

**CHAPTER EIGHT:  
EDUCATIONAL OUTCOMES MEASURES**

**CHAPTER EIGHT: EDUCATIONAL OUTCOMES AND MEASURES BY TABLE NUMBER**

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**Chapter Eight: Educational Outcomes Measures**

**E**ducational success is essential to thriving children, positive youth, and strong families. Preventing school failure is essential to reduce substance abuse, juvenile crime, teen pregnancy, long-term unemployment, welfare dependence, and other lifelong problems.

Children’s and youth’s academic success is enhanced by good physical health, economic stability, nurturing families, strong communities, and personal well-being. Quality school and educational experiences are also fundamental to educational success.

In this chapter, measures of outcomes related to successful educational experiences are presented in two sections:

- Section 1: Adult and family educational outcomes
- Section 2: School years outcomes

**NOTE**

***Preschool outcomes and measures***

*Positive development in the preschool years is critical to assure that children reach school ready to be there. Children who enter kindergarten with good health and strong social, cognitive, language and pre-literacy skills are considered “ready for school.” Readiness for school at age 5, includes age-appropriate:*

- *Positive social skills*
- *Language and pre-literacy skills, pre-math skills*
- *ESL Skills, if needed*
- *Familiarity with basic information*
- *Physical well-being*

*Readiness is gained through experiencing a variety of positive environments, activities, interactions, and conversations with others. Effective home, family, and early childhood care and education experiences are essential to build readiness for school.*

*Measures of age-appropriate development and positive early childhood environments are reviewed in:*

- *Chapter 5 Family Outcomes*
- *Chapter 6 Child Outcomes, and*
- *Chapter 9 Childcare and Youth Environments*

***Also remember***

*Surveys, interviews, and rating scales are emphasized in this chapter because they are the most widely published measures. These measures are NOT the only way to assess outcomes. Remember focus groups, program records, case plans and progress notes, goal attainment scaling, portfolios, systematic observations, and other measures! See Chapter 3.*

**Section 1: Adult and Family Education Outcomes**

Adult and family education and literacy practices strongly affect children's readiness for school and eventual academic success. Parents who are better educated are better able to provide a home environment that supports children's educational success. Some programs such as Even-Start seek to increase both adult and child literacy skills.

Parent support for education is also related to their children's educational success. Support may be evidenced in several ways, including interest and involvement in school activities, monitoring of homework and academic progress, and overall supportive interactions with children about school and school endeavors.

**NOTE**

*In addition to parents' educational levels and support for education, children's educational development is affected by family literacy practices, especially in the early years. Family life literacy practices involve reading, writing, counting, singing, signing, and other oral communication. Children's literacy skills are also influenced by their families' access to resources such as books, records, encyclopedias, computers, newspapers, and art supplies.*

*Specific program outcomes and measures related to family literacy and educational practices and resources are reviewed in Chapter 5 Family Outcomes, Table 5-14.*

***Measures of Adult Literacy and Education Indicators***

Specific program outcomes that relate to adult literacy and basic skills include positive or improved:

- **Adult literacy and basic skills (reading, math, oral communication) (4.1.3; 4.3.2)**
- **Educational credentials completion by parents: high school diploma, GED, or other (4.3.3)**

Measures of these outcomes are reviewed in Table 8-1.

**Table 8-1: Adult Literacy and Education Indicators**

Type	Measure	Description
Parent Interview, Self-Rating	<b>Parent's Education Completed, Formal and Informal Training</b>	<p>Parents report their educational attainment and additional formal or informal training. For example, parents may be asked how many years of formal education they have completed.</p> <p>Parents may also be asked if they have or are currently <i>actively</i> pursuing (1) a high school diploma, (2) ABE certificate, (3) GED certificate, (4) trade or vocational training or license, (5) college or university education or degrees (Associates, Bachelor, Masters, other), or (6) other professional or technical training.</p> <p>In addition, if English is a second language for parents, they may assess their level of proficiency with understanding, speaking, and reading English.</p>
Literacy and other Basic Skills Assessments	<p><b>Comprehensive Adult Student Assessment System (CASAS)</b></p> <p>Oregon Department of Education, Office of Community College Services, 1996</p>	<p>The CASAS program has been developed by several Oregon state agencies that are concerned with adult literacy and education. These include the Oregon Adult and Family Services, the Department of Corrections, the Employment Department, the Department of Education, Oregon community colleges, and the Oregon Workforce Quality Council.</p> <p>CASAS was developed, piloted and implemented to offer a <i>consistent</i> system for assessing and tracking assessment of literacy and other basic skills. The CASAS system utilizes federal definitions of literacy and other basic skills. Measures approved for use in assessing skills include the:</p> <ul style="list-style-type: none"> <li>• BASIS Reading Test, Math Test, and Writing Appraisal</li> <li>• BEST (Basic English Skills Test)</li> <li>• ESL Oral Proficiency and Life Skills</li> </ul> <p>It is <i>strongly recommended</i> that programs that address adult literacy and education as outcomes utilize the measures and procedures outlined by CASAS. For information about CASAS contact: Office of Community College Services, Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310.</p>

