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ABSTRACT

An overall analysis is made of the impact of Grade 3 Title I reading programs in the State of Michigan. An attempt is made to estimate the effectiveness of particular reading programs for low-scoring, middle-scoring, and high-scoring pupils for the purpose of identifying exemplary programs. In addition, a rank ordering of the various programs relative to one another and to "regular" Grade 3 programs in the state is made. The Primary II Reading Test of the Metropolitan Achievement Tests was used for pretesting and posttesting. Site visits were also made to all of the schools in the study to collect information. Two different statistical methods were used to analyze the data: (1) analysis of change scores; and (2) one based on within-school regression lines. The major conclusion reached as a result of the study findings is that Title I reading programs in Grade 3 in Michigan vary considerably as to effectiveness from one program to another. The three appendixes to the report provide a listing of participants, data collection form, and supporting tables in Appendix A; Appendix B presents 12 tables and 9 figures; and Appendix C contains program data on 16 schools relating to 6 program areas. (DB)

PR-72-5

THE IMPACT OF MICHIGAN 1970-71 GRADE THREE TITLE I READING PROGRAMS

Gary L. Marco

March 1972

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

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by

Gary L. Marco

A report to the

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CONTENTS

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FIGURES

TABLES

TABLES (cont'd)

I. PURPOSE AND METHODS OF THE STUDY

Statement of Purpose

The purpose of this study was to estimate the impact of 1970-71 ESEA Title I third-grade reading programs in the State of Michigan. Because of cost considerations, it was necessary to study a sample of these programs. (Sampling details are given in the sampling section of this report.)

A statement of the general impact of grade three Title I reading programs would appear to be useful, and in this report an overall analysis is presented. However, since there is considerable variability in the quality of Title I reading programs, the general impact does not accurately describe Title I effectiveness; some programs may be very effective, and others not so effective. Moreover, a particular program is not necessarily effective for all types of students. Some programs may work better for higher ability students, while others may work better for lower ability students. Therefore, in this study an attempt was made to estimate the effectiveness of particular grade three Title I reading programs for low-scoring, middle-scoring, and high-scoring pupils for the purpose of identifying examplary programs. ("Low-scoring," "middle-scoring," and "high-scoring" are defined explicitly later in the report.)

This study, then, provides an overall analysis of the impact of grade three Title I reading programs. In addition, it provides a rank ordering of the various programs relative to one another and to "regular"

grade three programs operating in the state. In this way it is possible to identify those Title I programs that were not only more effective than other Title I programs but more effective than regular classroom programs as well. It is also possible to identify regular classroom programs that might serve as models for future Title I programs.

Sample

Since sufficient funds did not exist to study all Title I programs, or even all grade three Title I programs in the State of Michigan, it was necessary to draw a sample of existing programs.

The following sampling plan was used:

1. Districts having a relatively high dollar allocation from Title I funds were selected (N = 22).
2. Within each district the following schools were identified:
   a. The school ranking highest in terms of need as determined by the district (unmatched treatment school).
   b. The school just above the cutting point for receiving Title I funds (matched treatment school).
   c. The school that was just below the cutting point for receiving Title I funds (comparison school).
3. In each school all students in grade three were included in the sample.

In some districts an appropriate comparison school could not be identified. In those cases all of the schools were classified as unmatched treatment schools.

At least one school was to have been selected from each of these categories. However, in one district (Port Huron) an appropriate comparison school could not be identified, and in Muskegan more than one comparison school existed. One of these (Code 144) was not included in the analysis because it was not considered to be as appropriate as the other comparison school. In all, there were 22 comparison schools, 19 treatment schools that were matched with the comparison schools, and 29 treatment schools that were not matched with comparison schools.

The matched treatment schools were selected because they were judged to be similar to the comparison schools and thus could be compared with them. However, the students in the Title I programs in the matched treatment schools would likely be the "neediest" students in the schools and would thus score lower on the average on a reading achievement test than the students from the comparison schools.

All of the schools in the sample agreed to test their students. Tests were administered at each school in the fall and in the spring. The fall test dates for the various school districts fell between October 26, 1970, and November 18, 1970; the spring test dates, between April 22, 1971, and June 8, 1971. The dates of the testings as reported by the schools are shown in Appendix A. Those students who were not present on the test dates were not tested. As a result three groups of students can be identified: (a) those who took only the pretest, (b) those who took only the posttest, and (c) those who took both tests. Some of these participated in Title I reading programs and some did not participate in Title I reading programs. Thus, there was a total of six subgroups.

This study is concerned only with the students who took both tests. Of these 25 had scores out of range or incomplete scores and 20 were omitted when the groups were combined (see Definition of Treatment and Comparison Groups). Of the 3,749 students that remained, 754 were enrolled in a Title I reading program.

The schools that participated in the study, the number of students tested, and related data are given in Appendix A.

Design

The design for this study was quasi-experimental; treatment and comparison groups were used, but students were not assigned randomly to them. The treatment groups consisted of those third-graders in Title I schools who participated in a Title I reading program. The comparison consisted of (a) those students in Title I schools who did not participate in a Title I reading program and (b) those students in non-Title I (comparison) schools.

It is important to realize that the comparison groups as well as the treatment groups had a reading program - the regular school reading program or some special program not funded by Title I.

The extent to which those students participating in the Title I reading program at a given school also participated in the regular school reading program is not known. Such knowledge would have enabled one to divide the treatment groups into those for whom the Title I program was supplemental and those for whom it was substitutive. This refinement in the design was not possible in this study.

The main problem with the design is that the comparison groups are not really comparable to the Title I participants. Since the "neediest" students participate in Title I programs, their av[illegible]e on the pretest is lower than the average score of a comparison group. In addition, they continue to "grow" at a slower rate than the comparison group (unless a special program is dramatically effective). Thus, even though a Title I program may be effective, the average growth of the superior, comparison group will usually be larger than the average growth of the treatment group and the treatment effects go unnoticed.

Errors of measurement further compound the problem in that low-scoring students tend to have larger gains than they would otherwise experience, even larger than the gains of high-scoring students. Conversely, high-scoring students tend to have smaller gains than they would experience on an error-free measure (Lord, 1963).

The methods of analysis described later are designed to correct in part for the initial differences among the various Title I and non-Title I groups. However, the reader should realize that no completely adequate statistical method exists for adjusting for initial group differences. In the analysis no correction was used to adjust for errors of measurement.

Data Collection

Instruments. The Primary II Reading Test of the Metropolitan Achievement Tests was used for pretesting and posttesting. Form F was given as

the pretest and Form G as the posttest. As was stated earlier, the pretest at a given school was given in October or November and the posttest in April, May, or June.

The Primary II Reading Test, which is appropriate for second and third grade students, was selected in order to have a test that was appropriate for disadvantaged students. Since the students in grade three Title I programs are low-scoring students, it was thought that the test would be more appropriate than a test designed for third and fourth grade students.

Word Knowledge, Reading, and Total Reading raw scores were obtained and converted to standard scores, which are comparable from one form to another. Thus, the scores on the pretest and posttest were comparable. The standard scores were not converted to grade equivalents--for two reasons. First, standard scores are more precise; that is, a particular grade equivalent may correspond to several standard scores. Second, grade equivalents are subject to misinterpretation.

The ranges of pretest and posttest scores, given in Table 1, indicate that the test was appropriate for both Title I and non-Title I students. A small percentage of students obtained the highest or lowest possible test score on any of the subtests. However, a slight ceiling effect is noticeable on the posttest, particularly for the non-participants.

Site Visits. In March several representatives of the Michigan State Department of Education made visits to all of the schools in the

Table 1

Number and Percent of Title I Participants and Non-Participants Obtaining the Highest or Lowest Possible Score on the Metropolitan Primary II Reading Achievement Test

	Title I Participants (N = 754)				Non-Participants (N = 2995)			
	Highest Score		Lowest Score		Highest Score		Lowest Score	
Score and Test	N	%	N	%	N	%	N	%
Word Knowledge								
Pretest (Form F)	4	0.5	0	0.0	87	2.9	0	0.0
Posttest (Form G)	11	1.5	0	0.0	173	5.8	1	0.1-
Reading								
Pretest (Form F)	2	0.3	0	0.0	44	1.5	1	0.1-
Posttest (Form G)	8	1.1	0	0.0	126	4.2	0	0.0
Total Reading								
Pretest (Form F)	1	0.1	0	0.0	16	0.5	0	0.0
Posttest (Form G)	2	0.3	0	0.0	34	1.1	0	0.0

study. The purpose of the visits was to collect information about the Title I programs and other possible factors that might explain unusual reading improvement. The form used for these visits is in Appendix A.

Definition of the Treatment and Comparison Groups

The treatment and comparison groups were identified initially by local school district personnel. The school staff was asked to indicate on each student's pretest booklet whether or not the student was participating in a Title I program. Then, rosters that included this identifying

information were prepared and sent out to the schools. The school staff was asked to identify the students who were participating in Title I reading programs and to return the rosters. Thus, in each school a student was classified as a participant in a Title I reading program or as a non-participant. Although each of the treatment schools was expected to have a reasonably large number of Title I participants in grade three, it was later discovered that, in some of the schools, only a few third graders were participating in Title I reading programs. As a result, it was necessary to combine students from these schools in order to estimate the program effect with any kind of reliability. In a few cases, non-participants from various schools also had to be combined.

For purposes of this study, in which an estimate of the effectiveness of a program for low-, middle-, and high-scoring students was desired, students were combined so that a group would have as a minimum about 25 students. The grouping was done primarily on the basis of the information furnished by the site visits of March 1971. This information included a description of the Title I reading program, if one existed, in terms of its objectives, the methodology to achieve the objectives, exemplary features, and problem areas. (This information was used to classify schools into the following categories: those with small group instruction (39 schools), those with professional tutors (5 schools), those with non-professional tutors (2 schools), those with large-group instruction (2 schools), and those with no Title I reading programs (22 schools).) Other information used to combine groups included the

number of hours per week a child participated in a given program (also obtained during the site visit) and the district in which the school was located.

The grouping process may be described as follows: First, the Title I participants in those schools in a given school district that had similar programs were grouped together. Then, Title I participants in schools from different districts were combined, primarily on the basis of the number of hours per week per child. Non-participants from schools within a given district were also grouped together in a few instances. The various groups that resulted from this process are shown in Appendix A.

Statistical Methods

Two different statistical methods were used to analyze the data. Both make an adjustment for initial differences in achievement.

1. The first method is the analysis of change (difference) scores. The first step in this procedure is to subtract the pretest score from the posttest score for each individual. The average (mean) change scores for various groups are obtained and then compared by use of analysis of variance (ANOVA).

Here six groups were of interest: Title I participants in matched treatment schools, unmatched treatment schools, and comparison schools (one school that had Title I participants was inadvertently selected as a comparison school), and non-Title I participants in the same three types of schools.

Analysis of variance enables one to estimate the probability that the observed differences in group means would have occurred if the samples were drawn from populations with common means and variances. If the probability is low (say .05 or less), one rejects the hypothesis that the means are equal. The formulas for ANOVA are readily available in applied statistics books and are not repeated here.

The estimated reading program effects for this method of analysis consist of the group means. The Title I effect is the difference between the mean of Title I participants and the mean of students in comparison schools. In this study the mean and standard deviation of the difference scores for individual schools as well as for the six groups already mentioned were calculated.

2. The second method, based on within-school regression lines, is more complicated. Cronbach and Furby (1970) indicated that a useful way to summarize findings when students are not randomly assigned to treatment and comparison groups is to compute the regression line relating the posttest to the pretest, to correct the regression line for the unreliability of the tests, and to plot these lines for each of the groups involved. The complete procedure was not used for this study, as no correction was made for the unreliability of the tests and another technique was substituted for plotting.

The first step was to compute the linear regression line describing the posttest achievement in terms of the pretest achievement. This was done for each of the groups involved.

The next step was to estimate the posttest achievement (School Effectiveness Index) at selected pretest levels (reference points). Three reference points were chosen to represent low-scoring students, middle-scoring students, and high-scoring students. Since reading programs for disadvantaged students are of interest in this study, the three types of students were determined on the basis of the distribution of the pretest scores of Title I participants only. The reference point for the low-scoring students was simply the mean score of the lowest-scoring 25 percent of Title I participants (across schools). Likewise, the reference point for the middle-scoring students was the mean of the middle 50 percent of the students in Title I programs; and for the high-scoring students, the mean of the highest 25 percent of the students in Title I programs.

Then at each reference point for each of the treatment and comparison groups, the School Effectiveness Index (SEI) was calculated from the regression line for the group.

The next step was to determine the 95% confidence interval about the SEI's to give some indication of the precision of the estimate.

The final stage of the analysis was to relate the Mean Difference Scores and SEI's to information that was available on the various groups (program, school, and district information as well as test data).

The information available on the groups is listed below:

Information Available on All Groups

District K-12 Instructional Expense Per Pupil (1969-70)	Data from the Michigan Assessment Program
District Total Current Operating Expenses Per Pupil (1969-70)	
Percent of Non-White Students	
Pupil/Professional Instructional Staff Ratio	
Pupil/Teacher Ratio	
Percent of Teachers with Five or More Years of Experience	
Percent of Teachers with Master's Degree	
Total Number of Students in School	Data from Michigan Department of Education
Total Number of Third Graders	
Other Federal Reading Program in Operation? (Yes, No)	Data from Site Visits
Section 3 Program? (Yes, No)	
Section 12 Program? (Yes, No)	
Private Reading Program? (Yes, No)	
Word Knowledge Mean Score (Pretest, Posttest, and Difference)	Data from Testing
Reading Mean Score (Pretest, Posttest, and Difference)	
Total Reading Mean Score (Pretest, Posttest, and Difference)	
Title I Participation (Yes, No)	
Weeks Between Pretestings and Posttestings	
Percent of Students Tested Taking Both Tests	

Information Available on Title I Groups Only

Hours Per Week a Child Participated in a Title I Reading Program	Data from Site Visits

Except for data from testing, the information available on all groups was school information. Consequently, the information was the same for both the treatment and comparison groups in a given school.

II. RESULTS AND DISCUSSION

Mean Difference Scores

The scores of those students who took both the pretest and the posttest were used to estimate the effects of the various Title I programs. The pretest, posttest, and difference score means and standard deviations for those taking both the pretest and the posttest are shown in Table 2. Not included in the summary are the scores of 17 students from a school (Code 144) that was not considered to be an appropriate comparison school, and one student each from schools (Codes 071, 072, and 074) that had only a single student not in Title I reading. The statistics by school are given in Appendix B. The school summaries are based on the students who had valid scores on all three variables used in the study.

It may be noted in Table 2 that the pretest means of the three groups of students in Title I reading programs are lower than the means of the non-participants. This fact is encouraging in that it confirms that the lowest scoring youngsters were Title I participants.

The analysis of variance of the differences among the difference score means of the six groups is reported in Table 3. It indicates that the differences among the six groups of students identified in Table 2 would occur more than 10 times in 100 if students were randomly sampled from populations with equal means and variances. The inference is that the mean difference scores do not differ from group to group. That the treatment groups apparently performed as well as the comparison groups is encouraging. It was expected that the gains of the comparison groups would be larger, since they had "outgained" the treatment groups in the past. However, regression due to measurement error confuses the issue.

Table 2

Pretest, Posttest, and Difference Score Means and Standard Deviations by Subtest and Type of School

Type of School	In Title I Reading	No. of Students	Pretest		Posttest		Difference	
			Mean	S.D.	Mean	S.D.	Mean[a]	S.D.
			Word Knowledge					
Treatment-Matched	Yes	302	48.9	9.2	56.2	10.0	7.3	6.7
Treatment-Unmatched	Yes	427	47.2	8.9	54.2	10.1	6.9	7.5
Comparison	Yes	25	47.9	9.5	52.2	7.4	4.3	6.9
Total	Yes	754	47.9	9.1	54.9	10.0	7.0	--
Treatment-Matched	No	658	55.9	10.0	62.9	10.9	7.0	7.1
Treatment Unmatched	No	1038	54.5	10.0	61.1	10.6	6.6	7.6
Comparison	No	1299	55.1	10.6	61.8	11.4	6.6	7.9
Total	No	2995	55.1	10.2	61.8	11.0	6.7	--
			Reading					
Treatment-Matched	Yes	302	46.0	10.8	53.3	10.8	7.4	8.5
Treatment-Unmatched	Yes	427	44.3	9.7	51.4	10.1	7.0	9.0
Comparison	Yes	25	46.4	7.0	52.8	6.8	6.4	5.5
Total	Yes	754	45.1	10.1	52.2	10.4	7.1	--
Treatment-Matched	No	658	54.0	10.9	60.5	10.6	6.5	7.9
Treatment-Unmatched	No	1038	51.6	11.2	58.7	10.8	7.1	8.6
Comparison	No	1299	53.1	11.9	59.7	11.6	6.6	8.8
Total	No	2995	52.8	11.5	59.5	11.1	6.7	--
			Total Reading					
Treatment-Matched	Yes	302	46.7	9.7	53.9	9.8	7.2	6.2
Treatment-Unmatched	Yes	427	45.0	8.8	51.7	9.3	6.7	6.7
Comparison	Yes	25	46.1	8.0	51.6	6.1	5.6	5.6
Total	Yes	754	45.7	9.2	52.6	9.5	6.9	--
Treatment-Matched	No	658	54.4	10.4	60.9	10.8	6.5	6.5
Treatment-Unmatched	No	1038	52.4	10.4	58.9	10.8	6.5	7.2
Comparison	No	1299	53.6	11.3	60.0	11.7	6.4	7.4
Total	No	2995	53.4	10.8	59.8	11.2	6.4	--

[a]The difference mean may not be the same as the pretest mean minus the posttest mean because of rounding.

It tends to inflate the gains of low-scoring students and to deflate the gains of high-scoring students (Lord, 1963). The effects of measurement error on the difference scores used in this study are not known.

Table 3

Analysis of Variance of Mean Difference Scores

Source of Variation	df	MS	F	P
		Word Knowledge		
Among Groups	5	70.000	1.225	>.10
Within Groups	3743	57.153		
		Reading		
Among Groups	5	71.487	0.975	>.10
Within Groups	3743	73.306		
		Total Reading		
Among Groups	5	43.150	0.872	>.10
Within Groups	3743	49.464		

The average "gain" score for each of the schools that participated in the study is reported in Appendix B. This score can be interpreted as the school's reading program effect. Table 4 shows the ten groups that had the largest gains in Word Knowledge, Reading, and Total Reading, respectively. It may be noted that four Title I groups are included in this list of "exemplary" programs.

School Effectiveness Indices

The School Effectiveness Indices (SEI's) were computed in the manner described in the section on Statistical Methods. For each of the three scores derived from the Metropolitan Reading Test, three SEI's were computed for each treatment and comparison group by the formula $AX_0 + B$, where A is the slope of the posttest score (Y) on the pretest score (X), B is the intercept, and X_0 is the reference point for the low-scoring, middle-scoring, or high-scoring students. Ninety-five percent confidence limits around this expected value were generated by means of the following

Table 4

Mean Difference Scores for the Top Ten Groups for Each Score and Type of Student[a]

Code	District	School	Group[b]	Mean Difference Score		
				Wk.	Rdg.	Tot. Rdg.
061	Flint	Carpenter Rd.	T	13.1	11.4	10.7
112	Kalamazoo	Lakewood	C	11.9	10.3	11.6
192	Traverse City	East Bay	C	11.8		
111	Kalamazoo	Lincoln	C	11.6	15.7	12.9
223	Van Dyke	Harding	C	11.5		10.7
074	Grand Rapids	Sheldon	T	11.5		
222	Van Dyke	Washington	C	11.3	11.2	10.8
113	Kalamazoo	Burke Acres	C	10.8	11.6	11.8
224	Van Dyke	Macomb	C	10.7		9.6
183	Taylor	Treadwell	T	10.1	10.9	10.3
013	Battle Creek	Wilson	C		12.5	
082	Hamtramck	Holbrook	C		12.0	11.0
161	Port Huron	Harrison	C		9.8	
183	Taylor	Treadwell	C		9.3	
072	Grand Rapids	Campau Park	T			9.1

[a]Groups with fewer than 10 students were not included in the table.

[b]T = Treatment (Title I) Group; C = Comparison Group

formula (see, for example, Miller and Freund, 1965, p. 235):

$$(AX_0 + B) \pm t_{.025} (SE_{est}) \sqrt{\frac{s^2 + (X_0 - \bar{X})^2}{ns^2}}$$

where $t_{.025}$ is the value of t that cuts off 2.5 percent of the upper tail of the t distribution,

SE_{est} is the standard error of estimate for the group,

s^2 is the sample variance of X,

n is the sample size,

$\bar{X}$ is the mean score on X, and

X_0 is the reference point on X.

It may be noted that the confidence interval increases as the reference point moves farther and farther from the mean. Thus, for a given group the most accurate estimate of Y is given at $\bar{X}$. The 95% confidence limits indicate that, if new random samples were drawn, only 5% of them would have expected Y's outside of these limits.

The SEI, the estimated value of Y for a given reference point, was assumed to be the same for each school represented in a particular treatment or comparison group. (The reader may recall that students from some schools had to be combined.) It is possible that the overall regression line, however, was not the right one for any of the schools represented in the group. For each of the "mixed" groups, the difference among the slopes and intercepts were tested for significance. Differences that would be expected five or fewer times in 100 are specially designated

in Tables B-2 and B-3 in Appendix B. While separate regression lines were not used for the schools in mixed groups that had significantly different slopes or intercepts, the significant differences suggest that the reported SEI for schools in a given group may not be an accurate indication of the effectiveness of the individual schools.

The reference points for each of the three scores were defined as the means of the bottom 25%, middle 50%, and top 25% of the pretest score distribution of the participants in Title I reading programs. Thus, there were nine reference points altogether. They are given in Table 5.

Table 5

Reference Points as Determined from Pretest Score Distributions

Group	N	Observed Score Range	Mean (Reference Point)
		Word Knowledge	
High	174	53-87	58.6054
Middle	395	43-52	48.1063
Low	185	20-42	36.1552
		Reading	
High	207	52-86	57.9249
Middle	374	39-51	45.6925
Low	173	13-38	33.1546
		Total Reading	
High	197	51-94	56.7814
Middle	374	41-50	46.1658
Low	183	16-40	34.6041

The correlations, slopes, intercepts and standard errors of estimate for the various treatment and comparison groups are given in Tables B-2 and B-3 in Appendix B.

The schools were rank ordered according to their SEI's for Word Knowledge, Reading and Total Reading. The treatment groups in the top

third of the distribution (out of 113 treatment and comparison groups) for each score and each reference point are shown in Table 6. It may be noted that all of the treatment groups represented in Table 4 are also represented in Table 6. The groups shown in Table 6 apparently were participants in relatively effective reading programs.

The SEI's for all treatment and comparison (control) groups are given in Tables B-4 to B-12 in Appendix B. As was true of Mean Difference Scores, several comparison groups are represented among the groups with high SEI's. It should be noted that for many comparison groups and a few treatment groups, a particular reference point was outside of the observed score range. The instability of the SEI's for these groups is indicated by the wide 95% confidence bands in Tables B-4 to B-12. (As was noted previously, the confidence bands increase as the reference point deviates farther and farther from the group mean.) Since the regression lines used to calculate the SEI's might not be appropriate for data points outside of the observed score range, the SEI's for these groups are poor estimates of effectiveness at best and are designated with asterisks in Tables 6 and Tables B-4 to B-12.

The program descriptions provided on the form used in the site visits is reproduced in Appendix C for the treatment groups that were in the top third for more than one type of student. (Program information was not collected for non Title I schools.) School personnel who are thinking about developing a new reading program or revising an old one may wish to model their programs after one of these "exemplary" Title I programs or one of the comparison group programs with high SEI's.

The effect of the "average" Title I program and the "average" comparison program can be estimated by averaging the SEI's reported in Tables B-4 to B-12. The mean SEI's are shown in Table 7.

Table 6

SEI's for the Groups in the Top Third of the Distribution for Each Score and Type of Student[a]

Code	District	School	Low-Scoring Students			Middle-Scoring Students			High-Scoring Students		
			Wk.	Rdg.	Tot. Rdg.	Wk.	Rdg.	Tot. Rdg.	Wk.	Rdg.	Tot. Rdg.
072[b]	Grand Rapids	Campau Park	50			59		55	66		64
074[b]	Grand Rapids	Sheldon	50			59		55	66		64*
111	Kalamazoo	Lincoln	50		49						
112	Kalamazoo	Lakewood	50*		49*						
161	Port Huron	Harrison	50		49						
162	Port Huron	Fillmore	50*		49*						
163	Port Huron	Cleveland	50*		49*						
181	Taylor	Federal	49	48*	48						
183	Taylor	Treadwell	49	48	48						
212	Wyandotte	Garfield	49	48	48						
213	Wyandotte	Labadie	49*	48*	48*						
061[b]	Flint	Carpenter Road	48			56					
062[b]	Flint	Cook	48			56					
022	Bay City	Dorland									
023	Bay City	Woodside									
133[b]	Monroe	Lincoln				56		54		63	
191[b]	Traverse City	Cherry Knoll		50*			55				
193[b]	Traverse City	Sabin		50			55				
202	Waterford	Haveland		48							
203	Waterford	Four Towns		48*							
204	Waterford	Beaumont		48							
132	Monroe	Orchard		48							
081[b]	Hamtramck	Dickinson					55	54	66*		64*
082[b]	Hamtramck	Holbrook					55	54	66		64
083[b]	Hamtramck	Kosciuszko					55	54	66*		64*
171[b]	Romulus	Gordonier					55	54	66		64
173[b]	Romulus	Romulus					55	54	66*		64*
221[b]	Van Dyke	Lincoln			47	56		55			
223[b]	Van Dyke	Harding			47*	56		55			
033	Benton Harbor	Fair Plain West									
153	Pontiac	Mark Twain									
172	Romulus	Beverly									
121[b]	Lansing	Michigan Ave.				57			66	63	64
122[b]	Lansing	Holmes St.				57			66	63	64
071	Grand Rapids	Alexander							65		64

*Estimate is based on pretest score that was outside of the observed score range.

[a]For comparative purposes, the highest SEI for each score and type of student is given below:

Type of Student	Wk.	Rdg.	Tot. Rdg.
High	71	69	69
Middle	64	65*	62*
Low	57	61*	56*

[b]A program description for this school is included in Appendix C.

Table 7

Mean SEI's for Treatment and Comparison Groups by Subtest[a]

	Low-Scoring Students		Middle-Scoring Students		High-Scoring Students	
Group	N	Mean	N	Mean	N	Mean
		Word Knowledge				
Treatment	515	46.04	732	54.76	484	63.67
Comparison	1494	46.12	2849	56.38	2971	64.72
		Reading				
Treatment	571	44.77	741	52.27	452	61.02
Comparison	2259	46.26	2799	54.52	2995	63.02
		Total Reading				
Treatment	559	44.04	721	52.69	455	61.38
Comparison	1459	44.16	2834	53.84	2989	62.62

[a]Any SEI based on a reference point not in a group's observed score range was not included.

The mean for the comparison group was greater than that of the treatment group in all cases. (A difference of one point is equal to approximately one month on the Grade Equivalent scale.) However, the differences in Word Knowledge and Total Reading were small for low-scoring students.

These results disagree with the findings regarding Mean Difference Scores. The reader may recall that the treatment groups had slightly greater gains. An attempt to evaluate these two different approaches to estimating effectiveness will be made later.

The SEI's Related to Other Program Variables

Other factors besides the SEI are important in deciding the worth of a program. The one considered in detail in this study was the hours per week (Hrs./Wk.) the average child participated in a given Title I reading program. Other things being equal, the best program should produce the greatest effect

for the least number of program hours. The data on hours per week were estimates provided by school personnel during the site visits. Hrs./Wk. were not available on comparison reading programs.

It was originally intended to consider another factor--program cost. However, cost information was only available for districts and was not considered to be an accurate indication of program cost. The decision-maker should consider cost as well as program effectiveness and Hrs./Wk. before deciding upon a "model" program.

He should also consider the variance of the program effect. One indication of this is the standard error of estimate (SE_{est}) given in Tables B-2 and B-3. The SE_{est} is an indication of how widely the posttest scores varied about the regression line. A large SE_{est} can be interpreted to mean that the program effect varied considerably from individual to individual. A small SE_{est} indicates that the program effect was fairly constant.

The various SEI's were plotted against the Hrs./Wk. for the various treatment and comparison groups. SEI's based on reference points not in the observed score range for a given group were <u>not</u> included in the plots. The nine resulting scatterplots are shown in Figures 1 through 9 in Appendix B. The programs that have high SEI's and low Hrs./Wk. (admissible strategies) are on the southeast boundaries of the scatterplots. Formally, an <u>admissible strategy</u> was defined as follows:

> A program, d, is said to be an admissible strategy if there is no other program, d*, for which
>
> $$\begin{aligned} &SEI\ (d^*) \geq SEI\ (d) \\ \text{and } &Hrs./Wk.\ (d^*) \leq Hrs./Wk.\ (d) \end{aligned}$$
>
> and
>
> $$\begin{aligned} &SEI\ (d^*) > SEI\ (d) \\ \text{or } &Hrs./Wk.\ (d^*) < Hrs./Wk.\ (d). \end{aligned}$$

The SEI's for the treatment group in Schools 203, 204, and 205 are included in Table 8, but not in Figures 1-9. The information on Hrs./Wk. was not available for these three schools.

It may be noted that the treatment in Schools 191 and 193 was the only admissible strategy (discounting the treatment in Schools 202, 203, and 204) for low- and middle-scoring students for Reading. These schools were also represented in most of the other categories. This treatment was apparently effective even though participants were affected only half an hour a week. Of course, the regular school program may have influenced performance too.

Table 8

Admissible Strategies Based on the Scatterplots of SEI's vs. Hrs./Wk.'s (Treatment Groups Only)

Variable	School Code	Type of Instruction[a]	SEI	Hrs./Wk.[b]
	Low-Scoring Students			
Word Knowledge	072, 074	S, N	50.49	7.0
	111, 112, 161, 162, 163	S	50.39	1.0-2.5
	202, 203, 204	S	45.42	?
	Middle-Scoring Students			
	072, 074	S, N	58.63	7.0
	061, 062	S	56.45	3.3-6.7
	111, 112, 161, 162, 163	S	55.73	1.0-2.5
	191, 193	S	53.77	0.5
	202, 203, 204	S	52.65	?
	High-Scoring Students			
	121, 122	S	66.11	10.0
	072, 074	S, N	65.77	7.0
	133	L	64.44	5.0
	191, 193	S	63.73	0.5
	202, 203, 204	S	58.99	?

Table 8 (cont'd)

Variable	School Code	Type of Instruction[a]	SEI	Hrs./Wk.[b]
		Low-Scoring Students		
Reading	191, 193	S	49.68	0.5
	202, 203, 204	S	48.44	?
		Middle-Scoring Students		
	191, 193	S	54.87	0.5
	202, 203, 204	S	51.50	?
		High-Scoring Students		
	133	L	63.37	5.0
	111, 112, 161, 162, 163	S	59.96	1.0-2.5
	191, 193	S	59.94	0.5
		Low-Scoring Students		
Total Reading	111, 112, 161, 162, 163	S	48.84	1.0-2.5
	202, 203, 204	S	45.01	?
		Middle-Scoring Students		
	072, 074	S, N	54.97	7.0
	133	L	54.40	5.0
	111, 112, 161, 162, 163	S	53.89	1.0-2.5
	191, 193	S	52.45	0.5
	202, 203, 204	S	51.51	?
		High-Scoring Students		
	072, 074	S, N	63.78	7.0
	133	L	63.00	5.0
	191, 193	S	60.63	0.5

[a] Letter codes:

S = Small group instruction
N = Non-professional tutoring
L = Large group instruction

[b] Not available for Schools 202, 203, and 204. These schools are included in the table because their program would in some cases qualify as an admissible strategy if Hrs./Wk. were low.

The reader should be reminded that the extent to which Title I treatment took the place of regular instruction in reading in the various schools is unknown. In most cases, it must be assumed that the regular reading program coupled with the Title I treatment made the difference and not just the Title I treatment alone.

It should be kept in mind that, although a program may have a higher SEI than those of other programs for a number of Hrs./Wk., uncontrolled factors could have affected the SEI's. For example, the number of days between the pretest and posttest is probably positively correlated with the SEI's. Thus, the apparent superiority of a particular program affecting children a certain number of hours per week might be "explained" by the length of the program. This and other possible explanatory variables are related to the SEI's in the next section.

Possible Explanatory Variables

Several variables that were not controlled in the study might possibly be associated with the Mean Difference Scores and SEI's. These variables were listed in the earlier section on Statistical Method.

The intercorrelations of Mean Difference Scores, the SEI's, and other variables are given in Table 9. The intercorrelations were based on the 113 treatment and comparison groups. Mean Difference Scores based on groups with fewer than 10 students and SEI's based on reference points outside the observed score range were included in the correlation. A correlation of .20 would occur by chance only five times in a hundred if the true correlation were zero. For purposes of this study, correlations greater than or equal to .20 are considered to be significantly different from zero.

