

DOCUMENT RESUME

ED 374 792

IR 016 844

TITLE An Investigation into the Feasibility of Using Computer Technology in Achievement Directed Leadership.

INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.

SPONS AGENCY Department of Education, Washington, DC.

PUB DATE Aug 85

NOTE 53p.

PUB TYPE Reports - Research/Technical (143) -- Computer Programs (101) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Academic Achievement; *Basic Skills; Computer Software Development; *Computer Uses in Education; *Decision Making; Elementary Secondary Education; Field Tests; *Instructional Improvement; Microcomputers; Questionnaires; *Research Utilization

IDENTIFIERS *Achievement Directed Leadership Program; Research for Better Schools Incorporated

ABSTRACT

Between 1977 and 1981, the Basic Skills Component of Research for Better Schools worked with education agencies to develop a research-based approach to improving basic skills instruction and student achievement. Called Achievement Directed Leadership (ADL), the approach was field tested extensively in three school districts during the 1981-82 school year. It is noted that these tests provided persuasive evidence that educators could be trained to use research findings to monitor and manage critical classroom processes, and further evidence strongly suggested that student achievement improved according to the degree of ADL implementation. A key element in the project was the development of a microcomputer program to facilitate the collection and management of quantitative data by educators for their instructional decision making. The introduction to this report provides an overview of the investigation, a description of ADL, and a discussion of the use of microcomputers in schools. The methodology of the project is then presented, including the plan of investigation and the procedure. The section on the conduct of the investigation and findings of the project describes the design of the microcomputer-based support system for the ADL; the component's efforts to modify commercially available software to assist educators with the management of ADL; and the development and evaluation of an in-house software program, CONFERENCE. Finally, the conclusion addresses the technical feasibility and advantages for users in using the microcomputer for ADL data-based decision making. Included in the appendices are data collection forms, the principal/teacher conference form, and the CONFERENCE program code. (JLB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

IR

ED 374 792

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
 - Minor changes have been made to improve reproduction quality
-
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

AN INVESTIGATION INTO THE FEASIBILITY OF
USING COMPUTER TECHNOLOGY IN
ACHIEVEMENT DIRECTED LEADERSHIP

Submitted to the
NATIONAL INSTITUTE OF EDUCATION

by

Basic Skills Component
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

August 1985

The work upon which this publication is based was funded by the National Institute of Education, Department of Education. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Peter J. Donahoe

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

IR 016 844



Full Text Provided by ERIC

ACKNOWLEDGEMENTS

This report describes the experiences of the Basic Skills Component of Research for Better Schools, Inc. (RBS) in investigating the feasibility of using the microcomputer in Achievement Directed Leadership (ADL), a program of instructional improvement. ADL was developed at RBS under the leadership of David Helms and Anna Graeber. They both provided essential guidance during the conceptualization and implementation of this investigation.

Janice Kruse was the sustaining factor throughout this investigation of the use of the microcomputer in ADL--she guided the software development, conducted field trials, and prepared drafts of the support materials and an early version of this report. Marge Connelly, an RBS programmer, supplied much of the technical knowledge for the investigation, and led the development of the data-based management system. She also wrote the final computer program, CONFERENCE. Without Marge's programming skill and problem-solving ability, there would not have been a viable product on which to report.

We appreciate the efforts of Francine Beyer, Fran Shelkin and Sylvia McCall. Francine wrote the final report; Fran and Sylvia typed the report and support materials.

We would like to thank the educators in the Pennsylvania School District for their feedback on our various computer programs. Their reactions succeeded in bringing us back to earth when we became too idealistic.

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION.....	1
Overview.....	1
Achievement Directed Leadership.....	2
Schools' Use of Microcomputers.....	4
METHODOLOGY.....	5
Plan of Investigation.....	5
Procedure.....	5
CONDUCT OF INVESTIGATION AND FINDINGS.....	7
Design of Microcomputer-Based Support System.....	7
Review/Modify and Evaluate Existing Software.....	9
Software Development and Evaluation.....	10
CONCLUSIONS.....	13
Technical Feasibility.....	13
Advantages for Users.....	14
Appendix A: Data Collection Forms.....	15
Appendix B: Principal/Teacher Conference Form.....	21
Appendix C: CONFERENCE Program Code.....	25

INTRODUCTION

This report is divided into four parts--introduction, methodology, conduct of investigation and conclusions. The three sections of the introduction discuss (1) an overview of the investigation, (2) the instructional improvement program called Achievement Directed Leadership, and (3) the use of microcomputer technology in schools.

Overview

Between 1977 and 1981 the Basic Skills Component (BSC) worked with a number of cooperating education agencies to develop a research-based approach to improving basic skills instruction and student achievement. The approach, which came to be known as Achievement Directed Leadership (ADL), was field tested intensively in three school districts during the 1981-82 school year. The field test provided persuasive evidence that educators could be trained to use research findings to monitor and manage critical classroom processes. Further evidence strongly suggested that student achievement improved according to the degree of ADL implementation.

However, BSC also learned that educators were not generally accustomed to using quantitative data for instructional decision making, nor were they comfortable or adept at collecting and managing such data. We therefore reasoned that, if the use of a microcomputer could make the storage and manipulation of ADL data more efficient and accurate and reduce paperwork, then educators might be more willing to use quantitative data in their decision making. BSC hypothesized that computer technology could facilitate the use of ADL--and a more effective use of ADL would mean more efficient classroom instruction and increased student achievement.

Achievement Directed Leadership

Achievement Directed Leadership (ADL) has two main features, an instructional leadership plan and a training/implementation program designed for its installation. Only the leadership plan is of interest here.

The leadership plan specifies roles and functions for teachers and administrators to help them coordinate their efforts to achieve and maintain instructionally effective classrooms (see Figure 1). The main thrust of the plan is cooperative, effective monitoring and managing of critical conditions and processes that affect the classroom performance of students and educators--with ultimate impact on student achievement.

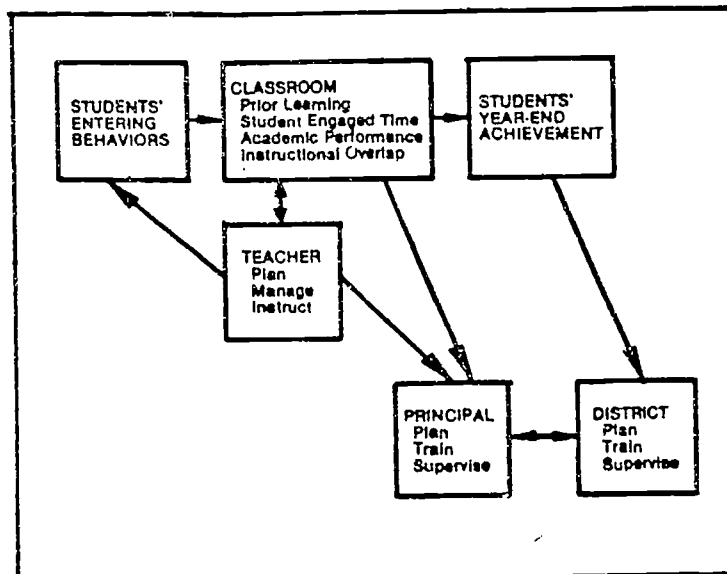


Figure 1. The ADL leadership plan.

ADL calls for use of a four-step improvement cycle to help educators collect data on the critical variables and identify and exploit opportunities for improvement (see Figure 2).

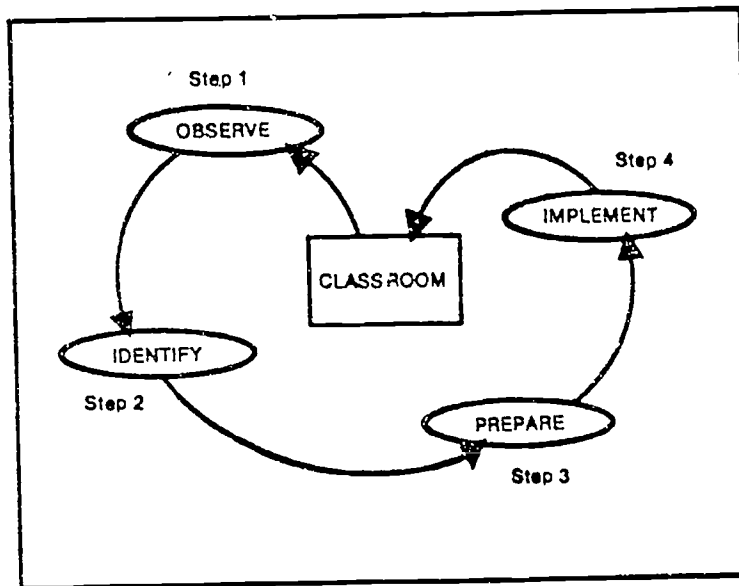


Figure 2. Four-step improvement cycle.

The linch pin in the instructional improvement process is the principal. The principal is continually informed of classroom conditions through classroom visits and the review of teachers' instructional plans. During regularly scheduled principal/teacher conferences, the principal assists teachers in working through the improvement cycle. The primary outcome of the principal/teacher conference is a plan to address opportunities for improvement which were jointly identified during the conference. The principal subsequently shares teachers' improvement plans and progress with district leadership, during superintendent/principal conferences. During these conferences the principal can enlist central office time, resources, and inservice support for teachers' improvement efforts. Conference procedures and forms have been developed to structure and facilitate both the principal/teacher conference and the superintendent/principal conference.

Schools' Use of Microcomputers

It is common practice for schools to use microcomputers both as administrative and instructional tools. Administrative uses include word processing and scheduling. In addition to instruction in computer programming and computer literacy, microcomputers are used in the classroom as an aid to instruction. The use of microcomputers as an instructional aid can be divided into two general categories: Computer-Assisted Instruction (CAI), using the microcomputer to present instruction and/or to interact with a student to enhance learning (e.g., tutorial systems, drill exercises); and Computer-Managed Instruction (CMI), using the microcomputer for record keeping, diagnostic testing and scoring, and prescribing.

The proposed use of the microcomputer to facilitate educators' use of Achievement Directed Leadership (ADL) would differ from both CAI and CMI systems. In these systems the computer manages individual student progress (through a computerized or non-computerized curriculum) by continually informing the student as to what steps should be taken next. In ADL:

- the teacher and principal, not the computer program, make decisions based on the status of critical classroom variables
- the critical variables include classroom management variables, in addition to instructional variables
- the decisions made are either for an entire class or for instructional groups within the class, not for individual students
- the instructional decision making involves matching identified opportunities for improvement with research-based improvement strategies to be used by teachers.

To the best of our knowledge, at the time of this investigation there was no existing system that would guide educators in their instructional decision making according to assessments of various classroom conditions and processes.

METHODOLOGY

The specific goals of this project were: (1) to investigate the feasibility of using the computer to facilitate the implementation of Achievement Directed Leadership; and (2) to determine the advantages of the microcomputer-driven system; that is, will it reduce onerous tasks (i.e., record keeping, calculations, projections) and thus improve educators' motivation to use quantitative data in instructional decision making? This methodology section presents both the plan and procedure for conducting the investigation.

Plan of Investigation

The component's plan to meet the two above stated goals had three steps.

- design a microcomputer-based support system that would facilitate educators' use of Achievement Directed Leadership
- locate and/or develop software to implement the microcomputer support role, with assistance from local educators
- evaluate the feasibility and advantages of the microcomputer-based support system.

The scope of this investigation included these three steps, with technical feasibility at the school level being the major focus.

