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ABSTRACT

In accordance with the intent of compensatory educational programs supported by Elementary Secondary Education Act Title I funds, the Phoenix Union High School System has implemented supplementary programs during the 1974-75 school year at four of the District's 11 high schools: Carl Hayden, North, Phoenix Union, and South Mountain, and at the continuing Education Center for dropouts and potential dropouts. St. Mary's High School, a private high school, also participated in the Title I program. A primary thrust of the Title I project at the four District High Schools was a clinical reading program designed to alleviate reading deficiencies of target students as indicated by scores on the Iowa Tests of Basic Skills. Carl Hayden and North High Schools also had supplementary compensatory programs in English/Writing and Mathematics. The Iowa Tests of Basic Skills and writing samples were used in evaluating the English/Writing programs. The Shaw-Hiemle: Individualized Computational Skills Test was used in the Mathematics programs. The Continuing Education Center used the same instruments for Reading, English and Mathematics, whereas the Comprehensive Tests of Basic Skills-Science and Social Studies were used to evaluate progress in science and social studies programs. The total number of students served during the course of these programs was 3,171. (Author/JM)

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ESEA TITLE I

PROGRAM EVALUATION

Program Number 75-016

Phoenix Union High School System
2526 West Osborn Road
Phoenix, Arizona 85017

Gerald S. DeGrow, Ed.D.
Superintendent

Donald D. Covey, Ed.D.
Director of Federal Programs

June 30, 1975

UD C15921

1974-75 EVALUATION REPORT

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I INTRODUCTION

and

IDENTIFICATION OF LOCAL EDUCATION AGENCY

Introduction

In accordance with the intent of compensatory educational programs supported by ESEA Title I funds, the Phoenix Union High School System has implemented supplementary programs during the 1974-75 school year at four of the District's eleven high schools: Carl Hayden, North, Phoenix Union, and South Mountain, and at the Continuing Education Center for dropouts and potential dropouts. St. Mary's High School, a private high school, also participated in the Title I Program.

A primary thrust of the Title I project at the four District High Schools was a clinical reading program designed to alleviate reading deficiencies of target students as indicated by scores on the Iowa Tests of Basic Skills. The Iowa Test of Basic Skills - Reading Comprehension was used for evaluating students having a fifth through seventh grade reading ability. The Bond-Balow-Hoyt Silent Diagnostic Reading Test was used with students having first through fourth grade reading ability. The Bond-Balow-Hoyt Silent Diagnostic Reading Test provides scores for three dimensions of a student's reading capability. They are, respectively: (1) word recognition, (2) recognition techniques, and (3) phonic knowledge. These indices relate to a student's decoding skills. The Iowa Tests of Basic Skills - Reading Comprehension provides scores for that part of a student's reading performance relating to comprehension.

Carl Hayden and North High Schools also had supplementary compensatory programs in English/Writing and Mathematics. The Iowa Tests of Basic Skills - Test L and writing samples were used in evaluating the English/Writing programs. The Shaw-Hiehle: Individualized Computational Skills Test was used in the Mathematics programs.

The Continuing Education Center used the same instruments as the other target sites for Reading, English, and Mathematics. The Comprehensive Tests of Basic Skills - Science and Social Studies were used to evaluate progress in science and social studies programs at the Continuing Education Center.

Most tests were given out of level. This means students were given tests which were normed for students in grade levels different from the grade levels of the students in the Title I Programs. This is appropriate when the students to be tested are either below or above national averages.

The total number of students served during the course of the program was 3,171. The funds actually expended on the project through May 30, 1975, amounted to \$585,133.00 or a per pupil cost of \$184.53.

The data will be presented in the following order: Continuing Education Center, English/Writing Programs, Mathematics Programs, and Reading Programs. Within each section the schools are included in the following order: Carl Hayden, North, Phoenix Union, South Mountain, and St. Mary's.

Data from the classes from which Title I students were drawn are included. The students in these classes benefited from Title I funds since the removal of the Title I students resulted in smaller class sizes. These students are referred to as Indirect students. Students who received "Indirect Title I Assistance" were below national and local norms, but were not as deficient as "Direct" Title I students.

ARIZONA DEPARTMENT OF EDUCATION

ESEA TITLE I PROGRAM EVALUATION DATA SUMMARY REPORT

(File a separate report for each project under your supervision.)

CHECK ONE:

X Regular Term Summer Term Other

PART A: IDENTIFICATION OF LOCAL EDUCATION AGENCY

1. Legal Name Phoenix Union High School System

2. Street Address 2526 West Osborn Road

3. City Phoenix County Maricopa

4. Zip Code 85017 Telephone Number 257-3131

5. Report Prepared by Gary D. Estes, Ph.D.

6. Program Title Phoenix Union High School System

Title I Program, 1974-75

7. State Program Number 75-016

8. Was this a Cooperative Program? Yes No X

9. Did Non-Public School students participate in this program?
Yes X No

Names of Participating Non-Public Schools:

St. Mary's High School

10. Ethnic Background: For each category given below, record the total number of students served during the course of the program. (The total should equal total Program Participants, Number 11, Page 4)

Black 793 Spanish Surname 1,268 Total 3,171

White 1,015 Other 95



TOTAL OF ALL STUDENTS SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

11. Number of Program Participants: For each grade level given below, include every student who has been served, even if both pre-and post-test data are not available (count each child only once even if he has participated in more than one project):

	PUBLIC SCHOOL	NON-PUBLIC School	M & D INSTITUTIONS
Pre-K	_____	_____	_____
K	_____	_____	_____
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	2,846	176	_____
10	74	_____	_____
11	48	_____	_____
12	27	_____	_____
TOTAL	2,995	176	_____

TOTAL OF STUDENTS DIRECTLY SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

11. Number of Program Participants: For each grade level given below, include every student who has been served, even if both pre-and post-test data are not available (count each child only once even if he has participated in more than one project):

	PUBLIC SCHOOL	NON-PUBLIC SCHOOL
Pre-K	_____	_____
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	662	9
10	74	_____
11	48	_____
12	27	_____
TOTAL	811	9



TOTAL OF STUDENTS INDIRECTLY SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

11. Number of Program Participants: For each grade level given below, include every student who has been served, even if both pre-and post-test data are not available (count each child only once even if he has participated in more than one project):

	PUBLIC SCHOOL	NON-PUBLIC SCHOOL
Pre-K	_____	_____
K	_____	_____
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	2,184*	167
10	_____	_____
11	_____	_____
12	_____	_____
TOTAL	2,184*	167

* Includes 9th and 10th grade students enrolled in ninth grade general math

II CONTINUING EDUCATION CENTER

**DIRECT TITLE I - OVERALL
CONTINUING EDUCATION CENTER
CREDITS EARNED**

7

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Overall
(A.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Seventy-five percent of participating students will successfully complete the semester with credit in at least fifty percent of the classes in which each is enrolled.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2,	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>139</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>201</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>69</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>Not Applicable</u>	<u> </u>	<u> </u>

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more-detailed evaluation report. Expected filing date: _____

Sixty-nine percent of participating students received credit in at least fifty percent of the classes in which each was enrolled. The goal of seventy-five percent is unrealistic for this type of program.

Thirty-nine (39) students withdrew before completing the semester. Re-computing Objective 1.1 with these students removed indicates that 85.8% of the students, who completed the semester, received credit in at least half of their courses. It is recommended that the objective only include those students who complete the semester, i.e. do not withdraw.

Objective 1.1: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.2B Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Test of Basic Skills Level 11 Comprehension for students scoring at the fifth through sixth grade ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>71</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>97</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>73</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>ITBS Reading Comprehension,</u> <u>Forms 5 & 6, Level 11</u>		

PART B-1. Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Seventy-two percent of the students gained at least one month for every month in the program on the Iowa Tests of Basic Skills. Fifty-nine percent of the students gained two or more months for every month in the program.

It should be noted in interpreting the mean gains in Section B-2 that most of these students were not enrolled in Reading for a full year. Thus, gains from pretest to posttest are less than what would have been accomplished with students receiving a full year of Reading. The reasons for this are: (1) students entered late, and (2) students finished the class early.

The program is highly successful as is. It is recommended the program be expanded to serve as many students as possible.

Objective 1.2B: ACHIEVED

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS, COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.2B</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Criterion Referenced Measure	
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest Iowa Test of Basic Skills Comprehension	<u>6</u>	<u>Continuous</u>
	PostTest Iowa Test of Basic Skills Comprehension	<u>5</u>	<u>Continuous</u>
	*PRETEST RESULTS	POSTTEST RESULTS	
	GRADE LEVEL: Designate one grade level in the box below Record data ONLY for those students who took pretest AND posttest.		
GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>27</u>	**Grade Equiv Mean <u>6.03</u> Median <u>5.73</u> Range of Scores <u>3.0 to 9.1</u>	**Grade Equiv Mean <u>6.81</u> Median _____ Range of Scores <u>3.9 to 9.5</u>	
	GAIN	PostTest Mean Grade Equiv** <u>6.81</u>	
	or	(-) Pretest Mean Grade Equiv** <u>6.03</u>	
	LOSS	Gain (+) or Loss (-) <u>(+) .78</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME	FORM	DATE GIVEN
	*Pretest <u>Iowa Test of Basic Skills</u> Comprehension	<u>6</u>	<u>Continuous</u>
	Posttest <u>Iowa Test of Basic Skills</u> Comprehension	<u>5</u>	<u>Continuous</u>
<p>GRADE LEVEL: *PRETEST RESULTS POSTTEST RESULTS</p> <p>Designate <u>one</u> grade level in the box below</p> <p style="text-align: center;">Record data ONLY for those students who took pretest AND posttest.</p>			
GRADE LEVEL <u>10</u> Number of Students for whom there is a pretest score and a posttest score <u>38</u>	**Grade Stanine Equiv	**Grade Stanine Equiv	
	Mean <u>6.51</u>	<u>7.38</u>	
	Median <u>6.65</u>	<u>7.47</u>	
	Range of Scores <u>3.7 to 9.5</u>	<u>4.1 to 9.7</u>	
	GAIN Posttest Mean Grade Equiv** <u>7.38</u>		
	or (-) Pretest Mean Grade Equiv** <u>6.51</u>		
	LOSS Gain (+) or Loss (-) <u>(+) .87</u>		

4c.	NAME	FORM	DATE GIVEN
	*Pretest <u>Iowa Test of Basic Skills</u> Comprehension	<u>6</u>	<u>Continuous</u>
	Posttest <u>Iowa Test of Basic Skills</u> Comprehension	<u>5</u>	<u>Continuous</u>
<p>GRADE LEVEL: *PRETEST RESULTS POSTTEST RESULTS</p> <p>Designate <u>one</u> grade level in the box below</p> <p style="text-align: center;">Record data ONLY for those students who took pretest AND posttest.</p>			
GRADE LEVEL <u>11</u> Number of Students for whom there is a pretest score and a posttest score <u>18</u>	**Grade Stanine Equiv	**Grade Stanine Equiv	
	Mean <u>6.66</u>	<u>7.53</u>	
	Median <u>6.85</u>	<u>7.25</u>	
	Range of Scores <u>4.7 to 9.1</u>	<u>4.6 to 9.8</u>	
	GAIN Posttest Mean Grade Equiv** <u>7.53</u>		
	or (-) Pretest Mean Grade Equiv** <u>6.66</u>		
	LOSS Gain (+) or Loss (-) <u>(+) .87</u>		

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.2B</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	(X) Standardized Achievement Test	() Informal Reading Inventory	
	() Standardized Diagnostic Test	() Criterion Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	_____ N & D Students	
	_____ Non-Public School Students	_____ State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest Iowa Test of Basic Skills	6	Continuous
	Comprehension		
	PostTest Iowa Test of Basic Skills	5	Continuous
	Comprehension		
	GRADE LEVEL:	*PRETEST RESULTS	POSTTEST RESULTS
	Designate one grade level in the box below	Record data ONLY for those students who took pretest AND posttest.	
		**Grade Stanine	**Grade Stanine
		Equiv	Equiv
	Mean	<u>6.85</u>	<u>7.34</u>
	Median	<u>6.90</u>	<u>7.65</u>
	Range of Scores	<u>5.2 to 8.7</u>	<u>5.5 to 9.1</u>
GRADE LEVEL	<u>12</u>		
Number of Students for whom there is a pretest score and a posttest score	<u>14</u>		
	GAIN	PostTest Mean Grade Equiv**	<u>7.34</u>
	or	(-) Pretest Mean Grade Equiv**	<u>6.85</u>
	LOSS	Gain (+) or Loss (-)	<u>(+) .49</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	2	7%	1	4%	1	4%	4	15%	3	11%	16	59%	27
10	6	16%	4	11%	3	8%	4	11%	0	0%	21	55%	38
11	3	17%	1	6%	1	6%	1	6%	0	0%	12	67%	18
12	3	21%	1	7%	0	0%	1	7%	1	7%	8	57%	14
TOTAL	14	15%	7	7%	5	5%	10	10%	4	4%	57	59%	GRAND TOTAL 97

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND - BALOW - HOYT

PART B-1. SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.2A Instructional Area READING
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade levels.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
	WORD RECOGNITION	RECOGNITION TECHNIQUES	PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	<u>10</u>	<u>10</u>	<u>11</u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>14</u>	<u>14</u>	<u>14</u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>71 %</u>	<u>71 %</u>	<u>79 %</u>
Name, Form and Level of the Test	<u>Bond-Balow-Hoyt, Silent Diagnostic Reading Test.</u>		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, ~~choice of measurement instrument, or any other pertinent factors.~~
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

On the Bond-Balow-Hoyt, 71% of the students gained at least one month for every month in the program on WORD RECOGNITION; 71% gained at least one month for every month in the program on RECOGNITION TECHNIQUES; 79% gained at least one month per month on PHONIC KNOWLEDGE. These gains are especially significant when one considers the low starting point of these students.

Objective 1.2A: ACHIEVED

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.2A</u>																																																					
2.	CHECK <u>ONE</u> : (Use a <u>separate page</u> for each different type of measure.) (<input checked="" type="checkbox"/>) Standardized Achievement Test () Informal Reading Inventory () Standardized Diagnostic Test () Criterion Referenced Measure () Other (Specify) _____																																																					
3.	CHECK <u>ONE</u> : (Use a <u>separate page</u> for Public School and Non-Public School Students.) _____ Public School Students _____ N & D Students _____ Non-Public School Students _____ State N & D Students																																																					
4a.	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:15%;"></th> <th style="width:15%;">NAME</th> <th style="width:15%;">FORM</th> <th style="width:15%;">DATE GIVEN</th> </tr> </thead> <tbody> <tr> <td>*PreTest</td> <td>BBH Silent Diagnostic Reading Test</td> <td></td> <td>Continuous</td> </tr> <tr> <td>PostTest</td> <td>BBH Silent Diagnostic Reading Test</td> <td></td> <td>Continuous</td> </tr> </tbody> </table> <table style="width:100%;"> <tr> <td style="width:30%;">GRADE LEVEL:</td> <td style="width:35%;">*PRETEST RESULTS</td> <td style="width:35%;">POSTTEST RESULTS</td> </tr> <tr> <td>Designate <u>one</u> grade level in the box below</td> <td colspan="2">Record data <u>ONLY</u> for those students who took pretest AND posttest.</td> </tr> </table> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;"></th> <th style="width:15%;">**Grade Equiv</th> <th style="width:15%;">Stanine</th> <th style="width:15%;">**Grade Equiv</th> <th style="width:15%;">Stanine</th> </tr> </thead> <tbody> <tr> <td>WORD RECOGNITION</td> <td>Mean <u>3.40</u></td> <td>_____</td> <td><u>4.47</u></td> <td>_____</td> </tr> <tr> <td>GRADE LEVEL <u>9</u></td> <td>Median <u>3.26</u></td> <td>_____</td> <td><u>4.35</u></td> <td>_____</td> </tr> <tr> <td>Number of Students for whom there is a pretest score and a posttest score <u>7</u></td> <td>Range of Scores <u>2.6 to 4.9</u></td> <td>_____</td> <td><u>3.3 to 6.6</u></td> <td>_____</td> </tr> <tr> <td></td> <td>GAIN</td> <td>PostTest Mean Grade Equiv**</td> <td><u>4.47</u></td> <td></td> </tr> <tr> <td></td> <td>or</td> <td>(-) Pretest Mean Grade Equiv**</td> <td><u>3.40</u></td> <td></td> </tr> <tr> <td></td> <td>LOSS</td> <td>Gain (+) or Loss (-)</td> <td><u>(+) 1.07</u></td> <td></td> </tr> </tbody> </table>		NAME	FORM	DATE GIVEN	*PreTest	BBH Silent Diagnostic Reading Test		Continuous	PostTest	BBH Silent Diagnostic Reading Test		Continuous	GRADE LEVEL:	*PRETEST RESULTS	POSTTEST RESULTS	Designate <u>one</u> grade level in the box below	Record data <u>ONLY</u> for those students who took pretest AND posttest.			**Grade Equiv	Stanine	**Grade Equiv	Stanine	WORD RECOGNITION	Mean <u>3.40</u>	_____	<u>4.47</u>	_____	GRADE LEVEL <u>9</u>	Median <u>3.26</u>	_____	<u>4.35</u>	_____	Number of Students for whom there is a pretest score and a posttest score <u>7</u>	Range of Scores <u>2.6 to 4.9</u>	_____	<u>3.3 to 6.6</u>	_____		GAIN	PostTest Mean Grade Equiv**	<u>4.47</u>			or	(-) Pretest Mean Grade Equiv**	<u>3.40</u>			LOSS	Gain (+) or Loss (-)	<u>(+) 1.07</u>	
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	LOSS	Gain (+) or Loss (-)	<u>(+) 1.07</u>																																																			

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.	NAME	FORM	DATE GIVEN
	*Pretest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
	Posttest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
GRADE LEVEL: Designate one grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
RECOGNITION TECHNIQUES	**Grade Equiv	Stanine	**Grade Equiv Stanine
	Mean <u>3.89</u>	<u> </u>	<u>5.33</u> <u> </u>
	Median <u>3.90</u>	<u> </u>	<u>5.93</u> <u> </u>
GRADE LEVEL <u>9</u>	Range of Scores <u>3.0 to 4.6</u>		<u>2.6 to 6.6</u>
Number of Students for whom there is a pretest score and a posttest score <u>7</u>	GAIN Posttest Mean Grade Equiv** <u>5.33</u>		
	or (-) Pretest Mean Grade Equiv** <u>3.89</u>		
	LOSS Gain (+) or Loss (-) <u>(+)</u> <u>1.44</u>		

