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ABSTRACT

The first section of this report provides the pupil count, expenditures, and staff figures for the 1973-74 school year Connecticut compensatory education programs. Section two provides the major types of programs for public and nonpublic schools and the frequency of their occurrence in 1973-1974. The programs include preschool, reading and math, and summer programs. The third section addresses achievement test results, which are given in terms of a grade equivalent analysis, and a standard score analysis. The rest of this section provides a discussion of the test analyses presented. It is suggested that the use of grade equivalent test score analysis at the school district, the State, and the Federal levels be discontinued in favor of a more accurate way of reporting the achievement of compensatory children to the public. Although various features that improve the method of reporting achievement are incorporated in the additional way Connecticut has analyzed compensatory pupil test information for the past two years, two considerations are seen to need further attention. First, some of the Connecticut analyses are shown not to be consistent with that of the much larger MAT Gains sample; second, this report does not deal with the issue of how the MAT Gains approach can be used effectively at the school district, the State, and the Federal levels of participation to determine whether pupils are performing any better than they would have, had compensatory help not been provided to the selected pupils. (Author/AM)

CONNECTICUT COMPENSATORY EDUCATION PROGRAMS

ANNUAL EVALUATION REPORT, 1973-74

Programs supported by

Connecticut Act for Educationally Deprived Children and
Title I of the Education Amendments of 1974

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This is the second of two reports published by the Connecticut State Department of Education concerning compensatory education in Connecticut. The first report, entitled Attitude and Achievement As Measures of Effectiveness: Connecticut Compensatory Education Programs, examined the relationships among pupil, school, and community variables and school district compensatory efforts.

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I. PROGRAM STATISTICS

The first section of this report provides the pupil count, expenditures, and staff figures for the 1973-74 school year compensatory education programs.

Unduplicated Compensatory Pupil Count

A total of 50,543 pupils received compensatory services in 1973-74. Of this number, 46,592 were public school children and 3,951 were nonpublic school children.

The ten years of statistics presented in Table 1 indicate that this is the lowest number of children served since the programs were initiated in 1965. The $368 per pupil cost was the highest for the ten year period.

Table 1

STATE AND FEDERAL COMPENSATORY PROGRAM STATISTICS, 1965-1974

Year	Public Pupils	Nonpublic Pupils	Total Pupils	State and Federal Dollars	Program Per Pupil Expenditure
1973-74	46,592	3,951	50,543	$18,589,019	$368
1972-73	50,115	4,084	54,199	$18,135,964	$355
1971-72	46,361	4,329	50,690	$17,888,246	$353
1970-71	50,775	5,318	56,093	$18,662,744	$333
1969-70	59,633	8,276	67,909	$18,466,605	$272
1968-69	69,119	8,042	77,161	$13,895,775	$180
1967-68	92,198	6,571	98,769	$13,889,171	$140
1966-67	71,084	4,406	75,490	$13,544,765	$179
1965-66	58,018	2,788	60,806	$ 8,631,431	$141

Separate State and Federal Pupil Count

The Connecticut Act for Educationally Deprived Children provided $6,500,000 in 1973-74 making possible compensatory education services for 33,482 pupils.

Title I of the Education Amendments of 1974 provided $12,089,019 in 1973-74 for compensatory education programs which served 40,654 pupils.

Table 2 shows that the nonpublic school pupil count has decreased each year under the state legislation. The table also shows that state compensatory funding was cut back by more than a million dollars in 1971 while federal funding for compensatory education has doubled for Connecticut over the ten year period that the legislation has been in existence.

Grade Level Pupil Count

As indicated in Table 3, public school compensatory education programs focus on children in the primary grades while nonpublic school programs focus on children in the middle grades.

While public school program grade level counts have remained unchanged over a three year period, nonpublic school program grade level counts indicate a slight trend toward serving older pupils.

The number of public school compensatory programs has increased from 262 in 1971-72 to 313 in 1973-74. Also

SEPARATE STATE AND FEDERAL PUPIL COUNT AND DOLLARS, 1965-1974

	CONNECTICUT ACT FOR EDUCATIONALLY DEPRIVED CHILDREN					TITLE I OF EDUCATION AMENDMENTS OF 1974			
1973-74	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	165		31,708	$6,093,838	$192	162	38,477	$12,089,019	$297
NonPub Schs		130	1,774	$ 406,162	$229		2,177		
1972-73	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	165		33,514	$6,191,450	$185	164	37,603	$11,538,264	$291
NonPub Schs		132	2,077	$ 406,250	$196		2,007		
1971-72	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	164		26,189	$5,598,152	$214	163	39,531	$12,290,094	$295
NonPub Schs		125	2,238	$ 366,094	$164		2,091		
1970-71	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	161		30,335	$7,388,752	$244	162	38,319	$10,788,070	$262
NonPub Schs		131	2,430	$ 485,922	$200		2,888		
1969-70	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	159		38,067	$7,689,639	$202	159	39,075	$10,278,799	$236
NonPub Schs		133	3,832	$ 498,167	$130		4,444		
1968-69	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	160		40,132	$6,106,978	$152	160	41,488	$7,256,003	$161
NonPub Schs		125	4,546	$ 532,794	$117		3,496		
1967-68	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	154		45,021	$5,867,359	$130	153	61,612	$7,791,902	$122
NonPub Sch		86	4,167	$ 229,910	$ 55		2,404		
1966-67	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	152		42,576	$6,094,955	$143	147	46,743	$7,449,810	$146
NonPub Schs							4,406		
1965-66	Twns	Schs	Pupils	Dollars	Prgm PPE	Twns	Pupils	Dollars	Prgm PPE
Pub Schools	112		51,741	$3,447,381	$ 67	121	44,709	$5,184,050	$109
NonPub Schs							2,788		

Table 3

GRADE LEVEL PUPIL COUNT, 1971-1974

Public School Pupils, State and Federally Supported

1973-74	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	313 comp. programs
		6%	54 percent				23 percent			17 percent							61% jointly funded with
	46592	2937	5257	6373	7005	6389	4701	3482	2648	2132	1812	1834	949	555	381	137	state and federal funds
1972-73	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	284 comp. programs
		6%	56 percent				22 percent			16 percent							60% jointly funded with
	50115	3105	6162	7469	7520	6746	4913	3902	2436	1881	1486	1950	1052	749	542	202	state and federal funds
1971-72	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	262 comp. programs
		6%	55 percent				22 percent			17 percent							57% jointly funded with
	46361	2980	5247	7522	6673	5927	4300	3394	2481	1980	1474	1969	1027	640	426	321	state and federal funds

Nonpublic School Pupils, State Supported Only

1973-74	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	130 schools
			1%	35 percent			41 percent			23 percent							
	1774		30	76	258	280	288	258	178	105	104	108	42	31	16		
1972-73	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	132 schools
				37 percent			45 percent			18 percent							
	2077			138	314	309	351	317	263	147	91	72	37	23	15		
1971-72	Total	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	125 schools
				39 percent			43 percent			18 percent							
	2238			125	344	406	367	314	271	168	105	70	27	31	10		

the number of state and federal jointly funded programs has steadily increased over the three year period reaching 61 percent of all compensatory programs in 1973-74.

Compensatory Staff

As shown in Table 4, a count of the compensatory staff providing services in the 1973-74 programs indicates 901 teachers and 1,129 aides in the public school programs and 154 teachers and 49 aides in the nonpublic school programs. Table 4 also indicates 80 ancillary staff, 78 directors and 99 clerical positions serving the public school programs.

No attempt was made to determine the full-time or part-time basis of employment.

Individual Programs

Tables 5a and 5b present first the public school compensatory programs and then the nonpublic schools where compensatory programs were provided. A short one-or-two-word description of the type of program, the total pupils served, their grade levels, and the per pupil expenditure are presented. The last two columns of the public school program listings indicate the number of nonpublic school children served by Title I and the Title I expenditures for those children.

The programs listed are school year unless the description is preceded by the word "summer."

Table 4

SCHOOL YEAR COMPENSATORY STAFF

Compensatory Staff	Public School Programs No. of prgms=313	Nonpublic School Programs No. or prgms=130
Teachers	901	154
Teacher aides, tutors, teacher assistants, or home-school liaison	1,129	49
Counselor, evaluator, media specialist, school psychologist, or social worker	80	1
Director or curriculum specialist	78	5
Clerical	99	5