Procedure

This section describes the procedures the Basic Skills Component (BSC) used to carry out the plan of the investigation. The implementation of these procedures is discussed in the next part of the report, conduct of investigation and findings.

BSC staff, with assistance from an RBS computer programmer, studied the Apple II Plus computer's capabilities in terms of Achievement Directed Leadership (ADL) processes and goals in order to design a microcomputer support system that was both realistic and faithful to the ADL model. BSC decided to work with the Apple II Plus system with 64K since, at the time, this system was the one found in many schools.

The procedure for software modification/development and evaluation was as follows:

- research available software and solicit opinions of RBS programmer and outside consultants in order to identify commercially available software which could be modified to facilitate research-based decision making at the classroom level
- if software modification is not feasible, work with RBS programmer to attempt development of our own program and support materials (User's Guide, manual, data entry forms)
- have RBS staff participate in a pre-field trial with modified or new software (i.e., hands-on experience using simulated data); revise software based on informal feedback on ease of program use and advantages/disadvantages over traditional methods of monitoring ADL variables
- conduct a field trial of modified or new software; provide educators with hands-on experience (using simulated data) or a BSC demonstration, followed by a survey (see Appendix A for data collection forms) and/or unstructured interview; revise software based on survey/interview responses
- conduct additional field trials and revisions, if necessary.

Educators participating in the field trials were:

- teachers and administrators from a Pennsylvania middle school currently working with the BSC to develop a secondary version of ADL
- elementary school principals currently implementing ADL in the same Pennsylvania district
- curriculum coordinators from the same Pennsylvania district.

CONDUCT OF INVESTIGATION AND FINDINGS

This chapter describes the conceptualization of a microcomputer-based support system to facilitate Achievement Directed Leadership (ADL), the component's efforts to modify commercially available software to assist educators with the management of ADL's critical variables, and the subsequent development of new software, in conjunction with a commercially developed data-based management system.

Design of Microcomputer-Based Support System

Figure 3 shows the microcomputer-based support system the BSC designed to facilitate ADL. It diagrams how the various levels of a school district might use the computer for instructional decision making. In step 1, long-term instructional plans and classroom data are collected and entered into the microcomputer, and class files are updated. When the principal and teacher meet for a supervisory conference (step 2), they run a conference program which analyzes the data for each classroom variable and compares the class data to research findings and/or instructional goals in order to diagnose opportunities for improvement and assess progress. The microcomputer prints out and stores a record of the data and analyses, along with strategies for developing or altering instructional plans. The teacher, with the support of the principal, implements the strategies agreed upon and the cycle begins anew.

The diagram also shows that, ideally, all individual teacher reports are incorporated into a building level summary, and all building reports are incorporated into a district summary. In step 3, principals or central office

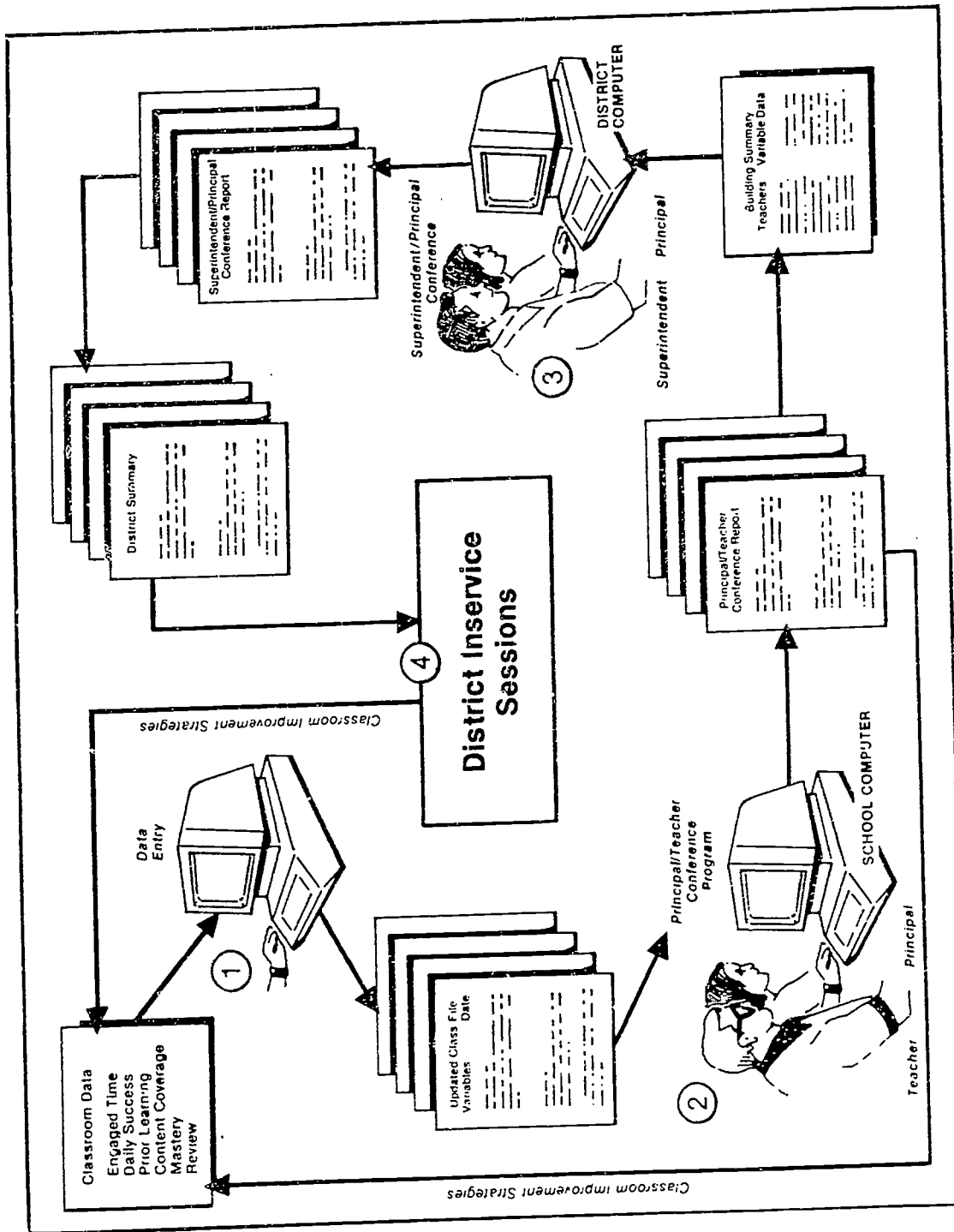


Figure 3. A computer-based support system to facilitate ADL.

staff then use these summaries to identify common opportunities for improving instruction across teachers and across schools, and to plan inservice accordingly (step 4).

Review/Modify and Evaluate Existing Software

We originally assumed that the ways in which the microcomputer could best assist with management of Achievement Directed Leadership's (ADL's) critical variables would vary for principal and teacher. For teachers, the microcomputer could help them develop and update long-term instructional plans, which include data on a class' prior learning, success on daily work and mastery of skills on unit tests and information on the content of the year-end achievement test. For principals, the computer could provide them with a summary of this information, along with the class' average student engaged time, during the principal/teacher conference. These data could then be compared to research findings and teacher goals. When opportunities for improvement are identified, the principal and teacher could plan and implement change strategies. Thus, we set out to develop separate principal and teacher programs.

The BSC selected VisiSeries integrated software (VisiFile and ViciCalc) because it offered the possibility for creating interfacing principal and teacher programs which could be used to manage ADL data. Using VisiFile, two versions of long-term instructional planning programs were developed, varying in amount of curriculum detail. Both programs were demonstrated to five middle school teachers and three curriculum coordinators in the Pennsylvania district. The educators felt that the programs could be useful, particularly the shorter version, but six of the eight felt that the programs would not make their own work any easier. Also, these educators were not very committed

to the concept of long range instructional planning--and the potential of computer support for the planning process did not increase their commitment. In light of the fact that these initial programs did not appear to make teachers' planning and monitoring tasks less onerous or time consuming, we abandoned this line of investigation. Additional support for this decision resulted from our review of VisiCalc to create an interfacing program for principals. VisiCalc's "chart" format did not seem to offer a way of summarizing classroom data that was more efficient than ADL's principal/teacher conference form. Instead, we attempted to develop our own program which more closely followed our original conceptualization--a program that the principal and teacher could use together, during the principal/teacher participatory supervision conference, to assist with the management of classroom data.

Software Development and Evaluation

The design for the principal/teacher conference program was based on our initial conceptualization of a computer-based support system (see Figure 3, p. 7) and was patterned after Achievement Directed Leadership's (ADL's) principal/teacher conference form (see Appendix B). The conference form records information on student variables which are highly related to student achievement--student engaged time, prior learning, coverage of criterion content and academic performance--along with identified opportunities for improvement and selected improvement strategies.

The first program BSC developed calculated and analyzed student engaged time. The program was demonstrated to six middle school teachers and six administrators from the Pennsylvania district and was positively received--all felt it was easy to use and 75 percent felt it would help them implement ADL;

the other 25 percent were uncertain. As a result of this feedback, we expanded the program to include ADL's other classroom variables. The resulting program, CONFERENCE, presented questions about a class' status on the ADL variables which were to be answered during the principal/teacher conference. The program then compared the data entered for each variable to corresponding research standards and listed opportunities for improvement. Fourteen elementary principals in the Pennsylvania district previewed CONFERENCE and the accompanying User's Guide. The majority (86 percent) of the educators felt CONFERENCE would be very useful, and all found the program and User's Guide easy to use. However, upon closer consideration, BSC realized that CONFERENCE was not really helping teachers with their paperwork, i.e., maintaining records and manipulating raw data to measure the critical variables. Although the program organized the data, compared the data to research findings and listed improvement opportunities, it did very little computing--it asked for data, such as mastery levels, that teachers had to calculate. BSC felt that teachers would be tempted to guess the status of the variables during the conference rather than collect and analyze actual data. As a result of further investigation, BSC learned that a data-based management system could be added to CONFERENCE to create a program that would maintain ongoing records on each of the variables. It would also respond to CONFERENCE's requests for information through data retrieval, calculations (e.g., coverage to date) or projections (e.g., student achievement scores based on planned coverage).

Sierra's General Manager II was selected as the data-based management system that best met the need to revise CONFERENCE for three primary reasons: it could be used with the existing operating system, several files could be opened simultaneously, and it had allocated space for a user program such as CONFERENCE. However, after setting up a filing system with information about

each of the variables, we found that General Manager II was not designed to accommodate a user program as long as CONFERENCE. Our solution was to shorten CONFERENCE to fit General Manager II's allocated space. This involved eliminating some of the program's elegance, i.e., the graphics and the space allocated for a user to enter his or her own improvement plans. The shortened program listed improvement strategies in a menu format from which a user could opt to select up to three. (See Appendix C for this final version of the program code.)

Because the revised program was completed late in the school year, there was only sufficient time to demonstrate CONFERENCE to two middle school administrators in the Pennsylvania district. During unstructured interviews, the administrators indicated that they liked the information that CONFERENCE provided--CONFERENCE would make it easier for them to monitor teachers' status on the classroom variables and to work with teachers in identifying and meeting instructional needs. Thus, the addition of the data-based management system to CONFERENCE suggests that the computer can provide useful information that supports instructional decision making by administrators.

CONCLUSIONS

The previous sections of this report describe the component's investigation into the use of the microcomputer to facilitate Achievement Directed Leadership's data-based decision making. This section presents some conclusions concerning the two major questions of this investigation: (1) is it feasible to use the computer to facilitate the implementation of Achievement Directed Leadership (ADL); and (2) are there advantages to the microcomputer-driven system, that is, will it reduce onerous tasks (i.e., record keeping, calculations, projections) and thus improve educators' motivation to use quantitative data in instructional decision making?

