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ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I- funded projects in Vermont are contained in this report. Information is provided for the following areas: participation of public and private school children in each program component and for each grade level (preschool-grade 12); per pupil costs; full and part-time personnel paid with Title I funds and other sources; volunteer participation; composition, involvement, and recruitment of Parent Advisory Councils; and council activities. Standardized and criterion- referenced test results showed that over 50% of all students who participated in Title I reading programs made appreciable gains during the 1974-75 school year. For mathematics, 48% of all participants achieved gains of at least 1.1 months in grade equivalent scores. Approximately 48% of all students who participated in speech programs were permanently dismissed. This meant, in most cases, that the problem area(s) was corrected. Measures of student performance for those districts using the Prescriptive Reading Inventory, a criterion-referenced reading program, are reported separately in the appendix. (Author/AM)

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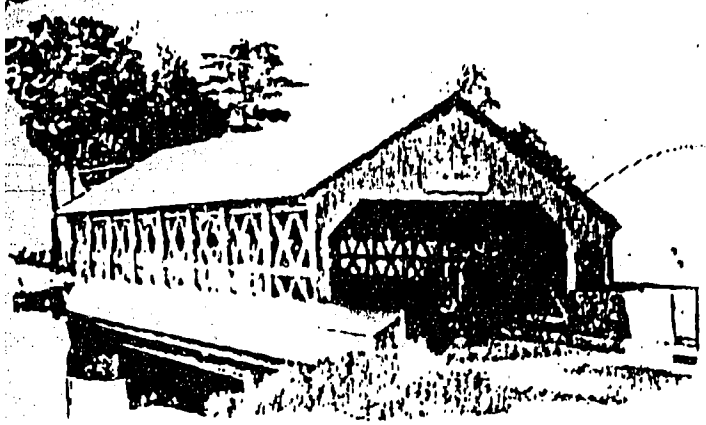

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# VERMONT

## ESEA
## TITLE I

Education for the Disadvantaged

U.S. DEPARTMENT OF HEALTH,
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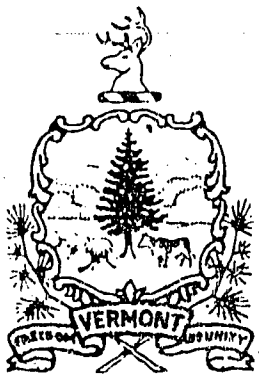


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# ELEMENTARY AND SECONDARY EDUCATION ACT

# TITLE I - P.L. 89-10

# IN THE STATE OF VERMONT

## ANNUAL REPORT 1974 - 1975


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# I. DESCRIPTION OF REPORT

The information contained in this report is primarily a summary of data included in evaluation reports submitted to the State Title I office by each local educational agency receiving ESEA Title I, P.L. 89-10, funds. These district reports are submitted on evaluation forms designed by the State Title I office and consist of three parts.

Part I is a summary of the total supervisory district Title I program and is prepared by the Title I contact person. This section requests information concerning the participation of public and private school children in each program component as well as on each grade level (preschool - grade 12); per pupil costs; full and part-time personnel paid with Title I funds and other sources; volunteer participation; composition, involvement, and recruitment of Parent Advisory Councils as well as an estimated cost of council activities; Part C Special Grants; estimated cost of in-service education; conclusions and recommendations.

Part II provides information on each project and is prepared by Title I teachers and specialists. A separate report is prepared for each project (reading, math, learning disabilities, speech, health services, counseling) and includes data concerning student participation, achievement of program objectives, standardized test results, in-service education, conclusions and recommendations.

Part III reports on projects which serve preschool children. This section, a slightly modified version of Part II, is completed by preschool project staff members.

2.

A total of 54 supervisory districts submitted reports evaluating their FY75 programs. Corresponding figures for individual projects are as follows: learning disabilities - 22; remedial math - 11; remedial reading - 46; speech - 23; health services - 20; counseling - 16; early childhood education - 20. In addition, eight reports were submitted evaluating individual projects in the areas of: physical education, Big Brother-Big Sister program, library, and psychological services, summer programs, bilingual education, and language development.

As mentioned previously, this report will summarize the individual district and project evaluations submitted to the State Title I office as well as point out statewide trends and offer explanatory information as appropriate. Data will be reported separately for Part A 89-10 ESEA Title I programs and for Part B Incentive Grants, followed by a summary incorporating both sets of data.

