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INSTITUTION

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AUTHOR TITLE

Estes, Gary D.; And Others ESEA Title I Program Evaluation (Phoenix Union High School System, Arizo a).

Phoenix Union High School District, Ariz.

SPONS AGENCY

Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

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IDENTIFIERS

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

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ESEA TITLE I

PROGRAM EVALUATION

Program Number 75-016

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

> Gerald S. DeGrow, Ed.D. Superintendent

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

June 30, 1975

1974-75 EVALUATION REPORT

prepared by

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	Total Direct Title I English/Writing	
	Carl Hayden Direct Title I English/Writing	66
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•J		
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٠	Summary of Student Performance in:	۹
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	Carl Hayden Direct Title I Reading	111
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I THIRODUCTION

and

IDENTIFICATION OF LOCAL EDUCATION AGENCY

Introduction

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

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

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

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

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

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

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

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

ARIZONA DEPARTMENT OF EDUCATION

ESEA TITLE I PROGRAM EVALUATION DATA SUMMARY REPORT

* 3	(File a separate report for each project under your supervision.)
CHECK OF	₹
	X Regular Term Summer Term Other
gart A:	IDENTIFICATION OF LOCAL EDUCATION AGENCY
- 1.	Legal Name Phoenix Union High School System
2.	Street Address 2526 West Osborn Road
3.	City Phoenix County Maricopa
gʻ · "4. .	Zip Code <u>85017</u> Telephone Number <u>257-3131</u>
5.	Report Prepared by Gary D. Estes, Ph.D.
, 6.	Program Title _Phoenix Union High School System
	Title I Program, 1974-75
7.	State Program Number 75-016
· 8.	Was this a Cooperative Program? Yes No X
9.	Did Non-Public School students participate in this program?
` o	Yes X . No
	Names, of Participating Non-Public Schools:
	St. Mary's High School
, · ·	
10.	Ethnic Background: For each category given below, record the total number of students served during the course of the program. (The total should equal total Program Participants, Number 11, Page 4)
*	Black 793 Spanish Surname 1,268 Total 3,171
•	White 1,015 Other95

TOTAL OF ALL STUDENTS SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT, (continued)

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

	PUBLIC SCHOOL	NON-PUBLIC School	enoliutitem de 1
Pre-K	- /-		
· K			, <u>i</u>
i	•	· · · · · · · · · · · · · · · · · · ·	
2	\(\display \di		
3	/ 		-
5		. <u> </u>	-
6/.			
·/ 7		• •	
8	<u> </u>		
9``.	2.846	176	
.10 -	74	· .	× <u></u>
11	<u>. 48 °</u>		
TOTAL	2,995 '	176	

TOTAL OF STUDENTS DIRECTLY SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

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

	PUBLIC SCHOOL	NON-PUBLIC SCHOOL
Pre-K	•	
K .		
1		:
2		
3 .	•	
4	· · · · · · · · · · · · · · · · · · ·	* · · · · · · · · · · · · · · · · · · ·
5	,	• •
6,		1
7		<u> </u>
8	<u> </u>	\ <u></u> -
9	<u>662</u>	9
10	-, 74	
11	48	
12	27	· · · · · · · · · · · · · · · · · · ·
TOTAL	<u> </u>	<u> </u>

TOTAL OF STUDENTS INDIRECTLY SERVED

PUBLIC SCHOOL

NON-PUBLIC SCHOOL

PROGRAM.EVALUATION DATA SUMMARY REPORT (continued)

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

Pre-K	
K	
1	
2	
* 3	
.4	
5	
7	
8	
9	
10	
11	
12	
TOTAL	2,184*
* Includes 9th and 10th grade	e students enrolled in ninth grade

^{*} Includes 9th and 10th grade students enrolled in minth grade general math

II CONTINUING EDUCATION CENTER

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

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

1. Project Objective No. 1.1 Instructional Area Overal

(A.e., Reading, Math, etc.)

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

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

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

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

	MEASURE 1	MÉASURE 20	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	139		
DIVIDED BY:			1.1
Total No. of pretest/ posttest students in the project	201		· · · · · · · · · · · · · · · · · · ·
EQUALS:		, 7	,
Percentage of students reaching the desired performance level.	.· 69 	<u>*** </u>	<u> </u>
Name, Form and Level of the Test	Not Applicabl	e	·

PART B-1 (continued)

3. Narrative summary:

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

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

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

Objective 1.1: PARTIALLY ACHIEVED

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

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

1.	Project	Objective No	. 1.2B	Instructional Area	Reading	<u></u>	<u> </u>
. • . 5	•	-			(i.e., Reading,		etc.)

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

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Test of Basic Skills Level 11

Comprehension for students scoring at the fifth through sixth grade ninth month (6.9) level.

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

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

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

PART B-1. Continued on reverse

PART B-1 (continued)

Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

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

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

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

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

Objective 1.2B: ACHIEVED

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

PART_B-2: MEASUREMENT OF OBJECTIVES

1.			ct Objective Number	
2.	· —		r each different typ	Reading Inventory
				Referenced Measure
3.		a separate page fo	r Public School and	Non-Public School
	X Publi	c School Students	и &	D Students
	Non-P	ublic School Studen	tsStat	e N & D Students
<u> </u>				1
4а.		NAME ,	•	DATE GIVEN
	*PreTest <u>Iowa Tes</u>	t of Basic Skills	\ <u>\</u> 6	Continuous
	-	Compre	ehension	
1	PostTest Iowa Te	st of Basic Skills_	\	Continuous
1		Compre	ehensíon	·
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULT Record data who took pr	ONLY for those students AND posttest	T RESULTS
	}		\	· · · · · · · · · · · · · · · · · · ·
i			tanine ' **Grade	· · · · · · · · · · · · · · · · · · ·
l		Equiv	Equiv	
		Mean <u>6.03</u>	6.81	<u> </u>
	GRADE	Median 5.73	 	
	LEVEL 9	Range of		**
	PEAFF -	Scores 3.0 to	3 1 3 4	to 9.5
	North and a 'S	Scoresco	3.9	
	Number of		•	
	Students for	CATN PACTTAG	t Mean Grade Equiv**	. 6.81
	whom there is	GAIN PostTes	c near otane Eduta	
į	a pretest score	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	retest Mean Grade Eq	miv** 6.03
 	and a posttest	or (-) P	recese Mean orane to	1014 0.00 3
	score 27	LOSS ' Gain (+) or Loss (-) (+) .78

- * Pretest results may not be available for some pre-kindergarten throughfirst grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



<u> </u>	·		
	name	FORM	DATE GIVE
*Pretest <u>lowa</u> '	rest of Basic Skills	<u> </u>	_ ~ Continuo
	Comprehension		*
PosttestIowa T	est of Basić Skills	· 5 ·	Continuous
· —	Comprehension		-
		_	
GRADE LEVEL:	*PRETEST RESULTS	POSTTEST	RESULTS
Designate one			
grade level in	Record data 0	NLY for those s	tudents
the box below			*
•		, , , , , , , , , , , , , , , , , , , ,	
<u> </u>	•		
,	**Grade Stanine	**Grade S	tanine
10	Equiv	Equiv .	
i '	Mean 6.51	7.38	N * *
ļ	Median 6.65	$\frac{7.38}{7.47}$	
GRADE		,	\
LEVEL 10	Range of	•	
,	Scores 3.7 to 9.5	4.1 to 9.	7.
Number of		- -	
Students for	ř.		
whom there is	GAIN Posttest Mean Gra	de Equiv** 7.	38
a pretest score			
and a posttest	or '(-) Pretest Mea	n Grade Equiv**	6.51
score			
38	LOSS Gain (+) or Loss	·(~) (+·)	.87
		· · · · · · · · · · · · · · · · · · ·	

4c.	NAME	FORM DATE GIVEN
	Iowa Test of Basic Skills	
	Comprehension	
Posttes	t Iowa Test of Basid Skills "	5 Continuous
	Comprehension	
GRADE L	EVEL: *PRETEST RESULTS	Posttest results
Designa		
		ONLY for those students
		rest AND posttest. *
	,	
	**Grade Stanir	ne **Grade `Stanine
	Equiv	Equiv
15. 41.	Mean 6.66	7.53
		- -
,	. Median <u>6.85</u>	7.25
GRADE .		
LEVEL 11	Range of	
	Scores 4.7 to 9.1	4.6 to 9.8
Number of	· · ·	 , .
Students fo		
whom there		ade Equiv**7.53
a pretest s		<u> </u>
and a post		an Grade Equiv* 6.66
score		
18	LOSS Gain (+) or Loss	(-), (+) .87
- 	 +	

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

PART B-2:\ MEASUREMENT OF OBJECTIVES

1.	These results co	rrespond with Project Obje	ctive Number _	1.2B
2.	· · · · · · · · · · · · · · · · · · ·	a separate page for each	•	
				eading Inventory
		ed Diagnostic Test () Criterion	Referenced Measure
	() Other (Spe			
3.	CHECK-ONE: (Use	a separate page for Publi	c School and No	on-Public School
		dents.)		`
	-		- 3	×
	Publi	c School Students 🗼 _	N&D	Students
	Non-P	ublic School Students	State	N.& D Students
				and S occurred
		. \		
4a.		NAME	FORM	DATE GIVEN
	*PreTest <u>lowa Tes</u>	of Basic Skills	6 .	Continuous
	no and an Iowa Te	Comprehension st of Basic Skills .	5	Continuous .
	Postiest Town 10	Comprehension		
				
	GRADE LEVEL:	*PRETEST RESULTS	POSTTEST	RESULTS:
	Designate <u>one</u>	7 \ .		
i		Record data ONLY f		nts
1	the box below	who took predest A	ND posttest.	
	1	•		
		**Grade Stanine	**Grade	Stanine -
	•	Equiv	Équiv	• [
	``	Mean 6.85	7.34	
	(Median 6.90	7 65	· , .
	GRADE	Median 6.90	7.65	
	LEVEL 12	Range of	, \ ~ .	,
		Scores 5.2 to 8.7	\ 5.5 <u>t</u> o	9, <u>1</u>
i	Number of			
	Students for			
!	whom there is	GAIN PostTest Mean	Grade Equivas	
	a pretest score and a posttest	or (-) Pretest	Mean Grade Fou	(₩₩ 6.85
'	score	or (-) Pretest	mean grave ada	
	14	LOSS . Gain (+) or Lo	rss (-) <u>(+)</u>	.49
V	. 1		· · ·	

- * Pretest results may not be available for some pre-kindergarten through
- first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median; and range of scores for that measurement scale.

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

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

NOTE: See Directions on Reverse

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

1	· -	•				i		•			•		
G R A D L E E		STUDE		Repurti	ed in (Grade 1	Equival	ent M	IN THE	PROJE	CT	~	TOTAL STUDENTS
E E L` S	< 0 1	Months	.0 :	to `	.5	to to Month	1.0 1.4 M	•	1.5	•	2.0 Mon	re. /	With Pretest, and (Posttest
:	N	%	N	%	. N	%	N	*	N	\.%_/	N_	7/8	Scores
1		DO'NO STUDE	T FILL NTS FRO	IN THE	IS COL	PART,	SEA WII B-2 FOR	l com	RILE D	TA FO	R FIRS	T GRAD	E
2							8.			·			
3	•	ì		• .				b .					
4		į	•		,			• • •		اا	. \	_	1 1
5		٠			,						Ì		
6								•	-				
7		is :	• .			_					•		
8							1	• •			`.`		
9	2	7%	1	4%	1	4%	4 :	15%	3	11%	16	59%	['] 27
10	6	16%	4	11%	30 .	8%	4	11%	0	0%	21	55%	38 .
11	3	17%	1	6%	1	6%,	1	6%	ó	0%	12	67%	→1.8 °
12	3	21%	1	7%	0.,	0%.	1 .	7%	1	7%	ĝ	57%	14
TÖTAL	14	15%	7	7%	5	5 %	10	10%	4	4 %-	57	59 %	GRAND TOTAL 97

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

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

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

1. Project Objective No. 1.24 Instructional Area READING (I.e., Reading Math, etc.

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

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

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

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

No. of pretest/posttest students reaching the	MEASURE 1 WORD , RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDĞE
desired performance level.	10	10	<u>. 11</u>
DIVIDED BY:		,	
Total No. of pretest/ posttest students in the project	14	14	14
EQUALS:	o'	• • • • • • • • • • • • • • • • • • • •	•
Percentage of students reaching the desired		4	•
performance level.	71 %	7.1 7	<u>79</u> 🗶
Name, Form and Level of the Test	Bond-Balow-H	oyt, Silent Di	agnostic

.PART B-1 Continued on reverse

PART B-1 (continued)

- 3. Narrative summary:
 - A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.2A: ACHIEVED

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

PART B-2: MEASUREMENT OF OBJECTIVES

_	 						
1.	These results co	rrespond with Project Objective Number 1.2A					
2.	CHECK ONE: (Use	a scparate page for each different type of measure.)					
	(x) Standardiz	ed Achievement Test' () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure					
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School					
1	Stu	dents.)					
	, , , , , , , , , , , , , , , , , , , ,	c School Students - N & D Students -					
1		c School Students N & D Students					
	Non-P	ublic School Students State N & D Students					
F		The state of the s					
4a.		NAME FORM DATE GIVEN Continuous					
	PostTest BBH Si	lent Diagnostic Reading Test 🤝 Continuous					
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS Record data ONLY for those students who took pretest AND posttest.					
\ \ \	WORD.	**Grade Stanine **Grade Stanine					
N.,	RECOGNITION -	Equiv Equiv					
	***	Mean <u>3,404,47</u>					
	Li. 1.	Median 3.26 4.35					
	GRADE LEVEL 9	Range of					
		Scores 2.6 to 4.9 3.3 to 6.6.					
	Number of						
	Students for whom there is	Students for					
	a pretest score						
ľ							
ľ	and a posttest	. or (-) Pretest Mean Grade Equiv** 3.40					
	and a posttest	LOSS Gain (+) or Loss (-) (+) 1.07					

- * Pretest results may not be available for some pre-kindergagten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stamine results are requested also if available. If neither scale (G.E. or Stamines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

. •			·	ر قرسي	•
41	•	*Pretest BBH	NAME Silent Diagnostic Reading Test	FORM	Ontinuous
	-/	Posttest BBH	Silent Diagnostic Reading Test		Continuous
		GRADE LEVEL: Designate on grade level the box belo	e In Record data ONL		tudents
		RECOGNITION	**Grade Scanine	**Grade St	tanine
		TECHNIQUES GRADE LEVEL 9	Mean 3:89 Median 3:90 Range of Scores 3.0 to 4.6	5.33 5.93 . 2.6 to 6.0	<u>* </u>
ļ.,		Students for whom there is a pretest score	GAIN Posttest Mean Grade	Equiv** _5.3	33
	•	and a posttest score	or (-) Pretest Mean (LOSS Gain (+) or Loss (-	.,	3.89 v L.44

Silent Diagnostic Reading Test		Continuous
Silent Diagnostic Reading Test	· · · · · · · · · · · · · · · · · · ·	Continuous
in Record data ONLY	for those st	udents
**Grade Stanine Equiv Mean 3.41	**Grade Ś Equiv 4.29.	tanine
Range of Scores 1.6 to 6.6	4.10 2.8 to 6.2	•
		3.41
	Record data ONLY who took pretest **Grade Stanine Equiv Mean 3.41 Median 3.05 Range of Scores 1.6 to 6.6 GAIN Posttest Mean Grade * or (-) Pretest Mean G	**Record data ONLY for those state who took pretest AND posttest **Grade Stanine **Grade Stanine Equiv Mean 3.41 4.29 Median 3.05 4.10 Range of Scores 1.6 to 6.6 2.8 to 6.2 GAIN Posttest Mean Grade Equiv** 4.

DIRECT TITLE I - READING CONTINUING EDUCATION CENTER

BOND BALOW HOYT SILENT DIAGNOSTIC READING TEST:

PART B-2: MEASUREMENT OF OBJECTIVES

1.	·	rrespond with Project Objective Number 1.28
2.	(×) Standardiz () Standardiz () Other (Spe	
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School dents.)
	Non-1	c School Students N & D Students
	1 4 4 7	
4a.	*PreTest BBH Sile	NAME FORM DATE GIVEN nt Diagnostic Reading Test Continuous
	PostTest BBH Sil	ent Diagnostic Reading Test
	GRADE LEVEL: Designate one grade level in the box below	
	WORD RECOGNITION	**Grade Stanine **Grade Stanine Equiv *Equiv Mean 4.53 *4.87
	GRADE LEVEL 10 Number of	Range of Scores 4.3 to 4.8. 4.1 to 5.8 4.1 to 5.8
*	Students for whom there is a pretest score and a posttest score	or Pretest Mean Grade Equiv** 4.87 or () Pretest Mean Grade Equiv** 4.53 LOSS Gain (+) or Loss (-) (+) .34

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

ь.	<u> </u>	NAME	FORM	DATE GIVEN
	*Pretest BBH	Silent Diagnostic Reading Test		Cont inuous
	Posttest BBH	Silent Diagnostic Reading Test	<u> </u>	Continuous
	GRADE LEVEL: Designate onc grade level in the box below			tudents
•	RECOGNITION TECHNIQUES: GRADE LEVEL 10	**Grade Stanine Equiv Mean 5.17 Median 5.05 Range of Scores 4.6 to 6.2	Equiv 6'.17 6.20	tanine 2
	Students for whom there is a pretest score and a posttest score	GAIN Posttest Mean Grade or (-) Pretest Mean G LOSS Gain (+) or Loss (-)	rade Equiv**	5.17

*Pretest BBH	. NAME Silent Diagnostic Reading Test	FORM	DATE GIVEN Continuous
Posttest BBI	Silent Diagnostic Reading Test		Continuous
GRADE LEVEL:	•	POSTIEST R	ĘSUL4S
Designate on grade level, the box belo	in Record data ONLY		
PHONIC KNOWLEDGE	**Grade Stanine Equiv Mean 4.97	**Grade Si Equiv 5.20	tanine
GRADE	Median 4.95	5.28	
LEVEL 10	Range of Scores 4.3 to 5.7	/; 3.3 to, 6.8	<u> </u>
Students for whom there is a pretest score	GAIN Posttest Mean Grade	Equiv** 5,20	
and a posttest	or (-) Pretest Mean G	rade Equiv**	4.97_
3'	LOSS Gain (+) or Loss (-)	(+) .23	

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

PART B-2: MEASUREMENT OF OBJECTIVES

1.		rrespond with Project Objective Number 1.24				
2.	CHECK ONE: (Use	a separate page for each different type of measure.)				
	(Y) Srandardiz	ed Achievement Test () Informal Reading Inventory				
		ed Diagnostic Test () Criterion Referenced Measure				
	() Other (Spe					
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School				
	Stu	dents:)/				
,	,					
	X Publi	c School Students N & D Students				
	Non-P	ublic School Students State N & D Students				
,	- Hon-L	dbite school schoeles state was bistudents				
٠.	-	7				
4a.		name form date given				
	*PreTest _BBH Si/1	ent Diagnostic Reading Test Continuous				
	- PRU CAT	Towns of the Post				
	PostTest BBH Silent Diagnostic Reading Test Continuous					
	, ,	- in the second				
	GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS				
	Designate one	,				
	grade level in	. * Record data ONLY for those students				
	the box below	who took pretest AND posttest.				

'	• }	Adout Adout Adout				
		**Grade Stanine **Grade Stanine ,				
	WORD	Equiv Equiv Mean 2.4				
	RECOGNITION	mean <u>2.5</u>				
		Median 2.4 2.8				
7	GRADE.					
	Level ² _ <u>,11</u>	Range of				
	<u> </u>	Scores				
	Number of					
	Students for	0.71				
	whom there is	GAIN PostTest Mean Grade Equiv** 2.8				
	a pretest score	or (-) Pretest Mean Grade Equiv** 2.4				
	and a posttest score	or (-) Pretest Mean Grade Equiv** 2.4				
	1	LOSS Gain (+) or Loss (-) (+) .4				
<u> ~ </u>	· ——					

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

^{**} Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If peither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scares for that measurement scale.

r 		<u> </u>		
4b.	. 4m	NAME	" FORM	DATE GIVEN Continuous
ļ	*Precest DDM	Silent Diagnostic Reading Test	, 	Concindods
	Posttest BBH	Silent Diagnostic Reading Test		Continuous,
 -	GRADE LEVEL: Designate on	*PRETEST RESULTS	POSTTEST	RESULTS
5 i	grade level the box belo	in Record data ON		
	RECOGNITION TECHNIQUES	**Grade Stanine Equiv 3.0 Median 3.0	**Grade. S Equiv 3.8 3.8	ťanine -
	GRADE LEVEL 11 Number of	Range of Scores	<u>, </u>	
	Students for whom there is a pretest score	GAIN Posttest Mean Grad	c Equiv** 3.	8
	and a posttest score	or (-) Prétest Mean	Grade Equiv**	3.0
	1	LOSS Gain (+) or Loss (~) <u>(+)</u>	8

4c.		NAME	FORM	DATE GIVEN
	*Pretest	BBH Silent Diagnostic Reading	Test	Continuous
	Posttest	BBH Silent Diagnostic Reading	Test	Continuous
, -	GRADE LEV Designate grade lev the box b	one el in Record dat	POSTTEST a ONLY for those storetest AND posttest	udents:
	PHONIC KNOWLEDGE GRADE LEVEL 11 Number of	**Grade Sta Equiv Mean 1.6 Median 1.6 Range of Scores	mine **Grade Equiv 4.9	tanine /
	Students for whom there is a pretest sco		Grade Equiv** 4	. <u>9</u>
ŀ	and a posttes score		Mean Grade Equiv**	1.6
	1	LOSS Gain (+) or Lo	ss (-) (+) 3.3	

23

MEASUREMENT OF OBJECTIVES

_		
1.	These results co	rrespond with Project Objective Number1.2A
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
	() Standardiz	ed Achlevement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)
3.		a <u>separate page</u> for Public School and Non-Public School dents.)
	Publi	c School Students N & D Students
	Non-P	ublic School Students State N & D Students
	•	
4a.	*PrcTest BBM Silc	NAME FORM DATE GIVEN Continuous
	PostTest BBH Sile	nt Diagnostic Reading Test Continuous
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
	WORD RECOGNITION •	**Grade Stanine **Grade Stanine ' Equiv Equiv Mean 2.87 3.43_
	GRADE LEVEL 12 Number of	Range of Scores 2.2 to 3.3 3.3 to 3.6
	Students for whom there is a pretest score	GAIN PostTest Mean Grade Equiv** 3.43
\ \ \ \ 1	and a posttest score	or (-) Pretest Mean Grade Equiv** 2.87
		2035 Gain (T) Or 2088 (*) (T) .30

30

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

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

•		<u> </u>	
	NAME	FORM	DATE GIVE
test BBH S	ilent Diagnostic Reading Test		Continuous .
ttest <u>BBH S</u>	ilent Diagnostic Reading Test		Continuous
	*PRETEST RESULTS	POSTTEST	RESULTS
OGNITION VIQUES	**Grade Stanine Equiv Mean 3.23 Median 3.20	**Grade S Equiv 4:53 4.45	tanine ,
12 of	Range of Scores 2.7 to 3.9	3.4 to 6.0	
s for ere is st score osttest	``		
	DE LEVEL: ignate one de level in box below CONITION NIQUES 12 of s for ere is st score	test BBH Silent Diagnostic Reading Test ttest BBH Silent Diagnostic Reading Test DE LEVEL: *PRETEST RESULTS ignate one de level in Record data ONL box below who took pretest CONITION **Grade Stanine Equiv Mean 3.23 Median 3.20 Range of Scores 2.7 to 3.9 of s for ere is st score GAIN Posttest Mean Grade	ttest BBH Silent Diagnostic Reading Test ttest BBH Silent Diagnostic Reading Test DE LEVEL: *PRETEST RESULTS POSTTEST ignate one de level in box below Record data ONLY for those so who took pretest AND posttest CONITION **Grade Stanine **Grade Stanine Equiv Equiv Mean 3.23 4.53 Median 3.20 Range of Scores 2.7 to 3.9 3.4 to 6.0 of s for ere is st score GAIN Posttest Mean Grade Equiv** 4.