Technical Feasibility

The Basic Skills Component's investigation suggests that it is possible to use the microcomputer to efficiently store and manipulate data on the critical classroom variables. The BSC was successful in developing such a program for the Apple II Plus computer with 64K using Sierra's General Manager II as a data-based management system. This program, CONFERENCE, is not elaborate due to space limitations of the data-based management system, but it is consistent with the intent behind Achievement Directed Leadership. We are encouraged that, if we were to pursue a study of the impact of CONFERENCE, component members could work with the developers of General Manager II to overcome the system's space limitation and create a more sophisticated, but still user-friendly software package.

Advantages for Users

The component's field experience suggests that the advantages of using quantitative data for instructional decision making are not intuitively obvious to all educators. Those in favor of using this type of data tend to see the microcomputer as a valuable tool because of its ability to store data in an orderly fashion, and quickly retrieve and analyze data as needed. Likewise, educators that do not favor the use of quantitative data for decision making do not see the need for a microcomputer support system. These educators fear that the use of a microcomputer will reduce room for their discretion and professional judgment. Thus, although the component developed a program that appears to reduce the paperwork involved in managing quantitative data for instructional decision making and increase the accuracy and efficiency of instructional decision making, such a program can only be effective to the extent that it is implemented. Unless educators value monitoring such data for instructional decision making, the concept of a microcomputer-driven system to facilitate the process will not be either motivating or readily accepted.

In conclusion, our experience suggests that educators who favor Achievement Directed Leadership (ADL), a form of research-based instructional decision making, will accept and use such a microcomputer-based support system; educators who do not favor ADL will not accept and use such a system. However, with appropriate training, experience and incentives, more educators might come to understand and value the advantages of this type of system.

Appendix A

Data Collection Forms

ACHIEVEMENT DIRECTED LEADERSHIP (ADL)
COMPUTER SUPPORT REACTIONS

Questions 1-6 refer to the Time Program:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I believe that teachers and administrators could learn to use this program.	SA	A	U	D	SD
2. If I were a teacher or administrator implementing ADL, I would like to use this program.		A	U	D	SD
3. I think that using this program would make it easier to implement ADL.	SA	A	U	D	SD
4. I think that teachers and administrators could do a better job of implementing ADL if they used this program.	SA	A	U	D	SD
5. What do you like best about the computer program?					
6. What suggestions do you have for improving the program?					

Questions 7-11 refer to using the Content Program at the beginning of the year to plan instructional content:

7. If I were a teacher or administrator implementing ADL, I would like to use this program.	SA	A	U	D	SD
8. I think that using this program would make it easier to implement ADL.	SA	A	U	D	SD
9. I think that teachers and administrators could do a better job of implementing ADL if they used this program.	SA	A	U	D	SD

10. What do you like best about the computer program?

11. What suggestions do you have for improving the program?

Questions 12-16 refer to using the Content Program throughout the school year to monitor coverage and students' academic performance:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12. If I were a teacher or administrator implementing ADL, I would like to use this program.	SA	A	U	D	SD
13. I think that using this program would make it easier to implement ADL.	SA	A	U	D	SD
14. I think that teachers and administrators could do a better job implementing ADL if they used this program.	SA	A	U	D	SD

15. What do you like best about the computer program?

16. What suggestions do you have for improving the program?

Response to CONFERENCE

1. I think that having a program like CONFERENCE would be:

very useful somewhat useful of limited use not useful

2. In its current form, CONFERENCE is:

very easy to use easy to use not easy to use not usable

3. CONFERENCE could be improved by making the following changes:

4. In its current form, the Users Guide for CONFERENCE is:

very easy to use easy to use not easy to use not usable

5. The Users Guide for CONFERENCE* would be more helpful if it included information about:

6. The Users Guide for CONFERENCE would be more helpful if information about the following was not included:

7. Other comments:

*If you have written comments on your copy of the Users Guide please feel free to give that copy to BSC staff.

Appendix B

Principal/Teacher Conference Form

PRINCIPAL/TEACHER CONFERENCE FORM

Teacher _____ Grade _____ Date _____

A. Information Collection

	Reading/ Language Arts	Math
1a. What was the <u>entering achievement</u> level of the class?	_____ percentile	_____ percentile
1b. What is your <u>achievement goal</u> for the class?	_____ percentile	_____ percentile
1c. Are prior learning <u>strengths and weaknesses</u> (as identified on the School Year Planning Guide) addressed in short-term instructional plans?	_____	_____
2a. How many content items have been <u>covered to-date</u> ?	_____	_____
2b. At this rate, how many content items will be <u>covered by the time the test is administered</u> ?	_____	_____
2c. Assuming an 80 percent mastery rate, what is the <u>predicted percentile rank</u> for the class?	_____ percentile	_____ percentile
3a. On the average, what percent of the class <u>masters</u> each curriculum unit?	_____ %	_____ %
3b. Do short-term plans indicate that <u>periodic review</u> of previously mastered content is taking place?	_____	_____
4a. What percent of the class is <u>highly successful on daily work</u> at least half of the time?	_____ %	_____ %
4b. What is the average <u>student engaged time</u> ?	_____ minutes	_____ minutes
4c. What is the average <u>allocated time</u> ?	_____ minutes	_____ minutes
4d. What is the average <u>engagement rate</u> ?	_____ %	_____ %
4e. Students' unengaged behaviors were primarily in what category (M,S,D,U,O)?	_____	_____

B. Comparison and Identification

Circle data that reflect an opportunity.

C. Selection and Preparation

Describe strategies related to each opportunity.
1. Attention to prior learning.
2. Coverage of criterion content.
3. Academic performance.
4. Time spent.

D. Improvement Plan (indicating what, when, where, and how)

Teacher will:

Principal will:

Appendix C

CONFERENCE Program Code

ILIST

```
10 REM CONFERENCE PROGRAM
20 AU$ = "%"
30 & OPEN:SC = 9: DIM S(SC):W$ =
    "":KQ$ = ""
40 FOR S = 1 TO SC: & INFO,S,L(S
    ): NEXT S
50 DIM D$(L(SC)): DIM KQ$(L(SC))

60 DIM SU(32)
80 D$ = CHR$(4)
90 DIM G(12),OP(13),UN$(120),U2$(
    120),U3$(120),U4$(120)
100 REM INTRODUCTION
110 HOME
120 PRINT "PLEASE ENTER THE FOLL
    OWING INFORMATION:": PRINT :
    PRINT
130 PRINT "1. ";
140 INVERSE
150 PRINT "TODAY'S ";
160 NORMAL
170 & POS FLD,6,1: & PRTNAME,3:
    PRINT : PRINT " "": & INPUT
    ,TD$,0
180 IF LEN (TD$) = 0 THEN PRINT
    : PRINT "NO ENTRY MADE. TRY
    AGAIN.": PRINT : PRINT : GOTO
    170
190 IF F9 = 1 THEN GOTO 300
200 PRINT : PRINT : PRINT "2. ";

210 & POS FLD,6,2: & PRTNAME,3:
    PRINT : PRINT " "": & INPUT
    ,TC$,0: IF F9 = 1 THEN GOTO
    300
220 PRINT : PRINT : PRINT "3. ";
    : & POS FLD,6,3: & PRTNAME,
    3: PRINT : PRINT " "": & INPUT
    ,S$,0: IF F9 = 1 THEN GOTO
    300
230 PRINT : PRINT : PRINT "4. ";
    : & POS FLD,6,4: & PRTNAME,
    3: PRINT : PRINT " "": & INPUT
    ,G$,0
240 PRINT : PRINT : PRINT "5. "
    : & POS FLD,6,5: & PRTNAME
    ,3: PRINT : PRINT " "": &
    INPUT ,CL$,0
250 PRINT
260 PRINT : PRINT "6 WOULD YOU L
    IKE A PRINTED": PRINT " SU
    MMARY OF THIS CONFERENCE? ";
    : & SEL,0,Y
270 IF USR (0) = 1 THEN X$ = "Y
    "
280 IF USR (0) = 0 THEN X$ = "N
    "
```

26

27

```

290 PRINT
300 F9 = 0: PRINT "IS THIS CORREC
    T? ";; & SEL,0,Y
310 IF USR (0) = 0 THEN GOTO 3
    30
320 IF USR (0) = 1 THEN GOTO 3
    40
330 HOME : GOTO 110
340 & READ ,1,D$(1),KQ$
344 IF USR (0) AND IT = 0 THEN
    HOME : VTAB 12: PRINT "THER
    E ARE NO TEST RECORDS FOR ":
    PRINT "GRADE ";G$;" ";; & POS
    FLD,6,3: & PRINT ,S$: END
350 P$ = G$ + S$:PK$ = D$(1) + D$
    (2)
360 IF P$ < > PK$ THEN GOTO 34
    0
370 IT = VAL (D$(9))
380 & READ ,6,D$(1),KQ$
385 IF USR (0) AND F2 = 0 THEN
    HOME : VTAB 12: PRINT "THER
    E ARE NO TEACHER RECORDS FOR
    ": & POS FLD,6,2: & PRINT
    ,TC$: END
390 KEY$ = TC$ + S$ + G$ + CL$: IF
    KEY$ < > D$(L(5) + 2) + D$(
    L(5) + 3) + D$(L(5) + 4) + D
    $(L(5) + 5) THEN GOTO 380
400 F2 = 1
410 AC = VAL (D$(L(5) + 6)):GA =
    VAL (D$(L(5) + 7))
420 TX$ = D$(L(5) + 8):TS$ = D$(L
    (5) + 9)
440 HOME
450 VTAB 12: PRINT TAB( 13);"PL
    EASE WAIT.."
460 PRINT TAB( 10);"COMPUTER WO
    RKING"
470 & READ ,8,D$(1),KQ$(1)
475 IF USR (0) AND F3 = 0 THEN
    HOME : VTAB 10: PRINT "THER
    E ARE NO MASTERY RECORDS FOR
    ": & POS FLD,6,2: & PRINT
    ,TC$: PRINT : PRINT "GRADE "
    ;G$;" ";; & POS FLD,6,3: &
    PRINT ,S$: PRINT : PRINT "C
    LASS ";CL$: END
480 IF USR (0) THEN GOTO 610
490 K2$ = D$(L(7) + 1) + D$(L(7) +
    2) + D$(L(7) + 3) + D$(L(7) +
    4)
500 IF KEY$ < > K2$ THEN GOTO
    470
510 VN = VN + 1
515 F3 = 1
520 IF VAL (D$(L(7) + (6 + VN))
    ) > = 80 THEN SU = SU + 1
530 IF D$(L(7) + (6 + VN)) < >
    "" THEN C = C + 1

