.
- XIII. Characteristics of a Teacher of Young Children.
- XIV. Pre-Schools and Day Care Centers.

OUTLINE OF LABORATORY EXPERIENCES

- I. Preparation of:
 - A. Simple pre-school snacks.
 - B. Pre-School materials.
 - C. Pre-School displays and bulletin boards.
 - D. Pre-School areas.

- II. Serving of:
 - A. Simple pre-school snacks.

- III. Supervision of:
 - A. Outdoor play.
 - B. Indoor play.
 - C. Creatives.
 - D. Dramatic play.
 - E. Sensory experiences.
 - F. Walks.
 - G. Field trips.

- IV. Teaching of:
 - A. Self-help skills.
 - B. Songs.
 - C. Finger Plays.
 - D. Games.

- V. Reading
 - A. Books and stories.

- VI. Cleaning up of Pre-School.

Semester Test Scores

PRE-SCHOOL						Semester Test Scores					
100											
99											
98											
97											
96											
95											

STUDENT #

EVENING LIBRARY - USE OF LIBRARY FACILITIES

The purpose of the Evening Library - Use of Library Facilities Graph is to provide a record of the amount of student use of library facilities over time.

The vertical axis represents the number of library facilities utilized. Library facilities are defined as magazines, newspapers, tape recorders, typewriters, research materials and facilities for school assignments. The horizontal axis represents program days.

This information comes from attendance - use of facilities forms kept by the instructor.

The term "Library facilities" is defined to exclude the checking out of books which is handled in a separate graph.

The data for the first semester is spotty. No data was kept from 9-14-70 to 11-20-70. Following this the program was not in operation from 11-20-70 to 12-3-70. Hence, the graph is not an accurate representation of the use of library facilities during the first part of this semester. It is more accurate after 12-3-70.

OF LIBRARY SPECIAL SERVICES UTILIZED
(MAGAZINES, NEWSPAPERS, TAPES, TYPIWRITERS,
FACILITIES FOR RESEARCH PAPER & SCHOOL ASSIGNMENTS)

1 2 3 4 5 6 7 8 9 10

USE OF LIBRARY FACILITIES
EVENING LIBRARY

EVENING LIBRARY - STUDENT/
TEACHER INTERACTION

In line with the interactional objective of the program, this graph provides a gross picture of the amount of student/teacher interaction over time.

The vertical axis represents the number of student/teacher interactions and the horizontal axis represents program days by date.

The information is found on the attendance - use of facilities sheet kept by the instructor.

Student/teacher interactions recorded at the beginning of the first semester is so variable that the data is suspect. It may be that a different definition of "student/teacher interaction" was used which resulted in a higher count. The number of interactions recorded the rest of the semester were more consistent.

TEACHER - STUDENT INTERACTION

EVENING LIBRARY - NUMBER OF BOOKS
CHECKED OUT BY COTTAGE

The purpose for this graph is to provide a basis for comparison of first and second semester results. The only information available on books checked out during first semester is in this form.

The vertical axis represents the number of books checked out by cottage during the semester. Cottages are identified on the horizontal axis.

This information also comes from the check out cards kept in the library. The same reservations regarding the accuracy of the data apply.

The overall pattern of use of this library facility is very similar for both semesters. Spruce, Maple and Pine check out the most books during each semester. Students checked out more books during the second semester.

NO. OF BOOKS CHECKED OUT

25

50

75

100

125

150

BIRCH

LAUREL

HOLLY

OAK

COTTAGES

CEDRAR

EVERGREEN

MAPLE

PINE

SPRUCE

EVENING LIBRARY - NO. OF BOOKS
CHECKED OUT PER COTTAGE

EVENING SWIMMING

Each of the "number of skills demonstrated with proficiency by all students" graphs related to objective 3) "then work towards successful completion of their program". While the objectives are couched in individual terms these three graphs provide a gross measure of overall achievement.

Due to the similarity of the three graphs expressing the number of skills demonstrated with proficiency by individual students they will be treated as a group. The common purpose of all three is to reflect the levels of individual achievement. This speaks directly to the objectives of the program. These were, "1) to determine the entry level performance of individual students, 2) then match them to the appropriate Red Cross Swimming program; 3) then work towards successful completion of their program."

RED CROSS SWIMMING - # OF SWIMMING
SKILLS DEMONSTRATED WITH
PROFICIENCY BY ALL STUDENTS

This graph reflects the number of swimming skills demonstrated with proficiency by all students.

The vertical axis represents the number of skills demonstrated with proficiency by all students. The horizontal axis represents time in program days by date.

This information is taken from a multi-purpose attendance activity sheet kept by the instructor.

The number of swimming skills demonstrated per day seems quite variable, reaching a low of 2 on 1-19-71 and a high of 22 on 1-26-71. The pool was closed until late December limiting the experience.

of Swimming Skills Demonstrated
with Proficiency

RED CROSS SWIMMING
Number of Swimming Skills Demonstrated
with Proficiency by All Students

DAYS

RED CROSS - # OF DIVING SKILLS
DEMONSTRATED WITH PROFICIENCY
BY ALL STUDENTS

This graph records the number of diving skills demonstrated with proficiency by all students.

The vertical axis represents number of diving skills demonstrated with proficiency by all students. The horizontal axis represents program days by date.

This information is taken from a multi-purpose attendance activity sheet kept by the instructor.

The program only operated 5 days and no significant pattern was established. The number of skills demonstrated varies from 1 to 26.

of DIVING SKILLS DEMONSTRATED
WITH PROFICIENCY

REED CROSS DIVING
NUMBER of DIVING SKILLS DEMONSTRATED WITH PROFICIENCY BY
ALL STUDENTS

1-7-71
1-8-71
1-15-71
1-25-71
1-26-71
0045

RED CROSS SWIMMING - NUMBER OF SWIMMING
SKILLS DEMONSTRATED WITH
PROFICIENCY BY INDIVIDUAL STUDENTS

This graph reflects the number of swimming skills demonstrated with proficiency by individual students.

The vertical axis represents the number of swimming skills demonstrated with proficiency. On the horizontal axis individual students are identified by number.

This information is taken from the instructor's attendance activity form.

Considering the amount of time the pool was closed, first semester these individual achievements seem reasonable. Three students demonstrated 10 or more swimming skills with proficiency.

of swimming steps demonstrated with proficiency

5

10

15

REC CROSS SWIMMING
NUMBER OF SWIMMING SKILLS DEMONSTRATED WITH PROFICIENCY
BY INDIVIDUAL STUDENTS

STUDENT #

68 154 202 165 127 89 161 63 48 154 19 174 122 22

RED CROSS DIVING - NUMBER OF DIVING
SKILLS DEMONSTRATE WITH PROFICIENCY BY
INDIVIDUAL STUDENTS

This graph records the number of diving skills demonstrated with proficiency by individual students.

The vertical axis represents the number of diving skills demonstrated with proficiency. Students are identified by number on the horizontal axis.

This information is taken from the instructor's attendance activity forms.

Even with the pool closure, there were more students involved in this program first semester than second.

of Diving Skills Demonstrated with Proficiency

RED CROSS Diving
Number of Diving Skills Demonstrated
with Proficiency by Individual
Students

	1	2	3	4	5	6
86						
34						
37						
32						
91						
67						
109						
114						
214						
89						
135						
68						
122						
174						
144						
151						
67						
186						

Student #

SWIM AND STAY FIT - MILES COMPLETED

This graph provides most of the information necessary to evaluate this very simple program. It reflects the distance each individual swam during the semester and allows for comparison between individuals.

The left hand vertical axis represents distance completed in fractions of miles. The right hand vertical axis represents the same distance expressed in number of laps of the pool. Students are identified by number on the horizontal axis.