	- ; -	NAME -	FORM DATE	GIVEN
с.	49			
	* * Lecest RRE	Silent Diagnostic Reading Test	Cont	inuous
	Posttest BB	Silent Diagnostic Reading Test	Cont	inuous
	GRADE LEVEL:	*PRETEST RESULTS	POSTTEST RESULTS	
	Designate of	·		
1	grade level		those students	
	the box belo			
		1	- · · · · · · · · · · · · · · · · · · ·	·
Ì	Ĕ	**Grade, Stanine **	Grade Stanine	
i	PHONIC /	Equiv	Equiv \	
1	KNOWLEDGE,	Mean <u>2.23</u>	3:37.	
1	. /			•
	<i>f</i>	Median <u>2.15</u>	3,35 · \	•
	GRADE /	' 		
	LEVEL 12	Range of	/	
	1	Scores 1.8 to 3.0	3.1 to 3.7 🐴	
	Number of		. 1	
	Students for	, ,	<u> </u>	.* *
	whom there is	GAIN Posttest Mean Grade Equi	Lv**3.37	
	a pretest score			
1	and a posttest	or (-) Pretest Mean Grade	Equiv** 2.23	
	score	0		
	<u> </u>	LOSS Gain (+) or Loss (-)	<u>(+)</u> 1.14 /	_
			_ ^ ÷	. /

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

NOTE: See Directions on Reverse

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

	BOND-BALOW-HOYT WORD RECOGNITION													
	G R)	STUDE	NTS' AV	/ERAGE	момтні	ATAD Y	PER M	HTNO	IN THE	PROJE	CT .	· · ·	TOTAL
	A D L E E	(Reported in Grade Equivalent Months										. •	STUDENTS	
	V E L S	~ 01	onths.	.0 t	ţġ	5	to *	1.0	to \	1.5		2.0 Mo Mon	re	With Pretest and Posttest
		N	%	N	%	N	7,_	N		i N	. %	N	% ·	Scores
	1_		DO NO STUDE	T FILL RTS FRO	IN THE	IS COLU PLETED	OMN. S PART I	SEA WIE B-2 FOR	L COM	PILE D	VIA FO	R FIRS	T GRAD	E -
	2							ΔĬ	*	~	,			
	3 `				-			p p				·		:
	4			,								*		
	5		_											
	, 6·	!				-\$,					-: .	
,	., 7			45				·			·.	-		-
	8			٥			:					٠		
•	. 9	0	0%	1	14%	0	0%	1	14%	0	0%	5	71%	7
	10	i	33%	0	0 %	1	33%	0	0%	1	33%	0	0%	3
-	11			ر	,			1	100%			•		1
	12	0	0 %	0	0 %	1	33%	. 2	67%	0-	0	0	0%	3
!	TOTAL	1	7 %	1	7%	2	14%	4	29%	1	7%	5	36%	GRAND TOTAL 14
			-			·===								

DIRECT TITLE I - READING GONTINUING EDUCATION CENTER

BOND-BALOW-HOYT Silent Diagnostic Reading, RECOGNITION TECHNIQUES

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

BOND - BALOW - HOYT RECOGNITION TECHNIQUES

G °	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT										TOTAL		
A D L E E	(Reported in Grade Equivalent Months or Fractions of Months)											STUDENTS	
V E L S	V E L		0 to		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More & Months		With Pretest and Posttest
	Ŋ	%	N	%	N	7	N	7.	И.	%*	N	%	Scores
1	į	DO NO STUDE	T FILL NTS FRO	IN THE	IS COL	UMN. PART	SEA WIT B-2 FOI	L CON	PILE DA	TA FOI	R FIRS	T GRAD	E /
2				_	,		,		;		,		_
3							,5 ⁴⁰ - 97				·		,
4			,	`			ľ		. :	·			,
5				, 1	_		_				•		
6						•	_	: '	*	1	-		
7				•				,	,				
8			7		_				' `		•		3
9	2 _	29%	0	0%	Ö	0%	ő	0%	0	0%	5.	71%	7
10	0	0%	1,	33%	0	.0%	1	33%	0	0%	1	33%	3
ıı										,	1	•	1 .
12	0	0%	0	0%	1	3 3%	0 -	0%	' ' 1	33%	1_	33%	3
TOTAL	2 🔍	.14%	1	7 %	1	7 %	* ₁	7 %	1	7 %	8	5 8%.	GRAND TOTAL 14

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

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

BONDY - BALOW - HOYT PHONIC KNOWLEDGE

G R		STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT										TOTAL					
A D I E E	દ √	(Reported in Grade Equivalent Months or Fractions of Months)										STUDENTS					
1		< 0 Months		< 0 Months		.0 t			to Yonth	1.0 to .		,		2.0 or More Months		With Pretest and Posttest	
	_,	M	" %	N	%	N	%	N	, %	N	% _	N	%	Scores			
	4	<i>.</i>	DO NO STUDE	T FILL NTS FRO	IN THE	IS COL	UMN, S PART	SEA WIL B-2 FOR	L COM	PILE DA	TA FO	R FIRS	T GRAD	E			
2				,				,				,					
3				, ,	,		_	, -	3	-	,						
- 4	·		,	•				1000m				,,,,					
5			Ì						8			***		, ,			
6				1		,	,	,		- market							
7		-			.:		,			- ************************************	· · ·	·		<i>9</i>			
8										- 7							
9		ì、	14%	0	0%	0	0%	2	29%) <u>2</u>	29%	. 2	29%	7_			
10		1	33%	0 .	0%	٠.	0%	0	0%-	\int_{I}	33%	1	33 <u>%</u>	3			
11		v,		-						,		1		1			
12		0	0%	1	33%	0	0%	0	10%	1	33%	1_	33%	3			
TOTA	۸۱,	2 %	14%	1	7%	0	0%	2	14%	4	29%	5	36%	GRAND TOTAL 14			

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

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

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

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

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

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

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

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

No. of pretest/posttest \	MEASURE-1 VOCABULARY	MEASURE 2 LANGUAGE	MEASURE 3
students reaching the desired performance level.		54	
DIVIDED BY:	7.	•	čy ,
Total No. of pretest/ posttest students in the project	95	95	
EQUALS:	· · · · · · · · · · · · · · · · · · ·	400 July 1	
Percentage of students reaching the desired performance level.	62 7	57 %	<u>; </u>
Name, Form and Level of the Test	ITBS, V and L,	Forms 5 & 6, Le	ve <u>1_12</u>

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

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

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

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

Objective 1.3: ACHIEVED

DIRECT TITLE I - ENGLISH CONTINUING EDUCATION CENTER

IOWA TESTS OF BASIC SKILLS, VOCABULARY AND LANGUAGE

		
1.	· ·	rrespond with Project Objective Number 1.3
2.		a separate page for each different type of measure.)
	() Standardiz () Other (Spo	ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School dents.)
	X Publi	c School StudentsN & D Students
<u>-</u>	Non=P	ublic School Students State N & D Students
\vdash		
4a.		NAME YORM DATE GIVEN
	*PrcTcst <u>Iowa Tes</u>	t of Basic Skills, Form 6 Continuous
	Vocabul PostTest <u>lowa Te</u> Vocabul	st of Basic Skills, Form 5Continuous
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
	VOCABULARY	* **Grade Stanine **Grade Stanine Equiv Hean 5.67 6.43
	GRADE LEVEL 9 Number of Students for whom there is a pretest score and a posttest score	Median 5.69 6.63 Range of Scores 3.3 to 9.4 3.5 to 9.2 GAIN PostTest Mean Grade Equiv** 6.43 or (-) Pretest Mean Grade Equiv** 5.67
	25	LOSS Gain (+) or Loss (-) (+) .76

^{*} Protest results may not be available for some pre-kindergarten through first grade projects.

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

	• •	NAME	FORM	DATE GIVE
*Pretest	<u> TTBS</u>	Vocabulary	6 ,	Continuous
Posttes	<u> ITBS</u>	Vocabulary *	<u> </u>	Continuous
GRADE LI Designal grade le the box	te <u>one</u> evel in	,	POSTTEST NLY for those sizest AND posttesi	udents ,
VOCABUL GRADE	ARY	**Grade Stanine Equiv Mean 6.85 Median 6.60	**Grade SI Equiv 7.53 7.53	anine
LEVEL 10	-	Range of	* * *	
Number of Students for whom there		Scores 3.6 to 9.4 GAIN Posttest Mean Grad	4.2 to 9.9	
a pretest so and a postto score	core est	or / (-) Pretest Mean	Grade Equiv**	6.85
$-\frac{33}{}$		LOSS Gain (+) or Loss ((-) <u>(+) ·</u>	68
****	Ni v.			, A
*Pretest	ITBS	-/ NAME	' FORM	DATE GIVE
,		7		
Posttes	ITBS	/Vocabulary	<u>, 5</u>	Continuous
GRADE LI Designa		*PRETEST RESULTS	POSTTEST	RESULTS
grade le	evel in		NLY for those of	
	· .	**Grade Staning	**Grade S	tanine
VOCABULĀ		Mean <u>7.37</u>	7.88	`
GRADE	~~	Median <u>7.40</u>	8.00	
LEVEL 11 Number of	·	Range of Scores 5.2 to 9.4	<u>4.7 to</u> 6.	9
Students for whom there	is	GAIN Posttest Mean Grad	de Equiv**7.	88
a pretest s	COTO I		•	
and a postre		o: (-) Pretest Mean	Grade Equiv**	7.37

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

1.	•	rrespond with Project Objective Number
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
		ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)
3.		a separate page for Public School and Non-Public School
. 1		School StudentsN & D Students
•		ublic School Students State N & D Students
,	= <i>j</i>	The second secon
4a.		NAME FORM DATE GIVEN
	*PreTest Iowa Tes	t of Basic Skills, Form 6 Continuous
	Vocabula	<u>, y </u>
		st of Rasic Stills, Form 6 Continuous
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
•	VOCABULARY	**Grade Stanine **Grade Stanine Equiv. Mean 6.73 7.28
٠	GRADE LEVEL 12 Number of	Median 7.43 7.68 Range of Scores 2.3 to 9.2 3.3 to 9.4
,	Students for whom there is	GAIN PostTest Mean Grade Equiv** 7.28
	a pretest score and a posttest	or / () Pretest Mean Grade Equiv** 6.73
	'score	LOSS Gain (+) or Loss (-) (+) .55

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

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

1.		respond with Project Objective Number 1.3
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
	(X) Standardize	d Achievement Test () Informal Reading Inventory
	() Standardize	d Diagnostic Test () Criterion Referenced Measure
	() Other (Spec	ify)
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School
	Stud	ents.)
	X Public	
	^_Public	School Students N&D)Students
	, Non-P.	blic School Students State N & D Students
,	Non-Fi	bric school students state W d D Students
4a:		NAME: FORM DATE GIVEN
	*PreTest IIBS, L	anguage 6 Continuous .
1	n ton Tong	
	PostTest ITBS, L	anguage5Continuous
	GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS
	grade level in	Record data ONLY for those students
	the box below	Record data ONLY for those students who took pretest AND posttest.
,	· · ·	
		**Grade Stanine **Grade Stanine Equiv
	LANGUAGE	Equiv Equiv Mean 5.37 5.67
	. ,	rean <u>soo</u>
	- 17	Median 5.38 5.58
	GRADE	
	LEVEL 9	Range of
		Seores 2.6 to 8.7 3.3 to 8.2
	Number of	
	Students for	
	whom there is	GAIN PostTest Mean Grade Equiv**5.67
,	a pretest score	* * * * * * * * * * * * * * * * * * *
	and a posttest	er ('-) Pretest Mean Grade Equiv** 5.37
	score 25	LOSS · Gain (+) of Loss (-) (+)30
.	· 	1000 VALIE (1) 91 1003 (-)

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

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

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β δ.	<u> </u>		NAME .		> FORM	DATE GIVEN
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		\ .	Language		-	
į į	Posttest Iow	a Test of Ba		<u> </u>	Form 5	Continuous
l '			Language	<u> </u>		
	GRADE LEVEL: Designate on grade level the box belo	e in		data ONLY	POSTTES for those	
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	LANCUACE GRADE LEVEL 10	Mean 7 Mediah Range of	5quiv 6,32 6,20	Stanine	**Grade Equiv 6.91 6.95	Stanine
.l			4.5 to 9.	0	≤ 3.7 Eo 9	.5
, , ,	Number of Students for	_	<u> </u>		. 7	
}	whom there is	GAIN	Posttest Me	ean Grade	Equi v** (<u>6</u>	<u>.91</u>
.]	a pretest score	•				
	and a posttest	or	(-) Prete	est Mean G	rade Equi√*	* 6.32
ľ	33	LOSS	Gain (+) o	Loss (-)	· (+)	.5) 9
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· —	1		_	``	•]
<u>`</u>						<i></i>
4c.		•	NAME		FORM	DATE GIVEN
-	Pretest <u>low</u>				Form 5	<u>Continuous</u>
	Posttest <u>low</u>	a Test of Ba		· · · · /]	Form 6	Continuous
1	GRADE LEVEL:		Language ETEST RESULT	<u>, , , , , , , , , , , , , , , , , , , </u>	P ሰና ተፕሮና '	r results
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1	grade level the box belo				for those AND postte	
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ł	•		Equiv	Jeanine	Equiv	Deanthe
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	GRADE			· · · · · · · · · · · · · · · · · · ·		·
Ĺ	LEVEL 11	. Range of	£ '/'	,		
,		Scores		.8	4.7 to 9	.8 _
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1	whom there is	GAIN	Posttest M	an Grade	Equiv** _ 7.	69
	a pretest score		· 1		· · · · · ·	
	In branche ages :					
	and a posttest	or	(- /) Preto	est Mean G	rade Equiv*	* <u>6.82</u>
	and a posttest		í		•	-
	and a posttest		(- /) Preto Gain (+) or		•	* 6.82 .87

CONTINUING EDUCATION CENTER

IOWA TESTS OF BASIC SKILLS, VOCABULARY AND LANGUAGE

_ ,			-	
1.	These results co	rrespond with Project (bjective Number _	1.3
2.	CHECK ONE: (Use	a separate page for ea	nch different type	of measure.)
	() Standardiz	ed Achievement Test ed Diagnostic Test cify)	() Informal F	Reading Inventory Referenced Measure
3.	CHÉCK ONE: (Use Stu	a separate page for Pudents.)	iblic School and N	Non-Public School
	· X Publi	c School Students	N & I	Students
	Non-P	ublic School Students	State	N & D Students
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4a.	· •	. NAME	FORM	DATE GIVEN
	*PreTestITBS,	Language	6	Continuous A.
1 .	4.			
	PostTest ITBS,	Language		Continuous
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS Record data ONI who took pretes	POSTTEST Y for those stude st AND posttest.	
		_	, , ,	
	LANGUAGE	- **Grade Stani Equiv Nean <u>6.94</u>	ne **Grade Equiv 7.25	Stanine
	GRADE	Median 7.31	7.70	
	LEVEL 12 Number of	Range of Scores 3.6 to 9.4		9.8
	Students for whom there is a pretest score	GAIN PostTest Mo	ean Grade Equiv**	7.25
	and a posttest .	-	est Meah Grade Equ	
		LOSS Gain (+) ox	Loss (-) (+)	.31

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



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

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

NOTE: See Directions on Reverse

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

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	G R A	-	STUDE	nts' A	/ERAGE		LY GAII LEULARY		ionth :	IN THE	PROJE	СТ		TOTAL
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	8								1					~
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	10	4	12%	4	12 %_	4	12%	4	12%	2	 6%	15	45%	33
	11	4	20%	3	<u>į</u> 5%	2	10%	3	15%	2	10%	6	30 %	20
	12	4	24%	3	18%	I.	6%	3	18%	· o _	.0%	6	35%	17
	тотлі.	1 6	177	11_	12%	9	9 %	13	.14%	7	7 %	39	41%	GRAND TOTAL ; 95

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

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

NOTE: See Directions on Reverse

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

<u> </u>	7						<u> </u>						1,	
G R A D L E E	-	STUDE		c por te	LANGU	AGE Crade 1	PER M Equival	ent M		PROJEC	OT .		TOTAL STUDENTS	,,,,,,
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[И	. %	N	%	Ń	7,	79	* %	N	7,	N z	£ %	Scores	į
.1		DO NO	T FILL	IN THE	S COL	uros. :	SEA WIL B-2 FOR	L COM			<u> </u>		E	·
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8		•• •			,					/		-		
. 9	4	16%	4	16%	3	12%	1	4%	. 3	12%	10	40%,	2:5	
10	4	12%	5	1 5%."	4	12%	5 ,	15%	1	3%,	. 14	42%	33_	
11	['] 3	15%	2	10%	2	10%	4	20%	2	10%	7	35%	20	
12	6	35%	3_	187.	1	6%	2 ·	12%	0	0%	5	29%	17	
TOTAL	. <i>1</i>	18/	14	15%	10	10%	12	13 ½	ó	6 %	° 36	38 %	GRAND TOTAL 95	

DIRECT TITLE I - MATHEMATICS CONTINUING EDUCATION CENTER SHAW-HIERLE

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

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

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

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

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

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

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

			
•	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	87 /		·
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	/ 100		
EQUALS:	A. Park	•	
Percentage of students reaching the desired performance level.	<u> </u>	<u> </u>	<u> </u>
Name, Form and Level of the Test		Individualized or Mathematics	
	* **********		

PART B-1 (continued)

3. Narrative summary:

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

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

Objective 1.4 - ACHIEVED

DIRECT TITLE I - MATHEMATICS CONTINUING EDUCATION CENTER SHAW - HIEHLE

1,	These results co	rrespond with Pr	oject, Object	ive Numbe	r	
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۷,۶	CHECK ONE: (ose	a scparace page	tor each di	rierent L	ype of measure.)	1
	(X) Standardiz	ed Achievement T	est ()	Informa	l Reading Inventory	'
	() Standardiz	ed Diagnostic Te			on Referenced Measu	
į	() Other (Spe	cify)			1	
				013	 	
3.	CHECK ONE: (Use	a <u>separate page</u> dents.)	for Public	School and	d Non-Public School	
	. 560	deliest,				.]
	X Publi	c School Student	s.;;	· N	D Students	
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	Non-P	ublic School Stu	dents	St	ste N & D Students	_
	<u> </u>			<u> </u>		
ia.		NAME		FORM	DATE GIVEN	
		TEHLE - level 7-		A	Continuous	- {
				 -		-
	PostTest SNAW-F	IEHLE - level 7-	<u>.9 </u>	В	Continuous	_
.	· · ·					
<u> </u>	GRADE LEVEL:	*PRETEST RES	ULTS	POSTT	EST RESULTS	1
	Designate <u>one</u>	•			•	
,	grade level in		ata ONLY for			ŀ
	the box below	wno took	pretest AND	posttest	• •	
,						[
		**Grade	Stanine*	**Grad		
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		Mean 4.83	 ·	6.7		1
		Median 4.51	100		. 8	ł
	GRADE	1,00,2011	•	, <u></u>		I
	LEVEL 9	Range of .	_	,	•	
	·	Scores 3.1 to	8.9.	3.6 to	11.1	Į
	Number of	<u> </u>				{
	Students for whom there is	GAIN Post	Test`Mean Gr	ade Equiv	** 6.72	į
	a pretest score			• .		Ì
	and a posttest	or (-) Protest Me	an Grade J	Equiv** 4.83	
	score 29	1000	(1) - 1		+) 1.89	Ì
		LOSS Gain	(+) or Loss	<u>د ر-، ک</u>	+) 1.89	ľ
		1				

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



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

				_ ` .
4b.		NAME	FORM,	DATE GIVEN
	*Protest 🛬 SH	AW-HIEHLE - level 7-9		Continuous
	Posttest SH	AW-HIEHLE - level 7-9	В	Continuous
	GRADE LEVEL: Designate one	*PRETEST RESULTS	POSTTEST R	ÉSULTS
	grade lovol in	Record data ONLY who took pretest		
	GRADE LEVEL 10	Median 5.65 Range of	**Grade Sta Equiv 7.80 8.58	anine
	Number of Students for whom there is	Scores 3.3 to 9.2		
	apretest score and a posttest score	GAIN Posttest Mean Grade or (-) Pretest Mean G	, _	
		LOSS Gain (+) or Loss (-)	(+)_1.9	98

ī.		MANCE	PODM	DATE CITEL
4c.	150	NAME .	FORM	DATE GIVEN Continuous-
1	*Pretest	SHAW-HIEHLE - level 7-9	A	Concrinons
	Posttest	SHAW-HIEHLE - level 7-9	B	Continuous
	GRADE LEVEL Designațe o	ne	POSTTEST	:
	grade level the box belo			
			**Grade S Equiv 7.82	canine ———
	GRADE	Median <u>6.70</u> .	8.00	<u>, , , , , , , , , , , , , , , , , , , </u>
	Number of	Range of Scores 3.2 to 9.2	4.6 to 10.8	
,	Students for whom there is a precest score		_	
	and a posttest score ·	LOSS Gain (+) or Loss (-)	•	

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4b.	*Protest	NAME SHAW-HIEHLE - level 7-9	FORM A	DATE GIVEN Continuous
	Posttest	SHAW-HIEHLE - levef 7-9	<u> </u>	Continuous
	GRADE LEV Designate	· · · · · · · · · · · · · · · · · · ·	POSTTEST	RESULTS
; ,	grade lev the box b	el in Record data ONLY		
	GRADE LEVEL <u>12</u> Number of	**Grade Stanine Equiv Rean 5.45 Median 5.50 Range of Scores 3.1 to 9.5	**Grade St Equiv • 7.54• 7.75	anine
	Students for whom there is a pretest sco	GAIN Posttest Mean Grade	· ·	5 <u>4</u> 5.45
	score 17	LOSS Gain (+) or Loss (-)	(+) 2	<u>.</u> .09

/. 2

DIRECT TITLE I CONTINUING EDUCATION CENTER SHAW-HIEHLE - MATHEMATICS

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math Projects.

