

# Setting the record straight

A chart ("Statistical 'proof' proves elusive") that appeared on Page 20A on Monday with the second installment of the "What works? Schools seek results" series contained an error. The test score for Grade 2 for spring 1999 was incorrect. Here is a correct version of the chart.

## Statistical 'proof' proves elusive

When educators look to test results to try to prove reading programs' effectiveness, definitive data is hard to come by. In this case, data from the Fremont Unified School district can be read two ways — one showing success, the other no change. These statistics show the national percentile ranking for each grade on standardized reading tests.

### READ ACROSS — THEY'RE GETTING BETTER

Compared with the "baseline" first-grade class of spring 1997, the first-graders of 1998 and 1999, after the program began, appear to have made great strides.

	Before Open Court 1997	First year spring 1998	Second year spring 1999
Grade 1	62%	76%*	79%
Grade 2	54%	64%*	71%
Grade 3	60%	56%*	62%

### READ DIAGONALLY — THEY'RE TREADING WATER

But no change is apparent when one follows the first-grade class of spring 1997 through second grade in 1998 and third grade in 1999. And the first-graders of 1998 appear to have lost ground in 1999.

	Before Open Court 1997	First year spring 1998	Second year spring 1999
Grade 1	62%	76%*	79%
Grade 2	54%	64%*	71%
Grade 3	60%	56%*	62%

\* An added complication is that the district changed reading tests in 1998. The district gave students both types of tests that year. The results only varied by one or two percentage points, suggesting they are comparable. The charts here show results from the newer test.