This information is taken from an attendance and distance chart kept by the instructor. Eighteen laps equals $\frac{1}{4}$ mile.

Considering the brief period the pool was open, the distances completed aren't out of line. No student swam over $\frac{3}{4}$ of a mile.

GIRLS FINISHING RED CROSS COURSES

BEGINNER

Grade

S. Jones			
Started 8-29	finished 9-10		Good
T. Gummow			
Started 11-70	Finished 1-17-71		Excellent
M. Volkman			
Started 11-70	Finished 2-17-71		Pass
J. Rummerfield			
Started 2-17-71	Finished 3-3-71		Good

ADV. BEGINNER

S. Jones			
Started 9-10-70	Finished 1-27-70		
T. Gummow			
Started 1-71	Finished 2-17-71		Good
J. Rummerfield			
Started	Finished		Good

Swimming

L. Kempe			
Started 1-5-71	Finished 1-26-71		Excellent
C. Sutherby			Excellent

DRIVER EDUCATION - TEST AND WORKSHEET SCORES

The primary purpose of this graph is to reflect the individual student's achievement in the classroom portion of the course. This is done in both absolute and relative terms.

The vertical axis represents the combination of mid-term exam, final exam and worksheet scores. Individual students are identified on the horizontal axis by number. The horizontal red line at 225 represents total possible points on tests and worksheets.

This material is included in the summary provided by the 'instructor (under great duress)' at the end of each eight week session. The total possible points on tests and worksheets is different for the first and second semester.

Student's classroom achievement is fairly uniform varying within a narrow range of 122 to 158.

This data, in conjunction with the student's letter grades, suggest the students comprehended the classroom material outlined on the next page.

DRIVER EDUCATION COURSE OUTLINE

- I. Legal and Financial Responsibilities.
- II. Natural Laws of Driving.
- III. Physical Fitness of the Driver.
- IV. Attitudes of the Driver.
- V. How the Auto Operates Mechanically.
- VI. Indicators, Controls, and Safety Equipment
- VII. Operating the Controls.
- VIII. Maneuvering the Automobile.
- IX. Driving in Traffic.
- X. Driving on Highways and Expressways.
- XI. Driving under Difficult Conditions.
- XII. Defensive Driving.
- XIII. Buying and Maintaining an Automobile.

+ WORKSHEET SCORES

DAVIDEN EDUCATION

TEST + WORKSHEET SCORES

STUDENT II

DRIVER EDUCATION - DRIVING
AND SIMULATION SCORES

The purpose of this graph is to portray the students' achievement in the simulator, driving and observation portions of this course. This is also done in absolute and relative terms, individualizing the data to the student.

The vertical axis represents the combination of simulator and driving scores. Students are identified by number on the horizontal axis. The horizontal red line at 400 points represents the total possible points in the driving, observation and simulation parts of the course.

Driving and simulator scores are provided in the summary provided by the instructor.

The graph indicates that students scored within a range of 200 to 400 points. Seventy percent of the students scored 300 points or better. Half of the students scored 350 points or better. These data suggest a high level of performance for most students.

DRIVER EDUCATION DRIVING + SIMULATION SCORES

VIDEO TAPE PROGRAM

This program is still in the equipment evaluation and purchasing stage. Equipment needs have been identified and specifications drawn up. Bids are being let.

**TITLE I EVALUATION
SYSTEM**

MAPLE LANE HIGH SCHOOL

**SECOND SEMESTER
1970/71**

Compiled and Submitted

By

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Portland State University**

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INTRODUCTION

These books contain a data gathering system for the evaluation of Maple Lane High School's Title I Program. The system facilitates the gathering and organization of attendance, participation and program data. These data are used for both evaluative and program planning purposes.

WHO IS THE PROGRAM REACHING AND HOW OFTEN?

Each book is organized in three sections. The first section is concerned with attendance data. An effort is made to identify all participants by name, cottage and total amount of attendance by each student in all of the Title I programs. It further attempts to determine the frequency of attendance of all students in each Title I program. Finally, an attempt is made to determine the frequency of attendance of each student by name in each of the Title I programs.

WHAT ARE THEY DOING IN THE PROGRAMS?

Section II focuses on data acquisition describing the amount and nature of participation in activities within each program. Participants are first identified in terms of a total amount of participation by all students in each program. Participants in the Pre-School programs are then identified in terms of frequency of individual participation in program activities. Individual participation in this program is then summarized on a monthly basis.

WHAT DID THEY LEARN OR GAIN?

The purpose of the third section of each book is to identify the knowledge and skills the participants in each program have acquired and to identify progress toward each program's objectives. The measures used to determine progress vary according to the program.

HOW THE BOOKS ARE SET UP

At the beginning of each section there is an outline of the contents of that section and a more specific statement of the section's purpose. Following this is an explanation of the purpose of each graph, its data sources and any assumptions or interpretations that are made.

SECTION I: WHO IS THE PROGRAM REACHING AND HOW OFTEN?

Accurate attendance data is vital in determining specifically who the program is reaching.

Attendance data is a common and frequent measure of program activity employed by teachers systematically. It is a common denominator for making comparisons between programs. When attendance is voluntary, it can also be a gross indicator of program effectiveness by providing a measure of student interest.

A constant goal in developing this system has been to keep all data as specific to individuals and cottages as possible. This has been especially true of attendance data. In as many cases as possible the graphs and charts have been set up so that individual students could be identified. This increases the degree to which the program evaluation can be specific. Keying as much data as possible to individual students makes the data more useful and flexible in terms of academic and treatment program planning. Keeping individual students identifiable in the system may also make the data more valuable for identifying student needs as a basis for future program development.

HOW OFTEN ARE THE STUDENTS ATTENDING?

DAILY ATTENDANCE

These daily attendance graphs make the first and most general statement about what is going on in a particular program. They may be considered the entry documents to the whole system. The data sources for these graphs are the grade books and tally sheets of the instructors, not other graphs.

The number of students attending the particular program on any given day is plotted on the vertical axis and the number of days the program was in operation during the semester is represented by the horizontal axis.

KEY PUNCH DAILY ATTENDANCE

This graph records the number of students attending class per day.

The vertical axis represents the number of students attending per day. The horizontal axis represents time in days. The red line represents perfect attendance or all 25 enrolled students attending in one day.

This program is run 5 days a week and attendance is taken from the instructors grade book and posted on a weekly basis. Students are sometimes enrolled in this program for more than the usual 2 periods per day. The attendance data on the Key-Punch graph does not reflect this. It is only a count of the number of students who attended class on a given day, regardless of the amount of time they were in class. This attendance data also does not take into account excused absences. It merely reflects the number of times they were present in class.

Attendance appears to be declining during the semester. This may be partly due to an increased number of furloughs, runs and paroles in the Spring.

Students Attending

KEY PUNCH Daily Attendance

5/27/71

PRE-SCHOOL DAILY ATTENDANCE GRAPH

This graph records the number of students attending class per day.

The vertical axis represents the number of students attending and the horizontal axis reflects time in days. The red line represents perfect attendance by all 10 students.

This program is run 5 days a week and attendance data also comes straight from the teacher's grade book. There are no students enrolled for double sessions. Excused absences are not included in this data.

Attendance appears steady throughout the semester.

STUDENTS ATTENDING

PRE-SCHOOL
Daily Attendance

Days

5-24-71

EVENING LIBRARY DAILY ATTENDANCE GRAPH

This graph reflects the number of students attending Evening Library session per day.

The vertical axis represents the number of students attending and the horizontal axis represents days the program was operating.

This program runs two evenings a week. Attendance information is taken from a combination attendance-use of facilities sheet kept by the instructor. Attendance is voluntary.