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

G R A D L E E		• 	STUDE	• .	lepor to	2d in (Grade l	PER N	ent M		PROJE	CT /		TOTAL V	
V E L S		<0 Mc	onths	.0 (:o	• 5	tó Ionth	1.0	to		to Ionth	2.0 Mo Mon	re	With Pretest and Posttest	
		Ŋ	7 00,00	N T FILL	Z IX-TH	IS COL	% %:::::::::::::::::::::::::::::::::::	N SEA WIL B-2 FOR	L COM	N PILE DA	% TA FO	N R FIRS	% T GRAD	Scores E	
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4		**		*	-			* .;		•]
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10		2	6%	3 ·	9%-	3	9%	0	0%	1	2%	25	74%	34	_1
11		0	0%	1	5%	0	0%	3	15%	3	15%	13	65%	20	
12		1	6%	θ	0%	0	. 0%	1	6%	2	12%	13	76%	17	_
TOTA	1.	4	4%	5	5%	4	4 %	5	5%	8	8%	74	74%	GRAND TOTAL 100	

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

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

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

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

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

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

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

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

and the second s	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level. DIVIDED BY:	34		
Total No. of pretest/ postcest students in the project EQUALS:		· · · · · · · · · · · · · · · · · · ·	
Percentage of students reaching the desired performance level. Name, Form and Level of the Test	CTBS - Science,	Form S, Level 2	7

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

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

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

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

Objective 1.5 - ACHIEVED

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

_		
1.		respond with Project Objective Number 1,5
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
-	(X) Standardize () Standardize () Other (Spec	ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure eify)
3.		a <u>separate page</u> for Public School and Non-Public School lents.)
` `.	X Publi	School StudentsN & D Students
	Non-P	blic School Students State N & D Students
4a.		NAME SCIENCE FORM DATE GIVEN SIVE TEST OF PASTC SKILLS FORM S Continuous
	PostTest CC: PREHI	ENSIVE TEST OF RASIC SKILLS FORM S Continuous SCHENCE
	GRADE LEVEL: Designate bne grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
		**Grade Stanine **Grade Stanine Equiv Equiv Mean 6.38 1 7.68
•	GRADE LEVEL 9	Median <u>5.60</u> 8.65 Range of
	Number of	Scores 2.9 to 11.9 4.0 to 11.9
	Students for whom there is	GAIN PostTest Mean Grade Equiv**
	a pretest score	or (-) Pretest Mean Grade Equiv** 6.38
	score 12	LOSS Gain (+) or Loss (-) (+) 1.30

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

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

	•	* *		_
4b.	- <u> </u>	NAME	FORM	DATE GIVEN
1	*Pretest	COMPREDENSIVE TEST OF BASIC SKILLS,	<u> </u>	Continuous
		Science		
	Posttest	COMPREHENSIVE TEST OF BASIC SKILLS,	<u>s</u>	Continuous
		Science Science		<u> </u>
, [GRADE LEV	•	Posttes t	RESULTS
	grade lev	cl in Record data ONLY		
	<u>, ' </u>		<u> </u>	• •
		**Grade Stanine Equiv Mean 7.85 Median 7.71	**Grade Si Equiv 9.52 9.20	tanine
	GRADE LEVEL 105	Range of		
i . i		Scores 4.6 to 11.9	6.3 to 11.	9
.	Number of :	· \ === - · · · · ·		<u> </u>
'	Students for	· · · · · · · · · · · · · · · · · · ·		
	whom there is	GAIN . Rosttest Mean Grade E	quiv** 9.	52 · `
	a pretest sco	re		
· · · ·	and a posttes	t or (-) Pretest Mean Gr	ade Equiv**	· 7 · 85
	score	,"	*40 -	
	<u> </u>	_ LOSS Gain (+) or Loss (-)	<u>(+)</u>	1:67
		A Commence of the Commence of		<u> </u>

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

ERIC.

Arull feat Provided by ERIC

		1
1.	These results co	rrespond with Project Objective Number 1.5
2.5	-CHECK ONE: (Use	a separate page for each different type of measure.)
•	. (X) Standardiz	ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure
3.		a separate page for Public School and Non-Public School dents.)
		c School StudentsN & D Students
	Non-P	ublic School Students State N & D Students
•	,	
4a.	*PrcTestCOARREHEN	NAME FORM DATE GIVEN SIVE TEST OF BASIC SKILLS Form S Level 2 \ Continuous
	PostTest COMPREH	ENSIVE TEST OF BASIC SKILLS Form S Level 2 Continuous SCIENCE
	GRADE LEVEL: Designate one	*PRETEST RESULTS POSTTEST RESULTS
'	grade level in the box below	Record data ONLY for those students who took prefest AND posttest.
-~ -	· · · •	**Grade Stanine **Grade Stanine Equiv
		Mean 7.05
	GRADE LEVEL 12	Range of
,	Number of Students for	Scores 1.5 to 10.9 2.9 to 11.5
	whom there is a pretest score	GAIN PostTest Mean Grade Equiv** 7,25
	and a posttest score	or (-) Pretest Mean Grade Equiv** 7.05
	, 6	LOSS Gain (+) or Loss (-) (+) .20

- * Protest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stamine results are requested also if available. If neither scale (G.E. or Stamines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores/for that measurement scale.

CONTINUING EDUCATION CENTER COMPREHENSIVE TEST OF BASIC SKILLS

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

NOTE: See Directions on Reverse

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

G F A	L		STUDE	z	Reporte	ed in (orade, E	PÉR M - Equival of Mor	ent M	•	PROJEC	OT ,		TOTAL.
	y E L S	<0 Mc	nths	.0 t		. 1	to Ionth	1.0 1.4 M	<u></u>	1.5 - 1.91	to lonth	Mo	or re ths ,	With Pretest and Posttest
	-	N	Ŋ,) N	%	N.	. %	, N	7	N	% 4	N	7,	Scores
	1		DO 110 STUDIJ	T FILL	IR THE	IS COLI LETED	DAN. S PART I	SEA WIL B-2 FOR	I. COM	PILE D	TA FO	R FIRS	T GRAD	E ,
\pm	2	h							-					<u>, .</u>
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	6								_	المسلم ا		A	·	
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1	9	2	177	2	. 17%	1	8%	1	87.	0	0%	6	50%	1.2:
T	10	1	4%	7	28%	· 0	0%	2	8%	1	4%	14	<u>56</u> %	
T	11	Q \	0%/	5	427	0	0%	1	6%	.0.	0%	6	50.7	A TOTAL STREET
F	ï2	3	50//	0	0%	0	0%	0	0%	0	0.%	3 .	50.2	1 1 1
	LATO	6.	1/1	14	=	1	27	4	7%	1	27	29	53%	-Grani) Total

CONTINUING EDUCATION CENTER COMPREHENSIVE TEST OF BASIC SKILLS

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

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

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

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

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

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

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

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	44	,	
DIVIDED BY: ,	` .	*	••
Total No. of pretest/ posttest students in the project	65	·	· -
EQUALS:	,	,	
Percentage of students reaching the desired performance level.	68 %	7	***
Name, Form and Level of the Yest	CTBS - Social S	Studies: Form S.	Level 2
· .			

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

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

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

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

Objective 1:6: ACHIEVED

40

CONTINUING EDUCATION CENTER COMPREHENSIVE TEST OF BASIC SKILLS

1.	These results co	rrespond with Project Objective Number 1.6									
2.	,-	a separate page for each different type of measure.)									
		ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure									
	·() Standard1z () Other (Spe										
	OUTON ONE. (II-										
3.		a separate page for Public School and Non-Public School dents.)									
	X Publi	c School Students N & D Students .									
-	Non-Public School Students State N & D Students										
	- :										
4a.		NAME FORM DATE GIVEN									
	*PreTest Comprehe	nsive Test of Rasic Skills: S Continuous									
	PostTost Common	Social Studies ensive Test of Basic Skills: S Continuous									
,	Corintell	Social Studies									
,	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took protest AND posttest.									
	•	**Grade Stanine **Grade Stanine									
	'#	Equiv Equiv									
		Mean <u>6.55</u> <u>7.75</u>									
	GRADE	Median 6.58									
	LEVEL 9	Range of									
	· · · · ·	Scores 1.0 to 11.6 .4.4 to 11.9									
ļ	Number of										
	Students for whom there is	GAIN PostTest Mean Grade Equiv** - 7.75									
	a pretest score										
	and a posttest	or (-) Pretest Mean Grade Equiv** 6,55									
	score11	LOSS Gain (+) or loss (-) (+) 1.20									

^{*} Precest results may not be available for some pre-kindergarten through first grade projects.

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

•			
.]	NAME	FORM	DATE GIVEN
*Pretest Com	prehensive Test of Basic Skills,	S	Continuous
. —	Social Studies	,	
Posttest Com	prehensive Test of Basic Skills,	S .	Continuous
	Social Studies		
GRADE LEVEL: Designate on	· · · · · · · · · · · · · · · · · · ·	POS TTES T	RESULTS .
grade level		for those	rudonto.
the box below	w who took pretest	<u>Agu-postces</u>	SC. \
•		***	1
GRADE	**Grade Stanine Equiv Mean 7.32 Median 7.90	**Grade S Equiv 8.77 9.20	Stanine
LEVEL 10	Range of		
-	Scores 2.7 to 11.9	3.3 to 1	1.9
Number of			•
Students for whom there core a pretest score	GAIN Posttest Mean Grade F	Equiv** 8.	77
and a posttest	or (-) Pretest Mean Gr	ade Equiv*	7.32
score 18	LOSS Gain (+) or Loss (~)	<u>(+)</u>	1.45

					•		
4c.	••	a 16	NAME	• •	· FORM	DATE GIVE	N
	*Pretest <u>Co</u>	mprehensive T	est of Ba	sic Skills,	S	<u>Continuous</u>	_
			Social	Studies `		- 1 7	
	Posttest Con	<u>prehensive Te</u>			S	Continuous	_ 1
-				Studies		•	
	GRADE LEVEL	: *PRE	ETEST RESU	JLTS	POSTTES	T RESULTS	ı
	, Designate o					•	
	grade level				for those		
	the box bel	OW	who t	ook prefes	t AND postte	est.	.
		t	**Grade	Chandaa	-**Grade	Cranina	4
	, -		· ·	- Scanine.		Scanifile	J
		Your '	Equi v	•	Equ iv	-	- 1
		Mean	7.73		<u>9.10</u>	 .	- [
		Median	8.19		9.54_		٠
	GRADE						
	LEVEL 11	Range of					Ţ
		Scores	<u>4.4 to</u>	11. <u>9</u>	4.4 to	11.9	f
	Number of	 	_ .			· · ·	_¦
	Students for		· · ·		** • 44	0.10	1
	whom there is	1	Posttest	mean Grade	Equi v**	9.10	- 1
	a protest score		() 500		In Parison	h.t. = =0	
	and a posttect	or	(-) Pre	rest nean (Grade Equiv	· · · / · / · / · / · / · ·	Į
']	score	7.000	0-1- (1)			-	
	21	LOSS	Gain (+)	or Loss (-)	(+)1.3	<u>′</u>	,
		<u> </u>	<u> </u>		 	<u>~</u>	

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

1.	These results co	rrespond with Project Objective Number
2.	(X) Standardíz	a <u>separate page</u> for each different type of measure.) ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)
3.	Stu X Publi	a separate page for Public School and Non-Public School dents.) c School Students . N & D Students ublic School Students . State N & D Students
4a.		NAME (Social Studies)FORM DATE GIVEN
-	PostTest Comprehe GRADE LEVEL: Designate one grade level in	(Social Studies) ensive Test of Basic Skills S Continuous **PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students
	the box below	`who took pretest AND posttest.
	GRADE LEVAL 12	**Grade Stanine **Grade Stanine
	Number of Students for whom there is a pretest/score	Scores 2.6 to 11.6 2.6 to 11.9 CAIN PostTest Mean Grade Equiv** 8,33
	and a posttest score 1 15	LOSS Gain (4) or Loss (-) (+) 1,14

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

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

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

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

NOTE: See Directions on Reverse

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

·						**		: ~						
G R A D L E E	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months)											TOTAL STUDENTS		
E L S	< 0 Months		.0 to		.5 to		1.0 to 1.4 Month		1.5 to		2.0 or, More Months		With Pretest and Posttest	
	N	%	N	۰%	N_	%	, N	%_	N.	%	N ·	%	Scores	
1		DO NO STUDE	T-FILL RTS FRO	IN THE	IS COL	JAN. PART	SEA WIL B-2 FOR	L COM	PILE DA	ATA FO	R FIRS	T GRAD	E	
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7.									. 1		. 0			
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, 9	0	0%	2	18%	0	0%	1	9%	2.	18%	6	55%	11	
10	3	17%	4	-22%	- - l	- 6%	1	-6%_	2	11%_	7	39%	1.8	· · ·
11	1	5%	6	29%	0	0%	1	5%	0	0%	13	62%	21	
1-2	<u>-</u>	<u></u>	3-	207,	- 0	0%	1	7%	0	0%		6-7%	15	
TOTAL	5	<u>- 27</u> - 87	15	?37	<u> </u>	2%	4	6 %	4	6%	36	55%	-GRAND TOTAL 65_	-



III ~ENGLISH/WRITING PROGRAMS

EFFECT OF TITLE I INTERVENTION

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

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

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

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

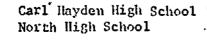
Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the <u>Iowa Tests of Basic Skills, Test L.</u>

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

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

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	122	· · · · · · · · · · · · · · · · · · ·	
DIVIDED BY:			
Total No. of pretest/ posttest students in the project EQUALS:	172		
Percentage of students reaching the desired performance level.	71 : %	<u> </u>	- X-
Name, Form and Level of the Test		BAS <u>IC SKILLS:L</u> ANGU Jev <u>ols 10 & 12</u>	JAGE

PART BAr Continued on reverse





PART B-1 (continued)

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

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

N Objective 1.1 - ACHLE<u>V</u>EI

TOTAL.

IOWA TEST OF RASTC SKILLS, LANGUAGE

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects.

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

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	G A D E E	-	STUDE		Reporte	·d_jn_(Crade-1	N PER M Equival of Mon	ent- M		PROJEC	OF /		TOTAL STUDENTS
V E L S		< MONTHS		.0 .4 M				1.0 to		1.5 to , 1.9 Month		2.0 or More Months		With Pretest and Posttest
/		ุห	7.	И.	% •	N	: %	N	<u>%</u>	Ŋ	%	N	7.	Scores
	\ 1	٠,٠	DO NO STUDE	T'FILL NTS FR	IN: THE	IS COL	unn. Part	SEA WIL B-2 FOR	L COM	PILE DA	TA FO	R FIRS	T GRAD	E
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.1	9	18	10%	18	10%	14	8%	22	13%	20	12%	80	47%	172
	.10	d		. ,	2. * .	ļ		,	, ,				- <i>71</i> 3	
	11,	•		· ·			·					,	ş	
	12				· · · · · · · · · · · · · · · · · · ·				-	1 _	-	-, ,	e .	
•						,				,	•		, ,	GRAND TOTAL
. }	TOTAL.	18	10%	18	10%	14	8%	22,	13%	20 ·	12%	80	<u>47%</u>	172

Carl Hayden High School North Righ School

INDIRECT TITLE I - ENGLISH/WRITING TOTAL

ITBS LANGUAGE

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

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

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

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

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

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

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

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	232		
			17 - 17 - 17 - 17 - 17 - 17 - 17 - 17 -
DIVIDED BY:	∼ .		•
Total No. of pretest/			
posttest students in the project	482		· ·
EQUALS:			
Percentage of students			
reaching the desired			
performance level.	48 %	<u> </u>	
Name, Form and Level of the Test	ITBS - Language	Forms 5 & 6, 1	evels 10 & 1
of the Test	ITBS - Language	Forms 5 & 6, 1	

PART B-1 (continued)

Narrative summary:

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

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

Objective 1.1: NOT ACHIEVED

INDIRECT TITLE I - ENGLISH /WRITING TOTAL ITBS LANGUAGE

NTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

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

/		P AVOI	EST OF	BASIC	SKILLS	- TES	T L	د. -			, /	·	,
G R:, A. D L		S TUDE		•	,)	le_ e-	PER M		ζ.	PROJE	CT		TOTAL STUDENTS
E E V E L S	<0	· .	. 0 4 M	to	- 5	to to Month	0f Mon 1.0 1.4 M	to	1.5	to Month	2.0 Mo Mon	ŕė	With Pretest and Posttest
	N	%	'й	%	_ N _	% .	ń	. %	N	%	N	%	Scores
1		DO NO STUDE	T FILL	IN THE	IS COL	UMN. PART	SEA WII B-2 FOR	L COM	PILE DA	ATA FO	R FIRS	T GRAD	E
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.8			P,	,		,						,	۲.
9	67	14%	96	20%	87	18%	67	14%	41	8%	124	26%	482
10	i		٠.		,	. ,						,	
11 -	;	1			/•				e	_	,		
12				.,	,								~ ~.
	6.		2.5	1		4.57	,_			_ 64			GRAND TOTAL
TOTAL.	67.	14%	96	20%	87	18%	67	14%	41	8%	124	26%	482

Carl Hayden High School North High School

62

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

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

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

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

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

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

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

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

PART B-1 Continued on reverse

PART B-1 (continued)

- 3. Narrative summary:
 - A. Briefly summarize the results obtained for this project objective.

 Comment on any factors of the testing or of the project that have

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

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

Objective 1.1 - ACHIEVED

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

1.	These results co	rrespond with Project Objective Number 1.1									
2.	CHECK ONE: (Use	a separate page for each different type of measure.)									
	(4) 000-1-01-	A Address on Mark A North Tolland Tolland									
	(X) Standardized Achievement Test () Informal Reading Inventory										
	() Other (Spe	cify)	٩								
!	() Other (Spe										
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School	\exists								
		dents.)	l								
. 1											
	X Publi	c School Students N & D Students	.								
e e	, , , , , , , , , , , , , , , , , , ,	U.S. T. J. C.	ı								
	Non-P	ublic School Students State N. & D Students	1								
			ᅱ								
4a.		NAME FORM DATE GIVEN									
	*PreTest _ ITBS -		1								
		,	Ì								
	PostTest <u>ITBS -</u>	Language Form 5 5/75	. l								
	<i></i>		4								
	GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS	ļ								
	Designate one	TREATED RESOURCE ST.	1								
	grade level in		-								
	the box below	who took pretest AND posttest.	٠.								
	•		╝								
		440 4- 0	ı								
		**Grade Stanine **Grade Stanine	- {								
		Equiv Equiv Mean 3.66 4.55	ı								
	,	Mean 3.66 4.55	Į								
		Median 3.6 4.63	ŀ								
	GRADE		-								
ŝ	LEVEL 9	Range of	1								
		Scores 4.4 4.0									
	Number of	<u>*</u>	┙								
	Students for		ł								
	whom there is	GAIN PostTest Mean Grade Equiv** 4:55	}								
	a protest score	on () Bulatout Mann "County Bandutt" 12 CC	J								
	and a posttest	or (-) Pretest Mean Grade Equiv** 3.66	Ì								
	score 55	LOSS Gain (+) or Loss (-) (+) .89 ;	Į								
	} 		ſ								

- * Protest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



_Λ 65

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

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

NOTE: See Directions on Reverse

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

G R A D L E E		STUDE		epor to	ed in (Grade 1	N PER M Equival	ent M	IN THE	PROJEC	CT		TOTAL STUDENTS
V E L S	<0 Mo	onths	.0 t			to, Month	1.0	1.0 to 1.4 Month		1.5 to 1.9 Month		or re ths	With Pretest and.
	N	%	N	%	N N	. %	N	1/8	_ м	%	N N	7,	Scores
1	· ·	DO NO STUDE	T FILL NIS FRO	IR THE	IS COL	UNN. S PART	SEA WIL P-2 FOR	L COM	PILE DA	TA FO	R FIRS	T GRAD	E . >
2							,		. 0		,		
. 3	<u> </u>			_		ſ [']							•
.4						ļ			,				
5	<u> </u>	<u> </u>		ı	!			,			. / .		:
6	· .			,			,			. *			,
7					-	•_			,		<u> </u>	<u> </u>	
8			<u>.</u> 3			١.	سر ِ				•		
9	6	117	12	22%	5	9%	14	25%	. • 7	13%	11	20%	5.5
10	,		\		•		. •	,				,	
_11													
12			·		•			,					• .
TOTAL	6	117	12	227	5	9%	14	25%		13%	1.7	20%_	GRAND TOTAL 55

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

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

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

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

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

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

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

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

		·	
	MEASURE 1	. MEASURE 2 ,	MEASURE 3
No. of pretest/posttest	٠	V-ng.	
students reaching the desired performance level.	56	· (
DIVIDED BY:	*	*	· ´.
Total No. of pretest/		**	
posttest students in the project.	210	<u>-</u>	• s _s ,
EQUALS:	•		•
Percentage of students			
reaching the desired - performance level.	. 27 z	7	%
Name, Form and Level			
of the Test	Trbs - Test L, Level 10	Forms 5 & 6,	

PART B-1 Continued on reverse



- 3. Narrative summary:
 - A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1: NOT ACHIEVED

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

PART R-2: MEASUREMENT OF OBJECTIVES

_			
Ī	• [These results co	rrespond with Project Objective Numb :r 1.1
2		CHECK ONE: (Use	a scharate page for each different type of measure.)
1	_		ed Achicvement Test () Informal Reading Inventory
		() Other (Spe	
3	•	CHECK ONE: (Use	a separate page for Public School and Non-Public School
╁			dents.)
l	ı	X Y Publi	c School Students N & D Students
İ			
		Non-P	ublic School Students State N & D Students
L		<u> </u>	
4	a.		NAME FORM DATE GIVEN
1	-	*PreTest <u>ITBS -</u>	Language 6 9/74
		PostTest LTBS -	Language 5 5/75,
l		*O	
•		GRADE LEVELS Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
ŀ	-	·	**Grade Stanine **Grade Stanine
l	1		Equiv Equiv
ļ		,	Mean 7.08 7.54
]	,	
	-	GRADE	Median 7.05 7.68
Ì	·	LEVEL 9	Range of
ŀ	ı		Scores 2.4 to 9.8 3.1 to 9.9
		_Numher of	
		Students for	OLTY DESCRIPTION OF THE PROPERTY 7.5%
ľ		whom there is a pretest score	GAIN PostTest Mean Grade Equiv** 7.54
l		and a posttest	or (-) Precest Mean Grade Equiv** _ 7.08_
Ì		score	
		210	LOSS Gain (+) or Loss (+) (+) .46
			· •

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



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

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

NOTE: See Directions on Reverse

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

, ,			_'					-					,	•
•	G R A D L E E	•	S TUDE		, Repor t e	d in (Grade H	PER M Equival	ent M	•	PROJEC	CT)		TOTAL STUDENTS
	у 3 —			.0 (to s	' .5	to	1.0	to .	1.5	to	2.0	or	With .
1	L S	< 0 M	onths	.4 Mc			yon th	,	on th		10nth	Mon	re .	Pretest and Posttest
	,	N,	%_	N	%	N	٠,% .	n '	· %	И .	7,	'N	% -	Scores
•	1		DO NO STUDE	T FILL NTS FRO	IN THE	S COL	UMN. S PAŖT I	SEA WIL B-2 FOR	L CON	PILE DA	TA FOI	R FIRS	T GRAD	E ^N .
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	3 ×	<u> </u>		 		•		, *	,		,			
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•	9	31	14%	75	36%	48	23%	30	14%	10	·5%	<u>16</u>	8%	210
	10-	- 4	,											
]	11			•							,		_	
.]	12		,							_	,			,
,]	TOTAL	31	1.4%	75	36%	48	23%	30	14%	1.0	5%	16	8%. -	GRAND TOTAL 210
	~~ *****	<u> </u>	3.51 /0	 / 	30%	40	43/	20	14/.	1/0	راد	10	0/4	<u> </u>



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

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

1.	Project	Objective	No.	1,1	Instructional Area	Eng	zlish/Writ	ing	
		 _				(1.e.,	Reading,	Math,	etc.

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

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

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

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

•	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the	. 4	•	•
desired performance level.	90	 .	
DIVIDED BY:			
Total No. of pretest/ posttest students in the project		· · ·	
EQUALS:		•	
Percentage of students	, ,	•	
reaching the desired performance level.	77 %	<u> </u>	·
Name, Form and Level	•	٨ ,	
of the Test	Iova Test of I Level 12	Bas <u>ic Skills, F</u> or	ms 5 & 6,
		•	

PART B-1 Continued on reverse



- 3. Nagrative summary:
 - A. Briefly summarize the results obtained for this project objective.

