#### DOCUMENT RESUME

ED 220 565 -

UD 022 511

TITLE

Early Childhood Education Program--Grades 5-9, FY '81. Elementary and Secondary Education Act, Title I.

Evaluation Report, 1980-81.

INSTITUTION

Baltimore City Public Schools, Md.

SPONS AGENCY

Office of Elementary and Secondary Education (ED),

Washington, DC.

PUB DATE

NOTE

81p.; Cover Title: ESEA Title I, FY '81. A

publication of the Office of Testing and E aluation.

For related documents see ED 178 467 and UD 022

510.

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\*Academic Achievement; \*Compensatory Education;

\*Educationally Disadvantaged; Elementary Secondary

Education; Federal Programs; Language Arts;

Mathematics; Parent Participation; Private Schools; \*Program Effectiveness: Program Evaluation: Public

Schools: Reading Skills

**IDENTIFIERS** 

Baltimore City Public Schools MD; Elementary

Secondary Education Act Title I

ABSTRACT

Evaluation results of 1981 compensatory education programs for fifth through ninth graders in Baltimore, Maryland public and private schools are presented in this report. The program provided compensatory mathematics, reading, and language arts instruction for educationally disadvantaged students, and made available supportive quidance and health services. The information is presented in detailed tables showing the distribution of program participants by grade, type of school, subject, support services, and racial/ethnic groups; types of parent participation; number of staff involved; program objectives and the degree to which objectives were attained as indicated by student achievement scores; and extent and types of health services rendered. There were no fifth and sixth grade participants in public schools. Evaluation results indicate that private school program participants performed best in language arts, and that reading objectives were attained by the fewest grades in both public and private schools. (MJL)

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BALTIMORE CITY

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TIFRIC CATIONAL RESOURCES

## EARLY CHILDHOOD EDUCATION PROGRAM - GRADES 5-9, FY '81

ELEMENTARY AND SECONDARY ACT, TITLE I

BALTIMORE CITY PUBLIC SCHOOLS

John L. Crew, Sr. Superintendent of Public Instruction

Bureau of Educational Support Services

Thomas R. Foster Deputy Superintendent

Office of Testing and Evaluation

Leonard Granick Staff Director

Ruth Katzenellenbogen Acting Staff Specialist

January 1982



# MARYLAND STATE DEPARTMENT OF EDUCATION Division of Compensatory, Urban, and Supplementary Programs Division of Instruction

# ANNUAL EVALUATION REPORT ON ESEA TITLE I PROGRAMS

## FISCAL YEAR 1981

1.	Local Education Agency (LEA): Baltimore City Public Schools
2.	Authorized Representative for LEA:
	a. Name: Dr. John L Crew, Sr.
	b. Title: Superintendent of Public Instruction
,	c. Mailing Address: 3 East 25 <sup>th</sup> Street
	Baltimore, Maryland 21218
,	d. Telephone Number: (301) 396-6867 The
	e. Signature: John J. Crewyn. Date: 4/7/82
3.	State Project Number: 81-3
4.	Title of Project: ESEA Title I 5-9 Basic Skills
5.	Length of Project:
	a. Beginning Date:July 1980
	N. Ending Date: June 1981



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County Name Baltimore City

#### Form B-1

# Total Number of Membership in the ESEA Title I Program

		Number	of Title	I Membe	rship	Number of Title I Membership					
•			in the legular Sch	980-81	- ]	in the 1980 Summer School Term					
	•	Public	Non- Public	Total	Local N or D	Public	Non- Public	Total	Local N or E		
1.	Grade Level								<b>A</b>		
	Pre-K				\/	<u> </u>			<del>  \                                   </del>		
<b></b>	K		·	<del></del>	<del>                                     </del>	ļ:		·	<del>  \                                   </del>		
	1				<del>                                     </del>				<del>  \                                   </del>		
	2 3				<del>  \ /- </del>	,					
	4				<del>                                     </del>				V		
	5		10	· 10 ·	X		6	6	<del>                                     </del>		
	6		83	83		-	4	4	<del>                                     </del>		
	7	1978	77	2055	<del>  / `\                                  </del>	68		68	<del>  / \</del>		
	8	2236	64	2300	<del>                                     </del>	167 22	-	167 22	<del>                                     </del>		
	9	218		218	<del>  / - \  </del>		<del></del>	44	<del>  /                                   </del>		
	11				1/				/		
	12				\ . \ \				7		
2.	Grand Total	4432	234	4666	, -	257 .	10	267			
3.	Reading	2743	132	2875		165	5	170			
4.	Mathematics	1872	125	1997		110	9	119			
5.	Language	2290	136	2426		151	3	154	<u> </u>		
6.	Supporting Services		<u> </u>	1	<del> </del>	<del></del>					
·	Attendance, Social Work, Guidance & Psychology	4.700		4700			-	<u>-</u> .			
	Health and Nutrition	800	_	800				- +			
	Pupil Transportation	1,000		1000							
7.	Racial/Ethnic Groups		·	T	·	· · · · · ·	<del></del>		<del>,</del>		
	American Indian or Alaskan Native	4	1	_5	$\Lambda \Delta$	. 0	0	0			
	Asian or Pacific Islander	3	3	6		0	0	0	$\bigvee$		
•	Black, not Hispanic	i_ 4024	158	4182		255	9	264			
	Hispanic	1	0	11		0	0	0	[/_\		
	White, not Hispanic	400	72	472	<u>/                                    </u>	2	1	3	<u> </u>		

#### Form B-2

#### Parent Activity Information

٨.	Sch	col Advisory Councils	Number .	Percentage
	1.	Number of elected members of advisory councils	24	٠
•	2.	Number and percentage of elected members of an advisory council who were parents of Title I public school students	24	100
	3.	Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	:	
	4.	Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	24	100
	5.	Did you provide local Title I funds for school and/or county advisory council activities? (Check one)		
		Yes X		•
		No	-	
	6.	Mean number of persons attending	24	
В.	Par	ent Activities		
	1.	Number of parents of Title I students who have participated in project planning, implementation, and/or evaluation	150	1
,	2.	Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	30	, , , ,
• "	3.	Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	30	
	4.	Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under 31 through 23		

#### Form B-2

## Parent Activity Information

		7		
٨.	Sch	ool Advisory Councils	Number	Percentage
	1.	Number of elected members of advisory councils	5	
ø	2.	Number and percentage of elected members of an advisory council who were parents of Title I public school students	0	0
٠.	3.	Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	5	100
	4.	Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	2	40
	5.	Did you provide local Title I funds for school and/or county advisory council activities? (Check one)		
		Yes		
		No <u>X</u>		
	6.	Mean number of persons attending	2	•
ъ.	Par	ent Activities		
	1.	Number of parents of Title I students who have participated in project planning, implementation, and/or evaluation	2	
	2.	Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	3	
•	3.	Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	23	v
	4.	Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under 31 through B3	26	,

Form B-3

#### Title I Staff and Training Information

#### A. Number of Staff:

	Full-time E	quivalent
Job Classification	Regular Term	Summer Term
Administrative Staff	1.0	"
Principals	00	,
Teachers/Resource Teachers/Helping Teachers	92.0	
Teacher Aides	33.0	
Curriculum Coordinators and Supervisors	13.0	
Staff Providing Support Services, e.g., psychologist, counselor, speech therapist, social worker, nurse, parent coordinator	14.0	
Clerical Staff	3.0	·
Community/Parent Aides	0	
Others:		ı
1. Specialist 2. Educational Associates 3.	1.0 2.0	

#### B. Number of Title I & Non-Title I Staff Who Received Title I-Funded Training:

Job Classification	Title I Staff	Non-Title I Staff		
Administrative Staff	0			
Principals	00	12		
Teachers/Resource Teachers/Helping Teachers	92	ο		
Teacher Aides	33	0		
Tutorial Coordinators Curriculum Coordinators & Supervisors	3	5		
Community/Parent Aides	0	0		
Other	0			



#### Form B-3

## Title I Staff and Training Information

## A. Number of Staff:

	Full-time Equivalent				
Job Classification	Regular Term	Summer Term			
Administrative Staff	,0	·			
Principals	0				
Teachers/Resource Teachers/Helping Teachers	2				
Teacher Aides	- 14	······································			
Curriculum Coordinators and Supervisors	0				
Staff Providing Support Services, e.g., psychologist, counselor, speech therapist, social worker, nurse, parent coordinator	0	`			
Clerical Staff	. 0	1			
Community/Parent Aides	0				
Others:		•			
1. 2. 3.					
4.					