```

```

540 IF D$(L(7) + (6 + VN)) < >
    "" THEN GOTO 510
550 IF VAL (SQ$) < = VAL (D$(
    L(7) + 6)) THEN SQ$ = D$(L(7)
    ) + 6):U = U + 1:UN$(U) = D$(
    L(7) + 5)
560 SU = ( INT ((SU / C * 100) +
    .5))
570 SU(U) = SU:SU = 0: IF SU(U) <
    80 THEN NM = NM + 1
580 VN = 0:C = 0
590 IF SQ$ = "" THEN PRINT "THE
    RE ARE NO TEST RECORDS": PRINT
    "FOR "; & POS FLD,8,1: & PRINT
    ,TC$
600 GOTO 470
610 & READ ,2,D$(1),KQ$:NS = VAL
    (D$(L(1) + 1)):NT = VAL (D$(
    L(1) + 2))
615 IF USR (0) AND NS = 0 AND N
    T = 0 THEN HOME : VTAB 12: PRINT
    "THERE IS NO CALENDAR FILE":
    END
620 & READ ,7,D$(1),KQ$(1)
635 IF USR (0) AND F4 = 0 THEN
    HOME : VTAB 12: PRINT "THER
    E ARE NO PLANNING GUIDE": PRINT
    "RECORDS FOR GRADE ";G$:" ";
    : & POS FLD,6,2: & PRINT ,
    S$: END
637 IF USR (0) THEN GOTO 740
640 K3$ = D$(L(6) + 1) + D$(L(6) +
    2) + D$(L(6) + 3) + D$(L(6) +
    4) + D$(L(6) + 5)
650 K4$ = KEY$ + TX$: IF K3$ < >
    K4$ THEN GOTO 620
655 F4 = 1
660 FOR IC = 13 TO 37 STEP 4
670 IF D$(L(6) + IC) = CHR$ (11
    5) OR D$(L(6) + IC) = CHR$
    (211) OR D$(L(6) + IC) = CHR$
    (119) OR D$(L(6) + IC) = CHR$
    (215) THEN SF = 1
680 NEXT IC
690 DT = DT + VAL (D$(L(6) + 43)
    ):TS = TS + VAL (D$(L(6) +
    44))
700 IF DT < = NI THEN NP = NP +
    VAL (D$(L(6) + 44))
710 IF VAL (SQ$) > = VAL (D$(
    L(6) + 10)) THEN DY = DY + VAL
    (D$(L(6) + 43)):SK = SK + VAL
    (D$(L(6) + 44))
720 IF DT < NT THEN ST = ST + VAL
    (D$(L(6) + 44)):S2$ = D$(L(6)
    ) + 10):I2 = I2 + 1:U2$(I2) =
    D$(L(6) + 9)
730 K5$ = D$(L(6) + 3) + D$(L(6) +
    2):I3 = I3 + 1:U3$(I3) = D$(
    L(6) + 9): GOTO 620

```

BEST COPY AVAILABLE

50

```

740 S1 = ((SK / TS) * 100) + .5:S
      1 = INT (S1):S2 = ((ST / TS
      ) * 100) + .5:S2 = INT (S2)

750 HOME
760 IF X$ = "Y" THEN & PR#
770 GOSUB 1540
780 PRINT : PRINT TAB( 13)"PRIO
      R LEARNING": PRINT TAB( 13)
      "*****": PRINT
790 PRINT "ENTERING ACHIEVEMENT-
      ";AC;" ";AU$
800 PRINT : PRINT "GOAL ACHIEVEM
      ENT-";GA;" ";AU$
810 PRINT : PRINT "STRENGTHS AND
      WEAKNESSES HAVE ";
820 IF SF = 0 THEN OP(1) = 1: PRINT
      "NOT ";
830 PRINT "BEEN": PRINT "IDENTIF
      IED ON YOUR SCHOOL YEAR": PRINT
      "FLANNING GUIDE"
835 IF X$ = "Y" THEN PRINT D$;"
      PR#0"
840 VTAB 23: INPUT "PRESS RETURN
      TO CONTINUE...";M$
845 IF X$ = "Y" THEN PRINT D$;"
      PR#1": PRINT CHR$( 12)
850 HOME : PRINT : PRINT TAB( 1
      2)"CONTENT COVERAGE": PRINT
      TAB( 12)"*****":
      PRINT
855 IF X$ = "Y" THEN PRINT D$;"
      PR#0"
860 PRINT "HOW MANY INSTRUCTIONA
      L DAYS": INPUT "HAVE BEEN US
      ED..";NI: PRINT : PRINT "HOW
      MANY INSTRUCTIONAL DAYS": INPUT
      "SINCE YOUR LAST UNIT TEST..
      ";UI:NI = NI - UI
865 IF X$ = "Y" THEN PR# 1
870 PRINT
880 PRINT "YOUR LAST UNIT TEST W
      AS ON UNIT ";UN$(U)
890 PRINT : PRINT "YOU PLANNED O
      N USING ";DY: PRINT "INSTRUC
      TIONAL DAYS BY THAT DATE"
900 PRINT : PRINT "YOU ACTUALLY
      USED ";NI;" DAYS"
910 IF NI > DY THEN PRINT : PRINT
      "YOU ARE ";NI - DY;" DAY";: IF
      NI - DY > 1 THEN PRINT "S";

920 IF NI > DY THEN PRINT " BEH
      IND YOUR PLANS"
930 IF NI < DY THEN PRINT : PRINT
      "YOU ARE ";DY - NI;" DAY";: IF
      DY - NI > 1 THEN PRINT "S";

940 IF NI < DY THEN PRINT " AHE
      AD OF YOUR PLANS"

```

```

950 IF NI = DY THEN PRINT : PRINT
    "YOU ARE IN AGREEMENT WITH Y
    OUR SYPG"
955 PRINT D$
956 IF X$ = "Y" THEN PR# 0
960 PRINT : PRINT : INPUT "PRESS
    RETURN TO CONTINUE.." ; BL$ : HOME

965 IF X$ = "Y" THEN PRINT D$ ; "
    PR#1"
970 PRINT : PRINT "YOU HAVE COVE
    RED "; S1 ; "% OF THE SKILLS" : PRINT
    "THAT YOU PLANNED ON COVERIN
    G" : PRINT "BY TEST DATE"
980 PRINT : PRINT "ACCORDING TO
    YOUR SYPG YOU WILL" : PRINT "
    COVER "; S2 ; "% OF THOSE SKILL
    S BY TEST DATE"
985 IF X$ = "Y" THEN PRINT D$ ; "
    PR#0"
990 FLASH : VTAB 10
1000 HTAB 13 : PRINT "WORKING"
1010 NORMAL
1020 & READ , 4, D$(1), KQ$
1025 IF USR (0) AND F5 = 0 THEN
    HOME : VTAB 12 : PRINT "THER
    E IS NO CONTENT FILE FOR THI
    S CLASS" : END
1030 IF USR (0) THEN GOTO 1070

1040 K6$ = D$(L(3) + 1) + D$(L(3)
    + 2)
1050 IF K5$ < > K6$ THEN GOTO
    1020
1055 F5 = 1
1060 I5 = I5 + 1 : U4$(I5) = D$(L(3)
    ) + 11) : GOTO 1020
1070 I6 = I3 : FOR I3 = 1 TO I6
1080 FOR I4 = 1 TO I5
1090 IF UN$(I3) = "" THEN GOTO
    1110
1100 IF UN$(I3) = U4$(I4) THEN C
    3 = C3 + 1
1110 IF U2$(I3) = "" THEN GOTO
    1130
1120 IF U2$(I3) = U4$(I4) THEN C
    1 = C1 + 1
1130 IF U3$(I3) = "" THEN GOTO
    1150
1140 IF U3$(I3) = U4$(I4) THEN C
    2 = C2 + 1
1150 NEXT I4 : NEXT I3
1160 EF = 7
1170 CD = (C3 / IT) * 100 + .5 : CD
    = INT (CD)
1180 CT = (C1 / IT) * 100 + .5 : CT
    = INT (CT)
1190 CY = (C2 / IT) * 100 + .5 : CY
    = INT (CY)
200 NORMAL

```

BEST COPY AVAILABLE

```

1210 PRINT CHR$(11)
1215 IF X$ = "Y" THEN PRINT D$;
"PR#1"
1220 PRINT : PRINT "COVERAGE TO
DATE OF ITEMS ON TEST IS ";C
D;%"
1230 PRINT : PRINT "COVERAGE BY
TEST DATE IS ";CT;%"
1240 PRINT
1250 PRINT : PRINT "COVERAGE BY
THE END OF THE YEAR IS ";CY;
%"
1260 K6$ = S$ + G$ + TS$
1270 FOR I = 1 TO 100: NEXT I
1280 CO = INT (C1 * .8 + .5)
1290 & READ ,3,D$(1),KQ$(1)
1295 IF USR (0) AND F6 = 0 THEN
HOME : VTAB 12: PRINT "THER
E IS NO NORMS TABLE FOR THIS
CLASS": END
1300 IF USR (0) THEN GOTO 1370

1310 K7$ = D$(L(2) + 2) + D$(L(2)
+ 1) + D$(L(2) + 3)
1320 IF K6$ < > K7$ THEN GOTO
1290
1325 F6 = 1
1330 IF CO = VAL (D$(L(2) + 8))
THEN P = VAL (D$(L(2) + 9)
):FP = 1
1340 IF VAL (D$(L(2) + 9)) < INT
(GA / .8 + .5) THEN GOTO 12
90
1350 K = VAL (D$(L(2) + 8))
1360 IF FP < > 1 THEN GOTO 129
0
1365 IF X$ = "Y" THEN PRINT D$;
"PR#0"
1370 VTAB 23: INPUT "PRESS RETUR
N TO CONTINUE...";BL$
1375 IF X$ = "Y" THEN PRINT D$;
"PR#1"
1380 HOME : PRINT : PRINT "PREDI :
CTED ACHIEVEMENT GIVEN": PRINT
"COVERAGE TO TEST OF ";C1;"
ITEMS": PRINT "AND 80% MASTE
RY IS ";P; SPC(1);"%ILE"
1390 PRINT
1400 EF = 7
1410 IF P < GA - EF THEN OP(2) =
1: PRINT : PRINT "TO REACH Y
OUR ACHIEVEMENT GOAL OF ";GA
;%" : PRINT "YOU WILL NEED T
O INCREASE COVERAGE": PRINT
"TO ";K;" ITEMS (ASSUMING 80
% MASTERY)": GOTO 1450
1420 OP(4) = 0
1430 PRINT : PRINT "THIS LEVEL O
F COVERAGE IS": PRINT "CONSI
STENT WITH YOUR ": PRINT "AC

```



```

HIEVEMENT GOAL OF ";GA;"%"
1440 NORMAL : VTAB 23
1450 IF X$ = "Y" THEN PRINT D$;
"PR#0"
1455 VTAB 23: INPUT "PRESS RETURN
N TO CONTINUE...";M$
1460 HOME : VTAB 10
1470 GOTO 1790
1480 & POS FLD,6,1: PRINT "DATE
: ";: & PRINT ,TD$
1490 PRINT : PRINT M$
1500 INPUT XX$
1510 IF LEN (XX$) = 0 THEN PRINT
: PRINT "NO ENTRY MADE.TRY A
GAIN.": PRINT : GOTO 1490
1520 IF LEN (XX$) > L THEN PRINT
: PRINT "TOO LONG.";L;" CHAR
ACTERS ONLY.": PRINT : GOTO
1490
1530 RETURN
1540 PRINT "TEACHER: ";
1550 & POS FLD,6,2: & PRINT ,T
C$
1560 PRINT : PRINT
1570 PRINT "GRADE: ";
1580 & POS FLD,6,4: & PRINT .G
$
1590 PRINT : PRINT : PRINT "SUBJ
ECT: ";
1600 & POS FLD,6,3: & PRINT ,S
$
1610 PRINT : PRINT
1620 & POS FLD,6,1: PRINT "DATE
: ";: & PRINT ,TD$
1630 PRINT : PRINT
1640 RETURN
1650 & POS FLD,6,3: & PRINT ,S
$
1660 PRINT : PRINT M$
1670 INPUT XX$
1680 IF LEN (XX$) = 0 THEN PRINT
: PRINT "NO ENTRY MADE.TRY A
GAIN.": PRINT : GOTO 1660
1690 IF ASC (XX$) < > 78 AND ASC
(XX$) < > 89 THEN PRINT : PRINT
"ENTRY MUST BE YES OR NO": PRINT
: GOTO 1660
1700 RETURN
1770 NZ$ = EA$(I,J + 1): RETURN
1780 NZ$ = EA$(I,J): RETURN
1790 IF X$ = "Y" THEN PRINT D$;
"PR#1": PRINT CHR$ (12)
1795 U = 0
1796 IF NM > 0 THEN OP(3) = 1
1800 HOME : IF U + 1 > VAL (SQ$
) THEN GOTO 2000
1810 HTAB 5: PRINT "TOPICS";
1820 HTAB 18: PRINT "UNIT";
1830 HTAB 27: PRINT "% OF CLASS"

