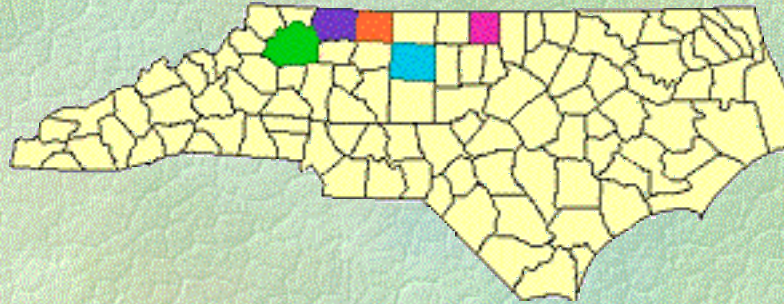


# Evaluating Project Read/Write A Learning Experience



**ABC Innovative Challenge Grant**

serving

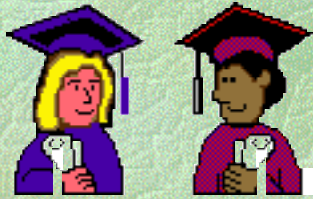
**Guilford, Person, Stokes, Surry, Wilkes**

**Technology Literacy Challenge Grant**

Zelia Frick, Supervisor of Instructional Technology

February 28, 2002

# Project Goal



**3rd grade Project Read/Write goal:**

**Improve student achievement in reading and writing through the integration of technology.**



# Project Read/Write

## Summary of Participation for GCS

Project Read/Write		
	<u>Classes</u>	<u>Students</u>
1998-99	10	195
1999-00	23	447
2000-01	72	1,557
2001-02	78	1,571

# 3rd Grade Project Read/Write

- One multimedia computer / 5-6 students;
- One inkjet color printer per 3rd grade classroom;
- One networked color laser printer for 3rd grade;
- Reading/Writing Software;
  - Little Planet's *Ribbit* (network version)
  - *Reading Blaster Ages 6-9* (CD / computer)
  - Broderbund's *Reading Galaxy* (CD / computer)
  - Davidson's *Spell-It Deluxe* (CD / computer)
  - Rigby's *PM Readers* (2 sets /class)
  - Edmark's *Stories and More* (2 sets/ class)
- 20 hours of staff development w/ paid substitutes;
- On-site technical and instructional support;
- Computer furniture, headphones, ink cartridges, etc.



# Requirements to Participate

- Teachers are required to . . .
  - participate in all staff development sessions;
  - use the technology to focus on the project's goal;
  - submit samples of student's writing (6 students - twice per year);
  - submit Student Logs every two months;
  - complete Teacher Survey at end of the year.
- Students are required to . . .
  - use technology a minimum of **20 minutes three times per week**;
  - complete Student Survey at end of the year.

# Project Evaluation

How do we know the project is working?

What is the district-level expertise in evaluation?