The daily attendance appears to vary over a wide range but the average seems to be around ten girls per session. This average seems to hold for the entire semester.

EVENING LIBRARY
Daily Attendance

RED CROSS SWIMMING DAILY ATTENDANCE

Since the swimming program encompasses so many activities attendance was sub-divided. Separate attendance is kept for swimming classes, diving classes, swim and stay fit and water ballet.

This graph reflects the daily number of students working on swimming skills within the context of a Red Cross Swimming course.

The vertical axis represents the number of students attending and the horizontal axis represents time in days.

Although the terms "class" and "course" are used, attendance is periodic. Students often ask for help or the instructor may suggest it while the student is in the pool during a recreational swim period.

Attendance information comes from an attendance-activities check off sheet kept by the instructor.

The level of activity in this program was only moderate. Average attendance was about two students per program day. No real pattern of attendance is distinguishable.

Students Attending

RED CROSS SWIM CLASS
Daily Attendance

DIVING CLASSES DAILY ATTENDANCE

This graph records the number of students attending diving classes per day.

The vertical axis represents the number of students attending the program and the horizontal axis represents time in days.

The program is run on the same periodic basis as the swimming classes. Sessions are not regularly scheduled.

Attendance information comes from the same attendance-activity form that furnishes the swimming data.

Due to the low level of activity in this course it is difficult to draw any conclusions other than there appears to be some lack of interest in it.

RED CROSS DIVING CLASS
Daily Attendance

WATER BALLET DAILY ATTENDANCE

The graph records the number of students working with an instructor on water ballet skills per day.

The vertical axis represents the # of students attending per day. The horizontal axis represents the number of days the program was in operation.

Activity in this program is usually initiated at the instructor's suggestion. Sessions are not regularly scheduled.

Attendance information comes from the attendance-activities form kept by the instructor.

The notable characteristic in the attendance pattern is its variability.

WATER BALLET
Daily Attendance

SWIM AND STAY FIT DAILY ATTENDANCE

This graph reflects the number of students attending this program per day.

The vertical axis represents the number of students attending per day. The horizontal axis represents time in days.

Activity in this program is also initiated at the student's request. Attendance information comes from an attendance-miles completed form kept by the instructor.

Activity in this part of the Swimming Program was moderate but attendance appeared to be dropping off toward the end of the semester.

Students Attending

SWIM AND STAY FIT Daily Attendance

DRIVER EDUCATION
DAILY ATTENDANCE

This graph records the number of students attending per class day.

The vertical axis represents the number of students attending per class day and the horizontal axis represents the number of days the class was in session during the semester.

Classes are held twice a week for 8 weeks. Ten students are usually enrolled in a class.

Attendance information comes from a summary furnished by the instructor at the end of the course.

There is a rule of thumb that if a student misses more than three classes in this course he fails. Attendance and participation information for the second semester have not been received as yet.

DRIVER EDUCATION
Daily Attendance

STUDENT ENRICHMENT DAILY ATTENDANCE

This graph records the number of students attending various student enrichment events.

The vertical axis represents the number of students attending and the horizontal axis represents the number of days the program was in operation during the semester. The probability that students would attend more than one student enrichment event in one day is nil. Therefore, days have been substituted for events on the horizontal axis to maintain a consistent standard of comparison for all programs.

Attendance in this program is periodic since it is related to the availability of appropriate events in the community.

The attendance data is taken from the Information-Evaluation Form which must be filled out in relation to each event.

Second semester activities consisted of visits to a drag race and live productions of a contemporary opera and a musical comedy.

Students Attending

STUDENT ENRICHMENT Daily Attendance

Days

4-30-71

5

10

15

STAFF WORKSHOPS DAILY ATTENDANCE

This graph records the number of staff attending workshops per day.

The vertical axis represents the number of staff involved in workshops per day. The horizontal axis represents the number of days during the semester workshops were held.

Attendance information comes directly from the school administration.

During the second semester there was no activity in this program.

STAFF WORKSHOPS
Daily Attendance

Days

VIDEO TAPE DAILY ATTENDANCE

As this program is still in the equipment buying stage,
there has been no attendance.

VIDEO TAPE
Daily Attendance

A SUMMARY OF WHO AND HOW OFTEN?

INDIVIDUAL STUDENT ATTENDANCE SUMMARY

These graphs comprise a relative view of attendance. They are an attempt to enrich the data by reorganizing it and expressing it in terms of identifiable individuals. This enables us to answer such questions as:

1. What was the student's attendance relative to other students involved in the program?
2. What was her attendance relative to the total number of program days during the semester?
3. What was the student's absolute attendance in the program during the semester?

This type of graph also provides a picture of actual total program attendance relative to total possible or "perfect attendance".

KEY PUNCH
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each enrolled student attended Key Punch classes during the semester.

The vertical axis represents the number of days each student attended class. Individual students are identified on the horizontal axis. The horizontal red line at 91 days represents perfect attendance. This program is in operation five days a week, attendance mandatory.

The graph indicates a wide range of attendance. This is somewhat misleading since many of the students with low attendance rates were parolled, furloughed or went AWOL sometime during the semester.

With this in mind, individual student attendance for the semester appears constantly high.

KEY PUNCH INDIVIDUAL STUDENT ATTENDANCE SUMMARY

Student #

PRE-SCHOOL
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each Pre-School student attended classes during the semester.

The vertical axis represents the number of days in attendance and individual students are identified on the horizontal axis. The horizontal red line at 92 days represents perfect attendance.

This program also operates five days a week. Attendance is mandatory.

Attendance in this program has been consistantly high with the exception of student 146 who left the class after 7 days.

PAC SCHOOL Individual Student Attendance Summary

STUDENT #

DAYS

EVENING LIBRARY
INDIVIDUAL ATTENDANCE SUMMARY

This three part graph records the number of students attending Evening Library sessions per program day.

The vertical axis represents the number of days during the semester the student attended the program. Individual students are identified by number and cottage on the horizontal axis.

The program operates two evenings a week. Four cottages are assigned to each evening. Attendance is voluntary.

The attendance data comes from the Master Summary.

This program reaches a wide number of students. Few, however, attend with much frequency.

DAYS

EVENING LIBRARY
INDIVIDUAL STUDENT ATTENDANCE SUMMER

EVENING LIBRARY (cont'd)

Evening Student Attendance Summary

RED CROSS SWIMMING CLASS
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each student attended Red Cross Swimming Classes.

The vertical axis represents the number of days each student attended the program. Students are identified by number on the horizontal axis.

The horizontal red line represents the number of days during the semester the program was operated.

Attendance is voluntary. Classes are not regularly scheduled. Attendance information is from the Master Summary.

Of the 22 students attending the program, 13 attended once, 8 attended twice and 1 attended 6 times.

DAYS

RED CROSS SWIMMING CLASS
INDIVIDUAL STUDENT ATTENDANCE SUMMARY

RED CROSS DIVING CLASS
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days each student attended diving sessions.

The vertical axis represents the number of days in attendance. Individual students are identified by number on the horizontal axis.

The horizontal red line indicates the total number of days the program was operated during the semester. Classes were not regularly scheduled.

The data source is the Master Summary.

The 9 students involved in the course during the semester each attended one time.

RED CROSS DURING CRASSES Individual Student Attendance Summary

DAYS

1 2 3 4 5 6 7 8 9 10 11 12

STUDENT #

WATER BALLET
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of days individual students attended this program.

The vertical axis represents the number of days in attendance. Students are identified by number on the horizontal axis. The horizontal red line indicates the total number of days the program operated.

The data source is the Master Summary.

Attendance was voluntary and sessions were unscheduled.

Most students attended only one session. Three students attended four or more sessions.

SWIM AND STAY FIT
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of times individual students attended Swim and Stay Fit sessions.