B. Number of Title I & Non-Title I Staff Who Received Title I-Funded Training:

Job Classification	Title I Staff	Non-Title I Staff
Administrative Staff	0	0
	0	2
Principals Teachers/Resource Teachers/Helping Teachers	0 🗲	. 0
	8	1
Teacher Aides Curriculum Coordinators & Supervisors	0	0
	0	0
Community/Parent Aides	0	0
Other		

<sup>\*\*</sup> These figures are the most current data available (FY')



County	Name	Baltimore	City	\	

Form B-4

## Program Objectives and Degree Achieved

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED
1	<del>\</del>	
	1	
		8 - 2 5
·	P A G E S	• • •
S E E		
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		,
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ESEA Title I Objectives for Reading

Grades 7, 8, and 9 Instructional Objectives:

(a) To increase the reading level of the ESEA Title I public school students in grades 7, 8, and 9 so that the average performance of the group on the reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions and so that 100 percent of the participants show this stated increase.

Degree Achieved: The average performance of the group showing a gain of at least 8 months was not met by any grade for Reading Comprehension and was met by Grades 8 and 9 for Reading Total. In no grade did 100 percent of the participants show this stated increase. See pages 9-10.

ESEA Title I Objectives for Mathematics

Grades 7, 8, and 9 Instructional Objectives:

(a) To increase the mathematics level of the ESEA Title I public school students in grades 7, 8, and 9 so that the average performance of the group on the mathematics subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions and so that 100 percent of the participants show this stated increase.

Degree Achieved: The average performance of the group showing a gain of at least 8 months was met by Grades 7 and 8. In no grade did 100 percent of the participants show this stated increase. See page 11.

ESEA Title I Objectives for Language Arts.

Grades 7, 8, and 9 Instructional Objectives:

(a) To increase the language level of the ESEA Title I public school students in grades 7, 8, and 9 so that the average performance of the group on the language arts subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions and so that 100 percent of the participants show this stated increase.

Degree Achieved: The average performance of the group showing a gain of at least 8 months was met by Grade 8. In no grade did 100 percent of the participants show this stated increase. See page 12.



Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title I Participants, School Year 1980-81

### READING COMPREHENSION RESULTS

(Students Receiving Services in Reading)

F		PRETEST POSTTEST						GAINS*				
			Date of			Test Name	Date of				Individ Achievi Objecti	ng
Grade	Ŋ.	Test Name and Level	Testing	X G.E.	`	and Level	Testing :	X G.E.	S.D.	X.	N.	<u> </u>
. 7	726	CAT-17(C)	9-80	- 4.0	-	CAT-17(C)	5-81	4.6	-	6 mos.	365	50
8	814	CAT-18(C)	9-80	5.1	-	CAT-18(C)	5-81	5.8	-	7 mos.	398	49
9	59	CAT-18(C)	9-80	5.5	-	CAT-18(C)	5-81	6.2	-	7 mos.	25	42
					<u></u>	<u> </u>		<u> </u>		<u> </u>	<u> </u>	<u> </u>

<sup>\*</sup> At least 8 months growth is needed to meet the objective

Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title I Participants, School Year 1980-81

#### TOTAL READING. RESULTS

( Students Receiving Services in Reading)

		PRETEST .				POSTTEST				GAINS*		
		Test Name	Date of			Test Name	Date of		,		Individuals Achieving Objective	
Grade	N <sub>.</sub>	and Level	Testing	X G.E.	S.D.	and Level	Testing	X G.E.	S.D.	X	N	*
			,						•			
7	724	CAT-17(C)	9-80	4.0	-	CAT-17 (C)	5-81	4.6	-	6 mos.	362	50
8	807	CAT-18(C)	9-80	4.8	-	CAT-18(C)	5-81	5.8	-	10 mos.	415	51
9	59	CAT-18(C)	9-80	5.0	-	CAT-18(C)	5-81	5.8	-	8 mos.	30	51
						*						
		1		J	<u> </u>	<u> </u>	<u></u>	<u></u>	!	11	<u> </u>	L

<sup>\*</sup> At least 8 months growth is needed to meet the objective





#### Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title I Participants, School Year 1980-81

#### MATHEMATICS RESULTS

(Students Receiving Services in Mathematics)

	I		- PRETEST	<del></del>			POSTTEST			GAINS*		
		Test Name	Date of			Test Name	Date of			•	Indivio	ing
Grade	N	and Level	Testing	X G.E.	s.D.	and Level	Testing	X G.E.	S.D.	<u> </u>	N_	<u> </u>
7	515	CAT-17(C)	9-80	4.7	-	CAT-17(C)	5-81	5.7	-	10 mos.	315	. 61*
8	600	CAT-18(C)	9-80	5.9	-	CAT-18(C)	5-81	6.8	-	9 mos.	347	59
9	45	CAT-18(C).	9-80	6.2	-	CAT-18(C)	5-81	6.8	-	6 mos.	26	58
									<u> </u>		<u>, , , , , , , , , , , , , , , , , , , </u>	<u> </u>

<sup>\*</sup> At least 8 months growth is needed to meet the objective



Summary of Standardized Achievement Test Data (Status and Growth)
| ESEA Title I Participants, School Year 1980-81

#### LANGUAGE RESULTS

(Students Receiving Services in English)

·	7	,	PRETEST				POSTTEST			G/	\INS*	
Grade	N	Test Name	Date of		S.D.	Test Name		X G.E.	S.D.	<del>-</del> <del>X</del>	Individ Achievi Objecti N	.ng
7 8 9	529 872 66	CAT-17(C)  CAT-18(C)  CAT-18(C)	9-80 9-80 9-80	4.2 5.0 5.4	-	CAT-17(C) CAT-18(C) CAT-18(C)	5-81	4.7 6.0 5.5	-	5 mos 10 mos 1 mo.		46 53 41
,			<i>h</i>	<u> </u>		<u> </u>	<u> </u>	<u> </u>	<u> </u>	1	<u> </u>	<u> </u>

<sup>\*</sup> At least 8 months growth is needed to meet the objective

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#### Objective (b)

To increase the basic skills competencies of ESEA Title I students so that the percentage of participants, at each appropriate grade level, achieving the currently defined mastery level on a locally devised Proficiency Test in will equal to or exceed the overall percentage of students in the city achieving mastery level.

Degree Achieved: This objective was not met at any grade level.