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

Seventy seven percent of the students met the stated objective.

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

Objective 1.1 - ACHIEVED

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

PART B-2: MEASUREMENT OF OBJECTIVES

		•		Ţ	
•	1.		respond with Project Objective Number		,
,	2.	CHECK ONE: (Use	a separate page for each different type	of measure.)	
		() Standardize	ed Diagnostic Test () Criterion	Reading Inventory Referenced Méasure	_
,	Ì	() Other (Spec	eify)		
•	3.	CHECK ONE: (Use	a separate page for Public School and lents.)	Non-Public School	
		,	 ,	Students	
i	/	Non-Pu	ublic School Students State	N&D Students	
	Ш	* ***			
_	4a.		NAME FORM	DATE GIVEN	_
		*PreTest' <u>ITBS`- La</u>	inguage6	9/74 & 1/75	
	,	PostTest ITBS - L	anguage5	<u>1/75 & 5/75</u>	١
/		GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTES Record data ONLY for those stud who took pretest AND posttest.	•	
,	,		**Grade Stanine **Grade Equiv Equiv Mean 4.86 5.63		
1	,	GRADE	Median 4/.80 5.70		
1		LEVEL 9.	Range of 5 Scores 2.9 * to 6.1 3.5	to 82	١
	\·	Number of Students for whom there is a pretest score and a posttest score	GAIN PostTest Mean Grade Equiv** or (-) Pretest Mean Grade Eq	5.63	_
٠.	Ì	65 -	LOSS Gain (+) or Loss (-) (+)	

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

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

DIRECT TITLE I - ENGLISH /WRITING NORTH HIGH SCHOOL TITES LANGWAGE

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

NOTE: See Directions on Reverse .

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

,	G R A D L E E		STUDE	de Ce	lepor to	2d in 6	rpde l	PER M Equival	ent M	•	^	CT		TOTAL STUDENTS	1
	E L	-< 0 м	onths'	.0 (to.	1.0 .1.4 M		1.5	, !	2.0 No: Mon	re thş	With Pretest and Posttest	+
`	· • • -	N	7.	N	7/3	N ₁	%	N	%	N	. %	N	%	Şcores	<u>=</u>
	1	· — ,	DO NO STUDE	T FILL NTS FRE	IN IN M COM	IS COL	PART	SEA WIL B-2 FOR	L COM N <mark>S.</mark>	PILE DA	ATA FOI	K FIRS	T GRAD	E	_
	2		_		\ •					,		·.	, , , , ,	*	┦.
	3												***		_
	4			<u> </u>	_	-			*	-			٠ ٠		┥,
	5 '							٠,					•		_
	6	- , -		, , , , , , , , , , , , , , , , , , ,							1	, '	-	. *	_
-	7 _			<u> </u>		-,,						(Z)			- -
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į	* 9	12	107,	. 6	5%_	9	8%_	8	7%-	13	11%	69	. 59%	. 117.	<u>.</u>
	10			Ϋ.			•	• •	·	j /	i			,	<u>.</u> .,
]	rı			*				**	, ;	7					
	12	`		-	•			,		,	•		`	<u> </u>	_ _ ,,
	TOTAL.	12	. イ 10次	6	• 5%	9	8%	8	7%	13	11%	- 69	\ 59%	GRAND TOTAL 117	

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

(One copy of this page must be completed for each objective listed ...

in the approved program)

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

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

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

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

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

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	176		
DIVIDED BY:			
·Total No. of pretest/ posttest students in the project	272	· · · · · ·	
EQUALS:	•		Kr 41
Percentage of students reaching the desired performance level. Name, Form and Level of the Test	ITBS, Forms 5 &	6, I _t evel 12	*

PART B-1 Continued on reverse

. 3. · Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1: ACHIEVED

INDIRECT TITLE I - ENGLISH /WRITING NORTH TICH SCHOOL ITES LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1/.	These results correspond with Project Objective Number 1.1
2.	CHECK ONE: (Use a separate page for each different type of measure.)
	(X) Standardized Achievement Test () Informal Reading Inventory () Standardized Diagnostic Test () Criterion Referenced Measure () Other (Specify)
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)
Û,	
	X Public School Students N& D Students
	Non-Public School Students State N & D. Students
4a.	NAME \FORM DATE GIVEN
	*PreTest \ \ \ \ \ \
	PostTest ITBS - Language -15 1/75 4 5/75
-	GRADE LEVEL: *PRETEST RESULTS Designate one **
· .	grade level in Record data ONLY for those students
	the box below who took pretest AND posttest.
	**Grade Stanine **Grade Stanine ,
٠.	-Equiv Equiv
	Mean- 7.62 8.21
	Median 7.54 8.26
	GRADE 7.54
	LEVEL 9 Range of
	Scores 4.8 to 10.1 - 3.1 to 10.6
•	Students for
	whom there is GAIN PostTest Mean Grade Equiv** 8,21,
	a pretest score
~	and a posttest or (-) Pretest Mean Grade Equiv** 7.62
	272 LOSS Gain (+) or Loss (-) (+) .59

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



INDIRECT TITLE 1 - ENGLISH /WRITING NORTH HIGH SCHOOL ITES LANGUAGE

: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

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

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٤	G R A			S TUDE	NTS' AV	ERAGE	IIITROM	Y GAIN	PER M	ONTH :	IN THE	PROJE		· ·	TOTAL
	D E	L E			(r				Equival of Mon		onths			•	STUDENTS
		V E		**	.0 t		مسيدين	to	1.0		1.5	to	2.0 Mo:	or:	With
	·-	L S	< 0 Mo	nths	.4 Mc	n th	<u>.9</u> 1	lonth	1.4 M	oñ th	1.9_1	ionth_	Mon		and Posttest
_			พื	7.	=N	%	Ŋ	- %	N		Ŋ	· %.	· N-	-%-	Scores
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,											*			,	GRAND TOTAL
_	OT	TAL	36	137	_21	<u>8%</u>	30	<u> 14%</u>	_37	147	31	_11%_	108	407	272

IV MATHEMATICS _PROGRAMS___

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

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

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

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

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

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

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

	•	•	~ ·
• /•	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u>99</u> *	<u> </u>	
DIVIDED EY: Total No. of pretest/	3 1		
posttest students in the project EQUALS:	120	· · · · · · · · · · · · · · · · · · ·	
Perceptage of students reaching the desired performance level.	83%	, 	*
Name, Form and Level of the Test	Shaw-Hichle,	Forms A & B, Leve	els <u>7-9</u>

.PART B-1. Continued on reverse

- 3. Narrative summary:
 - A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH TOTALS ' SHAW-HIEHLE

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

NOTE: 'See Directions on Reverse;

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

	G		STUDE		JERAGE	MONTH	IV CATA	PER M	Оили .	IN THE	PRO IF		1	
	R A D L E E			•	eporto	ed in (Grade I	Equival	ent M	onths		· ·	روه برد مستسسر	TOTAL.
, :	V E L S	<0 M	onths	.0 t	o 't		to Month	1.0 1.4 M		1.5 1.9 1	to ionth	2.0 Mon	re	With Pretest and Posttest
,		N	%	N *	% .	N_	%	N	%	N	%	N_	%	Scores
*	1		DO NO STUDE	T FILL NTS FRO	IN THE	IS COL	UMN, S PART I	SEA WIL B-2 FOR	L COM	PILE DA	TA FO	R FIRS	T GRAD	E.
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	8				•			<u>.</u>	:	,		,		
	9	-1	1%	8	7%	12	-10%	12.	10%	15	12%_	72	60%	120
	10		,		,				. :				1	
• •	<u></u>				•				di.		•			, ,
]	12			. ,		-0		-			-,			
	TOTAI.	ï	1%	8	7%	12	10%	12	10%	15 •.	. 12%	72.	60%	GRAND TOTAL 120

Carl Hayden High School North High School



INDIRECT TITLE I - MATH TOTAL SHAW-HIEHLE

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

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

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

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

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

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

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

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

Carl Hayden High School North High School

PART	B-I	cont	inued)
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3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C	Check here	_ if your district	is preparing	а	more	detailed
•	evaluation report	 Expected filing 	date: _	•		•

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

Objective 1.1: ACHTEVED

INDIRECT TITLE I -: MATH /LATOT

SHAW-HIEBLE

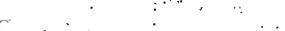
INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

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

				1					,				
G R A L D L	, ,	STUDE	•	teport	MONTHI ed in (ent M	IN THE		TOTAL STUDENTS				
E. L S	<0 ₩	onths		.0 to		.5 to .9 Month		1.0 to 1.4 Month		1.5 to `1.9 Month		or. re ths	With Pretest and Posttest
	, И	7	, N	%	N	<u>%</u> .	N	%_	N	%	N	%	Scores -
1		DO NO STUDE	T FILL	IN ТН.	is cold PLETED	PART.	SEA WIL B-2 FOR	L CON	PILE DA	YIK FO	R FIRS	T GRAD	E
2			,	, .				·	2.			<u> </u>	
- 3	1		· .		. "		, \ ,,,		•		<u> </u>	-	e Su
4		` . <u>.</u>	٠	_					7	· .		-	<u>.</u>
. 5				,		•					. ´ It		
6			1		•		* * *				*.		, _
7	,					. ,	₹, ·	· _		,			4
8			·		,	•						,	
9	162	20 %	90	11 %	113	14%	117	15%	93	12 %	225	28 %	800
10 .	. ,			•						-	. 1		v, •
11		, ,	•	٠,		•			*			•	,
12					· •								
TOTAL	1 62	20%	90	11%	113	14%	117	15%	93	12%	2 2 5	28%	GRAND TOTAL + 800 -

Carl Hayden High School North High School



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

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

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

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

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

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

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

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

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1 - ACHIEVED

CARL HAYDEN HTGH SCHOOL SHAW-IN EHLE

PART B-2? MEASUREMENT OF OBJECTIVES

1	These results correspond with Project Objective Number 1.1
2.	CHECK ONE: (Use a separate page for each different type of measure.) (X) Standardized Achievement Test () Informal Reading Inventory () Standardized Diagnostic Test () Criterion Referenced Measure () Other (Specify)
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.) X Public School Students
Ė	
4a.	NAME FORM DATE GIVEN PreTest Shaw-Highle B 5/75
	GRADE LEVEL: **PRETEST RESULTS POSTTEST RESULTS. Designate one grade level in Record data ONLY for those students the box below who took pretest AND posttest.
	**Grade Stanine **Grade Stanine Equiv Equiv 5.03
	GRADE
	Number of Students for whom there is GAIN PostTest Mean Grade Equiv** 5/03 a protest score and a posttest or ((-) Protest Mean Grade Equiv** 8.65
	score Coss Coss

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

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

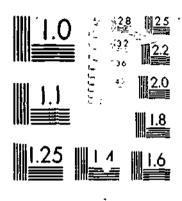
CARL BAYDEN HIGH SCHOOL SHAW-HIEHLE

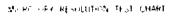
PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

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

4														
	G R D L E E	-	STUDE	•	(eporto	in lo	: Grade 1	PER N Equival	ent M	IN THE	PROJE	CT I		TOIAL STUDENTS
	V E L S	<0 jHonths		.0 to		.5 to		1.0 to		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest
•	•	7	%	N_	%	·И	%	N	%.	, N	% .	И	%	Scores
	1	7 4	DO NO STUDE	T FILL NTS FRO	IN TH	IS COLU	nn." : Part	SEA WIL B-2 FOR	L COM	PILE DA	TA FOI	K FIRS	T GRAD	E
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	101111	1)'	39	0	11/	, <u> </u>	13%	8	12%	9	13%	32	487	67







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

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

1.	Project Objective No.	1.1	Instructional	Λrea	Matl	1		
	, ,				(1.e.,	Reading,	Hath,	etc.)

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

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

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

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

~	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest			
students reaching the desire performance level.	370		•
performance revers			
DIVIDED BY:	•	•	
Total No of protect!	•	. <	4
Total No. of pretest/ posttest students in the			
project	675		
EQUALS:	•	•	
Percentage of students			
reaching the desired	pt to		•
persormance level.	55 🕱	<u></u>	<u>%</u>
Name, Form and Level			
of the Test	Shaw-Michle, F	orms A & B, Leve	ls 7-9

PART B-1 Continued on reverse



3. Narrative summary:

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

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

Objective 1.1 - ACHIEVED

·							
1.	These results co	<u>-</u>			· .		
2.	CHECK ONE: (Use (X) Standard1z () Standard1z () Other (Spe	ed Achieve ed Diagnos cify)	ement Test	()	Informal l Criterion	Reading Inventory Referenced Measur	e
က	Stu X Publi	dents.) c School S	te page for) Students ' ool Student	· (A	N & 1	Non-Public School Students N & D Students	,
•	-						\neg
4a.	*PreTest _ Shaw-H		AME	F	ORM A	DATE GIVEN 9/74	_
	PostTest <u>Shaw-H</u>	iehle			<u>B</u> :		-
•	GRADE LEVEL: Designate one grade level in the bor below	Re	est RESULTS	· OMLY for :	those stude	r RESULTS	e of
,	•	Mean Median	Equiv 6.49	anine	**Grade Equiv 7.21 7.26		
	GPADE LEVEL 9 Number of	Range of	3.1 to _	11.1 /	3.1	to 11.1	
	Students for whom there is a pretest score	GAIN	PostTest	Mean Gra	ie Equiv**	7,21	:
	and a posttest	or				11v** 6.49	
	<u> 675</u>	LQSS	Gain (+)	or Loss	(-) <u>(+)</u>	.72	

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



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

INDIRECT TITLE I - MATH CARL HAYDEN HEGH SCHOOL SHAW-HEHLE

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

NOTE: See Directions on Reverse

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

			_										
G , R		S TUDE	· VTS' AV	/ERAGE	(' MONTHI	ly gain	N PER'M	ONTH	IN THE	PROJE	CT .	٠	TOTAL
D L E E	* .	•	(F			d in Grade Equivalent Mondos . c Fractions of Months)					•		STUDENTS
V E L S	< 0 Months		0 to		5 to °		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and
	N	7,	N	" /;	N.	%	N	%	N	%	И_	ý %	Posttest Scores
1	,	DO NO	T FLEL 119 FKC	IN THE	IS COL	UMN. S PART	SEA WIL B-2 FÖR	1) con NS.	PILE D	TA FO	R FIRS	T GRAD	DE ,
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3		•	•										
4		•			:	Ĺ			,				
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7				 				_	۰,				
8	,		_	•				·					
9	138	20%	74_	11%	93	14%_	92	14%	77_	11%	201_	30%	675
10	,		,			-							
11				*						, ,			
12		/			·				-				
TOTAL:							_			٠ ۵			GRAND TOTAL
ТОТАЪ	138	20.7	74	117	93	147	92	147	77	117	201	30%	675 `

100

DIRECT TITLE I - NATH RORTH HIGH SCHOOL SHAW-HIEHLE

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

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

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

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

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

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

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

i i	MEASURE 1	MEASURE 2	MEASURE
No. of, pretest/posttest	•	. •	
students reaching the	· · · · · · · · · · · · · · · · · · ·		•
desired performance level.	50		
DIVIDED BY:			-
Total No. of precest/	•	•	•
posttest students in the			
project	53		
EQUALS:	1	. *	* .
Percentage of students reaching the desired	,	•	
performance level.	94 %		
Name, Form and Level	`	• ग	
of the Test	Shaw-Hichle, F	orms A & B, Leve	ls_ <u>7-9</u>
•		·	

PART R-1 Continued on reverse



3. Narrative summary:

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

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

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH NORTH HIGH SCHOOL SHAM-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

	<u>'</u>			·
1.		rrespond with Project Of	<u> </u>	
2.	CHECK ONE: (Use	a separate page for each	h different type	of measure.)
		ed Achievement Test ed Diagnostic Tests cify)		
3.		a <u>separate page</u> for Pui dents.)	olic School and Nor	n-Public School
	<u>x</u> Publi	c School Students	N & D.	Students
ş. ˈ	Non-P	ublic School Students	State 1	N & D Students
. 1	-/-		<u> </u>	0
4af	1 -	NAME -Hichle	FORM A	DATE GIVEN 9/74
-	PostTest Shaw	-Hiehle		5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS Record data ONLY who took pretest		ï
. ,	,	**Grade Stanin Equiv Mean 4.05	**Grade Equiv 6.59	Stapine
	GRADE LEVEL 9	Median 4.06 Range of	<u>6.68</u>	
	Number of	Scores 3.1 to 5.8	to	9.4
	Students for whom there is a pretest score	GAIN PostTest Mea	n Grade Equiv**	6.59
•	and-a posttest score		t Mean Grade Equiv	
	53	LOSS Gain (+) or	Loss (-) (+) 2	.54

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Studing results are requested also if available. If neither scale (G.E. or Stadings) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



05

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

NOTE: See Directions, on Reverse-

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

G R A D L E E	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)										TOTAL STUDENTS		
E L S	 	Months	.4 1%	onth.	• ₋	to	1.0 1.4 N		1.5		2.0 Mo Mon	re	With Pretest and Posttest
	N	ه. ۱۵	N	%_	N	%	W	% .	N N	<u>″,</u>	Ŋ.	%	. Scores
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TOTAL.	0	° 07_	٠ 0	0%	, 3	67	4.	8%.	*, 6	11%_	40	75%	GRAND TOTAL 53

NORTH HIGH SCHOOL SHAW-HIEHLE

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

(One copy of this page must be completed for each objective listed in the approved program) - 4

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

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

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

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

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

	MEASURE 1		MEASUR	E 2.	MEASU	RE 3
No. of pretest/posttest students reaching the desired performance level.	65	•		۶ ه.	•	
DIVIDED BY:	,	٠.			,	•,
Total No. of pretest/: - posttest students in the project	125			•		<u>-</u>
EQUALS:			8	٠.	* ,	,
Percentage of students reaching the desired performance level.	52 %		· · · · · · · · · · · · · · · · · · ·	<u> </u>	·	. <u>,</u>
Name, Form and Level of the Test	Shaw-Hiehle,	, For	ms A &	B, Level	s <u>7-9 </u>	

PART R-1 Continued on reverse

- 3. Narrative summary;
 - A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1 - ACHIÉVED

INDIRECT TITLE I - MATH NORTH HIGH SCHOOL SHAW-HIEHLE

PART - B-2: MEASUREMENT OF OBJECTIVES .