TABLE 9

INTERCORRELATIONS OF

MEAN DIFFERENCE SCORES, SEI's, AND OTHER VARIABLES [a, b]

	1	2	3	4	5	6	7	8	9	10
1	1.0000	0.8608	0.2070	-0.0909	-0.2519	-0.1410	0.3366	0.0548	-0.0089	0.1613
2	0.8608	1.0000	0.3142	-0.1118	-0.1815	-0.1980	0.3291	0.2049	0.1144	0.2372
3	0.2070	0.3142	1.0000	-0.1175	-0.1400	-0.2395	0.0867	0.4395	0.4125	0.2361
4	-0.0909	-0.1118	-0.1175	1.0000	0.7164	0.2943	0.1204	0.3621	0.4403	-0.1727
5	-0.2519	-0.1815	-0.1400	0.7164	1.0000	0.2239	0.1701	0.2710	0.3738	-0.2725
6	-0.1410	-0.1980	-0.2395	0.2943	0.2239	1.0000	0.3012	-0.0855	-0.0831	-0.1246
7	0.3366	0.3291	0.0867	0.1204	0.1701	0.3012	1.0000	0.1451	0.1510	-0.0101
8	0.0548	0.2049	0.4395	0.3621	0.2710	-0.0855	0.1451	1.0000	0.9189	0.1363
9	-0.0089	0.1144	0.4125	0.4403	0.3738	-0.0831	0.1510	0.9189	1.0000	-0.0070
10	0.1613	0.2372	0.2361	-0.1727	-0.2725	-0.1246	-0.0101	0.1363	-0.0070	1.0000
11	0.0730	0.1477	0.3703	-0.2733	-0.2412	-0.1358	-0.0082	0.0001	-0.0901	0.1575
12	-0.2968	-0.3293	-0.1363	0.0676	0.0933	0.2028	-0.0222	-0.0466	-0.1391	0.0984
13	0.2234	0.2046	0.2945	-0.3003	-0.3699	-0.2773	-0.0042	0.0635	0.0817	0.1285
14	-0.1651	-0.2152	-0.4121	0.1926	0.1389	0.1578	-0.0535	-0.1116	-0.0934	-0.1516
15	-0.1172	-0.1540	-0.3555	0.1566	0.0893	0.1376	-0.0223	-0.0907	-0.0746	-0.1957
16	-0.1614	-0.1979	-0.3927	0.1762	0.1191	0.1471	-0.0506	-0.1095	-0.0883	-0.1764
17	-0.0352	0.0063	0.1362	-0.1284	-0.0907	-0.0430	-0.0409	-0.0588	-0.0913	0.1215
18	-0.1898	-0.0634	0.0200	-0.4565	-0.4568	-0.2923	-0.1924	-0.1984	-0.2521	0.1495
19	-0.2330	-0.3001	-0.3521	0.1378	0.1452	0.2680	-0.0256	-0.3322	-0.2644	-0.1213
20	-0.0003	-0.0096	-0.3885	-0.0642	0.0091	0.1079	0.1063	-0.1924	-0.1962	-0.0419
21	0.0138	0.0180	-0.2686	-0.1225	-0.0674	0.0497	0.0780	-0.1838	-0.2072	-0.0694
22	0.0259	0.0651	-0.2139	-0.1496	-0.1361	-0.0402	0.0162	-0.1083	-0.1470	-0.0780
23	-0.0925	-0.1547	-0.4069	-0.0829	0.0965	0.1800	0.1430	-0.2536	-0.2325	-0.0903
24	-0.0378	-0.0613	-0.4771	-0.0375	0.0570	0.1322	0.1077	-0.2157	-0.2119	-0.1157
25	0.0262	0.0169	-0.2796	0.0176	0.0014	0.0451	0.0403	-0.1119	-0.1257	-0.1036
26	-0.0149	-0.0573	-0.3334	-0.1006	0.0378	0.1341	0.1677	-0.2217	-0.2056	-0.0596
27	0.0154	0.0116	-0.2725	-0.1213	-0.0272	0.0762	0.1375	-0.2134	-0.2257	-0.0876
28	0.0434	0.0855	-0.2567	-0.0927	-0.0900	-0.0230	0.0437	-0.1119	-0.1514	-0.0819
29	-0.0844	-0.0939	-0.4771	0.0976	0.0926	0.1468	-0.0250	-0.1620	-0.1556	-0.1531
30	0.0059	-0.0034	-0.4128	0.1194	0.0921	0.1238	-0.0053	-0.0974	-0.0955	-0.1195
31	-0.0318	-0.0397	-0.4591	0.1083	0.0929	0.1342	-0.0116	-0.1441	-0.1347	-0.1507
32	0.2225	0.2547	-0.1049	-0.0324	-0.0985	-0.0560	0.0843	-0.1439	-0.1499	-0.0734
33	0.1653	0.2281	0.0104	-0.1424	-0.0114	-0.1868	-0.0346	0.0045	-0.0071	0.0546
34	0.3131	0.3572	-0.0066	-0.2377	-0.0709	-0.1668	0.0954	-0.0828	-0.0886	-0.0095

TABLE 9 (continued)

	11	12	13	14	15	16	17	18	19	20
1	0.0730	-0.2968	0.2234	-0.1951	-0.1172	-0.1614	-0.0352	-0.1898	-0.2330	-0.0003
2	0.1477	-0.3293	0.2046	-0.2152	-0.1540	-0.1979	0.0063	-0.0004	-0.3001	-0.0096
3	0.3703	-0.1363	0.2945	-0.4121	-0.3555	-0.3927	0.1362	0.0200	-0.3521	-0.3885
4	-0.2733	0.0676	-0.3003	0.1926	0.1566	0.1762	-0.1284	-0.4565	0.1378	-0.0642
5	-0.2412	0.0933	-0.3699	0.1389	0.0893	0.1181	-0.0907	-0.4568	0.1452	0.0091
6	-0.1358	0.2028	-0.2773	0.1578	0.1376	0.1471	-0.0430	-0.2923	0.2480	0.1079
7	-0.0082	-0.0222	-0.0042	-0.0535	-0.0223	-0.0506	-0.0409	-0.1924	-0.0256	0.1063
8	0.0001	-0.0466	0.0635	-0.1116	-0.0907	-0.1095	-0.0588	-0.1984	-0.3322	-0.1924
9	-0.0901	-0.1391	0.0817	-0.0934	-0.0746	-0.0883	-0.0913	-0.2521	-0.2644	-0.1962
10	0.1575	0.0984	0.1285	-0.1516	-0.1957	-0.1764	0.1215	0.1485	-0.1213	-0.0419
11	1.0000	-0.1346	0.2294	-0.1837	-0.1742	-0.1896	0.0957	0.1467	-0.1654	-0.1713
12	-0.1346	1.0000	-0.1804	0.0864	0.0453	0.0690	0.0741	0.1067	0.0315	0.0487
13	0.2294	-0.1804	1.0000	-0.2114	-0.1598	-0.1880	0.0004	0.1047	-0.2856	-0.0319
14	-0.1837	0.0864	-0.2114	1.0000	0.9657	0.9920	-0.7162	-0.0927	0.0240	0.3932
15	-0.1742	0.0453	-0.1598	0.9657	1.0000	0.9888	-0.7292	-0.0782	-0.0317	0.4165
16	-0.1896	0.0690	-0.1880	0.9920	0.9888	1.0000	-0.7255	-0.0912	0.0035	0.4153
17	0.0957	0.0741	0.0004	-0.7162	-0.7292	-0.7255	1.0000	0.0756	0.2499	-0.2096
18	0.1467	0.1067	0.1047	-0.0927	-0.0782	-0.0912	0.0756	1.0000	-0.0657	-0.0103
19	-0.1654	0.0315	-0.2856	0.0240	-0.0317	0.0035	0.2499	-0.0657	1.0000	0.1969
20	-0.1713	0.0487	-0.0319	0.3932	0.4166	0.4153	-0.2096	-0.0103	0.1969	1.0000
21	-0.0740	0.0541	-0.0247	0.5911	0.6421	0.6218	-0.4226	0.0696	0.0747	0.9701
22	0.0700	0.0414	-0.0073	0.6209	0.6872	0.6512	-0.5305	0.1416	-0.0996	0.4043
23	-0.1314	0.1442	-0.1168	0.4328	0.3931	0.4274	-0.1935	-0.1171	0.2646	0.7163
24	-0.0675	0.0635	-0.0859	0.7267	0.7158	0.7278	-0.5091	-0.1021	0.1133	0.6574
25	0.0146	-0.0332	-0.0295	0.7788	0.7989	0.7859	-0.6502	-0.0558	-0.0665	0.3950
26	-0.1490	0.0756	-0.0295	0.2629	0.2685	0.2762	-0.0654	-0.0839	0.2293	0.8926
27	-0.0486	0.0617	-0.0156	0.5646	0.5944	0.5850	-0.3758	-0.0788	0.0941	0.5289
28	0.0863	0.0192	0.0070	0.6667	0.7115	0.6864	-0.5692	0.0811	-0.1014	0.3988
29	-0.1874	0.0574	-0.1828	0.8734	0.8709	0.8797	-0.6325	-0.0458	0.0633	0.5497
30	-0.1719	0.0096	-0.1344	0.8184	0.8290	0.8286	-0.6280	-0.1172	0.0020	0.4720
31	-0.1886	0.0322	-0.1482	0.8636	0.8692	0.8732	-0.6406	-0.0828	0.0367	0.5284
32	0.0581	-0.0024	0.0558	-0.0509	0.0179	-0.0185	0.0492	0.0792	0.0383	0.4431
33	0.1037	-0.1324	0.0677	-0.0701	-0.0941	-0.0837	0.0383	-0.1236	-0.0680	0.1262
34	0.1429	-0.1073	0.1447	-0.1368	-0.1034	-0.1259	0.0950	-0.0168	-0.0517	0.3042

TABLE 9 (continued)

	21	22	23	24	25	26	27	28	29	30
1	0.0138	0.0359	-0.0925	-0.0378	0.0262	-0.0149	0.0154	0.0434	-0.0844	0.0059
2	0.0180	0.0451	-0.1547	-0.0613	0.0469	-0.0573	0.0116	0.0855	-0.0839	-0.0036
3	-0.3656	-0.2139	-0.4069	-0.4071	-0.2796	-0.3334	-0.3725	-0.2567	-0.4771	-0.4128
4	-0.1225	-0.1496	-0.0829	-0.0375	0.0176	-0.1006	-0.1213	-0.0927	0.0976	0.1194
5	-0.0674	-0.1361	0.0965	0.0570	0.0014	0.0378	-0.0272	-0.0900	0.0926	0.0921
6	0.0487	-0.0402	0.1800	0.1322	0.0451	0.1341	0.0762	-0.0230	0.1468	0.1238
7	0.0780	0.0162	0.1430	0.1077	0.0403	0.1677	0.1375	0.0437	-0.0250	-0.0053
8	-0.1838	-0.1083	-0.2536	-0.2157	-0.1119	-0.2217	-0.2134	-0.1119	-0.1620	-0.0674
9	-0.2072	-0.1470	-0.2325	-0.2119	-0.1257	-0.2056	-0.2257	-0.1514	-0.1556	-0.0955
10	-0.0694	-0.0780	-0.0903	-0.1157	-0.1036	-0.0596	-0.0876	-0.0819	-0.1531	-0.1195
11	-0.0740	0.0700	-0.1314	-0.0675	0.0146	-0.1480	-0.0486	0.0863	-0.1874	-0.1719
12	0.0541	0.0414	0.1442	0.0635	-0.0332	0.0756	0.0617	0.0192	0.0574	0.0096
13	-0.0247	-0.0073	-0.1168	-0.0859	-0.0295	-0.0295	-0.0156	0.0070	-0.1828	-0.1344
14	0.5911	0.6209	0.4328	0.7267	0.7788	0.2629	0.5646	0.6667	0.8734	0.8194
15	0.6421	0.6872	0.3931	0.7158	0.7989	0.2685	0.5944	0.7115	0.8709	0.8090
16	0.6218	0.6512	0.4274	0.7278	0.7859	0.2762	0.5850	0.6864	0.8797	0.8286
17	-0.4226	-0.5305	-0.1935	-0.5091	-0.6502	-0.0654	-0.3758	-0.5692	-0.6325	-0.6280
18	0.0695	0.1415	-0.1171	-0.1021	-0.0558	-0.0839	-0.0088	0.0811	-0.0458	-0.1172
19	0.0747	-0.0996	0.2646	0.1133	-0.0665	0.2293	0.0941	-0.1014	0.0633	0.0020
20	0.8701	0.4043	0.7165	0.6574	0.3950	0.8926	0.8289	0.3988	0.5497	0.4720
21	1.0000	0.8026	0.7131	0.8311	0.6828	0.7474	0.9469	0.7673	0.7458	0.6589
22	0.8026	1.0000	0.4563	0.7466	0.7890	0.3066	0.7539	0.9411	0.7187	0.6515
23	0.7131	0.4563	1.0000	0.8307	0.4089	0.8507	0.8271	0.4435	0.5474	0.4915
24	0.8311	0.7465	0.8307	1.0000	0.8477	0.6652	0.9185	0.8127	0.8047	0.7672
25	0.6828	0.7890	0.4089	0.8477	1.0000	0.2797	0.7175	0.9096	0.7974	0.7893
26	0.7474	0.3066	0.8507	0.6652	0.2797	1.0000	0.8277	0.2737	0.4212	0.3588
27	0.9469	0.7539	0.8271	0.9185	0.7175	0.8277	1.0000	0.7662	0.7197	0.6607
28	0.7673	0.9411	0.4435	0.8127	0.9096	0.2737	0.7662	1.0000	0.7512	0.7215
29	0.7458	0.7187	0.5474	0.8047	0.7974	0.4212	0.7197	0.7512	1.0000	0.9379
30	0.6589	0.6515	0.4915	0.7672	0.7893	0.3588	0.6607	0.7215	0.9379	1.0000
31	0.7168	0.6306	0.5218	0.8001	0.8049	0.4058	0.7071	0.7474	0.9829	0.9813
32	0.4873	0.3681	0.3721	0.3488	0.2172	0.4284	0.4827	0.3369	0.2733	0.1769
33	0.1386	0.1045	0.2201	0.2254	0.1597	0.1665	0.2179	0.1828	0.1090	0.3219
34	0.3271	0.2389	0.3051	0.2898	0.1843	0.3292	0.3826	0.2789	0.1436	0.2258

TABLE 9 (continued)

	31	32	33	34
1	-0.0318	0.2225	0.1853	0.3131
2	-0.0397	0.2547	0.2281	0.3572
3	-0.4591	-0.1049	0.0164	-0.0066
4	0.1083	-0.2324	-0.1424	-0.2377
5	0.0929	-0.0985	-0.0114	-0.0709
6	0.1342	-0.0560	-0.1868	-0.1668
7	-0.0116	0.0843	-0.0346	0.0954
8	-0.1441	-0.1439	0.0045	-0.0828
9	-0.1347	-0.1499	-0.0071	-0.0886
10	-0.1507	-0.0734	0.0546	-0.0095
11	-0.1886	0.0581	0.1037	0.1429
12	0.0322	-0.0024	-0.1324	-0.1073
13	-0.1482	0.0558	0.0677	0.1447
14	0.8636	-0.0509	-0.0701	-0.1368
15	0.8692	0.0179	-0.0941	-0.1034
16	0.8732	-0.0185	-0.0837	-0.1259
17	-0.0406	0.0492	0.0383	0.0950
18	-0.0028	0.0792	-0.1236	-0.0168
19	0.0367	0.0383	-0.0680	-0.0517
20	0.5284	0.4431	0.1262	0.3042
21	0.7168	0.4873	0.1386	0.3271
22	0.6906	0.3681	0.1045	0.2389
23	0.5318	0.3721	0.2201	0.3051
24	0.8001	0.3488	0.2254	0.2898
25	0.8049	0.2172	0.1597	0.1843
26	0.4056	0.4284	0.1665	0.3292
27	0.7071	0.4827	0.2179	0.3826
28	0.7474	0.3369	0.1828	0.2789
29	0.9828	0.2733	0.1096	0.1436
30	0.9813	0.1769	0.3219	0.2258
31	1.0000	0.2287	0.2101	0.1931
32	0.2287	1.0000	0.2594	0.7805
33	0.2101	0.2594	1.0000	0.7540
34	0.1931	0.7805	0.7540	1.0000

[a]VARIABLE DESCRIPTIONS:

NUMBER	VARIABLE
1	K-12 DISTRICT INSTRUCTIONAL EXPENSE PER PUPIL (1969-1970)
2	TOTAL DISTRICT CURRENT OPERATING EXPENSE PER PUPIL (1969-1970)
3	PERCENT OF NON-WHITE STUDENTS
4	PUPIL/PROFESSIONAL INSTRUCTIONAL STAFF RATIO
5	PUPIL/TEACHER RATIO
6	PERCENT OF TEACHERS WITH FIVE OR MORE YEARS OF EXPERIENCE
7	PERCENT OF TEACHERS WITH MASTER'S DEGREE
8	TOTAL NUMBER OF STUDENTS IN SCHOOL
9	TOTAL NUMBER OF THIRD GRADERS
10	OTHER FEDERAL READING PROGRAM IN OPERATION ? (YES,NO)
11	SECTION 3 PROGRAM ? (YES,NO)
12	SECTION 12 PROGRAM ? (YES,NO)
13	PRIVATE READING PROGRAM ? (YES,NO)
14	PRETEST WORD KNOWLEDGE MEAN SCORE
15	PRETEST READING MEAN SCORE
16	PRETEST TOTAL READING MEAN SCORE
17	TITLE I PARTICIPATION
18	NO. OF WEEKDAYS BETWEEN PRE- AND POSTTESTINGS
19	NO. OF STUDENTS TAKING BOTH TESTS/NO. OF STUDENTS TESTED
20	WORD KNOWLEDGE SEI FOR LOW SCORING STUDENTS
21	WORD KNOWLEDGE SEI FOR MEDIUM SCORING STUDENTS
22	WORD KNOWLEDGE SEI FOR HIGH SCORING STUDENTS
23	READING SEI FOR LOW SCORING STUDENTS
24	READING SEI FOR MEDIUM SCORING STUDENTS
25	READING SEI FOR HIGH SCORING STUDENTS
26	TOTAL READING SEI FOR LOW SCORING STUDENTS
27	TOTAL READING SEI FOR MEDIUM SCORING STUDENTS
28	TOTAL READING SEI FOR HIGH SCORING STUDENTS
29	POSTTEST WORD KNOWLEDGE MEAN SCORE
30	POSTTEST READING MEAN SCORE
31	POSTTEST TOTAL READING MEAN SCORE
32	WORD KNOWLEDGE MEAN DIFFERENCE
33	READING MEAN DIFFERENCE
34	TOTAL READING MEAN DIFFERENCE

[b]DESCRIPTIVE STATISTICS OF VARIABLES

VARIABLE	MEAN	SIGMA(N)
1	542.3097	61.0231
2	787.4536	95.9121
3	34.2301	35.1472
4	22.1992	4.1976
5	25.3000	4.8534
6	59.0265	15.4390
7	20.2035	11.0270
8	494.4425	243.1757
9	67.7876	36.0539
10	0.2920	0.4547
11	0.2301	0.4209
12	0.4690	0.4990
13	0.2743	0.4462
14	51.7325	5.6817
15	49.0802	6.0281
16	49.7466	5.9878
17	0.4513	0.4976
18	134.4867	8.5083
19	0.8092	0.1493
20	46.9927	4.2344
21	55.8509	3.0362
22	63.6328	3.0736
23	46.2067	3.8793
24	53.7451	3.2955
25	61.0998	3.9715
26	45.0023	3.8198
27	53.5968	2.7361
28	61.4881	3.0619
29	58.4456	6.6675
30	55.8547	7.1178
31	56.3122	6.8060
32	6.9403	2.8035
33	7.0364	3.6330
34	6.8307	2.7273

Those variables that were significantly correlated with each of the SEI's were variables 3, 14, 15, and 16. In addition, variables 8 and 9 were significantly related to the SEI's about half of the time and Variable 17 in all but two cases. Variable 17, Title I participation, is negatively correlated with the SEI's, and indicates that Title I groups had lower SEI's on the average than non-Title I (comparison) groups. This result was noted previously with reference to the means in Table 7. The negative correlation with Percent of Non-White Students (Variable 3) is not surprising in view of the negative correlation of the SEI's with Title I participation, for more Blacks participate in Title I programs. Likewise, the negative correlation with the size of school (variables 8 and 9) is not surprising, for Title I participation is greatest in the urban areas, where schools are large.

The high correlations of the SEI's with the pretest and posttest means <u>are</u> surprising, for initial achievement was held constant at the school level in computing the SEI's. One explanation is that some relevant variables were not held constant and that this omission resulted in a bias in favor of the initially high-scoring students. However, it is certainly conceivable that better programs exist in groups that score high initially. Good teachers often migrate to schools having superior students.

The Mean Difference Scores were only moderately correlated with the SEI's. For example, the Total Reading Mean Difference Score (Variable 34) correlated .38 with the Total Reading SEI for middle-scoring students (Variable 27). It must be concluded that use of Mean Differences and SEI's results in different rank orderings of the treatment and comparison groups.

The only other variables significantly correlated with one or more of the Mean Difference Scores were district cost per pupil (variables 1 and 2), Pupil Professional Instructional Staff Ratio (Variable 4), and the posttest scores. These correlations are not surprising. However, the slightly negative or negligible correlations with the pretest means leads one to suspect that the regression phenomenon has affected the results. As Lord (1963) indicated, initially low-scoring students tend to score higher on a posttest, even with no intervening treatment. This effect would cause the posttest mean of groups composed of low-scoring students to be biased upward and would account for the observed pretest-difference score correlations.

Both methods used to assess effectiveness are suspect to some degree. Until a way can be found to validate the results, the reader has a choice as to which results to believe.

In any case, the substantial variation in program effectiveness makes it mandatory that one examine each Title I program in its own right apart from the general Title I effect. Further, the superiority of some non-Title I programs suggests that these programs should be studied as possible prototypes for future Title I programs.

III. SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was not only to estimate the general impact of 1970-71 ESEA Title I reading programs in grade three in Michigan, but also to identify the most effective grade three reading programs for low-scoring, middle-scoring, and high-scoring students.

Students from schools in di. icts receiving the most Title I aid in the State were included in the sample. Within each district the school ranking highest in terms of need (unmatched treatment school), the school just above the cutting point for receiving Title I funds (matched treatment school), and the school just below the cutting point for funding (comparison school) were selected for the sample. In some districts more than one school from one or more of these categories was included in the sample. In all, there were 22 comparison schools, 19 matched treatment schools, and 29 unmatched treatment schools.

All third graders from these schools were supposed to have been tested in both the fall and the spring. Of course, some were absent on the testing days. The test dates ranged from October 26, 1970, to November 18, 1970, in the fall, and from April 22, 1971, to June 8, 1971, in the spring. A total of 4,925 students were tested. Of this number, 754 Title I participants and 3,015 non-participants had valid pre- and posttest scores. Twenty of the non-participants were eliminated because they came from groups not considered appropriate for the analysis. Thus, the scores of 2,995 students were analyzed.

The instrument used for the testings was the Metropolitan Primary II Reading Achievement Test. Form F was given as the pretest and Form G as

the posttest. Three scores were obtained: Word Knowledge, Reading, and Total Reading. Standard scores were used for the analysis.

In addition to the test scores, additional data were collected for use in interpreting the test scores. These data included program information and school information. The additional data were obtained from the Michigan Assessment Program files, Michigan Department of Education files, or site visits (in March 1971).

Two kinds of analyses were performed, one on gain scores and one on School Effectiveness Indices computed from within-group regression lines. The mean difference scores of Title I participants and non-Title I participants from the three groups of schools (there were a few Title I participants from the comparison schools) were compared by means of analysis of variance. Within each of these groups the effectiveness for individual programs varied considerably. It was inferred that the mean difference scores did not differ from group to group. Thus, the Title I participants "gained" as much as the non-Title I participants on the average. Since those in Title I programs gained less than their less needy cohorts in past years, this result can be considered a sign that the Title I programs were effective on the average. However, possible regression effects complicate the interpretation.

Another method for dealing with change scores was designed for computing School Effectiveness (program effectiveness) Indices. Groups, particularly Title I groups, from some schools had to be combined in order to ensure a sufficient number of students on whom to use the method. For each group, posttest scores on Word Knowledge, Reading, and Total Reading were regressed on the respective pretest scores. For each variable, expected posttest scores at three reference points on the pretest scale were calculated. The expected values were the School Effectiveness Indices for the group.

Groups were rank ordered according to their SEI's, thus enabling one to identify the most effective treatments, both among the Title I (treatment) groups and the non-Title I (comparison)groups. Considerable variability in program effectiveness was evident. Unfortunately, in the case of a combined group it was impossible to determine which of the individual treatments were most effective. However, program descriptions for selected Title I treatments were provided and might enable one to judge the relative merits of the treatments on grounds other than output.

An overall analysis indicated that, for all types of students (low-scoring, etc.), comparison groups had the most effective programs on the average. This finding is inconsistent with the finding concerning mean difference scores.

The SEI's were also plotted in relation to the hours per week a child participated in the program (treatment groups only). The programs that had the highest SEI's and lowest hours per week were identified.

The SEI's and Mean Difference Scores were related to Title I participation and to other school variables that might be associated with program effectiveness. The percent of non-white students, size of school (two variables), and pretest performance (three variables) were significantly correlated with program effectiveness. The SEI's were negatively correlated with Title I participation, indicating that Title I programs were less effective on the average than regular school programs.

The high correlations (about .70) between the SEI's and pretest means indicates that the most effective programs were operating in groups that were high on initial performance. This finding may be an artifact of not being able to control for other relevant variables besides pretest mean.

The Mean Difference Scores were only moderately related to the SEI's, indicating that the two measures of effectiveness led to different results.

One or more of the Mean Differences were significantly correlated with cost per pupil (two variables) and pupil-instructional staff ratio (negative relationship). The negligible or slightly negative correlations with pretest mean gives indication of a regression effect and points to a possible bias in favor of the treatment groups.

Conclusions and Limitations

The major conclusion that one reaches concerning Title I reading programs in grade three in Michigan is that the effectiveness varied considerably from one program to another. While a look at the more effective Title I programs might be helpful, it would also be wise to look at the regular school programs operating in some schools. Special funds, including Title I funds, might then be used to pay for implementing such programs in "needy" schools.

This study is limited in several ways, only a few of which are mentioned here. The major limitation is that the criteria for determining program effectiveness were limited to vocabulary and reading comprehension. While these are important, other aspects of reading are also important. Even if one were convinced that the major cognitive aspects of reading skill were covered by the tests used, the affective domain is completely neglected. Interest in reading and other affective variables can be important to an evaluation. A reading program that improves vocabulary and reading comprehension but causes students to quit reading is not worthwhile. In extenuation and mitigation, it should be pointed out that the criteria were limited because of the financial constraints imposed on the study and not out of neglect.

Moreover, the sample was selective; many districts having Title I reading programs were not included in the sample. The findings can be generalized only to grade three reading programs in the heavily funded districts. And even then, the results may be generalizable only to the needy schools and to the schools near the cutting point for funding. The extent to which the results apply to other Title I schools in the district is unknown.

Further, the fact that intact groups were studied limits the findings. One can never be sure that the appropriate adjustments have been made for initial group differences in abilities, interests, etc. Thus, the SEI's computed by means of within-group regression lines might be biased, possibly in favor of the comparison groups; and the Mean Difference Scores might be biased in favor of the treatment groups.

Despite these limitations, the results should be useful for identifying strategies that may be useful as prototypes for future Title I reading programs.

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APPENDIX A

EVALUATION OF MICHIGAN TITLE I READING PROGRAMS--GRADE 3

PARTICIPANTS

1970-71

	School District	School Code	School Name	Reported Fall Test Date	Reported Spring Test Date
1.	Battle Creek Public Schools	011	Franklin	10-28-70	5-11-71
		012	Roosevelt	10-27-70	5-05-71
		013	Wilson	10-27-70	5-03-71
2.	Bay City Schools	021	McKinley	10-29-70	5-03-71
		022	Dorland	11-03-70	5-03-71
		023	Woodside	11-13-70	5-03-71
3.	Benton Harbor Public Schools	031	Bard	10-29-70	4-23-71
		032	Sterne Brunson	10-29-70	4-28-71
		033	Fair Plain West	10-29-70	4-22-71
4.	Detroit Public Schools	041	Herman	11-16-70	5-11-71
		042	Jamieson	11-17-70	5-12-71
		043	Keidan	11-18-70	5-11-71
5.	Dowagiac Union Schools	051	Sister Lakes	10-30-70	5-04-71
		052	Kincheloe	10-30-70	5-03-71
		053	McKinley	11-03-70	5-04-71
6.	Flint Public Schools	061	Carpenter Road	11-10-70	5-05-71
		062	Cook	11-10-70	5-04-71
7.	Grand Rapids Public Schools	071	Alexander	10-26-70	6-04-71
		072	Campau Park	10-27-70	6-07-71
		073	Congress	10-27-70	6-07-71
		074	Sheldon	10-28-70	6-07-71
		075	Stocking	10-28-70	6-08-71
8.	Hamtramck School District	081	Dickinson	11-02-70	5-05-71
		082	Holbrook	11-02-70	5-05-71
		083	Kosciuszko	11-04-70	5-03-71
9.	Highland Park School District	091	Cortland	11-03-70	5-06-71
		092	Liberty	11-03-70	5-03-71
		093	Thomson	11-07-70	5-05-71
10.	Jackson Public Schools	101	Bennett	11-03-70	5-04-71
		102	Allen	11-04-70	5-04-71
		103	Tomlinson	11-05-70	5-04-71

Title I Reading
Participants
Page Two

	School District	School Code	School Name	Reported Fall Test Date	Reported Spring Test Date
11.	Kalamazoo Public Schools	111	Lincoln	11-15-70	5-13-71
		112	Lakewood	11-16-70	5-03-71
		113	Burke Acres	11-16-70	5-05-71
12.	Lansing Public Schools	121	Michigan Avenue	11-04-70	5-14-71
		122	Holmes Street	11-04-70	5-04-71
		123	Gier Park	11-04-70	5-13-71
13.	Monroe Public Schools	131	Raisinville	10-27-70	5-05-71
		132	Orchard	10-27-70	5-05-71
		133	Lincoln	10-27-70	5-06-71
14.	Muskegon Public Schools	141	McLaughlin	10-28-70	5-24-71
		142	Froebel	10-29-70	5-19-71
		143	Moon	10-27-70	5-17-71
		144	Marsh	10-28-70	5-18-71
15.	Pontiac Public Schools	151	Bethune	10-28-70	5-19-71
		152	Robert Frost	10-26-70	5-10-71
		153	Mark Twain	11-20-70	5-05-71
16.	Port Huron Schools	161	Harrison	10-29-70	5-04-71
		162	Fillmore	11-06-70	5-11-71
		163	Cleveland	10-29-70	5-06-71
17.	Romulus Public Schools	171	Gordonier	10-29-70	5-04-71
		172	Beverly	11-02-70	5-03-71
		173	Romulus Elementary	11-02-70	5-03-71
18.	Taylor School District	181	Federal	10-28-70	5-04-71
		182	Eureka Heights	10-28-70	5-05-71
		183	Treadwell	10-27-70	5-05-71
19.	Traverse City Schools	191	Cherry Knoll	10-28-70	5-03-71
		192	East Bay	10-29-70	5-03-71
		193	Sabin	10-27-70	5-10-71
20.	Waterford School District	201	Grayson	10-28-70	5-05-71
		202	Haveland	10-29-70	5-05-71
		203	Four Towns	10-28-70	5-10-71
		204	Beaumont	10-28-70	5-10-71

Title I Reading
Participants
Page Three

School Distiict	School Code	School Name	Reported Fall Test Date	Reported Spring Test Date
21. Wyandotte Public Schools	211	Taft	11-05-70	5-05-71
	212	Garfield	11-05-70	5-10-71
	213	Labadie	11-11-70	5-05-71
22. Van Dyke Public Schools	221	Lincoln	10-27-70	5-06-71
	222	Washington	10-27-70	5-06-71
	223	Harding	10-29-70	5-06-71
	224	Macomb	10-27-70	5-06-71

STUDY OF 1970-71 TITLE I GRADE 3 READING PROGRAMS

School District _____

School Building _____

Treatment School _____ Matched _____

Unmatched _____

Comparison School _____

A. School Data (Sept. 30, 1970)

1. Grades Served By School _____
2. Total Number Of Third Grade Classes _____
3. Number Of Third Grade Classes With Title I Reading Programs _____
4. Total Number Of Students In School _____
5. Total Number Of Third Graders _____
6. Number Of Third Graders In Title I Reading Programs _____
7. Total FTE Teachers _____
8. FTE Third Grade Teachers _____
9. FTE Third Grade Teachers In Title I Reading Programs _____
10. Total FTE Teacher Aides _____
11. FTE Third Grade Teacher Aides _____
12. FTE Third Grade Teacher Aides In Title I Reading Programs _____
13. Total Current Operating Expense _____
14. Total Federal & Section 3 Funds _____

B. Program Data

1. Date When Program Became Operative _____

2. Number Of Hours Per Week Per Child _____

3. Objectives

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description Of Program)

a. Specially Trained Staff

b. Special Equipment

c. Special Materials

d. Instructional Method

e. Criteria For Student Selection

5. Exemplary Features

6. Problem Areas

C. Other Compensatory Programs Serving Same Students

	Total Pupils Enrolled	3rd Graders Enrolled	Number Of Programs
Reading			
Federal			
Title I	_____	_____	_____
NonTitle I Name of Program(s)	_____	_____	_____
State Name of Program(s)	_____	_____	_____
Special Education Classes	_____	_____	_____
Private Name of Program(s)	_____	_____	_____

D. What Factors, Aside From Title I, Might Account For Large Gains in 3rd Grade Reading Achievement?

1.

2.

3.

E. What Factors Might Account For Little Or No Gains In 3rd Grade Reading Achievement?

1.

2.

3.