The vertical axis represents the number of days in attendance and individual students are identified by number and cotage on the horizontal axis.

The horizontal red line indicates the number of days the program was in operation during the semester. Classes were not regularly scheduled.

The data source is the Master Summary.

The individual attendance information for the second semester seems to indicate that the name "Ten Mile Club" is a misnomer.

DAYS

SWIM & STAY FIT
INDIVIDUAL STUDENT ATTENDANCE SUMMARY

BIGCH	222	1
	150	5
	44	5
LEAH	151	3
E. STEEN	143	2
	165	3
	141	5
	171	5
Holly Maple CHX	104	2
	96	3
	22	4
CHX	182	2
	15	3
Pine	56	2
	151	3
	41	4
	84	4
Spence	146	2
	228	3
	29	4

STUDENT #

DRIVER EDUCATION
INDIVIDUAL ATTENDANCE SUMMARY

This graph records the number of times enrolled Driver Education students attended class during the eight week course.

The vertical axis represents the number of days in attendance. Students are identified by number on the horizontal axis.

The horizontal red line represents the total number of class sessions during the semester.

The data source is the Master Summary.

Second semester attendance information is not as yet available.

DAYS

DRIVER EDUCATION
Individual Student Attendance Summary

2

STUDENT #

**STUDENT ENRICHMENT
INDIVIDUAL ATTENDANCE SUMMARY**

This graph records the number of students attending Student Enrichment events.

The vertical axis represents the number of days students attended events. Students are identified by number on the horizontal axis.

The horizontal red line at 3 days indicates there were only 3 events attended under this program during the second semester.

The data source is the Master Summary.

Although there were three events during the second semester no student attended more than one of them.

STUDENT & FACULTY Individual Student Attendance Summary

STUDENT #

	1	2	3	4	5	6
143						
174						
127						
15						
16						
165						
190						
73						
146						
88						
10						
163						

STAFF WORKSHOPS
INDIVIDUAL STAFF ATTENDANCE SUMMARY

This graph records the number times individual staff members attended workshops.

The vertical axis represents the number of days staff members attended workshops. Individual staff members are identified by number on the horizontal axis.

The horizontal red line represents the total number of days workshops were held.

The data source is the Administration.

There was no activity in this program during the second semester.

DAYS

STAFF WORKSHOPS
Individual Staff Attendance Summary

STAFF #

VIDEO TAPE
INDIVIDUAL STUDENT/STAFF ATTENDANCE SUMMARY

This program is still in the equipment buying stage and there has been no attendance so far.

DAYS

VIDEO TAP

STUDENT #

SECTION II: WHAT ARE THE STUDENTS DOING IN THE TITLE I PROGRAMS?

Once the activities of any program can be specifically defined it becomes possible to get a measure of what the students are doing in that program. It also becomes possible to measure how much they are doing and in general determine the level of activity of the program.

In voluntary programs the level of participation could also be considered a gross indicator of student interest.

The participation section is organized in 3 parts. The first part contains graphs of participation information for seven programs. These programs are Driver Education, Pre-School, Evening Library, Evening Swimming, Cultural Enrichment, Staff Workshop and Video Tape.

The second part of section two contains graphs of individual students weekly participation in the Pre-School program.

The third part contains a comparison of Pre-School students individual participation summarized by month.

WHAT AND HOW MANY PROGRAM ACTIVITIES
ARE STUDENTS PARTICIPATING IN?

FREQUENCY OF STUDENT PARTICIPATION
IN PROGRAM ACTIVITIES

The participation frequency graphs for these programs all have a common purpose. They all provide a gross measure of what and how much is going on in a program. Inferences are possible due to the categorization and definition of program activities. It is possible to make a statement about what students are doing in a program by determining how many of the defined activities they are participating in over time.

These participation graphs, when used with the Attendance and Results graphs, provide information for data based decisions relative to specific programs. Prior to the participation graphs for each program is a list of all the other graphs in the system providing information about that program.

PRE-SCHOOL PARTICIPATION FREQUENCY

This graph records the number of activities Pre-School students participated in per week.

The vertical axis represents the frequency of students participating in program activities. The horizontal axis indicates time in weeks. In this case frequency is defined as the total number of times the ten enrolled students participated in the 36 defined Pre-School activities during a week. The eight general categories of the defined program activities are 1) Area Supervision, 2) Assisting with creative activities, 3) Assisting with sensory activities, 4) Directing Learning Experiences, 5) Outings, 6) Snack Time, 7) Preparation of Pre-School Materials and 8) Area Preparation and Cleanup.

The data for this graph comes from activity tally sheets kept by the instructor.

Academic class work is not included as one of the 36 defined program activities.

The frequency of participation appears higher and more consistent than the first semester. It ranges from 40 to 65 activities per week with an average of 57. This may be attributed to having the first semester experience to draw on.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Pre-School Daily Attendance

- 2
- 3) Frequency of Individual Pre-School Participation
 - 4) Comparison of Student Participation in Program Activities - Monthly Summaries
 - 5) Pre-School Mid-Semester and Semester Test Scores

FREQ. of Students Participating in Program Activities

PRE SCHOOL
Participation Frequency

WEEKS

EVENING LIBRARY PARTICIPATION FREQUENCY

This graph records the number of Evening Library activities students participated in per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. This program is open to all students on campus. There are eight defined program activities. These are: 1) Student-Teacher conferences, 2) Use of magazines, 3) Use of newspapers, 4) Use of tape equipment, 5) Use of Typewriters, 6) Working on research papers, 7) Working on school assignments and 8) Checking out books. Frequency of participation in this case would mean the total number of times any student participated in the eight defined program activities during a program day.

This information comes from an attendance-use of facilities tally sheet kept by the instructor. Two different attendance-use of facilities forms have been used during the second semester. The second form is a little more specific. Plotting information has been taken from both of them since it was impossible to convert information from one form to the other.

The frequency of participation appears fairly stable until the new form takes effect on 4-19-71. Students were recorded as participating in an average of 7 activities a day prior to 4-19-71. After this date the average jumped to 15 activities per day with a wider fluctuation.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Evening Library Daily Attendance
- 3) Evening Library Individual Student Attendance Summary
- 4) Evening Library Teacher-Student Interaction
- 5) Evening Library - Use of Library Facilities
- 6) Evening Library - Number of Books Checked Out by Cottage
- 7) Evening Library - Number of Books Checked Out per Student

EVENING LIBRARY Participation Frequency

DAY 5 *Began Using Improved Form

RED CROSS SWIM CLASS
PARTICIPATION FREQUENCY

This graph records the frequency of student participation in activities per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. There are four Red Cross Swimming courses that are the actual content of the swimming classes. These courses are Beginner, Advanced Beginner, Intermediate and Swimmer. There are a total of 55 swimming skills involved in these four courses and these skills are the defined program activities. The program is open to all students so frequency of participation becomes the total number of skills to be taught to students per program day.

The information comes from attendance-activity tally sheets kept by the instructor. The new attendance activity tally sheet was in use during the second semester. It provides much more specific participation information. Since it is a check off type form the quantity of information recorded with it may be greater than with the previous written form.

The frequency of participation is highly variable, ranging from 1 to 44 skills taught per day.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Daily Attendance - Red Cross Swimming Classes

- 3) Red Cross Swim Class - Individual Student Attendance Summary
- 4) Red Cross Swimming - Number of Swimming Skills Demonstrated With Proficiency by All Students.
- 5) Red Cross Swimming - Number of Swimming Skills Demonstrated With Proficiency by Individual Students.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

RED CROSS DIVING CLASS
PARTICIPATION FREQUENCY

This graph records the frequency of student participation in activities per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. Although the course is not an official Red Cross course, the sixteen diving skills are taken from the Red Cross Swimming manual. The sixteen diving skills are the defined program activities. The class is open to all students so frequency of student participation becomes the total number of skills taught to all students per program day.