Percent of ESEA Title I Pupils,

By Grade, Meeting 70% Mastery

Level on the Reading Proficiency Tasks-FY'81

		ESEA Title	I Students	Citywide Percent Meeting70%_ Mastery		
Grade	Number Tested	Number Mecting Mastery	Percent Mecting 70% Mastery	Total	l Non-Title I	
7	982	272	28	65	70	
·· 8	1008	159	. 16	51	56	
9	87	13	. 15	55 -	55	
	**	·	:		·	

## Objective (b)

To increase the basic skills competencies of ESEA Title I students so that the percentage of participants, at each appropriate grade level, achieving the currently defined mastery level on a locally devised Proficiency Test in Mathematics will equal to or exceed the overall percentage of students in the city achieving mastery level.

begree Achieved: This objective was not met at any grade level.

Percent of ESEA Title I Pupils,

By Grade, Meeting 70% Mastery

Mathematics Proficiency Tasks-FY(81)

•	
11	
- 1	

		ESEA Title	I Students	Citywid Meeting Mastery	
. :	Number Tested	Number Meeting Mastery	Percent Mecting 70% Mastery	Total	Non-Title I
Grade 7	685	96	14	45	1 1 48
8	772	68	. 9	41	44
9 ;	55	11	20	28	1 - 28
				<u> </u>	<u>.</u>

Objective (b)

To increase the basic skills competencies of ESEA Title I students so that the percentage of participants, at each appropriate grade level, achieving the currently defined mastery level on a locally devised Proficiency Test in Writing will equal to or exceed the overall percentage of students in the city achieving mastery level.

Degree Achieved: This objective was met by Grade 9 students.

Percent of ESEA Title I Pupils,

By Grade, Meeting 70% Mastery

Level on the Writing Proficiency Tasks-FY1-81

		ESEA Title	.I Students	Citywid Meeting Mastery			
Grade	Number Tested	Number Meeting Mastery	Percent Mecting 70% Mastery	Total	Non-Title I		
7	460	140	30	53	55		
8	784	302	39	60	63		
9	41	23	56	51	51		
				·	! <u>!</u>		

Objective (c)

To increase the basic skills competencies of ESEA Title I students so that the percentage of these students, at each grade level, achieving the desired 80% mastery level on the Maryland State Functional Reading Test is equal to or exceeds overall percentage of students in the city achieving mastery level.

Degree Achieved: This objective was not met at any grade level.

Percent of ESEA Title I Pupils,
By Grade, Meeting 80% Mastery Level
On The Maryland Functional Reading Test-FY'81

	· ·		1					
		ESEA Title	I Students	Citywide Percen Meeting <u>80%</u> Mastery				
Grade	Number Tested	Number Meeting Mastery	Percent Meeting 80% Mastery	 	Non-Title I			
7	966	213	22	55	60			
9·	76	17	22	55	55			



#### Objective (a<sub>1</sub>)

As an additional measure of program effectiveness, a study will be conducted to determine if 16% of test eligible participants (2 or more years below grade level), as defined by the fall test scores on the reading subtest of the standardized achievement test, obtain scores, as of the spring of the school year, that no longer put them into that category.

Degree Achieved: This objective was met by Grades 7 and 8. Grades 9 did not meet the objective.

#### READING COMPREHENSION

Grade	Number 2 or More Yrs. Below'Gr. Level in Fall '80	Number with Spring '81 Test Scores	Number No Longer Test Eligible	Percent No Longer Test Eligible
7	779	581	107	18
8	³ 744	581	98	17
9	52	43	3	7 .
<b>y</b> ,	•			L



Objective (a<sub>1</sub>)

As an additional measure of program effectiveness, a study will be conducted to determine if 16% of test eligible participants (2 or more years below grade level), as defined by the fall test scores on the reading subtest of the standardized achievement test, obtain scores, as of the spring of the school year, that no longer put them into that category.

Degree Achieved: This objective was met by Grades 7 and 8. Grade 9 did not meet the objective.

#### READING TOTAL

Grade	Number 2 or More Yrs. Below Gr. Level in Fall '80	Number with Spring '81 Test Scores	Number No Longer Test Eligible	Percent No Longer - Test Eligible
7	809	610	107	18
8.	787	616	111	18
9	57	47	1	2
	·			

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23

#### Objective (a<sub>1</sub>)

As an additional measure of program effectiveness, a study will be conducted to determine if 16% of test eligible participants (2 or more years below grade level), as defined by the fall test scores on the reading subtest of the standardized achievement test, obtain scores, as of the spring of the school year, that no longer put them into that category.

Degree Achieved: This objective was met by Grades 7, 8, and 9.

#### MATHEMATICS TOTAL

Grade	Number 2 or More Yrs. Below Gr. Level in Fall '80	Number with Spring '81 Test Scores	Number No Longer Test Eligible	Percent No Longer Test Eligible
7	. 298	277	. 87	31
	327	290	84 ·	29
	39	36	10	28
9				

Objective (a<sub>1</sub>)

As an additional measure of program effectiveness, a study will be conducted to determine if 16% of test eligible participants (2 or more years below grade level), as defined by the fall test scores on the reading subtest of the standardized achievement test, obtain scores, as of the spring of the school year, that no longer put them into that category.

Degree Achieved: This objective was met by Grades 7 and 8. Grade 9 did not meet the objective.

#### LANGUAGE TOTAL

Grade	Number 2 or More Yrs. Below Gr. Level in Fall '80	Number with Spring '81 Test Scores	Number No Longer Test Eligible	Percent No Longer Test Eligible
7	427	376	62	•17
8	661	608	131 .	· 22
9	56	53	6	11
-				<u> </u>

ESEA Title I Objectives for Reading

Grades 5 through 8 Instructional Objectives:

(a) To increase the reading level of the ESEA Title I nonpublic school students in grades 5 through 8 so that the average performance of the group on the reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions and so that 100 percent of the participants show this stated increase.

Degree Achieved: The average performance of the group showing a gain of at least 8 months was met only by Grade 8 students for Reading Comprehension and Reading Total. In no grade did 100 percent of the participants show this stated increase. See pages 22-23.

ESEA Title I Objectives for Mathematics

Grades 5 through 8 Instructional Objectives:

(a) To increase the mathematics level of the ESEA Title I nonpublic school students in grades 5 through 8 so that the average performance of the group on the mathematics subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions and so that 100 percent of the participants show this stated increase.

Degree Achieved: The average performance of the group showing a gain of at least 8 months was met by Grades 5, 7, and 8. In no grade did 100 percent of the participants show this stated increase. See page 24.

ESEA Title I Objectives for Language Arts

Grades 5 through 8 Instructional Objectives:

(a) To increase the language level of the ESEA Title I nonpublic school students in grades 5 through 8 so that the average performance of the group on the language arts subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions and so that 100 percent of the participants show this stated increase.

Degree Achieved: The average performance of the group showing a gain of at least 8 months was met by all grades. In no grade did 100 percent of the participants show this stated increase. See page 25.



Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title I Participants, School Year 1980-81

#### READING COMPREHENSION RESULTS

(Students Receiving Services in Reading)

	-115		PRETEST		· ·		POSTTEST			GAINS*			
	,	Test Name	Date of			l'est Name	Date of				Indivio Achiev Object	ing	
Grade	N	and Level	Testing	λG.E.	S.D.	and Level	Testing	X G.E.	S.D.	i X			
5	4	CAT-15(C) ·	9-80	3.6	-	CAT-15(C)	5-81	3.9	-	3 mos.	1	25	
6	50	CAT-16(C)	9-80	4.4	-	CAT-16(C)	5-81	4.9	-	5 mos.	21	42	
7	32	CAT-17(C)	9-80	4.4	-	CAT-17(C)	5-81	5, 0	-	6 mos.	15	47	
8	30	CAT-18(C)	9-80	6.2	-	CAT-18(C)	5-81	7.0	-	8 mos.	16	53	
			<u> </u>			<u>!</u>		<u> </u>	<del></del>	<u> </u>			

<sup>\*</sup> At least 8 months growth is needed to meet the objective

## Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title, I Participants, School Year 1980-81

#### TOTAL READING. RESULTS

( Students Receiving Services in Reading)

			PRETEST			,	POSTTES		GAINS*			
		m - North	Date of			Test Name	Date of				Indivi Achiev	/ing
Grade 4	· N	Test Name . and Level	Testing	X G.E.	· ·	and Level"	Testing	X G.E.	s.D.	x	N	*
Grade	4	CAT-15(C)	9-80	,3.3	_	CAT-15(C)	5-81	4.0		7 mos.	2	50
	50	CAT-16(C)	9-80	4.4	-	CAT-16(C)	5-81	5.0	-	6 mos.	19	38
6	<b>\</b>	CAT-17(C)	9-80	4.4	-	CAT-17(C)	5-81	5.1	-	7 mos.	22 '	69
1 / 8	32	CAT-18(C)	9-80	6.0	-	CAT-18(C)	5-81	6.9	-	9 mos.	17	57
	1	1		J	<u> </u>	_ <u>ل_</u>	<u> </u>			<u></u>	<u>'</u>	

At least 8 months growth is needed to meet the objective

Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title I Participants, School Year 1980-81

#### MATHEMATICS RESULTS

. (Students Receiving Services in Mathematics)

	T	I		PRETEST	<del></del>		,	POSTTEST						
		- h	Test Name	Date of	X G.E.		Test Name	Date of Testing	X G.E.	S.D.	.: 	Individ Achievi Objecti	ing	5
Grade	N N		and Level	Testing	λ 6.Ε.	3.0.	THU DO OI	10001						1
5	6		CAT-15(C)·	9-80	3,4	-,	CAT-15(C)	5-81	4.4	, -	10 mos.	4	6	- 1
6	35		CAT-16(C)	9-80	4.8	-	CÁT-16(C)	5-81	5.4	<del>-</del> '.	6 mos.	13	3	7
7	40		CAT-17 (C)	9-80	4.8	-	CAT-17 (C)	5-81	5.6	<b>-</b> -,	8 mos.	24	6	0
8	28	,	CAT-18(C)	9-80	6.5	-	CAT-18(C)	5-81	7.4	-	9 mos.	15	5	54
-							J		1	<u> </u>	<u> </u>	<del></del>	<del>  -</del>	

<sup>\*</sup> At least 8 months growth is needed to meet the objective

Summary of Standardized Achievement Test Data (Status and Growth) ESEA Title I Participants, School Year 1980-81

#### LANGUAGE RESULTS

(Students Receiving Services in English)

		· · · · · · · · · · · · · · · · · · ·	PRETEST			,	POSTTEST		GAINS*			
		Test Name	Vate of			Test Name	Date of	•		· .	Individ Achievi Objecti	ing
Grade	У	and Level	Testing	X G.E.	s.D.	and Level	Testing	X G.E.	ş.p.	x	N	-
5	0	CAT-15(C)·	9-80	-	-	CAT-15(C)	5-81	-	· -	-	-	-
6	33	CAT-16(C)	9-80	4.4	_	CAT-16'(C)	5-81	5.2	-	8 mos.	, <b>14</b>	42
.7	49	CAT-17 (C)	9-80	4.5	-	CAT-17(C)	5-81	5.5	· -	10 mos.	22	45
8	37	CAT-18(C)	9-80	5.8	-	CAT-18 (C)	5-81	6.6	-	8 mos	19	51
				]	<u> </u>	<u> </u>	<u></u>	<u> </u>	1	<u> </u>	,	<del></del>

At least 8 months growth is needed to meet the objective



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County Name	Baltimore City	<del></del>	
•			Ş
· ·	X Reading (subtest) Mathematics (subtest) I.anguage (subtest)	est)	mp.,
SELECTION TE . 3. Name and	STS   Edition Year	Grade	Fo

FORM B-5

-		Stand	ardized 7	rest Inform	nation
1. Subject: X Reading (subtest	) Read. Co	mp.,Tota	1 Read.		2. Type of School: X Public
Mathematics (subt	est)		<del></del> ·		Non-Public
I.anguage (subtest	)				Charles and Charle
SELECTION TESTS  3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position)?
	PrcK				
	K				<i>\</i>
	1			ll	
	2				
•	3		.	l	
	4			<b> </b>	
	S		ļ	<b> </b>	
	6		<b></b>	<b> </b> ~- -	
CAT 1977	7	<u>                                     </u>	16	1/80	
ITBS 1971	8	5	13	4/80	
CAT 1977	9		18	4/80	

EVALUATION 7 8. Name and	TESTS I Edition Year	Grade .	Form 9		Love1 0!		Dates		Make-Up Test Dates 12		Tests Scored: 13 1.Locally by [0.By		
Pretest	Posttost		Pre	Post	Pro	i'ost	Pre	Post	Pre	Post	liand by	Machine*	
		PreK											
		К							<del>                                     </del>				
		1		.	<u> </u>	<u> </u>			<del>                                     </del>	<b> </b>	·	<del> </del>	
		2	l	<u> </u>			<u> </u>		<b>}</b>	<b> </b>		<del> </del>	
		3				ļ			<del> </del>	<b></b>	·{		
		4			<u> </u>		<u> </u>		ļ	<del> </del> -		<del> </del>	
		5		1	<u> </u>				.}	<u> </u>	- <del></del>	<del>                                     </del>	
	- <del> </del>	6			J	<u> </u>		<u> </u>	<del> </del>	- 101	<b> </b>	PODC/FDDC	
CAT 1977	CAT 1977	7	C	€	1.7	1.7	9/80	5/81	9/.80	5/81	<u> </u>	BCPS/EDPC BCPS/EDPC	
- CAT 1977	CAT 1977	8	С	C	18	18	9/80	5/81	9/80	5/81	·	BCPS/EDPC BCPS/EDPC	
CAT 1977	CAT 1977	9	С	C	18	18	9/80	5/81	9/80	5/81	<u> </u>	BCF2/EDFC	

<sup>\*</sup>Specify Name of Scoring Service

County Name Baltimore City		, 		1 B-5	mation
1. Subject: Reading (subtest)    X   Mathematics (subtest)   Language (subtest)	est) <u>Total</u>			Gest Infor	2. Type of School: X Public Non-Public
SELECTION TESTS 3. Name and Edition Year	.Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position)
	PreK	7:			
	K				<u> </u>
	1.				
	2				
	3		<u> </u>		7
	4	<u></u>			<u> </u>
	5	<u> </u>	<u> </u>		
	6				<u> </u>
CAT 1977	7		16	4/80	
ITBS 1971	8	5	13	4/80	
CAT 1977	9	C	18	4/80	