1.	These results correspond with Project Objective Number1.1
2.	CHECK ONE: (Use a separate page for each different type of measure.)
	(X) Standardized Achievement Test () Informal Reading Inventory () Standardized Diagnostic Test () Criterion Referenced Measure () Other (Specify)
3.	CHECK ONE: (Use a <u>separate page</u> for Public School and Non-Public School Students.)
, ,	X Public School Students N & D Students
	Non-Public School Students State N & D Students
4a.	NAME FORM DATE GIVEN.
	*PrcTest Shaw-Hichle A 9/74 & 1/75
	
	PostTest Shaw=Hiehle
	ODADE TENDE. ADDERDOR DEGITED
	GRADE LEVEL: *PRETEST RESULTS . POSTTEST RESULTS
	Designate one Record data ONLY for those students
ļ	the box below who took pretest AND posttest:
	**Grade Stanine **Grade Stanine
	Equiv Equiv
	Mean 6.23 - 6.92
	Median 6.30 6.90
	GRADE
	LEVEL 9 Range of
	Scores 3.6 to 8.9 3.3 to 9.9
	Number of .
	Students for Whom there is GAIN PostTest Mean Grade Equiv** 6.92
•	
,	a pretest score or (-) Pretest Mean Grade Equiv** 6.23
	score
ĺ	125 LOSS Gain (+) or Loss (-) (+) .69

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

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

INDIRECT TITLE I - MATH NORTH HIGH SCHOOL SHAW-HIGHLE

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

NOTE: See Directions on Reverse

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

1	G R A D L E E	(Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS	
	V E S	< 0 1	Months				to 3	1.0 1.4 M				2.0 Mo Mon	re	With Pretest and Posttest	
		И	· %	N	7.	Ŋ	1%	М.	1/2	N	* 7	N	%	'Scores	
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	TOTAL	24	1%	16	13%	/20	16%	25	20%	16	13%	24	19%	GRAND TOTAL 125	

V READING PROGRAMS

EFFECT OF TITLE I INTERVENTION

TOTAL ITBS - READING COMPREHENSION

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

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

1.	Project	Objective	No.	<u> 1.18</u>	Instructional	Area		Readi	ng	_&
		•			•		(i.e.,	Reading,	Math,	etc.

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

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

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

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

	·	
MEASURE 1	MEASURE 2	MEASURE 3
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327	•	•
		
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	•	
61 •		
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	~	
Iowa Test of I	Basic Skills: Rea	ding
Comprehension.	Level 11. Form	3 5 & 6
	<u></u>	

Carl Hayden High School North High School Phoenix Union High School South Mountain Figh School PART B-1 Continued on reverse



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

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

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

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING TOTAL IOWA TEST OF BASIC SKILLS

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

NOTE: See Directions on Reverse

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

 -	IOWA TEST OF BASIC SKILLS, LEVEL 11													
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11	2	50%	o*	0%	``o`	0%		0%	0	0%	2	50%	4	
12	. 3	60 %	0 "	<u>0%</u>	0	Ò%	. 0	0%	0 ^	0,%	2	40%	. 5	
TOTAL	59	18%	39	12 %	2 9	- 9χ	3 8	12 %	41	12%	121	37 %	GRAND TOTAL 327	

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

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

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

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

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

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

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

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

	MEASURE 1 WORD	MEASURE 2 RECOGNITION	MEASURE :
No. of pretest/posttest students reaching the	RECOGNITION	TECHNIQUES	KNOWLEDGI
desired performance level.	44 -	·	67
DIVIDED BY:	•	, .	. v
Total No. of pretest/	¥ .	•	
posttest students in the project	131	133	134
EQUALS:	•		
Percentage of students			•
reaching the desired	4		<i>,</i>
performance level.	<u> 34 . z</u>	<u></u>	50 ·
Name, Form and Level			
of the Test	Bond-Balow-Ho	yt <u>Diagnostic R</u> ead	ing Test
	 8	· 	<u> </u>

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C.	Check here		1f your	district	is	preparing	a more	detailed
	evaluation	report.	Expect	ed filing	dat	e:		

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

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING TOTAL

BOND-BALOW-HOYT

EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

See Directions on Reverse

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

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TOTAL.	27	20%	25	197,	35	27%	19	15%	11	. 8%,	14	11%	GRAND TOTAL. 131

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

TOTAL

BOND-BALON-HOYT - RECOGNITION TECHNIQUES.

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

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J	TOTAL	27 😤	. 20%	18	14%	12	9%		13%	8	6%	50	; 38%_	133	_[

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





DIRECT TITLE I - READING

TOTAL

BOND-BALOW-HOYT - PHONIC KNOWLEDGE

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories, according to the average gain per month in a Title 4 project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

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.]	тот	CAIL	26	19%	26.	19%	15	12%	20	. 1 5 %	10	7% .	37	28%	GRAND TOTAL 134

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

7*I*1.

IOWA TEST OF BASIC SKILLS - KEADING COMPREHENSION

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

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

1. Project Objective No. 1.18 Instructional Area READING (i.e., Reading, Math, etc.)

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

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

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

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

	MEASURE 1	MEASURE 2	MEASURE, 3
No. of pretest/posttest students reaching the desired performance level.	465		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	831	• ***	v.
EQUALS:	. "		
Percentage of students reaching the desired performance level.	56% <i>j</i> .	<u> </u>	
Name, Form and Level of the Test	ITBS, Forms 5 Level 11	& <u>6, \</u>	**

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

PART B-1 Continued on reverse

- 3. Narrative summary:
 - A. Briefly summarize the results obtained for this project objective.

 Comment on any factors of the testing or of the project that have

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

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

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING TOTAL TOWA TEST OF BASIC SKILLS

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

NOTE: See Directions on Reverse

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

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,	TOTAL.	170	21 %	68	87	128	15%	<u>131</u>	16%	103	12%	231	287.	831 ·	

CARL HAYDEN ITBS - READING COMPREHENSION

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

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

1. Project Objective No. 1.18 Instructional Area Reading . (i.e., Reading, Math. etc.)

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

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

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

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

	ž.	÷ 59	*
1	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	<u></u>		
DIVIDED BY: Total No. of pretest/			
posttest students in the project	. 1 45		
EQUALS:			
Percentage of students reaching the desired performance level.	*58 . %		x
Name, Form and Level of the Test	Iowa Test of Level 11 · r	Basic Skills,	Forms 5 & 6,3

- 3. Narrative summary:
 - A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1B: ACHIEVED

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

PART B-2: MEASUREMENT OF OBJECTIVES

_		<u></u>
1.		rrespond with Project Objective Number 1.18
2.	CliECK ONE: (Use	a separate page for each different type of measure.)
	(X) Standardiz	ed Achievement Test () Informal Reading Inventory
	() Other (Spe	ed Diagnostic Test () Criterion Referenced Measure
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School
	Stu	dents.)
	X Publi	c School StudentsN & D Students
	Non-P	ublic School Students State N & D Students
,3		
4a.		NAME FORM DATE GIVEN
. }	*PreTest <u>ITBS - F</u>	READING COMPREHENSION level 11 6 9/74
	PostTest <u>ITBS - I</u>	READING COMPREHENSION level 11 5 5/75
	GRADE, LEVEL: Designate one	*PRETEST RESULTS POSTTEST RESULTS
	grade level in	. Record data ONLY for those students
	the box below	, who took protest AND posttest.
	•	
		**Grade Stanine **Grade Stanine
}		Equiv Equiv Mean 4.054.93
	, ·	
	CDARE	Median 4.16 5.14
	GRADE LEVEL 9	Range of
		Scores 1.7 to 6.0 2.0 to 6.4
	Number of	
	Students for whom there is	GAIN PostTest Mean Grade Equiv**4.93
	a pretest score	
	and a posttest	or (-) Pretest Mean Grade Equiv** 4.05 ,
	score 45	LOSS Gain (+) or Loss (-) (+) .88

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



DIRECT TITLE I - READING CARL HAYDEN

ITBS - READING COMPREHENSION

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

NOTE: See Directions on Reverse

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

IOWA TEST OF BASIC SKILLS - LEVEL 11

G R A D E	L. E V E	~.5 (or		deporte	ed in (Građe I	Fer Per Per Per Per Per Per Per Per Per P	ent M	IN THE		2.0		TOTAL STUDENTS With Pretest
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		И,	%	И	%	N	<u> </u>	. 8	3	N	٧, *	'N	%	Scores
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TC	TAL	7	16 %,	6	13%	6	13).	, 9 ,	20%	6 ;	13%	11_	24%	GRAND TOTAL 45

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

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

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

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

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

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

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

No. of pretest/posttest students reaching the	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
desired performance level.	13	17 -	21
DIVIDÉD BY:		1	
-Total No. of pretest/	•	\ -	
posttest students in the	35		ac
project		35	35
EQUALS:	-		· · · / a
Percentage of students	_		
reaching the desired .	97 ~	49	en e
performance level.	<u>37 z</u>		60;
Name, Form and Level	•	, , ,	e
of the Test	BOND-BALOW-HOY	TTT	
		· —	' -

PART B-1 Continued on reverse

3. Narrative summary:

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

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

Objective 1.1A: PARTIALLY ACHIEVED

PART B-2: MEASUREMENT OF OBJECTIVES"

e	•		
١.	These results co	rrespond with Project Objective Numb	per 1.1 A
2.	CHECK ONE: (Use	a separate page for each different	type of measure.)
1			nal Reading Inventory tion Referenced Measure
	() Other (Spe		-
<u> </u>	Control Alth (1)		P
3.	CHECK ONE: (Use	a <u>separate page</u> for Public School a	and Non-Public School
	X Publi	c School StudentsN	N & D Students
	Non-P	ublic School StudentsS	State N & D Students
┞			
4a.		NAME FORM	DATE GIVEN
	*PrcTest <u>*BOND</u> -	RALOW-HOYT Silent Diagnostic	<u>9/74</u>
ļ.		Reading Test	· .
	PostTest BOND-	BATON-HOYT Silent Diagnostic Reading Test	
			*
	GRADE LEVEL: Designate onè	*PRETEST RESULTS POST	TEST RESULTS
ŀ	grade level in	Record data ONLY for those s	
}	the box below	who took pretest AND posttes	t.
			<u> </u>
		**Grade Stanine ~ **Gr	ade Stanine
	WORD .		ulv
ł	RECOGNITION	Mean <u>4.414.</u>	.73_
1		Median 4.304	70
	GRADE	F median 4,304	.78
	LEVEL 9	Range of	0
ŀ		Scores 2.5 to 7.0 2.5 to	5 7. 0
ľ	Number of		
	Students for	CATN Decames None Cond. Tour	** / 73
ŀ	whom there is a pretest score	GAIN PostTest Mean Grade Equi	· · · · · · · · · · · · · · · · · · ·
1	and a posttest	or (-) Pretest Mean Grade	Equiv** 4.41
1	score		
	35	LOSS Gain (+) or Loss (-)	<u>(+) .32</u>

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

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

	
b	NAME FORM DATE GIVEN
*Pretest	
•	Reading Test
Posttest	BOND-BALOW-HOYT Silent Diagnostic5/75
-	Reading Test 6
	EL: *PRETEST RESULTS POSTTEST RESULTS
GRADE LEV	
Designate	
grade lev	
the box b	elow . who took pretest AND posttest.
· ·	
DECOGNITUTON	**Grade Stanine **Grade Stanine
RECOGNITION	Equiv Equiv
TECHNIQUES	Mean 4.25 4.84 4.83
	Median 4.16 4.83
GRADE	
LEVEL 9	_ Range of
	Scores 2.5 to 6.7 2.3 to 6.8
Number of	
Students for	
whom there is	· · · · · · · · · · · · · · · · · · ·
a pretest sco	
and a posttes	t or (-) Pretest Mean Grade Equiv** 4.25
score	
35_	LOSS Gain (+) or Loss (-) (+) .59

4c.		NAME FORM DATE GIVEN
) •	· *Pretest _	BOND-RALOW-HOYT Silent Diagnostic 9/74
ì	,	Reading Test
	Posttest	BOND-BALOW-HOYT Silent Diagnostic 5/75
l		Reading Test
1	GRADE LEVE	L: *PRETEST RESULTS POSTTEST RESULTS
ł	Designate o	one '
i	grade leve	in Record data ONLY for those students
	the box be	Low who took pretest AND posttest.
	ν	**Grade Stanine **Grade Stanine Equiv Equiv
	PHONIC KNOWLEDGE	Mean 4.16 4.98
١.	GRADE	Median 4.00 5.30
١ ٠	LEVEL 9	Range of
/	Number of	Scores 1.5 to 6.5 2.3 to 7.0
	Students for whom there is	GAIN Posttest Mean Grade Equiv** 4.98
	a pretest score and a posttest score	or (-) Pretest Mean Grade Equiv** 4.16
	35	LOSS Gain (+) ergLoss (-) _ (+) .82
	<u>-</u>	

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

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

NOTE: See Directions on Reverse

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

BOND -BALOW-HOYT - WORD RECOGNITION

G R A D E	L E		STUDE		eporto	ed in (Grade E	PER M	ent M	IN THE	PROJE	ć r	•	TOTAL STUDENTS	
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n	TAL'	7	2 0 %	8	23%	7	2 0 %	. 4	11%	4	11%	5	15%	GRAND TOTAL	

DIRECT TITLE I - READING

CARL HAYDEN

BOND-BALOW-HOYT

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

_				· .	BOND-	BALOW-1	HOYT"-	RECOGN	IT ION	TECHNI	QUES		<u>, , , , , , , , , , , , , , , , , , , </u>	
GRA			STUDEN	,			٠ . د			IN THE	PROJE	CT /	*	TOTAL
	E	*	. :	(n		ed in Grade Equivalent Months or Fractions of Months)							i	STUDENTS
	V: E L S	., ≺0 Ma	nths.	.0 t	.		to fonth	1.0 1.4 M		1,5		2.0 Mo Non	or ' re ths	With Pretest and
	10.00			; N	7,	N N	7.	34	7,	N	7%	N	7 %	Posttest Scores.
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DIRECT TITLE I - READING

CARL HAYDEN

BOND-BALOW-HOYT

. 1 121 PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: | See Directions on Reverse

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

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, fac.	E L S	< 0 M	onths	.0 1 .4 Mc	'		to	1.0 _\		1.5		2.0 Mon	re th's	With Pretest and Posttest;
		_ N	7/3	N	7	N	7,	N.	%	N	<u>7</u> ,	N	<u>%</u>	Scores
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CARL HAYDEN

ITBS - LEVEL 11

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

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

1. Project Objective No. 1.1B Instructional Area READING

(1.e., Reading, Math, etc.

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

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

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

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

MEASURE 2 No. of pretest/posttest students reaching the desired performance level. DIVIDED BY: Total No. of pretest/ posttest students in the project EQUALS: Percentage of students reaching the desired performance lével. Name, Form and Level Iowa Test of Basic-Skills, - Reading of the Test Comprehension, Forms S & 6, Level 11

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

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

Objective 1.18: ACHIEVED

PART B - 24 MEASUREMENT OF OBJECTIVES

P /	These results correspond with Project Objective Number 1.18.
2.	CHECK ONE: (Use a separate page for each different type of measure.)
	(X) Standardized Achievement Test () Informal Reading Inventory () Standardized Diagnostic Test. () Criterion Referenced Measure () Other (Specify)
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School
	Students-)
-	X Public School Students N & D Students
<u> </u>	Non-Rublic School Students State N & D Students
1	
	*PreTest IOWA TEST OF BASIC SKILLS, FORM PARE GIVEN
H,	READING COMPREHENSION
	PostTest IOWA, TEST OF BASIC SKILLS, Form 5 5/75 READING COMPREHENSION
	GRADE LEVEL: *PRETEST RESULTS POSTTEST RESULTS Designate one
**************************************	grade level in Record data ONLY for those students the box below who took pretest AND posttest.
	**Grade Stanine **Grade Stanine Equiv : Equiv
1:	Mean 6.54 7.53
	GRADE LEVEL 9 Range of
	Scores 3.5 to 9.5 3.5 to 10.0
, ,	Students for Whom there is GAIN PostTest Mean Grade Equiv** 7.53
	a pretest score
[and a posttest or (-) Pretest Mean Grade Equiv** 6.54
	score 144 LOSS Gain (+) or Loss (-) (+) .99-

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

PART C71: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

_		!	<u> </u>		t .	•							<i>3</i> }	`
	G R A D L E E		STUDE	•	Reporte	d in (Grade l	N PER M Equival	ent M	ontĥs.	\$	c r	,	TOTAL, STUDENTS
	V E L S	~ 01	onths		to onth		to Ionth	1.0 51.4 M	*	1.5 1.9 1	to _j fonth	. 2.0 Mo Mon	re i	With Pretest and Posttest
		N	7,	28 1.11	7,	א	%	Ŋ	٠ % .	N	7.	, N	%	Scores
	1	,]	DO NO STUDE	T FILL NTS FRO	IN THE	IS COLU	DART	SEA WIL B-2 FOR	L COM	PILE D	TAĆEOI	R_FIRS	T GRAD	E{
	.2	•									Press,		1	
I	3	,]			,	,				,	•			
$\cdot \mathbb{I}$.4			, 17			٠,	,	•		,		1	ì
T	5								*4				1	***
	6	7-				1		, d	•	_	4		•	ì
Ī	7	, ;	1	****	<i>^</i> .	·	5		,			C .		
, [8.							1			,	, .		•
	9	15	10%	12	8%	21	15%	31	22%	17	12%	48	_33%	144
I	10		, ,			;					٥			*
Ī	11					. 4	ę).		,					
1	12	ļ	,	,			· ķ							,
1				,								-		GRANDA TOTAL
1	TOTAL	15	10%	12	87.	21	15%	31	22%	17	12%	48	33%_	144

DIRECT TITLE I - READING NORTH HIGH SCHOOL

IOWA TEST OF MASIC SKILLS - READING COMPREHENSION

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

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

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

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

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

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

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

<u>f</u>	MEAS	URE 1	MEASURE 2	MEASURE 3
No. of precest/postte students reaching the		<i>i</i> · · · ·		
desired performance 1			ot i	
DIVIDED BY				:
Total No. of pretest/	٠		*.	<u></u>
posttest students in project		• ,		<u> </u>
EQUALS:	· · · · · · · · · · · · · · · · · · ·	•	` , 	` ` `
Percentage of student	s .	•		
reaching the desired performance level.	66	<u>.z</u>		
Name, Form and Level	Toric	DUADTIO		· · /
of the Test	Tris -	READING	Form 5 & 6, Lev	e <u>l 11 </u>

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PART B-1 (continued)

3. Narrative summary:

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

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

Objective 1.18: ACHIEVED



DIRECT TITLE I - READING NORTH HIGH SCHOOL

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES .

1.	These results co	rrespond with Project Objective Number							
2.	CHECK ONE: (Use	a separate page for each different type of measure.)							
		ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)							
3.	CHECK ONE: (Use	a <u>separate page</u> for Public School and Non-Public School dents.)							
	* ,	c School Students							
	Non-P	ublic School Students Staté N & D Students							
<u> </u>		<u>u</u>							
4a.		NAME FORM DATE GIVEN							
	*PreTest / Iowa To	est of Basic Skills, Reading 6 9174 & 1/75							
	Comprehension PostTest Iowa Test of Rasic Skills. Reading 5 1/75 & 5/75 Comprehension								
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.							
		**Grade Stanine **Grade Stanine Equiv Equiv Mean 4.36							
	GRADE -	Median 4.45							
	LEVEL 9	Range of Scores 1.6 to 6.8 2.2 to 7.5							
1.	Number of								
	Students for whom there is	.CAIN PostTest Mean Grade Equiv** 5.14							
.	a pretest score and a posttest	or (-) Pretest Mean Grade Equiv** 4.36							
	score 90	LOSS Gain (+) or Loss (-) (+) .78							

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



	•	
4b.		NAME FORM DATE GIVEN
	*Pretest <u>low</u>	Tost of Basic Skills, Reading 6 Level 11 9/74 & 1/75
	Com	prehension
		Test of Basic Skills. Reading 5 Level 11 1/75 & 5/75
	<u> </u>	prehension
1	GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS
	Designate on	
,	grade level	
	the box below	who took pretest AND posttest.
	•	
		**Grade Stanine **Grade Stanine
		Equiv Equiv
	* * ` ` ` .	Mean . 4.35 4.38
	· · · · ·	Median 4.60 4.60
	GRADE :	
	LEVEL 10	Range of / 9.5 to 5.3
	Number of	3001es 1.9 to 0.0 9.5 to 5.3
	Students for	
	whom there is .	GAIN Posttest Mean Grade Equiv** 4.38
٠.	a pretest score	-
1	and a postrest	or (-) Pretest Mean Grade Equiv** 4.35
l	score 6	LOSS Gain (+) or Loss (-) (+) .03
,	\ 	LOSS Gain (+) or Loss (-) (+) .03
4		·

		· /		
ic.	,	- NAME	FORM	DATE GIVEN
	*Pretest	Iowa Test of Basic Skills		9/74 & 1/75
j		Comprehension		ing in a second
l	Posttest	Iowa Test of Basic Skills		1/75 & 5/75
Į.	AD I DE TEI	Comprehension	POSTTEST	DECILI 1C
ı.	GRADE LEV Designate	•	POSTIEST	WESOP13
ı	grade lev		for those s	tudents
- {	the box b			•
ļ	the box b	into book process	. Ind pooleed	
、·I	1	, **Grade Stanine	**Grade	Stanine
4	1	Equiv	Equiv	
· •		Mean <u>3.2</u>	<u>3,3</u>	
- 1				
Î	OD ADE	Nedian 3.2	3.4	
	GRADE LEVEL 11	Range of		٠.
. 1	LEVEL 11	Scores 2.5 to 3.9		a 4 ·
'	Number_of	<u>-2.5</u> to 5 <u>.7</u>		
	Students for	• • • • • • • • • • • • • • • • • • • •	 .	
ŀ	whom there is	GAIN Posttest Mean Grade	Equiv.** 3.	3
ľ	a pretest sco			_
	and a posttes	t or (-) Pretest Mean G	rade Equiv**	3.2
l	score			
ŀ	4	_ LOSS Gain (+) or Loss (-)	_ (+)	
1				<u>. </u>

DIRECT TITLE I - READING." NORTH HIGH SCHOOL

ICWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART, B-2: MEASUREMENT OF OBJECTIVES

1.	These results co	rrespond with Project Objective Number 1.1B
2	CHECK ONE: (Use	a separate page for each different type of measure.)
	• • • • • • • • • • • • • • • • • • • •	ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)
3、	CHECK ONE: (Use	a <u>separate page</u> for Public School and Non-Public School dents.)
	xPubli	c School Students N & D Students
	/Non-P	ublic School Students State N & D Students
П	<i></i>	
4a.	_	NAME FORM DATE GIVEN
	*PreTestIowa Test Comprehens	of Basic Skills, Reading _ 6 _ 9/74 & 1/75
	rostrest Towa les	st of Basic Skills, Reading 5 1/75 & 5/75
3	Compre	ension <u>v</u> , ,
	"GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS
	Designate <u>one</u>	, ,
*	grade level in	Record data ONLY for those students
	the box below	who took pretest AND posttest.
	*	**Grade Stanine **Grade Stanine Equiv Mean 5.00 4.63
	GRADE	Median
,	LEVEL 12	Range of Scores 3.9 to 7.1 2.3 to 6.3
li	Number of	
 -	Students for	CAIN PostTest Mean Grade Equiv** 4.63
-	whom there is a pretest score	GAIN PostTest Mean Grade Equiv** 4.63
	and a posttest score	or (-) Prețest Mean Grade Equiv** 5.00
	5	LOSS Gain (+) or Loss (-) () .38

- * Protest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING

NORTH HIGH SCHOOL

TOWA TEST OF BASIC SKILLS READING COMPREHENSION

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

NOTE: See Directions on Reverse

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

A		, ,					_;•^			****		•	f = f
G R A D L E E	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)										TOTAL STUDENTS		
V E L S			.0 -to		.5 to .9 Month		1.0 to		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest
	N	7	N	~ %	Ŋ		N	%	· N	% ~	N	%	Scores.
K	`	DO WO	T FILL	IN THE	S COLU	PART I	SEA W1L B-2 FOR	L-COM MS.	PILE DA	TA FO	R F1RS	T GRAD	E
2	•	-		,					*			•	•
3						no No.						``	
4					•	,	300		à			, .	,
5								٥	•				
6		•						,		- ` -	۰	,	
7	9	,	,		٥		1 -	All the State of t	3*	-			
8					, :			,					
9	14	16%	12	13 %	2 .	.2%	11	11%	12	13 %	39	43 %	·90
10	2	33%	1	17 %	0,	0%	/ o	0%	,o	0%	3	50 %	6
11	2	30%	0	0 %	0 -5	0%,	. 0	0%	0 .	0%	2	5 0 %	4 .
12	3	60%	0	0%	0 -	0.%	0	0%	0	0%	2 📐	40%	5
TOTAL	21	20 ;	13	12%	. 2	2%	11	11%	12	11%_	46'	44 <u>7.</u>	GRAND TOTAL 105

<u>DIRECT TITLE I - READING</u> <u>NORTH HIGH SCHOOL</u> BOND-BALOW-HOYT

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

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

1. Project Objective No. 171A Instructional Area Reading (i.e., Reading, Math, etc.)

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

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

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

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

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

TART B-1 Continued on reverse .