The information comes from attendance-activity tally sheets kept by the instructor. The new attendance activity tally sheet was in use during the second semester. It provides much more specific participation information. Since it is a check off type form the quantity of information recorded with it may be greater than with the previous written form.

This program only operated 7 days during the second semester. The frequency of participation was fairly steady, the average being 4.4 skills taught per program day.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Diving Classes - Daily Attendance
- 3) Red Cross Diving Classes - Individual Student Attendance Summary

- 4) Red Cross Diving - Number of Diving Skills Demonstrated With Proficiency by All Students
- 5) Red Cross Diving - Number of Diving Skills Demonstrated With Proficiency by Individual Students.

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

WATER BALLET PARTICIPATION FREQUENCY

This graph records the frequency of student participation in activities per program day.

The vertical axis represents the frequency of student participation and the horizontal axis represents time in days. This is not an official Red Cross course. There are 36 water ballet skills which are the defined program activities. The class is open to all students so the frequency of student participation is the total number of skills taught to all students during a program day.

The information comes from attendance-activity tally sheets kept by the instructor. The new attendance activity tally sheet was in use during the second semester. It provides much more specific participation information. Since it is a check off type form the quantity of information recorded with it may be greater than with the previous written form.

The program operated 10 days during the semester. The frequency fluctuates a great deal, averaging 9.3 skills taught per program day.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Water Ballet - Daily Attendance
- 3) Water Ballet - Individual Student Attendance Summary
- 4) Water Ballet - Number of Water Ballet Skills Demonstrated with Proficiency by All Students

- 5) Water Ballet - Number of Water Ballet Skills Demonstrated With Proficiency by Individual Students

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

WATER BUILT
Participation Frequency

DRIVER EDUCATION PARTICIPATION FREQUENCY

This graph records the frequency of student participation per program day.

The vertical axis represents frequency of student participation in program activities. The horizontal axis represents time in days. This class was open to 10 students from Cedar Creek Forest Camp. They met 14 times and participated as a class in from 1 to 4 activities each time. These activities included work on a driving simulation machine, guest lecturers, discussion of reading material, films, etc. Frequency of participation in this case becomes the product of the number of students attending times the number of activities scheduled and conducted by the instructor that evening.

At the end of the course the instructor provides a summary of activities scheduled and held on specific class nights and the names of the students who showed up.

Each student gets four hours of in-car driving time and eight hours of driving observation that was not included as a defined activity.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Driver Education - Daily Attendance
- 3) Driver Education - Individual Student Attendance Summary
- 4) Driver Education - Driving and Simulation Scores
- 5) Driver Education - Test and Worksheet Scores

FREQUENCY OF STUDENT PARTICIPATION IN PROGRAM ACTIVITIES

5 10 15 20 25 30 35 40

DRIVER EDUCATION
PARTICIPATION FREQUENCY

DAYS

**STUDENT ENRICHMENT
PARTICIPATION FREQUENCY**

This graph records the frequency of participation in each event.

The vertical axis represents frequency of participation and the horizontal axis represents time in days. During the second semester a drag race, a stage production of a musical comedy and a contemporary opera were attended by different groups of students. The frequency of participation in this case is the product of the number of cultural activities on a given day times the number of attending students.

During the second semester the source of information was the Information-Evaluation form filled out by a staff member in connection with the event.

Due to the variety of potential events it is difficult to come up with defined program activities more specific than the event itself.

Activity in this program was limited.

Related Graphs are:

- 1) Master Attendance Summary
- 2) Student Enrichment - Daily Attendance
- 3) Student Enrichment - Individual Student Attendance Summary
- 4) Student Enrichment - Evaluation Test Scores

Frequency of Student Participation in Program Activities

STAFF WORKSHOPS
PARTICIPATION FREQUENCY

There was no activity in this program during the second semester.

INDEX OF PARTICIPATION =
 (# of STAFF WORKSHOPS) x (# of STAFF INVOLVED)

STAFF WORKSHOPS
 PARTICIPATION FREQUENCY

VIDEO TAPE PARTICIPATION FREQUENCY

There has been no participation to date in this program.

VIDEO TAPES
PARTICIPATION Frequency

5

10

15

20

HOW MUCH ARE INDIVIDUAL
PRE-SCHOOL STUDENTS DOING?

FREQUENCY OF INDIVIDUAL STUDENT
PRE-SCHOOL PARTICIPATION

Due to the small, defined enrollment and standardized kinds of activities it is possible to say something about the amount of individual participation in the Pre-School program. This enables us to consider question such as:

- 1) Is the students' participation steady?
- 2) Is it variable and unpredictable?
- 3) Is it increasing? Decreasing? Staying the same?

This kind of individual participation graph also allows us to consider other details in the component parts that may have been hidden in the overall Pre-School Participation Frequency Graph.

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

GAIL BUNCH

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Gail's participation was steady with an increase at the end of the semester. She participated in an average of 6 activities per week.

Graph of Student Participation in Program Activities.

GRIL BUNCH
 INDIVIDUAL STUDENT MEETINGS PARTICIPATION FREQUENCY

2

5/1/15

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

SALLY JOHNSON

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Sally's participation increased slightly over the semester. She participated in an average of 6 activities per week.

SALLY JOHNSON

2

INDIVIDUAL STUDENT PRE SCHOOL PARTICIPATION FREQUENCY

PROGRAM ACTIVITIES

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

CHERYL LUNDY

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Cheryl's participation was fairly steady. She participated in an average of 7 activities per week.

Part 1 of Student Participation in Program Activities

Cheryl Lundy
Individual Student Pre-School Participation Frequency

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

KATHY MURPHY

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Kathy's participation becomes more variable toward the end of the semester. She participated in an average of 4 activities per week.

Program Activities

KATHY MARCHY
INDIVIDUAL STUDENT PRE-SCHOOL PARTICIPATION FREQUENCY

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

JUDY RUMMERFIELD

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Judy's participation became variable during the second half of the semester, ending with a significant increase. She participated in an average of 7 activities per week.

Very Summertime Involvement Student Pre School Participation Frequency

Activity Student Participation
 in Program Activities

5 10 15 20 25 30

UN. Cott. 0

11/11/15

20

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

JOYCE SANDERS

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Joyce shows a steady level of participation. She participated in an average of 7 activities per week.

1st Program Activities

VOYCE STANDARDS

INDIVIDUAL STUDENT PRE SCHOOL PROJECTION FREQUENCY

2

30
25
20
15
10
5

5

10

15

20

WEEKS

5/1/15

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

MONICA SARFF

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Monica's participation during the semester was variable. She participated in an average of 6 activities per week.

IN PROGRAM ACTIVITIES

MOBILE STREET
INDIVIDUAL STUDENT PRE SCHOOL PARTICIPATION FREQUENCY

RECEIVED
COTTAGE

10
COTTAGE

5-17-71

20

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

TERESA STOVALL

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classwork is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Teresa's participation was variable. She participated in an average of 4 activities per week.

TERESA STODALL INDIVIDUAL STUDENT PRESCHOOL PARTICIPATION FREQUENCY

IN PROGRAM ACTIVITIES

WEEKS

Max. Exill
 leave 15

20

INDIVIDUAL STUDENT PRE-SCHOOL
PARTICIPATION FREQUENCY

ALICE TAYLOR

This graph records the individual student's frequency of program participation per week.

The vertical axis represents the frequency of individual student participation. The horizontal axis represents time in weeks.

The frequency of individual student participation is the number of times the student participates in the 36 defined program activities during a week. Academic classowrk is not one of the 36 defined program activities.