```

```

1840 HTAB 24: PRINT "REACHING MA
STERY"
1850 HTAB 25: PRINT "(80% OR BET
TER)"
1860 HTAB 24: PRINT "ON LAST UNI
T TEST"
1870 PRINT "=====  

=====": PRINT
: PRINT
1880 IF U = 0 THEN & READ ,7,D
$(1),KQ$(1),F
1890 IF U > 0 THEN & READ ,7,D
$(1),KQ$(1)
1900 IF USR (0) THEN GOTO 2000

1910 K8$ = D$(L(6) + 1) + D$(L(6)
+ 2) + D$(L(6) + 3) + D$(L(
6) + 4) + D$(L(6) + 5)
1920 IF K8$ < > K4$ THEN GOTO
1800
1930 U = U + 1
1940 IN = IN + 4
1945 IF X$ = "Y" AND D$(L(6) + (
7 + IN)) = "" THEN PRINT TAB(
20);D$(L(6) + 9); TAB( 31);S
U(U):IN = 0: PRINT D$;"PR#0"
: VTAB 23: INPUT "PRESS RETU
RN TO CONTINUE...";BL$: PRINT
D$;"PR#1": PRINT CHR$ (12):
GOTO 1800
1946 IF X$ = "Y" AND D$(L(6) + (
7 + IN)) = "" THEN PRINT D$
;"PR#1": PRINT CHR$ (12): GOTO
1800
1950 IF D$(L(6) + (7 + IN)) = ""
THEN VTAB 10: HTAB 20: PRINT
D$(L(6) + 9): VTAB 10: HTAB
31: PRINT SU(U):IN = 0: VTAB
23: INPUT "PRESS RETURN TO C
ONTINUE...";BL$: GOTO 1800
1960 & POS FLD,7,7 + IN: POKE 9
,0
1970 & PRINT ,D$(L(6) + (7 + IN
))
1980 PRINT
1990 GOTO 1940
2000 IF X$ = "Y" THEN PRINT D$;
"PR#0"
2005 HOME : VTAB 13
2010 PRINT TAB( 18);"TIME"
2020 PRINT TAB( 18);"*****"
2030 PRINT D$;"BLOAD CHAIN,A520"

2040 CALL 520"CONF.PART3"

```

```

JPR#0
JLIST

```

```

)
50 DIM LI(10),CO(10)
60 DIM T2$(13,12)
6000 REM TIME
6001 C = 0
6005 & READ ,9,D$(1),KQ$(1)
6006 IF USR (0) AND F7 = 0 THEN
HOME : VTAB 12: PRINT "THER
E ARE NO TIME OBSERVATIONS":
PRINT "FOR THIS CLASS": END

6010 IF USR (0) THEN GOTO 6100

6015 K9$ = D$(L(8) + 1) + D$(L(8)
+ 2) + D$(L(8) + 3) + D$(L(
8) + 4)
6020 IF K9$ < > KEY$ THEN GOTO
6005
6025 F7 = 1
6030 T$(C,0) = D$(L(8) + 5)
6035 T$(C,1) = D$(L(8) + 6)
6040 T$(C,2) = D$(L(8) + 7)
6050 T$(C,3) = D$(L(8) + 8)
6055 T$(C,4) = D$(L(8) + 9)
6060 T$(C,5) = D$(L(8) + 10)
6065 T$(C,6) = D$(L(8) + 11)
6070 T$(C,7) = D$(L(8) + 12)
6075 T$(C,8) = D$(L(8) + 13)
6080 T$(C,9) = D$(L(8) + 14)
6085 T$(C,10) = D$(L(8) + 15)
6090 T$(C,11) = D$(L(8) + 16)
6091 C = C + 1
6095 GOTO 6005
6100 C = C - 1
6101 IF X$ = "Y" THEN PRINT D$;
"FR#1"
6102 FOR V = 0 TO C
6104 HOME : PRINT "THE FOLLOWING
OBSERVATION DATA"
6105 PRINT "HAVE BEEN RECORDED:"

6106 PRINT "====="
"=====": PRINT
: PRINT
6110 & POS FLD,9,5
6113 & PRTNAME,2
6114 POKE 9,0
6115 PRINT "...": & PRINT ,T$(
V,0)
6120 PRINT : & POS FLD,9,6
6122 & PRTNAME,2
6124 POKE 9,0
6125 PRINT "...": & PRINT ,T$(
V,1)
6130 PRINT : & POS FLD,9,7
6132 & PRTNAME,2
6134 POKE 9,0
6135 PRINT "...": & PRINT ,T$(
V,2)
6140 PRINT : & POS FLD,9,8

```

```

6142 & PRTNAME,2
6143 POKE 9,0
6145 PRINT "...";: & PRINT ,T$(
V,3)
6150 PRINT : PRINT : & POS FLD,
9,9
6152 & PRTNAME,2
6153 POKE 9,0
6155 PRINT "...";: & PRINT ,T$(
V,4)
6160 PRINT : & POS FLD,9,10
6162 & PRTNAME,2
6163 POKE 9,0
6165 PRINT "...";: & PRINT ,T$(
V,5)
6170 PRINT : & POS FLD,9,11
6172 & PRTNAME,2
6173 POKE 9,0
6175 PRINT "...";: & PRINT ,T$(
V,6)
6180 PRINT : & POS FLD,9,12
6182 & PRTNAME,2
6183 POKE 9,0
6185 PRINT "...";: & PRINT ,T$(
V,7)
6190 PRINT : PRINT : & POS FLD,
9,13
6192 & PRTNAME,2
6193 POKE 9,0
6195 PRINT "...";: & PRINT ,T$(
V,8)
6200 PRINT : & POS FLD,9,14
6202 & PRTNAME,2
6203 POKE 9,0
6205 PRINT "...";: & PRINT ,T$(
V,9)
6210 PRINT : & POS FLD,9,15
6212 & PRTNAME,2
6213 POKE 9,0
6215 PRINT "...";: & PRINT ,T$(
V,10)
6220 PRINT : & POS FLD,9,16
6222 & PRTNAME,2
6223 POKE 9,0
6224 PRINT "...";: & PRINT ,T$(
V,11)
6225 IF X$ = "Y" THEN PR# 0
6226 PRINT : VTAB 23: INPUT "PRE
SS RETURN TO CONTINUE...";BL
$
6227 IF X$ = "Y" THEN PRINT D$;
"PR#1": PRINT CHR$ (12)
6228 NEXT V
6229 FOR I = 0 TO C
6240 T$(I,9) = STR$ ( INT (100 *
VAL (T$(I,9)) + .5))
6245 T$(I,10) = STR$ ( INT ( VAL
(T$(I,10)) + .5))
6260 T$(I,11) = STR$ ( INT ( VAL
(T$(I,11)) + .5))

```

```

6270 AV(0) = AV(0) + VAL (T$(I,1
0))
6280 AV(1) = AV(1) + VAL (T$(I,9
))
6290 AV(2) = AV(2) + VAL (T$(I,1
1))
6295 IF VAL (T$(I,10)) > TH THEN
TH = VAL (T$(I,10))
6300 NEXT I
6310 FOR I = 0 TO 2
6320 AV(I) = AV(I) / (C + 1)
6330 AV(I) = INT (AV(I) + .5)
6340 NEXT I
6345 IF X$ = "Y" THEN PRINT D$;
"PR#1"
6350 HOME : PRINT
6360 PRINT TAB( 14)"SUMMARY SHE
ET": PRINT
6370 PRINT " DATE OBSVR PRT A
T"; SPC( 5);"ER"; SPC( 5);"S
ET"
6375 FOR I = 0 TO C
6380 PRINT : & POS FLD,9,5: POKE
9,0: & PRINT ,T$(I,0)
6390 PRINT SPC( 2)
6400 & POS FLD,9,6: POKE 9,0: &
PRINT ,T$(I,1)
6401 PRINT SPC( 3)
6402 & POS FLD,9,7: POKE 9,0: &
PRINT ,T$(I,2)
6404 PRINT TAB( 20)T$(I,10);" M
IN ";
6406 PRINT T$(I,9);"%" ; SPC( 2);
6408 PRINT T$(I,11);" MIN"
6410 NEXT I
6420 I = 20: IF AV(0) < 100 THEN
I = 21
6430 J = 2: IF AV(2) < 100 THEN J
= 3
6440 PRINT : PRINT TAB( 7)"AVER
AGES"; TAB( I);AV(0);" MIN
";AV(1);"%" ; SPC( J);AV(2);"
MIN"
6445 IF X$ = "Y" THEN PRINT D$;
"PR#0"
6450 PRINT : PRINT : INPUT "PRES
S RETURN TO CONTINUE..." ;M$
6565 PRINT D$;"BLOAD CHAIN,A520"
6570 CALL 520"TIME2"

```

```

JPR#0
JLIST

```

```

30 D$ = CHR$( 4)
6000 REM TIME
6770 C$(0) = "M":C$(1) = "U":C$(2
) = "S":C$(3) = "D":C$(4) =
"0"

```

```

6772 DIM AL(11),ER(11)
6780 DATA 6,"A--GR.1 READING
/LANG",3,38,110,130,210,10
6790 DATA "B--GR.3 READING/LAN
G",5,48,88,113,170,198,205,1
2
6800 DATA "C--GR.5 READING/LAN
G",3,40,78,92,135,7
6810 DATA "D--GR.1 MATH",5,5,3
4,46,140,152,165,6
6820 DATA "E--GR.3 MATH",3,8,4
6,61,108,8
6830 DATA "F--GR.5 MATH",2 17,
32,46,99
6840 READ F1
6850 FOR I = 1 TO F1
6860 READ ZZ$(I),K(I) ;
6870 FOR J = 1 TO K(I) + 1
6880 READ CA(I,J)
6890 NEXT J
6891 EA$(I,1) = "TIME BELOW RANGE
"
6892 EA$(I,2) = "BELOW EXPECTED A
CHIEVEMENT LEVEL"
6893 EA$(I,3) = "AT EXPECTED ACHI
EVEMENT LEVEL"
6894 EA$(I,4) = "ABOVE EXPECTED A
CHIEVEMENT LEVEL"
6895 EA$(I,5) = "TIME ABOVE RANGE
"
6896 IF K(I) < > 2 THEN GOTO 6
900
6897 EA$(I,2) = "TIME BELOW AVERA
GE"
6898 EA$(I,3) = "TIME ABOVE AVERA
GE"
6899 EA$(I,4) = EA$(I,5): GOTO 69
10
6900 IF K(I) = 3 THEN GOTO 6910
6901 EA$(I,7) = EA$(I,5)
6902 EA$(I,6) = EA$(I,2):EA$(I,5)
= EA$(I,3)
6910 READ MC(I)
6920 NEXT I
6925 HOME :M$ = "IS THIS AN ELEM
ENTARY CLASS? ": GOSUB 19080
:X1$ = XX$
6927 IF ASC (X1$) = 78 THEN YX$
= "G":K(I) = 1:CA(I,1) = 10
:CA(I,2) = 11: EA$(I,1) = "T
IME BELOW RANGE":EA$(I,2) =
"TIME IN RANGE":EA$(I,3) = "
TIME ABOVE RANGE":MC(I) = 99
: GOTO 7410
6930 HOME : PRINT "THE FOLLOWING
COMPARISON OPTIONS": PRINT
"ARE AVAILABLE:": PRINT
6940 FOR I = 1 TO F1
6950 PRINT : PRINT ZZ$(I)