***Measures of Parent Support for Education***

Parent support for education involves positive parent attitudes toward education, efforts to help children get to school, help with homework, communication with teachers and other school staff members, and actual involvement in school activities. The level and types of parent involvement is related to parents’ perceptions of school openness to their involvement.

Increased involvement and support for education is particularly critical among parents of higher risk students. These parents are more likely to feel unwelcome or ill-at-ease in school settings. Levels of parent involvement are highest when schools make an effort to provide family-friendly environments.

Two important outcomes related to parent support for education are positive or improved:

- **Involvement by parents in school activities (4.3.5)**
- **Support of education by parents (4.3.6)**

Table 8-2 reviews specific measures of parent involvement and support of education. In addition, several scales reviewed in earlier chapters have items that address parent support of education. For example, in Chapter 7 Youth Outcomes, see Tables 7-4 and 7-5.

**Table 8-2: Parent Support for and Involvement in Education**

Type	Measure	Description
Records	<b>Number of Hours Spent in Volunteering for Schools and Preschool/Child Care Programs</b>	Schools, including early childhood education programs, usually keep track of the number of hours spent by parents performing volunteer work for the school – both on-site and off-site.
Parent Survey	<b>Family Involvement in Children’s Learning*</b>  National Transition Demonstration Consortium, 1995	This 15-item self-report questionnaire assesses parents’ opportunities for, and actual involvement in school-related activities, as well as educational activities in the home.  Examples of items are: “How often do adults in your family: (1) work with your child on things he/she is learning in school; (2) work on activities suggested or sent home by the teachers?”

\*Included in appendix

**Table 8-2: Parent Support for Education (continued)**

Type	Measure	Description
Child/Youth Survey	<p><b>Parental Emphasis on Achievement*</b></p> <p>Brown, Mounts, Lamborn, &amp; Steinberg, 1993</p>	<p>This questionnaire assesses student perceptions of their parents' behaviors that communicate an emphasis on school achievement. Respondents indicate on a 5-point scale the amount or frequency of the behavior described.</p> <p>Examples: "How important is it to your father (or stepfather) that you work hard on your schoolwork?" and, "How often does your mother (or stepmother) help you with homework when asked?"</p>
Parent/Teacher/Youth Survey	<p><b>School and Family Partnerships Surveys (SFPS)</b></p> <p><b>Elementary school and middle school version</b></p> <p>(Epstein &amp; Salinas, 1993)</p> <p><b>High School version</b></p> <p>Epstein, Connors, &amp; Salinas, 1993</p>	<p>The <i>School and Family Partnerships Surveys</i> (SFPS) include elementary/middle school and high school versions. Guidelines for use and data reporting are included.</p> <p>The elementary/middle school version of the SFPS has surveys for teachers and parents. These surveys assess attitudes toward parent involvement, as well as actual levels of involvement and communication. For example, on the parent survey, a Parent Involvement sub-scale (18 items) assesses the frequency of parent-school involvement in many different ways. A School to Home Communication sub-scale (17-items) assesses the parent's view of school to family contact. For example, parents describe how frequently a school "Tells me how my child is doing in school" and, "Includes parents on school committees such as curriculum, budgets, and school improvement."</p> <p>Similar to the elementary/middle school surveys described above, the high school version includes surveys for teachers, parents, and students. On the parent survey, the Parent Involvement sub-scale (9 items) assesses the frequency of parent involvement. The School to Home Communication sub-scale (16-items) assesses parents' perceptions of school and teachers contact with families, such as "Asking me for information about my teen" and "Informal meetings with teachers."</p> <p>The student survey includes sub-scales assessing students' perceptions of their parent's support of education, attitudes toward school, homework and academic behavior.</p> <p>The SFPSs are copyrighted but are easy to obtain without cost. Write to: Dissemination Office, Center on Families, Communities, Schools and Children's Learning, 3505 North Charles Street, Baltimore, MD 21218.</p>

\* Included in appendix.