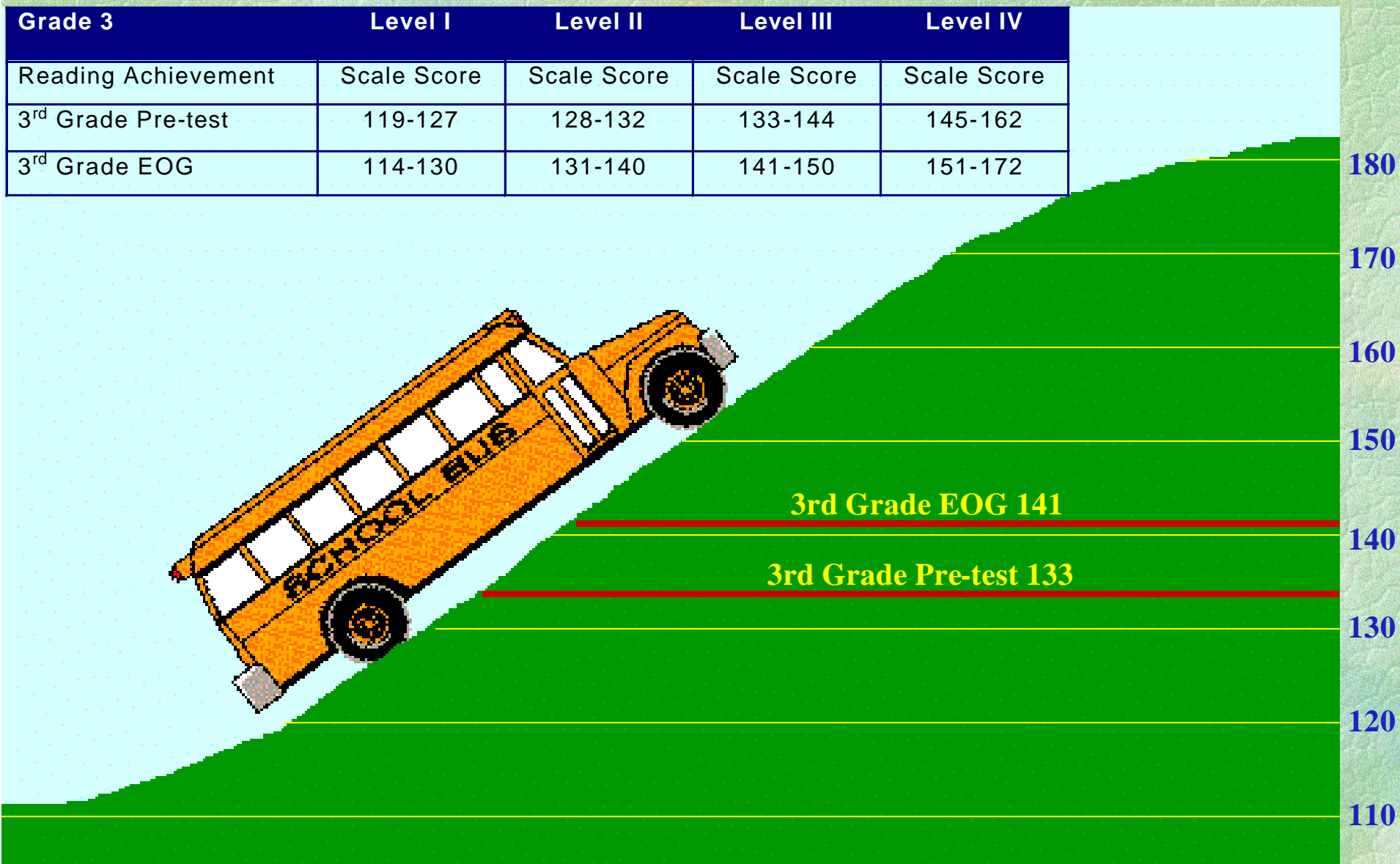
## Evaluation Resource

Sun, Jeff, and Learning Innovations at WestEd, SEDL, and SERVE. (2000).  
*Planning into Practice*. Durham, NC: SEIR\*TEC partners.