```

```

6960 NEXT I
6970 PRINT : PRINT "WHICH OPTION
DO YOU WANT TO USE? ": INPUT
"(TYPE ONE LETTER)";YX$
6990 REM DATA ANALYSIS
7060 IF X$ = "Y" THEN PRINT D$;
"PR#1": PRINT CHR$(12)
7410 PRINT : PRINT : HOME : PRINT

8280 PRINT TAB(16)"COMPARISON"

8290 IF ASC(X1$) = 78 THEN GOTO
8840
8300 NG = AV(2): GOSUB 19860:E$ =
NZ$
8305 IF MC = 99 THEN MC = 0
8306 JH = J
8310 PRINT : PRINT : PRINT "ENTE
RING ACHIEVEMENT OF": PRINT
"YOUR CLASS IS ";AC;"%"
8311 PRINT : PRINT "YOUR ACHIEVE
MENT GOAL IS ";GA;"%"
8312 PRINT : PRINT "AVERAGE STUD
ENT ENGAGED TIME IS ";AV(2);
" MIN. ": PRINT E$
8313 IF X$ = "Y" THEN PRINT D$;
"PR#0"
8315 IF E$ = "TIME BELOW RANGE" OR
E$ = "TIME BELOW AVERAGE" OR
LEFT$(E$,5) = "BELOW" THEN
OP(4) = 1: GOSUB 19930
8336 IF LEFT$(E$,2) = "AT" THEN
GOSUB 19965
8337 IF LEFT$(E$,5) = "ABOVE" THEN
GOSUB 20000
8338 IF (K(I) < = 3) OR JH < =
3 THEN GOTO 8354
8339 IF VAL(AZ$) = 1 AND LEFT$(
E$,5) = "ABOVE" THEN GOTO
8370
8340 IF VAL(AZ$) = 2 AND LEFT$(
E$,5) = "ABOVE" THEN GOTO
8360
8341 PRINT : PRINT "THIS ZONE BE
GINS AT ";CA(I,JH - 1) - 1: PRINT
"AND GOES DOWN TO ";CA(I,JH -
2)
8345 GOTO 8360
8354 IF VAL(AZ$) = 1 THEN NG =
AV(2): GOTO 8370
8355 IF VAL(AZ$) = 2 THEN GOTO
8360
8356 PRINT "THIS ZONE BEGINS AT
";CA(I,J)
8360 PRINT :M$ = "WHAT IS YOUR S
TUDENT ENGAGED TIME GOAL? ":
L = 3: GOSUB 19000:NG = VAL
(XX$)
8370 GOSUB 19860: HOME : PRINT "
YOUR GOAL IS ";NG;" MIN.": PRINT

```

40

```

      : PRINT "EXPECTED ACHIEVEMEN
      1:": PRINT NZ$: PRINT
8380 M$ = "IS THIS THE GOAL YOU I
      NTENDED? ": GOSUB 19080: IF
      ASC (XX$) = 78 GOTO 8360
8382 ER = AV(1)
8383 IF AV(1) < 80 THEN ER = 79
8384 IF AV(1) > = 90 THEN PRINT
      "YOUR CLASS'S ENGAGEMENT RAT
      E IS GOOD": GOTO 8420
8385 DF = 90 - ER
8386 HOME : PRINT "IN ORDER TO A
      TTAIN YOUR SET GOAL OF ";NG:
      PRINT "YOU CAN USE ANY OF T
      HE FOLLOWING": PRINT "COMBIN
      ATIONS:"
8387 PRINT : PRINT "  ENGAGEMEN
      T RATE      ALLOCATED TIME "
8388 PRINT "  *****
      *****"
8390 FOR Z = 1 TO DF
8394 ER = ER + 1
8395 ER(Z) = ER
8400 AL(Z) = NG / ER(Z) * 100:AL(
      Z) = INT (AL(Z) + .5)
8408 PRINT Z;". "; TAB( 9);ER(Z);
      TAB( 28);AL(Z)
8410 NEXT Z
8415 PRINT : PRINT
8420 PRINT : PRINT : PRINT "YOUR
      SELECTION? (1 TO ";Z - 1;")
      ";
8421 INPUT "..";CN$
8424 IF VAL (CN$) < 1 OR VAL (
      CN$) > Z THEN PRINT "PLEASE
      ENTER 1 TO ";Z - 1;: GOTO 8
      421
8425 AL = AL( VAL (CN$)):ER = ER(
      VAL (CN$))
8430 VTAB (23): INPUT "PRESS RET
      URN TO CONTINUE...";BL$
8449 REM UNENGAGED BEHAVIORS
8550 HOME : PRINT "UNENGAGED BEH
      AVIORS WILL BE TCTALED": PRINT
      "FOR THE MOST RECENT OBSERVA
      TIONS."
8560 PRINT "HOW MANY OBSERVATION
      S SHOULD BE": INPUT "INCLUDE
      D? ";I1
8570 IF I1 > C + 1 OR I1 < 0 THEN
      PRINT : PRINT "VALUE MUST B
      E BETWEEN 1 AND ";C + 1: GOTO
      8560
8580 FOR I = 0 TO I1 - 1
8590 U(0) = U(0) + VAL (T$(I,4))
8600 U(1) = U(1) + VAL (T$(I,7))
8610 U(2) = U(2) + VAL (T$(I,5))

```



```

8620 U(3) = U(3) + VAL (T$(I,6))
8630 U(4) = U(4) + VAL (T$(I,8))

8640 NEXT I
8650 F = 0
8660 FOR I = 0 TO 3
8670 IF U(I) > = U(I + 1) THEN
      GOTO 8710
8680 S = U(I):U(I) = U(I + 1):U(I
      + 1) = S
8690 Z$ = C$(I):C$(I) = C$(I + 1)
      :C$(I + 1) = Z$
8700 F = 1
8710 NEXT I
8720 IF F = 1 THEN GOTO 8650
8725 IF X$ = "Y" THEN PRINT D$;
      "PR#1": PRINT CHR$(12)
8730 PRINT : PRINT "UNENGAGED BE
      HAVIOR"; SPC( 5); "FREQUENCY"

8740 PRINT
8750 FOR I = 0 TO 4
8760 IF C$(I) = "M" THEN PRINT
      "MGMT/TRANS"; TAB( 26);U(I)
8770 IF C$(I) = "S" THEN PRINT
      "SOCIALIZING"; TAB( 26);U(I)

8780 IF C$(I) = "D" THEN PRINT
      "DISCIPLINE"; TAB( 26);U(I)
8790 IF C$(I) = "U" THEN PRINT
      "UNOCC/OBS"; TAB( 26);U(I)
8800 IF C$(I) = "O" THEN PRINT
      "OUT OF ROOM"; TAB( 26);U(I)

8810 NEXT I
8825 IF X$ = "Y" THEN PRINT D$;
      "PR#0"
8830 PRINT : PRINT : INPUT "PRES
      S RETURN TO CONTINUE";M$
8835 GOTO 8910
8837 REM
8838 REM SECONDARY LEVEL ANALYS
      IS
8839 REM
8840 M$ = "WHAT IS SCHEDULED TIME
      ? ":L = 3: GOSUB 19000:AL =
      VAL (XX$)
8850 IF (AL < AV(0) - 5) OR (AL >
      AV(0) + 5) THEN OP(10) = 1
8860 IF AV(1) > = 85 THEN PRINT
      : PRINT "YOUR CLASS'S ENG.RA
      TE IS GOOD": GOTO 8890
8870 OP(11) = 1:OP(12) = 1
8880 PRINT : PRINT "YOU SHOULD P
      ROBABLY TRY TO INCREASE": PRINT
      " YOUR ENGAGEMENT RATE OF ";
      AV(1);"%
8885 PRINT : INPUT "WHAT IS YOUR
      ENGAGEMENT RATE GOAL? ";ER

```

```

8870 NG = INT (AL * ER / 100 + .
5)
8900 IF (NG < AV(2) - 5) OR (NG >
AV(2) + 5) THEN OP(4) = 1
8902 PRINT : PRINT "RESULTING ST
.ENG.TIME GOAL IS ";NG;" MIN
."
8904 PRINT : PRINT : INPUT "PRES
S RETURN TO CONTINUE";M$
8910 IF X$ = "Y" THEN PRINT D$;
"PR#1"
8911 IF X$ = "Y" THEN PRINT CHR$
(12)
8916 HOME : PRINT : PRINT
8920 PRINT "YOUR TIME GOALS ARE:
"
8930 PRINT : PRINT TAB( 5);"ST.
ENG.TIME = ";NG;" MIN."
8940 PRINT : PRINT TAB( 5);"ENG
.RATE = ";ER;"%"
8950 PRINT : PRINT TAB( 5);"ALL
OC.TIME = ";AL;" MIN."
8955 IF NG > AV(2) THEN OP(4) =
1
8956 IF AL > AV(0) THEN OP(5) =
1
8957 IF ER > AV(1) THEN OP(6) =
1
8960 PRINT D$;"BLOAD CHAIN,A520"

8970 CALL 520"CONF.PART4"
8980 GOTO 19999
8990 END
19000 PRINT : PRINT M$
19010 INPUT XX$
19020 IF LEN (XX$) = 0 THEN PRINT
: PRINT "NO ENTRY MADE.TRY A
GAIN.": PRINT : GOTO 19000
19030 IF LEN (XX$) > L THEN PRINT
: PRINT "TOO LONG. ";L;" CHAR
ACTERS ONLY.": PRINT : GOTO
19000
19040 RETURN
19080 PRINT : PRINT M$
19090 INPUT XX$
19100 IF LEN (XX$) = 0 THEN PRINT
: PRINT "NO ENTRY MADE.TRY A
GAIN.": PRINT : GOTO 19080
19110 IF ASC (XX$) < > 7B AND
ASC (XX$) < > 89 THEN PRINT
: PRINT "ENTRY MUST BE YES O
R NO": PRINT : GOTO 19080
19120 RETURN
19860 REM FIND ZONE NZ$ CORRES.
TO COV/ST.ENG.TIME NG
19870 I = ASC (YX$) - 64
19875 MC = MC(I)
19880 FOR J = 1 TO K(I) + 1
19890 IF NG < CA(I,J) THEN GOTO
19920