Table 5a

PUBLIC SCHOOL COMPENSATORY EDUCATION PROGRAMS, 1973-74

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Ansonia:					
Reading	K-7	281	336	16	3,795
High School Counseling	9,10	36	433		
Preschool	Pk	50	352		
Ashford, Union:					
Basic Skills	K-7	19	639		
Avon:					
Basic Skills	2-5	7	880		
Basic Skills	6-8	13	301		
Bethany:					
Reading	1-5	13	475		
Bethel:					
Reading	K-8	112	362		
Bloomfield:					
Reading	K-4	176	400		
Bolton:					
Reading, Math	K-4	46	151		
Summer Reading	1-5	34	344		
Bozrah:					
Reading, Math	1-8	29	323		
Branford:					
Reading	K-4	78	745	3	1,275
Bridgeport:					
Preschool	Pk	482	707		
Follow Through	K-3	1,519	352		
Supervisory Personnel	--	--	--		
English Language	K-8	676	380	14	5,426
Reading	1-6	983	481		
Nonpublic Reading	2-8	380	511	194	99,009
Bilingual Preschool	Pk	40	--		
Math	4	179	241		
Project Concern	1-8	160	459		
Inner City Project Concern	K-6	646	268		
Bristol:					
Reading	1-6	48	460	26	6,000
Pre-kindergarten	Pk	69	422		
Reading	1-6	47	424		
Reading	1,2	14	837		
Reading, Readiness	K-6	72	303		
Reading, Readiness	1-5	37	658		
Basic Skills	1-6	41	639		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Brookfield:					
Summer Readiness	K	30	156		
Reading	1-6	31	470		
Brooklyn:					
Readiness	K,1		730		
Basic Skills	6-8		159		
Reading	1-5		126		
Canterbury:					
Reading	1-8	30	298		
Canton:					
Reading	1-8	61	389		
Readiness	K	9	129		
Chaplin, Eastford, Hampton, Scotland:					
Basic Skills	K-5	59	395		
Cheshire:					
Basic Skills	K-6	50	682		
Summer Basic Skills	1-4,9	42	169		
Clinton:					
Social Work	Pk-12	62	320		
Reading	5-8	53	395		
Summer Preschool Basic Skills	Pk-8	248	33		
Colchester:					
Reading	2-12	142	231		
Columbia:					
Reading, Math	K-8	24	188		
Coventry:					
Reading, Math	K-3	70	518		
Cromwell:					
Reading	1-3	50	244		
Reading	4,5	11	264		
Math	6-8	20	245		
Reading	6-8	28	204		
Danbury:					
Follow Through	K-2	221	549		
High School Counseling	7-12	136	209		
Language Arts	1-6	142	452	24	6,452
Preschool	Pk	160	1,311		
Darien:					
Reading, Math	2-6	30	1,231		
Derby:					
Reading	K-8	97	401	13	3,080
Reading	2-8	63	315		
East Haddam:					
Basic Skills	1-6	69	232		
Psychological	Pk-6	40	232		
East Hampton:					
Reading	4-6	25	450		
Reading	1-3	64	450		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
East Hartford:					
Preschool	Pk	121	351		
Follow Through	K	257	103		
Follow Through	1	318	77		
English Language	Pk-4	54	196		
Reading	1-5	202	506	16	5,120
Follow Through	2	252	93		
East Haven:					
Reading	1-5	227	4 .4		
East Lyme:					
Reading	2-4	86	365		
Reading	6-8	17	416		
Summer Basic Skills	1-8	39	135		
Ellington:					
Basic Skills	K-6	168	144		
Enfield:					
Basic Skills	1-4	32	1,422		
Language Arts	Pk-6	15	597	24	13,291
Summer Reading	2-6	137	163		
Fairfield:					
Counseling	K-12	154	260		
Preschool	Pk	29	838		
Reading, Math	2-7	78	469	8	3,038
Summer Preschool	Pk	18	124		
Summer Basic Skills	1-6	59	152		
Farmington:					
Basic Skills	3-10	86	439		
Summer Basic Skills	K-6	36	195		
Franklin:					
Reading	2-5	15	138		
Glastonbury:					
Counseling	7-8	35	450		
Language Arts	1-6	82	301		
Granby:					
Reading	2-5	15	690		
Greenwich:					
Reading, Math	K-9	172	692		
Summer Preschool, Basic Skills	Pk-2	60	103		
Griswold:					
Summer Preschool, Basic Skills	Pk-8	104	166		
Basic Skills	1-4	81	462	19	5,748
Groton:					
Basic Skills	Pk-6	646	143	20	4,100
Preschool	Pk	33	706		
Homework Help	7-9	25	352		
School Subject Help	11,12	30	919		
Counseling	7,9	24	588		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Guilford:					
Preschool	Pk-5	26	1,219		
English Language	1-5	103	124		
Hamden:					
Preschool	Pk-6	257	477		
English Language	Pk-6	49	356		
Reading, Math	Pk-6	115	579	15	1,500
Summer Preschool, Basic Skills, English Language	Pk-6	167	--		
Hartford:					
Negro History		--	--		
Reading, Math		100	2,589		
Administrative Services		--	--		
English Language	K-12	2,728	127		
Reading	3,4	410	445		
Project Concern	K-12	1,312	1,014		
High School Dropout	K-12	303	162		
Counseling	7-9	830	379		
Preschool	Pk	346	--		
Nonpublic Reading, Math	1-11	610	422	464	194,230
Preschool	Pk	360	--		
Reading	8,9	60	194		
Killingly:					
Reading	1-3	121	322		
Readiness	K	35	145		
Basic Skills	1-3	108	292		
Reading, Math	2-8	64	246	30	7,468
Lebanon:					
Reading	1-6	54	367		
Ledyard:					
Basic Skills	K-6	74	372		
Lisbon:					
Reading	1-7	43	238		
Litchfield:					
Reading	9-11	52	432		
Reading	4,5	30	749		
Madison:					
Counseling	6-8	41	934		
Basic Skills	9-11	23	444		
Manchester:					
Preschool	Pk	72	1,179		
Reading	K-6	378	443	15	7,526
Mansfield:					
Reading	K-8	69	326		
Meriden:					
Preschool	Pk	89	608		
Follow Through	K,1	138	116		
Bilingual	1	17	596		
Reading	2-5	234	346		
Reading, Math	1-6	212	204	12	3,881
English Language	K-11	241	329		
Science	3-5	170	139		
Reading	9	153	278		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Middlebury:					
Summer Reading, Readiness	Pk-1,3	24	471		
Middletown:					
Reading	6-8	245	213		
Basic Skills	K-5	442	213	17	3,600
English Language	1-6	40	213		
Milford:					
Reading	9-12	101	290		
Reading	2-8	75	394		
Language Arts	1-8	46	128	45	5,900
Basic Skills	1-8	181	182		
Basic Skills	1-8	378	[illegible]	40	2,450
Monroe:					
Reading	1-12	97	233		
Montville:					
Basic Skills	K-11	159	531	2	200
Naugatuck:					
Readiness	K-2	52	502		
Readiness, English Language	1-5	47	502		
Readiness	1	10	502		
English Language	6-8	16	502		
Media Supplement	K-5	45	502		
Reading, Readiness	1-5	20	502	14	1,529
New Britain:					
Bilingual	K-3	381	401	141	38,173
English Language	K-12	679	311		
Reading	K-4	387	407		
Summer Basic Skills, English Language	1-11	175	171		
Summer Basic Skills	1-6	36	--		
New Canaan:					
Summer Reading	K-6	70	--		
Reading, Math	K-8	147	146	10	600
Reading, Math	9-12	58	136		
New Fairfield:					
Reading, Math	K-7	85	234		
New Hartford, Colebrook, Hartland, Barkhamsted, Norfolk:					
Summer Basic Skills	1-6	23	130		
Reading, Math	1-8	109	319		
New Haven:					
Counseling	8-12	86	278		
Expanded School	K-12	--	--		
Project Concern	K-6	451	610		
Summer Staff Training	--	--	--		
Follow Through	K-3	187	908		
Preschool	Pk	420	1,227		
Vocational	8-11	321	--		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
New Haven, continued:					
High School Dropout	8-12	130	271	1	135
Basic Skills	6-12	283	667		
Basic Skills	1-12	377	444	279	124,071
Community Study	10-12	280	251		
Bilingual	Pk-12	76	968		
Basic Skills	K-4	2,831	399		
Newington:					
Readiness	K,1	46	272		
Language Arts, Math	4-8	47	260		
Summer Preschool, Readiness	Pk,K	16	--		
New London:					
Reading	1-7	165	384		
Media	K-6	870	817		
Counseling	9-12	76	263		
Preschool	Pk	19	446		
Reading	K-8	424	446	38	5,697
English Language	K-8	80	446		
New Milford:					
Basic Skills	K-5	244	251		
Newtown:					
Reading	1-4	64	709		
North Branford:					
Reading, Math	4-7	23	370		
Reading	2-4	9	397		
Summer Basic Skills, Pre-School	Pk-8	34	256		
North Haven:					
Reading	1-6	36	1,315		
North Stonington:					
Reading	3-6	25	980		
Norwalk:					
Bilingual	K-12	489	210		
English Language	K-5	688	298	17	3,767
Evening Study	2-9	241	99		
Reading	1-5	710	148		
High School Counseling	6-12	134	345		
Summer Reading	1-3	136	—		
Norwich:					
Preschool	Pk	75	1,049		
Reading, Math	K-8	617	331	26	15,505
Counseling	8	40	224		
Summer Parent-Child	Pk	80	70		
Old Saybrook:					
Reading, Math	1-6	104	225		
Summer Basic Skills	K-6	77	76		
Summer Preschool	Pk	22	76		
Orange:					
Summer Psychomotor	--	--	--		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Oxford:					
Summer Basic Skills	--	30	--		
Reading	1-3	27	309		
Plainfield:					
Summer Reading	1-8	85	101		
Reading	1-8	219	391	11	5,373
Plainville:					
Basic Skills	K-6	138	309		
High School Dropout	9-12	30	350	2	250
Plymouth:					
Reading	2-5	84	558		
Summer Reading	1-5	67	120		
Pomfret:					
Basic Skills	1-6	35	250		
Portland:					
Reading	2-5	35	324		
Reading, Math	6-8	88	332		
Preston:					
Basic Skills	2-5	12	720		
Putnam:					
Reading	1-4	55	561		
Reading	1-4	21	254	21	5,340
Reading	5-8	50	309		
Ridgefield:					
Reading, Math	3-8	66	303		
Summer Basic Skills	1-5	47	--		
Rocky Hill:					
Summer Basic Skills	Pk-9	87	171		
Reading	1-6	32	262		
Summer Parent Training	--	--	--		
Salem:					
Basic Skills	1-6	22	583		
Seymour:					
Reading	1-8	65	298		
Counseling	9-12	33	412		
Shelton:					
Reading	1-6	65	543		
Readiness	1	17	707		
English Language	1-6	16	587		
Bilingual	9-12	9	488		
Sherman:					
Basic Skills	1	7	720		
Simsbury:					
Basic Skills	1-6	47	230	8	1,259
Summer Basic Skills	4-7	26	337		
Somers:					
Reading, Math	1-3	40	347		
Southbury:					
Summer Basic Skills	4-6	20	566		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Southington:					
Reading, Math	K-9	314	292	9	2,562
South Windsor:					
Reading	1-6	66	516		
Sprague:					
Reading, Math	1-8	47	339		
Stafford:					
Reading, Math	1-8	134	331	15	2,000
Stamford:					
Reading	7,8	195	310		
Reading	9-12	285	321		
English Language	7-12	143	434		
Reading	1-6	1,024	348	38	--
English Language	K-6	378	279	378	--
Sterling:					
Reading	3-8	45	246		
Stonington:					
Reading, Math	1-6	102	804		
Stratford:					
Basic Skills	1-6	77	472	16	1,202
Basic Skills	7-9	36	506		
Basic Skills	10-12	36	506		
Counseling	10-12	107	103		
Counseling	2-12	58	271		
Media	--	--	--		
Reading	6,7	5	100	5	501
Reading	1-8	11	63	11	701
Summer Education Study Tour	7-9	74	232		
Suffield, East Granby, East Windsor, Windsor Locks:					
Preschool, Casework	Pk	--	--		
Reading, Math	Pk-12	364	302		
Thomaston:					
Reading	1-6	93	302	6	720
Thompson:					
Reading	7-8	145	35		
Reading	1-6	92	398	20	573
Math	7	38	82		
Tolland:					
Reading	K-2	22	299		
Reading	5,6	26	405		
Torrington:					
Follow Through	K-5	60	520		
Reading, Readiness	K-8	151	520	18	1,250
Preschool	Pk	33	520		
Trumbull:					
Language Arts	K-4	90	385	4	100

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Vernon:					
Reading	K-3	104	246		
Reading	1-8	46	91	15	1,515
Voluntown:					
Reading	K-6	15	545		
Wallingford:					
Preschool	Pk	45	241		
Counseling	9,10	21	612		
Basic Skills	K-5	114	483		4,480
English Language	6-8	30	404		
Waterbury:					
Pre-kindergarten	Pk	198	1,657		
Expanded School	Pk-12	1,019	256		
Follow Through	K-3	914	867		
Nonpublic	1-10	--	--	290	86,307
Waterford:					
Reading	K-8	159	325		
Watertown:					
Reading	2,3	14	1,449		
Reading	5,6	16	701		
Reading	2,3	12	1,248		
Westbrook:					
Reading, Math	1-5	36	836		
Reading, Math	7-12	62	401		
West Hartford:					
Language Arts	K-6	205	758	39	13,850
West Haven:					
Preschool, Parent-Child	Pk	68	--		
Preschool	Pk	52	--		
Reading	K-8	326	--	64	10,158
Math	K-5	53	--		
English Language	1-9	9	--		
Creative Arts	--	--	--		
Counseling	9-12	25	--		
Westport:					
Preschool	Pk	24	800		
English Language	1-9	45	452		
Summer English Language	Pk-6,12	25	--		
Wethersfield:					
Basic Skills	2-8	30	610		
Willington:					
Reading, Math	1-8	42	268		
Wilton:					
Basic Skills	K-1	14	1,631		
Winchester:					
Basic Skills	1-8	69	515	8	2,000
Windham:					
Bilingual	1,2	11	753		
English Language	K-5	23	382		
Readiness	K	25	132		
Math	3-5	13	330		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Windham, continued:					
Basic Skills	7,8	35	86	42	11,329
Math	2-5	26	275		
Bilingual	3-5	19	351		
Readiness	K	9	214		
Bilingual	6-8	33	322		
English Language	1-5	15	449		
English Language	K-3	30	410		
Bilingual	1-5	22	443		
Windsor:					
Reading	1-6	190	343		
Reading	3-7	15	57		
Wolcott:					
Preschool	Pk	21	1,249		
Readiness	K-1	19	211		
Basic Skills	9-12	12	863		
Summer Basic Skills	1-4	48	230		
Summer Preschool	Pk	9	190		
Woodstock:					
Reading, Readiness	K-5	35	395		
Regional School District #1:					
Reading	1-5	103	607		
Regional School District #4:					
Summer Basic Skills	Pk-8	248	33		
Reading	K-6	85	646		
Reading, Math	7,8	26	673		
Regional School District #6:					
Reading	K-6	87	151		
Trips	4	16	151		
Regional School District #8:					
Reading	K-6	19	219		
Language Arts	1-6	24	148		
Language Arts	1-3	24	269		
Reading	7,8	14	386		
Summer Preschool	Pk-K	20	55		
Summer Preschool	Pk	27	71		
Summer Basic Skills	1-6	18	67		
Summer Reading, Language Arts	1-5	23	77		
Regional School District #9:					
Basic Skills	1-7	35	720		
Regional School District #10:					
Reading	1-8	83	244		
Regional School District #12:					
Reading	1-10	35	530		
Regional School District #13:					
Basic Skills	3-5	11	775		
Reading	1-3	11	705		

School District Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expend[illegible]e	Title I Nonpublic Pupils	Title I Nonpublic Dollars
Regional School District					
Reading	[illegible]	19	[illegible]		
Reading	[illegible],2	32	220		
Reading	3,4	14	306		
Regional School District #15:					
Reading	4-8	42	429		
Reading	1-3	38	168		
Reading	9,10	15	373		
Regional School District #16:					
Reading	2-5	30	141		
Reading	6	33	129		
Reading	2-5	29	131		
Summer Basic Skills, Trips	--	31	--		
Regional School District #17:					
Basic Skills	1-6	21	180		
Reading, Math	7,8	20	160		
Basic Skills	K-6	29	110		
Regional School District #18:					
Basic Skills	K-11	40	474		
Summer Reading, Preschool, Home Crafts	Pk-11	68	49		