4c.	NAME	FORM	DATE GIVEN
	*Pretest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
	Posttest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
GRADE LEVEL: Designate one grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
PHONIC KNOWLEDGE	**Grade Equiv	Stanine	**Grade Equiv Stanine
	Mean <u>3.41</u>	<u> </u>	<u>4.29</u> <u> </u>
	Median <u>3.05</u>	<u> </u>	<u>4.10</u> <u> </u>
GRADE LEVEL <u>9</u>	Range of Scores <u>1.6 to 6.6</u>		<u>2.8 to 6.2</u>
Number of Students for whom there is a pretest score and a posttest score <u>7</u>	GAIN Posttest Mean Grade Equiv** <u>4.29</u>		
	or (-) Pretest Mean Grade Equiv** <u>3.41</u>		
	LOSS Gain (+) or Loss (-) <u>(+)</u> <u>.88</u>		

**DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER**

BOND BALOW HOYT SILENT DIAGNOSTIC READING TEST

19

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1,2A</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students <input type="checkbox"/> Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>BBH Silent Diagnostic Reading Test</u>	_____	<u>Continuous</u>
	PostTest <u>BBH Silent Diagnostic Reading Test</u>	_____	<u>Continuous</u>
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
WORD RECOGNITION	Mean	**Grade Equiv <u>4.53</u>	Stanine _____
GRADE LEVEL <u>10</u>	Median	<u>4.53</u>	Stanine _____
Number of Students for whom there is a pretest score and a posttest score <u>3</u>	Range of Scores	<u>4.3 to 4.8</u>	Stanine _____
	GAIN	PostTest Mean Grade Equiv**	<u>4.87</u>
	or	(-) Pretest Mean Grade Equiv**	<u>4.53</u>
	LOSS	Gain (+) or Loss (-)	(+) <u>.34</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME		FORM	DATE GIVEN
	*Pretest	BBH Silent Diagnostic Reading Test		Continuous
	Posttest	BBH Silent Diagnostic Reading Test		Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
RECOGNITION TECHNIQUES:	**Grade	Stanine	**Grade	Stanine
	Equiv		Equiv	
GRADE LEVEL <u>10</u>	Mean <u>5.17</u>		<u>6.17</u>	
Number of Students for whom there is a pretest score and a posttest score <u>3</u>	Median <u>5.05</u>		<u>6.20</u>	
	Range of Scores <u>4.6 to 6.2</u>		<u>5.0 to 7.2</u>	
	GAIN	Posttest Mean Grade Equiv**	<u>6.17</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>5.17</u>	
	LOSS	Gain (+) or Loss (-)	<u>(+) 1.00</u>	

4c.	NAME		FORM	DATE GIVEN
	*Pretest	BBH Silent Diagnostic Reading Test		Continuous
	Posttest	BBH Silent Diagnostic Reading Test		Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
PHONIC KNOWLEDGE	**Grade	Stanine	**Grade	Stanine
	Equiv		Equiv	
GRADE LEVEL <u>10</u>	Mean <u>4.97</u>		<u>5.20</u>	
Number of Students for whom there is a pretest score and a posttest score <u>3</u>	Median <u>4.95</u>		<u>5.28</u>	
	Range of Scores <u>4.3 to 5.7</u>		<u>3.3 to 6.8</u>	
	GAIN	Posttest Mean Grade Equiv**	<u>5.20</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>4.97</u>	
	LOSS	Gain (+) or Loss (-)	<u>(+) .23</u>	

**DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND - BALOW - HOYT**

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.2A</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students _____ Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>BBH Silent Diagnostic Reading Test</u>	_____	<u>Continuous</u>
	PostTest <u>BBH Silent Diagnostic Reading Test</u>	_____	<u>Continuous</u>
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	WORD RECOGNITION	**Grade Equiv	Stanine
		Mean <u>2.4</u>	<u>2.8</u>
		Median <u>2.4</u>	<u>2.8</u>
	GRADE LEVEL <u>11</u>	Range of Scores _____	_____
	Number of Students for whom there is a pretest score and a posttest score <u>1</u>	GAIN	PostTest Mean Grade Equiv** <u>2.8</u>
		or	(-) Pretest Mean Grade Equiv** <u>2.4</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .4</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



4b.		NAME	FORM	DATE GIVEN	
	*Pretest	BBH Silent Diagnostic Reading Test		Continuous	
	Posttest	BBH Silent Diagnostic Reading Test		Continuous	
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS		
		Record data ONLY for those students who took pretest AND posttest.			
RECOGNITION TECHNIQUES GRADE LEVEL <u>11</u> Number of Students for whom there is a pretest score and a posttest score <u>1</u>		**Grade Equiv Mean <u>3.0</u> Median <u>3.0</u> Range of Scores _____	Stanine _____ _____ _____	**Grade Equiv Mean <u>3.8</u> Median <u>3.8</u> Range of Scores _____	Stanine _____ _____ _____
		GAIN	Posttest Mean Grade Equiv**	<u>3.8</u>	
		or	(-) Pretest Mean Grade Equiv**	<u>3.0</u>	
		LOSS	Gain (+) or Loss (-)	<u>(+) .8</u>	

4c.		NAME	FORM	DATE GIVEN	
	*Pretest	BBH Silent Diagnostic Reading Test		Continuous	
	Posttest	BBH Silent Diagnostic Reading Test		Continuous	
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS		
		Record data ONLY for those students who took pretest AND posttest.			
PHONIC KNOWLEDGE GRADE LEVEL <u>11</u> Number of Students for whom there is a pretest score and a posttest score <u>1</u>		**Grade Equiv Mean <u>1.6</u> Median <u>1.6</u> Range of Scores _____	Stanine _____ _____ _____	**Grade Equiv Mean <u>4.9</u> Median <u>4.9</u> Range of Scores _____	Stanine _____ _____ _____
		GAIN	Posttest Mean Grade Equiv**	<u>4.9</u>	
		or	(-) Pretest Mean Grade Equiv**	<u>1.6</u>	
		LOSS	Gain (+) or Loss (-)	<u>(+) 3.3</u>	

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND - BALOW - HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.2A</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D. Students _____ Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
	PostTest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
WORD RECOGNITION	**Grade Equiv	Stanine	**Grade Equiv Stanine
	Mean <u>2.87</u>	_____	<u>3.43</u> _____
	Median <u>2.93</u>	_____	<u>3.43</u> _____
GRADE LEVEL <u>12</u>	Range of Scores <u>2.2 to 3.3</u>		<u>3.3 to 3.6</u>
Number of Students for whom there is a pretest score and a posttest score <u>3</u>	GAIN	PostTest Mean Grade Equiv** <u>3.43</u>	
	or	(-) Pretest Mean Grade Equiv** <u>2.87</u>	
	LOSS	Gain (+) or Loss (-) <u>(+) .56</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME	FORM	DATE GIVEN
	*Pretest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
	Posttest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
<p>GRADE LEVEL: Designate <u>one</u> grade level in the box below</p> <p>*PRETEST RESULTS POSTTEST RESULTS</p> <p>Record data ONLY for those students who took pretest AND posttest.</p>			
RECOGNITION TECHNIQUES GRADE LEVEL <u>12</u> Number of Students for whom there is a pretest score and a posttest score <u>3</u>	**Grade Stanine Equiv Mean <u>3.23</u> _____ Median <u>3.20</u> _____ Range of Scores <u>2.7 to 3.9</u>	**Grade Stanine Equiv Mean <u>4.53</u> _____ Median <u>4.45</u> _____ Range of Scores <u>3.4 to 6.0</u>	GAIN Posttest Mean Grade Equiv** <u>4.53</u> or (-) Pretest Mean Grade Equiv** <u>3.23</u> LOSS Gain (+) or Loss (-) <u>(+) 1.30</u>

4c.	NAME	FORM	DATE GIVEN
	*Pretest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
	Posttest <u>BBH Silent Diagnostic Reading Test</u>		<u>Continuous</u>
<p>GRADE LEVEL: Designate <u>one</u> grade level in the box below</p> <p>*PRETEST RESULTS POSTTEST RESULTS</p> <p>Record data ONLY for those students who took pretest AND posttest.</p>			
PHONIC KNOWLEDGE GRADE LEVEL <u>12</u> Number of Students for whom there is a pretest score and a posttest score <u>3</u>	**Grade Stanine Equiv Mean <u>2.23</u> _____ Median <u>2.15</u> _____ Range of Scores <u>1.8 to 3.0</u>	**Grade Stanine Equiv Mean <u>3.37</u> _____ Median <u>3.35</u> _____ Range of Scores <u>3.1 to 3.7</u>	GAIN Posttest Mean Grade Equiv** <u>3.37</u> or (-) Pretest Mean Grade Equiv** <u>2.23</u> LOSS Gain (+) or Loss (-) <u>(+) 1.14</u>

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND-BALOW-HOYT Silent Diagnostic Reading, WORD RECOGNITION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	0	0%	1	14%	0	0%	1	14%	0	0%	5	71%	7
10	1	33%	0	0%	1	33%	0	0%	1	33%	0	0%	3
11							1	100%					1
12	0	0%	0	0%	1	33%	2	67%	0	0%	0	0%	3
TOTAL	1	7%	1	7%	2	14%	4	29%	1	7%	5	36%	GRAND TOTAL 14

**DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER**

26

BOND-BALOW-HOYT Silent Diagnostic Reading, RECOGNITION TECHNIQUES

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND - BALOW - HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	2	29%	0	0%	0	0%	0	0%	0	0%	5	71%	7
10	0	0%	1	33%	0	0%	1	33%	0	0%	1	33%	3
11											1		1
12	0	0%	0	0%	1	33%	0	0%	1	33%	1	33%	3
TOTAL	2	14%	1	7%	1	7%	1	7%	1	7%	8	58%	GRAND TOTAL 14

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND-BALOW-HOYT Silent Diagnosting Reading, PHONIC KNOWLEDGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND - BALOW - HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL
	(Reported in Grade Equivalent Months or Fractions of Months)												STUDENTS
	< 0 Months	.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores	
		N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	14%	0	0%	0	0%	2	29%	2	29%	2	29%	7
10	1	33%	0	0%	0	0%	0	0%	1	33%	1	33%	3
11											1		1
12	0	0%	1	33%	0	0%	0	0%	1	33%	1	33%	3
TOTAL	2	14%	1	7%	0	0%	2	14%	4	29%	5	36%	GRAND TOTAL 14

DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS, VOCABULARY & LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.3 Instructional Area ENGLISH
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

- Fifty percent of the participating target students will make a gain of one month's progress in English skill per month in the program, as measured by pre-post scores on the Iowa Tests of Basic Skills, Tests V and L, Level 12.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE-1 VOCABULARY	MEASURE 2 LANGUAGE	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>59</u>	<u>54</u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>95</u>	<u>95</u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>62</u> %	<u>57</u> %	<u> </u> %
Name, Form and Level of the Test	<u>ITBS, V and L, Forms 5 & 6, Level 12</u>		

PART B-1 (continued)**3. Narrative summary:**

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

The students at the Continuing Education Center reached the objectives set for them. On the Iowa Tests of Basic Skills, 62% gained at least one month for every month in the Vocabulary program, 57% gained at least one month for every month in the Language Program.

Again, mean gains do not include a full year between the pretest and the posttest. Students at the Continuing Education Center are pretested on entering. They are posttested whenever the course requirements are completed or at the end of the year.

Objective 1.3: ACHIEVED

**DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER**

IOWA TESTS OF BASIC SKILLS, VOCABULARY AND LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.3</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	(x) Standardized Achievement Test	() Informal Reading Inventory	
	() Standardized Diagnostic Test	() Criterion Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest Iowa Test of Basic Skills, Vocabulary	Form 6	Continuous
	PostTest Iowa Test of Basic Skills, Vocabulary	Form 5	Continuous
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
VOCABULARY	**Grade Equiv Mean <u>5.67</u>	Stanine _____	**Grade Equiv <u>6.43</u>
	Median <u>5.69</u>	_____	<u>6.63</u>
GRADE LEVEL <u>9</u>	Range of Scores <u>3.3 to 9.4</u>		<u>3.5 to 9.2</u>
Number of Students for whom there is a pretest score and a posttest score <u>25</u>	GAIN	PostTest Mean Grade Equiv** <u>6.43</u>	
	or	(-) Pretest Mean Grade Equiv** <u>5.67</u>	
	LOSS	Gain (+) or Loss (-) <u>(+) .76</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.		NAME	FORM	DATE GIVEN
	*Pretest	ITBS Vocabulary	6	Continuous
	Posttest	ITBS Vocabulary	5	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
VOCABULARY GRADE LEVEL <u>10</u> Number of Students for whom there is a pretest score and a posttest score <u>33</u>	**Grade Equiv Mean <u>6.85</u> Median <u>6.60</u> Range of Scores <u>3.6 to 9.4</u>	Stanine _____ _____ _____	**Grade Equiv Mean <u>7.53</u> Median <u>7.53</u> Range of Scores <u>4.2 to 9.9</u>	Stanine _____ _____ _____
		GAIN or LOSS	Posttest Mean Grade Equiv** <u>7.53</u> (-) Pretest Mean Grade Equiv** <u>6.85</u> Gain (+) or Loss (-) <u>(+) .68</u>	

4c.		NAME	FORM	DATE GIVEN
	*Pretest	ITBS Vocabulary	6	Continuous
	Posttest	ITBS Vocabulary	5	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
VOCABULARY GRADE LEVEL <u>11</u> Number of Students for whom there is a pretest score and a posttest score <u>20</u>	**Grade Equiv Mean <u>7.37</u> Median <u>7.40</u> Range of Scores <u>5.2 to 9.4</u>	Stanine _____ _____ _____	**Grade Equiv Mean <u>7.88</u> Median <u>8.00</u> Range of Scores <u>4.7 to 6.9</u>	Stanine _____ _____ _____
		GAIN or LOSS	Posttest Mean Grade Equiv** <u>7.88</u> (-) Pretest Mean Grade Equiv** <u>7.37</u> Gain (+) or Loss (-) <u>(+) .51</u>	

**DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS, VOCABULARY & LANGUAGE**

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.3</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students _____ Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest Iowa Test of Basic Skills, Vocabulary	Form 6	Continuous
	PostTest Iowa Test of Basic Skills, Vocabulary	Form 6	Continuous
	*GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
VOCABULARY	**Grade Equiv.	Stanine	**Grade Equiv
	Mean <u>6.73</u>	_____	<u>7.28</u>
	Median <u>7.43</u>	_____	<u>7.68</u>
GRADE LEVEL <u>12</u>	Range of Scores <u>2.3 to 9.2</u>	_____	<u>3.3 to 9.4</u>
Number of Students for whom there is a pretest score and a posttest score <u>17</u>	GAIN	PostTest Mean Grade Equiv**	<u>7.28</u>
	or	(-)- Pretest Mean Grade Equiv**	<u>6.73</u>
	LOSS	Gain (+) or Loss (-)	(+) <u>.55</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.3

2. CHECK ONE: (Use a separate page for each different type of measure.)
 Standardized Achievement Test Informal Reading Inventory
 Standardized Diagnostic Test Criterion Referenced Measure
 Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)
 Public School Students N & D Students
 Non-Public School Students State N & D Students

4a.	NAME:	FORM	DATE GIVEN
*PreTest	ITBS, Language	6	Continuous
PostTest	ITBS, Language	5	Continuous

GRADE LEVEL: Designate one grade level in the box below.

*PRETEST RESULTS POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

LANGUAGE	Mean	**Grade Equiv	Stanine	**Grade Equiv	Stanine
		5.37		5.67	
Median	5.38		5.58		
Range of Scores	2.6 to 8.7		3.3 to 8.2		
GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>25</u>	GAIN	PostTest Mean Grade Equiv**		<u>5.67</u>	
	or	(-) Pretest Mean Grade Equiv**		<u>5.37</u>	
	LOSS	Gain (+) or Loss (-)		<u>(+) .30</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE



4b.	NAME	FORM	DATE GIVEN
	*Pretest <u>Iowa Test of Basic Skills, Language</u>	<u>Form 6</u>	<u>Continuous</u>
	Posttest <u>Iowa Test of Basic Skills, Language</u>	<u>Form 5</u>	<u>Continuous</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	LANGUAGE	**Grade Equiv	Stanine
	GRADE LEVEL <u>10</u>	Mean <u>6.32</u>	Median <u>6.20</u>
		Range of Scores <u>4.5 to 9.0</u>	<u>3.7 to 9.5</u>
	Number of Students for whom there is a pretest score and a posttest score.	GAIN Posttest Mean Grade Equiv**	<u>6.91</u>
	<u>33</u>	or (-) Pretest Mean Grade Equiv**	<u>6.32</u>
		LOSS Gain (+) or Loss (-)	<u>(+) .59</u>

4c.	NAME	FORM	DATE GIVEN
	*Pretest <u>Iowa Test of Basic Skills, Language</u>	<u>Form 5</u>	<u>Continuous</u>
	Posttest <u>Iowa Test of Basic Skills, Language</u>	<u>Form 6</u>	<u>Continuous</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	LANGUAGE	**Grade Equiv	Stanine
	GRADE LEVEL <u>11</u>	Mean <u>6.82</u>	Median <u>6.70</u>
		Range of Scores <u>4.4 to 9.8</u>	<u>4.7 to 9.8</u>
	Number of Students for whom there is a pretest score and a posttest score.	GAIN Posttest Mean Grade Equiv**	<u>7.69</u>
	<u>20</u>	or (-) Pretest Mean Grade Equiv**	<u>6.82</u>
		LOSS Gain (+) or Loss (-)	<u>(+) .87</u>

DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS, VOCABULARY AND LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.3

2. CHECK ONE: (Use a separate page for each different type of measure.)
 Standardized Achievement Test () Informal Reading Inventory
 () Standardized Diagnostic Test () Criterion Referenced Measure
 () Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)
 Public School Students _____ N & D Students
 _____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS, Language	6	Continuous *
PostTest	ITBS, Language	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

LANGUAGE	**Grade Equiv	Stanine	**Grade Equiv	Stanine
	Mean <u>6.94</u>	_____	<u>7.25</u>	_____
	Median <u>7.31</u>	_____	<u>7.70</u>	_____
	Range of Scores <u>3.6 to 9.4</u>	_____	<u>3.6 to 9.8</u>	_____
GRADE LEVEL <u>12</u> Number of Students for whom there is a pretest score and a posttest score <u>17</u>	GAIN	PostTest Mean Grade Equiv**	<u>7.25</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>6.94</u>	
	LOSS	Gain (+) or Loss. (-)	<u>(+) .31</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS, VOCABULARY

36

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT VOCABULARY												TOTAL
	(Reported in Grade Equivalent Months or Fractions of Months)												STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	16%	1	4%	2	8%	3	12%	3	12%	12	48%	25
10	4	12%	4	12%	4	12%	4	12%	2	6%	15	45%	33
11	4	20%	3	15%	2	10%	3	15%	2	10%	6	30%	20
12	4	24%	3	18%	1	6%	3	18%	0	0%	6	35%	17
TOTAL	16	17%	11	12%	9	9%	13	14%	7	7%	39	41%	GRAND TOTAL 95



DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS, LANGUAGE

37

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT LANGUAGE												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	16%	4	16%	3	12%	1	4%	3	12%	10	40%	25
10	4	12%	5	15%	4	12%	5	15%	1	3%	14	42%	33
11	3	15%	2	10%	2	10%	4	20%	2	10%	7	35%	20
12	6	35%	3	18%	1	6%	2	12%	0	0%	5	29%	17
TOTAL	17	18%	14	15%	10	10%	12	13%	6	6%	36	38%	GRAND TOTAL 95

DIRECT TITLE I - MATHEMATICS
CONTINUING EDUCATION CENTER
SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.4 Instructional Area MATHEMATICS
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in mathematics skill per month in the program as measured by pre-post scores on the Shaw-Hiehle: Individualized Computational Skills Tests for Mathematics.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>87</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>100</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>87 %</u>	_____ %	_____ %
Name, Form and Level of the Test	<u>Shaw-Hiehle: Individualized Computational Skills Tests for Mathematics Form A & B</u> Level 7-9		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Eighty-seven percent of the students gained at least one month per month in the program. Of more importance, perhaps, is that 74% gained two months for every month in the program. This is outstanding progress for average students and even more impressive for the student population here.