Table A-1

Number of Third Graders Enrolled and Number of Third Graders in Particular Categories in Each School

School Name	School Code	No. of Third Graders on Sept.25,1970	No. with Incomplete or Out-of-Range Scores	No. with Complete and In-Range Scores			
				No. of 3d Graders Tested Only Once		No. of 3d Graders Tested Both Times	
				In Title I	Not in Title I	In Title I	Not in Title I
Franklin	011	66	0	17	33	16	6
Roosevelt	012	32	0	0	9	0	27
Wilson	013	33	0	2	16	8	14
McKinley	021	43	0	0	9	0	37
Dorland	022	100	1	1	13	14	73
Woodside	023	52	0	0	7	13	35
Bard	031	66	0	7	8	34	18
Sterne Brunson	032	74	0	0	24	6	58
Fair Plain West	033	52	0	1	4	10	38
Herman	041	199	7	0	74	0	132
Jamieson	042	205	1	4	66	8	135
Keidan	043	217	1	0	66	0	152
Sister Lakes	051	80	0	0	14	0	60
Kincheloe	052	61	0	0	3	9	50
McKinley	053	32	1	2	4	4	23
Carpenter Road	061	84	0	2	26	14	57
Cook	062	132	0	5	15	22	86
Alexander	071	76	0	5	5	68	1
Campau Park	072	24	0	7	1	16	1
Congress	073	62	1	0	15	0	48
Sheldon	074	46	0	6	8	33	1
Stocking	075	76	0	10	4	25	33
Dickinson	081	74	0	3	13	9	52
Holbrook	082	36	0	0	11	6	22
Kosciuszko	083	73	0	4	22	4	43
Cortland	091	105	0	1	30	7	77
Liberty	092	116	0	4	40	1	89
Thomson	093	139	1	0	38	0	107
Bennett	101	62	1	0	12	0	48
Allen	102	67	0	2	8	23	35
Tomlinson	103	71	0	3	8	23	36

Table A-1 (cont'd)

School Name	School Code	No. of Third Graders on Sept.25,1970	No. with Incomplete or Out-of-Range Scores	No. with Complete and In-Range Scores			
				No. of 3d Graders Tested Only Once		No. of 3d Graders Tested Both Times	
				In Title I	Not in Title I	In Title I	Not in Title I
Lincoln	111	85	3	1	15	6	53
Lakewood	112	33	0	0	0	7	19
Burke Acres	113	38	0	0	4	0	34
Michigan Avenue	121	35	2	13	10	19	0
Holmes Street	122	71	3	8	13	50	0
Gier Park	123	72	0	1	26	0	53
Raisinville	131	82	0	0	16	0	73
Orchard	132	37	0	6	0	31	0
Lincoln	133	82	1	9	6	71	0
McLaughlin	141	50	0	2	16	10	25
Froebel	142	60	0	2	19	8	38
Moon	143	62	0	0	4	0	40
Marsh	144	19	0	0	1	0	17
Bethune	151	49	0	1	5	3	43
Robert Frost	152	93	0	4	21	21	18
Mark Twain	153	106	0	1	36	2	67
Harrison	161	58	0	0	12	4	44
Fillmore	162	46	0	1	8	12	30
Cleveland	163	25	0	1	3	3	18
Gordonier	171	40	0	0	11	5	29
Beverly	172	57	1	0	9	13	34
Romulus	173	33	0	0	5	3	27
Federal	181	45	0	0	9	2	36
Eureka Heights	182	133	0	0	14	0	114
Treadwell	183	66	0	1	9	15	41
Cherry Knoll	191	60	0	0	5	16	40
East Bay	192	57	0	0	13	0	46
Sabin	193	32	0	2	3	13	16
Grayson	201	62	0	0	6	0	60
Haveland	202	47	0	0	7	9	35
Four Towns	203	59	0	0	9	5	46
Beaumont	204	49	0	0	7	10	35
Taft	211	58	0	0	7	0	52
Garfield	212	66	0	1	10	7	50
Labadie	213	50	0	0	5	6	36
Lincoln	221	59	0	0	10	15	39
Washington	222	57	0	0	8	0	48
Harding	223	58	0	4	13	15	36
Holcomb	224	32	0	0	6	0	29
Total		4778	25	144	987	754	3015

Table A-2

Treatment Group Information

(Students from schools clustered together in the table were combined)

School Code	Name of District	No. of Students	Type of School[a]	Type of Program[b]	Hrs. per week per child[c]
011	Battle Creek	16	2	2	03.0
013	Battle Creek	8	1	4	06.0
042	Detroit	8	2	3	07.0
022	Bay City	14	1	1	04.5
023	Bay City	[illegible]	2	1	02.5
031	Benton Harbor	34	2	1	00.6
032	Benton Harbor	6	1	1	01.5
033[d]	Benton Harbor	10	3	Not Avail.	Not Avail.
153[d]	Pontiac	2	3	Not Avail.	Not Avail.
172[d]	Romulus	13	3	Not Avail.	Not Avail.
052	Dowagiac	9	2	1	02.2
053	Dowagiac	4	1	1	01.5
091	Highland Park	7	2	1	05.0
092	Highland Park	1	1	1	13.3
141	Muskegon	10	1	1	04.0
142	Muskegon	8	2	1	07.5
061	Flint	14	2	1	03.5
062	Flint	22	2	1	03.3
071	Grand Rapids	68	2	1	10.0
072	Grand Rapids	16	2	1	07.0
074	Grand Rapids	33	2	3	07.0
075	Grand Rapids	25	1	1	Not Avail.
081	Hamtramck	9	2	1	12.5
082	Hamtramck	6	2	1	07.5
083	Hamtramck	4	2	1	15.0
171	Romulus	5	1	1	10.0
173	Romulus	3	2	[illegible]	10.0
102	Jackson	23	1	1	13.0
103	Jackson	23	2	1	05.0

Table A-2 (cont'd)

School Code	Name of District	No. of Students	Type of School[a]	Type of Program[b]	Hrs. per week per child[c]
111	Kalamazoo	6	2	1	02.0
112	Kalamazoo	7	1	1	01 0
161	Port Huron	4	2	1	01.0
162	Port Huron	12	2	1	02.5
163	Port Huron	3	2	1	01.0
121	Lansing	19	2	1	10.0
122	Lansing	50	1	1	10.0
132	Monroe	31	2	1	05.0
133	Monroe	71	1	4	05.0
151	Pontiac	3	1	1	00.5
152	Pontiac	21	2	1	03.0
181	Taylor	2	2	2	02.0
183	Taylor	15	1	2	02.0
212	Wyandotte	7	1	2	01.5
213	Wyandotte	6	2	2	01.5
191	Traverse City	16	2	1	00.5
193	Traverse City	13	1	1	00.5
202	Waterford	9	2	1	Not Avail.
203	Waterford	5	2	1	Not Avail.
204	Waterford	10	1	1	Not Avail.
221	Van Dyke	15	1	1	06.2
223	Van Dyke	15	1	1	08.8

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[a]Code:
1 = Treatment-matched
2 = Treatment-unmatched
3 = Comparison

[b]Code:
1 = Small-group instruction
2 = Professional tutoring
3 = Non-professional tutoring
4 = Large-group instruction

[c]The hours of regular classroom instruction are not included.

[d]Comparison schools for which some students were designated as participants in a Title I reading program.

Table A-3

Comparison Group Information[a]

(Students from schools clustered together in the table were combined)

School Code	Name of District	No. of Students	Type of School[b]
011	Battle Creek	6	2
012	Battle Creek	27	3
013	Battle Creek	14	1
021	Bay City	37	3
022	Bay City	73	1
023	Bay City	35	2
031	Benton Harbor	18	2
032	Benton Harbor	58	1
033	Benton Harbor	38	3
041	Detroit	132	3
042	Detroit	135	2
043	Detroit	152	3
051	Dowagiac	60	3
052	Dowagiac	50	2
053	Dowagiac	23	1
061	Flint	57	2
062	Flint	86	2
073	Grand Rapids	48	3
075	Grand Rapids	33	1
081	Hamtramck	52	2
082	Hamtramck	22	2
083	Hamtramck	43	2

Table A-3 (cont'd)

School Code	Name of District	No. of Students	Type of School[b]
091	Highland Park	77	2
092	Highland Park	89	1
093	Highland Park	107	3
101	Jackson	48	3
102	Jackson	35	1
103	Jackson	36	2
111	Kalamazoo	53	2
112	Kalamazoo	19	1
113	Kalamazoo	34	3
123	Lansing	53	3
131	Monroe	73	3
141	Muskegon	25	1
142	Muskegon	38	2
143	Muskegon	40	3
151	Pontiac	43	1
152	Pontiac	18	2
153	Pontiac	67	3
161	Port Huron	44	2
162	Port Huron	30	2
163	Port Huron	18	2
171	Romulus	29	1
172	Romulus	34	3
173	Romulus	27	2
181	Taylor	36	2
182	Taylor	114	3
183	Taylor	41	1
191	Traverse City	40	2
193	Traverse City	16	1

Table A-3 (cont'd)

School Code	Name of District	No. of Students	Type of School[b]
192	Traverse City	46	3
201	Waterford	60	3
202	Waterford	35	2
203	Waterford	46	2
204	Waterford	35	1
211	Wyandotte	52	3
212	Wyandotte	50	1
213	Wyandotte	36	2
221	Van Dyke	39	1
222	Van Dyke	48	3
223	Van Dyke	36	1
224	Van Dyke	29	3

[a]The type of program was regular classroom instruction in all cases. The number of hours per week per child of regular classroom instruction is not known for any of the schools.

[b]Code:
1 = Treatment-matched
2 = Treatment-unmatched
3 = Comparison

APPENDIX B

TABLE B-1

PRETEST, POSTTEST, AND DIFFERENCE SCORE MEANS AND STANDARD DEVIATIONS BY SCHOOL

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
011	FRANKLIN	PRE-ONLY	YES	17	52.3	12.5					17	47.7	8.1				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	16	46.8	8.3	53.4	9.4	6.6	4.9	16	45.6	8.4	50.6	10.4	4.9	8.6
		PRE-ONLY	NO	27	56.2	9.2					27	56.3	14.5				
		POST-ONLY	NO	6			48.7	8.2			6			46.5	8.8		
		BOTH TESTS	NO	6	52.2	2.8	56.0	2.8	3.8	2.3	6	52.3	4.4	53.0	7.9	.7	7.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	17	48.9	10.1				
POST-ONLY	YES	0						
BOTH TESTS	YES	16	44.6	8.0	51.2	8.9	6.6	5.2
PRE-ONLY	NO	27	55.9	11.6				
POST-ONLY	NO	6			46.7	8.2		
BOTH TESTS	NO	6	50.8	2.7	53.8	3.9	3.0	2.8

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
012	ROOSEVELT	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	3	52.3	8.7					3	45.7	9.4				
		POST-ONLY	NO	6			47.7	8.2			6			45.3	8.1		
		BOTH TESTS	NO	27	51.0	10.4	57.0	11.1	6.0	6.9	27	48.0	12.1	55.7	13.3	7.6	10.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	3	48.3	9.0				
POST-ONLY	NO	6			45.8	7.9		
BOTH TESTS	NO	27	48.8	10.7	55.8	12.6	7.0	7.9

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
013	WILSON	PRE-ONLY	YES	2	45.5	3.5					2	44.0	2.0				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	8	44.0	5.9	51.0	7.5	7.0	3.1	8	44.9	6.2	40.0	9.6	-4.8	8.4
		PRE-ONLY	NO	8	51.0	15.9					8	47.5	7.0				
		POST-ONLY	NO	8			59.6	11.5			8			55.6	13.2		
		BOTH TESTS	NO	14	54.9	12.0	61.4	11.1	6.6	6.9	14	49.2	14.4	61.7	14.5	12.5	10.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	44.0	3.0				
POST-ONLY	YES	0						
BOTH TESTS	YES	8	43.5	5.9	46.4	6.7	2.9	3.0
PRE-ONLY	NO	8	47.8	8.1				
POST-ONLY	NO	8			57.4	12.4		
BOTH TESTS	NO	14	52.0	13.8	60.8	13.1	8.8	7.0

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
021	MCKINLEY	PRE-ONLY	YES	D							D						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	6	54.5	5.7					6	54.5	10.1				
		POST-ONLY	NO	3			69.0	14.0			3			61.3	11.1		
		BOTH TESTS	NO	37	59.6	9.8	64.9	9.2	5.3	7.4	37	56.6	8.2	61.4	8.8	4.8	5.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	6	54.3	7.8				
POST-ONLY	NO	3			65.3	14.7		
BOTH TESTS	NO	37	57.5	9.8	62.4	9.6	4.9	5.3

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
022	DORLAND	PRE-ONLY	YES	1	42.0						1	42.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	14	49.1	4.0	55.2	5.3	6.1	6.1	14	43.1	8.4	50.6	7.2	7.6	7.1
		PRE-ONLY	NO	7	57.7	5.4					7	52.0	4.5				
		POST-ONLY	NO	6			69.7	10.2			6			65.2	10.2		
		BOTH TESTS	NO	73	60.5	10.0	66.2	10.9	5.8	7.0	73	57.3	10.3	63.6	10.9	6.3	8.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	41.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	14	46.1	4.7	52.3	5.5	6.1	4.8
PRE-ONLY	NO	7	53.9	5.1				
POST-ONLY	NO	6			67.7	12.9		
BOTH TESTS	NO	73	58.2	9.7	64.3	11.5	6.1	6.7

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
023	WOODSIDE	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	13	47.1	6.0	50.9	4.0	3.8	3.9	13	41.2	7.2	50.1	6.1	8.8	6.2
		PRE-ONLY	NO	1	57.0						1	52.0					
		POST-ONLY	NO	6			64.8	8.6			6			66.7	15.8		
		BOTH TESTS	NO	35	58.7	10.3	64.6	9.5	5.9	6.4	35	54.7	9.8	60.2	8.3	5.5	7.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	13	43.7	5.8	49.5	3.8	5.8	3.3
PRE-ONLY	NO	1	53.0					
POST-ONLY	NO	6			65.5	12.5		
BOTH TESTS	NO	35	56.2	10.5	61.0	9.3	4.8	6.1

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
031	BARD	PRE-ONLY	YES	7	42.9	9.0					7	44.4	7.2				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	34	49.7	9.5	54.1	9.5	4.4	4.8	34	47.0	8.3	52.8	7.6	5.8	7.4
		PRE-ONLY	NO	2	49.5	1.5					2	34.0	2.0				
		POST-ONLY	NO	6			53.5	3.9			6			51.0	7.3		
		BOTH TESTS	NO	18	51.9	6.0	51.2	5.9	-.6	4.4	18	42.3	8.2	48.5	12.4	6.2	10.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	7	42.6	7.5				
POST-ONLY	YES	0						
BOTH TESTS	YES	34	47.8	9.4	52.2	7.5	4.4	4.8
PRE-ONLY	NO	2	44.0	1.0				
POST-ONLY	NO	6			51.5	4.1		
BOTH TESTS	NO	18	47.3	5.4	48.8	8.5	1.5	5.9

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
032	STERNE BRUNSON	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	6	45.8	4.4	50.3	3.3	4.5	2.6	6	41.7	3.9	46.5	3.5	4.8	1.9
		PRE-ONLY	NO	9	51.9	5.0					9	51.7	12.3				
		POST-ONLY	NO	15			56.5	10.8			15			51.9	10.2		
		BOTH TESTS	NO	58	54.9	7.3	60.5	10.0	5.6	6.3	58	53.4	9.1	57.6	9.3	4.3	5.5

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	6	43.0	3.9	47.7	2.0	4.7	2.4
PRE-ONLY	NO	9	50.9	8.1				
POST-ONLY	NO	15			53.0	9.0		
BOTH TESTS	NO	58	53.5	8.5	58.1	10.1	4.6	5.0

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING-?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
033	FAIR PLAIN WEST	PRE-ONLY	YES	1	48.0						1	42.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	10	44.7	8.5	50.6	5.6	5.9	5.3	10	45.3	6.8	52.9	7.0	7.6	6.8
		PRE-ONLY	NO	3	64.3	16.4					3	64.7	15.3				
		POST-ONLY	NO	1			44.0				1			52.0			
		BOTH TESTS	NO	38	67.4	10.9	71.1	9.0	3.7	9.6	38	66.3	9.3	71.9	10.4	5.7	10.1

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	45.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	10	44.0	7.4	51.3	4.8	7.3	4.3
PRE-ONLY	NO	3	66.3	19.8				
POST-ONLY	NO	1			48.0			
BOTH TESTS	NO	38	67.3	11.5	72.2	11.5	4.9	10.3

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
041	HERMAN	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	40	51.3	9.7					40	47.1	12.3				
		POST-ONLY	NO	34			54.1	8.7			34			50.5	12.5		
		BOTH TESTS	NO	132	49.7	9.3	54.6	9.7	4.9	7.8	132	45.3	10.9	53.0	10.6	7.7	9.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	40	48.6	11.0				
POST-ONLY	NO	34			51.4	8.6		
BOTH TESTS	NO	132	46.7	9.9	53.0	9.4	6.3	7.5

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	N	WORD KNOWLEDGE PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	N	READING PRETEST MEAN	PRETEST S.D.	READING POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
042	JAMIESON	PRE-ONLY	YES	1	51.0						1	42.0					
		POST-ONLY	YES	3			47.7	4.5			3			48.7	6.1		
		BOTH TESTS	YES	8	48.1	4.5	48.1	7.4		6.3	8	39.6	7.6	47.3	6.0	7.6	6.6
		PRE-ONLY	NO	30	52.1	7.7					30	47.8	11.2				
		POST-ONLY	NO	36			54.1	10.3			36			53.1	11.7		
		BOTH TESTS	NO	135	55.2	9.2	58.2	10.3	3.0	6.3	135	51.3	9.8	55.2	11.0	3.9	7.2

GROUP	IN TITLE I READING ?	N	TOTAL READING PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	47.0					
POST-ONLY	YES	3			48.3	6.2		
BOTH TESTS	YES	8	43.6	6.0	47.1	6.0	3.5	6.8
PRE-ONLY	NO	30	49.3	9.6				
POST-ONLY	NO	36			52.9	11.2		
BOTH TESTS	NO	135	52.7	9.5	55.7	10.3	3.0	5.2

CODE	SCHOOL	GROUP	IN TITLE I READING ?	N	WORD KNOWLEDGE PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	N	READING PRETEST MEAN	PRETEST S.D.	READING POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
043	KEIDAN	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	39	50.2	8.5					39	48.0	8.8				
		POST-ONLY	NO	27			53.5	8.8			27			53.1	12.4		
		BOTH TESTS	NO	152	52.5	7.3	56.4	8.1	3.9	5.0	152	51.3	9.1	56.1	8.8	4.8	5.9

GROUP	IN TITLE I READING ?	N	TOTAL READING PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	39	48.1	8.5				
POST-ONLY	NO	27			52.3	10.0		
BOTH TESTS	NO	152	51.2	7.7	55.2	7.7	4.0	4.5

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
051	SISTER LAKES	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	5	59.2	10.3					5	62.2	8.6				
		POST-ONLY	NO	9			53.6	5.4			9			56.0	15.8		
		BOTH TESTS	NO	60	55.9	10.6	62.5	10.3	6.6	7.3	60	53.8	11.7	63.0	12.0	9.1	8.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	5	60.6	10.2				
POST-ONLY	NO	9			52.9	7.9		
BOTH TESTS	NO	60	53.9	10.6	62.1	11.4	8.2	7.7

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
052	KINCHELOE	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	9	43.6	3.3	51.7	4.0	8.1	4.8	9	43.1	5.1	48.4	4.6	5.3	4.7
		PRE-ONLY	NO	1	52.0						1	54.0					
		POST-ONLY	NO	2			57.5	9.5			2			57.5	2.5		
		BOTH TESTS	NO	50	57.2	7.9	65.0	10.2	7.8	6.8	50	56.1	10.9	64.6	9.7	8.5	6.5

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	9	42.9	3.2	49.0	3.3	6.1	4.1
PRE-ONLY	NO	1	52.0					
POST-ONLY	NO	2			56.0	5.0		
BOTH TESTS	NO	50	56.1	9.1	64.5	11.2	8.4	6.0

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
053	MCKINLEY	PRE-ONLY	YES	2	42.5	1.5					2	38.0	4.0				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	4	42.3	7.9	49.3	9.5	7.0	3.5	4	36.0	7.1	46.0	6.2	10.0	5.8
		PRE-ONLY	NO	3	53.0	2.2					3	50.3	4.6				
		POST-ONLY	NO	1			65.0				1			70.0			
		BOTH TESTS	NO	23	54.2	6.7	59.0	10.3	4.9	5.8	23	48.4	9.8	57.0	8.9	8.7	7.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	39.5	.5				
POST-ONLY	YES	0						
BOTH TESTS	YES	4	38.0	6.7	47.0	7.2	9.0	2.0
PRE-ONLY	NO	3	51.0	2.9				
POST-ONLY	NO	1			66.0			
BOTH TESTS	NO	23	51.1	7.2	56.3	8.3	5.3	3.5

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
061	CARPENTER ROAD	PRE-ONLY	YES	2	43.0	8.0					2	45.0	3.0				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	14	48.0	5.0	61.1	10.2	13.1	10.2	14	45.4	5.8	56.8	5.3	11.4	5.8
		PRE-ONLY	NO	12	57.5	8.9					12	54.7	12.2				
		POST-ONLY	NO	14			59.4	10.3			14			58.4	5.9		
		BOTH TESTS	NO	57	54.4	8.3	63.4	7.6	9.0	6.4	57	54.8	9.0	62.1	10.7	7.3	7.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	42.5	5.5				
POST-ONLY	YES	0						
BOTH TESTS	YES	14	46.2	4.3	56.9	6.0	10.7	6.0
PRE-ONLY	NO	12	55.4	12.2				
POST-ONLY	NO	14			58.3	8.9		
BOTH TESTS	NO	57	54.2	8.5	61.7	9.0	7.5	6.1

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
062	COOK	PRE-ONLY	YES	5	42.8	1.0					5	39.2	6.3				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	22	40.1	6.0	48.0	9.1	7.9	10.6	22	40.3	6.8	45.6	7.4	5.3	9.0
		PRE-ONLY	NO	9	55.8	16.0					9	52.0	10.1				
		POST-ONLY	NO	6			59.7	8.2			6			54.2	5.1		
		BOTH TESTS	NO	86	54.7	8.1	61.3	9.8	6.6	6.7	86	53.1	10.3	60.0	9.1	6.9	6.6

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	5	40.4	3.8				
POST-ONLY	YES	0						
BOTH TESTS	YES	22	39.6	5.6	45.6	7.1	6.0	7.6
PRE-ONLY	NO	9	54.0	12.5				
POST-ONLY	NO	6			54.7	4.6		
BOTH TESTS	NO	86	53.1	8.6	59.7	9.4	6.5	5.6

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
071	ALEXANDER	PRE-ONLY	YES	5	43.4	2.6					5	38.8	8.3				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	68	48.4	9.9	55.8	12.4	7.3	8.1	68	45.8	11.5	53.0	12.9	7.2	9.1
		PRE-ONLY	NO	2	43.5	8.5					2	42.5	8.5				
		POST-ONLY	NO	3			54.0	5.9			3			46.7	5.7		
		BOTH TESTS	NO	1	37.0		31.0		-5.9		1	42.0		32.0		-9.9	

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	5	40.2	5.3				
POST-ONLY	YES	0						
BOTH TESTS	YES	68	46.1	10.1	53.2	11.9	7.1	6.5
PRE-ONLY	NO	2	41.0	9.0				
POST-ONLY	NO	3			50.0	5.1		
BOTH TESTS	NO	1	38.0		28.0		-9.9	

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	READING POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
072	CAMPAU PARK	PRE-ONLY	YES	6	45.5	8.1					6	47.7	7.1				
		POST-ONLY	YES	1			50.0				1			42.0			
		BOTH TESTS	YES	16	49.3	13.2	58.8	11.5	9.4	7.9	16	46.8	9.4	54.9	9.8	8.1	5.5
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	1			67.0							63.0			
		BOTH TESTS	NO	1	47.0		61.0		14.0		1	42.0		59.0		17.0	

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	6	45.8	7.2				
POST-ONLY	YES	1			47.0			
BOTH TESTS	YES	16	46.9	10.2	56.0	10.7	9.1	5.3
PRE-ONLY	NO	0						
POST-ONLY	NO	1			64.0			
BOTH TESTS	NO	1	45.0		59.0		14.0	

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	READING POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
073	CONGRESS	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	13	47.8	13.6					13	46.7	13.5				
		POST-ONLY	NO	2			44.0	9.0			2			44.5	2.5		
		BOTH TESTS	NO	48	49.6	9.6	57.4	8.8	7.8	6.9	48	47.1	11.7	54.6	9.5	7.4	9.7

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	13	46.5	13.4				
POST-ONLY	NO	2			43.0	6.0		
BOTH TESTS	NO	48	47.7	10.0	54.9	8.4	7.2	6.2

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
074	SHELDON	PRE-ONLY	YES	6	46.3	7.0					6	44.0	7.1				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	33	46.2	6.6	57.7	7.8	11.5	6.7	33	44.4	7.1	52.1	7.3	7.7	7.1
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	8			56.8	8.3			8			54.1	6.8		
		BOTH TESTS	NO	1	64.0		77.0		13.0		1	62.0		60.0		-1.9	

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	6	44.3	6.4				
POST-ONLY	YES	0						
BOTH TESTS	YES	33	44.6	6.1	53.5	6.3	8.8	4.9
PRE-ONLY	NO	0						
POST-ONLY	NO	8			53.8	5.4		
BOTH TESTS	NO	1	63.0		63.0			

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
075	STOCKING	PRE-ONLY	YES	10	45.0	6.0					10	37.3	8.9				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	25	47.7	9.8	54.2	10.8	6.6	8.6	25	44.6	11.5	50.8	11.7	6.1	8.9
		PRE-ONLY	NO	2	49.5	1.5					2	47.5	1.5				
		POST-ONLY	NO	2			50.5	7.5			2			50.0	8.0		
		BOTH TESTS	NO	33	58.0	10.5	66.3	11.6	8.3	8.1	33	55.0	8.4	61.6	9.0	6.6	6.8

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	10	40.0	7.4				
POST-ONLY	YES	0						
BOTH TESTS	YES	25	45.5	10.4	51.9	10.7	6.4	6.9
PRE-ONLY	NO	2	48.0					
POST-ONLY	NO	2			49.5	7.5		
BOTH TESTS	NO	33	55.6	9.0	63.2	10.7	7.6	6.7

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
081	DICKINSON	PRE-ONLY	YES	3	50.0	2.4					3	45.0	6.4				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	9	51.2	2.2	57.4	6.0	6.2	4.4	9	49.1	6.0	54.0	8.1	4.9	8.7
		PRE-ONLY	NO	5	56.2	3.5					5	53.0	7.0				
		POST-ONLY	NO	8			60.3	11.6			8			53.9	6.7		
		BOTH TESTS	NO	52	57.0	10.4	66.0	9.9	9.0	8.6	52	54.1	9.6	61.2	8.7	7.1	7.5

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	3	47.3	2.1				
POST-ONLY	YES	0						
BOTH TESTS	YES	9	49.6	2.9	54.4	6.6	4.9	5.6
PRE-ONLY	NO	5	53.6	4.6				
POST-ONLY	NO	8			55.5	8.7		
BOTH TESTS	NO	52	54.3	9.3	62.3	9.2	8.0	6.4

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
082	HOLBROOK	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	6	50.3	8.0	59.0	13.6	8.7	6.3	6	43.2	7.6	59.3	10.6	16.2	4.9
		PRE-ONLY	NO	3	51.0	2.4					3	47.3	5.2				
		POST-ONLY	NO	8			60.3	16.5			8			59.8	10.4		
		BOTH TESTS	NO	22	50.2	6.0	59.8	8.5	9.5	5.2	22	46.5	11.9	58.5	10.6	12.0	7.4

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	6	46.3	6.8	58.7	13.3	12.3	6.8
PRE-ONLY	NO	3	48.7	2.9				
POST-ONLY	NO	8			60.4	15.2		
BOTH TESTS	NO	22	47.8	6.9	58.9	10.5	11.0	5.4

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
083	KOSCIUSZKO	PRE-ONLY	YES	4	51.8	1.1					4	47.3	8.1				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	4	48.8	3.8	55.3	3.7	6.5	5.9	4	44.5	4.8	58.0	11.2	13.5	9.6
		PRE-ONLY	NO	14	53.6	4.0					14	49.1	7.5				
		POST-ONLY	NO	8			57.3	4.5			8			58.1	8.2		
		BOTH TESTS	NO	43	56.6	8.5	61.0	7.9	4.5	5.7	43	51.8	9.8	58.7	10.5	6.9	9.0

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	4	49.3	2.9				
POST-ONLY	YES	0						
BOTH TESTS	YES	4	46.3	2.7	54.3	5.0	8.0	5.6
PRE-ONLY	NO	14	50.6	4.9				
POST-ONLY	NO	8			55.8	4.8		
BOTH TESTS	NO	43	53.7	9.4	58.7	8.9	5.1	7.1

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
091	CORTLAND	PRE-ONLY	YES	1	51.0						1	51.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	7	42.7	4.5	50.0	6.2	7.3	3.9	7	38.3	6.7	47.3	6.0	9.0	10.8
		PRE-ONLY	NO	16	50.4	6.5					16	47.8	7.4				
		POST-ONLY	NO	14			55.3	8.3			14			53.1	7.7		
		BOTH TESTS	NO	77	53.7	5.7	60.8	7.4	7.0	5.7	77	50.9	7.4	57.9	8.4	7.0	8.1

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	49.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	7	40.1	2.9	48.0	4.9	7.9	5.2
PRE-ONLY	NO	16	48.0	6.3				
POST-ONLY	NO	14			53.0	6.8		
BOTH TESTS	NO	77	51.6	6.0	57.9	6.1	6.2	5.2

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
092	LIBERTY	PRE-ONLY	YES	4	39.0	9.0					4	36.8	6.9				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	1	33.0		48.0		15.0		1	32.0		47.0		15.0	
		PRE-ONLY	NO	17	50.8	7.8					17	48.2	9.0				
		POST-ONLY	NO	23			53.0	10.4			23			53.0	10.1		
		BOTH TESTS	NO	89	47.3	6.3	54.1	7.9	6.8	6.4	89	46.2	8.9	52.9	7.6	6.7	7.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	4	35.5	9.6				
POST-ONLY	YES	0						
BOTH TESTS	YES	1	29.0		47.0		18.0	
PRE-ONLY	NO	17	49.3	6.5				
POST-ONLY	NO	23			52.0	10.4		
BOTH TESTS	NO	89	45.9	7.0	52.7	6.2	6.8	4.9

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
093	THOMSON	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	20	50.9	9.0					20	47.4	11.3				
		POST-ONLY	NO	18			50.4	7.8			18			51.8	6.0		
		BOTH TESTS	NO	107	51.8	10.7	57.1	12.1	5.3	7.1	107	50.3	12.9	54.5	11.3	4.2	8.5

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	20	48.5	10.1				
POST-ONLY	NO	18			49.9	6.4		
BOTH TESTS	NO	107	50.4	11.6	54.9	11.6	4.5	6.6

TABLE B-1 (CONTINUED)

CODE	SCH	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
101	BENNETT	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	10	48.8	15.2					10	49.1	8.2				
		POST-ONLY	NO	2			57.0	4.0			2			64.5	12.5		
		BOTH TESTS	NO	48	55.0	11.4	62.6	13.8	7.6	8.5	48	51.9	12.1	58.9	12.9	7.^	9.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	10	47.5	11.4				
POST-ONLY	NO	2			57.0	6.0		
BOTH TESTS	NO	48	53.1	11.4	60.0	13.8	6.9	5.9

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
102	ALLEN	PRE-ONLY	YES	2	42.0	7.0					2	45.5	9.5				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	23	45.9	4.6	51.2	4.7	5.3	4.6	23	39.7	7.4	47.4	8.6	7.8	8.7
		PRE-ONLY	NO	4	52.0	5.3					4	51.5	8.1				
		POST-ONLY	NO	4			63.3	8.9			4			63.0	14.6		
		BOTH TESTS	NO	35	58.8	8.7	64.9	6.9	6.0	6.9	35	56.9	7.2	65.5	8.8	8.6	7.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	42.5	8.5				
POST-ONLY	YES	0						
BOTH TESTS	YES	23	42.6	5.7	49.1	4.7	6.5	5.4
PRE-ONLY	NO	4	51.5	4.7				
POST-ONLY	NO	4			63.5	13.9		
BOTH TESTS	NO	35	56.7	7.1	64.4	8.1	7.8	4.8

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
103	TOMLINSON	PRE-ONLY	YES	3	36.3	3.4					3	46.0	1.6				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	23	39.0	7.7	45.2	8.2	6.2	9.1	23	38.0	6.4	43.1	7.5	5.1	9.9
		PRE-ONLY	NO	7	47.7	3.1					7	46.3	5.8				
		POST-ONLY	NO	1			59.0				1			55.0			
		BOTH TESTS	NO	36	49.4	10.2	57.5	10.5	8.1	7.6	36	49.8	10.4	57.9	11.6	8.2	7.6

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	3	40.0	.8				
POST-ONLY	YES	0						
BOTH TESTS	YES	23	37.2	6.3	43.3	7.1	6.1	8.4
PRE-ONLY	NO	7	46.3	4.0				
POST-ONLY	NO	1			56.0			
BOTH TESTS	NO	36	48.8	10.5	57.1	11.6	8.3	6.8

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
111	LINCOLN	PRE-ONLY	YES	1	42.0						1	34.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	6	38.2	9.4	52.7	8.2	14.5	15.6	6	35.2	8.9	48.8	9.7	13.7	15.3
		PRE-ONLY	NO	8	47.5	5.2					8	44.5	5.9				
		POST-ONLY	NO	7			68.1	13.0			7			65.6	11.1		
		BOTH TESTS	NO	53	51.8	12.5	63.5	11.5	11.6	13.0	53	45.7	12.8	61.5	11.5	15.7	12.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	37.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	6	33.8	12.1	50.5	8.8	16.7	18.4
PRE-ONLY	NO	8	44.9	5.0				
POST-ONLY	NO	7			66.4	13.4		
BOTH TESTS	NO	53	48.6	12.3	61.5	11.6	12.9	12.6

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
112	LAKEWOOD	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	7	51.1	2.0	59.0	6.2	7.9	5.1	7	49.1	4.3	60.9	3.8	11.7	1.6
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	0							0						
		BOTH TESTS	NO	19	58.5	4.5	70.4	8.7	11.9	6.9	19	55.8	7.9	66.2	8.2	10.3	9.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	7	49.3	2.2	58.9	4.9	9.6	3.2
PRE-ONLY	NO	0						
POST-ONLY	NO	0						
BOTH TESTS	NO	19	56.1	5.9	67.7	9.0	11.6	8.9

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
113	BURKE ACRES	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	4			60.5	3.4			4			57.0	4.9		
		BOTH TESTS	NO	34	57.2	10.8	67.9	10.9	10.8	9.9	34	57.3	11.1	68.8	11.1	11.6	11.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	0						
POST-ONLY	NO	4			57.5	4.2		
BOTH TESTS	NO	34	56.5	11.2	68.3	12.4	11.8	10.9

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
121	MICHIGAN AVENUE	PRE-ONLY	YES	13	44.8	7.1					13	46.2	6.4				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	19	49.8	8.0	58.7	8.8	8.8	4.3	19	45.2	10.2	53.2	11.6	8.0	9.5
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	10			51.4	12.0			10			43.5	13.3		
		BOTH TESTS	NO	0							0						

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	13	44.9	6.0				
POST-ONLY	YES	0						
BOTH TESTS	YES	19	46.8	9.1	55.2	9.9	8.4	7.3
PRE-ONLY	NO	0						
POST-ONLY	NO	10			46.1	12.6		
BOTH TESTS	NO	0						

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
122	HOLMES STREET	PRE-ONLY	YES	8	54.6	10.9					8	57.9	12.6				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	50	52.2	11.2	60.3	11.0	8.2	5.4	50	50.2	11.2	57.6	12.3	7.4	9.5
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	13			57.0	11.8			13			53.5	14.3		
		BOTH TESTS	NO	0							0						