## II. TITLE I OVERVIEW

Title I of the Elementary and Secondary Education Act has brought into Vermont schools over 24 million dollars in essential educational and supportive services to children with special needs during the last ten years (See Table 1).

These funds - as this report shows - were used annually to make available to nearly 17,000 Vermont children at the elementary level an educational opportunity whose goal was to master the basic educational skills particularly in school districts with limited resources.

Local administrators have increased their commitment to providing quality services for the disadvantaged. However, as the size and scope of the program grows, the need for developing a comprehensive compensatory educational philosophy and an improved delivery of educational services become increasingly more critical.

The State Title I staff pledges to review its interests and efforts at working with local school administrators and parents of Title I children to help every Title I child improve in educational achievement so that he/she can perform in the classroom on a level commensurate with his/her peers.

# ESEA TITLE I ALLOCATION COMPARISON ADMINISTRATION TO LOCAL GRANT

1966 - 1975

| | PART A | PART B | PART C | HANDICAPPED | LEA TRANSFER | ELEMENT | ADULT CORR. | MIGRANT | TOTAL | ADM. GRANT | ADM. GRANT TO TOTAL | SEA VERSUS TITLE I STAFF | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | PROF. STAFF | INTERN | SUPP. STAFF |
| 1966 | 1,750,400 | - 0 - | - 0 - | 66,615 | - 0 - | 6,964 | - 0 - | - 0 - | 1,823,979 | 75,000 | 4.1% | 5 | - 0 - | 3 |
| 1967 | 1,484,141 | - 0 - | - 0 - | 96,528 | - 0 - | 8,663 | | | 1,589,962 | 75,000 | 4.7 | 5 | - 0 - | 3 |
| 1968 | 1,484,141 | - 0 - | - 0 - | 230,316 | - 0 - | 39,7[illegible] | | - 0 - | 1,[illegible] | 150,000 | [illegible] | 5 | - 0 - | 3 |
| 1969 | 1,372,006 | - 0 - | - 0 - | 211,359 | - 0 - | 45,535 | - 0 - | 3,566 | 1,632,466 | 150,000 | 9.2% | 5 | - 0 - | 3 |
| 1970 | 1,655,592 | - 0 - | - 0 - | 287,050 | - 0 - | 61,270 | | 4,235 | 2,008,147 | 150,000 | 7.5% | 5.3 | - 0 - | 3.3 |
| 1971 | 1,738,933 | 58,099 | 6,824 | 293,368 | - 0 - | 66,752 | - 0 - | 4,792 | 2,168,768 | 150,000 | 6.9% | 5 | - 0 - | 3 |
| 1972 | 2,114,715 | 111,029 | 11,893 | 287,873 | - 0 - | 62,881 | - 0 - | 5,205 | 2,593,597 | 150,000 | 5.8% | 4.25 | - 0 - | 3 |
| 1973 | 2,343,361 | 275,662 | 41,572 | 650,528 | - 0 - | 77,819 | 13,758 | 6,019 | 3,418,719 | 139,534* | 4.1% | 5.25 | 1 | 2.5 |
| 1974 | 2,093,957 | 366,412 | 29,070 | 733,535 | - 0 - | 63,443 | 4,168 | 16,326 | 3,306,911 | 142,198* | 4.3% | 4.5 | 1 | 3 |
| 1975 | 2,793,655 | 366,674 | 25,186 | 732,043 | 9,722 | 63,443 | 4,168 | 20,732 | 4,015,623 | 142,993* | 3.6% | 5.5 | 1 | 4 |

*Administrative Grant adjusted downward to reflect amount diverted to Indirect Cost

## III. STUDENT PARTICIPATION

School districts were requested to provide information concerning student participation in several different ways: by program component; by grade level; and by statistical summaries of participation, graduation from program, and need for continued help. Each of these three types of information will be discussed separately.

A. Student Participation by Program Component

Within each program component, student involvement was broken down by public and private school participation. It should be noted, however, that these numbers represent a duplicate count, since a single child may have been receiving several different kinds of services at one time. Figures representing the total amount of Title I funds expended as well as per pupil cost were also reported for each program component. Summaries of this information appear in Tables 2, 3, and 4. As can be seen by these tables, the majority of services were provided to public school children by Part A grants.

By looking more closely at the summary of Part A grants (Table 2), it can be seen that the majority of children were involved in remedial reading programs, followed by health services. Health services included such things as home contacts and referrals to other agencies. The other category under program components represents physical education, summer, and Big Brother-Big Sister programs as well as library and mental health services. Overall, a total of 15,772 children participated in Part A programs at an average per pupil cost of $125.62. With respect to per pupil costs associated with speech programs, it should be mentioned that these figures are lower in all cases than the actual cost of providing these services since Title I funds are typically matched by State and/or local dollars.