**Section 2: School Years Outcomes**

***Supportive Educational Experiences Measures***

Most children enter school eager to be there. These children blossom when their early school experiences are positive, developmentally appropriate, and designed to meet individual needs. Supportive educational experiences for children of all ages are more likely in high quality school environments which offer positive experiences with peers, teachers, and academics. In general, higher quality schools are characterized by:

*Positive physical facilities and resources that offer*

- small class sizes and low student to teacher ratios;
- safe, positive, physical environments; and
- adequate materials and equipment to support learning and exploration.

*Learning environments that provide*

- high expectations for all students with minimal use of ability grouping;
- challenging, interdisciplinary curriculums; and
- varied teaching approaches and flexible organizational structures.

*Instruction, assessment and intervention services that provide*

- positive individualized assessment;
- a “no retention” policy and early intervention for children who are falling behind, particularly during the first three grades;
- effective early interventions for behavior problems and for at-risk children and adolescents, including alternative educational approaches, and other drop out prevention programs; and
- bilingual instruction, and ESL training for students and parents when needed.

*Social environments that emphasize*

- planned school transitions to promote new peer friendships and positive adult relationships;
- a variety of extracurricular activities;
- supportive personal relationships between youth and adults in the school; and
- strong family and community partnerships.

Programs and other initiatives can build positive school environments by assuring that all schools provide positive or improved:

- **Supportive educational experiences (4.1.20).**

**Table 8-3: Supportive Educational Experiences for School Age Children**

Type	Measure	Description
Observation/ Rating Scale	<p><b>Scale of Primary Classroom Practices (SPCP)*</b></p> <p>Burt, Sugawara, &amp; Wright, 1993</p>	<p>The Scale of Primary Classroom Practices (SPCP) assesses developmentally appropriate practices in classrooms for children ages 5-8. Two dimensions are included: age appropriateness and individual appropriateness. Twenty-two items address “what teachers do” in the classroom; 14 items address “what children do.”</p> <p>During 90 minutes of observation, observers rate paired items such as “Teacher encourages individual choices of task” OR “Teacher requires that all children complete the same tasks”. On the scale of children’s behavior, one set of paired items is “Children engage in teacher directed tasks” OR “Children engage in projects, learning centers, and activities of their own choosing.” Each statement in a pair is rated as “really true” or “sort of true.”</p> <p>The SPCS has acceptable levels of reliability and it builds on recognized professional standards for developmentally appropriate practice.</p>
Observation/ Professional Assessment	<p><b>Assessment Profile for Early Childhood Programs: Research Version</b></p> <p>Abbott-Shim &amp; Sibley, 1995</p>	<p>This copyrighted instrument was modified for the National (Head Start) Transition Demonstration Consortium to assess kindergarten through third grade classrooms in five domains: Learning Environment (28 items), Scheduling (15 items), Curriculum (28 items), Interacting (23 items), and Individualizing (18 items).</p> <p>The observer checks yes or no to items describing characteristics of the classroom. For example, “At least 3 different types of drama/role play materials are available (such as puppets, costumes and props)” and, “Activities are modified to allow successful participation.”</p> <p>Order the Assessment Profile manual and materials from Quality Assist, Inc., 368 Moreland Ave. N.E., Suite 240, Atlanta, Georgia 30307. Telephone 404-577-8880. Email <a href="mailto:qassist@aol.com">qassist@aol.com</a>; \$120 for a set that allows for observations of four classrooms in each level of infant, toddler, preschool and school age. Customized sets \$25-30.</p>
Parent/ Youth/ Child/ Teacher Survey	<p><b>Comprehensive Assessment of School Environments (CASE): School Climate Survey</b></p> <p>Kelley, Glover, Keefe, Halderson, Sorenson, &amp; Speth, 1986</p>	<p>This 46-item questionnaire asks respondents to evaluate what “most people think” about a school. It is made up of 10 sub-scales:</p> <ul style="list-style-type: none"> <li>• Teacher-Student Relationships,</li> <li>• Security and Maintenance,</li> <li>• Administration,</li> <li>• Student Academic Orientation,</li> <li>• Student Behavioral Values,</li> <li>• Guidance,</li> <li>• Student-Peer Relationships,</li> <li>• Parent and Community-School Relationships,</li> </ul>