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	8	56.9	13.3				
POST-ONLY	YES	0						
BOTH TESTS	YES	50	50.9	11.6	58.4	12.0	7.4	6.0
PRE-ONLY	NO	0						
POST-ONLY	NO	13			54.8	13.5		
BOTH TESTS	NO	0						

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
123	GIER PARK	PRE-ONLY	YES	1	87.0						1	60.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	10	51.3	6.4					10	46.4	9.6				
		POST-ONLY	NO	16			61.9	11.2			16			60.3	11.1		
		BOTH TESTS	NO	53	54.3	11.6	60.5	12.7	6.2	7.7	53	51.9	10.6	57.6	12.1	5.7	7.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	68.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	10	48.8	7.5				
POST-ONLY	NO	16			59.6	10.5		
BOTH TESTS	NO	53	52.6	11.2	58.6	13.4	6.1	7.1

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
131	RAISIN-VILLE	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	5	59.8	4.3					5	58.2	9.6				
		POST-ONLY	NO	11			62.7	10.2			11			59.7	12.2		
		BOTH TESTS	NO	73	59.7	9.5	67.6	9.1	7.9	7.7	73	57.2	11.0	64.7	10.9	7.5	8.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	5	57.8	6.6				
POST-ONLY	NO	11			60.5	10.4		
BOTH TESTS	NO	73	58.0	10.2	65.8	11.0	7.8	7.0

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
132	ORCHARD	PRE-ONLY	YES	6	49.8	7.8					6	48.0	4.0				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	31	53.7	5.6	58.8	7.8	5.1	6.3	31	50.6	10.7	56.9	7.3	6.3	7.3
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	0							0						
		BOTH TESTS	NO	0							0						

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	6	47.7	5.1				
POST-ONLY	YES	0						
BOTH TESTS	YES	31	51.7	7.9	56.7	7.4	5.0	5.8
PRE-ONLY	NO	0						
POST-ONLY	NO	0						
BOTH TESTS	NO	0						

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
133	LINCOLN	PRE-ONLY	YES	9	48.7	10.6					9	46.4	7.8				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	71	48.3	10.0	56.4	10.9	8.1	7.9	71	46.4	11.6	54.7	11.6	8.4	8.6
		PRE-ONLY	NO	0							0						
		POST-ONLY	NO	6			66.7	11.7			6			62.0	7.0		
		BOTH TESTS	NO	0							0						

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	9	46.7	9.2				
POST-ONLY	YES	0						
BOTH TESTS	YES	71	46.1	10.3	54.4	11.0	8.2	7.4
PRE-ONLY	NO	0						
POST-ONLY	NO	6			63.7	9.8		
BOTH TESTS	NO	0						

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
141	MCLAUGHLIN	PRE-ONLY	YES	2	38.0	3.0					2	29.5	14.5				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	10	41.3	10.7	48.4	10.2	7.1	6.5	10	43.4	6.5	46.6	9.5	3.2	6.5
		PRE-ONLY	NO	7	57.1	12.1					7	59.6	7.3				
		POST-ONLY	NO	9			58.4	8.5			9			54.1	10.7		
		BOTH TESTS	NO	25	56.1	9.3	62.0	9.1	6.0	6.0	25	55.6	7.3	59.7	9.7	4.1	6.7

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	29.0	12.0				
POST-ONLY	YES	0						
BOTH TESTS	YES	10	41.1	8.3	47.0	9.6	5.9	5.5
PRE-ONLY	NO	7	57.3	9.6				
POST-ONLY	NO	9			55.1	7.7		
BOTH TESTS	NO	25	54.9	7.9	59.8	9.4	4.9	5.4

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
142	FROEBEL	PRE-ONLY	YES	2	43.5	2.5					2	40.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	8	38.1	7.8	45.0	8.0	6.9	4.3	8	39.0	7.6	46.1	7.3	7.1	5.6
		PRE-ONLY	NO	11	48.0	7.5					11	45.1	5.7				
		POST-ONLY	NO	8			55.4	12.0			8			55.6	10.9		
		BOTH TESTS	NO	38	44.1	9.0	52.3	8.8	8.2	6.3	38	43.8	10.0	50.7	9.8	6.9	3.4

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	41.0	2.0				
POST-ONLY	YES	0						
BOTH TESTS	YES	8	37.0	7.1	44.9	6.9	7.9	5.1
PRE-ONLY	NO	11	45.4	5.8				
POST-ONLY	NO	8			53.5	10.2		
BOTH TESTS	NO	38	42.8	10.0	50.3	9.3	7.5	7.0

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
143	MOON	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	3	67.0	14.2					3	59.0	4.9				
		POST-ONLY	NO	1			77.0				1			63.0			
		BOTH TESTS	NO	40	56.8	10.2	64.8	12.3	7.9	8.2	40	55.2	9.2	63.8	11.5	8.5	7.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	3	61.7	9.5				
POST-ONLY	NO	1			68.0			
BOTH TESTS	NO	40	55.3	9.9	63.8	12.6	8.5	6.2

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
144	MARSH	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	1	61.0						1	70.0					
		POST-ONLY	NO	0							0						
		BOTH TESTS	NO	17	52.1	6.9	58.2	8.4	6.2	5.1	17	50.2	7.9	55.1	8.9	4.8	6.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	1	63.0					
POST-ONLY	NO	0						
BOTH TESTS	NO	17	50.9	7.3	55.1	7.0	4.2	4.3

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
151	BETHUNE	PRE-ONLY	YES	1	37.0						1	44.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	3	43.0	6.5	48.0	3.3	5.0	5.7	3	36.7	3.8	47.0	5.1	10.3	3.7
		PRE-ONLY	NO	2	49.5	5.5					2	46.0	8.0				
		POST-ONLY	NO	3			52.0	18.1			3			52.0	8.0		
		BOTH TESTS	NO	43	48.7	9.0	57.7	10.0	9.0	6.3	43	47.3	8.1	54.3	8.1	7.0	7.0

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	39.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	3	39.7	5.6	47.3	2.6	7.7	5.8
PRE-ONLY	NO	2	47.5	6.5				
POST-ONLY	NO	3			50.7	12.7		
BOTH TESTS	NO	43	46.8	8.5	54.8	8.4	8.0	5.9

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
152	ROBERT FROST	PRE-ONLY	YES	4	46.5	6.7					4	43.5	5.0				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	21	45.8	8.2	48.1	6.9	2.4	6.1	21	41.0	10.6	46.2	8.7	5.3	10.9
		PRE-ONLY	NO	8	49.4	9.9					8	41.9	13.0				
		POST-ONLY	NO	13			50.0	10.3			13			47.7	9.6		
		BOTH TESTS	NO	18	46.8	7.7	48.6	12.0	1.8	7.6	18	41.1	13.3	47.6	9.5	6.5	7.9

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	4	44.3	5.5				
POST-ONLY	YES	0						
BOTH TESTS	YES	21	42.7	9.1	46.5	7.1	3.8	6.7
PRE-ONLY	NO	8	44.6	11.9				
POST-ONLY	NO	13			47.8	9.6		
BOTH TESTS	NO	18	42.6	11.6	46.6	11.0	3.9	6.3

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
153	MARK TWAIN	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	1			52.0				1			50.0			
		BOTH TESTS	YES	2	49.0	6.0	62.5	2.5	13.5	3.5	2	51.5	2.5	61.5	1.5	10.0	4.0
		PRE-ONLY	NO	8	53.5	9.5					8	50.5	7.7				
		POST-ONLY	NO	28			54.6	9.4			28			54.1	8.8		
		BOTH TESTS	NO	67	57.1	8.8	60.6	9.1	3.6	6.1	67	54.8	10.6	59.7	10.2	4.9	7.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	1			50.0			
BOTH TESTS	YES	2	50.0	4.0	60.5	.5	10.5	3.5
PRE-ONLY	NO	8	51.0	7.1				
POST-ONLY	NO	28			52.8	8.4		
BOTH TESTS	NO	67	55.3	9.2	59.2	9.5	3.9	5.3

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
161	HARRISON	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	4	40.0	6.5	49.3	3.9	9.3	3.4	4	40.5	1.7	39.0	8.7	-1.4	7.9
		PRE-ONLY	NO	5	60.2	8.4					5	58.6	5.0				
		POST-ONLY	NO	7			57.4	8.3			7			59.1	14.3		
		BOTH TESTS	NO	44	54.5	9.6	63.0	11.8	8.5	7.2	44	50.4	11.7	60.2	11.3	9.8	9.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	4	39.3	4.4	44.3	6.2	5.0	1.9
PRE-ONLY	NO	5	58.4	6.2				
POST-ONLY	NO	7			57.0	10.6		
BOTH TESTS	NO	44	52.0	10.0	60.5	11.7	8.4	5.9

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
162	FILLMORE	PRE-ONLY	YES	1	44.0						1	48.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	12	51.8	5.8	57.9	9.2	6.2	4.9	12	49.3	10.6	55.6	9.9	6.3	8.7
		PRE-ONLY	NO	3	46.7	8.3					3	42.3	7.6				
		POST-ONLY	NO	5			57.6	10.4			5			60.4	12.6		
		BOTH TESTS	NO	30	53.4	9.3	61.1	9.9	7.7	5.6	30	51.1	11.5	58.4	9.8	7.3	8.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	46.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	12	50.4	8.3	56.1	9.6	5.7	5.2
PRE-ONLY	NO	3	44.3	7.6				
POST-ONLY	NO	5			57.6	10.4		
BOTH TESTS	NO	30	51.6	10.5	58.4	9.4	6.8	4.1

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
163	CLEVELAND	PRE-ONLY	YES	1	50.0						1	36.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	3	49.3	.9	50.7	2.4	1.3	2.1	3	36.0	3.3	45.7	5.2	9.7	8.2
		PRE-ONLY	NO	1	52.0						1	49.0					
		POST-ONLY	NO	2			65.5	1.5			2			54.5	8.5		
		BOTH TESTS	NO	18	56.1	6.0	61.1	8.6	5.1	6.2	18	49.3	11.2	55.3	9.5	6.1	6.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	45.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	3	44.0	1.4	48.0	2.8	4.0	3.7
PRE-ONLY	NO	1	49.0					
POST-ONLY	NO	2			59.0	6.0		
BOTH TESTS	NO	18	52.6	7.5	57.1	8.1	4.5	4.6

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
171	GORDONIER	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	5	53.6	7.1	61.2	7.4	7.6	2.2	5	52.0	15.1	56.0	12.8	4.0	7.2
		PRE-ONLY	NO	4	56.8	3.8					4	57.3	4.2				
		POST-ONLY	NO	7			58.4	9.0			7			53.3	3.2		
		BOTH TESTS	NO	29	51.7	12.5	56.6	9.2	4.9	7.8	29	52.1	13.0	55.5	13.1	3.3	7.6

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	5	50.4	8.0	57.6	8.4	7.2	2.8
PRE-ONLY	NO	4	56.0	4.3				
POST-ONLY	NO	7			53.7	4.3		
BOTH TESTS	NO	29	51.1	12.2	55.6	11.0	4.5	6.2

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
172	BEVERLY	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	13	50.2	10.0	51.8	7.9	1.6	6.8	13	46.5	7.3	51.3	6.0	4.8	3.8
		PRE-ONLY	NO	3	43.0	5.4					3	41.3	9.5				
		POST-ONLY	NO	6			45.8	7.9			6			41.2	7.4		
		BOTH TESTS	NO	34	50.1	8.1	54.6	9.0	4.4	6.5	34	49.5	9.4	52.8	9.1	3.3	6.7

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	13	47.1	8.5	50.5	6.4	3.5	5.7
PRE-ONLY	NO	3	40.3	8.2				
POST-ONLY	NO	6			43.0	7.2		
BOTH TESTS	NO	34	49.0	8.4	52.9	8.3	3.8	5.8

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
173	ROMULUS ELEMENTARY	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	3	41.0	12.8	52.7	8.1	11.7	7.6	3	41.0	12.8	48.0	10.2	7.0	8.0
		PRE-ONLY	NO	1	87.0						1	77.0					
		POST-ONLY	NO	4			64.5	7.4			4			64.0	7.6		
		BOTH TESTS	NO	27	53.0	4.5	57.9	7.9	4.9	5.5	27	50.0	8.1	55.8	10.1	5.8	5.9

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	3	38.3	13.9	49.3	7.8	11.0	6.2
PRE-ONLY	NO	1	86.0					
POST-ONLY	NO	4			64.3	9.7		
BOTH TESTS	NO	27	50.8	5.1	55.8	8.1	5.0	4.4

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
181	FEDERAL	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	2	34.0	3.0	45.0	1.0	11.0	4.0	2	41.5	5.5	29.0	7.0	-12.5	12.5
		PRE-ONLY	NO	6	42.2	4.7					6	41.0	6.1				
		POST-ONLY	NO	3			53.7	16.5			3			47.7	14.7		
		BOTH TESTS	NO	36	48.3	10.0	53.9	11.3	5.6	6.3	36	44.1	11.8	52.1	10.8	8.0	8.7

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	2	36.0	5.0	36.5	4.5	.5	9.5
PRE-ONLY	NO	6	40.7	5.0				
POST-ONLY	NO	3			49.7	14.7		
BOTH TESTS	NO	36	44.9	11.3	51.8	11.5	6.9	7.1

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
182	EUREKA HEIGHTS	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	4	44.3	6.8					4	39.5	4.6				
		POST-ONLY	NO	10			65.8	8.6			10			65.7	10.9		
		BOTH TESTS	NO	114	55.1	9.5	63.8	9.4	8.7	7.8	114	51.7	10.9	59.3	9.0	7.6	8.7

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	4	41.8	4.0				
POST-ONLY	NO	10			65.3	10.4		
BOTH TESTS	NO	114	52.9	9.5	60.6	9.6	7.7	7.3

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
183	TREADWELL	PRE-ONLY	YES	1	42.0						1	44.0					
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	15	44.5	6.9	54.6	7.3	10.1	7.3	15	39.3	8.0	50.2	6.4	10.9	10.1
		PRE-ONLY	NO	4	52.0	9.2					4	45.5	10.2				
		POST-ONLY	NO	5			61.6	8.7			5			60.8	3.3		
		BOTH TESTS	NO	41	52.5	6.1	60.6	6.7	8.1	5.2	41	50.6	9.4	59.9	8.1	9.3	6.5

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	1	42.0					
POST-ONLY	YES	0						
BOTH TESTS	YES	15	41.1	7.0	51.4	5.6	10.3	8.0
PRE-ONLY	NO	4	49.3	9.3				
POST-ONLY	NO	5			59.6	5.0		
BOTH TESTS	NO	41	51.0	7.9	58.9	6.9	7.9	4.7

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
191	CHERRY KNOLL	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	16	53.6	7.3	58.7	10.6	5.1	6.2	16	50.1	10.2	55.0	8.5	4.9	9.7
		PRE-ONLY	NO	2	63.0	1.0					2	81.5	4.5				
		POST-ONLY	NO	3			66.7	2.4			3			65.3	4.1		
		BOTH TESTS	NO	40	60.8	11.7	67.7	11.2	6.9	9.1	40	58.5	10.4	65.6	9.4	7.1	8.8

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	16	51.2	7.1	55.2	7.2	4.0	4.1
PRE-ONLY	NO	2	70.0					
POST-ONLY	NO	3			65.0	2.9		
BOTH TESTS	NO	40	59.4	12.0	66.5	11.8	7.0	9.8

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
192	EAST BAY	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	9	63.1	11.1					9	63.2	11.3				
		POST-ONLY	NO	4			71.5	5.5			4			68.3	5.8		
		BOTH TESTS	NO	46	59.0	8.9	70.8	9.2	11.8	8.1	46	60.0	12.0	66.5	8.9	6.4	10.9

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	9	63.7	12.9				
POST-ONLY	NO	4			70.8	7.6		
BOTH TESTS	NO	46	59.5	11.9	67.8	9.5	8.3	9.9

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
193	SABIN	PRE-ONLY	YES	2	59.5	2.5					2	58.0	1.0				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	13	56.8	8.3	62.4	9.6	5.5	7.9	13	55.5	14.8	61.0	7.2	5.5	10.3
		PRE-ONLY	NO	1	87.0						1	86.0					
		POST-ONLY	NO	2			77.0				2			66.0	4.0		
		BOTH TESTS	NO	16	67.5	9.7	73.1	10.2	5.6	11.7	16	64.9	8.7	67.0	10.3	2.1	8.6

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	2	58.0	1.0				
POST-ONLY	YES	0						
BOTH TESTS	YES	13	55.5	10.7	61.0	9.0	5.5	6.4
PRE-ONLY	NO	1	94.0					
POST-ONLY	NO	2			70.5	4.5		
BOTH TESTS	NO	16	66.6	10.5	69.1	11.1	2.6	10.3

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
201	GRAYSON	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	4	63.3	7.9					4	64.5	10.4				
		POST-ONLY	NO	2			65.0	12.0			2			67.0	19.0		
		BOTH TESTS	NO	60	61.0	12.6	66.6	11.4	5.6	8.0	60	58.1	12.7	62.4	12.1	4.3	9.6

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	4	65.0	10.6				
POST-ONLY	NO	2			67.5	18.5		
BOTH TESTS	NO	60	59.6	13.3	63.8	11.7	4.2	7.5

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
202	HAVELAND	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	9	45.1	6.0	50.9	5.5	5.8	5.3	9	37.0	8.3	49.7	9.7	12.7	11.5
		PRE-ONLY	NO	2	56.5	.5					2	54.0	3.0				
		POST-ONLY	NO	5			63.2	7.6			5			64.6	7.2		
		BOTH TESTS	NO	35	58.8	10.7	65.4	10.6	6.7	8.0	35	54.4	14.1	60.4	10.7	6.0	10.1

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	9	40.8	5.8	49.2	6.7	8.4	6.1
PRE-ONLY	NO	2	54.0	2.0				
POST-ONLY	NO	5			63.6	9.1		
BOTH TESTS	NO	35	56.6	12.6	62.0	11.0	5.4	8.1

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
203	FOUR TOWNS	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	5	50.0	3.6	55.4	3.7	5.4	2.3	5	47.4	4.1	51.6	9.1	4.2	9.9
		PRE-ONLY	NO	3	78.3	6.1					3	75.3	7.5				
		POST-ONLY	NO	6			64.0	16.6			6			59.8	16.8		
		BOTH TESTS	NO	46	60.1	7.6	68.0	7.8	7.9	7.8	46	59.9	8.4	63.4	7.6	3.6	7.2

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	5	48.2	1.8	53.0	5.2	4.8	4.3
PRE-ONLY	NO	3	81.3	9.0				
POST-ONLY	NO	6			63.2	19.6		
BOTH TESTS	NO	46	59.4	8.7	64.6	8.3	5.2	7.9

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
204	BEAUMONT	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	10	51.1	3.5	53.6	4.8	2.5	4.0	10	42.0	7.4	50.5	3.6	8.5	5.7
		PRE-ONLY	NO	4	67.3	11.5					4	67.3	6.8				
		POST-ONLY	NO	3			78.0	7.0			3			75.3	9.5		
		BOTH TESTS	NO	35	63.1	8.7	69.1	7.9	6.1	7.9	35	62.1	9.2	64.1	6.8	2.0	8.2

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	10	46.4	3.8	50.8	3.0	4.4	2.7
PRE-ONLY	NO	4	64.8	3.3				
POST-ONLY	NO	3			79.0	11.0		
BOTH TESTS	NO	35	62.5	10.2	65.5	7.4	2.9	7.1

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
211	TAFT	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	2	56.0	3.0					2	52.0	3.0				
		POST-ONLY	NO	5			61.0	10.2			5			57.0	12.2		
		BOTH TESTS	NO	52	59.5	9.9	67.7	8.9	8.1	9.0	52	59.0	12.6	65.2	9.8	6.3	9.5

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	2	53.0	3.0				
POST-ONLY	NO	5			57.8	9.3		
BOTH TESTS	NO	52	56.9	12.0	65.5	9.8	6.6	9.2

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
212	GARFIELD	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	1			48.0				1			50.0			
		BOTH TESTS	YES	7	47.4	7.2	55.7	8.0	8.3	9.5	7	47.4	7.6	54.1	5.3	6.7	5.2
		PRE-ONLY	NO	4	67.5	4.3					4	71.5	6.2				
		POST-ONLY	NO	6			62.0	14.8			6			54.8	13.5		
		BOTH TESTS	NO	50	58.9	9.3	65.7	10.1	6.8	7.2	50	57.0	13.0	62.3	10.6	5.3	9.3

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	1			48.0			
BOTH TESTS	YES	7	46.3	7.9	53.9	6.5	7.6	7.4
PRE-ONLY	NO	4	70.8	4.4				
POST-ONLY	NO	6			58.8	14.5		
BOTH TESTS	NO	50	57.9	11.8	63.3	10.7	5.4	5.9

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
213	LABADIE	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	6	47.7	3.3	51.0	3.9	3.3	1.9	6	40.8	6.1	53.7	5.0	12.8	3.0
		PRE-ONLY	NO	5	50.2	6.4					5	50.2	6.8				
		POST-ONLY	NO	0							0						
		BOTH TESTS	NO	36	57.6	11.8	62.8	10.7	5.2	7.3	36	53.5	10.4	61.5	9.9	8.0	6.9

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	6	44.5	3.5	51.3	3.4	6.8	.9
PRE-ONLY	NO	5	50.0	5.5				
POST-ONLY	NO	0						
BOTH TESTS	NO	36	55.2	11.7	61.6	11.3	6.4	7.9

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
221	LINCOLN	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	15	49.8	6.2	55.2	6.3	5.4	5.1	15	45.2	9.4	53.1	8.6	7.9	6.3
		PRE-ONLY	NO	4	55.3	5.9					4	51.5	6.7				
		POST-ONLY	NO	6			59.7	3.0			6			61.2	8.0		
		BOTH TESTS	NO	39	57.5	6.3	64.6	7.6	7.1	4.0	39	56.4	8.9	63.9	9.8	7.6	6.4

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	15	46.5	8.5	52.9	6.0	6.4	4.6
PRE-ONLY	NO	4	52.5	5.6				
POST-ONLY	NO	6			58.3	3.9		
BOTH TESTS	NO	39	56.5	7.9	63.9	9.5	7.4	5.2

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
222	WASHINGTON	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	8	51.9	7.7					8	46.4	10.8				
		POST-ONLY	NO	0							0						
		BOTH TESTS	NO	48	56.0	8.3	67.2	10.1	11.3	8.8	48	53.4	11.1	64.6	9.6	11.2	9.0

GROUP	IN TITLE I READING ?	TOTAL READING N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	8	50.0	7.4				
POST-ONLY	NO	0						
BOTH TESTS	NO	48	54.3	9.2	65.1	10.1	10.8	6.7

TABLE B-1 (CONTINUED)

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	READING POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
223	HARDING	PRE-ONLY	YES	4	50.3	2.9					4	47.8	3.3				
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	15	53.7	[illegible].5	63.4	4.7	9.7	4.6	15	51.3	6.5	59.7	3.6	8.4	4.5
		PRE-ONLY	NO	2	56.5	5.5					2	51.5	.5				
		POST-ONLY	NO	11			60.2	13.8			11			58.3	7.7		
		BOTH TESTS	NO	36	62.9	6.6	74.4	9.7	11.5	8.2	36	61.6	8.0	70.3	7.9	8.7	9.1

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	4	49.3	2.8				
POST-ONLY	YES	0						
BOTH TESTS	YES	15	51.5	4.6	60.0	3.4	8.5	3.9
PRE-ONLY	NO	2	52.0	3.0				
POST-ONLY	NO	11			58.5	11.3		
BOTH TESTS	NO	36	62.0	7.5	72.6	10.0	10.7	9.1

CODE	SCHOOL	GROUP	IN TITLE I READING ?	WORD KNOWLEDGE PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.	READING PRETEST N	PRETEST MEAN	PRETEST S.D.	READING POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
224	MACOMB	PRE-ONLY	YES	0							0						
		POST-ONLY	YES	0							0						
		BOTH TESTS	YES	0							0						
		PRE-ONLY	NO	4	54.5	3.9					4	57.5	7.5				
		POST-ONLY	NO	2			72.0	15.0			2			64.0	6.0		
		BOTH TESTS	NO	29	57.9	8.5	68.6	9.8	10.7	8.1	29	58.3	10.0	66.3	9.3	8.0	8.4

GROUP	IN TITLE I READING ?	TOTAL READING PRETEST N	PRETEST MEAN	PRETEST S.D.	POSTTEST MEAN	POSTTEST S.D.	DIFFERENCE MEAN	DIFFERENCE S.D.
PRE-ONLY	YES	0						
POST-ONLY	YES	0						
BOTH TESTS	YES	0						
PRE-ONLY	NO	4	54.5	5.2				
POST-ONLY	NO	2			69.0	12.0		
BOTH TESTS	NO	29	57.7	9.9	67.2	10.3	9.6	7.6

TABLE B-2

SLOPES, INTERCEPTS ,AND RELATED DATA BY SCHOOL CLUSTERS
TREATMENT GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
011,013,042	WK	0.76	0.934	8.102*	5.890
	RDG	0.50	0.633**	19.288*	9.178
	TOT RDG	0.74	0.844	11.763	5.562
022,023	WK	0.48	0.480	30.031	4.756
	RDG	0.59	0.499	29.300	5.647
	TOT RDG	0.68	0.625	22.869	3.810
031,032	WK	0.87	0.862	11.188	4.463
	RDG	0.61	0.568	25.640	6.033
	TOT RDG	0.83	0.741	16.644	4.058
033,153,172	WK	0.69	0.540	26.298*	5.589
	RDG	0.68	0.655	22.349	5.153
	TOT RDG	0.72	0.552	26.192*	4.426
052,053,091,	WK	0.79	0.833	14.417	5.038
092,141,142	RDG	0.46	0.453	28.669	6.443
	TOT RDG	0.71	0.735	17.908	4.963
061,062	WK	0.40	0.675	23.958*	10.822
	RDG	0.42	0.527	27.694*	8.027
	TOT RDG	0.55	0.787	16.845*	7.484
071	WK	0.75	0.944	10.056	8.245
	RDG	0.73	0.816	15.599	8.970
	TOT RDG	0.83	0.977	8.164	6.632
072,074	WK	0.70	0.681	25.884	6.698
	RDG	0.67	0.691	21.799	6.313
	TOT RDG	0.80	0.831	16.622	4.967
075	WK	0.65	0.717	20.066	8.477
	RDG	0.70	0.722	18.529	8.684
	TOT RDG	0.79	0.810	15.023	6.909
081,082,093,	WK	0.78	0.913**	12.019	5.721
171,173	RDG	0.61	0.656	24.805	8.956
	TOT RDG	0.74	0.879*	13.804	6.465
102,103	WK	0.50	0.512	26.471	6.459
	RDG	0.26	0.316	32.991	8.275
	TOT RDG	0.44	0.442	28.565*	6.129
111,112,161,	WK	0.45	0.447**	34.209	7.636
162,163	RDG	0.51	0.548	28.218*	9.663
	TOT RDG	0.48	0.437**	33.725	8.333
121,122	WK	0.88	0.880	14.553	5.036
	RDG	0.68	0.743	20.080	9.170
	TOT RDG	0.84	0.869	14.211	6.355

TABLE B-2 (CONTINUED)

SLOPES, INTERCEPTS ,AND RELATED DATA BY SCHOOL CLUSTERS
TREATMENT GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
132	WK	C.6C	C.845	13.47C	6.498
	RDG	C.73	C.494	31.8E6	5.132
	TOT RDG	C.72	C.671	22.021	5.326
133	WK	C.72	C.782	18.6C1	7.657
	RDG	C.71	C.747	20.C74	8.252
	TOT RDC	C.76	C.81C	16.983	7.225
151,152	WK	C.67	C.551	23.10C	5.C96
	RDG	C.37	C.3C5	34.C21	8.C65
	TOT RDG	C.66	C.5C6	25.199	5.295
181,183,212, 213	WK	C.45	C.458	32.824	6.694
	RDG	C.22	C.235	40.594**	8.517
	TOT RDG	C.40	C.381	34.724*	6.37C
191,193	WK	C.73	C.948	8.153	7.245
	RDG	C.63	C.414	35.944	6.831
	TOT RDG	C.82	C.77C	16.876	5.C5E
202,203,204	WK	C.63	C.6C5	23.556	4.224
	RDG	C.26	C.244	40.352	7.723
	TOT RDC	C.57	C.5E2	25.569	4.561
221,223	WK	C.66	C.8C1	17.823**	5.38C
	RDG	C.77	C.661	24.509	4.821
	TOT RDC	C.80	C.6E4	23.890**	3.783

* THE OBSERVED AMONG SCHOOL VARIATION WOULD OCCUR LESS THAN FIVE TIMES IN 100 BY RANDOM SAMPLING.

** THE OBSERVED AMONG SCHOOL VARIATION WOULD OCCUR LESS THAN ONE TIME IN 100 BY RANDOM SAMPLING.

TABLE B-3

SLOPES, INTERCEPTS ,AND RELATED DATA BY SCHOOL CLUSTERS
CONTROL GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
011,012,013	WK	0.81	C.824	15.135	6.461
	RDC	C.67	C.734	21.221	10.236
	TOT RDG	0.80	C.883	12.893	7.456
021	WK	C.7C	C.66C	25.516	6.739
	RDG	0.81	C.867	12.34C	5.37C
	TOT RDG	0.85	C.821	14.655	5.199
022	WK	C.78	C.853	14.626	6.897
	RDG	C.7C	C.748	20.716	7.869
	TOT RDC	0.82	C.964	8.179	6.758
023	WK	C.80	C.733	21.576	5.951
	RDG	C.69	C.587	28.C35	6.177
	TOT RDG	0.82	C.726	20.174	5.518
031,032	WK	C.76	1.C7C	C.305**	6.537
	RDC	0.77	C.833	13.194	7.021
	TOT RDG	C.86	1.C93	-1.C29	5.407
033	WK	0.55	0.457	40.316	7.7C4
	RDG	C.48	0.536	36.396	9.421
	TOT RDG	C.6C	C.598	31.953	9.462
041	WK	C.67	C.697	19.977	7.281
	RDG	0.59	C.574	26.983	8.583
	TOT RDC	C.7C	C.664	21.979	6.762
042	WK	C.80	C.897	8.666	6.244
	RDC	0.77	C.865	10.856	7.C97
	TOT RDC	0.87	C.937	6.265	5.186
043	WK	0.79	C.869	1C.769	4.971
	RDC	0.78	C.754	17.438	5.544
	TOT RDC	0.83	C.825	12.974	4.363
051	WK	0.76	C.74C	21.109	6.837
	RDC	0.77	C.792	20.352	7.767
	TOT RDG	0.76	C.8C8	18.537	7.575
052,053	WK	C.78	1.C71	2.880	6.693
	RDG	C.80	0.727	23.188	6.1C5
	TOT RDG	0.87	1.C84	2.835*	5.548
061	WK	0.68	C.622	29.565	5.654
	RDG	0.71	C.846	15.741	7.7C6
	TOT RDC	0.76	0.8C4	18.C96	6.CC9
062	WK	C.73	C.874	13.435	6.743
	RDC	0.77	C.68C	24.918	5.84C
	TOT RDG	0.81	C.893	12.249	5.557

TABLE B-3 (CONTINUED)

SLOPES, INTERCEPTS, AND RELATED DATA BY SCHOOL CLUSTERS
CONTROL GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
073	WK	0.72	0.661	24.661	6.262
	RDG	0.60	0.487	31.613	7.804
	TOT RDG	0.79	0.662	23.336	5.279
075	WK	0.73	0.808	19.495	8.130
	RDG	0.70	0.749	20.431	6.666
	TOT RDG	0.78	0.926	11.731	6.903
081	WK	0.64	0.614	30.961	7.769
	RDG	0.67	0.610	28.207	6.568
	TOT RDG	0.76	0.749	21.616	6.102
082,083	WK	0.72	0.715*	21.686*	5.597
	RDG	0.66	0.638	26.742	8.004
	TOT RDG	0.70	0.732**	20.940**	6.818
091	WK	0.65	0.843	15.445	5.735
	RDG	0.48	0.550	29.875	7.466
	TOT RDG	0.63	0.644	24.621	4.816
092	WK	0.61	0.756	18.304	6.325
	RDG	0.62	0.534	28.248	6.068
	TOT RDG	0.74	0.645	23.086	4.237
093	WK	0.81	0.919	9.515	7.124
	RDG	0.76	0.664	21.097	7.381
	TOT RDG	0.84	0.839	12.599	6.414
101	WK	0.79	0.954	10.158	8.668
	RDG	0.75	0.797	17.514	8.806
	TOT RDG	0.91	1.102	1.468	5.899
102	WK	0.63	0.502	35.297	5.544
	RDG	0.63	0.769	21.765	7.037
	TOT RDG	0.80	0.916	12.533	4.935
103	WK	0.73	0.756	20.128	7.382
	RDG	0.77	0.857	15.277	7.681
	TOT RDG	0.81	0.897	13.266	6.930
111,112	WK	0.46	0.457	40.804	10.115
	RDG	0.48	0.415	42.621	9.748
	TOT RDG	0.47	0.466	39.553	10.126
113	WK	0.58	0.587	34.392	9.075
	RDG	0.49	0.490	40.750	10.017
	TOT RDG	0.57	0.638	32.280	10.474
123	WK	0.80	0.882	12.561	7.757
	RDG	0.80	0.911	10.332	7.345
	TOT RDG	0.85	1.018	5.113	7.196

TABLE B-3 (CONTINUED)

SLOPES, INTERCEPTS ,AND RELATED DATA BY SCHOOL CLUSTERS
CONTROL GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
131	WK	C.65	C.622	30.444	6.956
	RDG	C.73	C.726	23.159	7.557
	TOT RDG	C.78	C.844	16.801	6.920
141	WK	C.79	C.764	19.195	5.829
	RDG	0.73	C.967	5.939	6.938
	TOT RDG	0.82	C.971	6.465	5.670
142	WK	C.75	C.734	19.920	6.020
	RDG	0.64	C.627	23.262	7.754
	TOT RDG	C.74	C.693	20.631	6.417
143	WK	C.75	C.899	13.705	8.374
	RDG	C.75	C.944	11.643	7.843
	TOT RDG	C.87	1.110	2.424	6.271
151,152	WK	C.76	1.001	6.859**	7.585
	RDG	C.73	C.641	23.181	6.339
	TOT RDG	0.80	C.815	15.192**	6.113
153	WK	C.77	C.801	14.923	5.888
	RDG	C.76	C.730	19.690	6.688
	TOT RDG	C.84	C.871	10.982	5.235
161	WK	C.80	C.987	9.217	7.320
	RDG	0.67	C.651	27.438	8.585
	TOT RDG	0.86	1.008	7.969	5.997
162,163	WK	C.78	C.882	13.110	6.050
	RDG	C.75	C.643	24.867	6.599
	TOT RDG	0.89	C.830	14.761	4.236
171	WK	C.78	C.574	26.947	5.985
	RDG	C.83	C.843	11.538	7.542
	TOT RDG	C.86	C.774	16.046	5.721
172	WK	C.72	C.797	14.641	6.467
	RDG	C.74	C.716	17.390	6.379
	TOT RDG	C.76	C.754	15.888	5.578
173	WK	C.74	1.296	-10.775	5.540
	RDG	C.81	1.013	5.169	6.105
	TOT RDG	C.88	1.386	-14.671	4.057
181	WK	C.83	C.941	8.433	6.481
	RDG	0.71	C.648	23.504	7.851
	TOT RDG	0.80	C.814	15.236	7.026
182	WK	C.66	C.655	27.719	7.135
	RDG	C.63	C.518	32.536	7.019
	TOT RDG	C.71	C.712	22.931	6.837

TABLE B-3 (CONTINUED)

SLOPES, INTERCEPTS ,AND RELATED DATA BY SCHOOL CLUSTERS
CONTROL GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
193	WK	0.67	0.729	22.291	5.054
	RDG	0.73	0.637	27.625	5.655
	TOT RDG	0.81	0.702	23.124	4.161
191,193	WK	0.62	0.598	31.728	8.975
	RDG	0.60	0.562	32.094	7.942
	TOT RDG	0.63	0.612	29.596	9.206
192	WK	0.60	0.619	34.327	7.512
	RDG	0.49	0.360	44.879	7.911
	TOT RDG	0.59	0.467	39.986	7.824
201	WK	0.78	0.711	23.270	7.279
	RDG	0.70	0.669	23.571	8.806
	TOT RDG	0.82	0.728	20.392	6.691
202	WK	0.72	0.710	23.681	7.582
	RDG	0.70	0.529	31.596	7.845
	TOT RDG	0.77	0.673	23.914	7.138
203	WK	0.49	0.501	37.905	6.973
	RDG	0.60	0.545	30.773	6.244
	TOT RDG	0.57	0.540	32.510	6.983
204	WK	0.55	0.503	37.377	6.812
	RDG	0.51	0.376	40.733	6.047
	TOT RDG	0.72	0.521	32.877	5.297
211	WK	0.55	0.497	38.068	7.575
	RDG	0.67	0.521	34.490	7.486
	TOT RDG	0.66	0.537	33.860	7.533
212	WK	0.73	0.794	18.986	7.100
	RDG	0.71	0.581	29.197	7.652
	TOT RDG	0.87	0.782	17.968	5.463
213	WK	0.79	0.726	20.989	6.711
	RDG	0.77	0.734	22.258	6.517
	TOT RDG	0.76	0.738	20.883	7.538
221	WK	0.85	1.024	5.725	4.144
	RDG	0.77	0.840	16.584	6.456
	TOT RDG	0.84	0.999	7.417	5.319
222	WK	0.55	0.672	29.625	8.592
	RDG	0.64	0.551	35.226	7.594
	TOT RDG	0.76	0.835	19.735	6.641
223	WK	0.54	0.798	24.249	8.342
	RDG	0.34	0.342	49.212	7.664
	TOT RDG	0.49	0.657	31.920	8.953

TABLE B-3 (CONTINUED)

SLOPES, INTERCEPTS ,AND RELATED DATA BY SCHOOL CLUSTERS
CONTROL GROUPS

SCHOOL CODES	VARIABLE	PRE-POST CORRELATION	SLOPE	INTERCEPT	STD ERROR OF EST
224	WK	0.62	0.715	27.154	7.992
	RDG	0.62	0.579	32.540	7.558
	TOT RDG	0.72	0.751	23.918	7.460

* THE OBSERVED AMONG SCHOOL VARIATION WOULD OCCUR LESS THAN FIVE TIMES IN 100 BY RANDOM SAMPLING.