<http://www.seirtec.org/P2P.html>

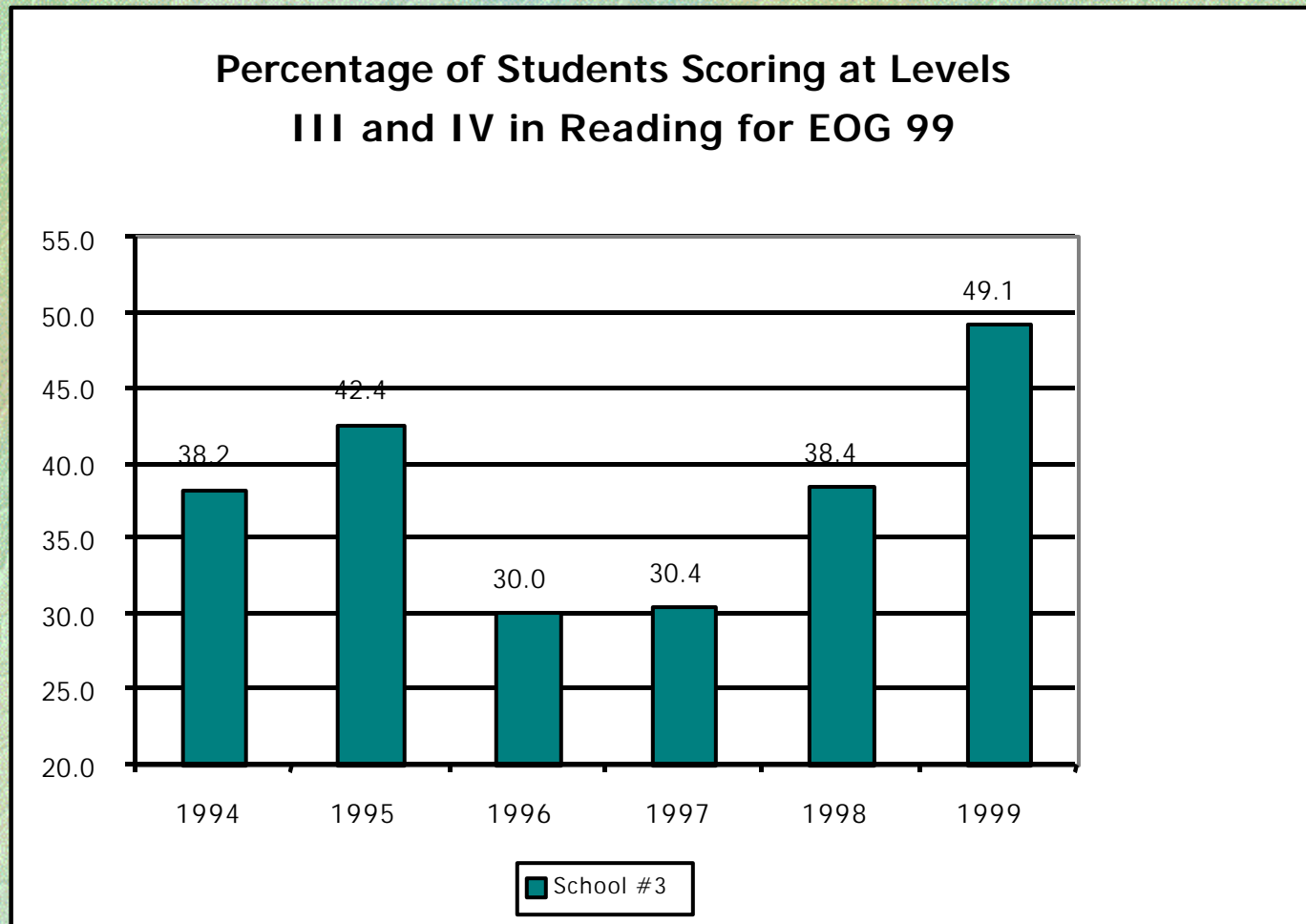
# Project Evaluation

## Charting Progress