**Table 8-3: Supportive Educational Experiences (continued)**

Type	Measure	Description
Principal Survey	<p><b>Supplemental Questionnaire for Principals*</b></p> <p>(elementary and middle schools)</p> <p>National Transition Demonstration Consortium, 1996</p>	<p>This is a 22-item questionnaire. Part A assesses the <i>principal's perception</i> of need for services to children and families, the extent to which each need is met, and the degree to which access to these services has increased or decreased at the school over a period of time. Part B asks about actual provision and staffing of services including health care, counseling, parent involvement, special educational, social and community services.</p> <p>Examples: <i>Part A</i> "How would you rate your need for: Tutoring services or other special academic assistance?" (High, Medium, Low) <i>Part B</i> "Do you have staff assigned to your school to provide health services?" (NO/YES; if yes, how many hours a week?)</p>
Student Survey	<p><b>School Environment Scale*</b></p> <p>National Longitudinal Survey of Youth, 1988</p>	<p>This 9-item survey assesses older children or youth's perceptions of their school. Items include overall satisfaction, perceptions of ease in making friends at school, school safety, and teachers' interest and abilities.</p>
Student Survey	<p><b>Oregon Public School Drug Use Survey (OPSDUS) – School sub-scales*</b></p> <p>Oregon Office of Alcohol and Drug Abuse Programs (OADAP), 1997</p>	<p>This self-report measure assesses adolescent drug use and risk factors related to use. It has been administered to sixth, eighth and eleventh graders throughout the state of Oregon, bi-annually since 1989.</p> <p>Two sub-scales assess students' perceptions of school climate. The Opportunities for Positive Involvement sub-scale has 4 items; the Rewards for Conventional Involvement sub-scale has 6 items.</p> <p>For a fuller description of the survey see Table 7-1 and the appendix.</p>
Student or Teacher Survey	<p><b>Classroom Environment Scale (CES)</b></p> <p>Trickett &amp; Moos, 1990</p>	<p>The Classroom Environment Scale (CES) is one of a series of copyrighted, technically strong assessment tools. Other scales in the series include the Family Environment Scale (FES- see Table 5-1), the Work Environment Scale (WES), and the Social Environment Scale (SES).</p> <p>The CES uses true/false items to assess classroom environments. Respondents may be students, teachers, parents or others. The reading level is about 5<sup>th</sup> grade. Nine 10-item sub-scales make up the CES. Sub-scales and item examples include:</p> <ul style="list-style-type: none"> <li>• Involvement – "Students put a lot of energy into what they do here."</li> <li>• Affiliation – "Students in this class get to know each other very well."</li> <li>• Teacher Support – "This teacher spends very little time just talking to students."</li> </ul>

\*Included in appendix

**Table 8-3: Supportive Educational Experiences (continued)**

Type	Measure	Description
	<p><b>Classroom Environment Scale (continued)</b></p>	<ul style="list-style-type: none"> <li>• Task Orientation – “Almost all class time is spent on the lesson for the day.”</li> <li>• Competition – “Students don’t feel pressured to compete.”</li> <li>• Order and Organizations – “This is a well-organized class.”</li> <li>• Rule Clarity – “There is a clear set of rules for students to follow.”</li> <li>• Teacher Control – “There are very few rules to follow.”</li> <li>• Innovation – “New ideas are always being tried out here.”</li> </ul> <p>The individual sub-scales of the CES can be used to assess specific aspects of a classroom environment.</p> <p>The copyrighted CES is widely used in research and evaluation. It has exceptional reliability and validity. It has been shown to relate to school satisfaction and success. The CES is a recommended measure in <i>Prevention Plus II: Tools for Creating Drug Free Communities</i> published in 1989 by the USDHHS/PHS, Office of Substance Abuse Prevention.</p> <p>To obtain materials and permission to use the CES, contact Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306. (415) 969-8901 or 1-800-624-1765. The cost is about \$120.00. E-mail requests to <a href="http://www.cpp_db.com">http://www.cpp_db.com</a>.</p>

\* Included in appendix

***Measures of Educational Behavior, Commitment and Attitudes***

A student’s behavior, academic self-esteem, attitudes and peers play important roles in school success at any age. Academic success is enhanced by

- Beliefs in ones’ abilities and potential as a student,
- Positive attitudes toward school,
- Association with peers who are positive about school, and
- Active, positive participation in classroom activities.