** THE OBSERVED AMONG SCHOOL VARIATION WOULD OCCUR LESS THAN ONE TIME IN 100 BY RANDOM SAMPLING.

TABLE B-4

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI		95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
111	LINCOLN	53	CONTROL	57.34		52.97	61.70	24	87
112	LAKEWOOD	19	CONTROL	57.34	*	52.97	61.70	50	67
033	FAIR PLAIN WEST	38	CONTROL	56.83	*	49.15	64.51	52	87
192	EAST BAY	46	CONTROL	56.70	*	50.55	62.85	42	87
211	TAFT	52	CONTROL	56.03	*	50.64	61.43	47	87
203	FOUR TOWNS	46	CONTROL	56.01	*	52.35	59.67	48	87
113	BURKE ACRES	34	CONTROL	55.61		48.69	62.53	35	87
204	BEAUMONT	35	CONTROL	55.57	*	52.00	59.15	42	87
222	WASHINGTON	48	CONTROL	53.92	*	47.45	60.39	43	74
102	ALLEN	35	CONTROL	53.46	*	48.17	58.76	44	87
191	CHERRY KNOLL	40	CONTROL	53.36	*	47.34	59.37	43	87
193	SABIN	16	CONTROL	53.36	*	47.34	59.37	55	87
061	DICKINSON	52	CONTROL	53.17		48.30	58.03	29	87
223	HARDING	36	CONTROL	53.09	*	41.32	64.86	52	87
224	MACOMB	29	CONTROL	53.02	*	44.69	61.36	47	87
131	RAISINVILLE	73	CONTROL	52.94	*	48.60	57.28	46	87
061	CARPENTER ROAD	57	CONTROL	52.04		48.41	55.67	29	74
182	EUREKA HEIGHTS	114	CONTROL	51.39		48.43	54.35	24	87
072	CAMPAU PARK	16	TREATMENT	50.49		47.52	53.47	26	87
074	SHELDON	33	TREATMENT	50.49		47.52	53.47	31	61
111	LINCOLN	6	TREATMENT	50.39		45.75	55.02	24	47
112	LAKEWOOD	7	TREATMENT	50.39	*	45.75	55.02	48	55
161	HARRISON	4	TREATMENT	50.39		45.75	55.02	29	46
162	FILLMORE	12	TREATMENT	50.39	*	45.75	55.02	41	67
163	CLEVELAND	3	TREATMENT	50.39	*	45.75	55.02	48	50
181	FEDERAL	2	TREATMENT	49.40		45.36	53.44	31	37
183	TREADWELL	15	TREATMENT	49.40		45.36	53.44	26	56
212	GARFIELD	7	TREATMENT	49.40		45.36	53.44	31	54
213	LABADIE	6	TREATMENT	49.40	*	45.36	53.44	43	53
021	MCKINLEY	37	CONTROL	49.39	*	43.58	55.21	50	87
202	HAVELAND	35	CONTROL	49.36	*	45.38	53.34	43	87
201	GRAYSON	60	CONTROL	48.97	*	44.80	53.14	41	87
075	STOCKING	33	CONTROL	48.69	*	42.03	55.36	41	87
183	TREADWELL	41	CONTROL	48.67	*	44.14	53.19	42	74
073	CONGRESS	48	CONTROL	48.55		45.43	51.67	31	87
061	CARPENTER ROAD	14	TREATMENT	48.38		43.14	53.62	33	54
062	COOK	22	TREATMENT	48.38		43.14	53.62	26	52
023	WOODSIDE	35	CONTROL	48.08	*	43.18	52.99	44	87
051	SISTER LAKES	60	CONTROL	47.88		44.14	51.61	31	87
171	GORDONIER	29	CONTROL	47.70	*	44.07	51.34	37	87
212	GARFIELD	50	CONTROL	47.69	*	42.34	53.03	43	87
082	HOLBROOK	22	CONTROL	47.54	*	44.19	50.89	41	64
083	KOSCIUSZKO	43	CONTROL	47.54	*	44.19	50.89	39	74
103	TOMLINSON	36	CONTROL	47.47		43.37	51.57	31	87
022	CORLAND	14	TREATMENT	47.39	*	42.63	52.15	43	56
023	WOODSIDE	13	TREATMENT	47.39		42.63	52.15	31	53

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-4

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI		95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
213	LABADIE	36	CONTROL	47.23	*	42.51	51.95	42	87
133	LINCOLN	71	TREATMENT	46.88		44.04	49.72	24	74
141	MCLAUGHLIN	25	CONTROL	46.82	*	41.15	52.49	44	87
221	LINCOLN	15	TREATMENT	46.79		40.97	52.61	31	57
223	HARDING	15	TREATMENT	46.79	*	40.97	52.61	44	62
142	FROEBEL	38	CONTROL	46.46		43.82	49.10	26	67
121	MICHIGAN AVENUE	19	TREATMENT	46.36		44.21	48.51	35	67
122	HOLMES STREET	50	TREATMENT	46.36	*	44.21	48.51	37	87
143	MOON	40	CONTROL	46.20		40.17	52.23	35	87
075	STOCKING	25	TREATMENT	45.98		40.58	51.37	26	74
091	CORTLAND	77	CONTROL	45.93	*	41.70	50.17	42	74
033	FAIR PLAIN WEST	10	TREATMENT	45.84		42.17	49.51	26	54
153	MARK TWAIN	2	TREATMENT	45.84	*	42.17	49.51	43	55
172	BEVERLY	13	TREATMENT	45.84		42.17	49.51	29	74
092	LIBERTY	89	CONTROL	45.64		42.94	48.34	29	61
022	DORLAND	73	CONTROL	45.48	*	41.27	49.70	43	87
202	HAVELAND	9	TREATMENT	45.42		40.92	49.92	35	54
203	FOUR TOWNS	5	TREATMENT	45.42	*	40.92	49.92	44	55
204	BEAUMONT	10	TREATMENT	45.42	*	40.92	49.92	47	59
041	HERMAN	132	CONTROL	45.17		42.96	47.38	29	87
062	COOK	86	CONTROL	45.05	*	41.46	48.65	39	87
081	DICKINSON	9	TREATMENT	45.03	*	40.34	49.71	48	56
082	HOLBROOK	6	TREATMENT	45.03	*	40.34	49.71	43	67
083	KOSCIUSZKO	4	TREATMENT	45.03	*	40.34	49.71	43	53
171	GORDONIER	5	TREATMENT	45.03	*	40.34	49.71	43	64
173	ROMULUS ELEMENTARY	3	TREATMENT	45.03		40.34	49.71	24	55
163	CLEVELAND	18	CONTROL	45.00	*	40.77	49.22	44	67
162	FILLMORE	30	CONTROL	45.00		40.77	49.22	35	87
102	ALLEN	23	TREATMENT	44.98		42.44	47.53	35	53
103	TOMLINSON	23	TREATMENT	44.98		42.44	47.53	24	51
013	WILSON	14	CONTROL	44.91		41.42	48.40	33	74
011	FRANKLIN	6	CONTROL	44.91	*	41.42	48.40	47	55
012	ROOSEVELT	27	CONTROL	44.91		41.42	48.40	31	74
161	HARRISON	44	CONTROL	44.90		40.09	49.70	31	87
101	BENNETT	48	CONTROL	44.66		39.82	49.51	24	87
091	CORTLAND	7	TREATMENT	44.53	*	42.57	46.50	37	51
092	LIBERTY	1	TREATMENT	44.53	*	42.57	46.50	33	33
141	MCLAUGHLIN	10	TREATMENT	44.53		42.57	46.50	29	62
142	FROEBEL	8	TREATMENT	44.53		42.57	46.50	26	51
052	KINCHELOE	9	TREATMENT	44.53	*	42.57	46.50	37	48
053	MCKINLEY	4	TREATMENT	44.53		42.57	46.50	29	49
123	GIER PARK	53	CONTROL	44.50		40.52	48.48	33	87
071	ALEXANDER	68	TREATMENT	44.18		41.00	47.37	20	74
132	ORCHARD	31	TREATMENT	44.01	*	36.12	51.90	42	67
153	MARK TWAIN	67	CONTROL	43.88	*	40.16	47.59	43	87
172	BEVERLY	34	CONTROL	43.44		38.94	47.95	24	67

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-4

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI		95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
151	BETHUNE	43	CONTROL	43.06		39.73	46.38	29	67
152	ROBERT FROST	18	CONTROL	43.06		39.73	46.38	26	56
152	ROBERT FROST	21	TREATMENT	43.02		39.74	46.31	29	67
151	BETHUNE	3	TREATMENT	43.02		39.74	46.31	35	51
221	LINCOLN	39	CONTROL	42.76	*	38.02	47.51	41	67
093	THOMSON	107	CONTROL	42.74		40.31	45.16	20	87
181	FEDERAL	36	CONTROL	42.45		39.01	45.90	24	67
191	CHERRY KNOLL	16	TREATMENT	42.44	*	35.36	49.52	43	74
193	SABIN	13	TREATMENT	42.44	*	35.36	49.52	44	74
031	BARD	34	TREATMENT	42.34		39.85	44.84	24	87
032	STERNE BRUNSON	6	TREATMENT	42.34	*	39.85	44.84	39	52
043	KEIDAN	152	CONTROL	42.19		40.24	44.14	29	74
011	FRANKLIN	16	TREATMENT	41.89		38.16	45.62	31	62
013	WILSON	8	TREATMENT	41.89		38.16	45.62	33	52
042	JAMIESON	8	TREATMENT	41.89	*	38.16	45.62	42	58
053	MCKINLEY	23	CONTROL	41.59	*	37.24	45.95	44	67
052	KINCHELOE	50	CONTROL	41.59	*	37.24	45.95	42	74
042	JAMIESON	135	CONTROL	41.10		38.67	43.54	24	87
031	BARD	18	CONTROL	39.00	*	34.92	43.07	43	74
032	STERNE BRUNSON	58	CONTROL	39.00	*	34.92	43.07	42	74
173	ROMULUS ELEMENTARY	27	CONTROL	36.10	*	27.67	44.53	43	62

TABLE B-5

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
223	HARDING	36	CONTROL	60.56 *	50.91	70.20	49	77
113	BURKE ACRES	34	CONTROL	57.00	48.63	65.38	32	86
192	EAST BAY	46	CONTROL	56.80	51.05	62.56	28	86
111	LINCOLN	53	CONTROL	56.37	52.76	59.98	18	86
112	LAKEWOOD	19	CONTROL	56.37 *	52.76	59.98	46	77
033	FAIR PLAIN WEST	38	CONTROL	54.18 *	42.72	65.64	53	86
222	WASHINGTON	48	CONTROL	53.49	48.90	58.08	18	86
204	BEAUMONT	35	CONTROL	53.20 *	50.39	56.01	46	77
211	TAFT	52	CONTROL	51.78	47.02	56.54	30	86
224	MACOMB	29	CONTROL	51.75 *	43.95	59.55	40	77
191	CHERRY KNOLL	40	CONTROL	50.72	44.73	56.71	32	86
193	SABIN	16	CONTROL	50.72 *	44.73	56.71	54	77
182	EUREKA HEIGHTS	114	CONTROL	49.72	47.15	52.29	24	86
191	CHERRY KNOLL	16	TREATMENT	49.68 *	44.97	54.39	36	77
193	SABIN	13	TREATMENT	49.68	44.97	54.39	32	77
202	HAVELAND	35	CONTROL	49.14	45.50	52.79	28	86
161	HARRISON	44	CONTROL	49.01	44.35	53.66	26	77
203	FOUR TOWNS	46	CONTROL	48.85 *	45.96	51.76	46	86
183	TREADWELL	41	CONTROL	48.75 *	44.97	52.52	34	86
081	DICKINSON	52	CONTROL	48.45	44.07	52.82	24	86
212	GARFIELD	50	CONTROL	48.45	43.91	52.98	30	86
202	HAVELAND	9	TREATMENT	48.44	43.85	53.03	18	51
203	FOUR TOWNS	5	TREATMENT	48.44 *	43.85	53.03	40	51
204	BEAUMONT	10	TREATMENT	48.44	43.85	53.03	28	51
181	FEDERAL	2	TREATMENT	48.40 *	43.77	53.02	36	47
183	TREADWELL	15	TREATMENT	48.40	43.77	53.02	18	53
212	CARFIELD	7	TREATMENT	48.40	43.77	53.02	32	57
213	LABADIE	6	TREATMENT	48.40 *	43.77	53.02	34	50
132	ORCHARD	31	TREATMENT	48.26	44.67	51.86	30	86
091	CORTLAND	77	CONTROL	48.10	43.71	52.49	28	77
092	HOLBROOK	22	CONTROL	47.90	44.24	51.55	28	70
083	KOSCIUSZKO	43	CONTROL	47.90	44.24	51.55	32	86
073	CONGRESS	48	CONTROL	47.76	44.24	51.28	13	77
023	WOODSIDE	35	CONTROL	47.51	42.39	52.63	30	86
052	KINCHELOE	50	CONTROL	47.31 *	44.32	50.30	34	86
053	MCKINLEY	23	CONTROL	47.31 *	44.32	50.30	34	65
102	ALLEN	35	CONTROL	47.26 *	38.92	55.61	40	77
131	RAISINVILLE	73	CONTROL	47.22	42.97	51.46	32	86
051	SISTER LAKES	60	CONTROL	46.61	42.53	50.69	15	86
213	LABADIE	36	CONTROL	46.58	41.72	51.45	32	77
081	DICKINSON	9	TREATMENT	46.56 *	40.64	52.49	38	56
082	HOLBROOK	6	TREATMENT	46.56 *	40.64	52.49	34	56
083	KOSCIUSZKO	4	TREATMENT	46.56 *	40.64	52.49	38	50
171	GORDONIER	5	TREATMENT	46.56	40.64	52.49	32	77
173	ROMULUS ELEMENTARY	3	TREATMENT	46.56	40.64	52.49	30	59
062	COOK	86	CONTROL	46.47	43.75	49.19	20	86

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-5

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
221	LINCOLN	15	TREATMENT	46.44	42.80	50.07	22	55
223	HARDING	15	TREATMENT	46.44 *	42.80	50.07	40	65
111	LINCOLN	6	TREATMENT	46.39	41.20	51.58	20	47
112	LAKEWOOD	7	TREATMENT	46.39 *	41.20	51.58	40	55
161	HARRISON	4	TREATMENT	46.39 *	41.20	51.58	38	42
162	FILLMORE	12	TREATMENT	46.39 *	41.20	51.58	34	77
163	CLEVELAND	3	TREATMENT	46.39	41.20	51.58	32	40
162	FILLMORE	30	CONTROL	46.17	42.71	49.64	32	77
163	CLEVELAND	18	CONTROL	46.17	42.71	49.64	32	70
041	HERMAN	132	CONTROL	46.01	43.79	48.23	13	77
092	LIBERTY	89	CONTROL	45.94	43.66	48.22	22	62
022	DORLAND	14	TREATMENT	45.86	42.47	49.25	32	62
023	WOODSIDE	13	TREATMENT	45.86	42.47	49.25	30	50
201	GRAYSON	60	CONTROL	45.75	40.74	50.76	32	86
011	FRANKLIN	6	CONTROL	45.55 *	40.65	50.45	49	62
013	WILSON	14	CONTROL	45.55	40.65	50.45	30	77
012	ROOSEVELT	27	CONTROL	45.55	40.65	50.45	26	77
022	DORLAND	73	CONTROL	45.52 *	40.82	50.21	36	86
075	STOCKING	33	CONTROL	45.26 *	38.69	51.82	36	77
061	CARPENTER ROAD	14	TREATMENT	45.15 *	40.64	49.67	34	55
062	COOK	22	TREATMENT	45.15	40.64	49.67	30	51
181	FEDERAL	36	CONTROL	44.98	41.36	48.60	20	62
133	LINCOLN	71	TREATMENT	44.86	41.80	47.91	24	77
121	MICHIGAN AVENUE	19	TREATMENT	44.72	40.93	48.51	18	59
122	HOLMES STREET	50	TREATMENT	44.72	40.93	48.51	28	86
072	CAMPAU PARK	16	TREATMENT	44.70	41.44	47.97	32	65
074	SHELDON	33	TREATMENT	44.70	41.44	47.97	30	54
031	BARD	34	TREATMENT	44.46 *	40.78	48.14	34	70
032	STERNE BRUNSON	6	TREATMENT	44.46 *	40.78	48.14	36	46
152	ROBERT FROST	18	CONTROL	44.45	41.92	46.98	9	62
151	BETHUNE	43	CONTROL	44.45	41.92	46.98	28	60
221	LINCOLN	39	CONTROL	44.43 *	38.59	50.28	40	77
151	BETHUNE	3	TREATMENT	44.12 *	39.92	48.32		42
152	ROBERT FROST	21	TREATMENT	44.12	39.92	48.32		62
033	FAIR PLAIN WEST	10	TREATMENT	44.08 *	39.54	48.61		59
153	MARK TWAIN	2	TREATMENT	44.08 *	39.54	48.61		54
172	BEVERLY	13	TREATMENT	44.08	39.54	48.61	30	59
142	FROEBEL	38	CONTROL	44.05	40.33	47.78	[illegible]	77
101	BENNETT	48	CONTROL	43.93	39.21	48.64	3	77
153	MARK TWAIN	67	CONTROL	43.91	40.20	47.62	30	86
061	CARPENTER ROAD	57	CONTROL	43.78 *	38.44	49.11	36	77
103	TOMLINSON	36	CONTROL	43.69	38.79	48.60	32	77
052	KINCHELOE	9	TREATMENT	43.69 *	40.70	46.68	36	49
141	MCLAUGHLIN	10	TREATMENT	43.69 *	40.70	46.68	34	56
142	FROEBEL	8	TREATMENT	43.69	40.70	46.68	28	52
053	MCKINLEY	4	TREATMENT	43.69	40.70	46.68	30	48

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-5

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
091	CORTLAND	7	TREATMENT	43.69	40.70	46.68	28	46
092	LIBERTY	1	TREATMENT	43.69 *	40.70	46.68	32	32
103	TOMLINSON	23	TREATMENT	43.47	40.30	46.63	24	49
102	ALLEN	23	TREATMENT	43.47	40.30	46.63	22	52
093	THOMSON	107	CONTROL	43.12	40.77	45.47	24	86
143	MOON	40	CONTROL	42.94 *	36.41	49.47	38	77
071	ALEXANDER	68	TREATMENT	42.67	39.44	45.90	13	77
075	STOCKING	25	TREATMENT	42.47	37.39	47.54	20	70
043	KEIDAN	152	CONTROL	42.42	40.44	44.41	28	77
172	BEVERLY	34	CONTROL	41.12	36.65	45.59	32	77
021	MCKINLEY	37	CONTROL	41.10 *	35.68	46.52	42	86
032	STERNE BRUNSON	56	CONTROL	40.82 *	37.59	44.06	36	86
031	BARD	15	CONTROL	40.82	37.59	44.06	30	59
123	CIER PARK	53	CONTROL	40.55	36.44	44.66	32	86
013	WILSON	8	TREATMENT	40.27 *	34.76	45.78	36	54
011	FRANKLIN	16	TREATMENT	40.27	34.76	45.78	32	65
042	JAMIESON	8	TREATMENT	40.27	34.76	45.78	26	53
042	JAMIESON	135	CONTROL	39.53	36.99	42.08	20	70
171	GORDONIER	29	CONTROL	39.48	34.40	44.57	30	86
173	ROMULUS ELEMENTARY	27	CONTROL	38.75	33.19	44.31	28	65
141	MCLAUGHLIN	25	CONTROL	38.01 *	28.77	47.25	42	70

TABLE B-6

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI		95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
192	EAST BAY	46	CONTROL	56.15	*	50.77	61.54	36	94
111	LINCOLN	53	CONTROL	55.68		51.60	59.75	28	94
112	LAKEWOOD	19	CONTROL	55.68	*	51.60	59.75	48	68
223	HARDING	36	CONTROL	54.66	*	43.16	66.15	51	81
113	BURKE ACRES	34	CONTROL	54.35		46.33	62.37	34	86
033	FAIR PLAIN WEST	38	CONTROL	52.66	*	43.26	62.05	51	94
211	TAFT	52	CONTROL	52.44	*	47.70	57.17	39	94
203	FOUR TOWNS	46	CONTROL	51.21	*	47.96	54.47	47	94
204	BEAUMONT	35	CONTROL	50.92	*	48.45	53.39	43	86
191	CHERRY KNOLL	40	CONTROL	50.78	*	44.74	56.82	37	94
193	SABIN	16	CONTROL	50.78	*	44.74	56.82	54	86
224	MACOMB	29	CONTROL	49.92	*	42.71	57.13	45	81
111	LINCOLN	6	TREATMENT	48.84		44.49	53.19	16	46
112	LAKEWOOD	7	TREATMENT	48.84	*	44.49	53.19	47	54
161	HARRISON	4	TREATMENT	48.84		44.49	53.19	32	44
162	FILLMORE	12	TREATMENT	48.84	*	44.49	53.19	41	75
163	CLEVELAND	3	TREATMENT	48.84	*	44.49	53.19	43	46
222	WASHINGTON	48	CONTROL	48.64	*	44.10	53.18	35	86
181	FEDERAL	2	TREATMENT	47.90		44.31	51.49	31	41
183	TREADWELL	15	TREATMENT	47.90		44.31	51.49	28	54
212	GARFIELD	7	TREATMENT	47.90		44.31	51.49	28	54
213	LABADIE	6	TREATMENT	47.90	*	44.31	51.49	40	48
182	EUREKA HEIGHTS	114	CONTROL	47.57		44.82	50.32	27	81
081	DICKINSON	52	CONTROL	47.54		43.57	51.52	21	86
183	TREADWELL	41	CONTROL	47.41	*	44.40	50.42	39	86
202	HAVELAND	35	CONTROL	47.22	*	43.89	50.54	35	94
091	CORTLAND	77	CONTROL	46.91	*	43.61	50.21	37	81
221	LINCOLN	15	TREATMENT	46.87		43.74	50.01	19	55
223	HARDING	15	TREATMENT	46.87	*	43.74	50.01	42	63
051	SISTER LAKES	60	CONTROL	46.49		42.44	50.54	25	86
213	LABADIE	36	CONTROL	46.43	*	41.26	51.61	39	86
082	HOLBROOK	22	CONTROL	46.28	*	42.68	49.89	38	61
083	KOSCIUSZKO	43	CONTROL	46.28	*	42.68	49.89	37	86
073	CONGRESS	48	CONTROL	46.25		43.71	48.78	21	81
131	RAISINVILLE	73	CONTROL	46.02	*	41.97	50.07	40	94
061	CARPENTER ROAD	57	CONTROL	45.93	*	41.93	49.92	36	81
201	GRAYSON	60	CONTROL	45.60	*	41.93	49.27	39	94
092	LIBERTY	89	CONTROL	45.41		43.73	47.10	23	58
072	CAMPAU PARK	16	TREATMENT	45.36		42.93	47.80	29	70
074	SHELDON	33	TREATMENT	45.36		42.93	47.80	31	55
033	FAIR PLAIN WEST	10	TREATMENT	45.30		42.11	48.49	29	55
153	MARK TWAIN	2	TREATMENT	45.30	*	42.11	48.49	46	54
172	BEVERLY	13	TREATMENT	45.30		42.11	48.49	25	63
023	WOODSIDE	35	CONTROL	45.30	*	40.95	49.65	39	94
132	ORCHARD	31	TREATMENT	45.23	*	40.55	49.90	41	81
212	GARFIELD	50	CONTROL	45.05	*	41.61	48.48	39	94

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-6

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
133	LINCOLN	71	TREATMENT	45.03	42.47	47.59	25	75
202	HAVELAND	9	TREATMENT	45.01	40.92	49.11	32	51
203	FOUR TOWNS	5	TREATMENT	45.01 *	40.92	49.11	46	50
204	BEAUMONT	10	TREATMENT	45.01 *	40.92	49.11	38	53
041	HERMAN	132	CONTROL	44.97	43.14	46.80	17	86
142	FROEBEL	38	CONTROL	44.63	41.90	47.36	23	75
022	OAKLAND	14	TREATMENT	44.49 *	41.23	47.75	38	57
023	WOODSIDE	13	TREATMENT	44.49	41.23	47.75	31	49
103	TOMLINSON	36	CONTROL	44.32	40.37	48.27	31	86
121	MICHIGAN AVENUE	19	TREATMENT	44.28	41.70	46.86	19	62
122	HOLMES STREET	50	TREATMENT	44.28	41.70	46.86	32	94
081	DICKINSON	9	TREATMENT	44.24 *	39.34	49.13	45	55
082	HOLBROOK	6	TREATMENT	44.24 *	39.34	49.13	39	60
083	KOSCIUSZKO	4	TREATMENT	44.24 *	39.34	49.13	42	49
171	GORDONIER	5	TREATMENT	44.24 *	39.34	49.13	37	59
175	ROMULUS ELEMENTARY	3	TREATMENT	44.24	39.34	49.13	21	55
102	ALLEN	35	CONTROL	44.23 *	38.67	49.79	42	81
061	CARPENTER ROAD	14	TREATMENT	44.07 *	40.02	48.13	36	54
062	COOK	22	TREATMENT	44.07	40.02	48.13	27	48
102	ALLEN	23	TREATMENT	43.87	41.54	46.20	29	49
103	TOMLINSON	23	TREATMENT	43.87	41.54	46.20	27	48
075	STOCKING	33	CONTROL	43.79 *	37.57	50.00	40	86
191	CHERRY KNOLL	16	TREATMENT	43.54 *	39.19	47.89	42	68
193	SABIN	13	TREATMENT	43.54 *	39.19	47.89	40	75
163	CLEVELAND	18	CONTROL	43.48 *	40.92	46.03	39	65
162	FILLMORE	30	CONTROL	43.48	40.92	46.03	32	86
013	WILSON	14	CONTROL	43.43	39.72	47.15	28	81
011	FRANKLIN	6	CONTROL	43.43 *	39.72	47.15	48	56
012	ROOSEVELT	27	CONTROL	43.43	39.72	47.15	32	75
181	FEDERAL	36	CONTROL	43.40	40.19	46.62	16	65
152	ROBERT FROST	18	CONTROL	43.40	41.05	45.76	8	57
151	BETHUNE	43	CONTROL	43.40	41.05	45.76	27	63
021	MCKINLEY	37	CONTROL	43.40 *	39.01	47.79	46	94
091	CORTLAND	7	TREATMENT	43.34 *	41.28	45.39	36	45
092	LIBERTY	1	TREATMENT	43.34 *	41.28	45.39	29	29
141	MCLAUGHLIN	10	TREATMENT	43.34	41.28	45.39	31	58
142	FROEBEL	8	TREATMENT	43.34	41.28	45.39	25	50
052	KINCHELOE	9	TREATMENT	43.34 *	41.28	45.39	33	47
053	MCKINLEY	4	TREATMENT	43.34	41.28	45.39	28	47
062	COOK	86	CONTROL	43.14	40.31	45.96	31	86
075	STOCKING	25	TREATMENT	43.04	38.91	47.18	28	75
161	HARRISON	44	CONTROL	42.86	39.20	46.53	34	81
171	GORDONIER	29	CONTROL	42.84	39.18	46.51	34	86
151	BETHUNE	3	TREATMENT	42.71	39.73	45.69	32	45
152	ROBERT FROST	21	TREATMENT	42.71	39.73	45.69	25	65
032	STERNE BRUNSON	6	TREATMENT	42.30 *	39.89	44.71	38	48

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-6

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR LOW-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI		95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
031	BARD	34	TREATMENT	42.30		39.89	44.71	28	81
221	LINCOLN	39	CONTROL	41.99	*	36.92	47.06	40	75
172	BEVERLY	34	CONTROL	41.98		38.11	45.85	29	70
071	ALEXANDER	68	TREATMENT	41.97		39.54	44.40	23	70
093	THOMSON	107	CONTROL	41.65		39.57	43.72	14	81
022	DORLAND	73	CONTROL	41.55	*	37.42	45.69	42	94
043	KEIDAN	152	CONTROL	41.52		39.87	43.18	31	81
153	MARK TWAIN	67	CONTROL	41.13	*	37.97	44.29	38	81
013	WILSON	8	TREATMENT	40.96		37.61	44.31	32	52
042	JAMIESON	8	TREATMENT	40.96		37.61	44.31	32	54
011	FRANKLIN	16	TREATMENT	40.96		37.61	44.31	29	58
143	MOON	40	CONTROL	40.85	*	36.20	45.49	38	86
053	MCKINLEY	23	CONTROL	40.36	*	37.17	43.55	39	63
052	KINCHELOE	50	CONTROL	40.36	*	37.17	43.55	38	81
123	GIER PARK	53	CONTROL	40.34	*	36.59	44.09	36	94
141	MCLAUGHLIN	25	CONTROL	40.07	*	33.62	46.51	44	75
101	BENNETT	48	CONTROL	39.59		36.32	42.86	32	81
042	JAMIESON	135	CONTROL	38.70		36.80	40.60	13	81
031	BARD	18	CONTROL	36.81	*	33.93	39.69	36	63
032	STERNE BRUNSON	58	CONTROL	36.81	*	33.93	39.69	41	81
173	ROMULUS ELEMENTARY	27	CONTROL	33.30	*	27.97	38.64	41	62