Table 5b

NONPUBLIC SCHOOL COMPENSATORY EDUCATION PROGRAMS, 1973-74

Town School Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	State, Federal or State and Federal Support
Ansonia:				
Assumption				
Reading	2-5	4	240	S&F
St. Joseph				
Reading	2,4	3	240	S&F
Ss. Peter & Paul				
Reading	2,3,5	3	240	S&F
Bethel:				
St. Mary				
Reading	4,6,8	3	100	S
Branford:				
St. Mary				
Reading	4-6	11	24	S
Bridgeport:				
Blessed Sacrament				
Reading	2-6,8	29	511	S&F
St. Mary				
Reading	2-8	31	511	S&F
St. Stephen				
Reading	3-8	34	511	S&F
Ss. Cyril & Methodius				
Reading	2-6,8	34	511	S&F
Sacred Heart				
Reading	2-8	31	511	S&F
St. Anthony				
Reading	2-8	27	511	S&F
Bristol:				
St. Paul				
Reading	9-12	10	220	S&F
St. Matthew				
Reading	2,4	2	88	S&F
St. Joseph				
Reading	8	2	72	S
St. Anthony				
Reading	1-3	3	353	S&F
St. Stanislaus				
Reading	1,3-5	7	252	S&F
St. Ann				
Reading	2-5	7	208	S&F
Danbury:				
St. Peter				
Reading	7	5	80	S
St. Gregory				
Reading	5	18	5	S

Town School Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	State, Federal or State and Federal Support
Danbury, cont.:				
St. Joseph				
Reading	4-6	35	43	S
Reading	7	5	80	S
Derby:				
St. Mary				
Reading	1-4,7	13	27	S
St. Michael				
Reading	2-5	13	88	S
East Hartford:				
St. Rose				
Reading	5,6	5	231	S&F
Enfield:				
St. Martha				
Reading	4-6	10	57	S
St. Adabert				
Reading	4-6	9	122	S
St. Joseph				
Reading	2,4,5	7	113	S
Fairfield:				
St. Emery				
Reading	2-5	5	179	S
St. Thomas				
Reading	1,4-5	5	179	S
Holy Family				
Reading	2-3	4	179	S
Greenwich:				
St. Mary				
Reading	5-7	9	100	S
Griswold:				
St. Mary				
Basic Skills	2-6	19	116	S
Groton:				
Sacred Heart				
Basic Skills	1-5,8	9	134	S&F
Hamden:				
Blessed Sacrament				
Reading	7-8	11	64	S&F
St. Rita				
Reading	1-5,7	10	62	S&F
St. Stephen				
Basic Skills	3-6	26	61	S
Hartford:				
Ss. Cyril & Methodius				
Reading, Math	1-11	9	422	S&F
St. Anne				
Reading, Math	1-8	25	422	S&F
St. Peter				
Reading, Math	1-6	15	422	S&F

Town School Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	State, Federal or State and Federal Support
Hartford, cont.:				
S. Catholic H.S.				
Reading, Math	9-11	12	422	S&F
St. Augustine				
Reading, Math	2-7	23	422	S&F
Our Lady of Sorrows				
Reading, Math	1-8	19	422	S&F
Reading, Math	1-7	4	422	S&F
St. Justin				
Reading, Math	1-8	15	422	S&F
Cathedral of St. Joseph	2-7	24	422	S&F
Killingly:				
St. James				
Reading	2-8	36	231	F
Manchester:				
Assumption				
Reading	6-7	8	94	S
East Catholic				
Reading	9	20	18	S
St. James				
Reading, Math	2,4-6	17	162	S
Meriden:				
St. Rose, St. Stanislaus, St. Laurent, St. Mary				
Reading	2-6	28	149	S&F
Middletown:				
St. Sebastian				
Reading	1-6	12	95	S
Mercy H.S.				
Basic Skills	9-11	14	95	S
St. Francis Xavier				
Reading	9-11	30	95	S
St. John				
Reading	1,3-8	14	95	S&F
Milford:				
Lady of Mercy				
Reading	10	4	150	S
St. Ann				
Reading	2-7	25	48	S
St. Gabriel				
Reading, Math	2-7	30	72	S&F
St. Mary				
Reading	4-6	12	33	S
Montville:				
St. Bernard				
Reading	9-11	11	164	S
Math	9-12	13	139	S
Naugatuck:				
St. Francis				
Reading	1-4	2	223	S&F
St. Hedwig				
Reading	--	--	--	F

Town School Program Emphasis	Grade Level	Total Pupils	$ Per Pupil Expenditure	State, Federal or State and Federal Support
New Britain:				
Holy Cross				
Reading	2-5	23	90	F
Mary Immaculate				
Reading	9-10,12	16	155	S
St. Joseph				
Reading	1-5	17	197	S&F
St. Thomas				
Reading	9-12	13	63	S
Sacred Heart				
Reading	2-6,8	42	325	F
Math	3-6	32	325	F
English Language	K-1	43	325	F
New Haven:				
Sacred Heart, St. Aedan, St. Francis, St. Martin, St. Mary, St. Michael, St. Peter, St. Rose, St. Stanislaus, St. Mary H.S.				
Basic Skills	1-12	132	329	S&F
New London:				
St. Joseph				
Reading	2,5-8	21	48	S
Reading	1-8	14	32	S
St. Mary				
Reading	3-8	26	166	S
Norwalk:				
St. Joseph				
Reading	2-4	9	233	S
St. Philip				
Reading	2-3	16	219	S
Norwich:				
St. Patrick				
Math	1-6	14	107	F
St. Joseph				
Math	2-8	23	66	S
Sacred Heart				
Math	1-7	17	--	--
Plainfield:				
All Hallows				
Reading	2-7	5	461	S&F
Plainville:				
Lady of Mercy				
Reading	7-8	6	100	S&F
Putnam:				
St. Mary				
Reading	2,5,6	15	227	S
Simsbury:				
St. Mary				
Reading	3	1	88	S

Town School Program Description	Grade Level	Total Pupils	$ Per Pupil Expenditure	State, Federal or State and Federal Support
Southington:				
St. Thomas				
Reading	7-9	2	397	S&F
Stratford:				
St. James, Holy Names				
Reading	2-7	26	165	S
Lady of Grade				
Reading	1-5,7,8	--	--	F
St. Mark				
Reading	6-7	--	--	F
Thompson:				
St. Joseph				
Basic Skills	4-5	18	--	S
Torrington:				
Sacred Heart				
Basic Skills	1-2, 4-8	6	176	S&F
St. Francis				
Reading	1-5	10	97	S&F
Trumbull:				
Most Precious Blood				
Reading	2-3	4	25	S&F
St. Catherine				
Reading	1-2	6	--	S
St. Teresa				
Reading	2-4,6-8	16	--	S
Vernon:				
St. Bernard				
Reading	1-4	8	--	S
St. Joseph				
Reading	2,4	5	163	S&F
Wallingford:				
Holy Trinity				
Basic Skills	],3-7	3	294	S&F
Waterbury:				
St. Francis Xavier				
Reading	1-6	3	343	S&F
St. Mary				
Reading	1,3	18	157	S
Reading	4-6	--	--	F
Basic Skills	2-6	5	518	S&F
St. Ann				
Reading	3-5	2	348	S&F
Reading	2,6,7	2	348	S&F
Ss. Peter and Paul				
Reading	2-3	7	443	S
Mt. Carmel				
Reading	2-3	8	366	S
St. Lucy				
Reading	4-6	2	280	S&F
Reading	1-3,5	2	280	S&F

Town School Program Description	Grade Level	Total Pupils	$ Per Pupil Expenditure	State, Federal or State and Federal Support
Waterbury, cont.:				
St. Thomas				
Basic Skills	5	--	--	F
Basic Skills	3	--	--	F
Basic Skills	2-5	3	343	S&F
Blessed Sacrament				
Reading	2-7	13	314	S
Holy Cross				
Reading	9	3	285	S
Math	9-10	6	285	S
Sacred Heart Elem.				
Reading	4-8	3	400	S&F
Reading	1-7	--	--	F
Reading	2,3,7	5	360	S&F
St. Margaret				
Reading	3-4,6-7	1	378	S&F
Reading	2-6	3	394	S&F
Sacred Heart H.S.				
Reading	9	10	291	S
Catholic H.S.				
Reading	9	6	265	S&F
West Hartford:				
Northwest Catholic				
Basic Skills	9-11	7	265	S
St. Thomas				
Reading	1-3	20	79	S
St. Brigid				
Reading	1-3	7	77	S
St. Timothy				
Reading	1-5	17	30	S
West Haven:				
Notre Dame				
Reading	9,11-12	29	110	S
St. Lawrence				
Reading	1-5	6	338	S&F
St. Louis				
Reading	1-6	18	98	S&F
Westport:				
Assumption				
Reading	2-7	25	76	S
Wethersfield:				
Corpus Christi				
Math	2,4,6-8	16	39	S
Windham:				
St. Mary, St. Joseph				
Basic Skills	1-8	32	263	S&F
Windsor:				
St. Gabriel				
Basic Skills	3,4,6,7	5	53	S&F
Winchester:				
St. Anthony				
Reading	2-8	20	251	S&F

II. PROGRAMS

The previous section presented short descriptions of the individual school year and summer compensatory programs implemented by each school district. In this section, the major types of programs for public and nonpublic schools and the frequency of their occurrence in 1973-74 are presented.

Following this, the preschool, reading and math, and summer program groupings are discussed in terms of total pupils involved, staffing, program objectives, program activities, and evaluation results.

Types of 1973-74 Programs

Type:	Frequency of Occurrence
Public School	
Preschool	32
Follow Through	10
Bilingual or Bicultural	12
English Language Help	21
Project Concern	4
Kindergarten-Grade 1 Readiness	20
Grade 2-8 Reading and Math	174
Upper Grade Counseling and Reading	35
Other School Year Programs	15
Summer Programs	47
Nonpublic School	
Mainly reading or math programs	130

Preschool Programs

Forty preschool programs serviced 3,000 pre-kindergarten children in 30 Connecticut school districts during the 1973-74 school year. Thirty-two were school year programs staffed by 105 teachers, 55 aides, and other supervisory and ancillary personnel. Eight of these programs were conducted in the summer. Eight programs included pupils for whom English is a second language (in 3 of these programs, children were taught in Spanish). Effort was made by one district to represent minority cultures within the staff to help minority children sense their own worth.

Program emphasis in nearly all programs was placed upon the following developmental areas:

1. language (inner, receptive, expressive)
2. perception
3. conceptual learning
4. large and fine motor development
5. emotional and social growth
6. reading and number readiness
7. increased awareness of environment and cultural enrichment
8. orientation to school situation and routine

Parent involvement was a main objective of 29 programs. Six districts reported the progress of their Parent Advisory Council in roles of planning and decisionmaking. In one

community parents developed a program to help children understand and appreciate community resources. A walking tour of the town was planned with mother and child participating together.

Opportunities for parental education in areas of child development and family relationships were provided by 3 districts. One program presented a workshop on sequential developmental stages and another made available a course in interrelated aspects of child and family relationships.

In 6 programs a specific effort was made to encourage parents to support the school program at home. Parents in 2 instances were made to feel they were "staff partners" as they worked with the teaching team to develop an individualized program focusing on the special needs of their child to be implemented at school and at home. In 1 program classroom learning props (games, toys, etc.) could be loaned to parents.

In 8 programs parents worked as volunteers serving as instructional aides and supervisors. Homes were visited systematically in 5 programs by teachers or home-school coordinators. In nearly all programs classroom visitation was encouraged and parent-teacher conferences were held with accompanying social interaction. Three programs conducted a parent evaluation of the program at the end.

A variety of standardized and teacher-made evaluative tests were administered. Of the 15 programs reporting

complete test data for the Peabody Picture Vocabulary Test, all but one program showed children making average language rates of growth exceeding their average chronological age development.

An objective of 8 programs was the early identification of learning disabilities as well as emotional or behavioral difficulties that plans might be laid for early intervention. Five programs provided psychological testing and needed referrals were made.