In turn, academic success contributes to students’ sense of attachment to school. School attachment is a strong protective factor for children and youth against teen early sexual activity and pregnancy, drug and alcohol abuse, delinquency, and the lifelong stresses associated with school failure.

Measures of student behavior and attitudes are reviewed next in Table 8-4.

**NOTE**

*Table 8-4 reviews only measures that directly assess social-emotional aspects of educational behavior and attitudes. Other aspects of educational behavior and attitudes are reviewed in Table 8-5, Academic Progress and Success Measures, and:*

*Chapter 6, Child Outcomes,*

- *Table 6-7, Children's Social Skills and Relationships*

*Chapter 7, Youth Outcomes,*

- *Tables 7-8 and 7-9. Self-efficacy and future aspirations;*
- *Table 7-10, School and Other Behavior Problems.*

**Table 8-4: Classroom Behavior, Attitudes, and Educational Aspirations**

<b>Type</b>	<b>Measure</b>	<b>Description</b>
Teacher's Assessment	<p><b>Teacher-Child Rating Scale, TCRS*</b></p> <p>(kindergarten-eighth grade)</p> <p>Hightower, et al., 1986</p>	<p>This is a teacher's assessment of a child's positive (25 items) and negative (18 items) behaviors observed in the classroom. The teacher indicates the extent to which the child shows each characteristic on a 5-point scale. Examples: "Difficulty following directions" and, "Functions well even with distractions."</p> <p>The positive behaviors include 3 subscales:</p> <ul style="list-style-type: none"> <li>• Frustration Tolerance,</li> <li>• Assertive Social Skills, and</li> <li>• Task Orientation.</li> </ul> <p>The negative behaviors include 3 subscales:</p> <ul style="list-style-type: none"> <li>• Acting Out,</li> <li>• Shy-Anxious, and</li> <li>• Learning Difficulties.</li> </ul>
Parent/Child/Teacher Survey or Interview	<p><b>Adjustment to School*</b></p> <p>National Transition Demonstration Consortium, 1996</p> <p>Reid &amp; Landesman, 1988</p>	<p>This Adjustment to School measure, developed for use in the National Transition Demonstration evaluation for Head Start, includes a parent and child version. Each is 8 items long and assesses children's attitudes toward school, their school work, and their ability to get along with their teacher and their peers.</p> <p>The parent version is entitled "Your Child's Adjustment to School." Questions include: "How much effort do you think your child puts into trying to do well in school?" and, "How well does your child get along with other children?" The parent version may be completed by teachers.</p> <p>"What I Think of School" is the children's version. Similar to the previous measure, this 8-item survey or interview ask the child about school and teacher and peer relationships. It can be administered to younger children as part of a conversation while participating in an activity, so as to obtain the child's opinions in an informal fashion. Examples: "How important is it to you to do well ('good') in school?" and, "How do you get along with the other children at school?"</p>

\*Included in appendix

**Educational Outcomes Measures**

**Table 8-4: Classroom Behavior, Attitudes, and Educational Aspirations (continued)**

Type	Measure	Description
Child/Youth Survey	<b>Peer Norms Regarding Academic Excellence Inventory*</b>  Kurdek, Fine, & Sinclair, 1995	This is an 8-item self-report questionnaire about how a child's friends feel about schoolwork. The child indicates a level of agreement with specific statements about their friends and schoolwork.  Examples: "It is important for my friends to get good grades" and, "I hang around with kids who like school."
Youth Survey	<b>Educational Expectations, Performance, and Aspirations*</b>  National Longitudinal Survey of Youth, 1979 & 1988	This 8-item written self-report questionnaire measures adolescents' educational performance and future educational aspirations. Responses are multiple choice, and vary by item focus.  Examples: "Do you expect to be in school five years from now?"; "How far do you think you will go in school?"
Parent/Teacher Survey	<b>Social Skills Rating System (SSRS)</b>  (grades K-6)  Gresham & Elliot, 1990	This measure includes both a Parent Form and a Teacher Form. The Teacher form focuses on 3 domains: social skills (30 items), behavior problems (18 items), and academic performance and motivation (9 items). The Parent Form focuses on social skills (38 items) and behavior problems (17 items).  In both forms, the respondent indicates on a 3-point scale the frequency with which the child engages in the social skills and behavior problems. In each form, the respondent is also asked to indicate how important each behavior is to him or her.  In the Teachers Form on academic performance, teachers rate each child in comparison with other children in the classroom in specific academic areas, motivation, and behavior. Reliability and validity are very good and the SSRS is widely used. Norms are available for each grade level.  Examples: <i>Parent Form</i> "Uses free time at home in an acceptable way." "Threatens or bullies others." <i>Teacher Form</i> "Uses time in an acceptable way." "Talks back to adults when corrected."  The Social Skills Rating System is copyrighted, and may be obtained from the American Guidance Service, 4201 Woodlawn Road, Circle Pines, MN 55014. Telephone 800-328-2560. <a href="mailto:agsmail@agsnet.com">agsmail@agsnet.com</a> . Cost: \$124.95 for the preschool/elementary level starter set. Analysis software is available.