TABLE B-7

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
192	EAST BAY	46	CONTROL	64.10	60.56	67.63	42	87
111	LINCOLN	53	CONTROL	62.80	60.16	65.45	24	87
112	LAKEWOOD	19	CONTROL	62.80 *	60.16	65.45	50	67
223	HARDING	36	CONTROL	62.62 *	55.71	69.54	52	87
113	BURKE ACRES	34	CONTROL	62.62	58.49	66.75	35	87
033	FAIR PLAIN WEST	38	CONTROL	62.29 *	57.14	67.43	52	87
203	FOUR TOWNS	46	CONTROL	61.99	59.82	64.16	48	87
211	TAFT	52	CONTROL	61.97	58.76	65.19	47	87
222	WASHINGTON	48	CONTROL	61.95	58.51	65.39	43	74
204	BEAUMONT	35	CONTROL	61.59	59.47	63.71	42	87
224	MACOMB	29	CONTROL	61.57	56.95	66.20	47	87
081	DICKINSON	52	CONTROL	60.51	57.65	63.36	29	87
191	CHERRY KNOLL	40	CONTROL	60.50	56.64	64.37	43	87
193	SABIN	16	CONTROL	60.50 *	56.64	64.37	55	87
131	RAISINVILLE	73	CONTROL	60.38	57.81	62.94	46	87
102	ALLEN	35	CONTROL	59.47	56.46	62.48	44	87
061	CARPENTER ROAD	57	CONTROL	59.47	57.58	61.36	29	74
182	EUREKA HEIGHTS	114	CONTROL	59.21	57.56	60.86	24	87
072	CAMPAU PARK	16	TREATMENT	58.63	56.69	60.56	26	87
074	SHELDON	33	TREATMENT	58.63	56.69	60.56	31	61
075	STOCKING	33	CONTROL	58.35	54.38	62.31	41	87
202	HAVELAND	35	CONTROL	57.85	55.49	60.21	43	87
201	GRAYSON	60	CONTROL	57.46	54.77	60.16	41	87
183	TREADWELL	41	CONTROL	57.38	55.43	59.34	42	74
021	MCKINLEY	37	CONTROL	57.29 *	53.82	60.75	50	87
212	GARFIELD	50	CONTROL	57.17	54.08	60.27	43	87
143	MOON	40	CONTROL	56.94	53.42	60.45	35	87
121	MICHIGAN AVENUE	19	TREATMENT	56.88	55.60	58.15	35	67
122	HOLMES STREET	50	TREATMENT	56.88	55.60	58.15	37	87
023	WOODSIDE	35	CONTROL	56.84	53.92	59.77	44	87
051	SISTER LAKES	60	CONTROL	56.73	54.54	58.92	31	87
161	HARRISON	44	CONTROL	56.69	54.02	59.36	31	87
103	TOMLINSON	36	CONTROL	56.51	53.99	59.03	31	87
073	CONGRESS	48	CONTROL	56.45	54.61	58.29	31	87
061	CARPENTER ROAD	14	TREATMENT	56.45	51.93	60.96	33	54
062	COOK	22	TREATMENT	56.45	51.93	60.96	26	52
221	LINCOLN	15	TREATMENT	56.37	53.98	58.75	31	57
223	HARDING	15	TREATMENT	56.37	53.98	58.75	44	62
133	LINCOLN	71	TREATMENT	56.23	54.41	58.04	24	74
083	KOSCIUSZKO	43	CONTROL	56.09	54.35	57.83	39	74
082	HOLBROOK	22	CONTROL	56.09	54.35	57.83	41	64
101	BENNETT	48	CONTROL	56.07	53.13	59.00	24	87
091	CORTLAND	77	CONTROL	56.01	54.18	57.84	42	74
141	MCLAUGHLIN	25	CONTROL	55.95	52.78	59.11	44	87
081	DICKINSON	9	TREATMENT	55.94	53.61	58.26	48	56
082	HOLBROOK	6	TREATMENT	55.94	53.61	58.26	43	67

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-7

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
083	KOSCIUSZKO	4	TREATMENT	55.94	53.61	58.26	43	53
171	GORDONIER	5	TREATMENT	55.94	53.61	58.26	43	64
173	ROMULUS ELEMENTARY	3	TREATMENT	55.94	53.61	58.26	24	55
213	LABADIE	36	CONTROL	55.90	52.98	58.82	42	87
111	LINCOLN	6	TREATMENT	55.73 *	52.97	58.50	24	47
112	LAKEWOOD	7	TREATMENT	55.73	52.97	58.50	48	55
161	HARRISON	4	TREATMENT	55.73 *	52.97	58.50	29	46
162	FILLMORE	12	TREATMENT	55.73	52.97	58.50	41	67
163	CLEVELAND	3	TREATMENT	55.73	52.97	58.50	48	50
022	CORLAND	73	CONTROL	55.69	53.13	58.24	43	87
163	CLEVELAND	18	CONTROL	55.54	53.33	57.74	44	67
162	FILLMORE	30	CONTROL	55.54	53.33	57.74	35	87
062	COOK	86	CONTROL	55.50	53.64	57.37	39	87
071	ALEXANDER	68	TREATMENT	55.46	53.47	57.46	20	74
142	FROEBEL	38	CONTROL	55.23	53.07	57.40	26	67
123	GIER PARK	53	CONTROL	55.06	52.63	57.48	33	87
151	BETHUNE	43	CONTROL	55.02	53.08	56.97	29	67
152	ROBERT FROST	18	CONTROL	55.02	53.08	56.97	26	56
221	LINCOLN	39	CONTROL	55.01	52.60	57.41	41	67
181	FEDERAL	2	TREATMENT	54.88 *	52.16	57.60	31	37
183	TREADWELL	15	TREATMENT	54.88	52.16	57.60	26	56
212	GARFIELD	7	TREATMENT	54.88	52.16	57.60	31	54
213	LABADIE	6	TREATMENT	54.88	52.16	57.60	43	53
013	WILSON	14	CONTROL	54.76	52.71	56.80	33	74
011	FRANKLIN	6	CONTROL	54.76	52.71	56.80	47	55
012	ROOSEVELT	27	CONTROL	54.76	52.71	56.80	31	74
092	LIBERTY	89	CONTROL	54.67	53.33	56.02	29	61
171	GORDONIER	29	CONTROL	54.57	52.20	56.93	37	87
075	STOCKING	25	TREATMENT	54.54	51.04	58.05	26	74
052	KINGHELOE	9	TREATMENT	54.48 *	52.31	56.66	37	48
091	CORTLAND	7	TREATMENT	54.48	52.31	56.66	37	51
092	LIBERTY	1	TREATMENT	54.48 *	52.31	56.66	33	33
053	MCKINLEY	4	TREATMENT	54.48	52.31	56.66	29	49
141	MCLAUGHLIN	10	TREATMENT	54.48	52.31	56.66	29	62
142	FROEBEL	8	TREATMENT	54.48	52.31	56.66	26	51
052	KINGHELOE	50	CONTROL	54.39	52.12	56.66	42	74
053	MCKINLEY	23	CONTROL	54.39	52.12	56.66	44	67
132	ORCHARD	31	TREATMENT	54.11	50.72	57.49	42	67
191	CHERRY KNOLL	16	TREATMENT	53.77	50.12	57.42	43	74
193	SABIN	13	TREATMENT	53.77	50.12	57.42	44	74
093	THOMSON	107	CONTROL	53.72 *	52.28	55.16	20	87
181	FEDERAL	36	CONTROL	53.70	51.51	55.89	24	67
041	HERMAN	132	CONTROL	53.50	52.23	54.77	29	87
153	MARK TWAIN	67	CONTROL	53.45	51.39	55.50	43	87
022	CORLAND	14	TREATMENT	53.13	51.25	55.01	43	56
023	WOODSIDE	13	TREATMENT	53.13	51.25	55.01	31	53

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-7

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
042	JAMIESON	8	TREATMENT	53.06	50.87	55.24	42	58
011	FRANKLIN	16	TREATMENT	53.06	50.87	55.24	31	62
013	WILSON	8	TREATMENT	53.06	50.87	55.24	33	52
172	BEVERLY	34	CONTROL	52.96	50.64	55.29	24	67
202	HAVELAND	9	TREATMENT	52.65	50.85	54.44	35	54
203	FOUR TOWNS	5	TREATMENT	52.65	50.85	54.44	44	55
204	BEAUMONT	10	TREATMENT	52.65	50.85	54.44	47	59
031	BARD	34	TREATMENT	52.64	51.21	54.08	24	87
032	STERNE BRUNSON	6	TREATMENT	52.64	51.21	54.08	39	52
043	KEITAN	152	CONTROL	52.57	51.65	53.50	29	74
153	MARK TWAIN	2	TREATMENT	52.30	49.99	54.61	43	55
172	BEVERLY	13	TREATMENT	52.30	49.99	54.61	29	74
033	FAIR PLAIN WEST	10	TREATMENT	52.30	49.99	54.61	26	54
042	JAMIESON	135	CONTROL	51.83	50.49	53.17	24	87
032	STERNE BRUNSON	58	CONTROL	51.79	49.82	53.75	42	74
031	BARD	18	CONTROL	51.79	49.82	53.75	43	74
173	ROMULUS ELEMENTARY	27	CONTROL	51.59	48.38	54.81	43	62
102	ALLEN	23	TREATMENT	51.10	48.66	53.54	35	53
103	TOMLINSON	23	TREATMENT	51.10	48.66	53.54	24	51
151	BETHUNE	3	TREATMENT	49.61	47.34	51.88	35	51
152	ROBERT FROST	21	TREATMENT	49.61	47.34	51.88	29	67

TABLE B-8

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
223	HARDING	36	CONTROL	64.85 *	59.04	70.66	49	77
113	BURKE ACRES	34	CONTROL	63.15	58.09	68.20	32	86
111	LINCOLN	53	CONTROL	61.57	59.23	63.91	18	86
112	LAKEWOOD	19	CONTROL	61.57 *	59.23	63.91	46	77
192	EAST BAY	46	CONTROL	61.31	57.66	64.97	28	86
033	FAIR PLAIN WEST	38	CONTROL	60.91 *	53.39	68.43	53	86
222	WASHINGTON	48	CONTROL	60.39	57.71	63.08	18	86
224	MACOMB	29	CONTROL	59.02	54.39	63.65	40	77
211	TAFT	52	CONTROL	58.31	55.28	61.35	30	86
204	BEAUMONT	35	CONTROL	57.91 *	56.19	59.64	46	77
191	CHERRY KNOLL	40	CONTROL	57.76	54.07	61.45	32	86
193	SABIN	16	CONTROL	57.76 *	54.07	61.45	54	77
161	HARRISON	44	CONTROL	57.17	54.35	59.98	26	77
102	ALLEN	35	CONTROL	56.91	52.43	61.38	40	77
183	TREADWELL	41	CONTROL	56.74	54.72	58.75	34	86
051	SISTER LAKES	60	CONTROL	56.54	54.09	58.98	15	86
052	KINCHELOE	50	CONTROL	56.43	54.68	58.18	34	86
053	MCKINLEY	23	CONTROL	56.43	54.68	58.18	34	65
131	RAISINVILLE	73	CONTROL	56.32	53.76	58.87	32	86
132	EUREKA HEIGHTS	114	CONTROL	56.22	54.73	57.71	24	86
081	DICKINSON	52	CONTROL	56.10	53.68	58.53	24	86
083	KOSCIUSZKO	43	CONTROL	55.89	53.76	58.03	32	86
082	HOLBROOK	22	CONTROL	55.89	53.76	58.03	28	70
213	LABADIE	36	CONTROL	55.78	53.01	58.54	32	77
202	HAVELAND	35	CONTROL	55.78	53.53	58.02	28	86
212	GARFIELD	50	CONTROL	55.73	52.85	58.60	30	86
203	FOUR TOWNS	46	CONTROL	55.70 *	53.91	57.48	46	86
062	COOK	86	CONTROL	55.00	53.46	56.54	20	86
091	CORTLAND	77	CONTROL	55.00	52.93	57.07	28	77
221	LINCOLN	39	CONTROL	54.97	51.70	58.23	40	77
022	CORLAND	73	CONTROL	54.89	52.12	57.67	36	86
023	WOODSIDE	35	CONTROL	54.87	51.99	57.76	30	86
191	CHERRY KNOLL	16	TREATMENT	54.87	51.93	57.82	36	77
193	SABIN	13	TREATMENT	54.87	51.93	57.82	32	77
081	DICKINSON	9	TREATMENT	54.79	51.23	58.36	38	56
082	HOLBROOK	6	TREATMENT	54.79	51.23	58.36	34	56
083	KOSCIUSZKO	4	TREATMENT	54.79	51.23	58.36	38	50
171	GORDONIER	5	TREATMENT	54.79	51.23	58.36	32	77
173	ROMULUS ELEMENTARY	3	TREATMENT	54.79	51.23	58.36	30	59
143	MOON	40	CONTROL	54.78	51.16	58.39	38	77
013	WILSON	14	CONTROL	54.75	51.64	57.85	30	77
012	ROOSEVELT	27	CONTROL	54.75	51.64	57.85	26	77
011	FRANKLIN	6	CONTROL	54.75 *	51.64	57.85	49	62
221	LINCOLN	15	TREATMENT	54.73	52.85	56.61	22	55
223	HARDING	15	TREATMENT	54.73	52.85	56.61	40	65
075	STOCKING	33	CONTROL	54.65	51.12	58.17	36	77

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-8

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
132	ORCHARD	31	TREATMENT	54.46	52.39	56.53	30	86
103	TOMLINSON	36	CONTROL	54.44	51.65	57.23	32	77
061	CARPENTER ROAD	57	CONTROL	54.38	51.47	57.29	36	77
163	CLEVELAND	18	CONTROL	54.23	52.16	56.30	32	70
162	FILLMORE	30	CONTROL	54.23	52.16	56.30	32	77
133	LINCOLN	71	TREATMENT	54.23	52.27	56.19	24	77
201	GRAYSON	60	CONTROL	54.14	50.96	57.32	32	86
121	MICHIGAN AVENUE	19	TREATMENT	54.04	51.75	56.33	18	59
122	HOLMES STREET	50	TREATMENT	54.04	51.75	56.33	28	86
101	BENNETT	48	CONTROL	53.91	51.04	56.79	30	77
073	CONGRESS	48	CONTROL	53.87	51.58	56.15	13	77
072	CAMEAU PARK	16	TREATMENT	53.36	51.55	55.18	32	65
074	SHELDON	33	TREATMENT	53.36	51.55	55.18	30	54
111	LINCOLN	6	TREATMENT	53.26	49.74	56.78	20	47
112	LAKEWOOD	7	TREATMENT	53.26	49.74	56.78	40	55
161	HARRISON	4	TREATMENT	53.26 *	49.74	56.78	38	42
162	FILLMORE	12	TREATMENT	53.26	49.74	56.78	34	77
163	CLEVELAND	3	TREATMENT	53.26 *	49.74	56.78	32	40
041	HERMAN	137	CONTROL	53.20	51.72	54.68	13	77
181	FEDERAL	36	CONTROL	53.10	50.42	55.78	20	62
153	MARK TWAIN	67	CONTROL	53.07	50.92	55.22	30	86
071	ALEXANDER	68	TREATMENT	52.91	50.74	55.08	13	77
092	LIBERTY	85	CONTROL	52.63	51.35	53.91	22	62
151	BETHUNE	43	CONTROL	52.49	50.87	54.12	28	60
152	ROBERT FROST	18	CONTROL	52.49	50.87	54.12	9	62
033	FAIR PLAIN WEST	10	TREATMENT	52.30	50.16	54.43	36	59
153	MARK TWAIN	2	TREATMENT	52.30 *	50.16	54.43	49	54
172	BEVERLY	13	TREATMENT	52.30	50.16	54.43	30	59
022	ORLAND	14	TREATMENT	52.12	49.68	54.57	32	62
023	WOODSIDE	13	TREATMENT	52.12	49.68	54.57	30	50
123	GIER PARK	53	CONTROL	51.98	49.63	54.32	32	86
021	MCKINLEY	37	CONTROL	51.97	49.00	54.95	42	86
142	FROEBEL	38	CONTROL	51.92	49.32	54.51	24	77
043	KEICAN	152	CONTROL	51.87	50.83	52.92	28	77
061	CARPENTER ROAD	14	TREATMENT	51.76	48.73	54.78	34	55
062	COOK	22	TREATMENT	51.76	48.73	54.78	30	51
032	STERNE BRUNSON	6	TREATMENT	51.58	49.64	53.51	36	46
031	BARC	34	TREATMENT	51.58	49.64	53.51	34	70
075	STOCKING	25	TREATMENT	51.52	47.92	55.12	20	70
202	HAVELAND	9	TREATMENT	51.50	47.79	55.21	18	51
203	FOUR TOWNS	5	TREATMENT	51.50	47.79	55.21	40	51
204	BEAUMONT	10	TREATMENT	51.50	47.79	55.21	28	51
173	ROMULUS ELEMENTARY	27	CONTROL	51.45	48.72	54.19	28	65
093	THOMSON	107	CONTROL	51.45	49.95	52.95	24	86
181	FEDERAL	2	TREATMENT	51.35	47.79	54.90	36	47
183	TREADWELL	15	TREATMENT	51.35	47.79	54.90	18	53

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-8

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
212	GARFIELD	7	TREATMENT	51.35	47.79	54.90	32	57
213	LABADIE	6	TREATMENT	51.35	47.79	54.90	34	50
032	STERNE BRUNSON	58	CONTROL	51.27	49.47	53.07	36	86
031	BARD	18	CONTROL	51.27	49.47	53.07	30	59
042	JAMIESON	135	CONTROL	50.38	48.98	51.77	20	70
141	MCLAUGHLIN	25	CONTROL	50.14	45.32	54.95	42	70
172	BEVERLY	34	CONTROL	50.09	47.69	52.49	32	77
171	CORCORAN	29	CONTROL	50.05	46.85	53.26	30	86
091	CORTLAND	7	TREATMENT	49.37	46.78	51.96	28	46
141	MCLAUGHLIN	10	TREATMENT	49.37	46.78	51.96	34	56
053	MCKINLEY	4	TREATMENT	49.37	46.78	51.96	30	48
052	KINCHELOE	9	TREATMENT	49.37	46.78	51.96	36	49
142	ROEPPEL	9	TREATMENT	49.37	46.78	51.96	28	52
092	LIBERTY	1	TREATMENT	49.37 *	46.78	51.96	32	32
042	JAMIESON	8	TREATMENT	48.21	44.82	51.59	26	53
013	WILSON	8	TREATMENT	48.21	44.82	51.59	36	54
011	FRANKLIN	16	TREATMENT	48.21	44.82	51.59	32	65
152	ROBERT FROST	21	TREATMENT	47.94	44.09	51.78	20	62
151	BETHUNE	3	TREATMENT	47.94 *	44.09	51.78	34	42
102	ALLEN	23	TREATMENT	47.43	43.98	50.88	22	52
103	TOMLINSON	23	TREATMENT	47.43	43.98	50.88	24	49

TABLE B-9

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
223	HARDING	36	CONTROL	62.26 *	55.17	69.34	51	81
113	BURKE ACRES	34	CONTROL	61.72	56.76	66.69	34	86
292	EAST BAY	46	CONTROL	61.55	58.06	65.04	36	94
111	LINCOLN	53	CONTROL	61.06	58.51	63.61	28	94
112	LAKEWOOD	19	CONTROL	61.06 *	58.51	63.61	48	68
033	FAIR PLAIN WEST	33	CONTROL	59.57 *	53.05	66.09	51	94
211	TAFT	52	CONTROL	58.64	55.58	61.70	39	94
224	MACOMB	29	CONTROL	58.61	54.25	62.96	45	81
222	WASHINGTON	48	CONTROL	58.30	55.73	60.87	35	86
191	CHERRY KNOLL	40	CONTROL	57.86	53.87	61.85	37	94
193	SABIN	16	CONTROL	57.86 *	53.87	61.85	54	66
203	FOUR TOWNS	46	CONTROL	57.46 *	55.41	59.52	47	94
204	BEAUMONT	35	CONTROL	56.95	55.39	58.51	43	86
061	DICKINSON	52	CONTROL	56.21	53.95	58.46	21	86
051	SISTER LAKES	60	CONTROL	55.83	53.42	58.25	25	86
182	EUREKA HEIGHTS	114	CONTROL	55.81	54.25	57.36	27	81
131	RAISINVILLE	73	CONTROL	55.78	53.30	58.26	40	94
183	TREADWELL	41	CONTROL	55.53	53.99	57.06	39	86
061	CARPENTER ROAD	57	CONTROL	55.22	53.03	57.41	36	81
202	HAVELAND	35	CONTROL	55.00	52.90	57.10	35	94
213	LABADIE	36	CONTROL	54.97	51.75	58.20	39	86
072	CAMPAU PARK	16	TREATMENT	54.97	53.53	56.40	29	70
074	SHELDON	33	TREATMENT	54.97	53.53	56.40	31	55
102	ALLEN	35	CONTROL	54.82	51.78	57.85	42	81
082	HOLBROOK	22	CONTROL	54.75	52.77	56.72	38	61
083	KOSCIUSZKO	43	CONTROL	54.75	52.77	56.72	37	86
103	TOMLINSON	36	CONTROL	54.69	52.27	57.11	31	86
221	LINCOLN	15	TREATMENT	54.55	53.03	56.07	19	55
223	HARDING	15	TREATMENT	54.55	53.03	56.07	42	63
161	HARRISON	44	CONTROL	54.52	52.41	56.64	34	81
075	STOCKING	33	CONTROL	54.50	50.95	58.05	40	86
081	DICKINSON	9	TREATMENT	54.41	51.82	56.99	45	55
082	HOLBROOK	6	TREATMENT	54.41	51.82	56.99	39	60
083	KOSCIUSZKO	4	TREATMENT	54.41	51.82	56.99	42	49
171	GORDONIER	5	TREATMENT	54.41	51.82	56.99	37	59
173	ROMULUS ELEMENTARY	3	TREATMENT	54.41	51.82	56.99	21	55
133	LINCOLN	71	TREATMENT	54.40	52.69	56.11	25	75
091	CORTLAND	77	CONTROL	54.36	52.88	55.84	37	81
121	MICHIGAN AVENUE	19	TREATMENT	54.32	52.72	55.93	19	62
122	HOLMES STREET	50	TREATMENT	54.32	52.72	55.93	32	94
212	GARFIELD	50	CONTROL	54.09	51.90	56.28	39	94
201	GRAYSON	60	CONTROL	54.02	51.57	56.48	39	94
073	CONGRESS	48	CONTROL	53.90	52.35	55.45	21	81
111	LINCOLN	6	TREATMENT	53.89 *	50.87	56.91	16	46
112	LAKEWOOD	7	TREATMENT	53.89 *	50.87	56.91	47	54
161	HARRISON	4	TREATMENT	53.89 *	50.87	56.91	32	44

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-9

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
162	FILLMORE	12	TREATMENT	53.69	50.87	56.91	41	75
163	CLEVELAND	2	TREATMENT	53.69 *	50.87	56.91	43	46
023	WOODSIDE	35	CONTROL	53.69	51.06	56.32	39	94
143	MOON	40	CONTROL	53.69	50.96	56.41	38	86
011	FRANKLIN	6	CONTROL	53.64 *	51.33	55.95	48	56
012	ROOSEVELT	27	CONTROL	53.64	51.33	55.95	32	75
013	WILSON	14	CONTROL	53.64	51.33	55.95	28	81
221	LINCOLN	39	CONTROL	53.54	50.70	56.38	40	75
062	COOK	86	CONTROL	53.46	51.93	54.99	31	86
071	ALEXANDER	68	TREATMENT	53.27	51.66	54.87	23	70
061	CARPENTER ROAD	14	TREATMENT	53.17	50.14	56.21	36	54
062	COOK	22	TREATMENT	53.17	50.14	56.21	27	48
162	FILLMORE	30	CONTROL	53.07	51.63	54.51	32	86
163	CLEVELAND	18	CONTROL	53.07	51.63	54.51	39	65
021	MCKINLEY	37	CONTROL	53.00	50.36	55.64	46	94
132	ORCHARD	31	TREATMENT	52.98	50.59	55.37	41	81
053	MCKINLEY	23	CONTROL	52.90	51.12	54.68	39	63
052	KINCHELOE	50	CONTROL	52.90	51.12	54.68	38	81
092	LIBERTY	89	CONTROL	52.87	51.98	53.77	23	58
152	ROBERT FROST	18	CONTROL	52.83	51.26	54.39	8	57
151	BETHUNE	43	CONTROL	52.83	51.26	54.39	27	63
181	FEDERAL	36	CONTROL	52.82	50.42	55.21	16	65
022	DORLAND	73	CONTROL	52.70	50.19	55.21	42	94
041	HERMAN	132	CONTROL	52.65	51.48	53.81	17	86
142	FROEBEL	38	CONTROL	52.65	50.42	54.87	23	75
191	CHERRY KNOLL	16	TREATMENT	52.45	50.03	54.86	42	68
193	SABIN	13	TREATMENT	52.45	50.03	54.86	40	75
075	STOCKING	25	TREATMENT	52.40	49.55	55.26	28	75
101	BENNETT	48	CONTROL	52.33	50.32	54.34	32	81
181	FEDERAL	2	TREATMENT	52.30 *	49.65	54.95	31	41
183	TREADWELL	15	TREATMENT	52.30	49.65	54.95	28	54
212	GARFIELD	7	TREATMENT	52.30	49.65	54.95	28	54
213	LAGUARDIA	6	TREATMENT	52.30	49.65	54.95	40	48
123	GLEN PARK	53	CONTROL	52.11	49.82	54.39	36	94
091	CORTLAND	7	TREATMENT	51.83 *	49.62	54.05	36	45
092	LIBERTY	1	TREATMENT	51.83 *	49.62	54.05	29	29
141	MCLAUGHLIN	10	TREATMENT	51.83	49.62	54.05	31	58
142	FROEBEL	8	TREATMENT	51.83	49.62	54.05	25	50
052	KINCHELOE	9	TREATMENT	51.83	49.62	54.05	38	47
053	MCKINLEY	4	TREATMENT	51.83	49.62	54.05	28	47
171	GORDONIER	29	CONTROL	51.80	49.45	54.15	34	86
023	WOODSIDE	13	TREATMENT	51.71	50.17	53.26	31	49
022	DORLAND	14	TREATMENT	51.71	50.17	53.26	38	57
153	MARK TWAIN	2	TREATMENT	51.69	49.86	53.51	46	54
172	BEVERLY	13	TREATMENT	51.69	49.86	53.51	25	63
033	FAIR PLAIN WEST	10	TREATMENT	51.69	49.86	53.51	29	55

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-9

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR MIDDLE-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
202	HAVELAND	9	TREATMENT	51.51	49.51	53.51	32	51
203	FOUR TOWNS	5	TREATMENT	51.51	49.51	53.51	46	50
204	BEAUMONT	10	TREATMENT	51.51	49.51	53.51	38	53
093	THOMSON	107	CONTROL	51.35	50.04	52.66	14	81
141	MCLAUGHLIN	25	CONTROL	51.30	47.81	54.78	44	75
153	MARK TWAIN	67	CONTROL	51.20	49.39	53.00	38	81
043	KEIDAN	152	CONTROL	51.06	50.23	51.89	31	81
031	BARD	34	TREATMENT	50.87	49.55	52.19	28	81
032	STERNE BRUNSON	6	TREATMENT	50.87	49.55	52.19	38	48
013	WILSON	8	TREATMENT	50.72	48.63	52.81	32	52
042	JAMIESON	8	TREATMENT	50.72	48.63	52.81	32	54
011	FRANKLIN	16	TREATMENT	50.72	48.63	52.81	29	58
172	BEVERLY	34	CONTROL	50.69	48.64	52.75	29	70
042	JAMIESON	135	CONTROL	49.54	48.47	50.61	13	81
032	STERNE BRUNSON	58	CONTROL	49.45	47.93	50.96	41	81
031	BARD	18	CONTROL	49.45	47.93	50.96	36	63
173	ROMULUS ELEMENTARY	27	CONTROL	49.33	47.16	51.50	41	62
102	ALLEN	23	TREATMENT	48.98	46.46	51.50	29	49
103	TOMLINSON	23	TREATMENT	48.98	46.46	51.50	27	48
151	BETHUNE	3	TREATMENT	48.56 *	46.12	51.00	32	45
152	ROBERT FROST	21	TREATMENT	48.56	46.12	51.00	25	65

TABLE B-10

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
223	HARDING	36	CONTROL	71.00	67.63	74.36	52	87
192	EAST BAY	46	CONTROL	70.59	68.36	72.83	42	87
224	MACOMB	29	CONTROL	69.09	66.03	72.14	47	87
222	WASHINGTON	48	CONTROL	69.01	66.39	71.63	43	74
113	BURKE ACRES	34	CONTROL	68.78	65.59	71.98	35	87
111	LINCOLN	53	CONTROL	67.60	65.01	70.20	24	87
112	LAKEWOOD	19	CONTROL	67.60	65.01	70.20	50	67
203	FOUR TOWNS	46	CONTROL	67.25	65.94	68.56	48	87
211	TAFT	52	CONTROL	67.19	65.07	69.31	47	87
033	FAIR PLAIN WEST	38	CONTROL	67.08	63.83	70.34	52	87
161	HARRISON	44	CONTROL	67.05	64.62	69.47	31	87
081	DICKINSON	52	CONTROL	66.96	64.77	69.14	29	87
131	RAISINVILLE	73	CONTROL	66.91	65.27	68.54	46	87
204	BEAUMONT	35	CONTROL	66.87	65.59	68.16	42	87
075	STOCKING	33	CONTROL	66.82	63.94	69.71	41	87
191	CHERRY KNOLL	40	CONTROL	66.79	64.24	69.34	43	87
193	SABIN	16	CONTROL	66.79	64.24	69.34	55	87
143	MOON	40	CONTROL	66.37	63.66	69.09	35	87
121	MICHIGAN AVENUE	19	TREATMENT	66.11	64.65	67.57	35	67
122	HOLMES STREET	50	TREATMENT	66.11	64.65	67.57	37	87
101	BENNETT	48	CONTROL	66.09	63.44	68.73	24	87
182	EUREKA HEIGHTS	114	CONTROL	66.08	64.67	67.49	24	87
05	CARPENTER ROAD	57	CONTROL	65.99	64.32	67.67	29	74
072	CAMPAU PARK	16	TREATMENT	65.77	62.75	68.79	26	87
074	SHELDON	33	TREATMENT	65.77	62.75	68.79	31	61
221	LINCOLN	39	CONTROL	65.76	64.40	67.13	41	67
052	KINCHELOE	50	CONTROL	65.63	64.00	67.27	42	74
053	MCKINLEY	23	CONTROL	65.63	64.00	67.27	44	67
151	BETHUNE	43	CONTROL	65.53	62.47	68.60	29	67
152	ROBERT FROST	18	CONTROL	65.53 *	62.47	68.60	26	56
081	DICKINSON	9	TREATMENT	65.52 *	62.10	68.94	48	56
082	HOLBROOK	6	TREATMENT	65.52	62.10	68.94	43	67
083	KOSCIUSZKO	4	TREATMENT	65.52 *	62.10	68.94	43	53
171	GORDONIER	5	TREATMENT	65.52	62.10	68.94	43	64
173	ROMULUS ELEMENTARY	3	TREATMENT	65.52 *	62.10	68.94	24	55
212	GARFIELD	50	CONTROL	65.51	63.49	67.53	43	87
071	ALEXANDER	68	TREATMENT	65.37	62.51	68.24	20	74
202	HAVELAND	35	CONTROL	65.31	63.88	66.74	43	87
173	ROMULUS ELEMENTARY	27	CONTROL	65.21	61.70	68.71	43	62
183	TREADWELL	41	CONTROL	65.04	62.79	67.30	42	74
201	GRAYSON	60	CONTROL	64.93	63.01	66.84	41	87
091	CORTLAND	77	CONTROL	64.87	63.15	66.58	42	74
163	CLEVELAND	18	CONTROL	64.79	62.83	66.76	44	67
162	FILLMORE	30	CONTROL	64.79	62.83	66.76	35	87
221	LINCOLN	15	TREATMENT	64.78 *	61.65	67.90	31	57
223	HARDING	15	TREATMENT	64.78	61.65	67.90	44	62

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-10

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
102	ALLEN	35	CONTROL	64.75	62.84	66.65	44	87
062	COOK	86	CONTROL	64.69	63.08	66.29	39	87
022	DORLAND	73	CONTROL	64.65	63.01	66.28	43	87
023	WOODSIDE	35	CONTROL	64.54	62.50	66.58	44	87
051	SISTER LAKES	60	CONTROL	64.50	62.68	66.32	31	87
103	TOMLINSON	36	CONTROL	64.45	61.09	67.81	31	87
133	LINCOLN	71	TREATMENT	64.44	61.84	67.04	24	74
123	GIER PARK	53	CONTROL	64.33	62.05	66.61	33	87
021	MCKINLEY	37	CONTROL	64.22	61.96	66.48	50	87
141	MCLAUGHLIN	25	CONTROL	63.97	61.48	66.46	44	87
191	CHERRY KNOLL	16	TREATMENT	63.73	60.71	66.75	43	74
193	SABIN	13	TREATMENT	63.73	60.71	66.75	44	74
082	HOLBROOK	22	CONTROL	63.59	62.04	65.15	41	64
083	KOSCIUSZKO	43	CONTROL	63.59	62.04	65.1[illegible]	[illegible]	74
181	FEDERAL	36	CONTROL	63.58	60.43	66.74	24	67
061	CARPENTER ROAD	14	TREATMENT	63.54 *	54.51	72.57	33	54
062	COOK	22	TREATMENT	63.54 *	54.51	72.57	26	52
213	LABADIE	36	CONTROL	63.52	61.24	65.80	42	87
013	WILSON	14	CONTROL	63.40	61.18	65.62	33	74
012	ROOSEVELT	27	CONTROL	63.40	61.18	65.62	31	74
011	FRANKLIN	6	CONTROL	63.40 *	61.18	65.62	47	55
073	CONGRESS	48	CONTROL	63.39	60.90	65.88	31	87
093	THOMSON	107	CONTROL	63.37	61.75	64.99	20	87
052	KINCHELOE	9	TREATMENT	63.23 *	59.22	67.24	37	48
053	MCKINLEY	4	TREATMENT	63.23 *	59.22	67.24	29	49
091	CORTLAND	7	TREATMENT	63.23 *	59.22	67.24	37	51
092	LIBERTY	1	TREATMENT	63.23 *	59.22	67.24	33	33
141	MCLAUGHLIN	10	TREATMENT	63.23	59.22	67.24	29	62
142	FROEBEL	8	TREATMENT	63.23 *	59.22	67.24	26	51
032	STERNE BRUNSON	58	CONTROL	63.02	61.26	64.79	42	74
031	BARC	18	CONTROL	63.02	61.26	64.79	43	74
132	ORCHARD	31	TREATMENT	62.97	59.80	66.15	42	67
142	FROEBEL	38	CONTROL	62.94	59.20	66.68	26	67
042	JAMIESON	8	TREATMENT	62.87 *	58.65	67.09	42	58
011	FRANKLIN	16	TREATMENT	62.87	58.65	67.09	31	62
013	WILSON	8	TREATMENT	62.87 *	58.65	67.09	33	52
092	LIBERTY	89	CONTROL	62.61	59.88	65.34	29	61
075	STOCKING	25	TREATMENT	62.07	56.83	67.30	26	74
153	MARK TWAIN	67	CONTROL	61.65	60.40	63.31	43	87
043	KEIDAN	152	CONTROL	61.70	60.66	62.74	29	74
032	STERNE BRUNSON	6	TREATMENT	61.69 *	59.62	63.76	39	52
031	BARC	34	TREATMENT	61.69	59.62	63.76	24	87
172	BEVERLY	34	CONTROL	61.33	58.06	64.59	24	67
042	JAMIESON	135	CONTROL	61.25	60.11	62.38	24	87
041	HERMAN	132	CONTROL	60.81	59.08	62.55	29	87
171	GORDONIER	29	CONTROL	60.59	57.99	63.20	37	87