The information comes from a separate activity tally sheet kept for each student by the instructor.

Alice shows a steady level of participation throughout the semester. She participated in an average of 5 activities per week.

IN PROGRAM ACTIVITIES

ALICE TAYLOR
INDIVIDUAL STUDENT PRESENCE PARTICIPATION FREQUENCY.

UNEXCUSED
ABSENCE

5

10

UNEXC.
LEAVE
1/11

15

20

HOW DO INDIVIDUAL PRE-SCHOOL
STUDENTS COMPARE?

A COMPARISON OF STUDENT PARTICIPATION
IN PRE-SCHOOL PROGRAM ACTIVITIES -
SUMMARIZED BY MONTH

These graphs allow us to look at the pattern of individual student participation month by month.

Reorganizing the material in this fashion gives us three perspectives on participation detail that might have been lost. First, this kind of presentation facilitates a comparison between students. Second, it provides a comparison of an individual student's performance from month to month. Third, it provides a comparison of the class's performance from month to month.

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/FEBRUARY

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar months. For instance, the March data is the four, five day weeks that most closely fit into March.

During February student participation was fairly even. Since this is the base month of the semester no across time comparisons can be made.

Comparison of Student Participation in Program Activities

Summary - Preschool / February

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/MARCH

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar months. For instance, the March data is the four, five day weeks that most closely fit into March.

The participation level of the class showed a significant increase over February. The participation level of individual students is fairly uniform except for student 149.

60 Comparison of Student's Participation in Program Activities Summary - Preschool / March

STUDENT II

of Program Activities

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/APRIL

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

The data in these graphs is not strictly consistent with calendar months. For instance, the March data is the four, five day weeks that most closely fit into March.

The participation level of the class has decreased from March. Part of this could be due to the Spring vacation. There is little variation in participation between individuals in April.

Comparison of Student Participation in Program Activities Summary - Mesquite / Noir

STUDENT #

COMPARISON OF STUDENTS PARTICIPATION
IN PROGRAM ACTIVITIES SUMMARY
PRE-SCHOOL/MAY

This graph records and compares the amount of individual student Pre-School participation by month.

The vertical axis represents the number of program activities participated in during the month. The horizontal axis represents student numbers. The bars represent the number of program activities a student participated in during the month.

This information comes from the individual activity-tally sheets kept by the instructor.

. The data in these graphs is not strictly consistent with calendar months. For instance, the March data is the four, five day weeks that most closely fit into March.

Information for this graph will not be available until the end of the semester.

of PROGRAM ACTIVITIES

Comparison of STUDENTS PARTICIPATION in PROGRAM ACTIVITIES
SUMMARY - PRE SCHOOL / MAY

60
55
50
45
40
35
30
25
20
15
10
5

STUDENT II

SECTION III: HOW MUCH ARE STUDENTS LEARNING FROM THE PROGRAMS

The focus of this section is to gather and organize information that measures progress toward the objectives of the eight programs.

The means used to measure student gains vary with each program. They fall into four categories. These categories are:

- 1) Graphs of academic test scores
- 2) Graphs of performance test results
- 3) Tabulations of the number of defined program activities performed
- 4) Evaluative statements

There are eight parts to this section, one for each program. Each part contains an explanation of the means used to accumulate and present the data for analysis. As in previous sections, these explanations will cover the purpose, description, data source and any assumption made regarding the data.

KEY PUNCH PERFORMANCE TEST SCORES

The purpose of the graph is to record a measure of the individual student's ability to punch IBM cards quickly and accurately utilizing knowledge they have gained in the course.

More specific purposes are:

- 1) To portray individual student scores in absolute terms.
- 2) To portray individual student scores relative to each other.
- 3) To portray individual student scores relative to the 25 card minimum passing score.
- 4) To portray the pattern of class scoring relative to the 25 card minimum passing score.

The vertical axis represents the number of correct cards the student punched in $\frac{1}{2}$ hour. On the horizontal axis students are identified by student number. The red line represents the pass/fail point, 25 cards per $\frac{1}{2}$ hour.

The performance information is taken from punch cards kept by the instructor.

The graph only shows test results for 9 students. The remaining 17 students did not take the test for the variety of reasons mentioned in the list of students not taking the performance test.

These data indicate that all of the students who took the test passed it.

OUTLINE OF ACTIVITIES LEADING
TO PERFORMANCE TEST

- I. Learn 12 basic numeric punches.
- II. Punch 5 numeric lessons and verify.
- III. Successfully complete program 1 code.
 - A. Lay out card.
 - B. Punch 10 lessons.
 - C. Verify 10 lessons.
 - D. Mark errors and correct them.
- IV. Successfully complete program 2 code.
 - A. Make a combination program card.
 - B. Lay out cards.
 - C. Punch 6 lessons.
 - D. Mark errors and correct them.
- V. Punch a lesson for left zero programming in 029 M.B.
- VI. Become knowledgeable as to:
 - A. Program coding.
 - B. Machine operation.
 - C. Job interviews.
- VII. Participate in Production work as it is available.

RAW PERFORMANCE TEST SCORES (# of correct cards Punched in 1/2 hour)

KEY PUNCH PERFORMANCE TEST SCORES

CROSS SECTION - 10 SQUARES TO INCH

LIST OF STUDENTS NOT TAKING
THE PERFORMANCE TEST

Adams, Liz	Parolled - No test.
Anderson, Kathy	Still practicing for test and will probably take it before the end of second semester.
Castona, Sue	Took the test last semester with a score of 36. Doing advanced production work now.
Crain, Joan	Started class late and still practicing for the test and will probably take it before the end of second semester.
Davis, Bonita	Parolled - No test.
Lucht, Sharon	Parolled - No test.
Minnick, Cindy	Parolled - No test.
Monday, Kathy	Started the class late and will finish in summer school.
Moxley, Melody	Dropped from course - No test.
Murphy, Sandy	Dropped from course - No test.
Persons, Linda	Parolled before 150 hours completed - No test.
Phillips, Vickie	Just started course - will finish in summer school.

Redlich, Gail

Parolled with only 81 hours completed - No test.

Riley, Debra

No typing background. Building speed and will take test in summer school.

Wallace, Lorene

Changed courses - No test.

Weed, Lorrie

Passed test first semester. Doing advanced work.

Wicker, Ann

Started late. Will take test in summer school.

KEY PUNCH ACADEMIC TEST SCORES

The overall function of this graph is to record student scores on written tests over course content. The more specific purposes of this graph are:

- 1) To portray individual test scores in absolute terms.
- 2) To portray individual test scores relative to each other.
- 3) To facilitate comparison of an individual's scores over the three tests.
- 4) To facilitate comparison of an individual's relative position in the class over the three tests.
- 5) To facilitate comparison of the scoring patterns of the whole class over the three tests.

The vertical axis represents the individual student's numerical score on a specified academic test. Students are identified on the horizontal axis by student number. Each bar graph portrays the results of a separate test.

This information is found in the instructor's grade book.

The academic tests are not given as much weight as the performance tests. They are often given for their learning value.

Students as a whole performed well on the written tests and apparently comprehended the material outlined on the following page.

OUTLINE OF MATERIAL COVERED
IN WRITTEN TESTS

- I. Introduction to Key Punch Concepts.
- II. Key Punch Terms.
- III. The Punch Card.
- IV. Learning to Read a Punch Card.
- V. Taking a Card Count.
- VI. Operating Features of IBM 24 and 26 Key Punch Machines.
- VII. Operating Suggestions.