	****										<del></del>	
EVALUATION 18. Name and	TESTS I Edition Year	Grade	F	orm 9	Level		Dates 11		Make-Up _est Dates 12		13	
Protest	Posttest		Pre	Post	Pro	Post	Pre	Post	Pre	Post	land	b. By Machine*
		PreK										
	1	К				•					<u> </u>	
_		1			<u> </u>		1	<u> </u>		·		<u> </u>
	·	2	]			ļ	<b> </b>		ļ			
		3			<u> </u>	<b></b>	<u> </u>		<u> </u>		<i>,</i>	ļ
		4			<u> </u>			<b> </b>	<u> </u>			
		5	<u> </u>	<u> </u>	<u> </u>		<u> </u> _				<u> </u>	
		6	<u> </u>		<b>!</b>							
CAT 1977	CAT 1977	7	(	С	17	17	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	8	C	C	18	18	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	9	С	C	18	18	9/80	5/81	9/80	5/81		BCPS/EDPC

<sup>\*</sup>Specify Name of Scoring Service

County Name Baltimore City	and desired	Stand	FORM ardized T	'B-5 'est Infor	mation ·
1. Subject: Reading (subtest Mathematics (subt	est)				2. Type of School: X Public  Non-Public  Non-Public
SELECTION TESTS  3. Name and Edition Year	Grade	Form	l.evel 5	Date 6	County Level by: (Specify Name and Position),
	PreK				<u> </u>
	K				<del>**</del> 0,
	1 2	<b> </b>	·	<u> </u>	
	3		A Magazia		4
	4	·			
	5				C
	6.	<del> </del>	16	1/80	
CAT 1977	$-\frac{7}{8}$	1 <u>C</u>	$\frac{16}{13}$	4/80	٠, ١
ITBS 1971	$-\frac{3}{9}$	C.	18	4/80	

EVALUATION T	ESTS Edition Year	Grade	Form		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored:  13 1.l.ocally by   b. By	
Pretest	Posttest		Pre	Post	Pro	Post	Pre	Post	Pre	Post	Hand	Machine*
<u> </u>		PreK	•			<u> </u>			<del> </del>	<del>                                       </del>	ļ	
		К		<u> </u>	ļ	ļ	·		<del> </del>	<del> </del>		
		1.	1		<b> </b>	.	<b></b>	<b> </b>	-			
		2		_	<u> </u>		·					
	`	3	<del> </del>	_	<b></b>	<del> </del>	<del> </del>	<b> </b>	·			
		4		-			-					<u> </u>
				- <del></del>	-	-	-					
		0		_	1.7	17	. 9/.80	5/81	9/80	5/81		BCPS/EDPC
CAT 1377	CAT 1977	- 7	<del></del>	$\frac{1}{c}$	18	18	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977 CAT 1977	- <del></del>	- <del>  - c</del>	C	18	18	9/80	5/81	9/80	5/81		BCr3/EDPC