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-10

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON WORD KNOWLEDGE FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
161	HARRISON	4	TREATMENT	60.43 *	55.79	65.06	29	46
162	FILLMORE	12	TREATMENT	60.43	55.79	65.06	41	67
163	CLEVELAND	3	TREATMENT	60.43 *	55.79	65.06	48	50
112	LAKEWOOD	7	TREATMENT	60.43 *	55.79	65.06	48	55
111	LINCOLN	6	TREATMENT	60.43 *	55.79	65.06	24	47
181	FEDERAL	2	TREATMENT	59.69 *	54.29	65.10	31	37
183	TREADWELL	15	TREATMENT	59.69 *	54.29	65.10	26	56
212	CARFIELD	7	TREATMENT	59.69 *	54.29	65.10	31	54
213	LABADIE	6	TREATMENT	59.69 *	54.29	65.10	43	53
202	HAVELAND	9	TREATMENT	58.99 *	55.24	62.75	35	54
203	FOUR TOWNS	5	TREATMENT	58.99 *	55.24	62.75	44	55
204	BEAUMONT	10	TREATMENT	58.99	55.24	62.75	47	59
022	ORLAND	14	TREATMENT	58.17 *	53.92	62.42	43	56
023	WOODSIDE	13	TREATMENT	58.17 *	53.92	62.42	31	53
033	FAIR PLAIN WEST	10	TREATMENT	57.97 *	54.50	61.45	26	54
172	BEVERLY	13	TREATMENT	57.97	54.50	61.45	29	74
153	MARK TWAIN	2	TREATMENT	57.97 *	54.50	61.45	43	55
102	ALLEN	23	TREATMENT	56.48 *	51.76	61.20	35	53
103	TOMLINSON	23	TREATMENT	56.48 *	51.76	61.20	24	51
151	BETHUNE	3	TREATMENT	55.39 *	51.25	59.53	35	51
152	ROBERT FROST	21	TREATMENT	55.39	51.25	59.53	29	67

TABLE B-11

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
113	BURKE ACRES	34	CONTROL	69.15	65.64	72.65	32	86
223	HARDING	36	CONTROL	69.03	66.17	71.90	49	77
033	FAIR PLAIN WEST	38	CONTROL	67.47	63.31	71.63	53	86
222	WASHINGTON	48	CONTROL	67.13	64.75	69.51	18	86
111	LINCOLN	53	CONTROL	66.64	63.76	69.52	18	86
112	LAKEWOOD	19	CONTROL	66.64	63.76	69.52	46	77
143	MOON	40	CONTROL	66.32	63.71	68.94	38	77
102	ALLEN	35	CONTROL	66.32	63.87	68.76	40	77
051	SISTER LAKES	60	CONTROL	66.22	64.10	68.35	15	86
224	MACOMB	29	CONTROL	66.11	63.23	68.98	40	77
192	EAST BAY	46	CONTROL	65.71	63.33	68.10	28	86
052	KINCHELOE	50	CONTROL	65.33	63.80	66.85	34	86
053	MCKINLEY	23	CONTROL	65.33	63.80	66.85	34	65
221	LINCOLN	39	CONTROL	65.24	63.12	67.36	40	77
131	RAISINVILLE	73	CONTROL	65.19	63.43	66.96	32	86
161	HARRISON	44	CONTROL	65.12	62.01	68.23	26	77
103	TOMLINSON	36	CONTROL	64.92	61.62	68.23	32	77
213	LABADIE	36	CONTROL	64.75	62.36	67.15	32	77
061	CARPENTER ROAD	57	CONTROL	64.72	62.56	66.89	36	77
211	TAFT	52	CONTROL	64.69	62.60	66.78	30	86
191	CHERRY KNOLL	40	CONTROL	64.64	62.45	66.82	32	86
193	SABIN	16	CONTROL	64.64	62.45	66.82	54	77
183	TREADWELL	41	CONTROL	64.53	62.26	66.80	34	86
022	CORLAND	73	CONTROL	64.04	62.20	65.88	36	86
173	ROMULUS ELEMENTARY	27	CONTROL	63.84	60.47	67.22	28	65
075	STOCKING	33	CONTROL	63.80	61.31	66.30	36	77
011	FRANKLIN	6	CONTROL	63.72	59.99	67.45	49	62
013	WILSON	14	CONTROL	63.72	59.99	67.45	30	77
012	ROOSEVELT	27	CONTROL	63.72	59.99	67.45	26	77
082	HOLBROOK	22	CONTROL	63.70	61.25	66.15	28	70
083	KOSCIUSZKO	43	CONTROL	63.70	61.25	66.15	32	86
101	BENNETT	48	CONTROL	63.66	60.80	66.51	30	77
081	DICKINSON	52	CONTROL	63.57	61.60	65.54	24	86
133	LINCOLN	71	TREATMENT	63.37	60.54	66.21	24	77
062	COOK	86	CONTROL	63.32	61.94	64.70	20	86
121	MICHIGAN AVENUE	19	TREATMENT	63.13	60.30	65.96	18	59
122	HOLMES STREET	50	TREATMENT	63.13	60.30	65.96	28	86
123	GIER PARK	53	CONTROL	63.13	60.80	65.46	32	86
071	ALEXANDER	68	TREATMENT	62.90	59.75	66.04	13	77
212	GARFIELD	50	CONTROL	62.83	60.65	65.01	30	86
081	DICKINSON	9	TREATMENT	62.82 *	57.55	68.10	38	56
082	HOLBROOK	6	TREATMENT	62.82 *	57.55	68.10	34	56
083	KOSCIUSZKO	4	TREATMENT	62.82 *	57.55	68.10	38	50
171	GORDONIER	5	TREATMENT	62.82	57.55	68.10	32	77
173	ROMULUS ELEMENTARY	3	TREATMENT	62.82	57.55	68.10	30	59
221	LINCOLN	15	TREATMENT	62.82 *	60.12	65.52	22	55

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-11

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI		95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
223	HARDING	15	TREATMENT	62.82		60.12	65.52	40	65
021	MCKINLEY	37	CONTROL	62.58		60.77	64.40	42	86
182	EUREKA HEIGHTS	114	CONTROL	62.56		61.06	64.06	24	86
204	BEAUMONT	35	CONTROL	62.51		61.40	63.63	46	77
203	FOUR TOWNS	46	CONTROL	62.37		61.22	63.52	46	86
201	GRAYSON	60	CONTROL	62.32		60.05	64.60	32	86
202	HAVELAND	35	CONTROL	62.25		60.80	63.70	28	86
162	FILLMORE	30	CONTROL	62.09		59.80	64.38	32	77
163	CLEVELAND	18	CONTROL	62.09		59.80	64.38	32	70
023	WOODSIDE	35	CONTROL	62.06		59.83	64.29	30	86
153	MARK TWAIN	67	CONTROL	62.00		60.30	63.71	30	86
141	MCLAUCHLIN	25	CONTROL	61.97		58.96	64.98	42	70
072	CAMPAU PARK	16	TREATMENT	61.81		58.41	65.22	32	65
074	SHELDON	33	TREATMENT	61.81	*	58.41	65.22	30	54
091	CORTLAND	77	CONTROL	61.72		59.39	64.06	28	77
032	STERNE BRUNSON	58	CONTROL	61.46		59.49	63.44	36	86
031	BARD	18	CONTROL	61.46		59.49	63.44	30	59
043	KEIDAN	152	CONTROL	61.09		59.99	62.19	28	77
181	FEDERAL	36	CONTROL	61.02		56.93	65.11	20	62
042	JAMIESON	135	CONTROL	60.96		59.50	62.41	20	70
132	ORCHARD	31	TREATMENT	60.50		58.22	62.78	30	86
171	GORDONIER	29	CONTROL	60.36		57.22	63.50	30	86
075	STOCKING	25	TREATMENT	60.35		54.86	65.84	20	70
152	ROBERT FROST	18	CONTROL	60.34		57.79	62.89	9	62
151	BETHUNE	43	CONTROL	60.34		57.79	62.89	28	60
033	FAIR PLAIN WEST	10	TREATMENT	60.31		56.23	64.39	36	59
153	MARK TWAIN	2	TREATMENT	60.31	*	56.23	64.39	49	54
172	BEVERLY	13	TREATMENT	60.31		56.23	64.39	30	59
041	HERMAN	132	CONTROL	60.22		57.96	62.48	13	77
111	LINCOLN	6	TREATMENT	59.96	*	54.08	65.84	20	47
112	LAKEWOOD	7	TREATMENT	59.96	*	54.08	65.84	40	55
161	HARRISON	4	TREATMENT	59.96	*	54.08	65.84	38	42
162	FILLMORE	12	TREATMENT	59.96		54.08	65.84	34	77
163	CLEVELAND	3	TREATMENT	59.96	*	54.08	65.84	32	40
191	CHERRY KNOLL	16	TREATMENT	59.94		57.12	62.77	36	77
193	SASIN	13	TREATMENT	59.94		57.12	62.77	32	77
073	CONGRESS	48	CONTROL	59.82		56.74	62.90	13	77
142	FROEBEL	38	CONTROL	59.59		55.18	63.99	24	77
093	THOMSON	107	CONTROL	59.58		57.93	61.22	24	86
092	LIBERTY	89	CONTROL	59.16		57.04	61.27	22	62
172	BEVERLY	34	CONTROL	58.85		55.85	61.84	32	77
031	BARD	34	TREATMENT	58.52		55.10	61.94	34	70
032	STERNE BRUNSON	6	TREATMENT	58.52	*	55.10	61.94	36	46
023	WOODSIDE	13	TREATMENT	58.23	*	53.26	63.21	30	50
022	CORLAND	14	TREATMENT	58.23		53.26	63.21	32	62
061	CARPENTER ROAD	14	TREATMENT	58.20	*	51.47	64.93	34	55

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-11

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON READING FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
062	COOK	22	TREATMENT	58.20 *	51.47	64.93	30	51
042	JAMIESON	8	TREATMENT	55.95 *	49.35	62.55	26	53
011	FRANKLIN	16	TREATMENT	55.95	49.35	62.55	32	65
013	WILSON	8	TREATMENT	55.95 *	49.35	62.55	36	54
053	MCKINLEY	4	TREATMENT	54.91 *	49.38	60.45	30	48
141	MCLAUGHLIN	10	TREATMENT	54.91 *	49.38	60.45	34	56
142	FROEBEL	8	TREATMENT	54.91 *	49.38	60.45	28	52
052	KINCHELOE	9	TREATMENT	54.91 *	49.38	60.45	36	49
091	CORTLAND	7	TREATMENT	54.91 *	49.38	60.45	28	46
092	LIBERTY	1	TREATMENT	54.91 *	49.38	60.45	32	32
202	HAVELAND	9	TREATMENT	54.49 *	47.08	61.89	18	51
203	FOUR TOWNS	5	TREATMENT	54.49 *	47.08	61.89	40	51
204	BEAUMONT	10	TREATMENT	54.49 *	47.08	61.89	28	51
181	FEDERAL	2	TREATMENT	54.22 *	47.07	61.38	36	47
183	TREADWELL	15	TREATMENT	54.22 *	47.07	61.38	18	53
212	GARFIELD	7	TREATMENT	54.22 *	47.07	61.38	32	57
213	LABADIE	6	TREATMENT	54.22 *	47.07	61.38	34	50
152	ROBERT FROST	21	TREATMENT	51.66	44.84	58.49	20	62
151	BETHUNE	3	TREATMENT	51.66 *	44.84	58.49	34	42
103	TOMLINSON	23	TREATMENT	51.30 *	44.14	58.45	24	49
102	ALLEN	23	TREATMENT	51.30 *	44.14	58.45	22	52

TABLE B-12

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
223	HARDING	36	CONTROL	69.23	65.54	72.92	51	81
113	BURKE ACRES	34	CONTROL	68.50	64.84	72.15	34	86
222	WASHINGTON	48	CONTROL	67.16	65.17	69.16	35	86
224	MACOMB	29	CONTROL	66.58	63.73	69.43	45	81
192	EAST BAY	46	CONTROL	66.51	64.13	68.90	36	94
111	LINCOLN	53	CONTROL	66.01	63.31	68.71	28	94
112	LAKEWOOD	19	CONTROL	66.01	63.31	68.71	48	68
033	FAIR PLAIN WEST	38	CONTROL	65.93	61.71	70.14	51	94
143	MOON	40	CONTROL	65.47	63.45	67.50	38	86
161	HARRISON	44	CONTROL	65.23	63.21	67.25	34	81
131	RAISINVILLE	73	CONTROL	64.74	63.12	66.37	40	94
102	ALLEN	35	CONTROL	64.54	62.84	66.24	42	81
051	SISTER LAKES	60	CONTROL	64.41	62.38	66.44	25	86
052	KINCHELOE	50	CONTROL	64.41	63.07	65.74	38	81
053	MCKINLEY	23	CONTROL	64.41	63.07	65.74	39	63
191	CHERRY KNOLL	40	CONTROL	64.36	61.71	67.00	37	94
193	SABIN	16	CONTROL	64.36	61.71	67.00	54	86
211	TAFT	52	CONTROL	64.34	62.21	66.47	39	94
075	STOCKING	33	CONTROL	64.33	61.86	66.80	40	86
103	TOMLINSON	36	CONTROL	64.22	61.28	67.16	31	86
081	DICKINSON	52	CONTROL	64.16	62.40	65.92	21	86
221	LINCOLN	39	CONTROL	64.14	62.42	65.87	40	75
173	ROMULUS ELEMENTARY	27	CONTROL	64.05	61.58	66.52	41	62
101	BENNETT	48	CONTROL	64.02	62.23	65.82	32	81
072	CAMPAU PARK	16	TREATMENT	63.78	61.25	66.31	29	70
074	SHELDON	33	TREATMENT	63.78 *	61.25	66.31	31	55
061	CARPENTER ROAD	57	CONTROL	63.76	62.09	65.43	36	81
081	DICKINSON	9	TREATMENT	63.74 *	59.69	67.79	45	55
082	HOLBROOK	6	TREATMENT	63.74	59.69	67.79	39	60
093	KOSCIUSZKO	4	TREATMENT	63.74 *	59.69	67.79	42	49
171	GORDONIER	5	TREATMENT	63.74	59.69	67.79	37	59
173	ROMULUS ELEMENTARY	3	TREATMENT	63.74 *	59.69	67.79	21	55
071	ALEXANDER	68	TREATMENT	63.64	61.31	65.97	23	70
121	MICHIGAN AVENUE	19	TREATMENT	63.55	61.75	65.35	19	62
122	HOLMES STREET	50	TREATMENT	63.55	61.75	65.35	32	94
182	EUREKA HEIGHTS	114	CONTROL	63.36	61.99	64.74	27	81
203	FOUR TOWNS	46	CONTROL	63.20	61.87	64.53	47	94
013	WILSON	14	CONTROL	63.01	60.45	65.57	28	81
011	FRANKLIN	6	CONTROL	63.01 *	60.45	65.57	48	56
012	ROOSEVELT	27	CONTROL	63.01	60.45	65.57	32	75
133	LINCOLN	71	TREATMENT	63.00	60.55	65.46	25	75
183	TREADWELL	41	CONTROL	62.98	61.35	64.61	39	86
022	DORLAND	73	CONTROL	62.94	61.35	64.53	42	94
062	COOK	86	CONTROL	62.93	61.64	64.23	31	86
123	GIER PARK	53	CONTROL	62.91	60.79	65.03	36	94
213	LABADIE	36	CONTROL	62.81	60.24	65.38	39	86

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-12

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
083	KOSCIUSZKO	43	CONTROL	62.52	60.58	64.46	37	86
082	HOLBROOK	22	CONTROL	62.52	60.58	64.46	38	61
204	BEAUMONT	35	CONTROL	62.48	61.48	63.49	43	86
212	GARFIELD	50	CONTROL	62.40	60.84	63.96	39	94
202	HAVELAND	35	CONTROL	62.15	60.80	63.51	35	94
163	CLEVELAND	18	CONTROL	61.88	60.50	63.26	39	65
162	FILLMORE	30	CONTROL	61.88	60.50	63.26	32	86
021	MCKINLEY	37	CONTROL	61.82	60.08	63.56	46	94
201	GRAYSON	60	CONTROL	61.76	59.99	63.52	39	94
141	MCLAUGHLIN	25	CONTROL	61.61	59.20	64.01	44	75
221	LINCOLN	15	TREATMENT	61.60 *	59.53	63.67	19	55
223	HARDING	15	TREATMENT	61.60	59.53	63.67	42	63
061	CARPENTER ROAD	14	TREATMENT	61.53 *	54.90	68.15	36	54
062	COOK	22	TREATMENT	61.53 *	54.90	68.15	27	48
151	BETHUNE	43	CONTROL	61.48	59.10	63.87	27	63
152	ROBERT FROST	18	CONTROL	61.48	59.10	63.87	8	57
181	FEDERAL	36	CONTROL	61.46	58.01	64.91	16	65
023	WOODSIDE	35	CONTROL	61.40	59.50	63.30	39	94
091	CORTLAND	77	CONTROL	61.19	59.75	62.64	37	81
032	STERNE BRUNSON	58	CONTROL	61.06	59.63	62.48	41	81
031	BARD	18	CONTROL	61.06	59.63	62.48	36	63
075	STOCKING	25	TREATMENT	61.00	56.80	65.20	28	75
073	CONGRESS	48	CONTROL	60.93	58.86	63.00	21	81
191	CHERRY KNOLL	16	TREATMENT	60.63	58.55	62.70	42	68
193	SABIN	13	TREATMENT	60.63	58.55	62.70	40	75
153	MARK TWAIN	67	CONTROL	60.44	59.15	61.74	38	81
093	THOMSON	107	CONTROL	60.26	58.86	61.67	14	81
132	ORCHARD	31	TREATMENT	60.10	57.77	62.43	41	81
171	GORDONIER	29	CONTROL	60.02	57.61	62.42	34	86
142	FROEBEL	38	CONTROL	60.01	56.39	63.63	23	75
043	KEIDAN	152	CONTROL	59.82	58.95	60.68	31	81
092	LIBERTY	89	CONTROL	59.72	58.08	61.36	23	58
041	HERMAN	132	CONTROL	59.70	58.04	61.36	17	86
013	WILSON	8	TREATMENT	59.68 *	55.57	63.78	32	52
042	JAMIESON	8	TREATMENT	59.68 *	55.57	63.78	32	54
011	FRANKLIN	16	TREATMENT	59.68	55.57	63.78	29	58
092	LIBERTY	1	TREATMENT	59.63 *	55.23	64.03	29	29
053	MCKINLEY	4	TREATMENT	59.63 *	55.23	64.03	28	47
141	MCLAUGHLIN	10	TREATMENT	59.63	55.23	64.03	31	58
142	FROEBEL	8	TREATMENT	59.63 *	55.23	64.03	25	50
052	KINCHELOE	9	TREATMENT	59.63 *	55.23	64.03	38	47
091	CORTLAND	7	TREATMENT	59.63 *	55.23	64.03	36	45
042	JAMIESON	135	CONTROL	59.49	58.53	60.45	13	81
032	STERNE BRUNSON	6	TREATMENT	58.74 *	56.68	60.79	38	48
031	BARD	34	TREATMENT	58.74	56.68	60.79	28	81
172	BEVERLY	34	CONTROL	58.70	56.05	61.34	29	70

* ESTIMATE IS BASED ON PRETEST SCORE THAT WAS OUTSIDE OF OBSERVED SCORE RANGE

TABLE B-12

SCHOOL EFFECTIVENESS INDICES (SEI'S) BASED ON TOTAL READING FOR HIGH-SCORING STUDENTS

CODE	SCHOOL NAME	N	GROUP	SEI	95% CONFIDENCE INTERVAL OF ESTIMATE		OBSERVED SCORE RANGE ON PRETEST	
111	LINCOLN	6	TREATMENT	58.53 *	53.89	63.16	16	46
161	HARRISON	4	TREATMENT	58.53 *	53.89	63.16	32	44
162	FILLMORE	12	TREATMENT	58.53	53.89	63.16	41	75
163	CLEVELAND	3	TREATMENT	58.53 *	53.89	63.16	43	46
112	LAKEWOOD	7	TREATMENT	58.53 *	53.89	63.16	47	54
022	DORLAND	14	TREATMENT	58.35	54.72	61.97	38	57
023	WOODSIDE	13	TREATMENT	58.35 *	54.72	61.97	31	49
172	BEVERLY	13	TREATMENT	57.55	54.50	60.60	25	63
153	MARK TWAIN	2	TREATMENT	57.55 *	54.50	60.60	46	54
033	FAIR PLAIN WEST	10	TREATMENT	57.55 *	54.50	60.60	29	55
202	HAVELAND	9	TREATMENT	57.47 *	52.71	62.23	32	51
203	FOUR TOWNS	5	TREATMENT	57.47 *	52.71	62.23	46	50
204	BEAUMONT	10	TREATMENT	57.47 *	52.71	62.23	38	53
181	FEDERAL	2	TREATMENT	56.34 *	51.06	61.62	31	41
183	TREADWELL	15	TREATMENT	56.34 *	51.06	61.62	28	54
212	GARFIELD	7	TREATMENT	56.34 *	51.06	61.62	28	54
213	LAFAYETTE	6	TREATMENT	56.34 *	51.06	61.62	40	48
151	BETHUNE	3	TREATMENT	53.94 *	49.63	58.24	32	45
152	ROBERT FROST	21	TREATMENT	53.94	49.63	58.24	25	65
102	ALLEN	23	TREATMENT	53.67 *	48.66	58.69	29	49
103	TOMLINSON	23	TREATMENT	53.67 *	48.66	58.69	27	48