Medical services played an important role in 12 programs. Screening was done for problems in the areas of vision (14 programs), hearing (13 programs), speech handicaps (9 programs), dental needs (5 programs), disease (3 programs), color blindness (2 programs), and other medical problems which might affect learning.

In 2 programs medical personnel visited homes to determine possible causes for chronic absenteeism or behavioral-emotional problems. Two programs provided oral polio vaccines for all pupils and one program arranged for all children to be brought up-to-date in immunizations.

Nine programs included some form of teacher inservice ranging from daily workshops to regular staff meetings to discuss needs, program revisions, and materials.

Reading and Ma Programs

Over 500 teachers and aides provided reading and math related assistance to 1,686 pupils in grade levels 2-8.

Instead of reviewing the objectives, activities and evaluation for the large number of programs in this category, a summary of the progress of 1,221 individual pupils in grade levels 2-8 is presented. This summary has been taken from the October, 1974, state department publication, Attitude and Achievement as Measures of Effectiveness: Connecticut Compensatory Education Programs.

The 1,221 pupils were a representative sample of 3,997 pupils who received the services of the 111 compensatory reading or math staff in 42 school districts in the state. Pre- and post-test reading comprehension or math computation scores were submitted for each child. Also submitted were attitude-toward-school responses for each pupil, the total number of pupils served by the staff member during the year, and the cost of the staff member's compensatory services.

The single page of information collected from each teacher provided the clearest picture Connecticut has obtained to date of the association among pupil, school, and community factors relating to school district compensatory efforts. The major results and a discussion

of these results are presented in the following paragraphs.

Reading and Math Gains Meet Expectations

As a group, serviced children made reading or math gains that compared favorably to those of a large national sample of children.

Poor Children Achieve Less

Compensatory pupils in schools with high concentrations of children from poor families achieved less than compensatory pupils in schools with lower concentrations of pupils from poor families.

More Funds Spent for Children Furthest Behind

School districts spent more compensatory funds to help those children who were furthest behind in reading or math achievement than they did for children having lesser problems in these academic areas.

Too Many Children Assigned to Compensatory Staff in Schools With Large Enrollments

In the schools having large enrollments of children, there was a tendency to assign too many pupils to compensatory staff thereby reducing the effectiveness of compensatory services.

More Children Helped Should Be Most Educationally Deprived

The sample of pupils from all school district programs indicated a high frequency of pupils who were close to the national achievement norms. Both the state and federal compensatory legislation require that school districts first choose those pupils for services who are the most education-

ally deprived in the school district.

Attitude Responses of Pupils Unrelated to Their Achievement

Pupil attitude-toward-school responses from the 42 school district sample did not relate significantly to any pupil, school, or community factors studied in the evaluation.

While the first study summarized above examined achievement gains of individual pupils, the present study analyzes the group results reported by programs in each school district for serviced children separately by grade level. A discussion of group results follows in the "Achievement Test Results" section of this report. In this section group achievement test results are presented using the usual method of grade equivalent analysis requested by the U.S. Office of Education under the heading, "Grade Equivalent Analysis." In addition, the state department analyzed the group data using the same method of standard score analysis used to interpret individual pupil results. This procedure is described under the heading "Standard Score Analysis."

Summer Programs

The summer programs described in the following pages were conducted in Connecticut school districts during the summer of 1974 over a span of approximately four to eight weeks.

These forty-seven summer programs serving 2,487 public school students were held in 36 school districts with 9 districts serving in addition 62 nonpublic school pupils. Thirteen districts specifically identified the summer program as a continuing effort for pupils receiving state and federally funded compensatory help during the regular school year, while others selected students using criteria similar to those outlined by federal regulations or served preschoolers eligible for compensatory assistance.

In 33 of the 47 programs the main objective was remediation in the basic skill areas of reading and/or math in a situation offering a small pupil-teacher ratio and thus much individualization. Eight programs were designed exclusively for preschoolers (a total of 8 additional programs served pre-kindergarten children but were not primarily preschool programs), while 2 programs emphasized home crafts, 1 program was exclusively for students needing English Language Help (2 other programs also included foreign speaking pupils but were not primarily

English Language Help programs), and 1 program was a tour for cultural enrichment. In addition, 2 programs were planned primarily to train staff members for the coming school year's compensatory programs.

Other common objectives combined with growth in basic skills included fostering a positive attitude toward school and reading in particular, the enhancing of self-image by giving pupils the opportunity to readily succeed, development of interpersonal relationships, increased parent involvement, and cultural enrichment. Activities geared toward meeting program objectives along with remediation in basic skill areas included: arts and crafts and physical education (both included in 20 programs), field trips (17 programs), educational games (12 programs), storytelling (11 programs), music (10 programs), drama and theater (9 programs), films and filmstrips, library orientation, and creative writing (7, 6, and 4 programs respectively).

Parent involvement was an integral part of 21 programs. Varying degrees of involvement included: a mother-child program where mothers learned how to work and play with their children in a wholesome learning exchange, a Parent Effectiveness Training program to enable parent and child to communicate in mutual respect and understanding, training of parents to work in a Follow Through program during the school year, early contact with parents for ideas and initial planning sessions, home programs developed with

parents to supplement assistance given at school, parents as volunteers in art and music components and in instructional roles, encouragement for parents to visit school or contribute services, weekly communication concerning pupil progress by phone or note, parent-teacher conferences, invitations to special programs, and a questionnaire asking parents to give their reactions at the end of the summer.

Six programs included to some extent a medical component ranging from detailed screening for vision, hearing, and learning disabilities to a nurse who gave talks on nutrition, personal hygiene and dental care. On several occasions referrals were made for either medical or related learning problems as yet undiscovered. Five programs also employed a trained speech therapist.

Besides programs which were entirely planned as training sessions for compensatory staff, 6 programs indicated extensive plans for teacher inservice training ranging from simultaneous workshops accompanying the summer teaching schedule to sessions daily for program evaluation and technique demonstration.

Unique among summer programs were two programs conducted basically outside the classroom. One consisted of a series of field trips built on the theme: "Connecticut Heritage": Connecticut and the Sea, Culturally, Yesterday, and Today. The other was a six-week educational study

tour of the NortHeast United States highlighting history, geology, geography, ecology, conservation, and cultural experiences as well as basic state facts.

Nearly all programs used some form of diagnostic and/or evaluative testing with standardized or teacher-made test instruments. Many commented that the test interval was too short for a valid picture of gains to be achieved. Others noted as well that too much time was utilized for testing in a program already felt by many to be very short. It was suggested that only testing for diagnostic purposes be used in summer programs.

Attendance was generally reported as good, but family vacations were frequently noted as interrupting regular attendance. One district indicated trouble maintaining attendance in a preschool program, noting that parents of eligible compensatory preschoolers were not yet acquainted with school personnel and thus did not feel obligated to bring their children regularly. While most districts commented that the summer program was too short, one program attributed problems with attendance to a session too lengthy to maintain interest. One program reported using periodic contests (yo-yo, bubble gum, airplane flying) successfully as a motivating stimulus, while another district reported rewards as insufficient motivation for regular attendance.

III. ACHIEVEMENT TEST RESULTS

Grade Equivalent Analysis

Procedure

A language, math, or reading rate of gain per year was calculated for each compensatory program providing such data. Gains in math and reading were calculated by multiplying the grade equivalent differences between pre- and post-test scores by ten and dividing by the number of months between testing. In a similar way, a language rate of gain was computed for preschool and kindergarten programs by multiplying the mental age gain between pre- and post-testing by twelve and dividing the quantity by the number of months between testing.

Language results

In 75 percent of the 28 preschool and kindergarten programs providing mental age test data, children progressed at a faster rate in language development than their chronological age advancement. The total test results are for 1,251 children. The Peabody Picture Vocabulary Test was the instrument used in 79 percent of the reportings. (See Tables 6a and 6b.)

Math results

In 68 percent of the 76 programs reporting math results, pupils progressed at a rate exceeding a month's gain per month of program services. The total test results are for 5,722 children. A total of 72 percent of all test report-

LANGUAGE GAINS BY GRADE LEVEL
Table 6a

Grade Equivalent Gain Rate Per Year	Incidence of Group Scores by Grade Level Averaging: 0-.70 yrs.	.71-1.00 yrs.	1.01-1.50 yrs.	1.51 or more	Total Report-ings	Pupils
Presch.	--	1	4	10	15	875
Kdgn.	2	4	1	6	13	376
	7% 2	18% 5	18% 5	57% 16		1,251

LANGUAGE GAINS BY PROGRAM AND BY TEST
Table 6b

Grade Equivalent Gain Rate Per Year	Incidence of Combined Grade Level Results of Programs Averaging: 0-.70 yrs.	.71-1.00 yrs.	1.01-1.50 yrs.	1.51 or more	Programs/Pupils	
PPVT	1	2	4	15	22	1,130
Other Tests	1	3	1	1	6	121
	7% 2	18% 5	18% 5	57% 16		1,251

ings were for the Metropolitan Achievement Tests, Stanford Achievement Test, and Wide Range Achievement Test math subtests. (See Table 7.)

Reading results

In 61 percent of the 241 programs reporting reading test data, pupils progressed at a rate exceeding a month's gain per month of program services. The total test results were for 14,684 pupils. A total of 80 percent of all test reportings were for Metropolitan Achievement Tests, Gates-MacGinitie Reading Tests, Stanford Achievement Test, and California Achievement Tests. (See Table 8.)

Grade by grade analysis

Ninety percent of all math test reportings were for pupils in grades 2-8. Approximately half of the grade level groupings showed less than month per month gain and about half exceeded this rate. (See Table 9.)

Ninety-one percent of all reading test reportings were for pupils in grades 2-8. Again, approximately half of the grade level groupings showed less than month per month gain and about half exceeded this rate. (See Table 10.)

MATH GAINS BY PROGRAM AND BY TEST
Table 7

Grade Equivalent Gain Rate Per Year	Incidence of Combined Grade Level Results of Programs Averaging: 0-.70 yrs.	.71-1.00 yrs.	1.01-1.50 yrs.	1.51 or more	Programs/Pupils
MAT	5	4	8	5	22 3,599
CAT	1	--	4	2	7 160
SAT	1	4	4	8	17 439
WRAT	--	4	5	2	11 829
SRA	1	--	3	--	4 301
ITBS	1	1	3	--	5 145
PIAT	--	1	3	1	5 5
SDRT	--	1	2	1	4 209
Other Tests	--	--	--	1	1 35
	12% 9	20% 15	42% 32	26% 20	5,722

READING GAINS BY GRADE LEVEL
Table 8

Grade Equivalent Gain Rate Per Year	Incidence of Group Scores by Grade Level Averaging: 0-.70 yrs.	.71-1.00 yrs.	1.01-1.50 yrs.	1.51 or more	Total Report-ings	Pupils
Gr 1	15	12	11	12	50	651
Gr 2	36	43	30	39	148	3,538
Gr 3	39	36	45	29	149	3,482
Gr 4	42	36	44	36	158	3,070
Gr 5	32	19	36	52	139	1,376
Gr 6	34	15	22	37	108	966
Gr 7	18	16	10	18	62	676
Gr 8	18	6	11	12	47	425
Gr 9	--	2	2	7	11	355
Gr 10	2	1	2	2	7	87
Grs 11,12	2	2	2	6	12	58
	27% 238	21% 188	24% 215	28% 250		14,684

MATH GAINS BY GRADE LEVEL
Table 9

Grade Equivalent Gain Rate Per Year	Incidence of Group Scores by Grade Level Averaging: 0-.70 yrs.	.71-1.00 yrs.	1.01-1.50 yrs.	1.51 or more	Total Reportings	Pupils
Kdgn.	--	1	--	--	1	62
Gr. 1	3	5	7	4	19	308
Gr. 2	2	17	8	11	38	1,413
Gr. 3	11	13	10	11	45	1,430
Gr. 4	8	16	10	14	48	1,459
Gr. 5	8	6	15	14	43	315
Gr. 6	7	8	11	12	38	248
Gr. 7	10	9	6	7	32	304
Gr. 8	7	4	--	6	17	132
Gr. 9	--	--	2	3	5	25
Grs. 10, 11 12	--	--	2	3	5	26
	19% 56	27% 78	25% 71	29% 85		5,722

READING GAINS BY PROGRAM AND BY TEST
Table 10

Grade Equivalent Gain Rate Per Year	Incidence of Combined Grade Level Results of Programs Averaging: 0-.70 yrs.	.71-1.00 yrs.	1.01-1.50 yrs.	1.51 or more	Programs/Pupils
Gts-McG	8	13	19	16	56 2,202
MAT	12	9	22	11	54 6,184
CAT	6	5	11	9	31 1,788
SAT	11	14	21	6	52 1,913
WRAT	--	2	8	2	12 937
SRA	1	2	2	1	6 358
ITBS	2	--	7	3	12 556
PIAT	--	2	2	2	6 202
SDRT	2	3	3	2	10 495
Other Tests	1	1	--	--	2 49
	18% 43	21% 51	39% 95	22% 52	14,684

Standard Score Analysis

Procedure

Scores from seven commonly used standardized tests were converted to equivalent MAT reading or math computation raw scores. Standard score gains from fall to spring were derived for group results and compared to MAT Gains Tables expectations. (MAT Gains Tables are presented in Appendix C.)