\*Specify Name of Scoring Service

```	Baltimore City  X Reading (subt			dardizod				Type of	loo1ئن	: 🗀 :	Public ' <sup>‡</sup>	
1. Subject:	Mathematics (s	ubtest)							•	X	Non-Public	
SELECTION TES 3. Name and	rs	Grade	Form	I.evel	Dat	te 6	Sclectic County I	on and Evel by	valuati : (Spe	on Test cify Nam 7	Scores Checke e and Positio	d at
		PreK K 1					1	, 0,				
		2 3 4						- A	Α			
IT	AT 1977 BS 1971	5 6 7	5 : C	14 11 16	4/	80 80 80						
<u> </u>	AT-1977. BS 1971	8 9	5	13	4/	80			·			
EVALUATION '8. Name and	TESTS I Edition Year	Grade ,	F	orm	Lev	/c1	Da 1	tes		cē-Up st Dates 12	Tests (	Scored:
Protest	Posttest	Dr.W	Pre	Post	Pro	Post	Pre	Post'	Pre	Post	liand	Machine

Protest	Posttest		Pre	Post	Pro	Post	Pre	Post	Pre	Post	liand	Machine*
		PreK			,				ļ	<b> </b>		
		K		_	<del>-</del>	ļ	·	<b> </b>	-	<u> </u>		
	<del> </del>	- 1	<del></del>									
	· · · · · · · · · · · · · · · · · · ·	3				ļ	.	<b> </b>		·		
}	2 m 10 m 7	4	-	<del></del>	15	15	9/80	5/81	0/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977 CAT 1977	6		Ċ	16	16	9/80	5/81	9/80	5/81 5/81		BCPS/EDPC BCPS/EDPC
CAT 1977	CAT 1977	7	C	- <u>C</u> -	17	17	9/80	5/81 5/81	9/80	5/81		BCPS/EDPC
CAT- 1977	CAT 1977	.] 8		<u> </u>	<del></del>	<del> </del>	<del></del>	1			1	BCPS/EDPC

\*Specify Name of Scoring Service

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F	ounty Name	Baltimore City		Stane	FOR lardizod	M B-5 Tost I	nformati	ion		·	<b>.</b> ,	•	
<b>ا</b> ن	. Subject:	Reading (subt	est)						Type of	School:	<b>'</b>	Public Non-Public	!
•	X	Mathematics (s	antest) <u>Total</u>	***	,						لمختسا		
1,57	ELECTION TESTS  Name and E	Language (sunt	Grade	Form 4	Level	Dat	0 1	Selection County L	n and Every by	/aluatic : (Spec	n Test S ify Name 7	Scores Checker and Position	lat .
Ĺ			PreK	<del></del>	-	1							
1			K.					1	·				
1			- 1	ļ		]			<u>~</u> ~				
ł			2	٠,		_				<del></del>			
1			3			_				D			
1			1		_	-	<del></del>			7,			
-	CA'	т 1977	5	<u></u>	14-	시 4/3				C			
	ITB	T 1977 S 1971	6	5	11	4/				- 4	<b>A</b>		<del></del>
3	CA"	Г 1977	7		_ 16	-14/			,		7		<del></del>
7		S 1971	9				<del></del>			-	<del></del>		
\			i	J							•	*	·
`			- <del> </del>	<b></b>	<u>`</u>			1.		Mak	e-Up		*
	EVALUATION TO 8. Name and		Grade .	F	orm.	Lov	o <b>1</b>	Dati	tos I	Tes	+ Dates	Tests : 1.locally by	cored:
	Protest	Posttost	1	Pre	Post	Pro	Post	Pre	Post	Pro	Post	Hand	Machine*
			PreK		1								
•			+ K	<u> </u>						<b> </b>			
			-  <del></del>	1						.}	<del> </del>		
			- <del></del>				]	-	<del> </del>	<b> </b>			
		\	3				<b> </b>	-	ļ				
	<del> </del>	<del></del>	4		_		<b> </b>	0.700	5/81	0/80	5/81		BCPS/EDPC
	CAT 1977	CAT 1977	5	C		15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
	CAT 1977	CAT 1977	6	C	<u></u>	16	16 17	9/80	5/81	9/30	5/81		BCPS/EDPC
	CAT 1977	CAT 1977	7	C	C	17	18	9/80	5/81	9/80	5/81		BCPS/EDPC
	CAT 1977	CAT 1977	8	C	C	18	10	3/00	1	1			BCPS/EDPC

Specify Name of Scoring Service

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CAT 1977 CAT 1977 CAT 1977 CAT 1977

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				~ ~ <b>~</b>	× .		
			}		3	*	
County Name Baltimore City	<u>-</u> -		* '/		, ·	` , *	•
¥		<b></b>		M B-5			
<u></u>		Stand	lardizod	Test Infor	mation		
1: Subject: Reading (subte	st) · '		,		2 Time o	f School:	Public .
Mathematics (su			<del></del>	,	g. 1ypa o	r selloor:	Public .
-	•—-				Q 3	171	Non-Public
X Language (subte	st) <u>Total L</u>	anguage	· · ·		•	ريمي .	
SHLECTION TESTS 2. Name and Edition Year	Grado	Form	i.evol	Date			Scores Checked at
i name and Edition tent	01.00	4	5	1 1016	country Meket p	y: topecity war	ime and Position)
<u> </u>	PreK	<del>                                     </del>	· · ·	<del>                                     </del>	<del></del>	· · · · · ·	<del></del>
	K		-	,	<u> </u>	<del>, , , , , , , , , , , , , , , , , , , </del>	
	1		1		0	, -	<del></del>
3 24.	. 2			35			
(1)	3		.	-	4	·	
	- 4 5		.}	<u> </u>	·	^	
CAT 1977	$-\frac{3}{6}$	<u> </u>	14	4/80	<u></u>	· ·	
TTBS 1971 CAT 1977	$-\frac{3}{7}$	5	11_	4/80	( <del>4</del> )	7 70	
ITBS 1971	8		13	4/80	87 4		<del></del>
	9	1	1	- <del></del>	<del></del>	<del></del>	
				1	F.O.	*	
;	•				0		•
EVALUATION TESTS				°c	, 0	Make-Up	<del></del>
8. Name and Edition Year	Grade	For	:m	[lovol	Dates	Test Dates	Tests Scored
l	- [	3		10	11	12	13
Protest Posttost		Pro	Post	Pro Pos	t Pro Post	Pro Post	i-locally by b. By

EVALUATION TESTS  8. Name and Edition Year		.Grade .	Form 9		Lovol 10		Dates		Make-Up Test Dates		Tests Scored:	
Protest	Posttost		Pre	Post	Pro	Post	Pre	Post	Pre		land	b. By Machine*
		PreK						` ` `				
		К										
		<u> </u>									• 1	
		2	l		!							
		3									,	
		4								,	· ·	
CAT 1977	CAT 1977	5	C		15	15	9/80	5/91	0/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	С	16	16	9/80	5/81	9/80	5/81	;	PCPS/FDPC
CAT 1977	CAT 1977	7	С	С	17	17	9/80	5/81	9/80	5/81		BCPS/FDPC
CAT 1977	CAT 1977	8	С	С	18	18	9/80	5/81	9/80	5/81		BCPS/EDPC
		9					, ,					BCPS/EDPC

\*Specify Name of Scoring Service

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County		Baltimore	City			Form B-	<b>.</b>		-	-		
	· _			Program	Information	and Standardize	ed Achieve	ment Test Av	er <b>ages</b>			
1. Sub	oject:	Reading(  Nathemat	(subte	st) <u>Comprehe</u> ubtest)	ension 2.	Type of School			Testing Sc	hedule:		
		Language	(subt	est)	· · · · · · · · · · · · · · · · · · ·		. // Noi	npublic			/X/Fall	to Spring
	Member- ship Count	Number of Parti- cipants	N	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- test NCE	Post- test NCE	NCE Gain
Grade	4	5	6	7	8	9	10	11	12	13	14	15
Pre-K								-				
<u> </u>								,				
<u>, 1</u>	e	· ·			,							
2	· •							1	(m)			
3	•					:						
4							,					
5/					*		,	,	· ·			
6	_					,		,				
7	1287	NA	651	8	433.7	456.3	4.0	4.7	0.7	27.2	29.1	1.9
8	1326	NA_	758	8	467.4	489.9	5.1	5.8′	0.7	29.1	31.5	2.4
9	. 130	NA	49	8	480.7	494.2	5.5	6.0	0.5	29.1	29.9	0.8

	Project I	nformation (Complete f	or Grades 2 and 6 Only)	
Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction	Total Hours (hours/ week x # of weeks)	Student/Instructor Ratio 19
2				,
6				

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County 1	Name	Baltimore	City		<del> </del>	· Form B-6	5					·
	4			Program	Information	and Standardize	ed Achiever	ment Test Av	erages		•	
1. Sub	ject: X	Reading	(subtes	t) <u>Total</u>	2.	Type of School	: /X/ Pul	blic 3.	Testing Sc	hedul <b>e:</b>	Sprin	g to Spring
	·	Nathemat	_	btest)			Mor	npublic			$\sqrt{\chi}/Fall$	to Spring
-	Member- ship Count	Number	N	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- test NCE	Post- test NCE	NCE Gain
Grade	4	5	6	. 7	8	. 9	10	.11	12	13	14	15
Pre-K												
К												
1												
2											<u> </u>	<b></b>
3								<u> </u>			<u> </u>	
4											<del> </del>	
5				<i>A</i>			<u> </u>			<u> </u>	<del> </del>	
6							<b> </b>			<del> </del>	-	
	1287	NA_	650	8	417.1	442.3	4.0	4.7	0.7	24.2	27.2	3.0
3	1326	NA	753	8	448.8	475.7	4.9	5.8	0,9	26.3	29.9	3.6
9	130	NA_	49	8	453.8	477.4	5.0	5.9	0.9	21.8	26,6	4.8
				Pro	ect Informa	tion (Complete	for Grades	2 and 6 On	ly)	r/Tnorry	ctor	