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

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

Objective 1.1A: PARTIALLY ACHIEVED

NORTH HIGH SCHOOL BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results co	rrespond with Project/Objective Number 1.1A
2.	CHECK ONE: (Use	a separate page for each different type of measure.) .
ļ.,	(X) Standardiz	ed Achievement Test () Informal Reading Inventory
٠.	() Standardiz	ed Diagnostic Test () Criterion Referenced Measure
1,	() Other (Spe	cify)
		·// •
[3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School
	Stu	dents.)
	X Publi	N. C. D. Court - C.
Ί	Publi	c School Students N & D Students
1	Non-P	ublac School Students State N & D Students
1		State W & D Students
-	7.47	
4a.	. 7	NAME FORM DATE GIVEN
1	*PreTest BOND-BAL	OW-HOYT 9/74 & 1/75
1	· //	
Į.	PostTest <u>BØMD-B</u>	ALOW-HOYT 1/75 & 5/75
1		
ķ .	GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS
	Designate one	"FREIEST RESULTS FUSITEST RESULTS
1		Record data ONLY for those students
	the box below	who took pretest AND posttest.
ţ	[. // · · / ·	
. ′		
•		**Grade Stanine **Grade Stanine
i	//word	Equiv Equiv
j	// WORD RECOGNITION	Mean 4.17
1	// RECOGNIZATION	Median 3.90 4.40
	GRADE .	
١,	LEVEL 9	Range of
1	[/ ⁷	Scores 1.5 to 6.5 1.9 to 7.0
	Number of	
1:	Students for	
]	whom there is	GAIN PostTest Mean Grade Equiv**4.48{
1	a pretest score	
	and a posttest	or (-) Pretest Mean Grade Equiv** 4.17
	score 31	LOSS Gain (+) or Loss (-) (+) .31
		ross garm (T) or ross (2) (T) .3r
1 1	r .	

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

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

	<u>n</u> r	
4b.	*Pretest BOND-1	NAME FORM DATE GIVEN ALON-HOYT 9/74 & 1/75
, ,	Posttest BOND-E	1/75 & 5/7'5
	GRADE LEVEL: Designate one grade level in the box below.	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
	RECOGNITION TECHNIQUES GRADE LEVEL 9	**Grade Stanine **Grade Stanine Equiv Equiv Equiv Stanine
	Students for whom there is a pretest, score and a posttest	GAIN Posttest Mean Grade Equiv** 5.34 or (-) Pretest Mean Grade Equiv** 4.65 LOSS Gain (+) or Loss (-) (+) 1.69

		į	- 			•	
4c.	*Pretest	BOND-PALOW	NAME -HOYT	1 "	FORM		GIVEN & 1/75
	Posttest	BOND-BALOW	~HOYT			9/74	& 1/75
	GRADE LEV		*PRETEST RES	ULTS	POSTTES	t ,results	
	Designate grade lev the box b	el in	•	rd data ONLY took pretest		•	
<i>j</i> >	PHONIC KNOWLEDGE	Mean	**Grade Equiv 4.39	Stanine ———	**Grade Equiv 4.77	Stanine	``.
	GRADE LEVEL 9	Medi Rang	ge of	· <u>·</u>	4.53		***
•	Number of Students for	Sco	ores 2.0 to	7.5	1.0 to	7.3	
	whom there is a pretest sco		Posttest	Mean Grade	Equiv**	<u>4.77 .</u>	
•	and a posttes	**	(-) Pro	etest Moan G	rade Equi v *		
ì	31	Loss	Gain (+)	or Loss (-)	(+)	.38	- <u> </u>

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

PART B-2: MEASUREMENT OF OBJECTIVES

٠	•	· · · ·	<i></i> ✓
1.		rrespond with Project Objective Number 1	
2.	(X) Standardiz	a separate page for each different type ed Achievement Test () Informal Reced Diagnostic Test () Griterion Recify)	ading Inventory
3.	X Publi	a separate page for Public School and Nodents.) c School Students N&D ablic School Students State	Students
4a.	*PrcTest Bond-Ba	NAME / FORM	DATE GIVEN • 9/74 & 1/75
	PostTest Bond-Ba	alow-Hoyt	1/75 & 5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST: Record data ONLY for those studen who took protest AND posttest.	•
	WORD RECOGNITION	**Grade Stanine **Grade Equiv Nean 4.63 4.60	-Stanine 7
	GRADE LEVEL 11 Number of	Median 4.70 4.62 Range of Scores 3.8 to 5.2 3.8 to 5.2	5.3
	Students for whom there is a pretest score	GAIN PostTest Mean Grade Equiv**	4.60
	and a posttest score	or (-) Pretest Mean Grade Equi LOSS Gain (+) or Loss (-)	. 1
i	· - · -	2090 July (1) 102 2003 (=)	

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Staning results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

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ERIC Full Treat Provided by ERIC

		·	<u> </u>	
46.	*Pretest	NAME Bond-Balow-Hoyt	FORM DATE GIVE	N .
		Bond-Balow-Hoyt	1/75 & 5/75	- -
	GRADE LEV Designate grade lev	one	POSTTEST RESULTS	
	the box b		test AND posttest.	
	RECOGNITION TECHNIQUES	**Grade Stanine Equiv Mean <u>5,13</u> Median <u>5,30</u>	**Grade Stanine Equiv 4.67 4.68	
1	GRADE LEVEL 11 Number of	Range of Scores 3.6 to 5.3	3.8 to 5.5	
	Students for whom there is a pretest scoand a posttes score	re	an Grade Equiv** 5.13	

	₹ " \	· f	V.
4c.		NAME FORM	
1	*Pretest \Bor	id-Balow-Hoyt	<u>9/74 to 1/7</u> 5
1		Special region of the Control of the	1/25 - 5/25
į į	Posttest Bot	d-Palow-Hoyt :	1/75 to 5/75
1	OD AND I PURI	*PRETEST RESIDESPOST	TEST RESULTS
	GRADE LEVEL:		LESI RESULIS
"	Designate <u>or</u> , grade level		a crudonta
1	the box belo		se scudents.
	rue now perc	w s / with cook pietese was hos	rrear.
İ.		**Grade Stanine ***Grade	e Stanine
1 :	• ,	Equiv Equiv	
	PHONIC	Mean 4.73 4.47	
	KNOWLEDGE		
] :		Median \ 4.68 4.38	
ľ	GRADE .	\	-
	LEVEL11	Range of \	·
1	\$ 1, 7	Scores 3.7 to 6.0 3.5	to 5.8
	Number of		<u>'</u>
	Students for		· , , , , ,
	whom there is	GAIN Posttest Mean Grade Equiv**	4.47
	a pretest score	A Daniel Man On to Both	4.73
. '	and a posttest	_ or (-) Pretest Mean Grade Equ	
	score,	LOSS Gain (+) or Loss (-) _ (-)	26
{	} , _	LUSS GATH (T) OF LOSS (-)(")	
<u> </u>	<u> </u>	***	·J

NORTH HIGH SCHOOL Y BOND-BALOW-HOYT

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

NOTE: See Directions on Reverse

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

BOND-BALOW-HOYT WORD RECOGNITION

G R A D L	, t	STUDENTS AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months												
E E V E L		1	.0 t		r Frão .5		of Mon 1.0	ths)_ to	1.9 1	i		or re . ths	STUDENTS With Precet	
	N	7.	N	%	n	7,	, k		'n.	7,	N	7.	Posttest Scores	
1		DO NO STUDE	T FALL STSAFFC	IN THE	IS COL	PART	sea wil 8-2 for	L COM	PILE D	TA FO	R FIRS	T GRAD	ù —	
Ź			14,				,			2			· .	
3				٩	*			- 6.4	1			`.	,	
: 4							•	,	. ,				<i>'/</i>	
5		;		-	- -		,	۰	1-		.!			
6	-	·		,		4		•				.,	\$ a	
7		•			1.		`	,					,	
В		·		-		,	•	-	, .	·		. 6)		
ğ	. 7:	23%	2		6	197.	. 6	19%	2	6 %	7	237	31"	
10				- 111 '	51	1 9 7.		17/2			-	1	, -	
11	17	33%	2	67%	. 0	. 0 %		_						
. 12					1,1	\ ,	٠.	,	,			<i>i</i> .	, ,	
	1				_		1			, -		• <	GRAND TOTAL	
TOTAL	8	24/	5	15%	6 ′	17%	6_	17%	· 2	6%	7 :	<u>21.7.</u>	34	

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

NOTE: See Directions on Reverse

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

			BOND-BALOW-HOYT RECOGNITION TECHNIQUES													
G R A D E	r K		STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)													
	E L S	∠O Months		.0 to		.9 Month		1.0 to 1.4 Nonth		1.5 to		2.0 or More Months		With Pretest and Postlest		
·	}	ĸ	, %	٠ ٢٢	7,	31	7,	ا بر	" "X	, î	3		e!	Scores		
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L	7				<u> </u>											
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_	9 .	4	13 %	_3_	10%	(137	4.	13%	3	. 10%	13_	42%	31		
	10					· ·		Ì	<u> </u>		•			, ,		
<u> </u> ;	ll.	2	67 %	· 0.	0%	1	35%		,					3		
	12						~ .	.,						,		
T	OTAL	6	17%.	3	<u>οχ</u>	5	<u>157.</u>	4	127	3	~ 9%	13	38%	GRAND TOTAL 34		

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

EFFICE OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

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

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E E Or Fractions of Months Complete R A D L		STŲDEI	*	٠,		• •		•	,	PRÓJEC	T	. , , .	TOTAL STUDENTS	
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1		n	٠%	ы	%.	· 11	7/,	31	7,	n	7,	И		Scores
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4	13							,~~					. 6.6	
5 6 7 7 8 8 76 7 5 16 7 2 6 7 4 13 7 1 3 7 11 3 5 7 31 11 3 100 7 0 0 7 0 0 7 0 0 7 0 0 7 3 12 12 13 13 13 13 13 13 13 13 13 13 13 13 13	4		•	,			,	,		-	1.7		•	-
6 7 8 8 76 7 5 16 7 7 6 7 4 13 7 1 3 7 31 35 7 31 31 31 31 31 31 31	5					,	7.			٠,		•		
8 8 267 5 167 2 67 4 137 1 37 11 357 31 10 11 3 1007 0 07 0 07 0 07 0 07 0 07 0	6				_	, <i>(</i> ,	,	-			•	,	*	• •
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9 8 26 7 5 16 7 2 6 7 4 13 7 1 3 7 11 35 7 31 10 1 3 100 7 0 0 7 0 0 7 0 0 0 0 0 0 0 0 0 0 0	8					, -	,			.	,	. ,	. : '	,
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11 3 100 % 0 0 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0			26.7	2 .	167	, <u>, </u>	67	. 4_	137		37	71_ ~~~ ⁵⁶ 7.	1 23	, 31
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GRAND TOTAL	 	3	100 %	10	0 /	<u> </u>	}			,				3
AVIOLATIC	TOTAL	11	327	,	1.5%	2	<u> </u>		!		3%		 	GRAND TOTAL

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

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

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

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

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

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

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

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

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	 76	·	
DIVIDED BY:	N	٠	
Total No. of pretest/ posttest students in the project	152	· . ·	
EQUALS:	***	•	*.
Percentage of students reaching the desired performance level.	<u></u>		
Name, Form and Level of the Test	ITBS, Reading	Comprehension Fo	orm 5 & 6

PART B-1 (continued)

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

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

Objective 1.1B: _ACHIEVED

INDIRECT TITLE I - READING NORTH HIGH SCHOOL

IOWA TEST OF PASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

_		
1.	These results co	rrespond with Project Objective Number . 1.18
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
,	(X) Standardiz	ed Achievement Test . () Informal Reading Inventory
		ed Diagnostic Test () Criterion Referenced Measure
	() Other (Spe	
3.		a <u>separate page</u> for Public School and Non-Public School, dents.)
	560	-
	X Publi	c School StudentsN & D Students
	Non-P	ublic School Students State N & D Students
4a.		NAME FORM . DATE GIVEN
	*PreTestIowa To	est of Basic Skills, Reading 69/74 & 1/75
		nension
	rostiest <u>lowa ie</u>	est of Basic Skills. Reading 5 1/75 & 5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posetest.
, ,	•	**Grade Stanine **Grade Stanine
•		Equiv Equiv ,
1	,	Mean 6.29 6.52
,	•	Median 6.22 6.54
	GRADE	
li	LEVEL 9	Range of
,	Mushau a E	Scores 4.6 to 9.6 : 4.2 to 9.5.
'	Number of Students for	
	whom there is	GAIN PostTest Mean Grade Equiv** 6.52
	a pretest score	
:	and a posttest	or (-) Pretest Mean Grade Equiv** 6.29
	score 	LOSS Gain (+) or Loss (-) (+) .23

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - READING NORTH HIGH SCHOOL ITBS READING COMPREHENSION

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

NOTE: See Directions on Reverse

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

· IOWA TEST OF BASIC SKILLS -- LEVEL 11

`		24/11	. 1001	or bus	T. O. C.	14141	7771 4 1777		_						
	G R A D L	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months)													
ŀ	E E V			· · · · · · · · · · · · · · · · · · ·		r Frac	<u>:tions</u>	of Mon	ths)·				<u> </u>		
Į	v E		.0 to .5 to 1.0 to 1.5 to 2.0 or												
	L S	<u><0</u> M	onths	.4 Mc	onth //	.9 1	Mon th	1.4 M	ion th	1.91	1.9 Month		re ths	Pretest and Posttest	
		N		14	%	N	%	- N	%	. N	%	, И	. %.	Scores	
Ī	1		DO NO STUDE	T FILL NTS FRO	IN THE	IS COL	DAN.	SCA WIL B-2~ FOR	L COM	PILE DA	TA FO	R FIRS	T GRAD	E	
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	8					,		•		O	TĀ AT M				
	9 .	53	35%	9_	6 %	14	5%	16	-10%	18	12%	42_	28%	152 -	
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	_11 -											:	į	٠,	
ļ	12													·· ***** · *	
	TOIAL	53	35%	9	67.	14	9%	16	10%	18	· 12%	42	28%	GRAND TOTAL 152	



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

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

1. Project Objective No. 1.18 Instructional Area Reading (i.e., Reading, Math, etc.)

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

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

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

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

<u> </u>	. MEASURE 1	MEASURE 2	. MEASURE 3
No. of pratest/posttest students reaching the desired performance level.	25	, 	
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	67	·	· ·
EQUALS: Percentage of students		. \.	
reaching the desired parformance level.	<u>37 %</u>	<u>, , , , , , , , , , , , , , , , , , , </u>	
Name, Form and Level of the Test	ITBS - Reading Level 11	Comprehension,	Form 5 & 6

PART B-1 (continued)

3.	Narrative	SHOWDATY:
J.	Mattariae	SAMMAT &

(3)

- A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1B: NOT ACHIEVED

156

PART B-2: MEASUREMENT OF OBJECTIVES

		<u> </u>
1.		rrespond with Project Objective Number 1.1 B
2.	(X) Standardiz	a separate page for each different type of measure.) ed Achbevement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure
	() 0 (0 / 0	
3.	Stu	a separate page for Public School and Non-Public School dents.)
·	X Publi	c School Students N & D Students
,		ublic School Students State N & D Students
		<u> </u>
4a.	*PreTest TTBS	NAME FORM DATE GIVEN Reading Comprehension 6 9/74
	PostTest ITES	Reading Comprehension 5 5/75
×	Designate one	Record data ONLY for those students who took pretest AND posttest.
	•	**Grade Stanine **Grade Stanine Equiv Hean 4.08 4.47
	GRADE LEVEL 9 Number of	Median 4.06 4.34 Range of Scores 1.9 to 7.1 .6 to 7.9
	Students for whom there is a pretest score and a posttest	GAIN PostTest Mean Grade Equiv** 4.47 or (-) Pretest Mean Grade Equiv** 4.08
	score <u>67</u>	LOSS Gain (+) or Loss (-) (+) .39

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

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

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

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

NOTE: See Directions on Reverse

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

<u>-</u>									<u> </u>					
G R A		`.	S TUDEI	YTŠ' AV	VERAGE	IITTOM	Y GAIN	PER M	ITMO	IN THE	PROJE	CT \		TOTAL
D E	L E	÷		()	leporte F	d in (Stade I Stions,	Equival of Mon	ent M ths)	onths	•	, <u> </u>		STUDENTS
	V E L S	∢ 01	Months	.0 e			to Yonth	1.0 1.4 M	,	1.5 1.9 1		2.0 Mo Mon	re	With Pretest and Postiest
		_ ^N	%	N	%	N	%_	N:	%	N	%	N	%	Scores
	1		DO NO	T FILL NTS FRO	IN THE	IS COLI PLETED	JIN. 8 PART I	SEA WIL B-2 FOR	L GOM	PILE DA	TA FO	R FIRS	T GRAD	E
	2	<u>.,</u>				_		_	,				}	
	3		-								,		<u> </u>	•
	4		7		ŧ									, ,
Ŀ	5								٠.	! 			\	
	6			;*	• ,								-	
	7					,							† - -	,
	8		,			;					· ·	· ; '	,	
	9	21	31%	. 9	14%	1.2	18 %	13	19 <u>%</u>	4	6%_	8	12 %	67
	10	-	, ,		•	ŀ	;						<u> </u>	
	11		, _ _		7		-1				,	*		•
	12		•							n				
T	OTAL	21	31%	9	14%	12	18%	13	1 9%	4	6%	8	12%	GRAND TOTAL 67

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

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

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

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

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

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

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

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

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective.

 Comment on any factors of the testing or of the project that have
 influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

c.	Check here	· ` `	if your d	istrict	is pre	paring	a more	deta	iled
•	evaluation	report,	Éxpected	filing	date:	<u> </u>			·

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

Objective 1.1A: PARTIALLY ACHIEVED

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

MEASUREMENT OF OBJECTIVES PART B-2:

1.	These results co	rrespond with Project Objective Number / 1.1A
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
	, ,	ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Criterion Referenced Measure cify)
3.		a <u>separate page</u> for Public School and Non-Public School dents.)
	X Publi	c School Students N & D Students
•	Non-P	ublic School Students State N & D Students
4a.	*BreTest BOND-BAL	NAME FORM DATE GIVEN Continuous
	PostTest _BOND-E	ALON-HOYT Continuous
1	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data OMLY for those students who took pretest AND posttest.
,	WORD RECOGNITION	**Grade Stanine **Grade Stanine Equiv Mean 4.12 4.54
	GRADE LEVEL 9 Number of Students for	Median 3.78 4.40 Range of 3.0 to 6.6
	whom there is a pretest score and a posttest score	GAIN PostTest Mean Grade Equiv** 4.54 or (-) Pretest Mean Grade Equiv** 4.12
,	31	LOSS Gain (+) or Loss (-) (+) 1.42

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stamine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students ... " and (b) report the mean, median, and range of scores for that measurement'scale.

·	*Pretest _B	NAME DND-BALOW-HOYT		FORM	DATE GIVEN Continuous
	Posttest B	OND-BALOW-HOYT		· _	Continuous
	GRADE LEVELS Designate or grade level the box belo	<u>ie</u> in F	RESULTS ecord data ONLY ho took pretest		students
	RECOGNITION TECHNIZUES GRADE LEVEL 9	Mean 4. Median 3. Range of	de Stanine iv 04 89	**Grade Equiv 5.41 5.65	Stanine
5	Number of Students for whom there is a pretest score	GAIN Post	est Mean Grade	Equiv** .	5.41
į	and a posttest score	1	Pretest Mean G	/	•

•		
4c.	*Pretest	NAME FORM DATE GIVEN BOND-BALOW-HOYT Continuous
	Posttest	BOND-BALOW-HOYT Continuous
	GRADE LEV	
'	Designate grade leve the box b	I in Record data ONLY for those students
		**Grade Stanine **Grade Stanine , Equiv Equiv Mean 3.90 4.37
	GRADE	Median 3.584.15
	LEVEL 9 Number of	Range of Scores 1.5 to 6.7 5/8 to 4.0
	Students for whom there is	· ————
	a pretest seo and a posttes score	\
	31	LOSS Gain (+) or Loss (-) (+) .47

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

EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according

to the directions on the reverse side of this page. Do NOT report the . simple difference between pretest and posttest scores. BOND-BALOW-HOYT WORD RECOGNITION STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT

- / / /	A D E	L E	.`	. \$. (1				quival of Mon						STUDENTS
		N E L S	. < 0	Months	.0 t	-		to Yon'th	1.0 - 1.4 M		1.5	`	2.0 Mon Mon	re	With Pretest and Posttest
	<u> </u>		И	%	Ŋ	%	N	%	N	٧, ٠	N ,	%	N	<u>.</u> %	Scores
.]	. :	1,	4	DO NO STUDE	T FILL NIS FRO	IN THE	IS COL	DAN . S	SEA WIL B-2 FOR	NS.	PILE DA	TA FO	R FIRS	T GRAD	Ė
-	. :	2	,						•		_	-			,
	:	3						,					,		
	7	4													
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	,	7					,	·	,			,	_		
		8	, -	,	. ,4	ţ								,	m. a. max a
•	. , 4	9	8	26%	5	16%	11	35%	·`3	10%	3	10%	1	3%	3(L
•	1,5	0	,	'	\	r			4	• -	1		·	*	.,
•	1	1	, ,		·		,				·				
•	1:	2		,							• ; ,	-			
•	10	TAL.	8	26%	5	16%	11	35%	3	107	3	10%	1	3%	GRAND TOTAL / 31



PHOENIX UNION HIGH SCHOOL

BOND-BALOW-HOYT

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

BOND-BALOW-HOYT RECOGNITION TECHNIQUES STUDENTS' AVERAGE MONTHLY CAIN PER MONTH IN THE PROJECT TOTAL D (Reported in Grade Equivalent Months STUDENTS E or Fractions of Months) Ų 1.5 to 2.0 òr .0 to •**5** to 1.0 to With . Ė More Pretest **<** 0 MONTH L 1.4 Month .4 Month - .9 Month 1.9 Month Months and Post test Scores. N ·N SEA WILL COMPILE DATA FOR FIRST GRADE DO NOT FILL IN THIS COLUMN. :-1. STUDENTS FROM COMPLETED PART B-2 FORMS. 2 ...3 ٠4 5 6 7 8 9 4 13 % 13% 1 3% 19 % 3 % 15 49% 31 . 10 11 12 GRAND -TOTAL.