\*Included in appendix

**Table 8-4: Classroom Behavior, Attitudes, and Educational Aspirations (continued)**

Type	Measure	Description
Youth Survey	<p><b>Self-Perception Profile for Adolescents (SPPA) or Children (SPPC) – Scholastic Competence sub-scales</b></p> <p>Harter, 1985; 1988</p>	<p>The SPPA and SPPC are comprehensive, well-validated, self-report measures of self-perception. Sub-scales tap eight specific domains including “Scholastic Competence.”</p> <p>Items are constructed in alternative statement format. For example: “Some kids are very good at school” BUT “other kids are not very good at school.” Children/youth respondents indicate which side of the statement is most “like me” and if the statement is “sort of true” or “really true.”</p> <p>A teacher’s rating form of observed behavior is included in the SPPA and SPPC.</p> <p>The SPPA and the SPPC are copyrighted and can be ordered for \$15.00 each. Orders come with questionnaires, instruction manual, scoring key, and everything needed to administer and score the measure. Prepayment must accompany orders and can be sent to Dr. Susan Harter, University of Denver, Department of Psychology, 2155 South Race Street, Denver, CO 80208-0204, (303)-871-2478.</p> <p>See Table 7-8 for a fuller description.</p>
Teacher Observation of Student Assessment	<p><b>Walker-McConnell Scale of Social Competence and School Adjustment</b></p> <p>(ages K – sixth grade and seventh – twelfth grade)</p> <p>Walker &amp; McConnell, 1988</p>	<p>There are two instruments included in the Walker-McConnell. The first is for elementary students. This 43-item instrument assesses teacher and peer related school adjustment.</p> <p>The second instrument is for seventh through twelfth-grade students. It is a 53-item measure of student classroom behaviors and social skills in four domains: Peer Relations, Empathy, Self-Control, and School Adjustment.</p> <p>Respondents indicate on a 5-point scale the frequency with which each child shows the behavior. Items are positively worded. Example items for each scale are:</p> <ul style="list-style-type: none"> <li>• <i>Self-Control</i> “Can accept not getting own way.”</li> <li>• <i>Peer Relations</i> “Invites peers to interact.”</li> <li>• <i>School Adjustment</i> “Has good work habits.”</li> <li>• <i>Empathy</i> “Shows sympathy.”</li> </ul> <p>The empathy subscale of the adolescent measure discriminates between antisocial and at risk youth. The reliability and validity of both instruments have been tested extensively and are excellent. National norms are available.</p> <p>The Walker McConnell instruments are copyrighted, and may be ordered from Singular Publishing Group, 401 West A Street, San Diego, CA 92101. Telephone: 1-619-238-6777. Email: <a href="mailto:singpub@mail.cerfnet.com">singpub@mail.cerfnet.com</a>. For each age group, a package containing a user manual, a technical manual, and 20 forms costs \$54.95. A packet of 20 additional forms cost \$19.95.</p>

## ***Educational Outcomes Measures***

### ***Academic Progress and Success Measures***

Academic success is directly affected by school attendance, homework completion, and completion of requirements. Evidence of progress and success include grades, achievement scores, course completion and other academic progress. Among students for whom English is a second language, ESL skills are essential and can be developed throughout the school years.

Because of these strong relationships, many programs or initiatives seek positive or improved:

- **School attendance (3.5.1; 3.5.11; 3.6.10; 4.1.17)**
- **Homework completion rates (4.1.10),**
- **Grades (3.5.4; 3.5.13; 3.6.13; 4.3.9; 4.1.13)**
- **Achievement test scores (3.5.3; 3.5.12; 4.1.14)**
- **Academic progress (3.5.2; 3.5.14; 3.6.11; 4.1.15; 4.3.10; 5.3.10)**
- **Grade completion rates (4.1.11)**
- **Drop-out or re-enrollment rates (4.1.18)**
- **Special or remedial education referrals (4.1.16)**
- **ESL skills (4.1.12)**

Ultimately, academic success leads to high school graduation or completion of other educational credentials. Thus, many programs or educational initiatives address outcomes such as positive or improved:

- **Educational credential completion rates: high school diploma, GED, or other (1.1.2; 3.4.7; 4.1.19; 4.3.3)**

Measures for all of these outcomes are reviewed next in Table 8-5.