KEY RUNNIN ACADEMIC TEST SCORES

TEST 1

TEST SCORE

100
90
80
70
60
50
40

55 126 24 29 7 12 125 127 192 33 88 66 122 81 69 210 STUDENT #

TEST 2

TEST SCORE

100
90
80
70
60
50
40

55 24 7 126 12 88 7 125 81 29 69 192 33 210 66 121 STUDENT #

TEST 3

TEST SCORE

100
90
80
70
60
50
40

24 7 12 33 29 66 69 192 88 122 121 81 STUDENT #

ONLY THREE TESTS GIVEN 2nd SEMESTER

100
90
80
70
60
50
40

100
90
80
70
60
50
40

PRE-SCHOOL TEST SCORES

This graph is intended to record test score information which, in conjunction with lab participation information forms the basis for a statement about the degree to which the objectives of the program were reached. More specifically, the 5 purposes of this graph are:

- 1) To portray individual students test scores in absolute terms.
- 2) To portray students test scores relative to the rest of the class.
- 3) To facilitate a comparison of the student mid-semester and semester test scores.
- 4) To facilitate comparison of an individual's relative position in the class after the mid-semester and semester tests.
- 5) To facilitate comparison of the class scoring pattern after the mid-semester and semester tests.

The bar graph at the top of the page reflects mid-semester scores and the similar graph at the bottom of the page reflects semester scores. The vertical axis represents numerical score on a specific test and students are identified on the horizontal axis by student number.

The information is taken from the instructor's grade book.

With an outline of the material covered in these tests and the content of the lab experience, an inference can be made regarding what the student gained from the course.

The students taking the test had uniformly high scores, ranging from 74 to 94 on the mid-semester test and 84 to 100 on

the semester test. They apparently comprehended the course content outlined on the following page.

COURSE OUTLINE

- I. Introduction to course and Pre-School.
- II. Components of Pre-School.
- III. Developmental Stages of Children - Ages Birth - 5 years.
- IV. Language Development in Children.
- V. Toilet Training.
- VI. Children's Clothing.
- VII. Snacks for Young Children.
- VIII. Child Guidance Techniques.
- IX. Children's Primary Alphabet.
- X. Art for the Young Child.
- XI. Music for the Young Child.
- XII. Books and Toys for Pre-School age Children.
- XIII. Characteristics of a Teacher of Young Children.
- XIV. Pre-Schools and Day Care Centers.

OUTLINE OF LABORATORY EXPERIENCES

I. Preparation of:

- A. Simple pre-school snacks.
- B. Pre-School materials.
- C. Pre-School displays and bulletin boards.
- D. Pre-School areas.

II. Serving of:

- A. Simple pre-school snacks.

III. Supervision of:

- A. Outdoor play.
- B. Indoor play.
- C. Creatives.
- D. Dramatic play.
- E. Sensory experiences.
- F. Walks.
- G. Field trips.

IV. Teaching of:

- A. Self-help skills.
- B. Songs.
- C. Finger plays.
- D. Games.

V. Reading

- A. Books and stories.

VI. Cleaning up of Pre-School.

MID-SEMESTER

100
90
80
70
60
50
40
30

PNT #

178

189

149

124

171

111

21

186

170

SEMESTER END

100
90
80
70
60
50
40
30

PNT #

178

149

111

186

21

124

171

170

PRESCHOOL ACADEMIC TEST SCORES

EVENING LIBRARY - USE OF LIBRARY FACILITIES

The purpose of the Evening Library - Use of Library Facilities Graph is to provide a record of the amount of student use of library facilities over time.

The vertical axis represents the number of library facilities utilized. Library facilities are defined as magazines, newspapers, tape recorders, typewriters, research materials and facilities for school assignments. The horizontal axis represents program days.

This information comes from attendance - use of facilities forms kept by the instructor.

The term "Library facilities" is defined to exclude the checking out of books which is handled in a separate graph.

The use of library facilities per week is fairly steady until 4-19-71 when the data indicate an increase. A new attendance - use of facilities form was introduced on that date. The new form promotes the recording of more "use of facilities" detail.

MAGAZINES, NEWSPAPERS, PAPERS, TYPEWRITERS,
(Facilities for Research Paperers & School Assignments)

DA 45

EVENING LIBRARY
USE OF LIBRARY FACILITIES

EVENING LIBRARY - STUDENT/
TEACHER INTERACTION

In line with the interactional objective of the program, this graph provides a gross picture of the amount of student-teacher interaction over time.

The vertical axis represents the number of student/teacher interactions and the horizontal axis represents program days by date.

The information is found on the attendance - use of facilities sheet kept by the instructor.

The form was changed twice during the semester. The new form probably results in more student/teacher interaction detail being recorded.

The number of student/teacher interactions per day was very consistant, averaging between 1 and 2.

Teacher-Student Interaction

EVENING LIBRARY - NUMBER OF
BOOKS CHECKED OUT BY INDIVIDUAL STUDENTS

This three part graph provides information relating to objective 1b "checking out Library books". The graphs provide some insight into the quantity of students and the quantity of books involved. Specifically, the graphs reflect how many books were checked out by individual students during the semester. This information is reorganized by cottage for comparative purposes. Individualizing the information gives a better picture of who the program is really reaching.

The vertical axis represents the number of books checked out by individual students during the semester. Students are identified by number and cottage on the horizontal axis.

This information was taken from the check out cards kept in the library.

Students were working with the records all semester and the library staff consider the records suspect. The tendency would be for more books to be checked out than the records show.

During the second semester, 98 students checked out an average of 6.3 books. Eighty-three percent of the students checked out 3 or more books. Fifty two percent checked out 5 or more books. Twenty-six percent checked out 10 or more books. Five percent checked out 20 or more books.

Spruce cottage checked out the most books and Maple cottage had the most girls checking out books. This part of the Evening Library program reaches more students than any other Title I

activity.

These data suggest that objective 1b (to promote checking out library books) of the Evening Library program has been achieved.

No. of Books checked out by Individual Student during Semester

EVENING LIBRARY
Number of Books checked out by Individual Students

No. of Books checked out by Individual Students during Semester

EVENING LIBRARY (Contd)

Holly

MAPLE
Student #

ORANGE

No. of Books checked Out by Individual Students during Semester

EVENING LIBRARY (CONT'D)

EVENING LIBRARY - NUMBER OF BOOKS
CHECKED OUT BY COTTAGE

The purpose for this graph is to provide a basis for comparison of first and second semester results. The only information available on books checked out during first semester is in this form.

The vertical axis represents the number of books checked out by cottage during the semester. Cottages are identified on the horizontal axis.

This information also comes from the check out cards kept in the library. The same reservations regarding the accuracy of the data apply.

The overall pattern of use of this library facility is very similar for both semesters. Spruce, Maple and Pine check out the most books during each semester. Students checked out more books during the second semester.

of Books checked Out By
Cottage During the Semester

EVENING LIBRARY
No. of Books Checked Out by Cottage

Cottage

EVENING SWIMMING

Each of the "number of skills demonstrated with proficiency by all students" graphs related to objective 3) "then work towards successful completion of their program". While the objectives are couched in individual terms these three graphs provide a gross measure of overall achievement.

Due to the similarity of the three graphs expressing the number of skills demonstrated with proficiency by individual students they will be treated as a group. The common purpose of all three is to reflect the levels of individual achievement. This speaks directly to the objectives of the program. These were, "1) to determine the entry level performance of individual students, 2) then match them to the appropriate Red Cross Swimming program; 3) then work towards successful completion of their program."

RED CROSS SWIMMING - # OF SWIMMING
SKILLS DEMONSTRATED WITH
PROFICIENCY BY ALL STUDENTS

This graph reflects the number of swimming skills demonstrated with proficiency by all students.

The vertical axis represents the number of skills demonstrated with proficiency by all students. The horizontal axis represents time in program days by date.

This information is taken from a multi-purpose attendance activity sheet kept by the instructor.