# Accountability

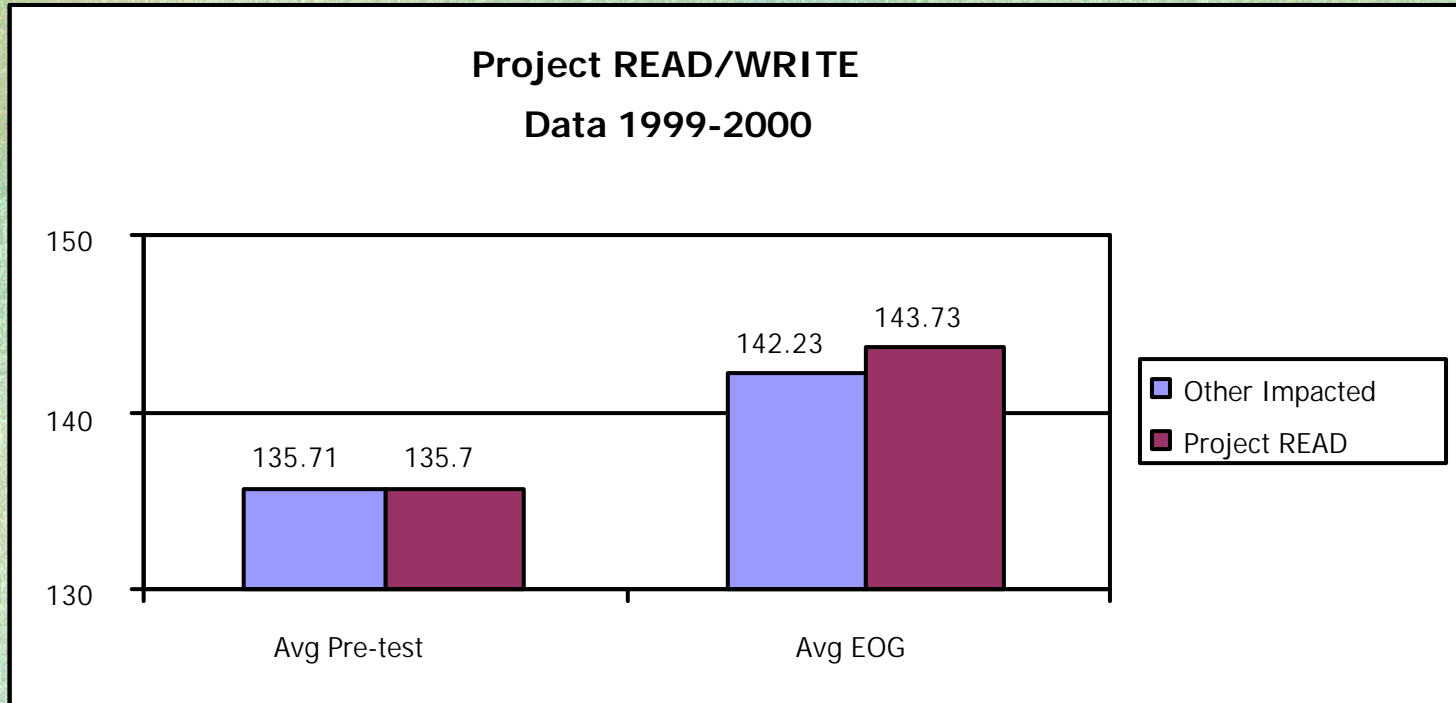
Is the project making a positive impact on student achievement in reading?