Conversion tables were provided by the SAT publisher permitting the test scores of pupils in grades 2-8 to be equated with MAT reading or math computation scores. The Anchor Test Study made it possible to convert grades 4-6 pupil reading comprehension scores from six additional tests to equivalent MAT reading scores. (Specific tests are listed in Appendix B.)

In order to compare the scores from the eight tests (all converted to MAT) with the MAT Gains Tables data, the pupil pretest standard scores first had to be separated into three categories: low, average, or high pretest achievers. Compensatory pupils fell into two of these groupings--low pretest achievers (stanines 1-3) and average pretest achievers (stanines 4-6).

This procedure permitted the study of reading or math progress of Connecticut pupils while controlling for the following important factors:

1. All test scores could be treated as though they

came from a single standardized test.

2. Gains in reading and math were calculated from a single source using raw score to standard score conversions with gains expressed in standard score units. Standard scores express the results for a subtest area for all batteries and all forms on a single, common scale which makes it the most accurate measure of gains.

3. Pupil results were viewed separately by grade level and by subtest as achievement gains measured by tests vary greatly from grade to grade and also among subtests of achievement batteries.

4. The test score gains of pupils who had low achievement at pretesting were analyzed separately from the test score gains of pupils who had average achievement at pretesting. This controls to some extent for the differences among gain scores due to the "regression toward the mean" test measurement theory.

While the above mentioned controls increased the accuracy of the test analyses, considerable sample size losses resulted. The math subtest scores of only 306 pupils out of 5,722 pupil reportings could be used in math computation comparisons with the MAT Gains data. And reading subtest scores of only 2,181 pupils out of 14,684 pupil reportings could be used in reading comprehension comparisons with the MAT Gains Tables.

The above losses were due primarily to five problems which arise in aggregating test information from the

evaluation reports of 164 school districts in the state. These difficulties are as follows:

1. In 27 percent of the total test reportings, data had to be eliminated because there is no accurate way available to equate test scores in certain grades and for particular tests with MAT reading or math scores.

2. Another 24 percent of test reportings were discarded because of the school district's use of a spring to spring pre- to post-testing pattern.

3. An additional 24 percent of test reportings could not be used as school districts reported reading and math progress in terms of subtests other than reading comprehension or math computation.

4. Nine percent of the test reportings were lost because the gain expectations presented in the MAT Gains Tables are limited to grade levels two through eight.

5. The remaining 15 percent of all test reporting losses were due either to incomplete test information provided in school district evaluation reports or the administration of a test level which was more than one level below the grade placement of the child as recommended by test publishers.

Math computation gains

The results in Table 11 show that Connecticut standard score gains in math computation are not consistent with the MAT expected gains for low pretest achievers. However,

Table 11

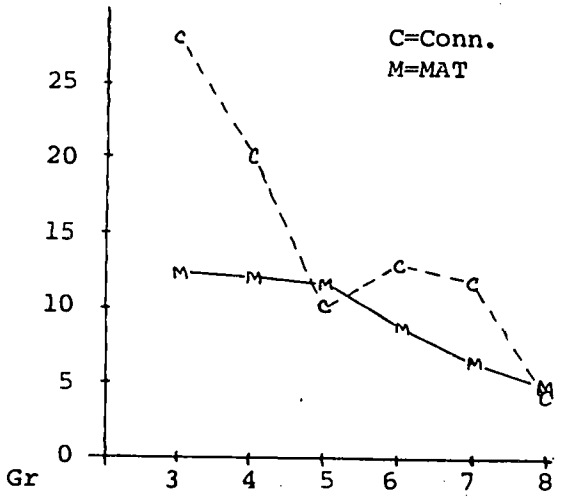
CONNECTICUT MATH GAINS COMPARED TO MAT MATH GAINS

Gr Lvl	Standard Score Gains for Pupils Having Low Pretest Scores (Stanines 1-3)			
	CONNECTICUT GAINS		MAT EXPECTED GAINS	
	N	S.S. Gain	S.S. Gain	S.D.
3	14	28.3	12.6	10.9
4	24	20.0	12.2	12.5
5	41	10.2	11.8	13.4
6	17	12.8	8.7	14.1
7	65	11.7	6.3	12.6
8	23	4.3	4.8	11.4

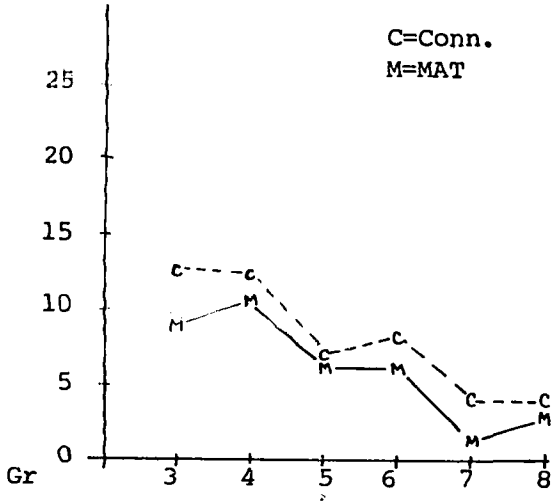
Standard Score Gains for Pupils Having Average Pretest Scores (Stanines 4-6)			
CONNECTICUT GAINS		MAT EXPECTED GAINS	
N	S.S. Gain	S.S. Gain	S.D.
29	12.9	9.0	7.2
28	12.4	10.8	8.0
12	7.0	6.2	7.0
41	8.2	6.3	7.3
3	4.0	1.6	7.3
9	4.0	3.1	6.6

Standard Score Gains for Pupils Having High Pretest Scores (Stanines 7-9)			
CONNECTICUT GAINS		MAT EXPECTED GAINS	
N	S.S. Gain	S.S. Gain	S.D.
No Connecticut compensatory program pupils had high pretest scores.		4.0	8.0
		8.1	8.2
		5.2	6.3
		3.3	7.2
		2.5	7.2
		2.7	8.9

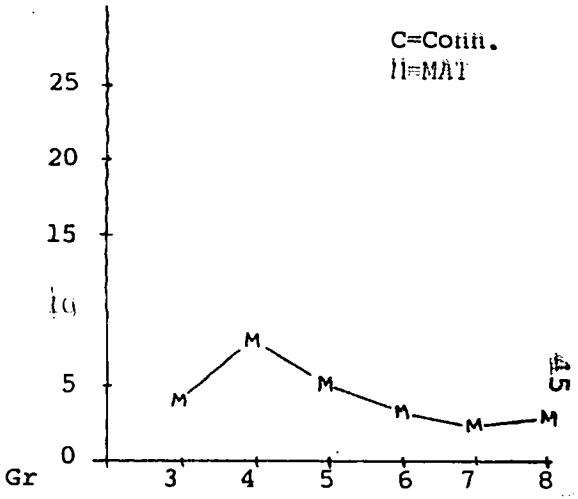
Standard Score Gain
for Pupils with Low Pretest Scores



Standard Score Gain
for Pupils with Average Pretest Scores



Standard Score Gain
for Pupils with High Pretest Scores



Connecticut pupils who were average pretest achievers show standard score gains that are consistent with and slightly greater than MAT expected gains. The slightly greater gains can be attributed to the longer interval between pre- and post-testing employed in Connecticut school districts.

This is the first year that math computation gains have been shown for Connecticut compensatory pupils and it should be noted that sample sizes are extremely small in this first endeavor.

Reading gains

The results of Table 12 show that Connecticut standard score gains in reading comprehension from fall to spring are somewhat inconsistent with MAT expected gains. Small sample sizes may account for the inconsistencies in the upper grade levels. However, a rather large sample of grade 2 low achievers show much larger reading gains than were typically found for the MAT Gains Tables' sample thus raising some questions about the Connecticut grade 2 low achieving pupil results.

This is the second year that reading comprehension gains have been shown for Connecticut compensatory pupils in this manner. The total sample of pupil gains that could be handled in this way has increased noticeably in 1973-74.

Fall to spring vs. spring to spring reading gains

The results of Table 13 show Connecticut standard

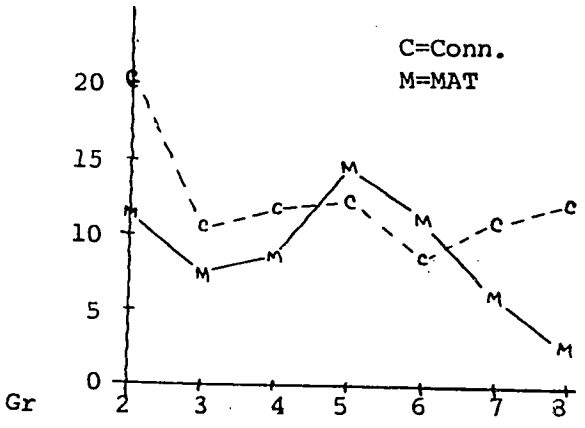
Table 12

CONNECTICUT READING GAINS COMPARED TO MAT READING GAINS

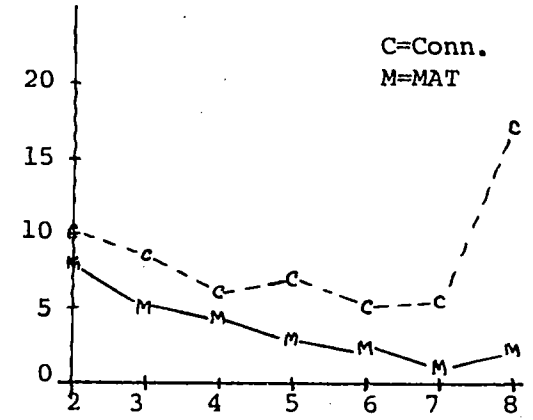
Fall - Spring Testing Pattern

Gr Lvl	Standard Score Gains for Pupils Having Low Pretest Scores (Stanines 1-3)				Standard Score Gains for Pupils Having Average Pretest Scores (Stanines 4-6)				Standard Score Gains for Pupils Having High Pretest Scores (Stanines 7-9)			
		CONNECTICUT GAINS	MAT EXPECTED GAINS			CONNECTICUT GAINS	MAT EXPECTED GAINS			CONNECTICUT GAINS	MAT EXPECTED GAINS	
	N	S.S. Gain	S.S. Gain	S.D.	N	S.S. Gain	S.S. Gain	S.D.	N	S.S. Gain	S.S. Gain	S.D.
2	247	20.1	11.3	9.9	272	9.9	7.8	6.8	No Connecticut compensatory program pupils had high pretest scores		3.4	9.8
3	260	10.8	7.1	14.0	105	8.6	5.0	7.4			5.2	10.1
4	246	11.9	8.5	15.5	247	6.1	4.5	7.9			2.1	8.3
5	106	12.5	14.6	16.9	268	7.0	3.0	7.0			0.4	7.1
6	135	8.7	11.2	17.5	139	5.1	2.4	6.2			-3.4	8.1
7	52	11.0	6.3	13.4	48	5.5	1.2	8.2			2.2	8.9
8	26	12.3	2.9	11.8	30	17.2	2.3	8.6			0.7	9.0