The forms were changed for the second semester resulting in more detailed information being recorded.

The number of swimming skills demonstrated progresses at a steady level until the 2-19-71 high is reached.

of Swimming Skills Demonstrated with Proficiency

RED CROSS DIVING - # OF DIVING
SKILLS DEMONSTRATED WITH
PROFICIENCY BY ALL STUDENTS

This graph records the number of diving skills demonstrated with proficiency by all students.

The vertical axis represents number of diving skills demonstrated with proficiency by all students. The horizontal axis represents program days by date.

This information is taken from a multi-purpose attendance activity sheet kept by the instructor.

The forms were changed for the second semester resulting in more detailed information being recorded.

This program operated 7 days during the semester. The number of diving skills remained steady, but dropped off at the end.

of Diving Skills Demonstrated
with Proficiency

WATER BALLET - # OF SKILLS DEMONSTRATED
WITH PROFICIENCY BY ALL STUDENTS

This graph records the number of water ballet skills demonstrated with proficiency by all students.

The vertical axis represents number of water Ballet skills demonstrated with proficiency by all students. The horizontal axis represents program days by date.

This information is taken from a multi-purpose attendance activity sheet kept by the instructor.

The forms were changed for the second semester resulting in more detailed information being recorded.

The number of skills demonstrated per day seems to fluctuate between 5 and 15.

of WATER Ballet Skills Demonstrated with Proficiency

RED CROSS SWIMMING - NUMBER OF SWIMMING
SKILLS DEMONSTRATED WITH
PROFICIENCY BY INDIVIDUAL STUDENTS

This graph reflects the number of swimming skills demonstrated with proficiency by individual students.

The vertical axis represents the number of swimming skills demonstrated with proficiency. On the horizontal axis individual students are identified by number.

This information is taken from the instructor's attendance activity form.

The new forms encourage the recording of much more individual swimming skill detail.

Even though this program was run for the full semester, there were only 4 students who demonstrated 10 or more swimming skills.

It would appear that students may be losing interest in the program.

of Swimming Skills Demonstrated with Proficiency

RED CROSS Swimming
of Swimming Skills Demonstrated
with Proficiency by
Individual Students

RED CROSS DIVING - NUMBER OF DIVING
SKILLS DEMONSTRATED WITH PROFICIENCY BY
INDIVIDUAL STUDENTS

This graph records the number of diving skills demonstrated with proficiency by individual students.

The vertical axis represents the number of diving skills demonstrated with proficiency. Students are identified by number on the horizontal axis.

This information is taken from the instructor's attendance activity forms.

The new forms encourage the recording of much more individual swimming skill detail.

Even with the pool closure, there were more students involved in this program first semester than second.

of Diving Skills Demonstrated
with Proficiency

RED CROSS DIVING

of Diving Skills Demonstrated
with Proficiency by
Individual Students

STUDENT #

WATER BALLET - NUMBER OF SKILLS
DEMONSTRATED WITH PROFICIENCY BY
INDIVIDUAL STUDENTS

This graph records the number of skills demonstrated with proficiency by individual students.

• The vertical axis represents the number of skills demonstrated with proficiency. Students are identified by number on the horizontal axis.

This information is taken from the instructor's attendance activity forms.

The new forms encourage the recording of much more individual swimming skill detail.

Ninety percent of the 15 students involved in the program demonstrated 6 or more water ballet skills.

of Skills Demonstrated with Proficiency

WALTER BAILEY
of Skills Demonstrated
with Proficiency by
Individual Students

STUDENT #

SWIM AND STAY FIT - MILES COMPLETED

This graph provides most of the information necessary to evaluate this very simple program. It reflects the distance each individual swam during the semester and allows for comparison between individuals.

The left hand vertical axis represents distance completed in fractions of miles. The right hand vertical axis represents the same distance expressed in number of laps of the pool. Students are identified by number on the horizontal axis.

This information is taken from an attendance and distance chart kept by the instructor. Eighteen laps equals $\frac{1}{4}$ mile.

Of the 21 students participating in this program, only two swam more than a mile. This may indicate a decrease of student interest in this program.

of Miles Completed

(18 LAPS = 1/4 mile)

SWIM & STAY FIT
MILES COMPLETED

STUDENT NO.

NUMBER OF LAPS COMPLETED

DRIVER EDUCATION - TEST AND WORKSHEET SCORES

The primary purpose of this graph is to reflect the individual student's achievement in the classroom portion of the course. This is done in both absolute and relative terms.

The vertical axis represents the combination of mid-term exam, final exam and worksheet scores. Individual students are identified on the horizontal axis by number.

This material is included in the summary provided by the instructor (under great duress) at the end of each eight week session. The total possible points on tests and worksheets is different for the first and second semester.

Student's classroom achievement is fairly uniform, varying within a narrow range of 610 to 655.

This data, in conjunction with the students letter grades suggest the students comprehended the classroom material outlined on the next page.

DRIVER EDUCATION COURSE OUTLINE

- I. Legal and Financial Responsibilities.
- II. Natural Laws of Driving.
- III. Physical Fitness of the Driver.
- IV. Attitudes of the Driver.
- V. How the Auto Operates Mechanically.
- VI. Indicators, Controls, and Safety Equipment.
- VII. Operating the Controls.
- VIII. Maneuvering the Automobile.
- IX. Driving in Traffic.
- X. Driving on Highways and Expressways.
- XI. Driving under Difficult Conditions.
- XII. Defensive Driving.
- XIII. Buying and Maintaining an Automobile.

Combination of Mid-Term Exam,
Final Exam & Worksheet Scores

DRIVER EDUCATION TEST & Worksheet Scores

STUDENT #

DRIVER EDUCATION - DRIVING
AND SIMULATION SCORES

The purpose of this graph is to portray the students' achievement in the simulator,, driving and observation portions of this course. This is also done in absolute and relative terms, individualizing the data to the student.

The vertical axis represents the combination of simulator and driving scores. Students are identified by number on the horizontal axis. The horizontal red line at 400 points represents the total possible points in the driving, observation and simulation parts of the course.

Driving and simulator scores are provided in the summary provided by the instructor.

The graph indicates that students scored within a range of 310 to 375 points. Sixty percent of the students scored 350 points or better. These data suggest a very high level of performance by most students.

COMBINATION OF SIMULATOR & DRIVING SCORES

STUDENT ENRICHMENT - EVALUATION TEST SCORES

This graph provides a gross indicator of how much content material the students gained from a particular student enrichment event. Combined with the answers to the student interest questions and subjective comments by the instructors and students some generalizations may be made about the effectiveness of this program.

The vertical axis represents the percent of correct answers the student gave on a 10 question content test about the event. Students are identified by number on the horizontal axis. Each bar graph reflects the test results of a different event.

This information comes from the Information-Evaluation Forms filled out by staff in connection with the event. In the case of the Drag Race and "Don't Drink The Water" the questions were asked some time after the event. This may have affected the type of question asked and the number of correct answers received.

Don't Drink The Water

Eight of the 10 students who took the test scored 80% correct or better. This indicates a high degree of content acquisition for most students. The students expressed considerable interest in the event.

The instructor indicated the event was successful for all 12 students who attended.

Tommy

Five of the six students who took the test scored 90% correct or above. This indicates a very high degree of content acquisition for most students. All students expressed a great deal of interest in the event. The instructor termed the event successful for 5 students and moderately successful for one.

Drag Race

All of the boys scored 70% correct or above and all expressed interest in the event. The instructor termed the activity successful for all 10 of the students.

STAFF WORKSHOP PROGRAM

There has been no activity in this program during the second semester.

VIDEO TAPE PROGRAM

This program is still in the equipment evaluation and purchasing stage. Equipment needs have been identified and specifications drawn up. Bids are being let.