The summary of Part B grants which appears in Table 3, shows the largest number of students who participated in remedial reading and early childhood programs. Three programs were included in the other category: summer, bilingual, and language development. Overall, a total of 1,518 children participated in Part B programs at an average per pupil cost of $234.77.

Table 4 presents a summary of Part A and B programs. A duplicated count of 17,290 chil[illegible] ser[illegible] at an overall average per pupil cost of $135.20.

Table 2

SUMMARY OF PARTICIPATION AND COST BY PROGRAM COMPONENT

Part A Grants

| PROGRAM COMPONENTS | PARTICIPANTS | | TITLE I FUNDS EXPENDED | PER PUPIL COST |
|---|---|---|---|---|
| | Public School | Private School | | |
| Counseling | 1,248 | 54 | $ 148,859 | $ 114.33 |
| Early Childhood Ed. | 80 | - 0 - | 35,091.17 | 438.64 |
| Health Services | 2,852 | 13 | 131,827.80 | 46.01 |
| Learning Disabilities | 1,220 | 6 | 203,731.69 | 166.18 |
| Remedial Math | 524 | 35 | 78,847.00 | 141.05 |
| Remedial Reading | 6,142 | 376 | 1,120,581.52 | 171.92 |
| Speech | 2,[illegible]05 | 139 | 244,970.00 | 86.43 |
| Other | [illegible]88 | - 0 - | 17,332.00 | 44.67 |
| TOTAL | 15,149 | 623 | $ 1,981,240.18 | 125.62 |

Table 3

SUMMARY OF PARTICIPATION AND COST BY PROGRAM COMPONENT

Part B Grants

| PROGRAM COMPONENTS | PARTICIPANTS | | TITLE I FUNDS EXPENDED | PER PUPIL COST |
|---|---|---|---|---|
| | Public School | Private School | | |
| Counseling | 125 | - 0 - | $ 30,960.00 | $ 247.68 |
| Early Childhood | 475 | - 0 - | 143,635.31 | 302.39 |
| Health Services | - 0 - | - 0 - | - 0 - | - 0 - |
| Learning Disabilities | - 0 - | - 0 - | - 0 - | - 0 - |
| Remedial Math | 189 | - 0 - | 37,750.00 | 199.74 |
| Remedial Reading | 485 | - 0 - | 70,514.00 | 145.38 |
| Speech | 52 | - 0 - | 9,533.20 | 183.33 |
| Other | 191 | 1 | 63,995.41 | 333.30 |
| TOTAL | 1,517 | 1 | $ 356,387.92 | $ 234.77 |

Table 4

SUMMARY OF PARTICIPATION AND COST BY PROGRAM COMPONENT

Part A & B Grants

| PROGRAM COMPONENTS | PARTICIPANTS | | TITLE I FUNDS EXPENDED | PER PUPIL COST |
|---|---|---|---|---|
| | Public School | Private School | | |
| Counseling | 1,373 | 54 | $ 179,819 | $ 126.01 |
| Early Childhood Ed. | 555 | - 0 - | 178,726.48 | 322.02 |
| Health Services | 2,852 | 3 | 131,827.80 | 46.01 |
| Learning Disabilities | 1,220 | 6 | 203,731.69 | 166.18 |
| Remedial Math | 713 | 35 | 116,597.00 | 155.88 |
| Remedial Reading | 6,627 | 175 | 1,191,095.52 | 170.04 |
| Speech | 2,747 | 139 | 254,503.20 | 36.33 |
| Other | 579 | 1 | 81,327.41 | 140.21 |
| TOTAL | 16,666 | 624 | $ 2,337,628.10 | $ 135.20 |

B. Program Enrollment by Grade Level

Each local school district was asked to provide an unduplicated count of public and private school children who participated in Part A and Part B programs on each grade level. Only those pupils who received prolonged services, defined as more than five days, were to be included. As mentioned previously, each student was to be counted only once regardless of the number of services he/she received under Title I.

Table 5 presents a breakdown of program enrollment in Part A programs, Table 6 in Part B programs, and Table 7 a combined total. As can be seen, by examining these three tables, the large majority of children served fell within grade levels - preschool through sixth grade. Within Part B programs, percentages of children served at each grade level varied somewhat due to state determined priorities or compensatory early childhood education and high school drop-out programs.