```

```

19900 NEXT J
19905 NZ$ = EA$(I,J + 1)
19910 IF NZ$ = "" THEN NZ$ = EA$
      (I,J - 1):J = JH: RETURN
19920 NZ$ = EA$(I,J): RETURN
19930 REM BELOW ZONE
19940 IF AC > = 80 THEN PRINT
      : PRINT "YOU SHOULD MOVE TO
      AT LEAST THE AT ZONE":J = 2
19950 IF AC < 80 THEN PRINT : PRINT
      "YOU SHOULD MOVE TO THE ABOVE
      ZONE":J = 3:JH = JH - 1
19955 NZ$ = EA$(I,J)
19960 RETURN
19965 REM AT ZONE
19970 IF AC > = 80 THEN PRINT
      : PRINT "IT'S OK TO REMAIN I
      N THE AT ZONE": PRINT "DO YOU
      WANT TO:": PRINT : PRINT "
      1)REMAIN IN THE AT ZONE": PRINT
      : PRINT "2)MOVE TO THE ABOVE
      ZONE"
19975 IF AC > = 80 THEN PRINT
      : INPUT "PLEASE ENTER 1 OR 2
      ..":AZ$: IF VAL (AZ$) < >
      1 AND VAL (AZ$) < > 2 THEN
      GOTO 19975
19976 IF AC > = 60 AND VAL (AZ
      $) = 2 THEN J = 3: PRINT "TH
      IS ZONE BEGINS AT ";CA(I,J)
19977 IF AC > = 80 THEN GOTO 1
      9990
19980 IF AC < 80 THEN PRINT : PRINT
      "YOU SHOULD MOVE TO THE ABOVE
      ZONE":J = 3
19985 NZ$ = EA$(I,J)
19990 RETURN
20000 REM ABOVE ZONE
20005 PRINT "DO YOU WANT TO:"
20015 PRINT : PRINT "1)REMAIN WH
      ERE YOU ARE IN THE ABOVE ZON
      E": PRINT "2)MOVE HIGHER IN
      THE ABOVE ZONE": PRINT : INPUT
      "PLEASE ENTER 1 OR 2..":AZ$:
      IF VAL (AZ$) < > 1 AND VAL
      (AZ$) < > 2 THEN GOTO 2001
      5
20020 RETURN

IFR#()
ILTSI

10000 REM SUMMARY OF CONFERENCE

10010 IF X$ = "Y" THEN PRINT D$
      ;"PR#1": PRINT CHR$ (12)
10012 PRINT : PRINT : HOME
10014 PRINT TAB( 12)"CONFERENCE
      SUMMARY"
10016 PRINT TAB( 12)"*****

```

```

*****"
10018 PRINT
10020 PRINT "YOU HAVE IDENTIFIED
IMPROVEMENT": PRINT "OPPORT
UNITIES IN THE FOLLOWING ARE
AS:"
10040 IF OP(1) = 1 THEN PRINT :
PRINT SPC( 5);"PRIOR LEARN
ING:ADDRESSING": PRINT SPC(
5);"STRENGTHS & WEAKNESSES I
N": PRINT SPC( 5);"UNIT PLA
NS"
10050 IF OP(2) = 1 THEN PRINT :
PRINT SPC( 5);"COVERAGE OF
CRITERION-RELATED": PRINT SPC(
7);"CONTENT"
10070 IF OP(3) = 1 THEN PRINT :
PRINT SPC( 5);"MASTERY OF
CONTENT UNITS": PRINT SPC(
5);"IN ";NM;" OUT OF ";U;" T
OPICS"
10090 IF OP(4) = 1 THEN PRINT :
PRINT SPC( 5);"STUDENT ENG
AGED TIME"
10100 IF OP(5) = 1 THEN PRINT :
PRINT SPC( 5);"ALLOCATED T
IME"
10110 IF OP(6) = 1 THEN PRINT :
PRINT SPC( 5);"ENGAGEMENT
RATE---": PRINT SPC( 7);"MOS
T FREQUENT UNENG. BEH. ---";C$(
0)
10120 IF ASC (X$) = 89 THEN PRINT
D$;"PR#0"
10121 VTAB 24: INPUT "PRESS <RET
URN> TO CONTINUE...";BL$
10122 HOME
10125 PRINT : PRINT "WHAT AREAS
WOULD YOU LIKE TO IMPROVE IN
?"
10130 PRINT SPC( 5)"1) PRIOR LE
ARNING:ADDRESSING"
10140 PRINT SPC( 8)"STRENGTHS A
ND WEAKNESSES IN"
10150 PRINT SPC( 8)"LESSON PLAN
S"
10155 PRINT
10160 PRINT SPC( 5)"2) COVERAGE
OF CRITERION-RELATED"
10170 PRINT SPC( 8)"CONTENT"
10175 PRINT
10180 PRINT SPC( 5)"3) MASTERY
OF CONTENT UNITS"
10185 PRINT
10190 PRINT SPC( 5)"4) STUDENT
ENGAGED TIME"
10191 PRINT
10195 PRINT : PRINT SPC( 5)"5)
ENTER YOUR OWN COMMENTS"
10197 PRINT

```

```

10198 PRINT SPC( 5)"6) END CONF
ERENCE"
10200 PRINT : PRINT : PRINT "YOU
R SELECTION?"
10201 ROW = PEEK (37): VTAB ROW:
HTAB 18
10202 GET S$
10205 IF VAL (S$) < 1 OR VAL (
S$) > 6 THEN GOTO 10202
10206 PRINT S$
10207 VTAB 24: HTAB 1: INPUT "PR
ESS <RETURN> TO CONTINUE..."
;EL$
10210 ON VAL (S$) GOSUB 11000,1
2000,13000,14000,19000,25000

10215 GOTO 10122
10290 HOME : PRINT "THIS IS THE
END OF ": PRINT "THE CONFERE
NCE PROGRAM."
10300 PRINT : PRINT "TWO CONFERE
NCE TASKS REMAIN": PRINT "TO
BE COMPLETED."
10310 PRINT : PRINT SPC( 5);"(1
) CHOOSE THE AREAS THAT YOU
WANT": PRINT SPC( 9);"TO (M
PROVE UPON"
10320 PRINT : PRINT SPC( 5);"(2
) DESCRIBE THE IMPROVEMENT P
LAN,"
10330 PRINT SPC( 9);"INDICATING
WHAT,WHEN,": PRINT SPC( 9)
;"WHERE,AND HOW."
10340 END
11000 HOME : PRINT SPC( 5)"SUGG
ESTIONS FOR IMPROVEMENT IN"
11005 PRINT SPC( 3)"DETERMINING
STRENGTHS AND WEAKNESSES"
11006 D$(L(5) + 20) = ""
11007 D$(L(5) + 21) = ""
11008 D$(L(6) + 22) = ""
11010 FOR X = 1 TO 39
11020 PRINT "*";
11030 NEXT X
11040 PRINT : PRINT
11050 PRINT "1) DETERMINE FROM L
AST YEAR'S ITEM"
11060 PRINT SPC( 3)"ANALYSIS OR
GROUP ANALYSIS REPORT"
11070 PRINT SPC( 3)"FROM STANDA
RDIZED TEST"
11075 PRINT
11080 PRINT "2) DETERMINE FROM L
AST YEAR'S TEST"
11085 PRINT
11090 PRINT "3) DISCUSS WITH LAS
T YEAR'S TEACHER(S)"
11095 PRINT
11100 PRINT "4) GIVE DIAGNOSTIC
TEST AT BEGINNING OF"

```

```

11110 PRINT SPC( 3)"YEAR"
11120 VTAB 21
11130 PRINT "ENTER UP TO THREE S
TRATEGIES, OR "
11140 PRINT "PRESS <R> TO RETURN
TO MENU"
11150 VIAB 22: HTAB 30
11155 C = 0: X = 30
11160 C = C + 1
11170 IF C = 4 THEN C = 0: GOTO
11200
11180 VTAB 22: HTAB X: GET A$
11190 IF A$ = "R" THEN GOTO 112
00
11191 IF VAL (A$) < 1 OR VAL (
A$) > 4 THEN GOTO 11180
11192 PRINT A$
11195 IF C = 1 THEN D$(L(5) + 20
) = A$: X = 33
11196 IF C = 2 THEN D$(L(5) + 21
) = A$: X = 36
11197 IF C = 3 THEN D$(L(5) + 22
) = A$: X = 39
11199 GOTO 11160
11200 VTAB 24: HTAB 1
11210 FOR Z = 1 TO 2000: NEXT Z:
RETURN
12000 HOME : PRINT SPC( 5)"SUGG
ESTIONS FOR IMPROVEMENT IN"
12001 D$(L(5) + 24) = ""
12002 D$(L(5) + 25) = ""
12003 D$(L(5) + 26) = ""
12010 PRINT SPC( 14)"COVERAGE"
12020 FOR Z = 1 TO 39
12030 PRINT "*";
12040 NEXT Z
12050 PRINT : PRINT
12060 PRINT "1) SPEND LESS TIME
ON SKILLS RELATING"
12070 PRINT SPC( 3)"TO CLASS'S
PRIOR LEARNING STRENGTHS"
12080 PRINT "2) REARRANGE TOPICS
TO TEACH UNTESTED"
12090 PRINT SPC( 3)"SKILLS AFTE
R TEST"
12100 PRINT "3) COVER ONLY CORE
SKILLS IN EACH"
12110 PRINT SPC( 3)"CHAPTER"
12120 PRINT "4) INCREASE THE TIM
E SET ASIDE FOR"
12130 PRINT SPC( 3)"INSTRUCTION
"
12140 PRINT "5) INCREASE GENERAL
PACE OF INSTRUCTION"
12150 PRINT "6) RESEARCH MOST EF
FICIENT AND"
12160 PRINT SPC( 3)"EFFECTIVE T
EACHING FOR SPECIFIC"
12170 PRINT SPC( 3)"TOPICS"
12180 PRINT "7) GROUP STUDENTS H

```

```

        HOMOGENEOUSLY"
12190  VTAB 21
12200  PRINT "ENTER UP TO THREE S
        TRATEGIES"
12210  PRINT "PRESS <R> TO RETURN
        TO MENU"
12215  C = 0: X = 30
12240  VTAB 22: HTAB X
12245  C = C + 1
12246  IF C = 4 THEN GOTO 12500
12250  GET A$
12260  IF A$ = "R" THEN GOTO 125
        00
12270  IF VAL (A$) < 1 OR VAL (
        A$) > 7 THEN GOTO 12250.
12280  PRINT A$
12290  IF C = 1 THEN D$(L(5) + 24
        ) = A$: X = 33
12300  IF C = 2 THEN D$(L(5) + 25
        ) = A$: X = 36
12310  IF C = 3 THEN D$(L(5) + 26
        ) = A$: X = 39
12315  PRINT
12320  GOTO 12240
12500  FOR Z = 1 TO 2000: NEXT Z:
        RETURN
13000  HOME : PRINT SPC( 5)"SUGG
        ESTIONS FOR IMPROVEMENT IN"
13001  D$(L(5) + 28) = ""
13002  D$(L(5) + 29) = ""
13003  D$(L(5) + 30) = ""
13010  PRINT SPC( 8)"MASTERY OF
        CONTENT UNITS"
13020  FOR Z = 1 TO 39
13030  PRINT "*"
13040  NEXT Z
13045  PRINT : PRINT
13050  PRINT "1) ANALYZE DAILY SU
        CCESS PATTERNS-"
13060  PRINT "2) DETERMINE UNIT T
        EST VALIDITY"
13070  PRINT SPC( 3)"OR ALIGNMEN
        T WITH INSTRUCTION"
13080  PRINT "3) HOMOGENEOUSLY GR
        OUP STUDENTS FOR"
13081  PRINT SPC( 3)"REMEDICATION
        AND/OR PRIOR LEARNING"
13082  PRINT SPC( 3)"DEFICIENCIES
        "
13090  PRINT "4) LOWER STANDARDS
        OR NON-CORE SKILLS"
13100  PRINT "5) RETEACH USING A
        DIFFERENT APPROACH"
13110  PRINT "6) SLOW PACING"
13120  PRINT "7) INCREASE MOTIVAT
        ION"
13130  PRINT "8) DECREASE ABSENCE
        "
13140  VTAB 21
13150  PRINT "ENTER UP TO THREE S