FIGURE 1

Plot of WORD KNOWLEDGE SEI's and Hrs./Wk.'s
for Low-Scoring Students

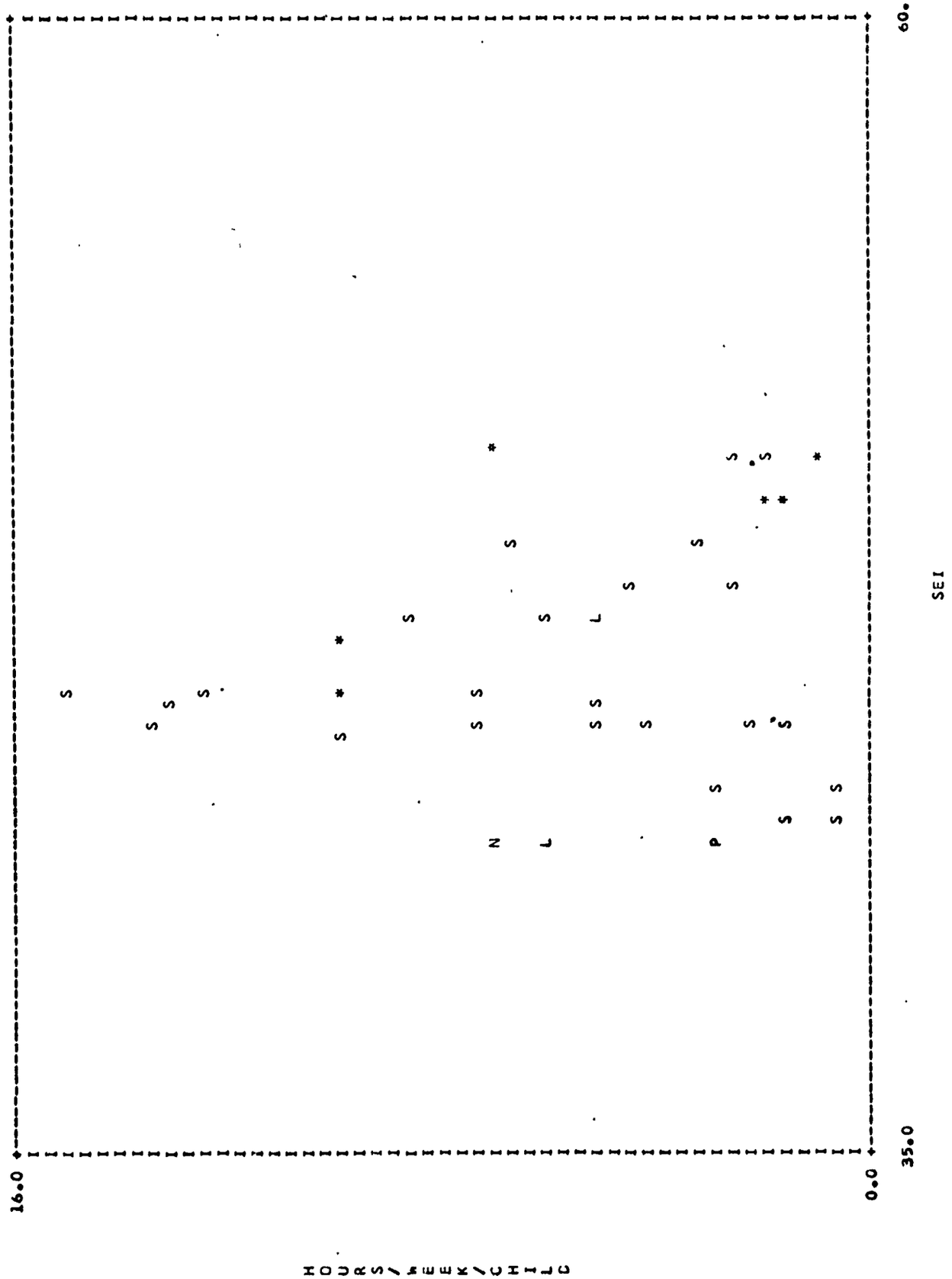


FIGURE 2

Plot of WORD KNOWLEDGE SEI's and Hrs./Wk.'s
for Middle-Scoring Students

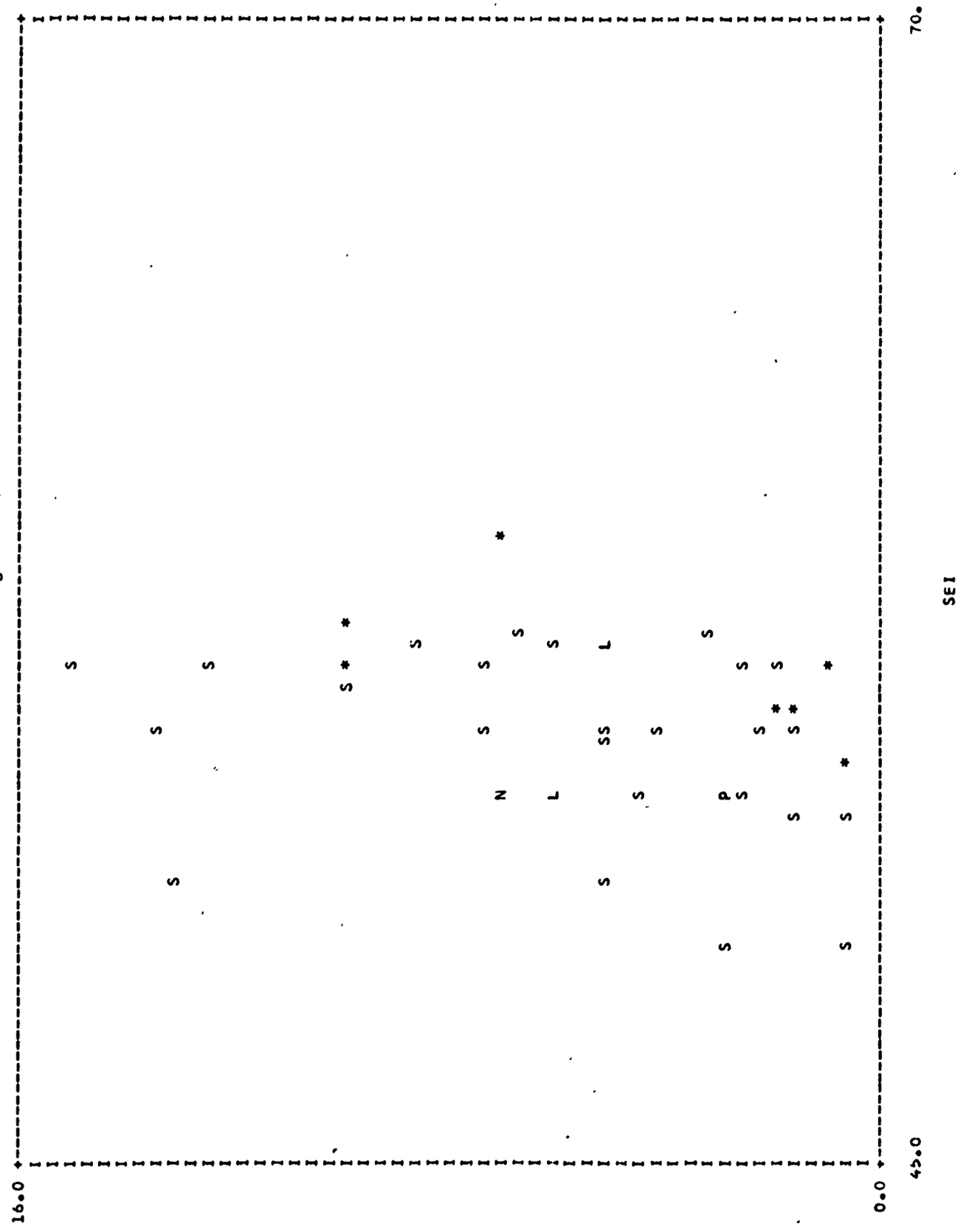


FIGURE 3

Plot of WORD KNOWLEDGE SEI's and Hrs./Wk.'s for High-Scoring Students

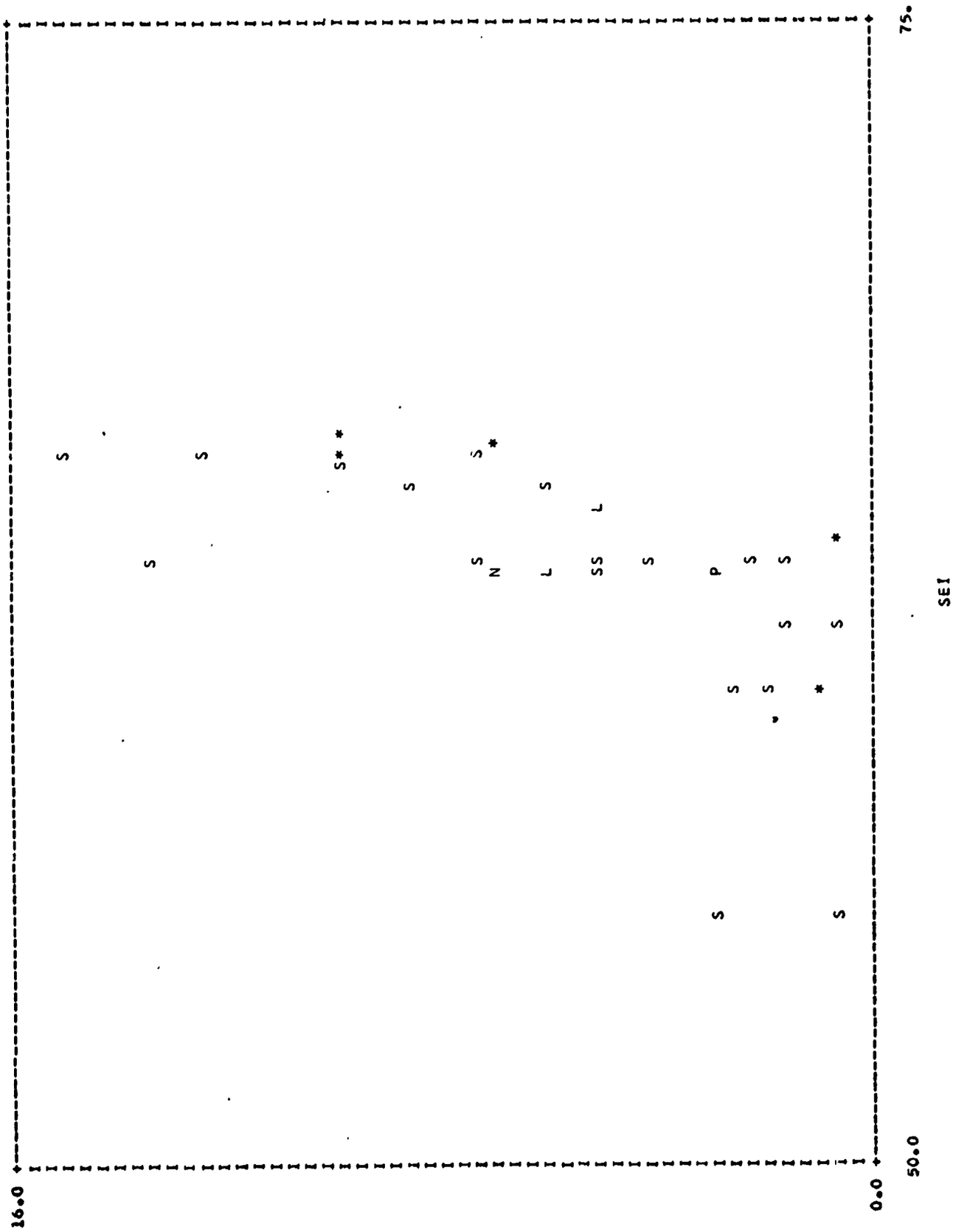


FIGURE 4
Plot of READING SEI's and Hrs./Wk.'s
for Low-Scoring Students

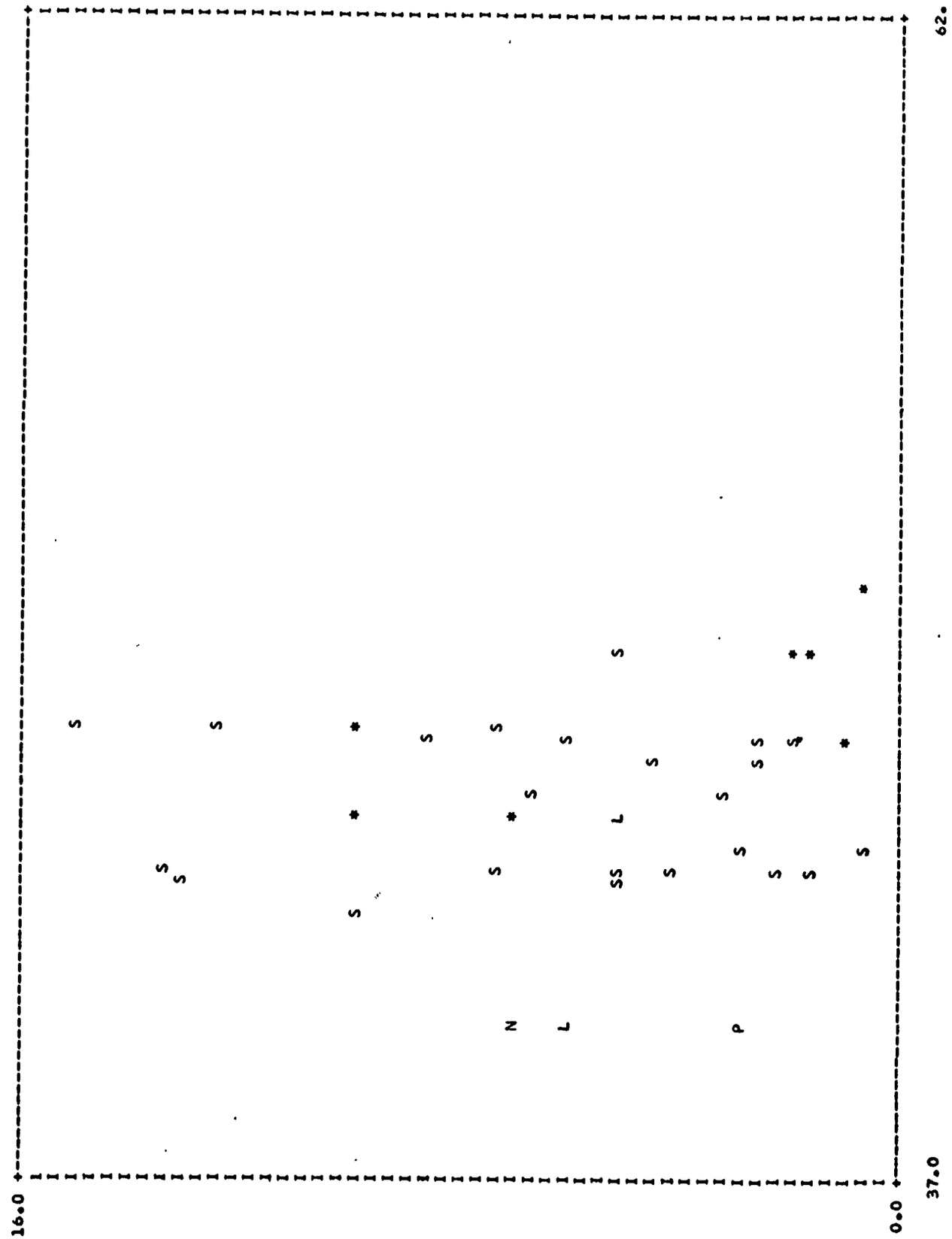


FIGURE 5

Plot of READING SEI's and Hrs./Wk.'s
for Middle-Scoring Students

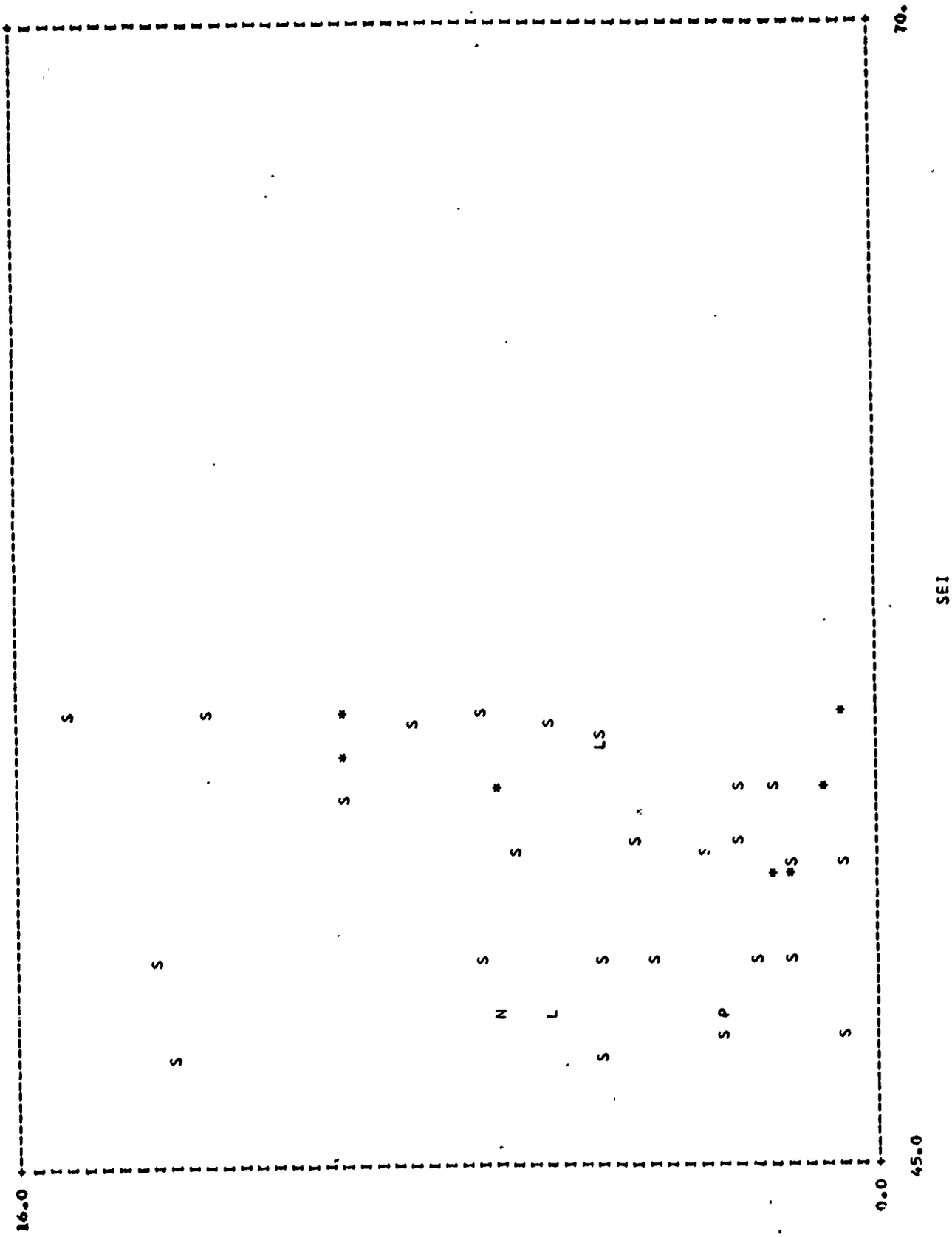


FIGURE 6
Plot of READING SEI's and Hrs./Wk.'s
for High-Scoring Students

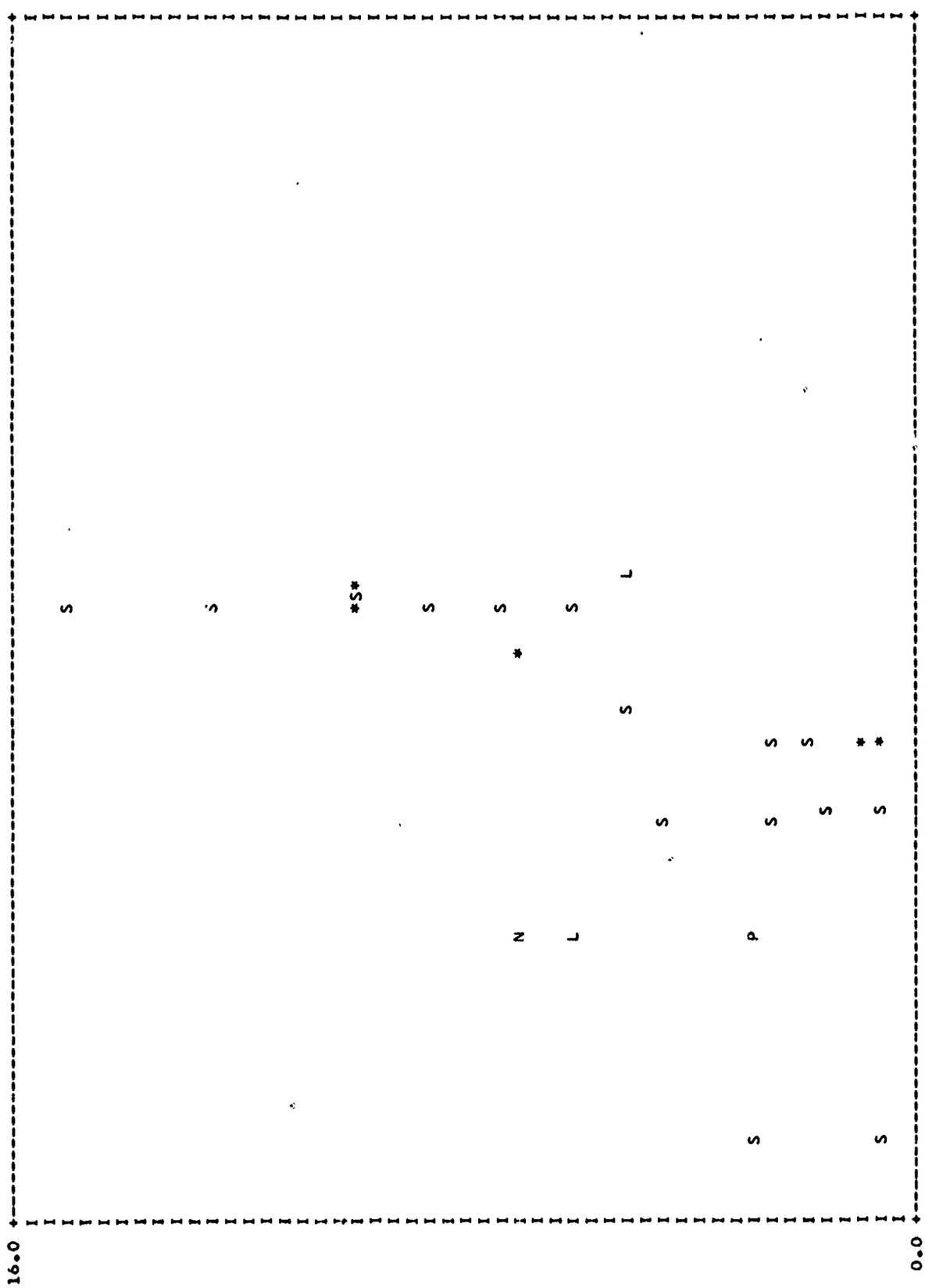


FIGURE 7

Plot of TOTAL READING SEI's and Hrs./Wk.'s
for Low-Scoring Students

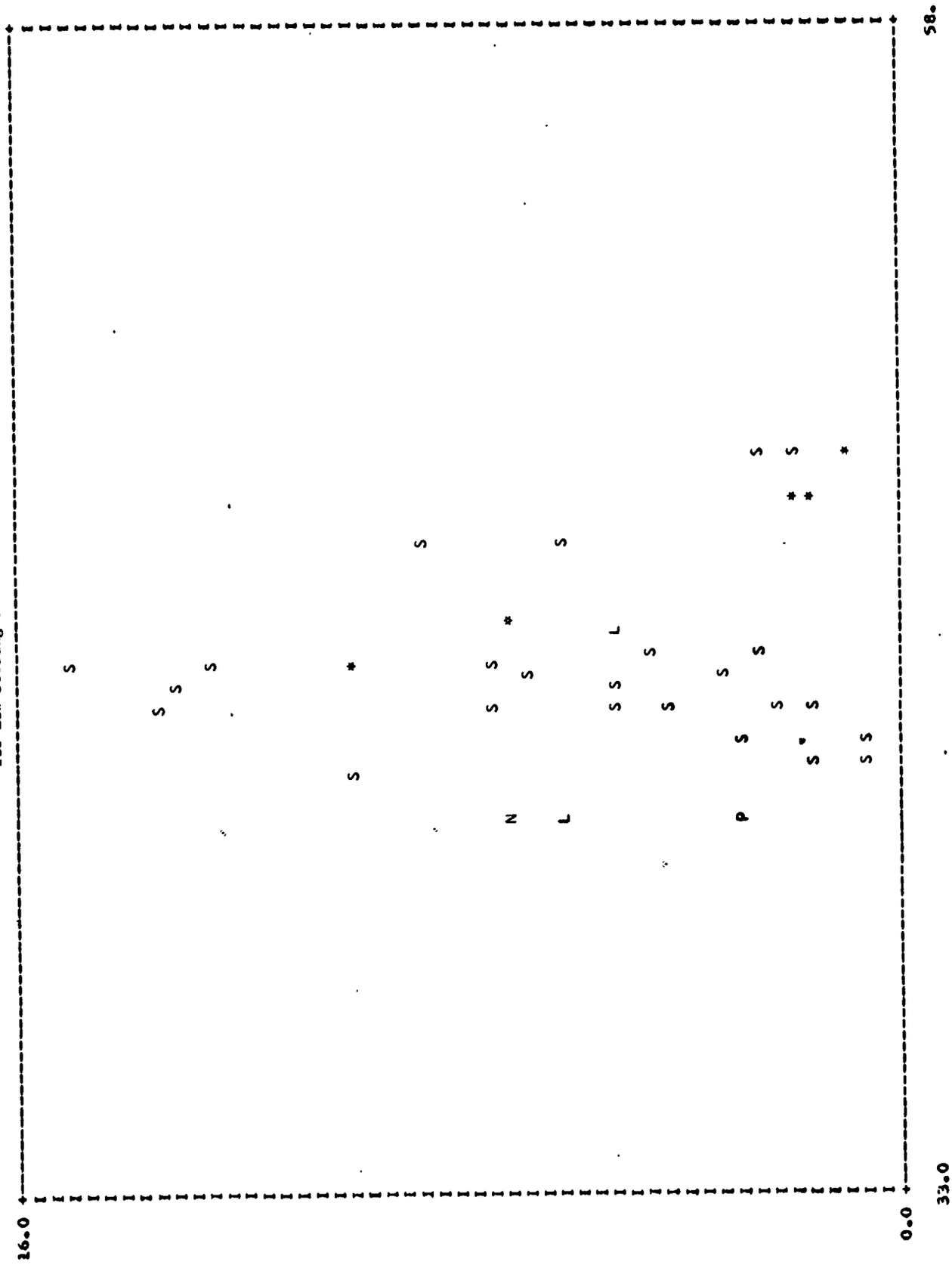


FIGURE 8

Plot of TOTAL READING SEI's and Hrs./Wk.'s
for Middle-Scoring Students

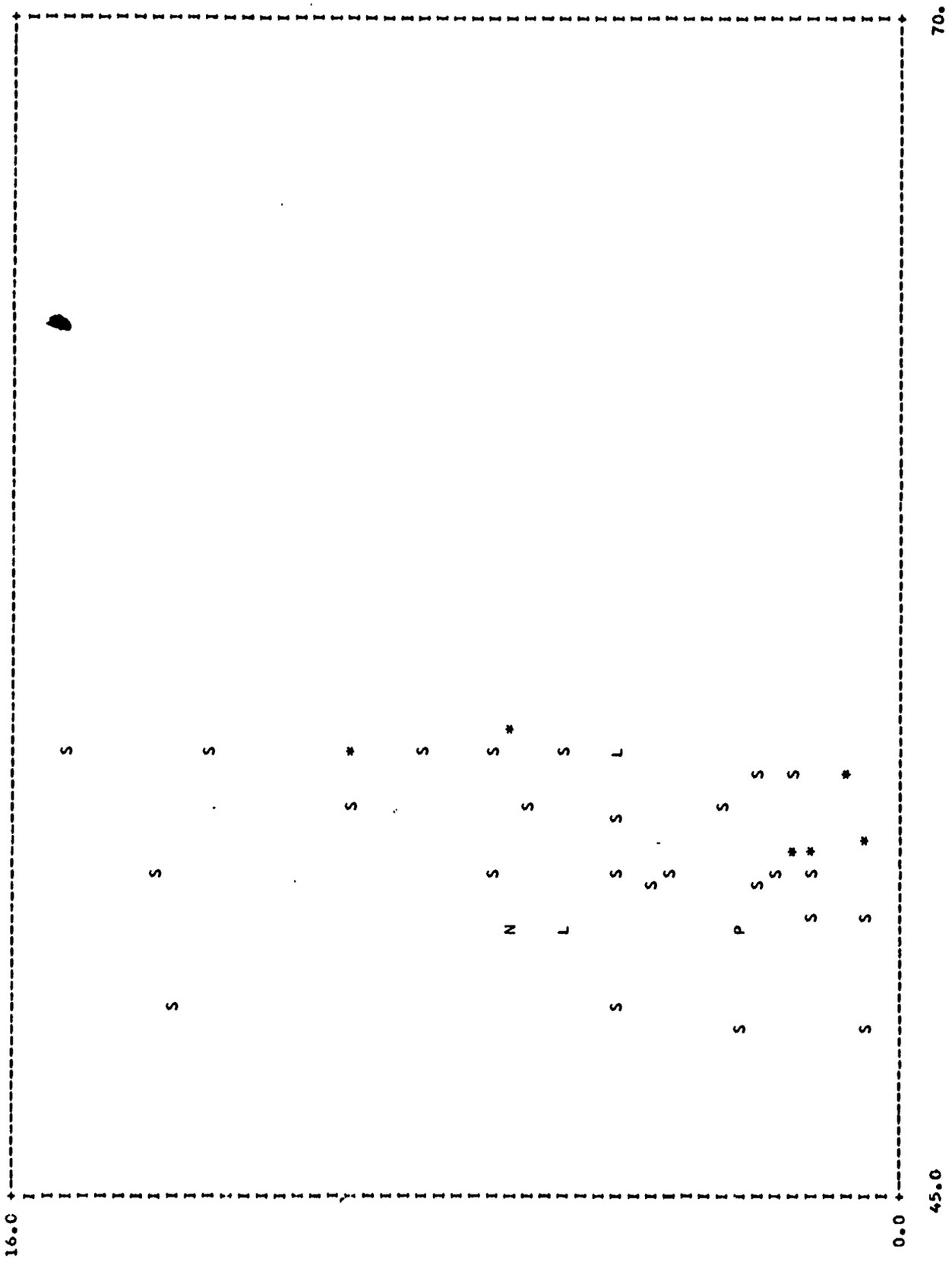
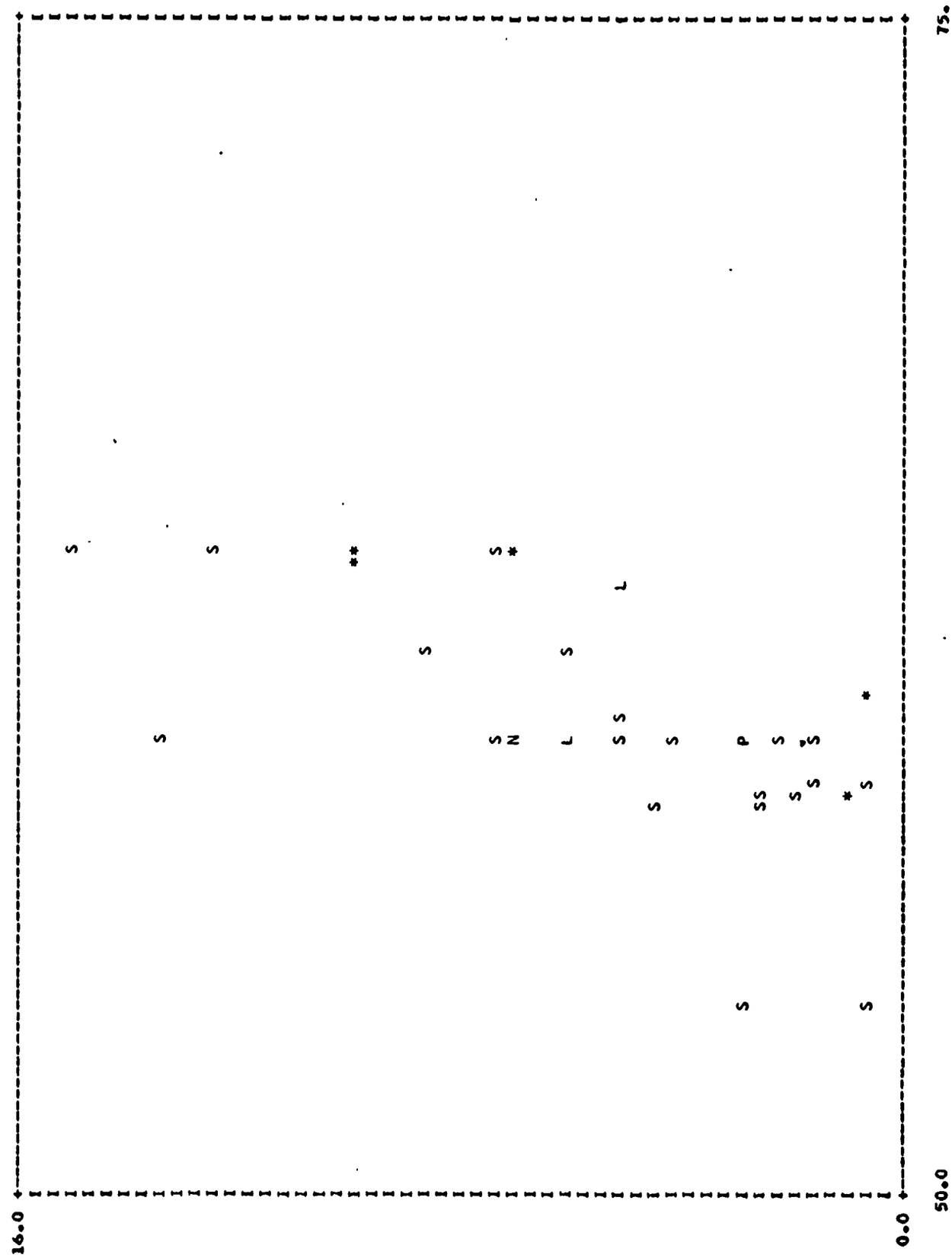


FIGURE 9

Plot of TOTAL READING SEI's and Hrs./Wk.'s
for High-Scoring Students



APPENDIX C

061 Carpenter Road (Flint)

B. Program Data

1. Date When Program Became Operative 9-69

2. Number Of Hours Per Week Per Child 03.5

3. Objectives

a. Developmental Reading (Basic and Supplemental

b. Keep them working at potential.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Reading Specialist

b. Special Equipment

Audio-visual--Audio Reading Lab. GINN

E.D.L.

c. Special Materials

S.R.A.

d. Instructional Method

e. Criteria For Student Selection

One year below reading

Economic

5. Exemplary Features

Small group
Nice setting

6. Problem Areas

Mobility of students

B. Program Data

1. Date When Program Became Operative: October 1

2. Number Of Hours Per Week Per Child: 3 hours 20 minutes

3. Objectives

a. Get them to read. (Some students come as non-readers

others, 2 grades below level.)

b. Increase Basic Reading Skills.

c. Increase Word Attack Skills.

d. Comprehension.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Reading specialist, math specialist.

b. Special Equipment

Education Development Lab materials and equipment

"Listen, Look & Learn"

c. Special Materials

See b.

d. Instructional Method

e. Criteria For Student Selection

Economic
Achievement

5. Exemplary Features

All students receive attention (the E.D.L. has had a

great impact.)

6. Problem Areas

Involvement of parents (getting them to follow-up with the

reading at home.

Not enough children are being reached.

072 Campau Park (Grand Rapids)

B. Program Data

1. Date When Program Became Operative September 3, 1970

2. Number Of Hours Per Week Per Child 7

3. Objectives

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff
Instructional assistant (Sec. 12f)
Staff inservice in reading

b. Special Equipment
Cyclo Teacher Kit, materials with Cyclo
regular district materials

c. Special Materials
Sullivan.

d. Instructional Method
Ungraded, I.I.

e. Criteria For Student Selection

5. Exemplary Features
Interest builders: open contents
showcase displays (with reading emphasis)

6. Problem Areas
Home environment (fiscal, motivational)
Chicano population (parents don 't speak English)

B. Program Data

1. Date When Program Became Operative September 3

2. Number Of Hours Per Week Per Child 7

3. Objectives

a. Raise reading achievement.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Instructional assistance (reading teacher).

Extensive inservice for teachers and aides.

b. Special Equipment

c. Special Materials

S.R.A. reading material plus (district package).

Sullivan material (Project Read)

d. Instructional Method

See 4 c.

e. Criteria For Student Selection

5. Exemplary Features

College tutors from Calvin

Neighborhood Youth Core tutors (with Grand Valley State)

6. Problem Areas

Attutudes toward school.

Low achievement to start with.

Past success--failure patterns.

High mobility (~20%).

SES level.

081 Dickinson (Hamtramek)

B. Program Data

1. Date When Program Became Operative October 1

2. Number Of Hours Per Week Per Child 12.5

3. Objectives -- Same as Holbrook--082

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Same as Kosciuszko --083

b. Special Equipment

Same as Kosciuszko --083

c. Special Materials

Same as Kosciuszko plus Wollensak reading tapes
Open Highways texts, Scott-Foresman

d. Instructional Method

I.I. (Individualized Instruction)

e. Criteria For Student Selection

Same Kosciuszko--083

5. Exemplary Features

Gains.

Staff.

6. Problem Areas

Same as Kosciuszko and Holbrook.

B. Program Data

1. Date When Program Became Operative October 1

2. Number Of Hours Per Week Per Child 7.5

3. Objectives (Reading)

a. Increase vocabulary.

b. Strengthen phonetic skills.

c. Develop comprehension.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff
12f teacher, 3 years or more teaching.

b. Special Equipment
Same as Kosciuszko. 083

c. Special Materials
Same as Kosciuszko, plus Ideal Reading tapes, record-film strip, story teller.

d. Instructional Method
I.I. (Individualized Instruction)

e. Criteria For Student Selection
Same as Kosciuszko. 083

5. Exemplary Features
Equipment.

6. Problem Areas
Economic conditions.

083 Kosciusko (Hamtramck)

B. Program Data

1. Date When Program Became Operative October 1

2. Number Of Hours Per Week Per Child 15

3. Objectives

a. Increase vocabulary.

b. Strengthen phonetic skills.

c. Develop comprehension.

d. Building self-concept.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

12f, 3 years experience, college classes in remedial reading.

b. Special Equipment -- Listening posts, control readers, Perceptamatics, Audio-Flash Card Reader, Peabody Kits.

c. Special Materials --Sights & Sounds program, phonetic games, tape cards, Open Highways texts, Sullivan series (McGraw-Hill). Only at this school Spelling Lab by School House Industries, Inc., Scott Foresman.

d. Instructional Method

Individualized instruction.

Low teacher/pupil ratio.

e. Criteria For Student Selection

Durell Listening and Reading Test (1 1/2 grade level below).

Teacher selection.

5. Exemplary Features

Staff working with materials (multi-media).

6. Problem Areas

Low economic status.

Mobility.

Broken homes.

121 Michigan Ave. (Lansing)

B. Program Data

1. Date When Program Became Operative September 8, 1970

2. Number Of Hours Per Week Per Child 10

3. Objectives

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Reading coordinator specially trained

Meetings, consultants, etc. to familiarize teachers, aides with READ

b. Special Equipment

c. Special Materials

Project READ materials.

d. Instructional Method

Programming.
Small group.

e. Criteria For Student Selection

Membership in 3rd grade.

5. Exemplary Features

Works at own level--very individualized.

6. Problem Areas

None offered.

C-10 122 Holmes St. (Lansing)

B. Program Data

1. Date When Program Became Operative September, 1970

2. Number Of Hours Per Week Per Child 10

3. Objectives

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Remedial reading teachers head the project (READ).

b. Special Equipment

c. Special Materials

Materials for project READ.

d. Instructional Method

Linguistic method.

Programming--teacher or aide working with student.

e. Criteria For Student Selection

Membership in 3rd grade.

5. Exemplary Features

Immediate feedback for students (reinforcement).
Individual help.
Linguistic method.

6. Problem Areas

Lack of training of teachers.

(earlier in the year and still . . .)

Need more materials.

(small materials for every room.)

133 Lincoln (Monroe)

B. Program Data

1. Date When Program Became Operative September 8, 1970

2. Number Of Hours Per Week Per Child 5 hours per week

3. Objectives

a. Improve reading skills through use of supplementary materials

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

No, teachers are all paid from local funds.

b. Special Equipment

No.

c. Special Materials--They use Banks Street Readers, purchased through TitleI, as supplementary materials to the regular reading program.

d. Instructional Method--Traditional, reading groups, etc.

Non-graded program--grades 1-3.

e. Criteria For Student Selection

All students.

(Continued on next page)

5. Exemplary Features

6. Problem Areas

Getting "to the home". Would like to reduce class load and require teachers to go into the homes.

133 Lincoln (Monroe)

4. This is not a special Title I program. Each reading program, in all third grade classes, makes use of Title I purchased materials to supplement the regular program. Consequently, all third grade students receive the "benefits".

Title I coordinator doubts that it makes much difference in achievement in reading.

Title I emphasis in this school is on IPI math.

B. Program Data

1. Date When Program Became Operative September 15, 1970

2. Number Of Hours Per Week Per Child 10

3. Objectives

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff

Teacher and teacher aide. Teacher trained in language related learning disabilities.

b. Special Equipment

Teaching machines, carrels, records, tapes.

c. Special Materials

Programmed reading materials, clay, paints, etc.

d. Instructional Method

Highly individualized.

e. Criteria For Student Selection

Teacher referral, Gates Mac Ginitie.

Must be Title I eligible.

5. Exemplary Features

Individualization, great attention given to each child, emphasis on helping kids like school and identify with adult (especially a man).

6. Problem Areas

173 Romulus (Romulus)

B. Program Data

1. Date When Program Became Operative: September 15, 1970

2. Number Of Hours Per Week Per Child: 10

3. Objectives

a.

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff -- Teacher and teacher aide. Teacher trained in language associated learning disabilities.

b. Special Equipment

Teaching machines, tapes, records, carrels.

c. Special Materials

Programmed reading materials, clay, paints, etc.

d. Instructional Method

Highly individualized.

e. Criteria For Student Selection

Teacher referral, Gates MacGinitie, must be Title I eligible.

5. Exemplary Features

Highly individualized instruction, great attention given to each child, emphasis on improving attitude, help each child to identify with an adult (especially a man).

6. Problem Areas

191 Cherry Knoll (Traverse City)

B. Program Data

1. Date When Program Became Operative September 8, 1970

2. Number Of Hours Per Week Per Child 0.5

3. Objectives

a. Improve library skills.

b. Identify interests and steer in that direction.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff--Librarian, Parent "library helpers".
Librarian present all day, every day.

b. Special Equipment
Tapes, films, records, carrels, etc.

c. Special Materials
Regular library materials.

d. Instructional Method
Small group, individualized assistance in library skills.

e. Criteria For Student Selection
All kids get service.

5. Exemplary Features
Free access to materials.

6. Problem Areas

Getting teachers to use the facilities.

193 Sabin (Traverse City)

B. Program Data

1. Date When Program Became Operative September 8, 1971

2. Number Of Hours Per Week Per Child 0.5

3. Objectives

   a. Involve children with traditional reading experiences through familiarization with library.

   b. Improve library skills. (Reference, reading, etc.).

   c. Work with teachers in special unit works.

   d. Cataloging of books.

   e.

4. Methodology To Achieve Objectives (Brief Description of Program)

   a. Specially Trained Staff--Librarian in library one day a week. Parents serve as "library helpers".

   b. Special Equipment

   c. Special Materials

   d. Instructional Method--Small group and individualized assistance in reading and library skills. Librarian does not work with special reading problems.

   e. Criteria For Student Selection
   All children are served.

5. Exemplary Features--Kids are checking out books with regularity, far more interest in reading.

6. Problem Areas--Getting teachers to use the services of the library and librarian. Librarian presently does not help select library materials.
   Major Problem: Librarian is present only one day per week.
   Teacher: "No guidelines established for the program."

B. Program Data

1. Date When Program Became Operative September

2. Number Of Hours Per Week Per Child 08,75

3. Objectives

a. Same as Lincoln--221

b.

c.

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff
Reading consultant
Physical education instructor (sensory motor development).
Guidance counselor.

b. Special Equipment

Control readers (EDL), overhead projector, TACH-X (EDL),

Listening post.

c. Special Materials--Readers Digest Skill Builders, SRA Skill Games, SRA reading kits, McCall-Cobbs speed reading materials, teacher-made tapes, overhead transparencies, Barnell Loft I.I. materials, Conquests in Reading, McGraw-Hill, Sullivan (McGraw-Hill),Botel Phonics materials.

d. Instructional Method

Independent reading activity, paired learning, pupil tutoring, total class response, Individual instruction, guidance in book selection.

e. Criteria For Student Selection

Same as Lincoln,221, (Gates, teacher observation, CA39, Botel Word Opposites).

5. Exemplary Features

Continuity of staff, wide variety of materials and methods, teacher conferences.

6. Problem Areas

Turnover

Low original self-esteem

Lack of parental cooperation.

C-18 221 Lincoln (Van Dyke)

B. Program Data

1. Date When Program Became Operative September 3

2. Number Of Hours Per Week Per Child 06.5

3. Objectives

a. Show statistical gain in reading achievement (general).

b. Show 1.3 gain in reading achievement (grades 2-6).

c. Pupils will read at least 25 books of free reading (2-3).

d.

e.

4. Methodology To Achieve Objectives (Brief Description of Program)

a. Specially Trained Staff
Reading consultant.
Continuous inservice for teacher (by reading consultant).

b. Special Equipment
Listening posts, overhead.

c. Special Materials--Filmstrips to go with programmed materials, Sullivan (McGraw Hill) materials, Barnell-Loft materials, Education Research Association phonics materials.

d. Instructional Method
Programmed reading by individuals.
Teacher lead small groups.

e. Criteria For Student Selection
Botel Word Opposites, Gates, Informal Spelling Inventory (Botel), CA39.

5. Exemplary Features

6. Problem Areas

Lack of cooperation on part of one teacher

Space and room arrangement

Equipment.

Transiency.