Table 5

PROGRAM ENROLLMENT BY GRADE LEVEL

Part A Programs

- Unduplicated Count -

| Grade Level | Number of Participants | | | % of All Participants |
|---|---|---|---|---|
| | Public School | Private School | Total | |
| Preschool-K | 930 | 14 | 944 | 8.21% |
| 1 - 3 | 4,826 | 255 | 5,081 | 44.20% |
| 4 - 6 | 3,593 | 205 | 3,798 | 33.04% |
| 7 - 9 | 1,390 | 36 | 1,426 | 12.40% |
| 10 -12 | 56 | 15 | 71 | .62% |
| Special Ed. | 173 | 3 | 176 | 1.53% |
| TOTAL | 10,968 | 528 | 11,496 | 100% |

Table 6

PROGRAM ENROLLMENT BY GRADE LEVEL

Part B Programs

- Unduplicated Count -

| Grade Level | Number of Participants | | | % of All Participants |
|---|---|---|---|---|
| | Public School | Private School | Total | |
| Preschool-K | 422 | 0 | 422 | 36.04% |
| 1 - 3 | 251 | 0 | 251 | 21.43% |
| 4 - 6 | 122 | 2 | 124 | 10.59% |
| 7 - 9 | 300 | 0 | 300 | 25.62% |
| 10 -12 | 73 | 0 | 73 | 6.23% |
| Special Ed. | 1 | 0 | 1 | .09% |
| TOTAL | 1,169 | 2 | 1,171 | 100% |

Table 7

PROGRAM ENROLLMENT BY GRADE LEVEL

Part A and B Programs

- Unduplicated Count -

| Grade Level | Number of Participants | | | % of All Participants |
|---|---|---|---|---|
| | Public School | Private School | Total | |
| Preschool-K | 1,352 | 14 | 1,366 | 10.78% |
| 1 - 3 | 5,077 | 255 | 5,332 | 42.09% |
| 4 - 6 | 3,715 | 207 | 3,922 | 30.96% |
| 7 - 9 | 1,690 | 36 | 1,726 | 13.63% |
| 10 -12 | 129 | 15 | 144 | 1.14% |
| Special Ed. | 174 | 3 | 177 | 1.40% |
| TOTAL | 12,137 | 530 | 12,667 | 100% |

C. Statistical Summaries of Student Involvement

A third breakdown of student involvement provided information concerning outcomes of participation in the various program components. Outcomes were summarized by the number of students who graduated from the program, those requiring additional help, and those who left the program for reasons other than graduation. Tables 8 through 20 present this information for Part A and Part B programs under each component. In all cases, numbers in parentheses indicate percentages of students. While some variation in outcomes can be noted among program components, generally 40% of all students graduated from the programs, 50% will require additional help, and 8% left the programs for reasons other than graduation. Statistical summaries of student involvement by grade level and funding source appear in Tables 21 through 24.

Table 8

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT
COMPENSATORY EARLY CHILDHOOD EDUCATION COMPONENT

Part A & B Programs

| FUNDING SOURCE | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left for Other Reasons |
| Part A Programs | 80 | 30 (37.50) | 46 (57.50) | 4 ( 5.00) |
| Part B Programs | 475 | 263 (55.37) | 159 (33.47) | 53 (11.16) |
| TOTAL | 555 | 293 (52.79) | 205 (36.94) | 57 (10.27) |

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - COUNSELING COMPONENT

Table 9

Part A Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 96 | 55 (57.29) | 41 (42.71) | 0 |
| 1 - 3 | 479 | 238 (49.69) | 222 (46.35) | 19 ( 3.97) |
| 4 - 6 | 536 | 287 (53.54) | 214 (39.93) | 35 ( 6.53) |
| 7 - 9 | 181 | 88 (48.62) | 73 (40.33) | 20 (11.05) |
| 10 - 12 | 10 | 0 | 7 (70.00) | 3 (30.00) |
| TOTAL | 1,302 | 668 (51.31) | 557 (42.78) | 77 ( 5.91) |

Table 10

Part B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 0 | 0 | 0 | 0 |
| 1 - 3 | 6 | 0 | 6 (100.00) | 0 |
| 4 - 6 | 0 | 0 | 0 | 0 |
| 7 - 9 | 21 | 0 | 21 (100.00) | 0 |
| 10 - 12 | 98 | 55 (56.12) | 25 (25.51) | 18 (18.37) |
| TOTAL | 125 | 55 (44.00) | 52 (41.60) | 18 (14.40) |