TOTAL

13%

19%

3 %

3%

13%

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

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects.

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

BOND-BALOW-HOYT PHONIC KNOWLEDGE

G R A D L E E		STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)										TOTAL STUDENTS	
V E L S	<0 •	Honth	.4 14c	.		to (1.0 1.4 M		1.9 1		2.0 Mo Mon	re	With Prefest and Postlest
	N	%,	. И	- 1/2	N	<u>'</u>	**	.%	, N	, %	. N	7/.	Scores
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9	5	J 6"	9	29 ^{/-}	6	20%	_8	267	2	67	1	3 %	31
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11)) {										
12	9												
TOTAL	5	t6 -/	9	29	-6+	2 0%	- 8	26/	2	6 %	1	3 %	GRAND TOTAL 31.

INDIRECT TITLE I - READING PHOENIX UNION HIGH SCHOOL

IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

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

1.1B Instructional Area 1. Project Objective No. (i.e., Reading, Nath, erc.)

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

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

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

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

	MEASURE 1	MEASURE 2	MEASURE 3
		•	
No. of prefest/posttest	· \ '	ALE LYCH	· ·
students reaching the	$f \rightarrow f$	(m) 4 · 4 · 4 · 4 · 4 · 4 · 4 · 4 · 4 · 4	
desired performance level.	43`\		•
		a history and	
DÎVIDED BY:	سر ∖	9 ⁷	_
1	* "		-
Total No. of pretest/		•	
posttest students in the	77.5	• ;	
project	115	·	_
		3	
EQUALS:	1	• •	
	•		
Percentage of students	•	}	
reaching the desired	37 🕳	•	
performance level.		<u> </u>	يستريد
,	-		
Name, Form and Level	•	,	25.5
of the Test	ITBS - READING	COMPREHENSION F	orms 5 & 6
.,			ev <u>cl_11</u>
		1000	<u> </u>
: ;		- FART B-1 Cont	tinued on rev

PART B-1 (continued)

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

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

Objective 1.1B: NOT ACHIEVED

INDIRECT TITLE I - READING PHOENIX UNION HIGH SCHOOL IONA TEST OF PASIC SKILLS - READING COMPREHENSION P. 25 AMERICAN OF OR PECTAMES

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results co	rrespond with Project Objective Number	1.1, B
2.	CHECK ONE: (Use	a <u>separate page</u> for each different type	of measure.)
	(^X) Standar di z () Standardiz () Other (Spe	ed Achievement Test () Informal R ed Diagnostic Test () Criterion cify)	eading Inventory Referenced Measure
-	<u> </u>		<u></u>
3•,		a <u>separate page</u> for Public School and N dents.)	on-Public School
		c School StudentsN & D	Students
* *	Non-P	ublic School-Students State	N & D Students
	•	<u> </u>	
4a.		NAME FORM	DATE GIVEN
	*PreTestIOWA TEST COMPREHEN	OF TASIC SKILLS, READING 6	Continuous
		ST OF BASIC SKILLS, READING5	Continuous
_	CPADE LEVEL.	*PRETEST RESULTS POSTTEST	ם ביים של
	Designate one		VESOFTS
	grade level in		nts ', ,
	the box below	who took pretest AND posttest.	
	<u> </u>	<u> </u>	-
; ;	_	**Grade Stanine **Grade	Stanine
	[·	Equiv Equiv]
	,	Mean <u>5.17</u> <u>5.78</u>	
-	. CRADE	Median <u>5.29</u> <u>5.82</u>	
1	GRADE LEVEL ⁹	Range of	,
		Scores 1.9 to 9.3 1.3 to	8.4
	Number of		
	Students for whom there is	GAIN PostTest Mean Grade Equiv**	5.78
	a pretest score		
	and a posttest	or (-) Pretest Mean Grade Equ	1v** <u>5.17</u>
	score 115	LOSS Gain (+) or Loss (-) - (+)	
	,		

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that casurement scale.



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

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

NOTE: See Directions on Reverse

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

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1	9	35	3 0 %	10	9%	27	23 7/	12	11%	1.1	10%	20	17%	115	
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1	TOTAL	35	30%	10	9%	27	23%	12	11%	71	10%	20	1.7%	115	



DIRECT TITLE I - READING. SOUTH NOUNTAIN HIGH SCHOOL IOMA TEST OF BASIC SKILLS - READING COMPREHENSION

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

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

1. Project Objective No. 1.1B Instructional Area <u>PEADING</u> (i.e., Reading, Math, etc.)

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

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

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

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

MEASURE 1	MEASURE 2	MEASURE :
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PART B-1 Continued on reverse

PART B-1 (continued)

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

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

Objective 1.1B: ACHIEVED

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

PART B-2: MEASUREMENT OF OBJECTIVES

1.	These results co	rrespond with Project Objective Number 1.18	
2./	CHECK ONE: (Use	e a separate page for each different type of measu	re.)
,		ced Achievement Test () Informal Reading In	
	() Standardiz	red Diagnostic Test (,) Griterion Reference	d Measure
	(Spe	· · · · · · · · · · · · · · · · · · ·	
3.		e a <u>separate page</u> for Public School and Non-Public udents.)	School .
	X Publi	c School StudentsN & D Students	
أيز	Non-P	Public School Students State N & D St	udents
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4a.	(4.5)	NAME FORM DATE GI	VEN
`	`	EST OF BASEC SKILLS, READING 6 Continu	
		ENSION ,	
		EST OF BASIC SKILLS, READING 5 · Continu	10US
	COAIPREH	Ension	<u>`</u>
	GRADE LEVEL:	*PRETEST RESULTS POSTTEST RESULTS	
	Designate one	"FREIEST RESORTS" FOSTIEST RESORTS	<i>'</i>
ļ	grade, level in	Record data ONLY for those students	1
	the box below	who took pretest AND posttest.	. }
,	<i>;</i> ''	<u> </u>	
		**Grade Stanine **Grade Stanine	, [
		**Grade Stanine **Grade Stanine Equiv Equiv	· j
		Mean 3.78 - 5.11	}
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٠.		Median 3.97	
	CRADE		. 1
	LEVEL 9.	Range of	· }
	Number of	Scores 1.5 to 8.6 2.1 to 8.4	· · · · · · · · · · · · · · · · · · ·
ĺ	Students for	- / •	$\neg \neg$
i	whom there is	GAIN PostTest Mean Grade Equiv** 5.11	<u> </u>
	a pretest score		,
A	and—a posttest	or (-) Pretest Mean Grade Equiv*** 3.	<u>.78</u> -
	score · 110	LOSS Gain (+) or Loss (-) (+)1	
		LOSS Gain (+) or Loss (-) (+) 1	

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration mandal. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.



DIRECT TITLE I - READING SOUTH MOUNTAIN HIGH SCHOOL

JONA TEST OF CASIC SKILLS - READING COMPREHENSION

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

NOTE: See Directions on Reverse

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

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION, LEVEL 11

7.	C R A D L E. E		-S-TUDE		,` Gporte	ed in (Grade 1	N PER M Equival	ent M		PROJE0	CT	-	TOTAL
, ,	E L S	,< 0 ł	ionths	.0 t	أسريب إ		to Month	*1.0 1:4 M		1.91	to Ionth	2.0 Mo Mon	- 4	With Pretest and Posttest
ļ		N	71	Ŋ	<u>%</u> ,	N	<u>%</u>	N	%	א	%_	N	1 %	Scores ~
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	. 9	10	9%	. 11	10%	. 9	8%	5	5 %	19	17 %	56	• 51 %	3. 110
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•	12	ļ ,	<u>-</u> -					,				, ,,		
	TOTAL	10	97	11	10 ½	9	87.	5	- 5 %	19	17 <u>%</u>	56_	51 %	GRAND TOTAL 110



DIRECT TITLE I - READING . SOUTH MOUNTAIN HIGH SCHOOL BOND-PALOW-HOYT

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

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

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

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

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

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

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

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

PART B-1 Continued on reverse

PART B-1 (continued)

Narrative summary:

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

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

Objective 1.1A: PARTIALLY ACRIEVED.

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

BART B-2: MEASUREMENT OF OBJECTIVES

_	1		
Ī	$\sqrt{\cdot}$	·	respond with Project Objective Number / 1.14
2	$\overline{\cdot}$	CHECK ONE: (Use	a separate page for each different type of measure.)
		() Standardize	
3	٠		a separate page for Public School and Non-Public School
1			· · · · · · · · · · · · · · · · · · ·
l		kPublic	School Students - N & D Students
		Non-Pu	ablic School Students State N & D Students
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4	a٠	tBroTost Pown Bar	NAME FORM DATE GIVEN OW-HOYT 9/74
		arterest Built-Bul	<u> 9/74 </u>
1	-	PostTest BOND-BAL	ON-NOYT
ļ	- 1		70000
	•	Designate <u>one</u> grade level in	*PRETEST_RESULTS POSTTEST RESULTS
ļ	l	1	
۱		2 -1	**Grade Stanine **Grade Stanine Equiv
۱.	- 1	WORD. RECOGNITION	Mean 4.42 4 4.81
l	-	KBCCGNLLION	
l		GRADE	Median 4.30 4:90
ı	ĺ	LEVEL 9	Range of
Į			Scores 2.8 to 6.6 3.2 to 7.3
ł	ı	Number of	
l	ł	Students for whom there is	GAIN PostTest Mean Grade Equiv* 4.81
ŀ	Į	a pretest score	- ,
1	ĺ	and a posttest	or () Pretest Mean Grade Equiv** 4.42
	٠. ا	score	LOSS Gain (+) or Loss (-) (+)
l	J		

- * Pretest results may not be available for some pre-kindergarten through first grade projects.
- ** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b,	*Pretest BOND-	- NAME . DALOW-HOYT	FORM	DATE GIVEN 9/74
	Posttest BOND-	BALOW-HONT		5/75
	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS Record data ONLY who took pretest	•	tudents
	RECOGNITION TUCHNIQUES GRADE LEVEL 9	**Grade Stanine Equiv Mean 4.58 Median 4.50* Range of	**Grade S Equiv 5.15 4.80	tanine
	Number of	Scores 1.9 to 6.7	2.8 to 7.	3
	Students for whom there is a pretest score and a posttest	GAIN Posttest Mean Grade	1	·
,	score 33	LOSS Gain (+) or Loss (-)	•	

	•	e '	•		· •
4c.	*Pretest BON	n d-balow-hoyt	AME	FORM	DATE GIVEN 9/74
	Posttest BON	D-BALOW-HOYT		· · · · · · · · · · · · · · · · · · ·	5/75
	GRADÈ LEVEL:		EST RESULTS	POSTTEST	RESULIS
	grade level			ONLY for those st rest AND posttest	
	PHONIC KNOWLEDGE	* Mean	*Grade Stani Equiv 3.81	ne **Grade S Equiv 4.74	Stanine
,	GRADE	Median	3.50	_ 4,30	
,	LEVEL 9.*	Range of Scores	1.5 to 6.7	2.1 to 7.7	<u>, </u>
	Students for whom there is a pretest score		_	ade Equiv**4.7	
	and a posttest score	,	,	an Grade Equiv**	 ;

DIRECT TITLE I - READING SOUTH MOUTTAIN HIGH SCHOOL BOND-LALOU-HOYT

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

NOTE: See Diréctions on Reverse

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

BOND-BALOW- HOYT WORD RECOGNITION

G R		–	STUDE		,	ı		N PER M		٠.,	PROJEC	CT	Bloods	TOTAL
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E L S		✓ 0 Months		.0 to		, .5 to		1.0 to		1.5 to		2.0 or More		With Protest
	S	S S Mo		s .4 Month		9 1	Monen	1.4 %	on cn	1.9	Mon en	Months		and Posttest
		_ N	7.	, K	%	И	%	И	7.	N	%	N	7.	Scores
	1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART 8-2 FORMS.									E -			
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TY	DTAL	<u>.</u>	13/	7.	23		35%	6	20%	2	6%	1	<u>37</u>	31

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

NOTE: See Directions on Reverse

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

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· V E · L S	<'0' Ñ	onths	.0 1		ĺ	to Month	1.0		1.5		2.0 Mo		With Pretest and Postrest
<u>.</u>	_ N	%.	N	V.	11	%	ĸ	%) II_	7.	И	%	Scores
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TOTAL.	5	18	. 6	18 7	4	12%	8	247. 1	1	4%	8	247	33

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

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

NOTE: See Directions on Reverse

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

BOND-BALOW-HOYT PHONTC KNOWLEDGE

+	· / —				110 1111	011 110 1	± 411(/)	NIC KNO	MINISTOR				<u> </u>	
	1		STUDENTS AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months											TOTAL
] !	E			. (1				Quival of Mon		onths			\	STUDENTS
-	, E L S	<0 M	onchs .	.0 t	:		to Ionth	' '		1.5 to		2.0 or Nore Months		With Pretest and Posttest
	•-	N	7	N	7,	N	%.	и	%	P)	العمرية	N	%	Scores
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	8								ļ	Ç			-	
. }	9	3	9 %	8	23%	4_	12 %	7 '	20%	6	18%	6	18%	34.
- -	10				-					,				·
-	11						25.				** * *,	 		•
1	12								<u> </u>	/ /) -
	LATOT	3 1	9 7	8	23%	4	12 ?	7	20%	6	18%	6	18 %	GRAND TOTAL

INDIRECT TITLE I - READING -- SOUTH FORTAT' HIGH SCHOOL TONA TEST OF LASTE SKILLS - READING COMPREHENSION

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

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

1.	Project	Objective	No.	_1.1B	Instructional	Area	Reading	·	
(')	•			,	•		(1.e., Reading	3, Math,	etc.

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

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

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

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

`	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	250		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	420	· ·	;
EQUALS:		•	
Percentage of students reaching the desired	00 . <u>%</u>		<u> </u>
Name, Ferm and Level of the Test	ITES - toadii	ng Comprehension,	Form 5 & 6

PART B-1 (continued)

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

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

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING SOUTH POURTAIN HIGH SCHOOL

JONA TEST OF PASIC SEILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

Ī	٠.		rrespond with Project Objective Number 1.1 B
Z	2,-	CHECK ONE: (Use	a separate page for each different type of measure.)
		(*) Standardiz () Standardiz () Other (Spe	ed Achievement Test () Informal Reading Inventory ed Diagnostic Test () Crittrion Referenced Measure cify)
ſ	3		a separate page for Public School and Non-Public School
		;	dents.)
l		Pübli	c School Students N & D Students
ľ	,	Non-P	ublic School Students State N & D Students
ľ			
1	ia.		NAME FORM DATE GIVEN
ļ	1	*PreTest TOWA: TF	ST OF PASIC SKILLS READING 6 9/74
	- 1	COMPREM PostTest IOUA TES COMPREME	ST OF PASTO SKILLS READING 55/75
		GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students who took pretest AND posttest.
			**Grade Stanine **Grade Stanine Equiv Equiv Nean 6.02 6.86
	,	GRADE LEVEL 9, Number of Students for whom there is a prefest scere	Median 5.91 6.94 Range of Scores 2.1 to 9.3 1.2 to 9.8 GAIN PostTest Mean Grade Equiv** 6.86
		and a posttest score 420	or (-) Pretest Mean Grade Equiv** 6.02 1
1			

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

183



^{*} Pretent results may not be available for some pre-kindergarten through first grade projects.

INDIRECT TITLE I READING SOUTH MOUNTAIN HIGH SCHOOL IOMA TEST OF MASIC SKILLS

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

NOTE: See Directions on Reverse

\ /

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

4						>	•						 -		
	G R A D L E E		STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												
	V E L S	< 0	o o o o o o o o o o o o o o o o o o o		0 to		.5 to .9 Month		1.0 to		1.5 to 1.9 Month		or re ths	With Pretest and Posttest	
	7	Ŋ	9_	_N	. %	_ ห _	٠ %	N	%	n_	×.	N	7,	Scores	
	1	,	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRAD STUDYITS FROM COMPLETED PART 8-2 FORMS.									E .			
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*.	8											- <u> </u>			
	, 9 .	67.	16%	37.	97	66	15%	72 :	17%	57	14%_	121	29%	420	
	10,					,									
	11	,		1									,		
	12							•		`			۰	77 - 144 144	
	iato t	. 67	1 :67.	37	9%	66	15%	72	17%	57	14%	121	- 29%	GRAND . TOTAL 420	

DIRECT TIFLE I - READING ST. MARY'S HIGH SCHOOL JONA TEST OF EASIC SHILLS

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

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

	Project. Objective	No.	1.1	Instructional	Area	READIN	wG		
in in			·		((i.e., Rg	ading,	Math,	etc.)

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

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

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

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

· · · · · · · · · · · · · · · · · · ·	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest	Reading. Comprehension	. ;	,
students reaching the desired performance level.	7/	, o	0
DIVIDED LY:	/	, 4 ,	٠,
Total No. (f pretest/ posttest students in the		.∵ •	•
project ,	/ - 9 '		<u>.</u>
TEQUALS:			•
Percentage of students reaching the desired	. , , ,	`,	
performance level.	78 %	·· <u>7</u>	
Name, Form and Level of the Test	TTBS ,Level ,H I	'orms 5 & 6	,

ERIC

 $^{\prime}$ 185

PART B-1 (continued)

3. Narrative summary:

- A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.
- B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

c.	Check here		if your	district	îs p	reparing	a more	detailed
	evaluation r	eport.	Expect	ed filing	date	· • ·		<u> </u>

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

Objective 1.1: ACHIEVED

DIRECT TITLE I - READENG ST. MARY'S HIGH SCHOOL LOWA TEST OF MASIC SKILLS;

PART B-2: MEASUREMENT OF OBJECTIVES

	_	
1,		rrespond with Project, Objective Number 1.1
2.	CHECK ONE: (Use	a separate page for each different type of measure.)
	() Other (Spe	and the same
3.	CHECK ONE: (Use	a separate page for Public School and Non-Public School
ł	Stu	dents.)
	Publi	c School Students . N & D Students
_	Non-P	ublic School Students State N & D Students
	· ·	
4a.	,	NAME FORK DATE GIVEN
, "	*PreTest TOWA TE	ST OF BASIC SKILLS 5 .9/74
	PostTost TOMA TE	em or bacto syttic ' 6 = 17e
	TOSCIESC TOWN IL	ST OF BASIC SKILLS 6. 5/75
•	GRADE LEVEL: Designate one grade level in the box below	*PRETEST RESULTS POSTTEST RESULTS Record data OMLY for those students who took pretest AND posttest.
,		**Grade Stanine . **Grade Stanine .
) · · · ·	Hean 6.07 Fquiv
۱.		Mean 6.07
		Median 6.12 7.33
•	GRADE	
	LEVEL 9	Range of Scores 5.1 to 6.9 5.1 to 8.4
	Number of	Scores 3.1 to 0.9
	Number of Students for	
	whom there is	GAIN PostTest Mean Grade Equiv** 7.08
•	a pretest score	· — — —
	and a posttest	or , (-) Pretest Mean Grade Equiv** 6.07
	score 9	LOSS Gain (+) or Loss (-) (+) 1.01
1		<u> </u>

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

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

TOWA TEST OF MASIC SKILLS - READING COMPREHENSION

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

NOTE: See Directions on Reverse

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

	- 		•	<u>.</u> *.	1											
	E :	(Reported in Grade Equivalent Months E E											TOȚAL STUDENTS			
		V E L S	< 0 Nonths		.0 to		.9 Month		1.0 to		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest	
j		ļ	_ и	% /	N	%	Ń	3	R	· 🗐,	N	. %	N	% -	Scores	
أ	1	-	·	do ko styde	T FILL	IX TH		DON. S PART I	SEA WIL R-2 FOR	L, CO:	PILE D	TA FO	₹Ţ,RS	T GRAD	E .	
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	8															
,	9	• •\\ •/	1	11%	1	11 ₇	0	0 %	2	22%	3	34%	2	22%	9	
	10	$\sqrt{\ }$						-			4.			• ,		
,]	ļ1						1									
	/12	2 .			·							.4				
					,									_	GRAND TOTAL	
	ror	[XI.]	J	11 ;	1	11%	0	07	2	22 7	3 .	34%	. 2	<u>227</u>	9 .	

INDIRECT TUTLE I - READING ST NARY'S HIGH SCHOOL LOWA TEST OF EASIC SKILLS

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

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

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

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

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

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

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

,	, in the second	<u> </u>	
	MEASURE 1 MEA	SURE 2	MEASURE 3
No. of pretest/posttest 's students reaching the		•	
desired performance level.	69	ير < `	<u>/</u>
DIVIDED BY:	·		
Total No. of pretest/	•	/ · ·	
posttest students in the project	146	· ·	
EQUALS: 5		a racer	· · · · · · · · · · · · · · · · · · ·
Percentage of students		•	
reaching the desired performance level.	47 78	<u> </u>	<u></u>
Name, Form and Level		• .	/
of the Test	ITES - Reading Compr	<u>ehensio</u> n, F <u>y</u>	rm 5 & 6
	Level '11 "	′ -	

PART B-1 (continued)

_	•	
•	NT (- 4 1 - 4	
3.	Nattarium	SIIMMIN TO T
J.	Narrative	STHERMALL !

- A. Briefly summarize the results obtained for this project objective.