Objective 1.4 - ACHIEVED

DIRECT TITLE I - MATHEMATICS
CONTINUING EDUCATION CENTER
SHAW - HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.4</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Criterion Referenced Measure	
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest SHAW-HIEHLE - level 7-9	A	Continuous
	PostTest SHAW-HIEHLE - level 7-9	B	Continuous
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv Mean <u>4.83</u>	Stanine <u> </u>
		Median <u>4.51</u>	**Grade Equiv Mean <u>6.72</u>
		Range of Scores <u>3.1 to 8.9</u>	Stanine <u> </u>
	Number of Students for whom there is a pretest score and a posttest score <u>29</u>	GAIN PostTest Mean Grade Equiv** <u>6.72</u>	or (-) Pretest Mean Grade Equiv** <u>4.83</u>
		LOSS Gain (+) or Loss (-) <u>(+) 1.89</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in Grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	*Pretest	NAME SHAW-HIEHLE - level 7-9	FORM A	DATE GIVEN Continuous
	Posttest	SHAW-HIEHLE - level 7-9	B	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
GRADE LEVEL	10	**Grade Equiv	Stanine	**Grade Equiv
		Mean <u>5.82</u>	_____	7.80
		Median <u>5.65</u>	_____	8.58
		Range of Scores	<u>3.3 to 9.2</u>	<u>3.6 to 10.8</u>
Number of Students for whom there is a pretest score and a posttest score	34	GAIN	Posttest Mean Grade Equiv**	<u>7.80</u>
		or	(-) Pretest Mean Grade Equiv**	<u>5.82</u>
		LOSS	Gain (+) or Loss (-)	<u>(+) 1.98</u>

4c.	*Pretest	NAME SHAW-HIEHLE - level 7-9	FORM A	DATE GIVEN Continuous
	Posttest	SHAW-HIEHLE - level 7-9	B	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretes AND posttest.		
GRADE LEVEL	11	**Grade Equiv	Stanine	**Grade Equiv
		Mean <u>6.29</u>	_____	7.82
		Median <u>6.70</u>	_____	8.00
		Range of Scores	<u>3.2 to 9.2</u>	<u>4.6 to 10.8</u>
Number of Students for whom there is a pretest score and a posttest score	20	GAIN	Posttest Mean Grade Equiv**	<u>7.82</u>
		or	(-) Pretest Mean Grade Equiv**	<u>6.29</u>
		LOSS	Gain (+) or Loss (-)	<u>(+) 1.53</u>

4b.	NAME	FORM	DATE GIVEN
*Pretest	SHAW-HIEHLE - level 7-9	A	Continuous
Posttest	SHAW-HIEHLE - level 7-9	B	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below			
*PRETEST RESULTS		POSTTEST RESULTS	
Record data ONLY for those students who took pretest AND posttest.			
GRADE LEVEL <u>12</u>	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u>5.45</u>	<u> </u>	<u>7.54</u>
Number of Students for whom there is a pretest score and a posttest score <u>17</u>	Median <u>5.50</u>	<u> </u>	<u>7.75</u>
	Range of Scores <u>3.1 to 9.5</u>	<u> </u>	<u>3.7 to 9.6</u>
GAIN Posttest Mean Grade Equiv** <u>7.54</u>			
or (-) Pretest Mean Grade Equiv** <u>5.45</u>			
LOSS Gain (+) or Loss (-) <u>(+) 2.09</u>			

**DIRECT TITLE I
CONTINUING EDUCATION CENTER
SHAW-HIENLE - MATHEMATICS**

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	3%	1	3%	1	3%	1	3%	2	7%	23	79%	29
10	2	6%	3	9%	3	9%	0	0%	1	2%	25	74%	34
11	0	0%	1	5%	0	0%	3	15%	3	15%	13	65%	20
12	1	6%	0	0%	0	0%	1	6%	2	12%	13	76%	17
TOTAL	4	4%	5	5%	4	4%	5	5%	8	8%	74	74%	GRAND TOTAL 100



DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.5 Instructional Area Science
 (i.e., Reading, Math, etc.)

Restate the project performance objective, as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in science skill as measured by pre-post scores on the Comprehensive Tests of Basic Skills - Science.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example; results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>34</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>55</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>62</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>CTBS - Science, Form S, Level 2</u>	<u> </u>	<u> </u>

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Sixty-two percent of the participating target students gained at least one month for every month in the program. Fifty-three percent gained two or more months for every month in the program. These figures probably are deflated since several subjects reached the ceiling on the pretest and thus could not show improvement on the posttest.

It is recommended that students scoring at or near a ceiling on a pretest be given a higher level of the test on the posttest.

Objective 1.5 - ACHIEVED

**DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS**

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PART B-2 MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number? <u>1,5</u>																										
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____																										
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students <input type="checkbox"/> Non-Public School Students _____ State N & D Students																										
4a.	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:35%;"></td> <td style="width:30%; text-align:center;">NAME</td> <td style="width:20%; text-align:center;">SCIENCE</td> <td style="width:10%; text-align:center;">FORM</td> <td style="width:15%; text-align:center;">DATE GIVEN</td> </tr> <tr> <td>*Pretest</td> <td style="text-align:center;">COMPREHENSIVE TEST OF BASIC SKILLS</td> <td style="text-align:center;">FORM S</td> <td style="text-align:center;">FORM S</td> <td style="text-align:center;">Continuous</td> </tr> <tr> <td>PostTest</td> <td style="text-align:center;">COMPREHENSIVE TEST OF BASIC SKILLS</td> <td style="text-align:center;">FORM S</td> <td style="text-align:center;">FORM S</td> <td style="text-align:center;">Continuous</td> </tr> <tr> <td></td> <td style="text-align:center;">SCIENCE</td> <td></td> <td></td> <td></td> </tr> </table>		NAME	SCIENCE	FORM	DATE GIVEN	*Pretest	COMPREHENSIVE TEST OF BASIC SKILLS	FORM S	FORM S	Continuous	PostTest	COMPREHENSIVE TEST OF BASIC SKILLS	FORM S	FORM S	Continuous		SCIENCE									
	NAME	SCIENCE	FORM	DATE GIVEN																							
*Pretest	COMPREHENSIVE TEST OF BASIC SKILLS	FORM S	FORM S	Continuous																							
PostTest	COMPREHENSIVE TEST OF BASIC SKILLS	FORM S	FORM S	Continuous																							
	SCIENCE																										
	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; vertical-align:top;"> GRADE LEVEL: Designate <u>one</u> grade level in the box below </td> <td style="width:40%; text-align:center; vertical-align:top;"> *PRETEST RESULTS </td> <td style="width:30%; text-align:center; vertical-align:top;"> POSTTEST RESULTS </td> </tr> <tr> <td></td> <td colspan="2" style="text-align:center; padding: 5px;"> Record data <u>ONLY</u> for those students who took pretest AND posttest. </td> </tr> </table>	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS		Record data <u>ONLY</u> for those students who took pretest AND posttest.																					
GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS																									
	Record data <u>ONLY</u> for those students who took pretest AND posttest.																										
GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>12</u>	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;"></td> <td style="width:15%; text-align:center;">**Grade Equiv</td> <td style="width:15%; text-align:center;">Stanine</td> <td style="width:15%;"></td> <td style="width:15%; text-align:center;">**Grade Equiv</td> <td style="width:15%; text-align:center;">Stanine</td> </tr> <tr> <td>Mean</td> <td style="text-align:center;"><u>6.38</u></td> <td style="text-align:center;"><u>1</u></td> <td></td> <td style="text-align:center;"><u>7.68</u></td> <td style="text-align:center;"><u> </u></td> </tr> <tr> <td>Median</td> <td style="text-align:center;"><u>5.60</u></td> <td style="text-align:center;"><u> </u></td> <td></td> <td style="text-align:center;"><u>8.65</u></td> <td style="text-align:center;"><u> </u></td> </tr> <tr> <td>Range of Scores</td> <td colspan="2" style="text-align:center;"><u>2.9 to 11.9</u></td> <td></td> <td colspan="2" style="text-align:center;"><u>4.0 to 11.9</u></td> </tr> </table>				**Grade Equiv	Stanine		**Grade Equiv	Stanine	Mean	<u>6.38</u>	<u>1</u>		<u>7.68</u>	<u> </u>	Median	<u>5.60</u>	<u> </u>		<u>8.65</u>	<u> </u>	Range of Scores	<u>2.9 to 11.9</u>			<u>4.0 to 11.9</u>	
	**Grade Equiv	Stanine		**Grade Equiv	Stanine																						
Mean	<u>6.38</u>	<u>1</u>		<u>7.68</u>	<u> </u>																						
Median	<u>5.60</u>	<u> </u>		<u>8.65</u>	<u> </u>																						
Range of Scores	<u>2.9 to 11.9</u>			<u>4.0 to 11.9</u>																							
	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;"></td> <td style="width:15%;">GAIN</td> <td style="width:40%;">PostTest Mean Grade Equiv**</td> <td style="width:30%; text-align:center;"><u>7.68</u></td> </tr> <tr> <td></td> <td>or</td> <td>(-) Pretest Mean Grade Equiv**</td> <td style="text-align:center;"><u>6.38</u></td> </tr> <tr> <td></td> <td>LOSS</td> <td>Gain (+) or Loss (-)</td> <td style="text-align:center;"><u>(+) 1.30</u></td> </tr> </table>				GAIN	PostTest Mean Grade Equiv**	<u>7.68</u>		or	(-) Pretest Mean Grade Equiv**	<u>6.38</u>		LOSS	Gain (+) or Loss (-)	<u>(+) 1.30</u>												
	GAIN	PostTest Mean Grade Equiv**	<u>7.68</u>																								
	or	(-) Pretest Mean Grade Equiv**	<u>6.38</u>																								
	LOSS	Gain (+) or Loss (-)	<u>(+) 1.30</u>																								

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument; (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME		FORM	DATE GIVEN
	*Pretest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous
	Posttest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
GRADE LEVEL <u>10</u>	Mean	**Grade Equiv <u>7.85</u>	Stanine	**Grade Equiv <u>9.52</u>
	Median	<u>7.71</u>		<u>9.20</u>
Number of Students for whom there is a pretest score and a posttest score <u>25</u>	Range of Scores	<u>4.6 to 11.9</u>		<u>6.3 to 11.9</u>
	GAIN	Posttest Mean Grade Equiv**	<u>9.52</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>7.85</u>	
	LOSS	Gain (+) or Loss (-)	<u>(+) 1.67</u>	

4c.	NAME		FORM	DATE GIVEN
	*Pretest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous
	Posttest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
GRADE LEVEL <u>11</u>	Mean	**Grade Equiv <u>9.07</u>	Stanine	**Grade Equiv <u>9.75</u>
	Median	<u>9.20</u>		<u>9.50</u>
Number of Students for whom there is a pretest score and a posttest score <u>12</u>	Range of Scores	<u>6.8 to 11.9</u>		<u>9.4 to 11.9</u>
	GAIN	Posttest Mean Grade Equiv**	<u>9.75</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>9.07</u>	
	LOSS	Gain (+) or Loss (-)	<u>(+) .68</u>	

DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

48

PART B-2 MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.5

2. CHECK ONE: (Use a separate page for each different type of measure.)
 Standardized Achievement Test Informal Reading Inventory
 Standardized Diagnostic Test Criterion Referenced Measure
 Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)
 Public School Students N & D Students
 Non-Public School Students State N & D Students

4a. NAME: COMPREHENSIVE TEST OF BASIC SKILLS SCIENCE FORM: Form S Level 2 DATE GIVEN: Continuous

PostTest: COMPREHENSIVE TEST OF BASIC SKILLS SCIENCE Form S Level 2 Continuous

GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS																
	Record data ONLY for those students who took pretest AND posttest.																	
	<table style="width: 100%; border-collapse: collapse;"> <tr> <th>**Grade Equiv</th> <th>Stanine</th> <th>**Grade Equiv</th> <th>Stanine</th> </tr> <tr> <td>Mean <u>7.05</u></td> <td>_____</td> <td><u>7.25</u></td> <td>_____</td> </tr> <tr> <td>Median <u>7.60</u></td> <td>_____</td> <td><u>7.90</u></td> <td>_____</td> </tr> <tr> <td>Range of Scores <u>1.5 to 10.9</u></td> <td></td> <td><u>2.9 to 11.5</u></td> <td></td> </tr> </table>	**Grade Equiv	Stanine	**Grade Equiv	Stanine	Mean <u>7.05</u>	_____	<u>7.25</u>	_____	Median <u>7.60</u>	_____	<u>7.90</u>	_____	Range of Scores <u>1.5 to 10.9</u>		<u>2.9 to 11.5</u>		
**Grade Equiv	Stanine	**Grade Equiv	Stanine															
Mean <u>7.05</u>	_____	<u>7.25</u>	_____															
Median <u>7.60</u>	_____	<u>7.90</u>	_____															
Range of Scores <u>1.5 to 10.9</u>		<u>2.9 to 11.5</u>																
GRADE LEVEL: <u>12</u>																		
Number of Students for whom there is a pretest score and a posttest score: <u>6</u>	GAIN PostTest Mean Grade Equiv** <u>7.25</u>																	
	or (-) Pretest Mean Grade Equiv** <u>7.05</u>																	
	LOSS Gain (+) or Loss (-) <u>(+) .20</u>																	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN SCIENCE PROJECTS

49

NOTE: See Directions on Reverse

This chart displays gains in student performance in Science Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	2	17%	2	17%	1	8%	1	8%	0	0%	6	50%	12
10	1	4%	7	28%	0	0%	2	8%	1	4%	14	56%	25
11	0	0%	5	42%	0	0%	1	8%	0	0%	6	50%	12
12	3	50%	0	0%	0	0%	0	0%	0	0%	3	50%	6
TOTAL	6	11%	14	25%	1	2%	4	7%	1	2%	29	53%	55

DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.6 Instructional Area Social Studies
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in social studies skill per month in the program as measured by pre-post scores on the Comprehensive Tests of Basic Skills - Social Studies.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>44</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>65</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>68 %</u>	<u> % </u>	<u> % </u>
Name, Form and Level of the Test	<u>CTBS - Social Studies Form S, Level 2</u>	<u> </u>	<u> </u>

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

Sixty-eight percent of the students met the objective, which is encouraging. Fifty-five percent gained two or more months for every month in the program. These figures probably are deflated since several students reached the test ceiling on the pretest and thus could not show improvement on the posttest.

It is recommended that students who achieve at or near the ceiling on a pretest be posttested with a higher level test.