Table 11

Part A & B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 96 | 55 (57.29) | 41 (42.71) | 0 |
| 1 - 3 | 485 | 238 (49.07) | 228 (47.01) | 19 ( 3.92) |
| 4 - 6 | 536 | 287 (53.54) | 214 (39.93) | 35 ( 6.53) |
| 7 - 9 | 202 | 88 (43.56) | 94 (46.53) | 20 ( 9.90) |
| 10 - 12 | 108 | 55 (50.93) | 32 (29.63) | 21 (19.44) |
| TOTAL | 1,427 | 723 (50.67) | 609 (42.68) | 95 ( 6.66) |

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - HEALTH SERVICES COMPONENT

Table 12

Grants*

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 151 | 75 (49.67) | 72 (47.68) | 4 ( 2.65) |
| 1 - 3 | 874 | 384 (43.94) | 470 (53.78) | 20 ( 2.29) |
| 4 - 6 | 1,171 | 788 (67.29) | 368 (31.43) | 15 ( 1.28) |
| 7 - 9 | 658 | 485 (73.71) | 145 (22.04) | 28 ( 4.26) |
| 10 - 12 | 11 | 0 | 11 (100.00) | 0 |
| TOTAL | 2,865 | 1,732 (60.45) | 1,066 (37.21) | 67 ( 2.34) |

*No Health services were funded under Part B Grants.

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - LEARNING DISABILITIES COMPONENT

Table 13

Part A Grants*

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 282 | 93 (32.98) | 178 (63.12) | 11 ( 3.90) |
| 1 - 3 | 444 | 87 (19.59) | 298 (67.12) | 59 (13.29) |
| 4 - 6 | 360 | 22 ( 6.11) | 282 (78.33) | 56 (15.56) |
| 7 - 9 | 105 | 17 (16.19) | 60 (57.14) | 28 (26.67) |
| 10 - 12 | 35 | 33 (94.29) | 0 | 2 ( 5.71) |
| TOTAL | 1,226 | 252 (20.55) | 818 (66.72) | 156 (12.72) |

*No Learning Disabilities programs were funded under Part B grants.

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - MATH COMPONENT

Table 14

Part A Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 0 | 0 | 0 | 0 |
| 1 - 3 | 126 | 33 (26.19) | 77 (61.11) | 16 (12.70) |
| 4 - 6 | 287 | 72 (25.09) | 156 (54.36) | 59 (20.56) |
| 7 - 9 | 116 | 16 (13.79) | 59 (50.86) | 41 (35.34) |
| 10 - 12 | 30 | 1 ( 3.33) | 22 (73.33) | 7 (23.33) |
| TOTAL | 559 | 122 (21.82) | 314 (56.17) | 123 (22.00) |

Table 15

Part B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 0 | 0 | 0 | 0 |
| 1 - 3 | 67 | 16 (23.88) | 45 (67.16) | 6 (8.96) |
| 4 - 6 | 39 | 3 ( 7.69) | 33 (84.62) | 3 (7.69) |
| 7 - 9 | 83 | 65 (78.31) | 14 (16.87) | 4 (4.82) |
| 10 - 12 | 0 | 0 | 0 | 0 |
| TOTAL | 189 | 84 (44.44) | 92 (48.68) | 13 (6.88) |

Table 16

Part A & B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 0 | 0 | 0 | 0 |
| 1 - 3 | 193 | 49 (25.39) | 122 (63.21) | 22 (11.40) |
| 4 - 6 | 326 | 75 (23.01) | 189 (57.98) | 62 (19.02) |
| 7 - 9 | 199 | 81 (40.70) | 73 (36.68) | 45 (22.61) |
| 10 - 12 | 30 | 1 ( 3.33) | 22 (73.33) | 7 (23.33) |
| TOTAL | 748 | 206 (27.54) | 406 (54.28) | 136 (18.18) |

# STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - READING COMPONENT

## Table 17

Part A Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 87 | 48 (55.17) | 39 (44.83) | 0 |
| 1 - 3 | 3,021 | 1,006 (33.30) | 1,802 (59.65) | 213 ( 7.05) |
| 4 - 6 | 2,446 | 786 (32.13) | 1,435 (58.67) | 225 ( 9.20) |
| 7 - 9 | 953 | 424 (44.49) | 428 (44.91) | 101 (10.60) |
| 10 - 12 | 11 | 5 (45.45) | 6 (54.55) | 0 |
| TOTAL | 6,518 | 2,269 (34.81) | 3,710 (56.92) | 539 ( 8.27) |