**Table 8-5: Academic Progress and Success Measures**

<b>Type</b>	<b>Measure</b>	<b>Description</b>
Records	<b>School Records: Attendance, Grades, Course, Credit, Diplomas, CIM and CAM Completion, and Other Progress Indicators</b>	<p>School records can indicate academic progress and success as well as attendance, remedial and special education referrals, ESL skills, and other indicators. In some cases, progress in Individual Education Plans (IEPs) will be important evidence of success.</p> <p>According to a survey of educators, however, grades provide the single most appropriate measure of current school performance. The average grade point reflects a summation of many judgments about the extent to which the student is successful relative to the school curriculum (Dornbusch et al., 1987).</p> <p>As Oregon implements school reform, school records will include information on achievement of the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM). These will be important evidence of academic progress and success.</p>

**Table 8-5: Academic Progress and Success Measures (continued)**

Type	Measure	Description
	<b>School Records (continued)</b>	<p>If a program is school-based, school records can generally be accessed with ease. Other programs may find that schools are more willing to provide information on a larger group of students than on individuals. For example, a program could provide a school with a list of names and the school would report information on this group <i>without reference back to these individual names</i>. In all cases, the confidentiality of records must be respected.</p> <p>Despite the challenges in using school records, the data they offer are invaluable. For example, one school-based program for high risk youth compared the number of days youth were absent in the program year to the prior year. Rates of absences dropped from over 5 days per month to one. Grade and course completion records indicated that during the program year, youth completed an average of 8 credits compared to 5 in the previous year; grades rose from an average of 1.3 to over 2.4 on a 4 point scale (1=D; 2=C; 3=B; 4=A). These data provided solid evidence of increasing academic success.</p>
Records	<b>School Records</b> <b>Standardized Test Scores</b>	Specific standardized tests may vary from school to school and grade level to grade level. When assessing change or differences between groups, comparisons should only be made between scores on the <i>same</i> standardized test.
Self-Report	<b>Self-reported Grades or other academic progress</b>	<p>Self-reported grades correlate highly with those on student transcripts (Brown, Mounts, Lamborn, &amp; Steinberg, 1993). Students can assess their success overall or in individual areas.</p> <p>For example, the Educational Expectation, Performance, and Aspirations* survey from the National Longitudinal Survey of Youth, asks students to rate themselves as “very good” to “not so good” in math, science, social sciences, and other areas. Actual grades (A, B, C, D, F) can also be used.</p> <p>Older students can also report on the number of credits earned, courses completed, or other academic progress.</p>
Records	<b>Student Portfolios</b>	<p>Representative examples of students’ work are kept in a permanent portfolio in most Oregon schools to document student achievements and skills. For example, representative samples of a student’s writing may document progress and standing relative to other children.</p> <p>The basic principles of portfolio assessment are described in Chapter 3.</p>
Records	<b>English as a Second Language Laboratory Assessment Records</b>	Many schools have programs for children for whom English is a second language. These school-based programs conduct regular assessments of children’s progress in understanding, speaking, reading, and writing English skills.