	Project I	nformation (Complete f	or Grades 2 and 6 Only)	
Crades	Project Setting Code(s)	Hours/Week Title I Instruction	Total Hours (hours/ week x # of weeks)	Student/Instructor Ratio 19
2				
6				•

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County 1	Name	Baltimore (	City		_	<del></del>	Form B-6	•				,	
				Program	Inform	ation	and Standardize	d Achiever	ment Test Av	erages	•	1	,
1. Sub	ject:	Reading(	subtes	st)		_ 2.	Type of School:	X Put	51ic 3.	Testing Sc	hedul <b>e:</b>	Sprin	g to Spring
	X	=		ubtest) <u>To</u> est)				Nor	npublic		_	/X/Fall	to Spring
	Member- ship Count	Number of Parti- cipants	N	Number of Months Between Tests	Aver Pret Stan Sca Scc	est ine/ ile ore	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- test NCE:	Post- test NCE	NCE Gain
Grade	4	_5	6	7	8	<u> </u>	9	10				14.	
Pre-K					_								
<u>K</u>									-				
1							<b>₩</b>						
2									1				
3													
4								ļ	ļ				
5											<u> </u>	<u> </u>	
6												<u> </u>	
7	883	NA NA	464	8	43	1,5	465.2	4.7	5.7	1.0	27, 2	33.7	6.5
8	928	NA	567	8	46	7.8	497.4	5.9	6.9	1.0	28.2	34.4	6.2
9	61	NA_	38	8	47	6,0	494.9	6.2	6.8	0,6	25.3	29.1	3.8
		Grade		Proj roject Sett Code(s) 16		llour	tion (Complete s/Week Title I nstruction 17	Total II week x	2 and 6 Onlours (hours) # of weeks)	y) / Studen	t/Instru Ratio 19	ctor	

5.

County	Name	Baltimore	City			Form B-	6	¥.				
	٦	` Tl.		•		and Standardiz						
1. Sub	oject:	Reading	(subte	st)	2.	Type of School	: <u>/ x/</u> Pul	blic 3.	Testing So	hedul <b>e:</b>	Sprin	ig to Spring
		Mathemat Y Language	-	cst) Total	<del></del>	-	// Nor	npublic			/ <u>Y</u> /Fall	to Spring
	Member- ship Count	Number of Parti- cipants	N	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- test NCE	Post- test NCE	NCE Gain
Grade	4.	5	6	7		9	10	11	12	13	14	15
Pre-K	<u> </u>		<u> </u>									
<u>K</u>												
1_			<u> </u>									
2									,	,	_	
3								-				
4											·	
5							· - •				•	
6												
` 7	892	NA_	488	88	464.6	482.7	4.2	4.7	0.5	32.3	34.4	2.1_
8	1309	NA	820	8	488.5	509.2	5.0	6.0	1.0	33.0	35.8	2.8
9	89	NA	60	8	497.7	500.9	5.5	5.6	0.1	29.9	30.7	0.8
				Proje	ct Informat	ion (Complete f	or Grades	2 and 6 On1	y)			

	Project I	nformation (Complete f	or Grades 2 and 6 Only)	
Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2				
6	1			

County	Name	Baltimo	ce Cit	у	<del>`</del>	Form B-6	5					
•		•		Program	Information	and Standardize	d Achieve	ment Test Av	erages			
1. Sub	ject: X	Reading(	subtes	st) <u>Compreh</u>	ension 2.	Type of School:	Put	olic 3.	Testing Sc	hedule:	Sprin	g to Spring
a	1	Nathemat	ics(st	ubtest)		фь. ў К		npublic	•		/X/Fall	tò Spring
		Language	(subt	====		<del></del>		<u> </u>	<del></del>	<del></del>	<del></del>	
ē	Member- ship Count	Number of Parti- cipants	N	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- test NCE	Post- teat NCE	NCE Gain
Grade	4	5	6	7	8	9	10	11	12	13	14	15
Pre-K					-							
K				,			F					
1												
3												, ,
4							·				<i>-,</i>	
5	4	NA	4	8	416.8	428.0	3.6	3.9	0.3	34.4	31.5	-2.9
6	58	NA	50	8	446.7	462.5	4.4	4.9	0.5	36.5	35.1	-1.4
7	37	· NA	32	8	447.3	466.3	4.4	5.0	0.6	31.5	31.5	0.0
8	33	NA	30	8	498.3	517.1	6.2	7.0	0.8	39.0	38.3	-0.7-
9							•			1		
<del></del>	·			Prof	ect Informa	tion (Complete	for Grades	2 and 6 On	lv)			•

	Project I	nformation (Complete f	or Grades 2 and 6 Only)	
Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2				
6			~	

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County	Name	Baltimo	re Cit	.y		Form B-6						
				Program	Information	and Standardize	d Achieven	nent Test Av	erages '		•	`\
1. Sub	lect: x	Rending	subtes	t) <u>Total</u>	2.	Type of School:	Pul	olic 3.	Testing Sc	hedule:	Sprin	g to Spring
				ibtest)		•	/X Nor	npublic			/X/Fall	to Spring
		Language	(subto	est)	5			<del></del>			<u> </u>	\
	Member- ship Count	Number of Parti- cipants	, 'n	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- test NCE	Post- test NCE	NCE Gain
Crade	4	5	6	7	8	9	10		12	13	14	15
Pre-K				•								
. <u>K</u>												
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2			<del> </del>		<u> </u>							
3			-	<u> </u>					<u> </u>			<del></del>
4			<del> </del>				-			<del> </del>	<del> </del>	
5	4	NA	4	8	382.8	413.0	3.3	4.0	0.7	26.3	31.5	5.2
-6	58	¹ NA	50	8 .	431.7	451.6	4.4	5.0	0.6	34.4	35.8	1.4 .
7	37	NA	32	8	431.8	456.6	4.4	5.1	0.7	26.3	30.7	4.4
8	33	NA	30	8	480.3	505.3	6.9	6.9	0.9	34.4	37.1	2.7
9						-				<u></u>	ļ	-

	Project I	nformation (Complete f	or Grades 2 and 6 Only)	
Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2				,
6				\

County	County Name Baltimore City					Form B	-6				•	•	
1. Su	bject:	Reading X Mathema Languag	(subto	est) subtest)_To	2.	and Standardi	zed Achieve l:/ Pu / No	blic 3.		chedule:	: Spring to Spring		
Grade	Member- ship Count	Number of Parti- cipants	N N	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Average G.E. Gain	Pre- tést NCE	Post- test NCE	NCE Gain	
Pre-K			6	7	. 8	9	10	.11	12	13	14	15	
K		-	-			<u> </u>				-			
			<del> </del> -										
1			<del> </del>										
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3	<i>,</i>		<b></b> -								•		
4		·			<del></del>		}			٥			
5	7 .	NA	6	8	379,2	418.5	3.4	4.4	1.0	20.4	70.7	10.5	
6	41 ,	<u>NA</u>	35	8	433.7	450.9 >	4.8	5.4	1_0		30.7	10.3	
7	44	NA	40	8	433.5	462.4	4.8		0.6	34.4	34.4	0.0	
8	33	NA NA	28	8	484.1	508.6		5.6	0.8	29.9	33.0	3.1	
9				-	707.1	300.0	6.5	7.4	0.9	34.4	37.1	2.7	
<u>1</u>		<u>-</u>	<u> </u>		<u>`</u>							1.	
		<del> </del>	Pro	Proje	ct Informat	ion (Complete f	or Grades	2 and 6 Only	)				

Project Information (Complete for Grades 2 and 6 Only)

Grades Code(s) Hours/Week Title I Total Hours (hours/ Week x # of weeks)

16 17 18 19

2 6

County N	lame	Baltin	ore (	ity			Form B-6	74	•	•			ţ
,				Prøgram I	nformati	ion a	nd Standardized	i Achievem	ent Test Ave	èrages			-
1. Subj	[	Reading(	subte	st)	2	2. T	ype of School:	Pub	lic 3.	Testing Sch	hedule:	Sprin	g to Spring
T. Sub		Nathemat	ics(s	ubtest)	<del></del>			/x/ Non				/X/Fall	to Spring
	X	Language	(subt	est) Total							,		
	Member- ship Count	Number of Parti- cipants	N	Number of Months Between Tests	Average Pretes Stanin Scale Score	t e/·	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv- alent	Post-test Grade Equiv- alent	Aversge G.E. Gain	Pre- test NCE	Post- test NCE	NCE Gain
Grade	4	5	6	7	3		9	10		12	13	14	15.
Pre-K							, 						
<u>K</u>	<del></del>		-	<u> </u>							j -		
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4		'(	<u>ا</u>						ļ	<u> </u>			
	NA	NA	NA	NA ·	. NA		NA	NA	NA	NA	NA	NA	NA'
5			53		470.	5	492.1	4.4	5.2	0.8	37.7	40.7	3.0
6	40	,NA	1		475.		500.1	4.5	5.5	. 1.0	35.8	39.0	`3.2
	53	NA -	49		<del> </del>		518.9	5.8	6.6	0.8	35.8	37.7	1.9
8	43	NA NA	37	3 ~	503.	<u> </u>	310.5	+		1			
, /9		<u></u>			<u> </u>			1		<u> </u>		<del></del>	<u> </u>
		==		Pro	ject Inf	orma	tion (Complete	for Grade	s 2 and 6 On	ily)	t/Instru	ctor	•
•		Gra		Project Set Code(s)	ting	llour:	s/Week Title I	Total	of weeks)	, peace.	Ratio 		\

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16.