# Accountability

## "Control Group" Comparison

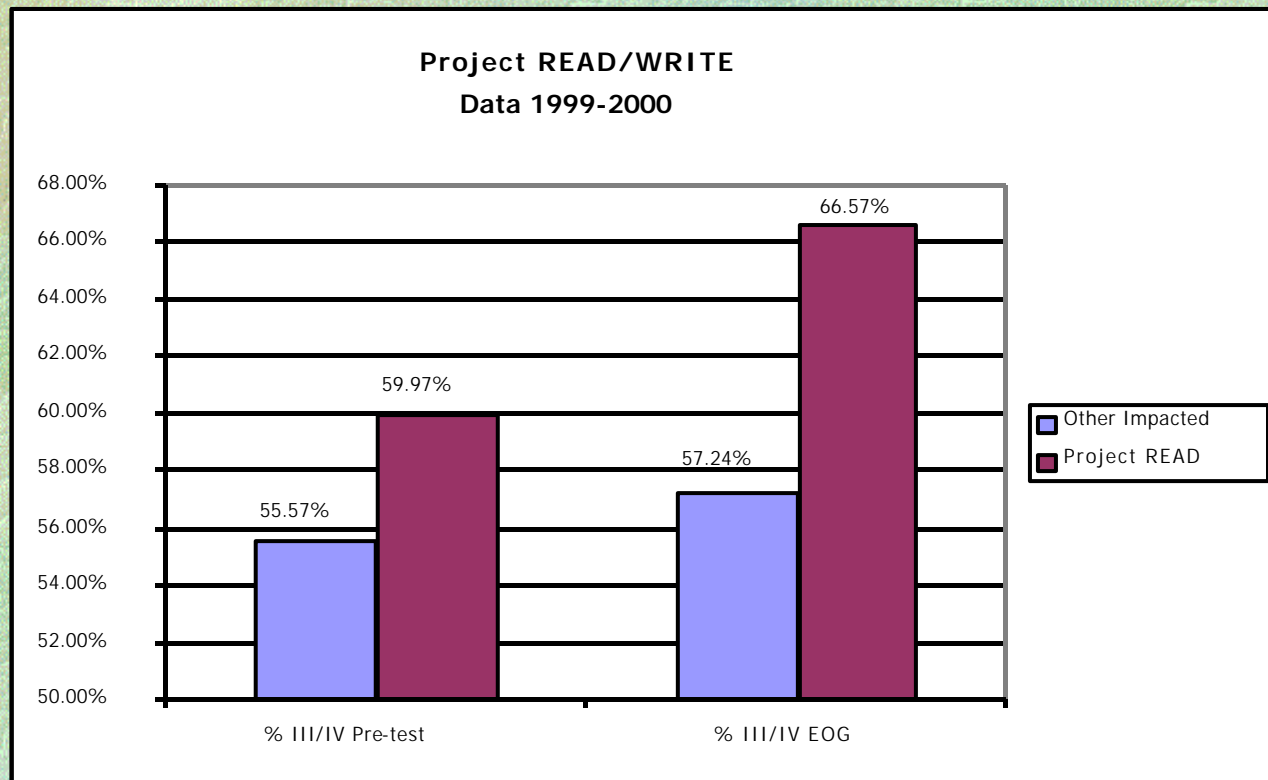
	Other Impacted	Project Read/Write 1999
Average Pre-test	135.71	135.70
Average EOG	142.23	143.73



# Accountability

## "Control Group" Comparison

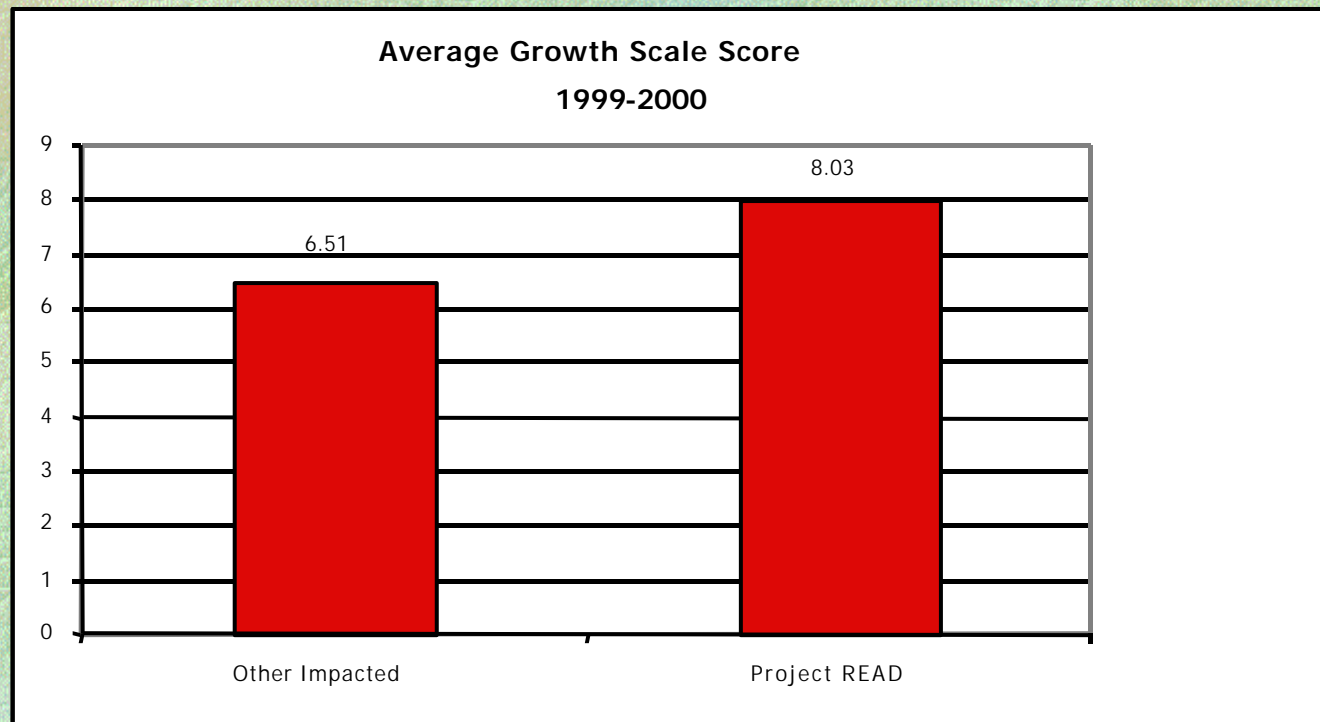
	Other Impacted	Project Read/Write 1999
% III/IV Pre-test	55.57%	59.97%
% III/IV EOG	57.24%	66.57%