Objective 1:6: ACHIEVED

DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.6</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Other. (Specify) _____	<input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Criterion Referenced Measure	
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>Comprehensive Test of Basic Skills:</u>		<u>Continuous</u>
	Social Studies		
	PostTest <u>Comprehensive Test of Basic Skills:</u>		<u>Continuous</u>
	Social Studies		
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv	**Grade Equiv
		Mean <u>6.55</u>	<u>7.75</u>
		Median <u>6.58</u>	<u>7.80</u>
		Range of Scores <u>1.0</u> to <u>11.6</u>	<u>4.4</u> to <u>11.9</u>
	Number of Students for whom there is a pretest score and a posttest score <u>11</u>	GAIN	PostTest Mean Grade Equiv** <u>7.75</u>
		or	(-) Pretest Mean Grade Equiv** <u>6.55</u>
		LOSS	Gain (+) or Loss (-) <u>(+) 1.20</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME	FORM	DATE GIVEN
	*Pretest Comprehensive Test of Basic Skills, Social Studies	S	Continuous
	Posttest Comprehensive Test of Basic Skills, Social Studies	S	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
GRADE LEVEL <u>10</u>	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u>7.32</u>	_____	<u>8.77</u>
	Median <u>7.90</u>	_____	<u>9.20</u>
Number of Students for whom there is a pretest score and a posttest score. <u>18</u>	Range of Scores	<u>2.7 to 11.9</u>	<u>3.3 to 11.9</u>
	GAIN	Posttest Mean Grade Equiv**	<u>8.77</u>
	or	(-) Pretest Mean Grade Equiv**	<u>7.32</u>
	LOSS	Gain (+) or Loss (-)	<u>(+) 1.45</u>

4c.	NAME	FORM	DATE GIVEN
	*Pretest Comprehensive Test of Basic Skills, Social Studies	S	Continuous
	Posttest Comprehensive Test of Basic Skills, Social Studies	S	Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
GRADE LEVEL <u>11</u>	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u>7.73</u>	_____	<u>9.10</u>
	Median <u>8.19</u>	_____	<u>9.54</u>
Number of Students for whom there is a pretest score and a posttest score. <u>21</u>	Range of Scores	<u>4.4 to 11.9</u>	<u>4.4 to 11.9</u>
	GAIN	Posttest Mean Grade Equiv**	<u>9.10</u>
	or	(-) Pretest Mean Grade Equiv**	<u>7.73</u>
	LOSS	Gain (+) or Loss (-)	<u>(+) 1.37</u>

**DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS**

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.6</u>			
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)			
	(X) Standardized Achievement Test	() Informal Reading Inventory		
	() Standardized Diagnostic Test	() Criterion Referenced Measure		
	() Other (Specify) _____			
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)			
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students		
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students		
4a.	NAME (Social Studies)FORM		DATE GIVEN	
	*PreTest Comprehensive Test of Basic Skills	S	Continuous	
	(Social Studies)			
	PostTest Comprehensive Test of Basic Skills	S	Continuous	
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
		**Grade Equiv	**Grade Equiv	Stanine
	Mean	<u>7.19</u>	<u>8.33</u>	_____
	Median	<u>7.88</u>	<u>8.93</u>	_____
	GRADE LEVEL <u>12</u>	Range of		
		Scores <u>2.6</u> to <u>11.6</u>	<u>2.6</u> to <u>11.9</u>	
	Number of Students for whom there is a pretest score and a posttest score	GAIN	PostTest Mean Grade Equiv**	<u>8.33</u>
	<u>15</u>	or	(--)-Pretest Mean Grade Equiv**	<u>7.19</u>
		LOSS	Gain (+) or Loss (-)	<u>(+) 1.14</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

**DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS**

PART C-1: EFFECT OF TITLE I INTERVENTION IN SOCIAL STUDIES PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Social Studies projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	0	0%	2	18%	0	0%	1	9%	2	18%	6	55%	11
10	3	17%	4	22%	1	6%	1	6%	2	11%	7	39%	18
11	1	5%	6	29%	0	0%	1	5%	0	0%	13	62%	21
12	1	7%	3	20%	0	0%	1	7%	0	0%	10	67%	15
TOTAL	5	87	15	237	1	2%	4	6%	4	6%	36	55%	65
													GRAND TOTAL

III ENGLISH/WRITING PROGRAMS

EFFECT OF TITLE I INTERVENTION

DIRECT TITLE I-ENGLISH/WRITING

TOTAL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>122</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>172</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>71 %</u>	_____ %	_____ %
Name, Form and Level of the Test	<u>IOWA TEST OF BASIC SKILLS: LANGUAGE</u> <u>Forms 5 & 6, Levels 10 & 12</u>		

PART B-1 Continued on reverse

Carl Hayden High School
North High School

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975.

Seventy-one percent of the participating Title I students gained at least one month for every month in the program as measured by the Iowa Tests of Basic Skills, Test L.

Objective 1.1 - ACHIEVED

DIRECT TITLE I ENGLISH / WRITING

TOTAL

IOWA TEST OF BASIC SKILLS - LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< MONTHS		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	18	10%	18	10%	14	8%	22	13%	20	12%	80	47%	172
10													
11													
12													
TOTAL	18	10%	18	10%	14	8%	22	13%	20	12%	80	47%	172

Carl Hayden High School
North High School

INDIRECT TITLE I - ENGLISH/WRITING

TOTAL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>232</u>		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>482</u>		
EQUALS:			
Percentage of students reaching the desired performance level.	<u>48</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>ITBS - Language, Forms 5 & 6, Levels 10 & 12</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here X if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975

Forty-eight percent of the students in Indirect English classes gained at least one month per month in the program. It would seem that additional help should be provided for these students, as possible.

Objective 1.1: NOT ACHIEVED

INDIRECT TITLE I - ENGLISH/WRITING

TOTAL
ITBS LANGUAGE

61

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS - TEST L

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	67	14%	96	20%	87	18%	67	14%	41	8%	124	26%	482
10													
11													
12													
TOTAL	67	14%	96	20%	87	18%	67	14%	41	8%	124	26%	GRAND TOTAL 482

Carl Hayden High School
North High School

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>32</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>55</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>58</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>JTBS - L, Forms 5 & 6, Level 10</u>	_____	_____

PART B-1 Continued on reverse



PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: September 5, 1975.

Fifty-eight percent of the students met the stated objective. Considering the low starting point of these students (mean pretest score = 3.66), this result is very encouraging.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - ENGLISH/WRITING
CARL HAYDEN HIGH SCHOOL
ITBS LANGUAGE

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PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	(X) Standardized Achievement Test	() Informal Reading Inventory	
	() Standardized Diagnostic Test	() Criterion Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<u>X</u> Public School Students	_____ N & D Students	
	_____ Non-Public School Students	_____ State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>ITBS - Language</u>	<u>Form 6</u>	<u>9/74</u>
	PostTest <u>ITBS - Language</u>	<u>Form 5</u>	<u>5/75</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS-	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest..	
		**Grade Equiv	Stanine
	Mean	<u>3.66</u>	_____
	Median	<u>3.6</u>	_____
	Range of Scores	<u>4.4</u>	_____
	GRADE LEVEL <u>9</u>	**Grade Equiv	Stanine
	Number of Students for whom there is a pretest score and a posttest score <u>55</u>	GAIN	PostTest Mean Grade Equiv** <u>4.55</u>
		or	(-) Pretest Mean Grade Equiv** <u>3.66</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .89</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - ENGLISH / WRITING
ARL HAYDENT SCHOOL
IOWA TEST OF BASIC SKILLS, LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse.

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	6	117	12	22%	5	9%	14	25%	7	13%	11	20%	55
10													
11													
12													
TOTAL	6	117	12	22%	5	9%	14	25%	7	13%	11	20%	GRAND TOTAL 55

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>56</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project.	<u>210</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>27</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>ITBS - Test L, Forms 5 & 6,</u> <u>Level 10</u>	_____	_____

PART B-1 Continued on reverse



PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975

Although starting at a higher point than Direct Title I students, Indirect Title I English students did not make gains as great as the Direct Title I English students did. These results are evidence of the possible effects of Direct title I intervention.

Objective 1.1: NOT ACHIEVED

INDIRECT TITLE I - ENGLISH / WRITING

CARL HAYDEN HIGH SCHOOL

ITBS LANGUAGE

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PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test	<input type="checkbox"/> Informal Reading Inventory	
	<input type="checkbox"/> Standardized Diagnostic Test	<input type="checkbox"/> Criterion Referenced Measure	
	<input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>ITBS - Language</u>	<u>6</u>	<u>9/74</u>
	PostTest <u>ITBS - Language</u>	<u>5</u>	<u>5/75</u>
	GRADE LEVEL	*PRETEST RESULTS	POSTTEST RESULTS
	Designate one grade level in the box below	Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv	Stanine
		Mean <u>7.08</u>	<u>7.54</u>
		Median <u>7.05</u>	<u>7.68</u>
		Range of Scores <u>2.4</u> to <u>9.8</u>	<u>3.1</u> to <u>9.9</u>
	Number of Students for whom there is a pretest score and a posttest score	GAIN	PostTest Mean Grade Equiv** <u>7.54</u>
	<u>210</u>	or	(-) Pretest Mean Grade Equiv** <u>7.08</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .46</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - ENGLISH/WRITING
CARL HAYDEN HIGH SCHOOL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	31	14%	75	36%	48	23%	30	14%	10	5%	16	8%	210
10													
11													
12													
TOTAL	31	14%	75	36%	48	23%	30	14%	10	5%	16	8%	GRAND TOTAL 210

DIRECT TITLE I - ENGLISH WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example; results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>90</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>117</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>77</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>Iowa Test of Basic Skills, Forms 5 & 6, Level 12</u>	_____	_____

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975

Seventy-seven percent of the students met the stated objective.
The mean gain was 7.7 months. Since the English program at North High School was a one semester (four months) program, these results are highly encouraging. Furthermore, only 65% of the Indirect students gained at least one month for every month in the program.

Objective 1.1 - ACHIEVED

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test	<input type="checkbox"/> Informal Reading Inventory	
	<input type="checkbox"/> Standardized Diagnostic Test	<input type="checkbox"/> Criterion-Referenced Measure	
	<input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest ITBS - Language	6	9/74 & 1/75
	PostTest ITBS - Language	5	1/75 & 5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS Record data ONLY for those students who took pretest AND posttest.	POSTTEST RESULTS
		**Grade Equiv	Stanine
	Mean	<u>4.86</u>	<u>5.63</u>
	Median	<u>4.80</u>	<u>5.70</u>
	Range of Scores	<u>2.9</u> to <u>6.1</u>	<u>3.5</u> to <u>8.2</u>
	Number of Students for whom there is a pretest score and a posttest score	GAIN	PostTest Mean Grade Equiv** <u>5.63</u>
	<u>65</u>	or	(-) Pretest Mean Grade Equiv** <u>4.86</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .77</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - ENGLISH / WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH / WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	12	10%	6	5%	9	8%	8	7%	13	11%	69	59%	117
10													
11													
12													
TOTAL	12	10%	6	5%	9	8%	8	7%	13	11%	69	59%	GRAND TOTAL 117

INDIRECT TITLE I - ENGLISH /WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>176</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>272</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>.65</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>ITBS, Forms 5 & 6, Level 12</u>		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975

Sixty-five percent of the participating Indirect students gained at least one month for every month in the program as measured by the ITBS, Test L.

Objective 1.1: ACHIEVED

INDIRECT TITLE I - ENGLISH / WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Criterion Referenced Measure	
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest ITBS - Language	6	9/74 & 1/75
	PostTest ITBS - Language	5	1/75 & 5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv	Stanine
		Mean <u>7.62</u>	Mean <u>8.21</u>
		Median <u>7.54</u>	Median <u>8.26</u>
		Range of Scores <u>4.8</u> to <u>10.1</u>	Range of Scores <u>3.1</u> to <u>10.6</u>
	Number of Students for whom there is a pretest score and a posttest score	GAIN	PostTest Mean Grade Equiv** <u>8.21</u>
	<u>272</u>	or	(-) Pretest Mean Grade Equiv** <u>7.62</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .59</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - ENGLISH /WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	36	13%	21	8%	39	14%	37	14%	31	11%	108	40%	272
10													
11													
12													
TOTAL	36	13%	21	8%	39	14%	37	14%	31	11%	108	40%	272
													GRAND TOTAL
													272

IV MATHEMATICS PROGRAMS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Richle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>99</u>		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>120</u>		
EQUALS:			
Percentage of students reaching the desired performance level.	<u>83 %</u>	<u>%</u>	<u>%</u>
Name, Form and Level of the Test	<u>Shaw-Richle, Forms A & B, Levels 7-9</u>		

PART B-1. Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

Eighty-three percent of the participating Title I students gained at least one month per month in the program as measured by the Shaw-Wiehle. Only 60% of the indirect students made comparable gains.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH

TOTALS
SHAW-HEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse;

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	1%	8	7%	12	10%	12	10%	15	12%	72	60%	120
10													
11													
12													
TOTAL	1	1%	8	7%	12	10%	12	10%	15	12%	72	60%	GRAND TOTAL 120

Carl Hayden High School
North High School

INDIRECT TITLE I - MATH

TOTAL
SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>435</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>800</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>54</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>Shaw-Hiehle, Forms A & B, Levels 7-9</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Fifty-four percent of the Indirect students met the stated objective.

Objective 1.1: ACHIEVED

INDIRECT TITLE I -- MATH

TOTAL
SHAW-HIENLE

83

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	162	20%	90	11%	113	14%	117	15%	93	12%	225	28%	800
10													
11													
12													
TOTAL	162	20%	90	11%	113	14%	117	15%	93	12%	225	28%	GRAND TOTAL 800

Carl Hayden High School
North High School

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>49</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>67</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>73</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>Shaw-Hiehle, Forms A & B; Levels 7-9</u>		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. / Expected filing date: _____

The results of the mathematics program at Carl Hayden High School were favorable. Seventy-three percent reached the desired goal. Forty-eight percent of the students gained two or more months for every month in the program. Note that only 55% of the Indirect students gained at least one month per month in the program.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure:)
 Standardized Achievement Test Informal Reading Inventory
 Standardized Diagnostic Test Criterion Referenced Measure
 Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)
 Public School Students N & D Students
 Non-Public School Students State N. & D. Student

4a.	NAME	FORM	DATE GIVEN
*PreTest	Shaw-Hiehle	A	9/74
PostTest	Shaw-Hiehle	B	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL	**Grade Stanine		**Grade Stanine	
	Equip		Equip	
9	Mean	<u>3.65</u>	<u>5.03</u>	
	Median	<u>3.53</u>	<u>4.93</u>	
	Range of Scores	<u>3.1 to 4.8</u>	<u>3.1 to 7.7</u>	
Number of Students for whom there is a pretest score and a posttest score	GAIN	PostTest Mean Grade Equip**	<u>5.03</u>	
	or	(-) Pretest Mean Grade Equip**	<u>3.65</u>	
67	LOSS	Gain (+) or Loss (-)	<u>(+) 1.38</u>	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	1%	8	11%	9	13%	8	12%	9	13%	32	48%	67
10													
11													
12													
TOTAL	1	1%	8	11%	9	13%	8	12%	9	13%	32	48%	67



RESOLUTION TEST CHART

28

32

36

40

RESOLUTION TEST CHART

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>370</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>675</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>55</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>Shaw-Hiehle, Forms A & B, Levels 7-9</u>		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

Fifty-five percent of the Indirect students met the stated objective for mathematics.

Objective 1.1 - ACHIEVED

INDIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

90

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)
 Standardized Achievement Test Informal Reading Inventory
 Standardized Diagnostic Test Criterion Referenced Measure
 Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)
 Public School Students N & D Students
 Non-Public School Students State N & D Students

	NAME	FORM	DATE GIVEN
4a.	*PreTest <u>Shaw-Hiehle</u>	<u>A</u>	<u>9/74</u>
	PostTest <u>Shaw-Hiehle</u>	<u>B</u>	<u>5/75</u>

GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS																																	
	Record data ONLY for those students who took pretest AND posttest.																																		
GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>675</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">**Grade Equiv</td> <td style="width: 15%; text-align: center;">Stanine</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">**Grade Equiv</td> <td style="width: 15%; text-align: center;">Stanine</td> </tr> <tr> <td>Mean</td> <td style="text-align: center;"><u>6.49</u></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;"><u>7.21</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Median</td> <td style="text-align: center;"><u>6.45</u></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;"><u>7.26</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Range of Scores</td> <td colspan="2" style="text-align: center;"><u>3.1 to 11.1</u></td> <td></td> <td colspan="2" style="text-align: center;"><u>3.1 to 11.1</u></td> </tr> </table>		**Grade Equiv	Stanine		**Grade Equiv	Stanine	Mean	<u>6.49</u>	_____		<u>7.21</u>	_____	Median	<u>6.45</u>	_____		<u>7.26</u>	_____	Range of Scores	<u>3.1 to 11.1</u>			<u>3.1 to 11.1</u>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">GAIN</td> <td style="width: 45%;">PostTest Mean Grade Equiv**</td> <td style="width: 40%; text-align: center;"><u>7.21</u></td> </tr> <tr> <td>or</td> <td>(-) Pretest Mean Grade Equiv**</td> <td style="text-align: center;"><u>6.49</u></td> </tr> <tr> <td>LOSS</td> <td>Gain (+) or Loss (-)</td> <td style="text-align: center;"><u>(+) .72</u></td> </tr> </table>	GAIN	PostTest Mean Grade Equiv**	<u>7.21</u>	or	(-) Pretest Mean Grade Equiv**	<u>6.49</u>	LOSS	Gain (+) or Loss (-)	<u>(+) .72</u>
	**Grade Equiv	Stanine		**Grade Equiv	Stanine																														
Mean	<u>6.49</u>	_____		<u>7.21</u>	_____																														
Median	<u>6.45</u>	_____		<u>7.26</u>	_____																														
Range of Scores	<u>3.1 to 11.1</u>			<u>3.1 to 11.1</u>																															
GAIN	PostTest Mean Grade Equiv**	<u>7.21</u>																																	
or	(-) Pretest Mean Grade Equiv**	<u>6.49</u>																																	
LOSS	Gain (+) or Loss (-)	<u>(+) .72</u>																																	

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-NEHLE

PART C-1> EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	138	20%	74	11%	93	14%	92	14%	77	11%	201	30%	675
10													
11													
12													
TOTAL	138	20%	74	11%	93	14%	92	14%	77	11%	201	30%	675
													GRAND TOTAL
													675

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>50</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>53</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>94</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>Shaw-Hiehle, Forms A & B, Levels 7-9</u>		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

The results of the mathematics program at North High School are highly encouraging. Ninety-four percent of the Title I students gained at least one month for every month in the program compared with 50% of the Indirect students. Furthermore, 75% of the Title I students gained 2.0 or more months for every month in the program compared to 23% for the Indirect students.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>																										
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Tests <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____																										
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students <input type="checkbox"/> N & D Students <input type="checkbox"/> Non-Public School Students <input type="checkbox"/> State N & D Students																										
4a	NAME	FORM	DATE GIVEN																								
	*PreTest <u>Shaw-Hiehle</u>	<u>A</u>	<u>9/74</u>																								
	PostTest <u>Shaw-Hiehle</u>	<u>B</u>	<u>5/75</u>																								
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS Record data ONLY for those students who took pretest AND posttest.	POSTTEST RESULTS																								
		<table border="0" style="width:100%;"> <tr> <td style="text-align:center;">**Grade</td> <td style="text-align:center;">Stanine</td> <td style="text-align:center;">**Grade</td> <td style="text-align:center;">Stanine</td> </tr> <tr> <td style="text-align:center;">Equiv</td> <td></td> <td style="text-align:center;">Equiv</td> <td></td> </tr> <tr> <td>Mean</td> <td style="text-align:center;"><u>4.05</u></td> <td style="text-align:center;"><u>6.59</u></td> <td></td> </tr> <tr> <td>Median</td> <td style="text-align:center;"><u>4.06</u></td> <td style="text-align:center;"><u>6.68</u></td> <td></td> </tr> <tr> <td>Range of</td> <td style="text-align:center;"><u>3.1</u> to <u>5.8</u></td> <td style="text-align:center;"><u>3.9</u> to <u>9.4</u></td> <td></td> </tr> <tr> <td>Scores</td> <td></td> <td></td> <td></td> </tr> </table>	**Grade	Stanine	**Grade	Stanine	Equiv		Equiv		Mean	<u>4.05</u>	<u>6.59</u>		Median	<u>4.06</u>	<u>6.68</u>		Range of	<u>3.1</u> to <u>5.8</u>	<u>3.9</u> to <u>9.4</u>		Scores				
**Grade	Stanine	**Grade	Stanine																								
Equiv		Equiv																									
Mean	<u>4.05</u>	<u>6.59</u>																									
Median	<u>4.06</u>	<u>6.68</u>																									
Range of	<u>3.1</u> to <u>5.8</u>	<u>3.9</u> to <u>9.4</u>																									
Scores																											
	GRADE LEVEL <u>9</u>																										
	Number of Students for whom there is a pretest score and a posttest score <u>53</u>	GAIN PostTest Mean Grade Equiv** <u>6.59</u> or (-) Pretest Mean Grade Equiv** <u>4.05</u> LOSS Gain (+) or Loss (-) <u>(+) 2.54</u>																									

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HEHLE

95

PART C-1: EFFECT OF TITLE-I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse.