**Table 8-5: Academic Progress and Success Measures (continued)**

Type	Measure	Description
Parent Interview	<p><b>Child’s Exposure to English in the Home</b></p> <p>Marjoribanks, 1980</p>	<p>It is difficult to assess a child’s exposure to English when the family’s primary language is not English. Interviewers should ask about print in the home, how much English is spoken by parents and in what situations, how much they read to the child in English, and the language spoken by any other adults in the home.</p>
Teacher Survey	<p><b>Social Skills Rating System (SSRS) – Academic Performance and Motivation sub-scale</b></p> <p>(grades K-6)</p> <p>Gresham &amp; Elliot, 1990</p>	<p>In the 9-item Academic Performance and Motivation sub-scale of the Teachers Form of the SSRS, teachers rate each child in comparison with other children in the classroom in overall academic performance, reading, mathematics, intellectual functioning, motivation, and classroom behavior. The teacher places the child in the lowest 10%, next lowest 20%, middle 40%, next highest 20%, or highest 10% for each area assessed.</p> <p>Table 8-4 provides a fuller description of the SSRS.</p>
Student Interviews	<p><b>Self-reported Homework Completion Rates</b></p>	<p>Students or parents may provide this information with some accuracy. Studies indicate that self-reported grades correlate highly with those on student transcripts (Brown, Mounts, Lamborn, &amp; Steinberg, 1993). The same may be true for homework completion rates.</p> <p>A single item can be used to ask a child/youth to assess his/her rate of homework completion. For example, the question, “How would you judge your current rate of homework completion,” is followed by 4 choices:</p> <ol style="list-style-type: none"> <li>1 Almost always complete</li> <li>2 Mostly complete</li> <li>3 Sometimes complete</li> <li>4 Rarely or never complete</li> </ol>
Teachers’ Records	<p><b>Homework Completion Rates</b></p>	<p>With parent permission and assurance of strict confidentiality, teachers may make records of students’ homework completion available.</p>
Youth Survey	<p><b>School and Family Partnerships Surveys (SFPS)</b></p>	<p>The <i>School and Family Partnerships Surveys</i> (SFPS) includes subscales assessing students’ perceptions of their parent’s support of education, attitudes toward school, and homework and academic behavior.</p> <p>Table 8-2 provides a fuller description of the SFPS.</p>

**School to Work Outcome Measures**

Effective school-to-work transitions assist youths to make a successful move from school to the world of work. Knowledge of career or work options can focus students' school efforts. In addition, positive work skills, attitudes and behaviors can be developed by participation in cooperative education, apprenticeship, and other school-work programs.

Thus, programs that address school to work issues often seek outcomes such as positive or improved:

- **Work skills, attitudes &/or behaviors (4.4.3)**
- **Participation in Cooperative Education, Apprenticeship, and Other School-Work Programs (4.4.4)**
- **Knowledge of Career/Work Options Among Youth (4.4.5)**

Measures of these outcomes are reviewed in Table 8-6.

**Table 8-6: School to Work Outcome Measures**

Type	Measure	Description
Supervisor Observation	<b>Youth Work Skills: Surveys I and II and Youth Questionnaire*</b>  Oregon State University, Family Policy Program, 1997	This pre-post assessment of youth's work skills and behaviors was developed for the Oregon Youth Corps program. The Survey 1 (pre-program assessment) is completed by the adult supervisor early in the program after he/she has had an opportunity to observe the youth on the job (usually about one week). The Survey 2 (post-program assessment) is completed when the youth finishes the work program.  The first and second surveys include parallel items on actual work skills (27 items) and positive work behavior (attitudes, co-worker relationships, 13 items).  Survey 2 includes a third 13-item section which uses a retrospective pre-post test format to assess changes in the work-related characteristics displayed by the youth over the course of the program. Specifically, crew leaders rate where the youth was at the beginning and at the end of the program. Supervisors also indicate risk factors for each youth.  The Youth Questionnaire is a retrospective youth self-assessment similar to that described above. Originally youth also completed the traditional pre-post assessments, but they rated themselves so highly on the pre-test, that they could not improve over time. (Ah, youth - what confidence!) A retrospective pre-post design is ideal in these situations (see Chapter 2 for a further discussion.)

**Table 8-6: School to Work Outcome Measures (continued)**

<b>Type</b>	<b>Measure</b>	<b>Description</b>
Supervisor Assessment	<b>Employability Assessment Scale*</b>  Oregon State University, Family Policy Program, 1997	This is a one page questionnaire used by teachers, work supervisors or other adults to assess a youth’s work-related behaviors and characteristics on a 10 - point scale (1 = unacceptable to 10 = excellent.) Several domains are assessed, including: <ul style="list-style-type: none"> <li>• Punctuality/Attendance</li> <li>• Preparedness</li> <li>• Ability to Follow Directions</li> <li>• Self-motivation</li> <li>• Work-Quality</li> <li>• Cooperation with Others</li> <li>• Willingness to Accept Guidance</li> <li>• Honesty/Integrity</li> </ul> In addition, the supervisor notes any specific work or technical skills demonstrated by the student.
Records	<b>School to Work Experiences</b>	School to work experiences include cooperative education, apprenticeships, work-study, job-shadowing, and other experiences. Successful participation and completion of school to work experiences can be assessed by reviewing grades and other records.  In addition, supervisors or students may assess success using the scales reviewed above or other indicators.

\*Included in appendix