# Accountability

## "State" Average Comparison

	Other Impacted	Project Read/Write 1999	State Average
Average Growth Scale Score	6.51	8.03	6.2



# Accountability

## Compare Pre-Project with 1st Year Data

	Pre-Project Read/Write		Project Read/Write	
	Growth Scale	% III/IV	Growth Scale	% III/IV
	1997-98		1998-99	
School 1	4.0	-12.28	<b>6.4</b>	<b>8.44</b>
School 2	1.5	-11.21	<b>4.4</b>	<b>-0.23</b>
School 3	4.3	- 8.48	<b>8.2</b>	<b>13.39</b>
	1998-99		1999-00	
School 4	6.2	-4.82	<b>6.6</b>	<b>3.00</b>
School 5	8.3	7.03	<b>10.4</b>	<b>15.50</b>
	1999-2000		2000-2001	
School 6	7.1	1.30	<b>8.4</b>	<b>9.80</b>
School 7	6.0	-0.80	<b>6.9</b>	<b>3.40</b>
School 8	6.3	0.30	<b>7.8</b>	<b>2.20</b>
School 9	7.9	5.70	<b>8.1</b>	<b>14.10</b>
School 10	6.2	-0.50	<b>6.0</b>	<b>-6.70</b>

# Accountability

## 3rd Grade Pre-test and EOG

### Lessons learned about the evaluation process

#### Pluses

- uses validated data
- identifies trends

#### Deltas

- does not show longitudinal growth for individuals
- graphs data by school – not individual or classroom growth
- does not identify other factors impacting test scores

# Quality of Project

How well are we implementing the project?  
Is student use meeting the minimal requirements?

## Student Log

Project Read/Write

School \_\_\_\_\_

Student's Full Name \_\_\_\_\_

Teacher \_\_\_\_\_

March 2002

Sun	M	T	W	TH	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Little Planet -Ribbit  
Reading Blasters  
Spell It Deluxe

LP  
RB  
SD

Stories and More  
Rigby PM Readers  
Reading Galaxy

SM  
PM  
RG

# Quality of Project

Is student use appropriate and accurate?  
Are teachers having any technical problems?

## ITS Site Visit Follow-up Form

Name of School: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ 3rd

Does the teacher have

4 computers \_\_\_\_\_

1 printer \_\_\_\_\_

8 headsets \_\_\_\_\_

1 microphone per PC \_\_\_\_\_

4 Reading Galaxy CDs \_\_\_\_\_

4 Spell-It Deluxe CDs \_\_\_\_\_

Is the teacher having any technical problems? Yes No If yes, explain \_\_\_\_\_

Are students using the daily log sheets? Yes No

What program(s) is the teacher using?

Ribbit Collection	daily	weekly	occasionally	never
-------------------	-------	--------	--------------	-------

Reading Galaxy	daily	weekly	occasionally	never
----------------	-------	--------	--------------	-------

Spell-It Deluxe	daily	weekly	occasionally	never
-----------------	-------	--------	--------------	-------

Does the teacher need additional help? \_\_\_\_\_

Version 1  
Checklist

# Quality of Project

Is student use appropriate and accurate?