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	0	0%	0	0%	3	6%	4	8%	6	11%	40	75%	53
10													
11													
12													
TOTAL	0	0%	0	0%	3	6%	4	8%	6	11%	40	75%	GRAND TOTAL 53

INDIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>65</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>125</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>52 %</u>	_____ %	_____ %
Name, Form and Level of the Test	<u>Shaw-Hiehle, Forms A & B, Levels 7-9</u>		
	_____	_____	_____

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Fifty-two percent of the Indirect students gained at least one month for each month in the program as measured by pre and posttest scores on the Shaw-Hiehle.

Objective 1.1 - ACHIEVED

INDIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>																													
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____																													
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students _____ Non-Public School Students _____ State N & D Students																													
4a.	NAME	FORM	DATE GIVEN.																											
	*PreTest <u>Shaw-Hiehle</u>	A	<u>9/74 & 1/75</u>																											
	PostTest <u>Shaw-Hiehle</u>	B	<u>1/75 & 5/75</u>																											
	*PRETEST RESULTS	POSTTEST RESULTS																												
	GRADE LEVEL: Designate <u>one</u> grade level in the box below Record data ONLY for those students who took pretest AND posttest:																													
GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>125</u>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Mean</td> <td style="text-align: center;">**Grade Equiv <u>6.23</u></td> <td style="text-align: center;">Stanine _____</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">**Grade Equiv <u>6.92</u></td> <td style="text-align: center;">Stanine _____</td> </tr> <tr> <td style="text-align: center;">Median</td> <td style="text-align: center;"><u>6.30</u></td> <td style="text-align: center;">_____</td> <td style="text-align: center;">Median</td> <td style="text-align: center;"><u>6.90</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Range of Scores</td> <td colspan="2" style="text-align: center;"><u>3.6 to 8.9</u></td> <td style="text-align: center;">Range of Scores</td> <td colspan="2" style="text-align: center;"><u>3.3 to 9.9</u></td> </tr> </table>	Mean	**Grade Equiv <u>6.23</u>	Stanine _____	Mean	**Grade Equiv <u>6.92</u>	Stanine _____	Median	<u>6.30</u>	_____	Median	<u>6.90</u>	_____	Range of Scores	<u>3.6 to 8.9</u>		Range of Scores	<u>3.3 to 9.9</u>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">GAIN</td> <td style="text-align: center;">PostTest Mean Grade Equiv**</td> <td style="text-align: center;"><u>6.92</u></td> </tr> <tr> <td style="text-align: center;">or</td> <td style="text-align: center;">(-) Pretest Mean Grade Equiv**</td> <td style="text-align: center;"><u>6.23</u></td> </tr> <tr> <td style="text-align: center;">LOSS</td> <td style="text-align: center;">Gain (+) or Loss (-)</td> <td style="text-align: center;"><u>(+) .69</u></td> </tr> </table>		GAIN	PostTest Mean Grade Equiv**	<u>6.92</u>	or	(-) Pretest Mean Grade Equiv**	<u>6.23</u>	LOSS	Gain (+) or Loss (-)	<u>(+) .69</u>
Mean	**Grade Equiv <u>6.23</u>	Stanine _____	Mean	**Grade Equiv <u>6.92</u>	Stanine _____																									
Median	<u>6.30</u>	_____	Median	<u>6.90</u>	_____																									
Range of Scores	<u>3.6 to 8.9</u>		Range of Scores	<u>3.3 to 9.9</u>																										
GAIN	PostTest Mean Grade Equiv**	<u>6.92</u>																												
or	(-) Pretest Mean Grade Equiv**	<u>6.23</u>																												
LOSS	Gain (+) or Loss (-)	<u>(+) .69</u>																												

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIENLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	24	19%	16	13%	20	16%	25	20%	16	13%	24	19%	125
10													
11													
12													
TOTAL	24	19%	16	13%	20	16%	25	20%	16	13%	24	19%	GRAND TOTAL 125

V READING PROGRAMS

EFFECT OF TITLE I INTERVENTION

DIRECT TITLE I - READING

TOTAL
ITBS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>200</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>327</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>61</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>Iowa Test of Basic Skills: Reading Comprehension, Level 11, Forms 5 & 6</u>		

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results:
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Approximately 61% of the students in Title I Reading classes at the four district high schools gained at least one month in test score for each month in the program.

These results are very positive in that students who had performed below average for at least eight years were able to make average progress with the Title I assistance.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
TOTAL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS, LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	52	17%	38	12%	29	9%	38	12%	41	12%	114	37%	312
10	2	33%	1	17%	0	0%	0	0%	0	0%	3	50%	6
11	2	50%	0	0%	0	0%	0	0%	0	0%	2	50%	4
12	3	60%	0	0%	0	0%	0	0%	0	0%	2	40%	5
TOTAL	59	18%	39	12%	29	9%	38	12%	41	12%	121	37%	GRAND TOTAL 327

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School

DIRECT TITLE I - READING

TOTAL

BOND-BALOW-HOYT

103

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	<u>44</u>	<u>76</u>	<u>67</u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>131</u>	<u>133</u>	<u>134</u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>34 %</u>	<u>57 %</u>	<u>50 %</u>
Name, Form and Level of the Test	<u>Bond-Balow-Hoyt Diagnostic Reading Test</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Only 34% of the Title I students gained at least one month per month in the program on the Word Recognition subtest of the Bond-Balow-Hoyt. However, 57% reached the objective on the Recognition Techniques subtest and 50% reached the goal on the Phonic Knowledge subtest. Considering the low starting point of these students, these gains are commendable.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING

TOTAL
BOND-BALOW-HOYT

105

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND - BALOW - HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILE IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	26	20%	23	18%	35	27%	19	15%	11	9%	14	11%	128
10													
11	1	33%	2	67%	0	0%	0	0%	0	0%	0	0%	3
12													
TOTAL	27	20%	25	19%	35	27%	19	15%	11	8%	14	11%	GRAND TOTAL 131

Carl Hayden High School
North High School,
Phoenix Union High School
South Mountain High School



DIRECT TITLE I - READING

TOTAL

BOND-BALOW-HOYT - RECOGNITION TECHNIQUES

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	25	19%	18	14%	11	8%	18	13%	8	6%	50	38%	130
10													
11	2	7	0	1	33	0	0	0	0	0	0	0	3
12													
TOTAL	27	20%	18	14%	12	9%	18	13%	8	6%	50	38%	GRAND TOTAL 133

Carl Hayden High School
 North High School
 Phoenix Union High School
 South Mountain High School



DIRECT TITLE I - READING

TOTAL

BOND-BALOW-HOYT - PHONIC KNOWLEDGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL
	(Reported in Grade Equivalent Months or Fractions of Months)												STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	23	18%	26	20%	15	12%	20	15%	10	8%	37	28%	2131
10													
11	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3
12													
TOTAL	26	19%	26	19%	15	12%	20	15%	10	7%	37	28%	GRAND TOTAL 134

Carl Hayden High School
 North High School
 Phoenix Union High School
 South Mountain High School

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>465</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>831</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>56%</u>	<u> %</u>	<u> %</u>
Name, Form and Level of the Test	<u>ITBS, Forms 5 & 6,</u> <u>Level II</u>	<u> </u>	<u> </u>

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School



PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Approximately 56% of the Indirect students gained at least one month for every month in the program.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING
TOTAL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	170	21%	68	8%	128	15%	131	16%	103	12%	231	28%	831
10													
11													
12													
TOTAL	170	21%	68	8%	128	15%	131	16%	103	12%	231	28%	831

DIRECT. TITLE I - READING

CARL HAYDEN

ITBS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>26</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>45</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>+58 %</u>	<u> %</u>	<u> %</u>
Name, Form and Level of the Test	<u>Iowa Test of Basic Skills, Forms 5 & 6, Level II</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Fifty-eight percent of the participating target students gained at least one month per month in the program as measured by the Iowa Test of Basic Skills, Reading Comprehension, Level 11.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
ITBS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1B</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	(X) Standardized Achievement Test	() Informal Reading Inventory	
	(*) Standardized Diagnostic Test	() Criterion-Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest ITBS - READING COMPREHENSION level 11	6	9/74
	PostTest ITBS - READING COMPREHENSION level 11	5	5/75
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv	Stanine
	Number of Students for whom there is a pretest score and a posttest score <u>45</u>	Mean <u>4.05</u>	<u>4.93</u>
		Median <u>4.16</u>	<u>5.14</u>
		Range of Scores <u>1.7 to 6.0</u>	<u>2.0 to 6.4</u>
		GAIN PostTest Mean Grade Equiv**	<u>4.93</u>
		or (-) Pretest Mean Grade Equiv**	<u>4.05</u>
		LOSS Gain (+) or Loss (-)	<u>(+) .88</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING

CARL HAYDEN

ITBS - READING COMPREHENSION

114

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS - LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	-.5 or More to -1 Month		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	16%	6	13%	6	13%	9	20%	6	13%	11	24%	45
10													
11													
12													
TOTAL	7	16%	6	13%	6	13%	9	20%	6	13%	11	24%	GRAND TOTAL 45

DIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
BOND-BALOW-HOYT

115

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area READING
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first-through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	<u>13</u>	<u>17</u>	<u>21</u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>35</u>	<u>35</u>	<u>35</u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>37</u> %	<u>49</u> %	<u>60</u> %
Name, Form and Level of the Test	<u>BOND-BALOW-HOYT</u>		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

On the Bond-Balow-Hoyt, 37% of the participating target students gained at least one month per month in the program on Word Recognition, 49% gained one month per month in Recognition Techniques, and 60% gained one month per month in Phonic Knowledge. Although the students did not reach the goal on the Word Recognition and Recognition Techniques subtests, considering the low starting level of these students, these gains are of practical significance.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
BOND-BALOW-HOYT

117

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1A</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students _____ Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>BOND-BALOW-HOYT Silent Diagnostic Reading Test</u>		<u>9/74</u>
	PostTest <u>BOND-BALOW-HOYT Silent Diagnostic Reading Test</u>		<u>5/75</u>
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
WORD RECOGNITION	**Grade Equiv	Stanine	**Grade Equiv Stanine
	Mean <u>4.41</u>	_____	<u>4.73</u> _____
	Median <u>4.30</u>	_____	<u>4.78</u> _____
GRADE LEVEL <u>9</u>	Range of Scores <u>2.5 to 7.0</u>		<u>2.5 to 7.0</u>
Number of Students for whom there is a pretest score and a posttest score <u>35</u>	GAIN	PostTest Mean Grade Equiv**	<u>4.73</u>
	or	(-) Pretest Mean Grade Equiv**	<u>4.41</u>
	LOSS	Gain (+) or Loss (-)	<u>(+) .32</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME		FORM	DATE GIVEN
	*Pretest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		9/74
	Posttest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		5/75
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
RECOGNITION TECHNIQUES	**Grade Equiv	Stanine	**Grade Equiv	Stanine
	Mean	<u>4.25</u>		<u>4.84</u>
	Median	<u>4.16</u>		<u>4.83</u>
GRADE LEVEL <u>9</u>	Range of Scores <u>2.5 to 6.7</u>		<u>2.3 to 6.8</u>	
Number of Students for whom there is a pretest score and a posttest score <u>35</u>	GAIN	Posttest Mean Grade Equiv**		<u>4.84</u>
	or	(-) Pretest Mean Grade Equiv**		<u>4.25</u>
	LOSS	Gain (+) or Loss (-)		<u>(+) .59</u>

4c.	NAME		FORM	DATE GIVEN
	*Pretest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		9/74
	Posttest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		5/75
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
PHONIC KNOWLEDGE	**Grade Equiv	Stanine	**Grade Equiv	Stanine
	Mean	<u>4.16</u>		<u>4.98</u>
	Median	<u>4.00</u>		<u>5.30</u>
GRADE LEVEL <u>9</u>	Range of Scores <u>1.5 to 6.5</u>		<u>2.3 to 7.0</u>	
Number of Students for whom there is a pretest score and a posttest score <u>35</u>	GAIN	Posttest Mean Grade Equiv**		<u>4.98</u>
	or	(-) Pretest Mean Grade Equiv**		<u>4.16</u>
	LOSS	Gain (+) or Loss (-)		<u>(+) .82</u>

DIRECT TITLE I - READING

CARL HAYDEN

BOND-BALOW-HOYT

119

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT - WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	20%	8	23%	7	20%	4	11%	4	11%	5	15%	35
10													
11													
12													
TOTAL	7	20%	8	23%	7	20%	4	11%	4	11%	5	15%	GRAND TOTAL 35

DIRECT TITLE I - READING

CARL HAYDEN

BOND-BALOW-HOYT

120

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT - RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores.
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	11	31%	5	14%	2	6%	0	0%	3	9%	14	40%	35
10													
11													
12													
TOTAL	11	31%	5	14%	2	6%	0	0%	3	9%	14	40%	GRAND TOTAL 35

DIRECT TITLE I - READING

CARL HAYDEN

BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT - PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	20%	4	11%	3	9%	1	3%	1	3%	19	54%	35
10													
11													
12													
TOTAL	7	20%	4	11%	3	9%	1	3%	1	3%	19	54%	GRAND TOTAL 35

INDIRECT TITLE I - READING

CARL HAYDEN

122

ITBS - LEVEL II

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>96</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>144</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>67 %</u>	_____ %	_____ %
Name, Form and Level of the Test	<u>Iowa Test of Basic Skills, Comprehension,</u>	<u>Forms 5 & 6,</u>	<u>Reading Level II</u>

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Sixty-seven percent of the Indirect students reached the goal of a one month gain for every month in the program. Although a higher percentage of Indirect students than Title I students reached the goal, one should realize that the Indirect students performed at a higher level at the beginning of the program and thus would have been expected to make greater gains.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL

IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B - 2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.B.</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	(X) Standardized Achievement Test	() Informal Reading Inventory	
	() Standardized Diagnostic Test	() Criterion Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4.	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	Form 6	9/74
PostTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	Form 5	5/75
GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.		
GRADE LEVEL <u>9</u>	**Grade Stanine	**Grade Stanine	
	Equiv	Equiv	
	Mean <u>6.54</u>	<u>7.53</u>	
	Median <u>6.72</u>	<u>7.54</u>	
	Range of Scores <u>3.5 to 9.5</u>	<u>3.5 to 10.0</u>	
Number of Students for whom there is a pretest score and a posttest score <u>144</u>	GAIN	PostTest Mean Grade Equiv**	<u>7.53</u>
	or	(-) Pretest Mean Grade Equiv**	<u>6.54</u>
	LOSS	Gain (+) or Loss (-)	<u>(+) .99</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



INDIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	15	10%	12	8%	21	15%	31	22%	17	12%	48	33%	144
10													
11													
12													
TOTAL	15	10%	12	8%	21	15%	31	22%	17	12%	48	33%	144

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>69</u>	<u> </u>	<u> </u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>105</u>	<u> </u>	<u> </u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>66</u> %	<u> </u> %	<u> </u> %
Name, Form and Level of the Test	<u>ITBS - READING</u>	<u>Form 5 & 6, Level 11</u>	<u> </u>

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Sixty-six percent of the Title I students at North High School met the objective. It should be remembered that the program at North High was only four months long. Furthermore, only 50% of the Indirect students gained at least one month for every month in the program.

