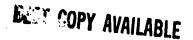
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ABSTRACT

Pius X High School in Downey, California, possesses a highly individualized academic program that stresses new roles for teachers and students; a nongraded continuous progress curriculum; varied, multimedia learning materials and activities; and individualized student scheduling and evaluation. Under the direction of the teacher, who acts as an advisor, each student works at his or her own pace through various sequences in each of nine areas of learning. If students and their teacher-advisors are to know where everyone stands in such a system, sophisticated monitoring systems are in order. The Pius X solution was to use the money previously spent on computerized scheduling to monitor student progress. Teacher-advisors working with students themselves assumed responsibility for scheduling while the computer took over the progress-monitoring function. (Author/WM)



USING DATA PROCESSING TO MONITOR STUDENT PROGRESS

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Rev. James W. Keefe Ed.D. NASSP Presentation Las Vegas, Nevada February 7-12, 1975

The most common uses of data processing in today's schools are the generation and printing of student academic schedules and the reporting (not monitoring) of student progress. These uses are readily compatible with more traditional forms of school organization. The emphasis is on the <u>output stage</u> of data processing. The computer shortcuts the clerical aspects of scheduling and grade reporting - a function it performs admirably well.

With the advent of more individualized student programs, however, some of the usual applications of computer technology lose their primacy. The need shifts to the <u>input stage</u> - how to monitor the many directions that student programs and progress take.

Many individualized programs divide the curriculum into units and utilize learning packages to structure for continuous progress. Various kinds of media and materials are provided for each student who works through the sequence of units taking appropriate tests to demonstrate mastery when each skill or concept is completed.

Pius X High School in Downey, California possesses this kind of highly individualized academic program stressing new roles for teachers and students, a non-graded continuous progress curriculum, varied, multi-media learning materials and activities and individualized student scheduling and evaluation. Under the direction of the teacher as an advisor, each student works at his or her own pace through various sequences in each of nine areas of learning (English, Fine Arts, Foreign Languages, Health-Fitness-P.E., Math, Practical Arts, Religion, Science, and Social Studies). Learning sequences or courses are divided into units - each unit with a predetermined point value assigned by the department teaching team. When a student accumulates unit points, in the same sequence, equalling 100, he/she has earned a gemester equivalent grade. This

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grade denotes a level of individualized progress equivalent to similar work in a traditional semester length class. Variable credit can be gained for work-in-progress contingent upon the point value of the completed units. The student must achieve a "C" for credit (which signifies the minimum level of competency) or cc^ work for "B", or "A", with more significant levels of performance.

Such a system sounds complicated and indeed it is. If students and their teacher-advisors are to know where everyone stands, sophisticated monitoring systems are in order. The Pius X solution was to use the money previously spent on computerized scheduling to monitor student progress. Teacher-advisors working with students themselves assumed responsibility for scheduling. The computer took over the progress-monitoring function.

The system operates in this way:

Student Testing

The student completes a unit of the individualized program and either takes an objective-type test or submits an essay or project which is evaluated by his/her department subject consultant. Objective tests are corrected and graded by aides using keys prepared by the professional staff. (Incidentally, this whole area of test generation and correction lends itself logically to data processing if budget is available).

Grade Assignment

If the student achieves the minimum level of performance specified by the department for that unit, he/she is assigned a grade of C, B or A. No D or F grades are assigned, nor are they necessary, since the student can repeat the work of the unit until basic competency is achieved. The test is filed by the department for verification purposes and a grade receipt is given to the student both for feedback and as a back-up record. A clerical aide fills in the appropriate data on a specially prepared computer card.

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Computer Card Prepar 1. a

Completed grade cards are sent to the school office where the cards are key punched or optically scanned by mark sense equipment. Accumulated cards are brought to 'an off-site computer conter once each month for processing.

Computer Processing

All computer work is done on an BM 2...40. Permanent tapes with student biographical data, old grade records and course catalogue data are first updated for any additions or deletions. New students are listed. The computer reads the old grade record, any submitted grade changes and performs an update. It then sorvs and merges the new student additions and all completed unit grades with the unit catalogue and course catalogue data. The result is an extensive capability to monitor and report student progress from many useful points of view.

Computer Print-Out

The computer generates eleven different listings of student progress:

1. <u>Teacher-Advisor Reports</u>. The most basic tool used by teachers in advising their counselees is the T/C Report listing all the work the student has completed since the last printout, the date of each unit completion, the point value and alpha grade for each unit, completed semester equivalent grades and the number of semester equivalents completed toward the graduation requirements of each academic department. Teachers and students go over these reports at least monthly and adjust the student's schedule or work load according to the progress recorded. Parents receive this report quarterly.

2. <u>Department Reports</u>. Each month, all departments receive a print-out of all student work completed in their area of learning. This listing is by student name and unit. It is used to monitor

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space availability, quality of learning packets and other materials, staff need and availability, etc.

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3. <u>Semester Surveys</u>. Summaries of student work completed in each department differentiated according to college preparatory or basic sequences are generated quarterly and distributed to the Principal, Vice-Principals and Studies Office.

4. Grade Point Average Summary. A current update of each student's departmental and total G.P.A. is generated quarterly.

5. <u>Honors Listings</u>. <u>Four</u> distinct honor rolls are created quarterly based on progress (units completed) and overall G.P.A. A "normal" rate of progress criterion is derived by assuming that most students will take four years to complete grades 9-12. This assumption permits a average rate of progress per quarter to be determined and this rate is used as the cutoff for honor roll eligibility. Both the Honors listing for college preparatory students and Achievement listing for general diploma students are based solely on this pacing factor. High Honors and Honors Basic add a further requirement of at least a 3.50 G.P.A. to qualify.

Deficient Progress Listings. Each quarter the computer prints 6. out the names, G.P.A. and total semester equivalents (completed) of all students whose rate of progress is borderline in terms of a normal four-year graduation time frame. It is interesting to note that frequently these students have achieved high grade point averages. Only their rate of progress is suspect, not their achievement. Critical Progress Listings. A similar quarterly report is 7. generated listing all students whose rate of progress will require a delayed graduation time. Usually, appearance of a student's name on this listing will dictate a parental conference and a reassessment of goals and perhaps the student's program. Permanent Academic Record. At the end of a student's 7th 8. semester of work, a listing of his/her completed semester equivalents is generated by department with appropriate G.P.A.s for use in college application. A final form of this record is reprinted at graduation to serve as the student's permanent academic record. The present Pius X Permanent Record includes a). student biographical, general academic and graduation information; b). Curriculum



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design and program explanation; c). record of all completed semester equivalents and work in progress (units completed, but not yet sufficient for semester equivalents); and d). a Summary section detailing requirements met, total semester equivalents earned, total credit, overall G.P.A. and class-rank percentile.

Monitoring student progress in an highly individualized program of instruction requires a very flexible approach to data collection, processing and reporting. Teachers acting as personal advisors or subject consultants cannot be expected to assist students very effectively unless the raw data of student progress is readily available to them. The sheer complexity of such a system makes manual data collection simply unworkable. Computerized data processing is the only answer for a school that takes seriously the obligation to monitor <u>individually</u> the progress of individual students.

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