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Project Read/Write and Project Math

Rate each activity on a scale of one to five with five being the highest.

1 2 3 4 5 Students are using appropriate software programs.

1 2 3 4 5 Student logs are being completed regularly.

1 2 3 4 5 Evidence of published work was available in the classroom.

1 2 3 4 5 There are software problems reported by the teacher.  
(List below)

1 2 3 4 5 There are hardware problems reported by the teacher.  
(List below)

1 2 3 4 5 Large screen monitor is being used for whole group activity.

1 2 3 4 5 Indicate the number of computers in use.

List any concerns or issues that would improve the implementation of this project in this specific classroom. \_\_\_\_\_

Informal  
Observation  
Form

# Quality of Project Student Logs and Site Visits

## Lessons learned about the evaluation process

### Student Logs

#### Pluses

- teacher accountability
- tracks student use
- provides documentation  
(when software is used & how often)

#### Deltas

- reliability of data
- time intensive to enter data in database
- personnel demands
- built-in management minimizes  
record keeping

### Informal Observations

#### Pluses

- data is reliable
- identifies problems
- provides support for teachers

#### Deltas

- time consuming
- personnel for site-visits

# Quality of Project

Have professional development workshops given teachers the skills to effectively use technology?

## WORKSHOP EVALUATION FORM

Please evaluate the extent to which the workshop objectives, listed below, were accomplished using the following criteria:

4 Highly Accomplished

3 Accomplished

2 Partially Accomplished

1 Not Accomplished

At the end of this workshop, participants will:

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Have a basic understanding of the salient aspects of Project Read/Write – including program philosophy, goals, and data collection requirements.      | 4 | 3 | 2 | 1 |
| 2. Be able to demonstrate a working knowledge of classroom management procedures for successful implementation of the project in the classroom setting.. | 4 | 3 | 2 | 1 |
| 3. Be able to demonstrate a working knowledge of the Reading Galaxy software.  | 4 | 3 | 2 | 1 |
| 4. Be able to demonstrate a working knowledge of the Spell-It Deluxe software.   | 4 | 3 | 2 | 1 |

Additional Evaluative Comments: \_\_\_\_\_

# Quality of Project

Are students using the project effectively?  
Formal Observation - 6 observations/student

## Observation/Recording Form

Student Name: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher/Grade/School: \_\_\_\_\_

	Identifies assigned activity	Initiates activity independently	Follows instructions and direction	Enters required information	Concludes activity appropriately
Ribbit					
Reading Galaxy					
Spell-It					
PM Reader					
Stories & More					
Reading Blaster					
Word Processing					

Comments: \_\_\_\_\_

# Quality of Project Evaluation Form and Formal Observations

Lessons learned about the evaluation process

## Evaluation Form

### Pluses

- immediate feedback from participants
- identifies areas for improvement

### Deltas

- reliability of self-evaluation
- good questions are difficult to create

## Formal Observations

### Pluses

- provides compelling evidence
- provides documentation to validate student logs

### Deltas

- time consuming
- requires training observers
- validation of instrument

# Impact

Do students think their reading and writing skills have improved?

## Student Survey on READING *Project READ '99-'00*

Student ID \_\_\_\_\_ Teacher \_\_\_\_\_  
School \_\_\_\_\_ Date \_\_\_\_\_

1. When I have free time, I choose to read  
Never Sometimes Always

2. Reading makes me feel



3. My favorite way to read is



Books



Computer

Revised May 16, 2000

Version 1  
Student  
Survey

# Impact

## Student Survey on READING *Project Read/Write*

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

1. Are you a better reader now than you were at the beginning of the school year?  
a. Yes                      b. No
2. Do you enjoy reading more now than you did at the beginning of the school year?  
a. Yes                      b. No
3. About how many books have you read on your own this year?  
a. Less than 10  
b. 10 - 20  
c. More than 20
4. Did you publish at least one story using Little Planet's Ribbit?  
a. Yes                      b. No
5. Do you think that you write better stories when you are using the computer than when you are using just a pencil and paper?  
a. Yes                      b. No
6. Which one software program helped you learn to read the most?  
a. Little Planet's Ribbit                      d. Spell-It Deluxe  
b. Reading Galaxy                              e. Stories and More  
c. Reading Blaster                              f. PM Story Books
7. How did the computer help you with your reading?  