Objective 1.1B: ACHIEVED

**DIRECT TITLE I - READING
NORTH HIGH SCHOOL**

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>LIB</u>																					
2.	CHECK ONE: (Use a separate page for each different type of measure.)																					
	<input checked="" type="checkbox"/> Standardized Achievement Test	<input type="checkbox"/> Informal Reading Inventory																				
	<input type="checkbox"/> Standardized Diagnostic Test	<input type="checkbox"/> Criterion Referenced Measure																				
	<input type="checkbox"/> Other (Specify) _____																					
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)																					
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students																				
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students																				
4a.	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:60%;">NAME</th> <th style="width:15%;">FORM</th> <th style="width:25%;">DATE GIVEN</th> </tr> </thead> <tbody> <tr> <td>*PreTest / Iowa Test of Basic Skills, Reading Comprehension</td> <td align="center"><u>6</u></td> <td align="center"><u>9/74 & 1/75</u></td> </tr> <tr> <td>PostTest / Iowa Test of Basic Skills, Reading Comprehension</td> <td align="center"><u>5</u></td> <td align="center"><u>1/75 & 5/75</u></td> </tr> </tbody> </table>			NAME	FORM	DATE GIVEN	*PreTest / Iowa Test of Basic Skills, Reading Comprehension	<u>6</u>	<u>9/74 & 1/75</u>	PostTest / Iowa Test of Basic Skills, Reading Comprehension	<u>5</u>	<u>1/75 & 5/75</u>										
NAME	FORM	DATE GIVEN																				
*PreTest / Iowa Test of Basic Skills, Reading Comprehension	<u>6</u>	<u>9/74 & 1/75</u>																				
PostTest / Iowa Test of Basic Skills, Reading Comprehension	<u>5</u>	<u>1/75 & 5/75</u>																				
	<p>GRADE LEVEL: Designate <u>one</u> grade level in the box below</p>	*PRETEST RESULTS	POSTTEST RESULTS																			
		Record data ONLY for those students who took pretest AND posttest.																				
	<p>GRADE LEVEL <u>9</u></p> <p>Number of Students for whom there is a pretest score and a posttest score <u>90</u></p>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>**Grade Equiv</th> <th>Stanine</th> <th>**Grade Equiv</th> <th>Stanine</th> </tr> </thead> <tbody> <tr> <td>Mean</td> <td align="center"><u>4.36</u></td> <td align="center">_____</td> <td align="center"><u>5.14</u></td> <td align="center">_____</td> </tr> <tr> <td>Median</td> <td align="center"><u>4.45</u></td> <td align="center">_____</td> <td align="center"><u>5.30</u></td> <td align="center">_____</td> </tr> <tr> <td>Range of Scores</td> <td align="center" colspan="2"><u>1.6 to 6.8</u></td> <td align="center" colspan="2"><u>2.2 to 7.5</u></td> </tr> </tbody> </table>		**Grade Equiv	Stanine	**Grade Equiv	Stanine	Mean	<u>4.36</u>	_____	<u>5.14</u>	_____	Median	<u>4.45</u>	_____	<u>5.30</u>	_____	Range of Scores	<u>1.6 to 6.8</u>		<u>2.2 to 7.5</u>	
	**Grade Equiv	Stanine	**Grade Equiv	Stanine																		
Mean	<u>4.36</u>	_____	<u>5.14</u>	_____																		
Median	<u>4.45</u>	_____	<u>5.30</u>	_____																		
Range of Scores	<u>1.6 to 6.8</u>		<u>2.2 to 7.5</u>																			
		.GAIN	PostTest Mean Grade Equiv** <u>5.14</u>																			
		or	(-) Pretest Mean Grade Equiv** <u>4.36</u>																			
		LOSS	Gain (+) or Loss (-) <u>(+) .78</u>																			

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME	FORM	DATE GIVEN
*Pretest	<u>Iowa Test of Basic Skills, Reading Comprehension</u>	<u>6 Level 11</u>	<u>9/74 & 1/75</u>
Posttest	<u>Iowa Test of Basic Skills, Reading Comprehension</u>	<u>5 Level 11</u>	<u>1/75 & 5/75</u>
GRADE LEVEL: Designate <u>one</u> grade level in the box below			
*PRETEST RESULTS		POSTTEST RESULTS	
Record data ONLY for those students who took pretest AND posttest.			
GRADE LEVEL <u>10</u>	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u>4.35</u>	<u> </u>	<u>4.38</u>
Number of Students for whom there is a pretest score and a posttest score <u>6</u>	Median <u>4.60</u>	<u> </u>	<u>4.60</u>
	Range of Scores <u>1.9 to 6.0</u>	<u> </u>	<u>9.5 to 5.3</u>
GAIN		Posttest Mean Grade Equiv**	<u>4.38</u>
or		(-) Pretest Mean Grade Equiv**	<u>4.35</u>
LOSS		Gain (+) or Loss (-)	<u>(+)</u> <u>.03</u>

4c.	NAME	FORM	DATE GIVEN
*Pretest	<u>Iowa Test of Basic Skills Comprehension</u>	<u>6</u>	<u>9/74 & 1/75</u>
Posttest	<u>Iowa Test of Basic Skills Comprehension</u>	<u>5</u>	<u>1/75 & 5/75</u>
GRADE LEVEL: Designate <u>one</u> grade level in the box below			
*PRETEST RESULTS		POSTTEST RESULTS	
Record data ONLY for those students who took pretest AND posttest.			
GRADE LEVEL <u>11</u>	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u>3.2</u>	<u> </u>	<u>3.3</u>
Number of Students for whom there is a pretest score and a posttest score <u>4</u>	Median <u>3.2</u>	<u> </u>	<u>3.4</u>
	Range of Scores <u>2.5 to 3.9</u>	<u> </u>	<u>2.5 to 3.4</u>
GAIN		Posttest Mean Grade Equiv**	<u>3.3</u>
or		(-) Pretest Mean Grade Equiv**	<u>3.2</u>
LOSS		Gain (+) or Loss (-)	<u>(+)</u> <u>.1</u>

DIRECT TITLE I - READING

NORTH HIGH SCHOOL

ICWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

130

1.	These results correspond with Project-Objective Number <u>1.1B</u>				
2.	CHECK ONE: (Use a separate page for each different type of measure.)				
	(<input checked="" type="checkbox"/>) Standardized Achievement Test		() Informal Reading Inventory		
	() Standardized Diagnostic Test		() Criterion Referenced Measure		
	() Other (Specify) _____				
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)				
	<input checked="" type="checkbox"/> Public School Students		<input type="checkbox"/> N & D Students		
	<input type="checkbox"/> Non-Public School Students		<input type="checkbox"/> State N & D Students		
4a.	NAME	FORM	DATE GIVEN		
	*PreTest Iowa Test of Basic Skills, Reading Comprehension	6	<u>9/74 & 1/75</u>		
	PostTest Iowa Test of Basic Skills, Reading Comprehension	5	<u>1/75 & 5/75</u>		
	*GRADE LEVEL:	*PRETEST RESULTS	POSTTEST RESULTS		
	Designate one grade level in the box below	Record data ONLY for those students who took pretest AND posttest.			
	GRADE LEVEL <u>12</u>	Mean	Median	Range of Scores	
	Number of Students for whom there is a pretest score and a posttest score <u>5</u>	**Grade Equiv <u>5.00</u>	Stanine _____	**Grade Equiv <u>4.63</u>	Stanine _____
		Mean	Median	Range of Scores	
		<u>4.65</u>	_____	<u>3.9 to 7.1</u>	<u>4.80</u> _____
		<u>3.9 to 7.1</u>	_____	<u>2.3 to 6.3</u>	_____
		GAIN	PostTest Mean Grade Equiv** <u>4.63</u>		
		or	(-) Pretest Mean Grade Equiv** <u>5.00</u>		
		LOSS	Gain (+) or Loss (-) <u>-.38</u>		

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING

NORTH HIGH SCHOOL

IOWA TEST OF BASIC SKILLS READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and post-test scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	14	16%	12	13%	2	2%	11	11%	12	13%	39	43%	90
10	2	33%	1	17%	0	0%	0	0%	0	0%	3	50%	6
11	2	30%	0	0%	0	0%	0	0%	0	0%	2	50%	4
12	3	60%	0	0%	0	0%	0	0%	0	0%	2	40%	5
TOTAL	21	20%	13	12%	2	2%	11	11%	12	11%	46	44%	GRAND TOTAL 105

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1-1A Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests; Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	<u>15</u>	<u>20</u>	<u>16</u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>34</u>	<u>34</u>	<u>34</u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>44</u> %	<u>59</u> %	<u>47</u> %
Name, Form and Level of the Test	<u>BBH</u>	<u>BBH</u>	<u>BBH</u>

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

On the Bond-Balow-Hoyt, 44% of the Title I students met the objective on the Word Recognition subtest, 59% on the Phonic Knowledge subtest. Program objectives were not met on two of the subtests. One should remember that the students were in the reading program at North High School only four months compared with eight months at the other schools. Also, these students were students who scored at or below the fourth grade level on the pretest. In other words, Bond-Balow-Hoyt students had gained less than one-half year in reading for each year they had spent in school. These gains are commendable and reflect accelerations in learning reading when the entering level of students is considered.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number <u>1.1A</u>																																				
2. CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____																																				
3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students <input type="checkbox"/> Non-Public School Students _____ State N & D Students																																				
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<p>WORD RECOGNITION</p> <p>GRADE LEVEL <u>9</u></p> <p>Number of Students for whom there is a pretest score and a posttest score <u>31</u></p>	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;"></td> <td style="width:15%;">**Grade Equiv</td> <td style="width:15%;">Stanine</td> <td style="width:15%;">**Grade Equiv</td> <td style="width:15%;">Stanine</td> </tr> <tr> <td>Mean</td> <td><u>4.17</u></td> <td>_____</td> <td><u>4.48</u></td> <td>_____</td> </tr> <tr> <td>Median</td> <td><u>3.90</u></td> <td>_____</td> <td><u>4.40</u></td> <td>_____</td> </tr> <tr> <td>Range of Scores</td> <td colspan="2"><u>1.5 to 6.5</u></td> <td colspan="2"><u>1.9 to 7.0</u></td> </tr> <tr> <td>GAIN</td> <td colspan="2">PostTest Mean Grade Equiv**</td> <td colspan="2"><u>4.48</u></td> </tr> <tr> <td>or</td> <td colspan="2">(-) Pretest Mean Grade Equiv**</td> <td colspan="2"><u>4.17</u></td> </tr> <tr> <td>LOSS</td> <td colspan="2">Gain (+) or Loss (-)</td> <td colspan="2"><u>(+) .31</u></td> </tr> </table>		**Grade Equiv	Stanine	**Grade Equiv	Stanine	Mean	<u>4.17</u>	_____	<u>4.48</u>	_____	Median	<u>3.90</u>	_____	<u>4.40</u>	_____	Range of Scores	<u>1.5 to 6.5</u>		<u>1.9 to 7.0</u>		GAIN	PostTest Mean Grade Equiv**		<u>4.48</u>		or	(-) Pretest Mean Grade Equiv**		<u>4.17</u>		LOSS	Gain (+) or Loss (-)		<u>(+) .31</u>	
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* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		9/74 & 1/75
Posttest	BOND-BALOW-HOYT		1/75 & 5/75
GRADE LEVEL: Designate <u>one</u> grade level in the box below.		*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
RECOGNITION TECHNIQUES	**Grade Equiv	Stanine	**Grade Equiv
	Mean	4.65	5.34
	Median	4.50	5.68
GRADE LEVEL <u>9</u>	Range of Scores	2.1 to 6.6	2.9 to 7.3
Number of Students for whom there is a pretest score and a posttest score <u>31</u>	GAIN	Posttest Mean Grade Equiv**	5.34
	or	(-) Pretest Mean Grade Equiv**	4.65
	LOSS	Gain (+) or Loss (-)	(+) .69

4c.	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		9/74 & 1/75
Posttest	BOND-BALOW-HOYT		9/74 & 1/75
GRADE LEVEL: Designate <u>one</u> grade level in the box below.		*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
PHONIC KNOWLEDGE	**Grade Equiv	Stanine	**Grade Equiv
	Mean	4.39	4.77
	Median	4.50	4.53
GRADE LEVEL <u>9</u>	Range of Scores	2.0 to 7.5	1.0 to 7.3
Number of Students for whom there is a pretest score and a posttest score <u>31</u>	GAIN	Posttest Mean Grade Equiv**	4.77
	or	(-) Pretest Mean Grade Equiv**	4.39
	LOSS	Gain (+) or Loss (-)	(+) .38

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1A</u>																						
2.	CHECK ONE: (Use a separate page for each different type of measure.)																						
	(X) Standardized Achievement Test	() Informal Reading Inventory																					
	() Standardized Diagnostic Test	() Criterion Referenced Measure																					
	() Other (Specify) _____																						
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)																						
	<u>X</u> Public School Students	_____ N & D Students																					
	_____ Non-Public School Students	_____ State N & D Students																					
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	NAME	FORM	DATE GIVEN																				
*PreTest	Bond-Balow-Hoyt		9/74 & 1/75																				
PostTest	Bond-Balow-Hoyt		1/75 & 5/75																				
	GRADE LEVEL: Designate <u>one</u> grade level in the box below _____	*PRETEST RESULTS	POSTTEST RESULTS																				
		Record data ONLY for those students who took pretest AND posttest.																					
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;"></th> <th style="width:20%;">**Grade Equiv</th> <th style="width:20%;">Stanine</th> <th style="width:20%;">**Grade Equiv</th> <th style="width:20%;">Stanine</th> </tr> </thead> <tbody> <tr> <td>WORD RECOGNITION</td> <td>Mean <u>4.63</u></td> <td>_____</td> <td><u>4.60</u></td> <td>_____</td> </tr> <tr> <td></td> <td>Median <u>4.70</u></td> <td>_____</td> <td><u>4.62</u></td> <td>_____</td> </tr> <tr> <td>GRADE LEVEL <u>11</u></td> <td>Range of Scores <u>3.8 to 5.2</u></td> <td>_____</td> <td><u>3.8 to 5.3</u></td> <td>_____</td> </tr> </tbody> </table>		**Grade Equiv	Stanine	**Grade Equiv	Stanine	WORD RECOGNITION	Mean <u>4.63</u>	_____	<u>4.60</u>	_____		Median <u>4.70</u>	_____	<u>4.62</u>	_____	GRADE LEVEL <u>11</u>	Range of Scores <u>3.8 to 5.2</u>	_____	<u>3.8 to 5.3</u>	_____		
	**Grade Equiv	Stanine	**Grade Equiv	Stanine																			
WORD RECOGNITION	Mean <u>4.63</u>	_____	<u>4.60</u>	_____																			
	Median <u>4.70</u>	_____	<u>4.62</u>	_____																			
GRADE LEVEL <u>11</u>	Range of Scores <u>3.8 to 5.2</u>	_____	<u>3.8 to 5.3</u>	_____																			
	Number of Students for whom there is a pretest score and a posttest score <u>3</u>	GAIN PostTest Mean Grade Equiv** <u>4.60</u> or (-) Pretest Mean Grade Equiv** <u>4.63</u> LOSS Gain (+) or Loss (-) <u>(-) .03</u>																					

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



4b.	NAME		FORM	DATE GIVEN
	*Pretest	<u>Bond-Balow-Hoyt</u>		<u>9/74 to 1/75</u>
	Posttest	<u>Bond-Balow-Hoyt</u>		<u>1/75 & 5/75</u>
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
RECOGNITION TECHNIQUES	**Grade	Stanine	**Grade	Stanine
	Equiv		Equiv	
Mean	<u>5.13</u>	<u> </u>	<u>4.67</u>	<u> </u>
Median	<u>5.30</u>	<u> </u>	<u>4.68</u>	<u> </u>
GRADE LEVEL <u>11</u>	Range of Scores	<u>3.6 to 5.3</u>	<u>3.8 to 5.5</u>	
Number of Students for whom there is a pretest score and a posttest score <u>3</u>	GAIN	Posttest Mean Grade Equiv**	<u>4.67</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>5.13</u>	
	LOSS	Gain (+) or Loss (-)	<u>(-) .46</u>	

4c.	NAME		FORM	DATE GIVEN
	*Pretest	<u>Bond-Balow-Hoyt</u>		<u>9/74 to 1/75</u>
	Posttest	<u>Bond-Balow-Hoyt</u>		<u>1/75 to 5/75</u>
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
PHONIC KNOWLEDGE	**Grade	Stanine	**Grade	Stanine
	Equiv		Equiv	
Mean	<u>4.73</u>	<u> </u>	<u>4.47</u>	<u> </u>
Median	<u>4.68</u>	<u> </u>	<u>4.38</u>	<u> </u>
GRADE LEVEL <u>11</u>	Range of Scores	<u>3.7 to 6.0</u>	<u>3.5 to 5.8</u>	
Number of Students for whom there is a pretest score and a posttest score. <u>3</u>	GAIN	Posttest Mean Grade Equiv**	<u>4.47</u>	
	or	(-) Pretest Mean Grade Equiv**	<u>4.73</u>	
	LOSS	Gain (+) or Loss (-)	<u>(-) .26</u>	

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .1 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	23%	3	10%	6	19%	6	19%	2	6%	7	23%	31
10													
11	1	33%	2	67%	0	0%							3
12													
TOTAL	8	24%	5	15%	6	17%	6	17%	2	6%	7	21%	GRAND TOTAL 34

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

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PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here **MUST** be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	13%	3	10%	4	13%	4	13%	3	10%	13	42%	31
10													
11	2	67%	0	0%	1	35%							3
12													
TOTAL	6	17%	3	9%	5	15%	4	12%	3	9%	13	38%	GRAND TOTAL 34

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month.		.5 to .9 Month.		1.0 to 1.4 Month.		1.5 to 1.9 Month.		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	8	26%	5	16%	2	6%	4	13%	1	3%	11	35%	31
10													
11	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3
12													
TOTAL	11	32%	5	14%	2	6%	4	12%	1	3%	11	32%	34

INDIRECT TITLE I - READING
NORTH HIGH SCHOOL
IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>76</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>152</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>50</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>ITBS, Reading Comprehension Form 5 & 6</u> <u>Level II</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Fifty percent of the Indirect Title I students at North High School gained at least one month for every month in the program. Additional help should be provided for these students.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING

NORTH HIGH SCHOOL

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1B</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students <input type="checkbox"/> Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest Iowa Test of Basic Skills, Reading Comprehension	6	9/74 & 1/75
	PostTest Iowa Test of Basic Skills, Reading	5	1/75 & 5/75
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv	**Grade Equiv
	Number of Students for whom there is a pretest score and a posttest score <u>152</u>	Mean <u>6.29</u>	Mean <u>6.52</u>
		Median <u>6.22</u>	Median <u>6.54</u>
		Range of Scores <u>4.6 to 9.6</u>	Range of Scores <u>4.2 to 9.5</u>
		GAIN PostTest Mean Grade Equiv**	<u>6.52</u>
		or (-) Pretest Mean Grade Equiv**	<u>6.29</u>
		LOSS Gain (+) or Loss (-)	<u>(+) .23</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - READING
NORTH HIGH SCHOOL
ITBS READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS -- LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	53	35%	9	6%	14	9%	16	10%	18	12%	42	28%	152
10													
11													
12													
TOTAL	53	35%	9	6%	14	9%	16	10%	18	12%	42	28%	GRAND TOTAL 152

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
ITBS READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension, for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion-referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>25</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>67</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>37</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>ITBS - Reading Comprehension, Form 5 & 6</u> <u>Level II</u>	_____	_____

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Only 37% of the participating Title I students gained at least one month per month in the program as measured by the Iowa Test of Basic Skills, Reading Comprehension, Level 11. Additional help may be necessary for the students at Phoenix Union High School.