```

```

    TRATEGIES, OR"
11150 PRINT "PRESS <R> TO RETURN
    TO MENU"
11170 C = 0: X = 30
11175 C = C + 1
11175 IF C = 4 THEN C = 0: GOTO
    10500
11180 VTAB 22: HTAB X
11190 GET A$
11200 IF A$ = "R" THEN GOTO 135
    00
11210 IF VAL (A$) < 1 OR VAL (
    A$) > 9 THEN GOTO 13190
11220 PRINT A$
11230 IF C = 1 THEN D$(L(5) + 28
    ) = A$: X = 33
11240 IF C = 2 THEN D$(L(5) + 29
    ) = A$: X = 36
11250 IF C = 3 THEN D$(L(5) + 30
    ) = A$: X = 39
11260 GOTO 13175
13500 FOR Z = 1 TO 2000: NEXT Z:
    RETURN
14000 IF C$(0) = "M" THEN GOSUB
    15000
14020 IF C$(0) = "U" THEN GOSUB
    16000
14030 IF C$(0) = "O" THEN GOSUB
    17000
14040 IF C$(0) = "S" OR C$(0) =
    "D" THEN GOSUB 18000
14041 D$(L(5) + 32) = ""
14042 D$(L(5) + 33) = ""
14043 D$(L(5) + 34) = ""
14050 VTAB 21
14060 PRINT "ENTER UP TO THREE S
    TRATEGIES, OR"
14070 PRINT "PRESS <R> TO RETURN
    TO MENU"
14080 C = 0: X = 30
14090 C = C + 1
14100 IF C = 4 THEN GOTO 14999
14110 VTAB 22: HTAB X
14120 GET A$
14130 IF A$ = "R" THEN GOTO 149
    99
14140 IF VAL (A$) < 1 OR VAL (
    A$) > 5 THEN GOTO 14120
14150 PRINT A$
14160 IF C = 1 THEN D$(L(5) + 32
    ) = A$: X = 33
14170 IF C = 2 THEN D$(L(5) + 33
    ) = A$: X = 36
14180 IF C = 3 THEN D$(L(5) + 34
    ) = A$: X = 39
14190 GOTO 14090
14990 FOR Z = 1 TO 2000: NEXT Z:
    RETURN
14999 FOR Z = 1 TO 2000: NEXT Z:
    RETURN

```



```

15000 HOME : PRINT SPC( 5)"SUGG
ESTIONS FOR IMPROVEMENT IN"
15010 PRINT "ENGAGEMENT RATE-MAN
AGEMENT/TRANSITION"
15020 FOR Z = 1 TO 39
15030 PRINT "*";
15040 NEXT Z
15050 PRINT : PRINT
15060 PRINT "1) HAVE MATERIALS A
ND SUPPLIES READY"
15070 PRINT SPC( 3)"IN ADVANCE"

15075 PRINT
15080 PRINT "2) USE MORE ROUTINE
S AND STANDARD"
15090 PRINT SPC( 3)"PROCEDURES"

15095 PRINT
15100 PRINT "3) REDUCE TIME STUD
ENTS WANT FOR HELP"
15110 PRINT SPC( 3)"ON NEW ACTI
VITY"
15115 PRINT
15117 PRINT "4) MINIMIZE INTERRU
PTIONS"
15118 PRINT
15120 PRINT "5) SET TIME LIMITS"

15130 RETURN
16000 HOME : PRINT SPC( 5)"SUGG
ESTIONS FOR IMPROVEMENT IN"
16010 PRINT "ENGAGEMENT RATE-UNO
CCUPIED/OBSERVING"
16020 FOR Z = 1 TO 39
16030 PRINT "*";
16040 NEXT Z
16050 PRINT : PRINT
16060 PRINT "1) PLAN CONTINUOUS
ACTIVITIES
16070 PRINT
16080 PRINT "2) MOVE AROUND ROOM
"
16085 PRINT
16090 PRINT "3) REINFORCE GOOD B
EHAVIOR"
16095 PRINT
16100 PRINT "4) RESTRUCTURE PHYS
ICAL ENVIRONMENT"
17000 HOME : PRINT SPC( 5)"SUGG
ESTIONS FOR IMPROVEMENT IN"
17010 PRINT SPC( 7)"ENGAGEMENT
RATE-OUT OF ROOM"
17020 FOR Z = 1 TO 39
17030 PRINT "*";
17040 NEXT Z
17050 PRINT : PRINT
17060 PRINT "1) REFUSE PERMISSIO
N FOR UNNECESSARY"
17070 PRINT SPC( 3)"EXCURSIONS"

```

```

17080 PRINT
17090 PRINT "2) ALLOW ONLY 1 STU
      DENT AT A TIME TO GO"
17100 PRINT SPC( 3)"TO THE LAVO
      RATORY"
17200 PRINT
17300 PRINT "3) TIGHTEN SCHOOL P
      OLICIES"
18000 HOME : PRINT SPC( 5)"SUGG
      ESTIONS FOR IMPROVEMENT IN"
18010 PRINT "ENGAGEMENT RATE-SOC
      IALIZING/DISCIPLINE"
18020 FOR Z = 1 TO 39
18030 PRINT "*";
18040 NEXT Z
18050 PRINT : PRINT
18060 PRINT "1) SEPARATE STUDENT
      S"
18070 PRINT
18080 PRINT "2) STATE EXPECTATIO
      NS AND MONITOR"
18090 PRINT SPC( 3)"BEHAVIOR"
18100 PRINT
18110 PRINT "3) REINFORCE GOOD B
      EHAVIOR"
18120 RETURN
19000 HOME : VTAB 5:A1$ = "":A2$
      = ""
19005 V = 0:D$(L(5) + 36) = "":D$
      (L(5) + 37) = ""
19190 PRINT "PLEASE ENTER YOUR C
      OMMENTS BELOW:"
19200 PRINT : PRINT
19300 & POS FLD,6,36
19310 & INPUT ,W$,0
19315 PRINT
19320 & POS FLD,6,37
19330 & INPUT ,W2$,0
19340 D$(L(5) + 36) = W$
19350 D$(L(5) + 37) = W2$
19360 VTAB 24: INPUT "PRESS <RET
      URN> TO RETURN TO MENU";BL$
19370 RETURN
25000 IF X$ = "Y" THEN PRINT CHR$
      (4);"PR#1"
25005 HOME : PRINT : PRINT "THIS
      IS THE END OF THE CONFERENC
      E"
25010 PRINT "PROGRAM. YOUR DATA
      IS BEING STORED AS"
25020 PRINT "FOLLOWS:"
25021 D$(L(5) + 19) = ""
25022 D$(L(5) + 23) = ""
25023 D$(L(5) + 31) = ""
25024 D$(L(5) + 27) = ""
25030 PRINT
25035 D$(L(5) + 10) = STR$(NM)
25036 D$(L(5) + 11) = STR$(U)
25037 IF OP(3) = 1 THEN D$(L(5) +
      27) = "X"

```

```

25040 & POS FLD,6,10
25050 & PRTNAME,0
25060 & PRINT ,D$(L(5) + 10)
25070 & POS FLD,6,11
25080 & PRTNAME,0
25090 & PRINT ,D$(L(5) + 11)
25095 PRINT
25100 IF OP(1) = 1 THEN D$(L(5) +
19) = "X"
25110 IF OP(2) = 1 THEN D$(L(5) +
23) = "X"
25120 IF OP(4) = 1 OR OP(5) = 1 OR
OP(6) = 1 THEN D$(L(5) + 31)
= "X"
25130 D$(L(5) + 12) = STR$(CT)
25140 D$(L(5) + 13) = STR$(AV(2
))
25250 D$(L(5) + 14) = STR$(AV(0)
))
25260 D$(L(5) + 15) = STR$(AV(1
))
25270 D$(L(5) + 16) = STR$(NG)
25280 D$(L(5) + 17) = STR$(AL)
25290 D$(L(5) + 18) = STR$(ER)
25295 D$(L(5) + 35) = C$(0)
25300 & POS FLD,6,12
25310 & PRTNAME,0
25320 & PRINT ,D$(L(5) + 12)
25330 & POS FLD,6,13
25335 PRINT
25340 & PRTNAME,0
25350 & PRINT ,D$(L(5) + 13)
25360 & POS FLD,6,14
25370 & PRTNAME,0
25380 & PRINT ,D$(L(5) + 14)
25390 & POS FLD,6,15
25400 & PRTNAME,0
25410 & PRINT ,D$(L(5) + 15)
25415 PRINT
25420 & POS FLD,6,16
25430 & PRTNAME,0
25440 & PRINT ,D$(L(5) + 16)
25450 & POS FLD,6,17
25460 & PRTNAME,0
25470 PRINT " ";D$(L(5) + 17);
25480 & POS FLD,6,18
25490 & PRTNAME,0
25500 & PRINT ,D$(L(5) + 18)
25505 PRINT
25510 & POS FLD,6,19
25520 & PRTNAME,0
25530 & PRINT ,D$(L(5) + 19)
25540 & POS FLD,6,20
25550 & PRTNAME,0
25560 & PRINT ,D$(L(5) + 20)
25570 & POS FLD,6,21
25580 & PRTNAME,0
25590 & PRINT ,D$(L(5) + 21)
25595 PRINT
25610 PRINT "COVERAGE ";

```

25620 & PRINT ,D\$(L(5) + 22)
 25630 & POS FLD,6,23
 25650 & PRINT ,D\$(L(5) + 23)
 25660 & POS FLD,6,24
 25670 & PRTNAME,0
 25680 & PRINT ,D\$(L(5) + 24)
 25690 & POS FLD,6,25
 25700 & PRTNAME,0
 25710 & PRINT ,D\$(L(5) + 25)
 25720 & POS FLD,6,26
 25730 & PRTNAME,0
 25740 & PRINT ,D\$(L(5) + 26)
 25745 PRINT
 25750 & POS FLD,6,27
 25760 & PRTNAME,0
 25770 & PRINT ,D\$(L(5) + 27)
 25780 & POS FLD,6,28
 25790 & PRTNAME,0
 25800 & PRINT ,D\$(L(5) + 28)
 25810 & POS FLD,6,29
 25820 & PRTNAME,0
 25830 & PRINT ,D\$(L(5) + 29)
 25840 & POS FLD,6,30
 25850 & PRTNAME,0
 25860 & PRINT ,D\$(L(5) + 30)
 25865 PRINT
 25870 & POS FLD,6,31
 25880 & PRTNAME,0
 25890 & PRINT ,D\$(L(5) + 31)
 25900 & POS FLD,6,32
 25910 & PRTNAME,0
 25920 & PRINT ,D\$(L(5) + 32)
 25930 & POS FLD,6,33
 25940 & PRTNAME,0
 25950 & PRINT ,D\$(L(5) + 33)
 25960 & POS FLD,6,34
 25970 & PRTNAME,0
 25980 & PRINT ,D\$(L(5) + 34)
 25985 PRINT
 25990 & POS FLD,6,35
 26000 & PRTNAME,0
 26010 & PRINT ,D\$(L(5) + 35)
 26020 & POS FLD,6,36
 26030 & PRTNAME,0
 26035 PRINT
 26040 & PRINT ,D\$(L(5) + 36)
 27050 & POS FLD,6,37
 27060 & PRTNAME,0
 27070 & PRINT ,D\$(L(5) + 37)
 27080 & RECUPD,6,D\$(1)