Standard Score Gain for Pupils with Low Pretest Scores



Standard Score Gain for Pupils with Average Pretest Scores



Standard Score Gain for Pupils with High Pretest Scores

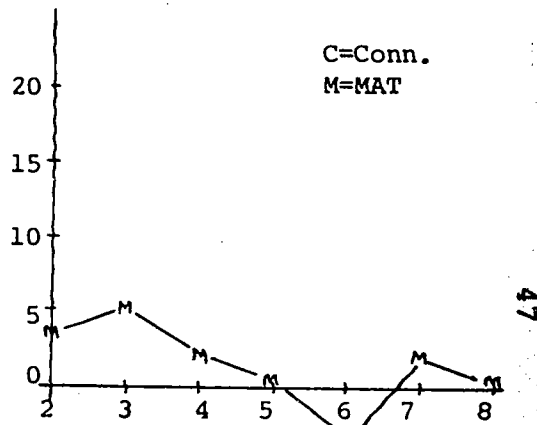


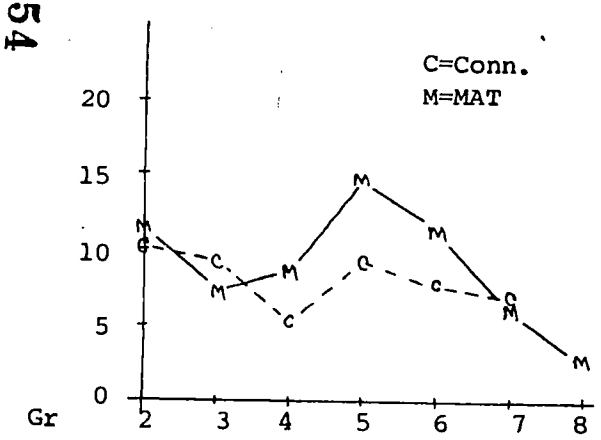
Table 13

CONNECTICUT READING GAINS COMPARED TO MAT READING GAINS

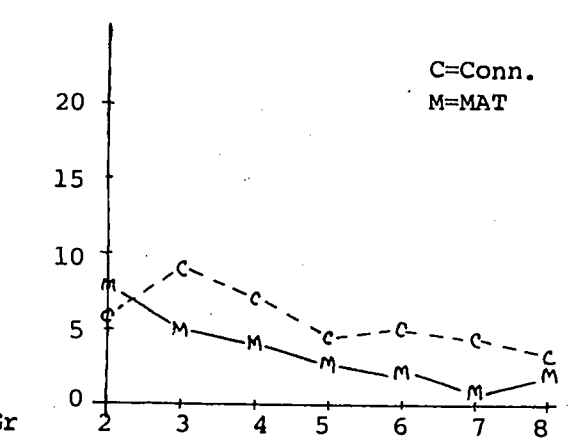
Spring - Spring Testing Pattern

Gr Lvl	Standard Score Gains for Pupils Having Low Pretest Scores (Stanines 1-3)				Standard Score Gains for Pupils Having Average Pretest Scores (Stanines 4-6)				Standard Score Gains for Pupils Having High Pretest Scores (Stanines 7-9)			
		CONNECTICUT GAINS	MAT EXPECTED GAINS			CONNECTICUT GAINS	MAT EXPECTED GAINS			CONNECTICUT GAINS	MAT EXPECTED GAINS	
	N	S.S. Gain	S.S. Gain	S.D.	N	S.S. Gain	S.S. Gain	S.D.	N	S.S. Gain	S.S. Gain	S.D.
2	57	10.0	11.3	9.9	1,190	5.7	7.8	6.8	No Connecticut compensatory program pupils had high pretest scores.		3.4	9.8
3	93	9.3	7.1	14.0	1,157	9.0	5.0	7.4			5.2	10.1
4	79	5.2	8.5	15.5	1,052	6.9	4.5	7.9			2.1	8.3
5	189	9.2	14.6	16.9	138	4.6	3.0	7.0			0.4	7.1
6	31	7.8	11.2	17.5	40	5.0	2.4	6.2			-3.4	8.1
7	7	7.0	6.3	13.4	34	4.6	1.2	8.2			2.2	8.9
8	--	---	2.9	11.8	9	3.6	2.3	8.6			0.7	9.0

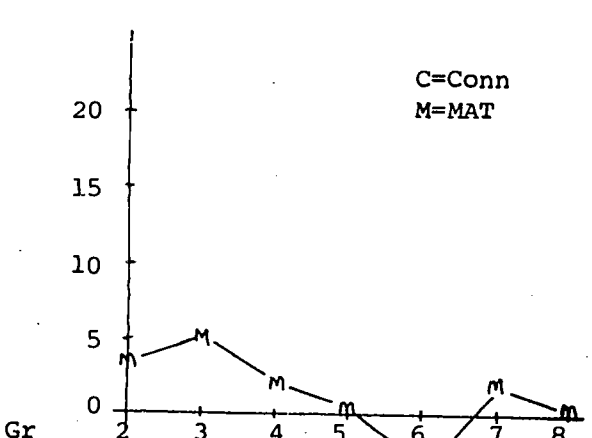
Standard Score Gain for Pupils with Low Pretest Scores



Standard Score Gain for Pupils with Average Pretest Scores



Standard Score Gain for Pupils with High Pretest Scores



score gains in reading comprehension for programs using a spring to spring testing pattern.

When spring to spring reading gains are compared with fall to spring reading gains, the results generally indicate that low pretest achievers tested spring to spring make smaller gains grade by grade than do low pretest achievers tested fall to spring. Connecticut average pretest achievers tested spring to spring make approximately the same gains as average pretest achievers who were tested in a fall to spring pattern. However, sample sizes for spring to spring tested children were small for many of the grade level reportings shown.

Math and reading gains in terms of other derived scores

Once math and reading pre- and post-test scores have been calculated in standard score units separately for low and average pretest achievers at each grade level the results can be converted into other derived scores such as grade equivalent gains, percentile gains, and stanine gains. This procedure is a necessity to correct the distortions that develop when grade equivalent and percentile gains are calculated directly such as was done in the first part of this section, "Grade Equivalent Analysis."

Tables 14, 15, 16, and 17 show the more accurately calculated derived scores for math and reading according to the pupils' grade level and pretest achievement level.

Table 14

MATH STANDARD SCORES AND DERIVED SCORES FOR LOW PRETEST ACHIEVERS

Grade Level	N	Standard Scores			Grade Equivalent Scores			Percentile Scores			Stanine Scores		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Grade 3 Pupils	14	39.4	67.7	28.3	1.8	4.1	23 mos.	6	62	56	2	6	4
Grade 4 Pupils	24	51.6	71.6	20.0	2.7	4.4	17 mos.	8	32	24	2	4	2
Grade 5 Pupils	41	68.7	78.9	10.2	4.2	5.1	9 mos.	18	30	12	3	4	1
Grade 6 Pupils	17	74.9	87.7	12.8	4.7	6.2	15 mos.	14	36	22	3	4	1
Grade 7 Pupils	65	75.9	87.6	11.7	4.8	6.2	14 mos.	8	26	18	2	4	2
Grade 8 Pupils	23	74.0	78.3	4.3	4.6	5.0	4 mos.	2	6	4	1	2	1
Total Pupils	184												

Table 15

MATH STANDARD SCORES AND DERIVED SCORES FOR AVERAGE PRETEST ACHIEVERS

Grade Level	N	Standard Scores			Grade Equivalent Scores			Percentile Scores			Stanine Scores		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Grade 3 Pupils	29	57.2	70.1	12.9	3.1	4.3	12 mos.	50	68	12	5	6	1
Grade 4 Pupils	28	65.7	78.1	12.4	3.9	5.0	11 mos.	42	50	8	5	5	0
Grade 5 Pupils	12	80.0	87.0	7.0	5.3	6.1	8 mos.	56	62	6	5	6	1
Grade 6 Pupils	41	82.9	91.1	8.2	5.6	6.6	10 mos.	32	42	10	4	5	1
Grade 7 Pupils	3	85.0	89.0	4.0	5.9	6.3	4 mos.	24	28	4	4	4	0
Grade 8 Pupils	9	99.0	103.0	4.0	7.9	8.8	9 mos.	46	58	12	5	5	0
Total Pupils	122												

Table 16

READING STANDARD SCORES AND DERIVED SCORES FOR LOW PRETEST ACHIEVERS

Grade Level	N	Standard Scores			Grade Equivalent Scores			Percentile Scores			Stanine Scores		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Grade 2 Pupils	247	28.6	48.7	20.1	1.4	2.3	9 mos.	6	32	26	2	4	2
Grade 3 Pupils	260	46.3	57.1	10.8	2.1	3.0	9 mos.	12	38	26	3	4	1
Grade 4 Pupils	246	49.9	61.8	11.9	2.4	3.5	11 mos.	12	28	16	3	4	1
Grade 5 Pupils	106	59.4	71.9	12.5	3.2	4.7	15 mos.	16	28	12	3	4	1
Grade 6 Pupils	135	65.1	73.8	8.7	3.8	4.9	11 mos.	16	22	6	3	3	0
Grade 7 Pupils	52	64.0	75.0	11.0	3.7	5.1	14 mos.	8	22	14	2	3	1
Grade 8 Pupils	26	65.7	78.0	12.3	3.9	5.5	16 mos.	6	18	12	2	3	1
Total Pupils	1,072												

Table 17

READING STANDARD SCORES AND DERIVED SCORES FOR AVERAGE PRETEST ACHIEVERS

Grade Level	N	Standard Scores			Grade Equivalent Scores			Percentile Scores			Stanine Scores		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Grade 2 Pupils	272	41.5	51.4	9.9	1.9	2.5	6 mos.	38	40	2	4	5	1
Grade 3 Pupils	105	53.3	61.9	8.6	2.7	3.5	8 mos.	30	54	24	4	5	1
Grade 4 Pupils	247	62.0	68.1	6.1	3.5	4.2	7 mos.	38	44	6	4	5	1
Grade 5 Pupils	268	70.8	77.8	7.0	4.5	5.5	10 mos.	40	42	2	5	5	0
Grade 6 Pupils	139	74.9	80.0	5.1	5.1	5.9	8 mos.	34	34	0	4	4	0
Grade 7 Pupils	48	79.0	84.5	5.5	5.7	6.7	10 mos.	30	42	12	4	5	1
Grade 8 Pupils	30	84.1	101.3	17.2	6.5	9.6	31 mos.	28	66	38	4	6	2
Total Pupils	1,109												

Discussion of Test Analyses Presented

The Office of Education has requested that states provide achievement test information in grade equivalent units for their compensatory education programs. Connecticut has forwarded such information for three successive years. Reporting scores in grade equivalent units permits more test information to be reported. And because more test scores can be reported, it allows for a broad analysis of: (1) the different tests being used in the state, (2) which tests are used most predominantly, and (3) the grade levels at which various tests are administered.

However, in encouraging school districts to report grade equivalent gains calculated directly from grade equivalent pre- and post-test scores, considerable distortion of children's achievement progress occurs. The distortion is due in part to the nature of the grade equivalent unit and in part to the method used to calculate yearly rates of gain. It is also due to the assumptions that all children gain equally and that achievement occurs evenly up through the grade levels of schooling. These assumptions are not tenable as the "Standard Score Analysis" section of this report indicates.

Consequently, the use of grade equivalent test score analysis at the school district, the state, and the federal levels should be discontinued in favor of a more accurate way of reporting the achievement of compensatory children

to the public.

An improved method of reporting achievement exists (1) when test gain scores of pupils are calculated using an equal-interval unit such as the standard score; (2) when gain scores of pupils are judged separately in terms of their being below average, average, or above average at the time of pretesting; (3) when gain scores are judged separately across grade levels and subtests; and (4) when such results can be compared to those of a large national sample of children where the same controls have been employed.

Most of the above features have been incorporated in the additional way Connecticut has analyzed compensatory pupil test information for the past two years. These analyses indicate that compensatory pupils do achieve differently when the above mentioned factors are controlled in the test analyses. However, two considerations need further attention: first, some of the Connecticut test analyses did not prove to be consistent with that of the much larger MAT Gains sample, and second, this report does not deal with the issue of how the MAT Gains approach can be used effectively at the school district, the state, and the federal levels of participation to determine whether pupils are performing any better than they would have had compensatory help not been provided to the selected pupils.

In terms of the first consideration, a more in-depth study needs to be made by the State Department of Education to determine the reasons for certain inconsistent results.

In terms of the second consideration, the method of reporting test data of pupils receiving compensatory education needs to be changed. Since 1966 test data have been requested in a manner that requires the school district to report test results for their children grouped separately by grade levels for each of their programs. As a result, the State Department of Education has usually aggregated results in the same manner.