Objective 1.1B: NOT ACHIEVED

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DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
ITBS READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1 B</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	(X) Standardized Achievement Test	() Informal Reading Inventory	
	() Standardized Diagnostic Test	() Criterion Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<u>X</u> Public School Students	_____ N & D Students	
	_____ Non-Public School Students	_____ State N & D Students	
4a.	NAME FORM DATE GIVEN		
	*PreTest ITBS - Reading Comprehension	6	9/74
	PostTest ITBS - Reading Comprehension	5	5/75
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
		**Grade Stanine	**Grade Stanine
		Equiv	Equiv
	Mean	<u>4.08</u>	<u>4.47</u>
	Median	<u>4.06</u>	<u>4.34</u>
	Range of Scores	<u>1.9</u> to <u>7.1</u>	<u>.6</u> to <u>7.9</u>
	GRADE LEVEL <u>9</u>		
	Number of Students for whom there is a pretest score and a posttest score	GAIN PostTest Mean Grade Equiv**	<u>4.47</u>
	<u>67</u>	or (-) Pretest Mean Grade Equiv**	<u>4.08</u>
		LOSS Gain (+) or Loss (-)	<u>(+) .39</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
ITBS READING COMPREHENSION

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PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	21	31%	9	14%	12	18%	13	19%	4	6%	8	12%	67
10													
11													
12													
TOTAL	21	31%	9	14%	12	18%	13	19%	4	6%	8	12%	GRAND TOTAL 67

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

149

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
	WORD RECOGNITION	RECOGNITION TECHNIQUES	PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	<u>7</u>	<u>22</u>	<u>11</u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>31</u>	<u>31</u>	<u>31</u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>23 %</u>	<u>71 %</u>	<u>35 %</u>
Name, Form and Level of the Test	<u>BOND-BALOW-HOYT</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

On the Bond-Balow-Hoyt, 23% of the students met the objectives on the Word Recognition subtest, 71% on Recognition Techniques, and 35% on Phonic Knowledge. Additional types of remedial instruction are indicated.

Objective 1.1A: PARTIALLY ACHIEVED

**DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT**

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1A</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students _____ N & D Students _____ Non-Public School Students _____ State N & D Students		
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>BOND-BALOW-HOYT</u>	_____	<u>Continuous</u>
	PostTest <u>BOND-BALOW-HOYT</u>	_____	<u>Continuous</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
WORD RECOGNITION	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u>4.12</u>	_____	<u>4.54</u>
	Median <u>3.78</u>	_____	<u>4.40</u>
GRADE LEVEL <u>9</u>	Range of Scores <u>2.0 to 6.8</u>		<u>3.0 to 6.6</u>
Number of Students for whom there is a pretest score and a posttest score <u>31</u>	GAIN	PostTest Mean Grade Equiv**	<u>4.54</u>
	or	(-) Pretest Mean Grade Equiv**	<u>4.12</u>
	LOSS	Gain (+) or Loss (-)	<u>(+) 1.42</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	NAME		FORM	DATE GIVEN
	*Pretest	BOND-BALOW-HOYT		Continuous
	Posttest	BOND-BALOW-HOYT		Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
RECOGNITION TECHNIZUES		**Grade Equiv	Stanine	**Grade Equiv
		Mean	4.04	5.41
		Median	3.89	5.65
GRADE LEVEL	9	Range of Scores	1.8 to 6.3	1.9 to 7.6
Number of Students for whom there is a pretest score and a posttest score	31	GAIN	Posttest Mean Grade Equiv**	5.41
		or	(-) Pretest Mean Grade Equiv**	4.04
		LOSS	Gain (+) or Loss (-)	(+) 1.37

4c.	NAME		FORM	DATE GIVEN
	*Pretest	BOND-BALOW-HOYT		Continuous
	Posttest	BOND-BALOW-HOYT		Continuous
GRADE LEVEL: Designate <u>one</u> grade level in the box below		*PRETEST RESULTS	POSTTEST RESULTS	
		Record data ONLY for those students who took pretest AND posttest.		
RECOGNITION TECHNIZUES		**Grade Equiv	Stanine	**Grade Equiv
		Mean	3.90	4.37
		Median	3.58	4.15
GRADE LEVEL	9	Range of Scores	1.5 to 6.7	5.8 to 4.0
Number of Students for whom there is a pretest score and a posttest score	31	GAIN	Posttest Mean Grade Equiv**	4.37
		or	(-) Pretest Mean Grade Equiv**	3.90
		LOSS	Gain (+) or Loss (-)	(+) .47

DIRECT TITLE-I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	8	26%	5	16%	11	35%	3	10%	3	10%	1	3%	31
10													
11													
12													
TOTAL	8	26%	5	16%	11	35%	3	10%	3	10%	1	3%	GRAND TOTAL 31



DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL

BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 MONTH		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	13%	4	13%	1	3%	6	19%	1	3%	15	49%	31
10													
11													
12													
TOTAL	4	13%	4	13%	1	3%	6	19%	1	3%	15	49%	GRAND TOTAL 31

DIRECT TITLE I - READING
PHOENIX-UNION HIGH SCHOOL
BOND-BALOW-HOYT

158

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 MONTH		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPLETE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	5	16%	9	29%	6	20%	8	26%	2	6%	1	3%	31
10													
11													
12													
TOTAL	5	16%	9	29%	6	20%	8	26%	2	6%	1	3%	GRAND TOTAL 31

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation, use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	43		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	115		
EQUALS:			
Percentage of students reaching the desired performance level.	37 %	%	%
Name, Form and Level of the Test	<u>ITBS - READING COMPREHENSION, Forms 5 & 6</u> <u>Level II</u>		

PART B-1 Continued on reverse



PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Only 37% of the Indirect Title I students at Phoenix Union High School gained at least one month per month in the program.

Objective 1.1B: NOT ACHIEVED

INDIRECT TITLE I - READING

PHOENIX UNION HIGH SCHOOL

IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

158

1.	These results correspond with Project Objective Number <u>1.1.B</u>																															
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)																															
	<input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Criterion Referenced Measure																														
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)																															
	<input checked="" type="checkbox"/> Public School Students <input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> N & D Students <input type="checkbox"/> State N & D Students																														
4a.	NAME	FORM	DATE GIVEN																													
	*PreTest IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	<u>6</u>	<u>Continuous</u>																													
	PostTest IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	<u>5</u>	<u>Continuous</u>																													
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS																													
		Record data ONLY for those students who took pretest AND posttest.																														
	GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>115</u>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>**Grade Equiv</th> <th>Stanine</th> <th>**Grade Equiv</th> <th>Stanine</th> </tr> </thead> <tbody> <tr> <td>Mean</td> <td><u>5.17</u></td> <td>_____</td> <td><u>5.78</u></td> <td>_____</td> </tr> <tr> <td>Median</td> <td><u>5.29</u></td> <td>_____</td> <td><u>5.82</u></td> <td>_____</td> </tr> <tr> <td>Range of Scores</td> <td colspan="2"><u>1.9 to 9.3</u></td> <td colspan="2"><u>1.3 to 8.4</u></td> </tr> </tbody> </table>		**Grade Equiv	Stanine	**Grade Equiv	Stanine	Mean	<u>5.17</u>	_____	<u>5.78</u>	_____	Median	<u>5.29</u>	_____	<u>5.82</u>	_____	Range of Scores	<u>1.9 to 9.3</u>		<u>1.3 to 8.4</u>		<table border="1" style="width:100%; border-collapse: collapse;"> <tbody> <tr> <td style="width:30%;">GAIN</td> <td>PostTest Mean Grade Equiv**</td> <td><u>5.78</u></td> </tr> <tr> <td>or</td> <td>(-) Pretest Mean Grade Equiv**</td> <td><u>5.17</u></td> </tr> <tr> <td>LOSS</td> <td>Gain (+) or Loss (-) - (+)</td> <td><u>.61</u></td> </tr> </tbody> </table>	GAIN	PostTest Mean Grade Equiv**	<u>5.78</u>	or	(-) Pretest Mean Grade Equiv**	<u>5.17</u>	LOSS	Gain (+) or Loss (-) - (+)	<u>.61</u>
	**Grade Equiv	Stanine	**Grade Equiv	Stanine																												
Mean	<u>5.17</u>	_____	<u>5.78</u>	_____																												
Median	<u>5.29</u>	_____	<u>5.82</u>	_____																												
Range of Scores	<u>1.9 to 9.3</u>		<u>1.3 to 8.4</u>																													
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or	(-) Pretest Mean Grade Equiv**	<u>5.17</u>																														
LOSS	Gain (+) or Loss (-) - (+)	<u>.61</u>																														

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL

159

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	35	30%	10	9%	27	23%	12	11%	11	10%	20	17%	115
10													
11													
12													
TOTAL	35	30%	10	9%	27	23%	12	11%	11	10%	20	17%	GRAND TOTAL 115

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6-9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	80		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	110		
EQUALS:			
Percentage of students reaching the desired performance level.	73 %	%	%
Name, Form and Level of the Test	ITBS, READING COMPREHENSION, FORMS 5 and 6 Level 1E		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

Seventy-three percent of the Direct Title I students at South Mountain High gained at least one month per month in the program as measured by the ITBS Level 11. Furthermore, 51% of these students gained two or more months for every month in the program compared to only 29% of the Indirect students.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1B</u>																																																						
2.	CHECK ONE: (Use a separate page for each different type of measure.) <input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Criterion Referenced Measure <input type="checkbox"/> Other (Specify) _____																																																						
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) <input checked="" type="checkbox"/> Public School Students <input type="checkbox"/> N & D Students <input type="checkbox"/> Non-Public School Students <input type="checkbox"/> State N & D Students																																																						
4a.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 40%; text-align: center;">NAME</td> <td style="width: 15%; text-align: center;">FORM</td> <td style="width: 30%; text-align: center;">DATE GIVEN</td> </tr> <tr> <td>*PreTest</td> <td>IOWA TEST OF BASIC SKILLS, READING COMPREHENSION</td> <td style="text-align: center;">6</td> <td style="text-align: center;">Continuous</td> </tr> <tr> <td>PostTest</td> <td>IOWA TEST OF BASIC SKILLS, READING COMPREHENSION</td> <td style="text-align: center;">5</td> <td style="text-align: center;">Continuous</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top;">GRADE LEVEL: Designate one grade level in the box below</td> <td style="width: 35%; text-align: center;">*PRETEST RESULTS</td> <td style="width: 35%; text-align: center;">POSTTEST RESULTS</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Record data ONLY for those students who took pretest AND posttest.</td> </tr> <tr> <td style="vertical-align: top;">GRADE LEVEL <u>9</u></td> <td style="text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">**Grade Equiv</td> <td style="width: 15%; text-align: center;">Stanine</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">**Grade Equiv</td> <td style="width: 15%; text-align: center;">Stanine</td> </tr> <tr> <td>Mean</td> <td style="text-align: center;"><u>3.78</u></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;"><u>5.11</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Median</td> <td style="text-align: center;"><u>3.97</u></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;"><u>5.18</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Range of Scores</td> <td colspan="2" style="text-align: center;"><u>1.5 to 5.6</u></td> <td></td> <td colspan="2" style="text-align: center;"><u>2.1 to 8.4</u></td> </tr> </table> </td> <td></td> </tr> <tr> <td style="vertical-align: top;">Number of Students for whom there is a pretest score and a posttest score <u>110</u></td> <td style="vertical-align: top;">GAIN</td> <td style="vertical-align: top;">PostTest Mean Grade Equiv** <u>5.11</u></td> </tr> <tr> <td></td> <td style="vertical-align: top;">or</td> <td style="vertical-align: top;">(-) Pretest Mean Grade Equiv*** <u>3.78</u></td> </tr> <tr> <td></td> <td style="vertical-align: top;">LOSS</td> <td style="vertical-align: top;">Gain (+) or Loss (-) <u>(+) 1.33</u></td> </tr> </table>		NAME	FORM	DATE GIVEN	*PreTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	6	Continuous	PostTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	5	Continuous	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS		Record data ONLY for those students who took pretest AND posttest.		GRADE LEVEL <u>9</u>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">**Grade Equiv</td> <td style="width: 15%; text-align: center;">Stanine</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">**Grade Equiv</td> <td style="width: 15%; text-align: center;">Stanine</td> </tr> <tr> <td>Mean</td> <td style="text-align: center;"><u>3.78</u></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;"><u>5.11</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Median</td> <td style="text-align: center;"><u>3.97</u></td> <td style="text-align: center;">_____</td> <td></td> <td style="text-align: center;"><u>5.18</u></td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Range of Scores</td> <td colspan="2" style="text-align: center;"><u>1.5 to 5.6</u></td> <td></td> <td colspan="2" style="text-align: center;"><u>2.1 to 8.4</u></td> </tr> </table>		**Grade Equiv	Stanine		**Grade Equiv	Stanine	Mean	<u>3.78</u>	_____		<u>5.11</u>	_____	Median	<u>3.97</u>	_____		<u>5.18</u>	_____	Range of Scores	<u>1.5 to 5.6</u>			<u>2.1 to 8.4</u>			Number of Students for whom there is a pretest score and a posttest score <u>110</u>	GAIN	PostTest Mean Grade Equiv** <u>5.11</u>		or	(-) Pretest Mean Grade Equiv*** <u>3.78</u>		LOSS	Gain (+) or Loss (-) <u>(+) 1.33</u>
	NAME	FORM	DATE GIVEN																																																				
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* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (C.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL,
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION, LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	10	9%	11	10%	9	8%	5	5%	19	17%	56	51%	110
10													
11													
12													
TOTAL	10	9%	11	10%	9	8%	5	5%	19	17%	56	51%	GRAND TOTAL 110

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	<u>9</u>	<u>17</u>	<u>19</u>
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>31</u>	<u>33</u>	<u>34</u>
EQUALS:			
Percentage of students reaching the desired performance level.	<u>29 %</u>	<u>52 %</u>	<u>56 %</u>
Name, Form and Level of the Test:	<u>BOND-BALOW-HOYT</u>	<u> </u>	<u> </u>

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____

On the Bond-Balow-Hoyt, 29% of the Title I students met the objective on the Word Recognition subtest, 52% on the Recognition Technique subtest, and 56% on the Phonic Knowledge subtest. Considering the low beginning level of these students, these gains are quite good.

Objective 1.1A: PARTIALLY ACHIEVED.

**DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT**

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1A</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test	<input type="checkbox"/> Informal Reading Inventory	
	<input type="checkbox"/> Standardized Diagnostic Test	<input type="checkbox"/> Criterion Referenced Measure	
	<input type="checkbox"/> Other (Specify) _____		
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>BOND-BALOW-HOYT</u>		<u>9/74</u>
	PostTest <u>BOND-BALOW-HOYT</u>		<u>5/75</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	WORD RECOGNITION	**Grade Equiv	Stanine
		Mean <u>4.42</u>	<u>4.81</u>
		Median <u>4.30</u>	<u>4.90</u>
	GRADE LEVEL <u>9</u>	Range of Scores <u>2.8 to 6.6</u>	<u>3.2 to 7.3</u>
	Number of Students for whom there is a pretest score and a posttest score <u>31</u>	GAIN	PostTest Mean Grade Equiv** <u>4.81</u>
		or	(--) Pretest Mean Grade Equiv** <u>4.42</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .39</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.	*Pretest <u>BOND-BALOW-HOYT</u>	NAME	FORM	DATE GIVEN <u>9/74</u>
	Posttest <u>BOND-BALOW-HOYT</u>			<u>5/75</u>
<p>GRADE LEVEL: Designate <u>one</u> grade level in the box below</p> <p style="text-align: center;">*PRETEST RESULTS POSTTEST RESULTS</p> <p style="text-align: center;">Record data ONLY for those students who took pretest AND posttest.</p>				
RECOGNITION TECHNIQUES GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>33</u>		**Grade Equiv Mean <u>4.58</u> Median <u>4.50</u> Range of Scores <u>1.9 to 6.7</u>	Stanine _____ _____ _____	**Grade Equiv Mean <u>5.15</u> Median <u>4.80</u> Range of Scores <u>2.8 to 7.3</u>
		GAIN Posttest Mean Grade Equiv** <u>5.15</u> or (-) Pretest Mean Grade Equiv** <u>4.58</u> LOSS Gain (+) or Loss (-) <u>(+) .57</u>		

4c.	*Pretest <u>BOND-BALOW-HOYT</u>	NAME	FORM	DATE GIVEN <u>9/74</u>
	Posttest <u>BOND-BALOW-HOYT</u>			<u>5/75</u>
<p>GRADE LEVEL: Designate <u>one</u> grade level in the box below</p> <p style="text-align: center;">*PRETEST RESULTS POSTTEST RESULTS</p> <p style="text-align: center;">Record data ONLY for those students who took pretest AND posttest.</p>				
PHONIC KNOWLEDGE GRADE LEVEL <u>9</u> Number of Students for whom there is a pretest score and a posttest score <u>34</u>		**Grade Equiv Mean <u>3.81</u> Median <u>3.50</u> Range of Scores <u>1.5 to 6.7</u>	Stanine _____ _____ _____	**Grade Equiv Mean <u>4.74</u> Median <u>4.30</u> Range of Scores <u>2.1 to 7.7</u>
		GAIN Posttest Mean Grade Equiv** <u>4.74</u> or (-) Pretest Mean Grade Equiv** <u>3.81</u> LOSS Gain (+) or Loss (-) <u>(+) .93</u>		

DIRECT TITLE I- READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW- HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	13%	7	23%	11	35%	6	20%	2	6%	1	3%	31
10													
11													
12													
TOTAL	4	13%	7	23%	11	35%	6	20%	2	6%	1	3%	GRAND TOTAL 31



DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT

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PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<.0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	6	18%	6	18%	4	12%	8	24%	1	4%	8	24%	33
10													
11													
12													
TOTAL	6	18%	6	18%	4	12%	8	24%	1	4%	8	24%	33
	GRAND TOTAL												33



**DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT**

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	3	9%	8	23%	4	12%	7	20%	6	18%	6	18%	34
10													
11													
12													
TOTAL	3	9%	8	23%	4	12%	7	20%	6	18%	6	18%	GRAND TOTAL 34

INDIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>250</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>420</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>60</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>ITBS - Reading Comprehension, Form 5 & 6</u> <u>Level II</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Sixty-six percent of the Indirect students at South Mountain High School gained at least one month for every month in the program as measured by the Iowa Test of Basic Skills, Level 11.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING

SOUTH MOUNTAIN HIGH SCHOOL

IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1 B</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	(<input checked="" type="checkbox"/>) Standardized Achievement Test	() Informal Reading Inventory	() Criterion Referenced Measure
	() Standardized Diagnostic Test	() Other (Specify) _____	
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<input checked="" type="checkbox"/> Public School Students	<input type="checkbox"/> N & D Students	
	<input type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest IOWA TEST OF BASIC SKILLS READING COMPREHENSION	6	9/74
	PostTest IOWA TEST OF BASIC SKILLS READING COMPREHENSION	5	5/75
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
	GRADE LEVEL <u>9</u>	**Grade Equiv	Stanine
		Mean <u>6.02</u>	<u>6.86</u>
		Median <u>5.91</u>	<u>6.94</u>
		Range of Scores <u>2.1 to 9.3</u>	<u>1.2 to 9.8</u>
	Number of Students for whom there is a pretest score and a posttest score <u>420</u>	GAIN	PostTest Mean Grade Equiv** <u>6.86</u>
		or	(-) Pretest Mean Grade Equiv** <u>6.02</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .84</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Month		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
N	%	N	%	N	%	N	%	N	%	N	%		
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	67	16%	37	9%	66	15%	72	17%	57	14%	121	29%	420
10													
11													
12													
TOTAL	67	16%	37	9%	66	15%	72	17%	57	14%	121	29%	GRAND TOTAL 420

DIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area READING
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month in the program as measured by pre-post scores on the Iowa Test of Basic Skills - Comprehension.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure:

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	7	0	0
DIVIDED BY:			
Total No. of pretest/posttest students in the project	9	0	0
EQUALS:			
Percentage of students reaching the desired performance level.	78 %	0 %	0 %
Name, Form and Level of the Test	ITBS, Level, II	Forms 5 & 6	



PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Seventy-eight percent of the Title I pupils at St. Mary's reached the stated objectives.