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

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

Objective 1.1: NOT ACHIEVED

PART B-2: MEASURITIENT OF OBJECTIVES

17		respond with Project Objective Number 1.1								
?.	UNECK ONE: (Use a separate page for each different type of measure.)									
3	(X) Standardized Achievement Test () Informal Reading Inventory () Standardized Diagnostic Test () Criterion Referenced Measure () Other (Specify)									
3.	CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)									
	Public	School Students . N & D Students								
	Non-Pu	blic School Students State N & D Students								
	·									
4a.		NAME FORM DATE GIVEN								
	*PreTest IOWA TES	T OF TASIC SKILLS - READING 6 9/74								
	PostTest TOWA TE	ST OF MASIC SKILLS - READING 5 5/75								
	GRADE LEVEL: Designate one grade level in the Box below	*PRETEST RESULTS POSTTEST RESULTS Record data ONLY for those students , who took pretest AND posttest.								
		**Grade Stanine **Grade Stanine Equiv Equiv Hean 7-47 8.02								
	GRADE LEVEL 9 Number of	Melian 7.55 8.12 Range of 3.7 to 9.9								
	Students for whom there is GAIN PostTest Mean Grade Equiv** 8.02 a pretest score and a posttest or (-) Pretest Mean Grade Equiv**. 7.47									
	146	LOSS Gain (+) or Loss (-) (+) .55								

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

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

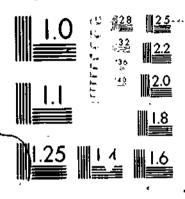
INDTRECT TITLE I - READING SI, MARY'S HIGH SCHOOL HOMA TEST OF BASIC SKILLS .

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

NOTE: See Directions on Reverse

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

.1		•				•	 ,				'-			- 3 .
	G ·		STUDM	YA 'ST"	erage	HONTH	y gair	PERM) IITKO	IN THE	PROJEC	T	··	TOTAL
	D L E E			(1	epor te	d'in (rade F	Equival	en t Mo tha)	onths				STUDENTS
	E L S	< 0 F	ionthe	.0 i	1		to Youth	1.0 1.4 M	-1	1.5 1.9 N	,	2.0 Mon	re 🗼	With Protest and Posttest
	<u>, , , , , , , , , , , , , , , , , , , </u>	<u> N</u>	y	Ŋ	1,2	N	%	<u> </u>	. %	N.	_ %	и	. %.	Scores
]	1	-	DO KO	T FILL	12 TH 21 CO22	IS COL	PART I	SEA WIL B-2 FOR	L CO::	PILE D	TA FO	R FIRS	Ý GRAD	E :
	-2-		*									. ; <u>/</u>		
	3	!	-											
	4	•										,		
•	5		•				• ,		,				-	
	6				,		F		-					·
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	8	!	<u>.</u>		٠,		. '	, - , s		,	,		- 	/
	9,	29	21%	24	16,	24	167	20	14%	24	<u> 167</u>	_25	<u>127</u>	146
į	10	. 1			, , , , , , , , , , , , , , , , , , ,		1 .	,	,			:		
	.11	i												
	.12						1 1	,	. "	į		,		
ا ا ^{حم}	TOTAL	. 29	21%	24	16%	24	16%	20	14%	24	16%	25	1.77	TOTAL



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

IMPORTANT NOTE: Reproduce this page in order for each grouping listed below			
INSTRUCTIONAL AREA: Continuing Education C	enter		
(i.e., Read	ing, Mathemátics, E.	S.L., etc.) .	, ,
Check ONE of the following to indicate the gro	ouping reported on t	his page:	
X Regular Term Public School Students	Regular Term Non	-Public School	Students
	Summer Term Non-	Public School	Student >
PART D: PROJECT COSTS		• • •	
1. Total funds expended in the project for above in this instructional area: 1	or the group checked	\$148,374.	00
 Estimates as of June 15, 1975 Total per-pupil expenditure for this instructional area: 	group in this	\$ 738 .	18
EUDETAARALINE GIEG.	. 1	_ 	

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

<u> </u>	·	<u> </u>	
Type of Personnel	Total Personnel	.FIE	Total Salaries
Teaching Pre-Kindergarten		† • †	
Teaching Kinderzarten	,		
Teaching Elementary		1	
Teaching Secondary	6.0	6.0	61.721
Teaching - Hdcp. cnly			<u> </u>
Teacher Aide - Elem	1 .	1	
Teacher Aide - Secondary		,	*
Supervision	3.0 .	1.80	4,312
Direction & Mame. (Admin.)			
Counseling	2.0	1 2.0	23.265
Psychologist & Testing	1.0	0.12	2,826
Clerical (Title I only)	6.0	2 38	12,770
Social Work Community Aidé	1.0	0.5	2.000
Attendance 🛷			
Other:	T ,		
	2.0	1.12	8.916
TOTAL NUMBER OF ASSIGNMENTS,			
FTE AND SALARIES	21	13.92	\$115,810

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

	to complete a separate PART D PART E for each Instructional Area in your project.
INSTRUCTIONAL AREA: English/Wricing	
(i.e., Reading	ng, Nathematics, E.S.L., etc.)
Check ONE of the following to indicate the ground	ping reported on this page:
X Regular Term Public School Students	Regular Term Non-Public School Students
Summer Term Public School Students	Summer Term Non-Public School Students
PART D: PROJECT COSTS 7,	
1. Total funds expended in the project for above in this instructional area: 1	r the group checked \$62,679.00
Estimates as of June 15, 1975 2. Total per-pupil expenditure for this grant instructional area:	roup in this \$78.55*
	*Direct and Indirect **Direct Only
PART É: 'NUMBER AND CLASSIFICATION OF PERSONNI INSTRUCTIONAL AREA *	EL EMPLOYED WITH TITLE I FUNDS FOR THIS

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindernarten			
Teaching Kindersarten		1	
Teaching Elementary			•
Teaching Secondary	4.0	2.14	121,948
Teaching - Hdco. only	1		
Tcacher Aide - Elem.		1	
Teacher Aide - Secondary	2.0	2.0	7,768
Supervision	1 1.0	.14	3.430
Direction & Mont. (Admin.)	L.		
Counseling]	
Psychologist & Testing	1.0	.13	2,826
Clerical (Title I only)	6.0	2.28	10.799
Social, Work Community Aide	. 2.0	67	2,700
At endance			
Other:	1.0	.12	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	17	7.48	\$50,174

^{*} If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.



IMPORTANT NOTE:					
	for each group;	ng listed belo	w for each Ins	tructional\Area	in your project.
				\	,

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

X Regular Term Public School Students

Regular Term Non-Public School Students

Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked

above in this instructional area: 1

LESTIMATES as of June 15, 1975

Total funds expended in the project for the group checked

\$81,037.00

\$55.85*.

2. Total per-pupil expenditure for this group in this finstructional area:

Mathematics &

INSTRUCTIONAL AREA:

\$516.16** Direct and Indire

*Direct and Indirect **Direct Only

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

. Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching (Pre-Kindergarten	1		Th.
Teaching Kinderzarten .			
Teaching Elementary			`\
Teaching Secondary	6.0	2.54	31,347
Teaching - Hdop. only			`
Teacher Aide - Elem.	1		i
Teacher Aide - Secondary	1 2.0	2.0	1 7.768
Supervision	1 . 1.0.	0.7	3.248
Direction & Mant. (Admin.)			
Counseling		<u> </u>	· \
Psycholorist & Testing	1.0	.13	2,827
Clerical (Title I only)	6.0	2.28	10,799 —
Social Work Community Aide	2.0	.67	2,700
Attendance'			*
\Other:			
· · · · · · · · · · · · · · · · · · ·	1.0	.13	703
\			- 1
TOTAL NUMBER OF ASSIGNMENTS,		1 "	
FTE AND SALARIES	19	8.45	\$59,392

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



IMPORTANT NOTE: Reproduce this page in order for each grouping listed h		
INSTRUCTIONAL AREA: Reading		
. (i.e., Ro	eading, Mathematics, E	.S.L., etc.)
Check ONE of the following to indicate the	grouping reported on	this page:
. X Regular Term Public School Students	Regular Term No	n-Public School Students
Summer Term Public School Students	Summer Term Non-	-Public School Students
	The second second second	
PART D. PROJECT COSTS	· · · · · · · · · · · · · · · · · · ·	
 Total funds expended in the project above in this instructional area: 1 		d \$287,125.00
Estimates as of June 15, 1975		\$152.16*
2. Total per-pupil expenditure for this instructional area:	ls group in this	\$632.43**
• <u></u>	•	*Direct and Indirect **Direct Only
PART E: NUMBER AND CLASSIFICATION OF PERS	SONNEL EMPLOYED WITH T	ITLE I FUNDS FOR THIS
- INSTRUCTIONAL AREA *	*	1

	, , , , , , , , , , , , , , , , , , , 	<u>.</u>
Total Personnel	FIE	Total Salaries
1		
		*
<u> </u>		•
18.0	17.54	172_508
1	1/	
<u> </u>		
4.0	4.0	13.724 •
1.0	-0.05	3,898
	·	· · · · · · · · · · · · · · · · · · ·
	1.	
1.0_	.13	2,827
- 12.0	4.52	26,374
4.0	2.67	9.248
	_ · _]	P 34.
1.0	.13	703
ļ. <i>'</i>	1	
41	29.04	\$ 22 9,282
	18.0 18.0 1.0 1.0 1.0	Personnel FTE 18.0 17.54 4.0 4.0 4.0 -0.05 1.0 .13 12.0 4.52 4.0 2.67

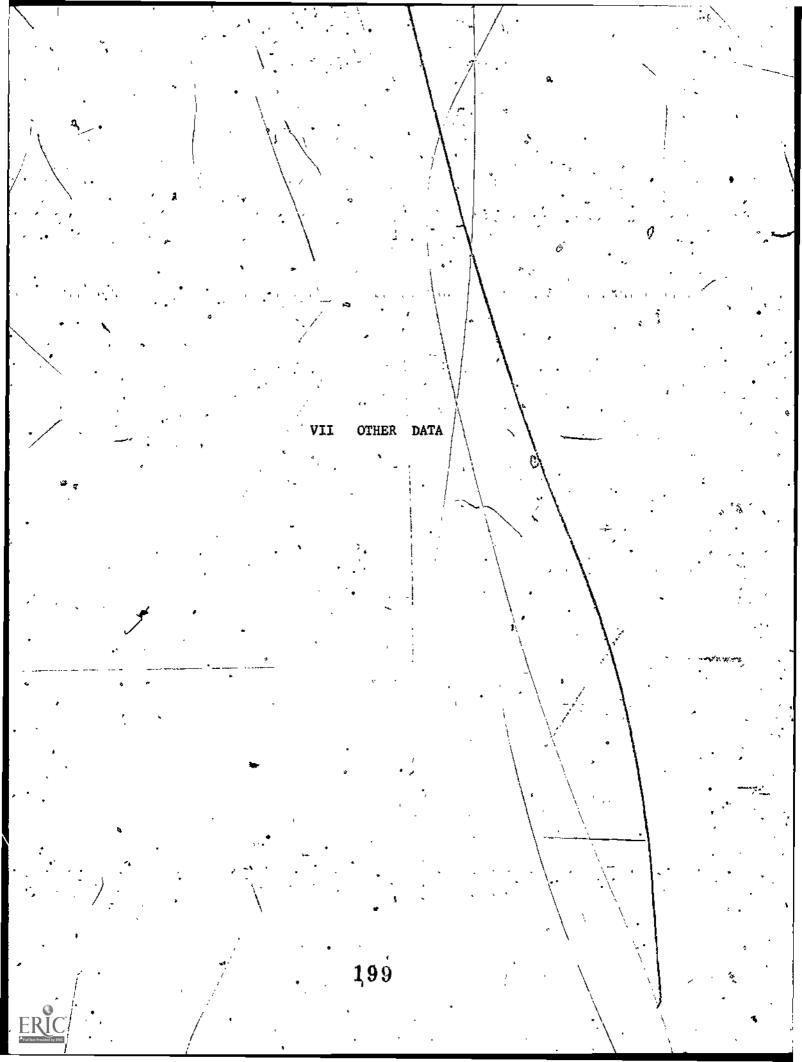
^{*} If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.



IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D PART E for each grouping listed below for each Instructional Area in your projections.
INSTRUCTIONAL AREA: Reading (St. Mary's)
(i.e., Reading, Mathematics, E.S.L., etc.)
Check ONE of the following to indicate the grouping reported on this page:
Regular Term Public School Students X Regular Term Non-Public School Students
Summer Term Public School StudentsSummer Term Non-Public School Students
and the first of the second of the contract of the second
PART D: PROJECT COSTS
1. Total funds expended in the project for the group checked above in this instructional area: 1 \$5,918.00 \$\div \tag{\$5,918.00}\$\$
LEstimates as of June 15, 1975 \ \$40.53*
2. Total per-pupil expenditure for this group in this \$538.00**
*Direct and Indirect **Direct Only
PART. E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS
INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	- FTE	Total Salaries
Teaching Are-Kindergarten			•
Teaching Kindergarten			4
Teaching Elementary			
Teaching Secondary	1.0	.04	4,441
Teaching - Edop. only	<u> </u>		, ,
Teacher Aide + Elen.		1	
Teacher Aide - Secondary .	<u> </u>		·
Supervision (1)		,	
Direction & Memt. (Admin.)		1	
Counseling]]	
Psychologist & Testing	,	· ·	
Clerical (Title I only)		1	
Social Work	7	1	
Attendance			
Other:	7		*
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		*	~
TOTAL NUMBER OF ASSIGNMENTS, FIE AND SALARIES	1.0	. 04·	\$4,441 :

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



PART F: NEEDS ASSESSMENT FOR EDUCATIONALLY DEPRIVED PUPILS

Check (X) in the appropriate space(s) to indicate how needs were determined.

1:	Teacher recommendation	- 1.	<u> </u>
2.	Counselor recommendation	2.	<u> </u>
3.	Health officer recommendation	3	, <u> </u>
4.	Social worker recommendation	4.	X
5.	Librarian recommendation	5.	
٠6.	Administrative survey	6.	X
7.	Standardized Test results	7.	X_ <u>``</u>
8.	Conference with parent	8.	<u>X </u>
ົ 9.	Advisory Council member recommendation	9.	<u> </u>
10.	Other (specify) Criterion-referenced test 7	\cdot 10.	<u> </u>
	results & Title I students		

PART G: PARENT ADVISORY COUNCIL PARTICIPATION IN THE TITLE I PROJECT

11.	Number of PAC	meetings held.	Regular Term	27	Summer_	**
٠	95	•		_	_	_
12	Assamaga' numbas	at antenta	•			•

2. Average number of parents attending each meeting. Regular Term 9.3 Summer

PART H: PARENT ADVISORY COUNCIL INVOLVEMENT IN THE TITLE I PROJECT

Check (X) in the appropriate space(s) to indicate Parent participation.

13.	Assisted in determining needs	13.	- X
14.	Assisted in planning the Title I Project	14.	<u> </u>
15.	Individual conferences on needs, procedures	15.	X
16.	Group meeting about Title I activities	16.	X
17.	Group meetings to explain how parents could	.]	
	help	´1 7 .	X*
18.	Parental visits to Title I activities	18.	X
19.	Home visits by Title I personnel to explain	/	
	Title I activities and how parents could help	19.	X .
20.	Nurse conferences with parents concerning		
	health problems of Title I children	20.	_ X
\21.	Little or no participation	21.	
	•		· – —

PART I:	DISSEN	MNATION	TECHNIQUES

Check (X) in the appropriate space(s) to show techniqes(s) used and enclose samples, if appropriate.

	* \ 1	
22.	Members of Advisory Council	* 22. X
23,	Local reports.	23. X
24.	Newspaper Releases	24.
25.	Pictures \	25. X
26.	Presentation to local instructional staff	26 X
27.	Presentation to social or civic community	· · · · · · · · · · · · · · · · · · ·
•	groups	27.
28.	Publication in professional journal	, 28,
29.	Radio presentations	29.
30∵	Tapes	30. X
31.	Television presentations	.31.

PART J: USE OF AIDES

_		_		_ `.			_			
I:	Number	Ο£	aides	employed	with	Title	1	tunds	, >	1.8

2. Please describe in a short statement your program of teacher - teacher aide in-service training.

	All teachers and teacher aides are given a half-day in-service .'
`	- 7
	session at the beginning of the school year. Additional in-service
-	
	training is provided by the Title I coordinators at each site.
_	-

4. Please attach any material you might have to further explain your teacher - teacher aide in-service.

PAR"	F K: IDENTIFYING TITLE I PROBLEM AREAS	l		' E		*	
• .		1	ra l	Problem	E	,	l
٠,	Rate each of the items below by checking columns according to the extent they posed a problem in	j	Problem	Į.	roblem		Į
~'	the operation of your project from "major" to		Ġ	L	6	Problem	Ĺ
. +	"no", problem.	. [Fr	Moderate	P. P.	, , , ₆ 1	l
,	no probation	' ₩ '		ra	/ H.	ိုး	l.
	· · LOCAL LEVEL PROBLEMS .	- 1	Major	ğ	Minor		
	MONTH HAVING KNOWLERN		Ma	\	Mi	Š	ı
32.	Negative reaction in the community to		,	·			١.
		32.		1 · ·		X.	
33.		33.	ı	~~	,	X 6	1
34.,		34.			χ″	 -	1
35.		35. j	Į.		•	· X	1
36.		36. "j				_X	1
37.		37.		,	' X.		1
38.	Lack of school facilities or space for	·]	, ,	4	,	•	1
		38. J				Х]
39.	Shortage of administrative staff to plan and .].
•		39 . " [_ ,	X		• ,	1
40.	Difficulty in providing In-service training				i !		l
		40.			✓ X		1
41.	244:	41.			Χ.	•	1
42,		42.	•	ļ.,,		Х	1
43,	List and rate any other problems below	. [İ	. '		
	Lack of evaluation support to properly	- /	,			١ ′،	ł
٠.	. complete even basic forms - Minor '	., I	· ·		X	, ,	
	· Problem ^	43.		!	_ ^	•	1
	AMARIA TRIPT TRANSTITIO	٠	,		•	*	
	STATE LEVEL PROBLEMS		,		•		
44.	Limitations imposed by Federal and	1	-	1	1 1		7
44,	State regulations and guidelines	44.			x •		İ
45.	5	45.			X) sī	_	1
46.	Delay between submission and approval	~~ }	• -		1 11		1
	of projective .	46.		X -			1
47.	Delay in allocation announcement	47.			Х		1
48.	Poor fiscal accounting procedures	48.				X	1
49,		49, [•	,	Х		Ī
50.	Inadequate assistance from Title I	١.		,			1
- • •		50.		11-	•v	Х	
51.	Delay in financial payments, bý	Ī	• /				1
•		51.		,	X]
. 52.	Inadequate planning time] بر52	/ .			_ X .	Ì
53.	Inadequate monitoring by Title I			I ,	1		Ŀ.
	staff	53.			<u> · </u>	X	1
54.	List and rate any other problems below .];			}	y³.	1
	6	_ , }		′ ·			۱.
•	6	_	• •		[•	. X	
		54. }		i .	ı • i	i	

*Due to a reduction in state level staff from 7 to 4, Title I proposals have not been processed effectively.



VII SUMMARY, CONCLUSIONS,

and RECOMMENDATIONS

SUMMARY

Compensatory education as provided by ESEA Title I funds has assisted 3,171 students during the 1974-75 school year in becoming more proficient in the basic skills of Reading, English Ariting and Mathematics. Supplementary funds for learning experiences specifically designed to alleviate deficiences in these areas have been provided. Without this assistance, it is likely that many of the target students would have either failed to make these gains, or would have dropped out of school.

Gains were accomplished in every subject area at each target site. The objective of having 50% of the students gain one month in academic achievement for each month in the program was achieved in most cases. Students who received direct Title I assistance generally made as much progress as students who received indirect Title I assistance. These results were observed even though the direct Title I students pretest scores indicate that they had achieved less in their past experiences than the indirect Title I students.

CONCLUSION

It was necessary for students to have at least "average" gains in order to meet the objectives contained in the 1974-75 Title I proposal. This is a commendable effort in that the target students historically only gained one-half month to two-thirds of a month for each month in school. In other words, it appears that students who participated in the Title I programs had greater achievement gains then would have been expected without any supplementary assistance. This evaluation did not provide data to obtain an assessment of the degree to which the Title I assistance contributed to the student gains.

Although most all programs were highly successful in terms of student achievement gains, the Continuing Education Center staff is to be commended for the retention rate of students attending the Continuing Education Center. Approximately 85% of the students enrolling completed the semester. Thus, for these students a dropout rate near 100% was reduced to about 15%.

It is hoped that the instructional, management, and evaluation components of the Title I programs will continue to be modified and improved to provide maximum benefits to those students in need of compensatory education programs.

RECOM LEMBATIONS

The following recommendations are made relative to the Phoenix Union High School System's continued effort to provide an effective educational program for Title I target students:

- 1. Consideration should be given to selecting students with tests other than the tests used for evaluating student progress. Using the same tests introduces the problem of regression toward the mean. This implies that part of the students' change in scores from pre to post-testing is attributable to this regression and not to learning. The possibility of using 8th grade criterion-referenced tests for this purpose should be investigated.
- 2. Levels of the standardized tests should be used which avoid ceiling effects. The reported gains for Social Studies and Science at the Continuing Education Center may be lower than the actual gains since some students scored nearly perfect on the pretest and were posttested with the same level of the test.
- 3. In its present form, this report is probably not of maximal value to the teachers and administrators of the schools involved in the Title I programs. With additional evaluation support more "usable" reports could be provided.

There is a need to develop an information-based evaluation approach. An information-based approach identifies the information which teachers, administrators, parents, or others would like to receive; sets priorities for the data or questions to be answered; and provides decision-makers with the requested information.

- 4. To minimize interference with end of the year activities, it is recommended that the posttesting be completed and results be reported early in May. This will allow teachers more time in May to complete other teaching goals.
- 5. Since the students involved in the Title I project are all basically at the same functional level, it is suggested that the SEA reconsider the value of reporting data by grade levels within high school projects.
- 6. The smallest gains were made by students at Phoenix Union High School. The 1974-75 Title I Needs Assessment showed that students who attend and will attend Phoenix Union passed fewer areas on the MERPA than any other District school. Due to the lower starting point of these students, it is not surprising that they made the least gains. Alternative kinds of help are needed for students at Phoenix Union High School.
- 7. It is recommended that a report on the outstanding program at the Continuing Education Center be developed and disseminated to the public and professional communities.