If the aforementioned controls are to be employed and results are to be adequately useful at the school district, the state, and the federal levels, test data must be collected on an individual pupil basis and from each compensatory supported staff person instead of on a program by program basis. The individual pupil data collected from each compensatory staff person need not be more than a single page of information for a representative sample of the pupils assigned to each compensatory supported staff person. The individual pupil test scores will permit a more thorough analysis than the previously collected average scores of pupils for each grade level.

Compensatory staff from school districts can use the MAT Gains Tables to determine the proportion of their pupils making the expected achievement gains. They can then direct their attention toward identifying factors which may be related to pupils who achieved well and those who did not. However, school district evaluators would

still need to continue to perform an evaluation for each of their compensatory programs as not all compensatory supported staff provide services to pupils dominant in the English language nor do they all provide services which can be measured in terms of reading or math progress.

State Department of Education evaluators can aggregate the individual pupil achievement information for the various types of compensatory education programs in the state. Pupil test scores can be analyzed in relation to other pupil, school, and community variables to determine program effectiveness and the results of concentration of compensatory services. A beginning was made in this direction in the October, 1974, state department study, Attitude and Achievement as Measures of Effectiveness: Connecticut Compensatory Education Programs. These results were for English dominant children receiving reading or math help. Additional models need to be developed by the State Department of Education for bilingual-bicultural compensatory programs, preschool programs, and Follow Through programs.

The state department's major purpose for collecting such data is first to provide useful information to be reported back to local school districts and second to provide individual pupil information for the various types of basic skills programs in Connecticut for the U.S. Office of Education's use.

Within the last year, the U.S. Office of Education has begun an extensive examination of the kinds of data which should be collected annually from the states to provide a more thorough analysis of Title I of the Education Amendments of 1974 for a national reporting. Connecticut, by initiating a process of collecting individual pupil results, can thus supply any needs requested for the national reporting.

Evaluation needs for 1974-75 are presented in Appendices A-G of this report. Included in the Appendices are procedures for providing individual pupil data for reading and/or math related programs of Connecticut school districts.

Appendix A

EVALUATING COMPENSATORY PROGRAMS IN 1974-75

EVALUATING COMPENSATORY PROGRAMS IN 1974-75

Recommendations for school district evaluation of 1974-75 compensatory programs are summarized below in ten steps:

1. Use one of the tests listed in Appendix B.

2. Administer only a single subtest to each child: reading comprehension (2-8), math computation, or math concepts (3-8).

3. Pre- and post-test each child, maintaining a six month interval between test administrations.

4. In analyzing the test data for a school district program, first designate pupils as high, average, or low pretest stanine achievers and then determine the proportions of children making the standard score gains presented in the MAT Gains Tables, Appendix C of this report. Attempt to determine why some pupils make the gains they should and why others do not.

5. Complete end-of-year program evaluations early using the 1974-75 COMPENSATORY PROGRAM COMPONENT EVALUATION form found in Appendix D.

6. Where reading or math progress is expected for a compensatory staff person's pupils each individual staff person should complete and submit the single page entitled 1974-75 INDIVIDUAL PUPIL READING OR MATH INFORMATION form of Appendix E.

7. Follow the recommendations of the October 3, 1974 letter to Title I Coordinators, Directors of Bilingual Programs and Concerned Evaluators (reprinted as Appendix F of this report) in regard to evaluating bilingual-bicultural programs.

8. Disseminate compensatory program results to staff and parents before the close of the school year.

9. Send a copy of each school year program component evaluation to the State Department of Education by June 30, 1975.

10. Complete the form, SUMMER 1975 COMPENSATORY PROGRAM EVALUATION, of Appendix G for each summer compensatory supported program and forward a copy to the State Department of Education before the beginning of the next school year.

Appendix B

ACHIEVEMENT TESTS WHICH CAN BE USED FOR INDIVIDUAL PUPIL FORM

ACHIEVEMENT TESTS WHICH CAN BE USED FOR INDIVIDUAL PUPIL FORM

Grade	Acceptable Tests*								
2	MAT, 1970 Primary II Reading Total Math	SAT, 1964 Primary II Paragraph Meaning	SAT, 1973 Primary II Reading						
3	MAT, 1970 Elementary Reading Math Computation Math Concepts	SAT, 1964 Primary II Paragraph Meaning Arithmetic Computation Arithmetic Concepts	SAT, 1973 Primary III Reading Comprehension Math Computation Math Concepts						
4	MAT, 1970 Elementary Reading Math Computation Math Concepts	SAT, 1964 Intermediate I Paragraph Meaning Arithmetic Computation Arithmetic Concepts	SAT, 1973 Intermediate I Reading Comprehension Math Computation Math Concepts	GMT, 1964 Survey D Comprehension Form 1	CAT, 1970 Level 3 Comprehension Form A	CTBS, 1968 Level 2 Comprehension Form Q	ITBS, 1971 Level 10 Reading Comprehension Form 5	SRA-ACH, 1971 Blue Level Reading Form E	STEP II, 1969 Level 4 Part 2 Form A
5	MAT, 1970 Intermediate Reading Math Computation Math Concepts	SAT, 1964 Intermediate II Paragraph Meaning Arithmetic Computation Arithmetic Concepts	SAT, 1973 Intermediate II Reading Comprehension Math Computation Math Concepts	GMT, 1964 Survey D Comprehension Form 1	CAT, 1970 Level 3 Comprehension Form A	CTBS, 1968 Level 2 Comprehension Form Q	ITBS, 1971 Level 11 Reading Comprehension Form 5	SRA-ACH, 1971 Blue Level Reading Form E	STEP II, 1969 Level 4 Part 2 Form A
6	MAT, 1970 Intermediate Reading Math Computation Math Concepts	SAT, 1964 Intermediate II Paragraph Meaning Arithmetic Computation Arithmetic Concepts	SAT, 1973 Intermediate II Reading Comprehension Math Computation Math Concepts	GMT, 1964 Survey D Comprehension Form 1	CAT, 1970 Level 4 Comprehension Form A	CTBS, 1968 Level 3 Comprehension Form Q	ITBS, 1971 Level 12 Reading Comprehension Form 5	SRA-ACH, 1971 Green Level Reading Form E	STEP II, 1969 Level 4 Part 2 Form A
7	MAT, 1970 Advanced Reading Math Computation Math Concepts	SAT, 1964 Advanced Paragraph Meaning Arithmetic Computation Arithmetic Concepts	SAT, 1973 Advanced Reading Comprehension Math Computation Math Concepts						
8	MAT, 1970 Advanced Reading Math Computation Math Concepts	SAT, 1964 Advanced Paragraph Meaning Arithmetic Computation Arithmetic Concepts	SAT, 1973 Advanced Reading Comprehension Math Computation Math Concepts						

* Preferable forms of certain tests are listed for grades 4-6. Where possible, please use the form listed for pretesting. Use a different form for post-testing than was used for pretesting. (e.g.: CAT, 1970, pretest Form A, post-test Form B)

Use only reading subtest, do <u>not</u> report Total Reading.

Appendix C

MAT GAINS TABLES

MAT GAINS TABLES

Median, Mean and S.D. of MAT Standard Score "Gains" Over a Six-Month Period by Grade for Three Subgroups and Total Group (N=1461-2861 per grade)

READING

	HIGH PRETEST			AVERAGE PRETEST			LOW PRETEST			TOTAL GROUP		
Grade	Median	Mean	S.D.	Median	$\bar{x}$	S.D.	Median	$\bar{x}$	S.D.	Median	Mean	S.D.
2	2.8	3.4	9.8	8.0	7.8	6.8	11.3	11.3	9.9	7.6	7.5	8.6
3	5.1	5.2	10.1	4.9	5.0	7.4	5.3	7.1	14.0	5.0	5.0	9.8
4	2.3	2.1	8.3	4.5	4.5	7.9	6.3	8.5	15.5	4.4	4.8	10.4
5	.3	.4	7.1	3.6	3.0	7.0	12.7	14.6	16.9	3.6	4.6	11.0
6	-3.8	-3.4	8.1	2.6	2.4	6.2	8.3	11.2	17.5	2.0	2.4	10.9
7	1.8	2.2	8.9	1.6	1.2	8.2	5.3	6.3	13.4	2.2	2.5	9.9
8	.4	.7	9.0	2.3	2.3	8.6	2.1	2.9	11.8	2.0	2.6	9.5

Median, Mean and S.D. of MAT Standard Score "Gains" Over a Six-Month Period by Grade for Three Subgroups and Total Group (N=1461-2861 per grade)

MATH COMPUTATION

Grade	HIGH PRETEST			AVERAGE PRETEST			LOW PRETEST			TOTAL GROUP		
	Median	Mean	S.D.	Median	$\bar{X}$	S.D.	Median	$\bar{X}$	S.D.	Median	Mean	S.D.
3	4.4	4.0	8.0	8.8	9.0	7.2	11.4	12.6	10.9	8.2	8.5	8.7
4	8.2	8.1	8.2	11.0	10.8	8.0	10.2	12.2	12.5	10.2	10.5	9.3
5	5.4	5.2	6.3	5.9	6.2	7.0	9.5	11.8	13.4	6.2	7.0	8.8
6	3.1	3.3	7.2	6.4	6.3	7.3	5.8	8.7	14.1	5.4	6.0	9.2
7	1.7	2.5	7.2	2.7	1.6	7.3	4.7	6.3	12.6	2.5	2.8	8.8
8	1.1	2.7	8.9	2.8	3.1	6.6	5.0	4.8	11.4	2.7	3.3	8.5

MATH CONCEPTS

Grade	HIGH PRETEST			AVERAGE PRETEST			LOW PRETEST			TOTAL GROUP		
	Median	Mean	S.D.	Median	$\bar{X}$	S.D.	Median	$\bar{X}$	S.D.	Median	Mean	S.D.
3	5.6	5.0	8.0	8.3	8.1	7.7	9.9	10.6	10.4	8.1	7.8	8.6
4	3.0	2.9	6.7	7.3	7.2	6.9	8.2	9.7	13.8	6.4	6.8	8.9
5	4.2	4.7	7.5	4.2	4.0	7.7	7.7	10.1	14.9	4.7	5.3	9.6
6	6.4	6.2	7.8	4.0	3.9	7.6	4.8	7.7	16.6	4.7	5.2	10.0
7	1.0	1.1	8.0	1.6	2.0	7.1	5.2	6.0	11.2	2.4	2.7	8.6
8	1.4	1.6	8.0	2.2	2.5	7.7	3.6	5.0	11.9	2.3	2.8	9.0

TOTAL MATH

Grade	HIGH PRETEST			AVERAGE PRETEST			LOW PRETEST			TOTAL GROUP		
	Median	Mean	S.D.	Median	$\bar{X}$	S.D.	Median	$\bar{X}$	S.D.	Median	Mean	S.D.
2	6.2	7.1	8.8	10.5	10.8	6.2	16.1	16.0	9.9	10.7	11.0	8.3

Appendix D

1974-75 COMPENSATORY PROGRAM COMPONENT EVALUATION

Date _____

1974-75 COMPENSATORY PROGRAM COMPONENT EVALUATION

Town _____

Prgm Director _____

Address _____

Prgm Evaluator _____

Program Title _____

Component _____

Indicate the number of weeks this program was in operation: _____

Project Number: _____

Funds for this program component:

SADC: $_____

Title I: $_____

_____: $_____
(Specify any other)

1. Program Participants

Total public school pupils _____

Total nonpublic school pupils _____

2. Schools where programs took place:

_____

_____

Grade level breakdown for all pupils served:

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12

3. Economic and educational criteria used to select pupils for services of the program:

4. Number and type of staff to whom SADC or Title I funds were paid:

5. Principal component objectives related to pupils' achievement and attitudes:

6. Description of component activities and services:

7. Evaluation of the principal goals of the program component, measures used, results, and an interpretation of what the results mean.

8. Title I funds are provided to serve children from low-income areas regardless of whether they attend public or private schools. If children going to nonpublic schools resided in the school attendance areas validated for Title I, ESEA services in your community, provide the following:

   a. Where Title I services were rendered, indicate the number of children and the name(s) of the nonpublic schools they attended.

   b. Describe the specific services nonpublic school children received.

   c. Indicate the dollar amount of Title I, ESEA funds used for the above services.