Objective 1.1: ACHIEVED

DIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>I.1</u>		
2.	CHECK ONE: (Use a <u>separate page</u> for each different type of measure.)		
	(X) Standardized Achievement Test	() Informal Reading Inventory	
	() Standardized Diagnostic Test	() Criterion Referenced Measure	
	() Other (Specify) _____		
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)		
	<u> </u> Public School Students	<u> </u> N & D Students	
	<input checked="" type="checkbox"/> Non-Public School Students	<u> </u> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest <u>IOWA TEST OF BASIC SKILLS</u>	<u>5</u>	<u>9/74</u>
	PostTest <u>IOWA TEST OF BASIC SKILLS</u>	<u>6</u>	<u>5/75</u>
	GRADE LEVEL: Designate <u>one</u> grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data <u>ONLY</u> for those students who took pretest AND posttest.	
GRADE LEVEL <u> 9 </u>	**Grade Equiv	Stanine	**Grade Equiv
	Mean <u> 6.07 </u>	<u> </u>	<u> 7.08 </u>
	Median <u> 6.12 </u>	<u> </u>	<u> 7.33 </u>
	Range of Scores <u> 5.1 to 6.9 </u>		<u> 5.1 to 8.4 </u>
Number of Students for whom there is a pretest score and a posttest score <u> 9 </u>	GAIN	PostTest Mean Grade Equiv**	<u> 7.08 </u>
	or	(-) Pretest Mean Grade Equiv**	<u> 6.07 </u>
	LOSS	Gain (+) or Loss (-)	<u> (+) 1.01 </u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



DIRECT TITLE I - READING

ST. MARY'S HIGH SCHOOL

IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

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PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	11%	1	11%	0	0%	2	22%	3	34%	2	22%	9
10													
11													
12													
TOTAL	1	11%	1	11%	0	0%	2	22%	3	34%	2	22%	GRAND TOTAL 9

INDIRECT TITLE I - READING
ST MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1. Instructional Area Reading
 (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month in the program as measured by pre-post scores on the Iowa Test of Basic Skills - Comprehension.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>69</u>	_____	_____
DIVIDED BY:			
Total No. of pretest/posttest students in the project	<u>146</u>	_____	_____
EQUALS:			
Percentage of students reaching the desired performance level.	<u>47</u> %	_____ %	_____ %
Name, Form and Level of the Test	<u>ITBS - Reading Comprehension, Form 5 & 6</u> <u>Level 11</u>		

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.
- C. Check here if your district is preparing a more detailed evaluation report. Expected filing date: _____

Only forty-seven of the Indirect students at St. Mary's did not reach the stated objectives.

Objective 1.1: NOT ACHIEVED

INDIRECT TITLE I - READING
ST MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results correspond with Project Objective Number <u>1.1</u>		
2.	CHECK ONE: (Use a separate page for each different type of measure.)		
	<input checked="" type="checkbox"/> Standardized Achievement Test <input type="checkbox"/> Standardized Diagnostic Test <input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Informal Reading Inventory <input type="checkbox"/> Criterion Referenced Measure	
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)		
	<input type="checkbox"/> Public School Students	<input checked="" type="checkbox"/> N & D Students	
	<input checked="" type="checkbox"/> Non-Public School Students	<input type="checkbox"/> State N & D Students	
4a.	NAME	FORM	DATE GIVEN
	*PreTest IOWA TEST OF BASIC SKILLS-READING	6	9/74
	PostTest IOWA TEST OF BASIC SKILLS-READING	5	5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS	POSTTEST RESULTS
		Record data ONLY for those students who took pretest AND posttest.	
GRADE LEVEL	9	**Grade Equiv	Mean <u>7.47</u>
		Stanine	_____
		**Grade Equiv	Median <u>7.55</u>
		Stanine	_____
		Range of Scores	<u>2.9 to 9.8</u>
		Range of Scores	<u>3.7 to 9.9</u>
Number of Students for whom there is a pretest score and a posttest score	146	GAIN	PostTest Mean Grade Equiv** <u>8.02</u>
		of	(-) Pretest Mean Grade Equiv** <u>7.47</u>
		LOSS	Gain (+) or Loss (-) <u>(+) .55</u>

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



INDIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT												TOTAL STUDENTS
	(Reported in Grade Equivalent Months or Fractions of Months)												
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	29	21%	24	16%	24	16%	20	14%	24	16%	25	17%	146
10													
11													
12													
TOTAL	29	21%	24	16%	24	16%	20	14%	24	16%	25	17%	146



1.0



1.1



1.25



1.4



1.6

1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0



2.8



3.2



3.6



4.0



2.5



2.2



2.0



1.8

1990 COPY RESOLUTION TEST CHART

VI PROJECT COST and NUMBER AND CLASSIFICATION
OF PERSONNEL EMPLOYED WITH TITLE I FUNDS

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D PART E
for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Continuing Education Center
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

Regular Term Public School Students Regular Term Non-Public School Students
 Summer Term Public School Students Summer Term Non-Public School Students

PART D: PROJECT COSTS

- Total funds expended in the project for the group checked above in this instructional area: \$148,374.00
Estimates as of June 15, 1975
- Total per-pupil expenditure for this group in this instructional area: \$738.18

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	6.0	6.0	61,721
Teaching - Hdcp. only			
Teacher Aide - Elen.			
Teacher Aide - Secondary			
Supervision	3.0	1.80	4,312
Direction & Mgmt. (Admin.)			
Counseling	2.0	2.0	23,265
Psychologist & Testing	1.0	0.12	2,826
Clerical (Title I only)	6.0	2.38	12,770
Social Work Community Aide	1.0	0.5	2,000
Attendance			
Other:	2.0	1.12	8,916
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	21	13.92	\$115,810

If personnel assist in several project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: English/Writing
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

Regular Term Public School Students Regular Term Non-Public School Students
 Summer Term Public School Students Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area: \$62,679.00
Estimates as of June 15, 1975
2. Total per-pupil expenditure for this group in this instructional area: \$78.55*
\$282.34**

*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	4.0	2.14	21,948
Teaching - Hdcp. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary	2.0	2.0	7,768
Supervision	1.0	.14	3,430
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing	1.0	.13	2,826
Clerical (Title I only)	6.0	2.28	10,799
Social Work Community Aide	2.0	.67	2,700
Attendance			
Other:	1.0	.12	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	17	7.48	\$50,174

* If personnel assist in several project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D _____ PART E _____ for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Mathematics
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

- Regular Term Public School Students _____ Regular Term Non-Public School Students
 Summer Term Public School Students _____ Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area: \$81,037.00
 Estimates as of June 15, 1975
2. Total per-pupil expenditure for this group in this instructional area: \$55.85*
\$516.16**

*Direct and Indirect
 **Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching (Pre-Kindergarten)			
Teaching (Kindergarten)			
Teaching (Elementary)			
Teaching (Secondary)	6.0	2.54	31,347
Teaching - Hdep. only			
Teacher Aide - Elen.			
Teacher Aide - Secondary	2.0	2.0	7,768
Supervision	1.0	0.7	3,248
Direction & Maint. (Admin.)			
Counseling			
Psychologist & Testing	1.0	.13	2,827
Clerical (Title I only)	6.0	2.28	10,799
Social Work Community Aide	2.0	.67	2,700
Attendance			
Other:	1.0	.13	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	19	8.45	\$59,392

* If personnel assist in several project components, pro-rate salaries to separate Part E reports.



IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D PART E
for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Reading
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

Regular Term Public School Students Regular Term Non-Public School Students
 Summer Term Public School Students Summer Term Non-Public School Students

PART D: PROJECT COSTS

- Total funds expended in the project for the group checked above in this instructional area:¹ \$287,125.00
¹Estimates as of June 15, 1975
- Total per-pupil expenditure for this group in this instructional area: \$632.43**
*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	18.0	17.54	172,508
Teaching - Hcap. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary	4.0	4.0	13,724
Supervision	1.0	0.05	3,898
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing	1.0	.13	2,827
Clerical (Title I only)	12.0	4.52	26,374
Social Work Community Aide	4.0	2.67	9,248
Attendance			
Other:	1.0	.13	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	41	29.04	\$ 229,282

* If personnel assist in several project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Reading (St. Mary's)

(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

 Regular Term Public School Students X Regular Term Non-Public School Students

 Summer Term Public School Students Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area:¹

\$5,918.00*

¹Estimates as of June 15, 1975

\$40.53*

2. Total per-pupil expenditure for this group in this instructional area:

\$538.00**

*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	1.0	.04	4,441
Teaching - Hdcp. only			
Teacher Aide - Elen.			
Teacher Aide - Secondary			
Supervision			
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing			
Clerical (Title I only)			
Social Work			
Attendance			
Other:			
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	1.0	.04	\$4,441

* If personnel assist in several project components, pro-rate salaries to separate Part E reports.

VII OTHER DATA

PART F: NEEDS ASSESSMENT FOR EDUCATIONALLY DEPRIVED PUPILS

Check (X) in the appropriate space(s) to indicate how needs were determined.

- | | | |
|---|-----|---------------|
| 1. Teacher recommendation | 1. | <u> X </u> |
| 2. Counselor recommendation | 2. | <u> X </u> |
| 3. Health officer recommendation | 3. | <u> </u> |
| 4. Social worker recommendation | 4. | <u> X </u> |
| 5. Librarian recommendation | 5. | <u> </u> |
| 6. Administrative survey | 6. | <u> X </u> |
| 7. Standardized Test results | 7. | <u> X </u> |
| 8. Conference with parent | 8. | <u> X </u> |
| 9. Advisory Council member recommendation | 9. | <u> X </u> |
| 10. Other (specify) <u>Criterion-referenced test results & Title I students</u> | 10. | <u> X </u> |

PART G: PARENT ADVISORY COUNCIL PARTICIPATION IN THE TITLE I PROJECT

- | | | | | |
|---|--------------|----------------|--------|---------------|
| 11. Number of PAC meetings held. | Regular Term | <u> 27 </u> | Summer | <u> </u> |
| 12. Average number of parents attending each meeting. | Regular Term | <u> 9.3 </u> | Summer | <u> </u> |

PART H: PARENT ADVISORY COUNCIL INVOLVEMENT IN THE TITLE I PROJECT

Check (X) in the appropriate space(s) to indicate Parent participation.

- | | | |
|---|-----|---------------|
| 13. Assisted in determining needs | 13. | <u> X </u> |
| 14. Assisted in planning the Title I Project | 14. | <u> X </u> |
| 15. Individual conferences on needs, procedures | 15. | <u> X </u> |
| 16. Group meeting about Title I activities | 16. | <u> X </u> |
| 17. Group meetings to explain how parents could help. | 17. | <u> X </u> |
| 18. Parental visits to Title I activities | 18. | <u> X </u> |
| 19. Home visits by Title I personnel to explain Title I activities and how parents could help | 19. | <u> X </u> |
| 20. Nurse conferences with parents concerning health problems of Title I children | 20. | <u> X </u> |
| 21. Little or no participation | 21. | <u> </u> |

PART I: DISSEMINATION TECHNIQUES

Check (X) in the appropriate space(s) to show techniques(s) used and enclose samples, if appropriate.

- | | | |
|--|-----|---------------|
| 22. Members of Advisory Council | 22. | <u> X </u> |
| 23. Local reports | 23. | <u> X </u> |
| 24. Newspaper releases | 24. | <u> </u> |
| 25. Pictures | 25. | <u> X </u> |
| 26. Presentation to local instructional staff | 26. | <u> X </u> |
| 27. Presentation to social or civic community groups | 27. | <u> </u> |
| 28. Publication in professional journal | 28. | <u> </u> |
| 29. Radio presentations | 29. | <u> </u> |
| 30. Tapes | 30. | <u> X </u> |
| 31. Television presentations | 31. | <u> </u> |

PART J: USE OF AIDES

1. Number of aides employed with Title I funds 18

2. Please describe in a short statement your program of teacher - teacher aide in-service training. _____

All teachers and teacher aides are given a half-day in-service session at the beginning of the school year. Additional in-service training is provided by the Title I coordinators at each site.

4. Please attach any material you might have to further explain your teacher - teacher aide in-service.

PART K: IDENTIFYING TITLE I PROBLEM AREAS

Rate each of the items below by checking columns according to the extent they posed a problem in the operation of your project from "major" to "no" problem.

LOCAL LEVEL PROBLEMS

- 32. Negative reaction in the community to Federal funds.
- 33. Identifying eligible children
- 34. Identification of pupil needs
- 35. Designing project to meet pupil needs.
- 36. Inability to obtain qualified staff
- 37. Lack of appropriate evaluation devices
- 38. Lack of school facilities or space for carrying out project activities.
- 39. Shortage of administrative staff to plan and supervise the project.
- 40. Difficulty in providing In-service training of staff
- 41. Difficulty involving parents
- 42. Difficulty involving local advisory council
- 43. List and rate any other problems below
Lack of evaluation support to properly complete even basic forms. Minor Problem

	Major Problem	Moderate Problem	Minor Problem	No Problem
32.				X
33.				X
34.			X	
35.				X
36.				X
37.			X	
38.				X
39.		X		
40.			X	
41.			X	
42.				X
43.			X	

STATE LEVEL PROBLEMS

- 44. Limitations imposed by Federal and State regulations and guidelines
- 45. Excessive paper work
- 46. Delay between submission and approval of project
- 47. Delay in allocation announcement
- 48. Poor fiscal accounting procedures
- 49. Inadequate Title I funds
- 50. Inadequate assistance from Title I staff.
- 51. Delay in financial payments by county
- 52. Inadequate planning time
- 53. Inadequate monitoring by Title I staff
- 54. List and rate any other problems below

44.			X	
45.			X	
46.	X			
47.			X	
48.				X
49.			X	
50.				X
51.			X	
52.				X
53.				X
54.				X

*Due to a reduction in state level staff from 7 to 4, Title I proposals have not been processed effectively.

VII SUMMARY, CONCLUSIONS,
and RECOMMENDATIONS

SUMMARY

Compensatory education as provided by ESEA Title I funds has assisted 3,171 students during the 1974-75 school year in becoming more proficient in the basic skills of Reading, English/Writing and Mathematics. Supplementary funds for learning experiences specifically designed to alleviate deficiencies in these areas have been provided. Without this assistance, it is likely that many of the target students would have either failed to make these gains, or would have dropped out of school.

Gains were accomplished in every subject area at each target site. The objective of having 50% of the students gain one month in academic achievement for each month in the program was achieved in most cases. Students who received direct Title I assistance generally made as much progress as students who received indirect Title I assistance. These results were observed even though the direct Title I students' pretest scores indicate that they had achieved less in their past experiences than the indirect Title I students.

CONCLUSION

It was necessary for students to have at least "average" gains in order to meet the objectives contained in the 1974-75 Title I proposal. This is a commendable effort in that the target students historically only gained one-half month to two-thirds of a month for each month in school. In other words, it appears that students who participated in the Title I programs had greater achievement gains than would have been expected without any supplementary assistance. This evaluation did not provide data to obtain an assessment of the degree to which the Title I assistance contributed to the student gains.

Although most all programs were highly successful in terms of student achievement gains, the Continuing Education Center staff is to be commended for the retention rate of students attending the Continuing Education Center. Approximately 85% of the students enrolling completed the semester. Thus, for these students a dropout rate near 100% was reduced to about 15%.

It is hoped that the instructional, management, and evaluation components of the Title I programs will continue to be modified and improved to provide maximum benefits to those students in need of compensatory education programs.

RECOMMENDATIONS

The following recommendations are made relative to the Phoenix Union High School System's continued effort to provide an effective educational program for Title I target students:

1. Consideration should be given to selecting students with tests other than the tests used for evaluating student progress. Using the same tests introduces the problem of regression toward the mean. This implies that part of the students' change in scores from pre to post-testing is attributable to this regression and not to learning. The possibility of using 8th grade criterion-referenced tests for this purpose should be investigated.
2. Levels of the standardized tests should be used which avoid ceiling effects. The reported gains for Social Studies and Science at the Continuing Education Center may be lower than the actual gains since some students scored nearly perfect on the pretest and were post-tested with the same level of the test.
3. In its present form, this report is probably not of maximal value to the teachers and administrators of the schools involved in the Title I programs. With additional evaluation support more "usable" reports could be provided.

There is a need to develop an information-based evaluation approach. An information-based approach identifies the information which teachers, administrators, parents, or others would like to receive; sets priorities for the data or questions to be answered; and provides decision-makers with the requested information.

4. To minimize interference with end of the year activities, it is recommended that the posttesting be completed and results be reported early in May. This will allow teachers more time in May to complete other teaching goals.
5. Since the students involved in the Title I project are all basically at the same functional level, it is suggested that the SEA reconsider the value of reporting data by grade levels within high school projects.
6. The smallest gains were made by students at Phoenix Union High School. The 1974-75 Title I Needs Assessment showed that students who attend and will attend Phoenix Union passed fewer areas on the MERPA than any other District school. Due to the lower starting point of these students, it is not surprising that they made the least gains. Alternative kinds of help are needed for students at Phoenix Union High School.
7. It is recommended that a report on the outstanding program at the Continuing Education Center be developed and disseminated to the public and professional communities.