Form B-7

X	bject Matter Reading Mathematics Language	•	2.	CX ₽		hool: School lic Sc		3.	Testing Schedule Spring to Spring Fall to Spring			
Subt	est <u>Comprel</u>	nension						·				
,			,4Nu	mber o	f Mont	hs Gai	.aed					
Grade -	· 5 or less	6	7	8	9	10	11	12	13	14 or More	Total N	
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7	304	9	12	21	14	11	21	18	6	235	651	
8	333	20	33	7	13	35	10_	3	32	272	758	
9	28	1	2	11	• 1	2	2	1	2	_9	49	
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Form B-7

# Amount Of Gain Achieved On Standardized Achievement Tests

	ject Matter: Reading Mathematics Language cst Total	·	2.	Type  Type  No	blic S	nool: School Lic Sch	•	3.	₩ Sp	riag to	chedule to Spring o Spring	
			4. Nu	mber of	f Mont	hs Gai	ned			- 		
Grade	· 5 · or less	6	7	3	9	10	11	12	13	14 or More	Total Y	
2	01 1033	-										
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6						<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
7	288	31	8	25	1-2	· _26	13	29	19	199	650	
8	334	10	21	14	22	17	21	14	21	279	753	
9	23	1	1	3	3	0	11	1	0	16	49	
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Spring to Spring  [Y] Fall to Spring

Subt	estTotal	<u> </u>				, , ,					
			4Nu	mber o	f Mont	hs Gai	ned				
Grade	·5 or less	б.	7	.3	9	10	11.	12	13	14 or More	Total N
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6										<u> </u>	
7	141	12	20	20	18	10	18	14	28	183	464
8	194	13	31	25	17	21	28	17	30	191	567
9	16	0	0_	2	1	2	1	4	1	11_	38
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L Subject Matter:  Reading  Mathematics  Language	2. Type of School: Public School Non-Public School	3.	Testing Schedule  Spring to Spring  Tall to Spring
Subtest Total.		, ,	

		_/	4Nu	mber o	f Mont	hs Gai	aed				
Grade	5 or less	'6	7	8	9	10	11	12	13	14 or More	Total N
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7	227	19	17	11.	1 19	14	20	6	19	136	488
8	336	18	23	22	34	27	20	20	31	289	820
9	29	1	3	2	0	. 2	1	1	2	19	60-
10										,	
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County	Name	Baltimore City
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# Amount Of Gain Achieved On Standardized Achievement Tests

	ject Matter: Rending Mathematics Language est Compreh		2.	Type Pu	blic S	nool: School Lic Sch	no <b>ol</b>	3.,	□ Sp	ng Sche ring to 11 to S	Spria
			4Nu	mber of	f Mont	hs Gai	ned	<u></u>	·		
Grade	· 5 or less	6	7	3	9	10	11	12	13	14 or More	LeteL
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S	3	0	0	0	0	0	0	0	0	1_1_	4-
6	25	2	2	- 1-	4	1	1	1 1	2	11	50
7		2	1	0	0	0	1	1_	0	13	32
8 .	14	2		1	0	0	1	0	0	14	30
9	11	1 -	<del>                                     </del>	<del>  -</del>	<del>i -</del>		T		Ī .		
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Form B-7

1. Subject Matter:  Reading  Mathematics  Language	2. Type of School: Public School Non-Public School	Testing Schedule  Spring to Spring  Tall to Spring
Subtest Total		e

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6	27	. 3	1	1	0	11	.1	1	0	15	50
7	9	1	0	5	2	1	2	1	1	10	32
8	12	0	1	0	2	0	3	0	0	12.	30
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County	Name	Baltimore City	<u></u>

Form B-7

	bject Matter Reading Mathematics Language test Tota		2.		ublic	hool: School lic Sc		3.	$\Box$ $S_i$	ing-Scho pring to all to S	o Sprin
			4N.	mber o	f Mont	hs Gai	lned	T -	7		
Grade	· 5 or less	6	7	3	9	10	11	7	13	14 or More	Total N
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6	19`	2	1	0	2	1	2	0	1	7	35
7	14	2	0 .	2	2	. 0	2	3	-1	14	40
8	10	1	2	1	2	2	1	2	1	6	28
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County	Name		Baltimore City

Form B-7

# Amount Of Gain Achieved On Standardized Achievement Tests

	ject Matter: Reading Mathematics Language	x	2.	Type Yo	of Sch blic S n-Publ	chool	1001	3.	₩ Sp	ng Sche ring to 11 to S	) Sprin;
· Subt	estTotal				•	<del></del> -	· · · · · · · · · · · · · · · · · · ·				
			4Nu	mber of	f Mont!	ns Gai	sed .				<u>,</u>
Grade	.5 .	6	7	3	9	10	11	12	13	14 or More	Total N
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6	16	2	1	1	2	0	1	0	0	10	33
7	22	0	5	1 ,	2	. 0	1	2	0	16	49
8	16	1	1	1	2	2	0	2	1	11 ·	37
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County Name Baltimore City
Form B-8
Outcomes Assessment

LEADING.

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		2 3	2 3 4  MATHERA  GRADI	HATHERATICS GRADE

Names Of Schools Reporting A Growth Bate Of 6 Or Less Honths Fer Year	READING						
	GRADE						
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Names Of Schools Reporting A Growth	HATHEHATICS"					
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#### Form E-9

#### 3. | Outcome Determinants:

- .teacher training/staff development
- tutorial program for students with greatest need
- .support service intervention which included counselors, psychologists, and social workers
- .parent involvement activities
- .instructional techniques which include assessment, skill development, and evaluation
- .class sizes of 15-20 which allow for individualized instruction
- .placement of quality supplemental materials in each Basic Skills Center

#### Modification Explanation:

- .Inclusion of the 9th grade population in the Basic Skills Program in order to extend Title I service time for last year's 8th grade population.
- .Change in the eligibility criterion from ≤2 yrs. below grade level to ≤1 yr. below grade level. This change is recommended so that some students who were in the program last year can maintain their rate of progress in the upcoming school year.

#### 3. Outcome Determinants:

The following factors are among those which contributed to the measured growth:

- 1. the help of the educational assistants in the classroom a) allows the teacher to have smaller groups, b) provides more individualized help for the students
- 2. the use of the supplementary reading and math materials

#### Modification Explanation:

No significant modifications for planned for the 1980-81 school year.

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2. At the school level:

Principal
Resource Teacher
Home School Community Worker
Other (Specify)

30

Form B-10

**	• .			-	•		
No significant m	odifications	from the	proposal	were made	during	the	
fiscal year.	•						
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Coordination of	Parent Activ	vities:				•	
1. At the LEA	level:						
Tit	le I Coordina	stor					



	•	•
		Nonpublic Data**
70.00	mty Name Baltimore City	
COI	inty hade	
	Form B-10	
	Program Operation	on.
<b>A.</b>	Program Activity Changes:	
		• *
	No significant modifications, were made durin	g the current school year
	1979-80.	-
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.	** This information is the most current dat	a available (FY'80)
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<u> </u>		<u> </u>
В	Coordination of Parent Activities:	
	1. At the LEA level:	
	X Title I Coordinator	
	Instructional Supervisor X Parent Coordinator	*
	Other (Specify)	
	2. At the school level:	
	X Principal	
	Resource Teacher Home School Community Worker	_
	Other (Specify)	Ţ.