---
8. Is there anything you did not like about the computer programs?  

---

Final  
Student  
Survey

# Impact

## Teacher Survey Project Read/Write

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Using the scale listed below, please rate the overall skills of your class using the software programs. Please rate each item as honestly as possible to reflect your students' skills. Using the highest rating that is appropriate circle a response for each activity.

NA Students did not use the program/activity.

1 Students could transition to the computer and find appropriate assignment only with assistance.

2 Students could successfully start the program independently, but couldn't stay on the assigned task.

3 Students could use the software with minimal difficulty.

4 Students could complete the program activity and worked collaboratively with partner as appropriate.

5 Students could complete program activity and/or saves place for next session.  
Students would record title in log.

### Stories and More

NA 1 2 3 4 5 Predict Story Events

NA 1 2 3 4 5 Character Analysis

NA 1 2 3 4 5 Practice Reading

NA 1 2 3 4 5 Vocabulary Development

NA 1 2 3 4 5 Sequencing

NA 1 2 3 4 5 Writing Activity

NA 1 2 3 4 5 Illustrations

Greatest challenge of this program: \_\_\_\_\_

Positive outcomes of this program: \_\_\_\_\_

Students' attitude toward this program: \_\_\_\_\_

What was the greatest benefit of using this project for your students? \_\_\_\_\_

What was the greatest problem? \_\_\_\_\_

Rate the level of impact this project had on your students' success (Scale 1 to 5 with 5 being the highest) \_\_\_\_\_

What could be done to improve the project's effectiveness? \_\_\_\_\_

Final  
Version  
Teacher  
Survey

# Impact

## Writing Samples and End-Of-Year Surveys

### Lessons learned about the evaluation process

#### Student/Teacher Surveys

##### Pluses

- student feedback on attitude and perception
- teachers feedback on attitude and perception
- provides information for improvement

##### Deltas

- time to collect data
- time to interpret data
- good surveys are difficult to create

#### Writing Samples (Fall & Spring)

##### Pluses

- validates improvement in writing
- provides information for improvement

##### Deltas

- time to develop and validate rubric
- training of scorers
- time to score and analyze

# Sustainability

Are all elements in place for sustaining the project's goal?

## Teacher Turnover

Year	Teachers Trained	4 years in Project	3 years in Project	2 years in Project	1 year in Project
1998-99	10	2	1	3	4
1999-00	6			5	1
2000-01	1				1
2001-02	8				

Project Read/Write has 78 classrooms for 2001-02

36 teachers returned

42 teachers are new

# Sustainability

## Lessons learned about the evaluation process

### Inventory Sheets

#### Pluses

- maintain location of hardware and software

#### Deltas

- software must be collected at the end of each year or will be lost
- hardware will need to be updated every 5-8 years

### New Teacher Survey

#### Pluses

- identify teachers needing staff development

#### Deltas

- teacher turnover is costly for training and instructional support
- staffing for continued training

# A Learning Experience

- Evaluation model needs to be defined at the beginning of project
- Difficult to create quality surveys
- Difficult to measure change
- Self-evaluation data is not always reliable
- Use electronic surveys when appropriate
- Software with built-in management system provides better documentation of student use
- Effective implementation of projects takes teachers 4-5 years to impact student achievement

# Evaluating Project Read/Write A Learning Experience



**Presented by:**

**Zelia Frick, Supervisor of Instructional Technology**

**Guilford County Schools**

**Greensboro, North Carolina**

**[frickz@guilford.k12.nc.us](mailto:frickz@guilford.k12.nc.us)**