9. Aside from the evaluation made of program objectives, indicate any <u>successful outcomes</u> resulting from Title I or SADC efforts in the town during the past year.

10. Aside from the evaluation made of program objectives, indicate any <u>problems</u> resulting from Title I or SADC efforts in the town during the past year.

11. State the <u>recommendations</u> for the future consideration of the programs. Base the recommendations on the findings and conclusions of this evaluation report.

12. Report the standardized test results for program pupils on the following pages. Report results so that pre- and post-test scores are for the <u>same</u> pupils. Report results only for those pupils who were administered the appropriate battery levels of the test for the pupil's school grade placement.

    The test results are organized to help in a state-wide analysis of SADC and Title I. Report scores for a single subtest: reading comprehension, math computation, math concepts, or language, whichever of these are related to the program being offered. Note that group scores have been requested for specific grade levels only on page 4, while page 5 has been organized for all other test information which cannot be included on page 4.

GROUP SCORES FOR STANDARDIZED TESTS IN READING, MATH, AND LANGUAGE

Town _____ Title of Program _____

Test Instrument Information							Raw Scores and Standard Scores		
Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested	Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.
Reading									
1									
2									
3									
4									
5									
6									
7									
8									
Math									
1									
2									
3									
4									
5									
6									
7									
8									
Language							CA at Pre/ Post Test	Pre Test Mean Scores r.s./ MA	Post Test Mean Scores r.s./ MA
PK									
K									

STANDARDIZED TEST INFORMATION
NOT INCLUDED ON PRECEDING PAGE

Town _____ Title of Program _____

Provide Test Information for (A) or (B) Below:

Test Instrument Information							(A) Raw Scores and Standard Scores			(B) Raw Scores and Other Derived Scores (Specify)		
Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested	Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.	Month of Pre/ Post Test	Pre Test Mean Scores r.s.	Post Test Mean Scores r.s.

Appendix E

1974-75 INDIVIDUAL PUPIL READING OR MATH INFORMATION FORM

1974-75 INDIVIDUAL PUPIL READING OR MATH INFORMATION FORM

1. Responding compensatory person: _____ 2. School: _____

3. Compensatory program title: _____ 4. Town: _____

5. Total number of pupils receiving compensatory help from you in 1974-75: _____

6. Hours per week of compensatory help provided by you in 1974-75: _____

7. Number of weeks of compensatory help provided by you in 1974-75: _____

8. Cost of the 1974-75 compensatory help you provided: $_____

9. Provide information below for pupils who received compensatory help from you in 1974-75 (see instructions on the next page).

Pupil Symbol	Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which RAW SCORES are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	Month of Pre/ Post Test	Pre Test RAW Score		Post Test RAW Score		Days Absent Through April	No. of Teacher/ Parent Contacts

Instructions for Completing the Individual Pupil Information Form

Item 1 Responding compensatory person: The teacher, aide, or teacher-aide team financed by the Connecticut Act for Educationally Deprived Children or Title 1 of the Education Amendments of 1974 who provides services to educationally deprived children.

Item 2 School: The name of the school where compensatory services were provided by the compensatory supported person or team or, the name of the school in the attendance area where those pupils who received help resided.

Item 3 Compensatory program title: The title or state project number of the compensatory program as indicated in the school district proposal and year-end evaluation.

Item 4 Town: The school district sponsoring the compensatory education program.

Item 5 Total number of pupils receiving compensatory help: The total number of pupils who received compensatory services from the compensatory supported person or team during the 1974-75 school year.

Item 6 Hours per week of compensatory help: The number of hours per week of compensatory services provided by the compensatory supported person or team. Count only the hours of direct services provided. As a guide, the direct services provided by a classroom teacher average 25 to 30 hours per week.

Item 7 Total weeks of compensatory help: The total number of weeks during the 1974-75 year that compensatory services were provided by the compensatory supported person or team. As a guide, schools are in session approximately 36 weeks per school year.

Item 8 Total cost for the compensatory help you provided: This is the estimated cost of duplicating your effort elsewhere. To approximate this cost, estimate the following and sum the amounts:

a. Your salary or salaries of the teacher-aide team financed by compensatory sources (include fringe). $_____

b. Estimate of your 1974-75 cost of compensatory instructional supplies and equipment. $_____

c. Estimate of travel or transportation cost financed by compensatory sources. $_____

d. Estimate of supervisory cost and teacher or aide training financed by compensatory sources. $_____

e. Other significant costs not included above needed to duplicate your effort elsewhere (exclude compensatory expenditures of past years). $_____

A copy of the compensatory program line item budget should be helpful in estimating the above costs. The town compensatory supervisor or director should be consulted about the total estimated cost of your effort.

9. Individual pupil information:

a. Pupil symbol: Indicate a symbol for each child for whom information is provided. Keep a record of the name of the child each symbol represents.

Pupil sample: In the spring of 1975, determine the number of pupils you currently provide compensatory services to who were pretested in the fall of 1974 with one of the tests listed on the next page. List all such pupils alphabetically. If you have 15 pupils or less listed, provide the information requested for all of them. If you have more than 15 such pupils, designate every other pupil starting with the first until you reach 15 and report information for these pupils. Do not forward results for more than 15 of your pupils. Pupil must have both pre/post data.

b. Test Used: Test information should be reported for only those achievement tests, editions, battery levels, and subtests indicated on the next page.

c. Month of pre/post Test: Indicate the month the child was pretested and the month the child was post-tested. A fall to spring testing pattern should be followed, pretesting in October and post-testing in April (if this is impossible, pretesting in November and post-testing in May will be accepted).

d. Days absent through April: Count and record the number of days the child did not attend school from September through the month of April.

e. Teacher/Parent Contact: Record the number of times the teacher met personally with a parent of this child and discussed the child's progress in school.

Report the individual pupil information as shown in the example below:

Pupil Symbol	Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which RAW SCORES are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	Month of Pre/ Post Test	Pre Test RAW Score		Post Test RAW Score		Days Absent Through April	No. of Teacher/ Parent Contacts
A	2	MAT	1970	Reading	Prim. II / Prim. II	F / G	Oct. / Apr.	12		21		10	3
B	4	SAT	1964	Paragraph Mean.	Int. I / Int. I	X / Y	Oct. / Apr.	13		19		5	1
C	6	GMT	1964	Comprehension	Survey D / Survey D	1 / 2	Oct. / Apr	24		29		20	2

Appendix F

EVALUATION OF 1974-75 BILINGUAL-BICULTURAL PROGRAM

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Box 2219 — HARTFORD, CONNECTICUT 06115

566-

October 3, 1974

To: Title I Coordinators, Directors of Bilingual Programs, and Concerned Evaluators

From: Wallace Roby, Bureau of Evaluation and Educational Services

Subject: Evaluation of 1974-1975 Bilingual-Bicultural Program

In an effort to encourage reasonable evaluation of bilingual-bicultural programs funded under the provisions of Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) or the State Act for Disadvantaged Children (Sec. 266 of the Connecticut General Statutes,) it is suggested that school districts consider the implementation of the following procedures:

1. Use different forms of the Inter-American Tests of General Ability or the Inter-American Reading Tests on a pre-post program basis. In the use of these Inter-American Tests it is suggested that the following levels and types be administered as indicated:

   Pre-School - - - -Test of General Ability, Inter-American Series, Pre-School Level (English and Spanish) (given individually to each child)

   Kindergarten - - -Comprehension of Oral Language, Inter-American Series (English and Spanish)

   Grade 1- - - - - -Test of General Ability, Level 1, Inter-American Series (English and Spanish)

   Grades 2 and 3 - -Test of General Ability, Level 2, Inter-American Series (English and Spanish)

   Grades 4,5 and 6 -Test of General Ability, Level 3, Inter-American Series (English and Spanish)

2. Administer at a minimum the oral vocabulary and number sections of the Inter-American Tests of General Ability and all sections of the Inter-American Reading Tests.

3. Also use an English achievement battery if possible which will provide pre-post program scores related to language arts and arithmetic. Consideration might be given to the use of the Metropolitan Test Battery as this particular group of tests are used in most of the school systems offering a bilingual-bicultural program for its Spanish-dominant students.

4. Give the pre-program tests in October and the post-program tests in late April or early May.

5. Create a control group if possible. Be sure that the control group is composed of pupils who are similar to those being evaluated in the bilingual-bicultural program. Otherwise, use a statistical procedure to determine the significance of gains or losses made by pupils in the bilingual-bicultural program on the Inter-American Tests and the English achievement battery when comparisons are developed between pre and post-program scores.

6. Administer the tests to Spanish-speaking students in groups of 10 or less.

7. Start the testing of a child in the language which you feel is spoken in the home.

It seems appropriate to state in this memorandum that it is recognized by our office that many problems will be encountered in attempting to evaluate your bilingual-bicultural program. However, it is essential that we make a reasonable attempt to determine the effectiveness of expenditures of funds for this particular type of program. The State Department of Education has initiated a project to develop normative data related to the scores achieved by Connecticut Spanish-dominant pupils on the Inter-American Tests. With these norms we can give more meaning to the use of the Inter-American and Metropolitan Tests and we can continue on to the next step needed to make our evaluative findings or conclusions related to bilingual-bicultural programs more useful.

Appendix G

SUMMER 1975 COMPENSATORY PROGRAM EVALUATION

Date _____

SUMMER 1975 COMPENSATORY PROGRAM EVALUATION

Town _____

Prgm Director _____

Prgm Evaluator _____

Prgm Title _____

Indicate the number of weeks this program was in operation: _____

Funds for this summer component:

Title I: $ _____

_____: $ _____
(Specify any other)

1. Program participants

Total public school pupils _____

Total nonpublic school pupils _____

2. Schools where programs took place:

_____

_____

Grade level breakdown for all pupils served:

Pk	K	1	2	3	4	5	6	7	8	9	10	11	12

3. Educational criteria used to select pupils for summer program services:

4. Number and type of staff to whom Title I funds were paid:

5. Principal objectives of the summer program:

6. Description of summer program activities and services:

7. Evaluation of the principal goals of the summer program, measures used, results, and an interpretation of what the results mean.

8. Where pupils received help from this summer program, provide the following attendance information:

Total days the summer program offered services to pupils _____

Total absences for all pupils _____

Percentage of attendance (1.00 - $\frac{\text{total absences}}{\text{total pupils x total prgm days}}$) x 100= ____ %

9. Indicate the category and estimated dollar expenditure for each of the following for the summer program.

Salaries for Instructional Personnel	Salaries for Support Staff	Inservice Education Costs	Transportation	Supplies and Equipment	Specify any Other		Total Summer Component Funds
$	$	$	$	$	$	=	$

10. Aside from the evaluation made of program objectives, indicate any <u>successful outcomes</u> resulting from the summer Title I program.

11. Aside from the evaluation made of program objectives, indicate any <u>problems</u> resulting from the summer Title I program.

12. On the following page, report the evidence of test instruments used to help judge the effectiveness of the summer program results. It is recommended that pretesting for the instrument be administered in early spring and post-testing be administered at the close of the summer program to eliminate testing twice during the short summer period.

SUMMER COMPONENT
TEST INFORMATION

Town _____ Title of Program _____

Provide Test Information for (A) or (B) Below:

Test Instrument Information

Gr Lvl	Name of Test	Yr. Test Pub.	Subtest for Which Scores are Provided	Pre/ Post Battery Level	Pre/ Post Test Form	No. of Pupils Tested

(A)
Raw Scores and Standard Scores

Month of Pre/ Post Test	Pre Test Mean Scores r.s./ s.s.	Post Test Mean Scores r.s./ s.s.

(B)
Raw Scores and Other Derived Scores (Specify)

Month of Pre/ Post Test	Pre Test Mean Scores r.s.	Post Test Mean Scores r.s.

REFERENCES

Wallace R. Roby, et al, Attitude and Achievement as Measures of Effectiveness: Connecticut Compensatory Education Programs. (Hartford: Connecticut State Department of Education, Bureau of Evaluation and Educational Services, October, 1974).

Michael D. Beck, Harcourt,Brace, Jovanovich, MAT Standard Score "Gains" Over a Six Month Period by Grade for Three Subgroups and Total Group. A paper presented to the Northeastern States Title I Conference, April 2-5, 1973 Stowe, Vermont.

Peter G. Loret, et al, Educational Testing Service, Anchor Test Study (Washington: U.S. Office of Education, Department of Health, Education and Welfare, 1974).

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