## Table 18

Part B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 7 | 2 (28.57) | 5 (71.43) | 0 |
| 1 - 3 | 148 | 41 (27.70) | 83 (56.08) | 24 (16.22) |
| 4 - 6 | 60 | 5 ( 8.33) | 52 (86.67) | 3 ( 5.00) |
| 7 - 9 | 270 | 104 (38.52) | 152 (56.30) | 14 ( 5.19) |
| 10 - 12 | 0 | 0 | 0 | 0 |
| TOTAL | 485 | 152 (31.34) | 292 (60.21) | 41 ( 8.45) |

## Table 19

Part A & B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 94 | 50 (53.19) | 44 (46.81) | 0 |
| 1 - 3 | 3,169 | 1,047 (33.04) | 1,885 (59.48) | 237 ( 7.49) |
| 4 - 6 | 2,506 | 791 (31.56) | 1,487 (59.34) | 228 ( 9.10) |
| 7 - 9 | 1,223 | 528 (43.17) | 580 (47.42) | 115 ( 9.40) |
| 10 - 12 | 11 | 5 (45.45) | 6 (54.55) | 0 |
| TOTAL | 7,003 | 2,421 (34.57) | 4,002 (57.15) | 580 ( 8.28) |

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT - SPEECH COMPONENT

Table 20

Part A & B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 485 | 115 (23.71) | 334 (68.87) | 36 (7.42) |
| 1 | 852 | 369 (43.31) | 434 (50.94) | 49 ( 5.75) |
| 2 | 549 | 302 (55.01) | 215 (39.16) | 32 ( 5.83) |
| 3 | 378 | 208 (55.03) | 147 (38.89) | 23 ( 6.08) |
| 4 | 220 | 123 (55.91) | 88 (40.00) | 9 ( 4.09) |
| 5 | 160 | 81 (50.63) | 65 (40.63) | 14 ( 8.75) |
| 6 | 117 | 71 (60.68) | 21 (17.95) | 25 (21.37) |
| 7 - 9 | 103 | 58 (56.31) | 31 (30.10) | 14 (13.59) |
| 10 - 12 | 22 | 7 (31.82) | 13 (59.09) | 2 ( 9.09) |
| TOTAL | 2,886 | 1,334 (48.05) | 1,348 (42.85) | 204 ( 9.11) |

STATISTICAL SUMMARY OF STUDENT INVOLVEMENT BY GRADE LEVEL

Table 21

Part A Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 1,181 | 416 (35.22) | 710 (60.11) | 55 ( 4.65) |
| 1 - 3 | 6,723 | 2,627 (39.07) | 3,665 (54.51) | 431 ( 6.41) |
| 4 - 6 | 5,297 | 2,230 (42.10) | 2,629 (49.63) | 438 ( 8.27) |
| 7 - 9 | 2,116 | 1,088 (51.42) | 796 (37.62) | 232 (10.96) |
| 10 - 12 | 119 | 46 (38.66) | 59 (49.58) | 14 (11.76) |
| TOTAL | 15,436 | 6,407 (41.50) | 7,859 (50.90) | 1,170 ( 7.57) |

Table 22

Part B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 482 | 265 (54.98) | 164 (34.02) | 53 (11.00) |
| 1 - 3 | 221 | 57 (25.79) | 134 (60.63) | 30 (13.57) |
| 4 - 6 | 99 | 8 ( 8.08) | 85 (85.86) | 6 ( 6.06) |
| 7 - 9 | 374 | 169 (45.19) | 187 (50.00) | 18 ( 4.81) |
| 10 - 12 | 98 | 55 (56.12) | 25 (25.51) | 18 (18.37) |
| TOTAL | 1,274 | 554 (43.49) | 595 (46.70) | 125 ( 9.81) |

Table 23

Part A & B Grants

| GRADE LEVEL | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left Program For Other Reason |
| Preschool-K | 1,663 | 681 (40.95) | 874 (52.55) | 108 ( 6.49) |
| 1 - 3 | 6,944 | 2,684 (38.65) | 3,799 (54.71) | 461 ( 6.64) |
| 4 - 6 | 5,396 | 2,238 (41.48) | 2,714 (50.30) | 444 ( 8.23) |
| 7 - 9 | 2,490 | 1,257 (50.48) | 983 (39.48) | 250 (10.04) |
| 10 - 12 | 217 | 101 (46.54) | 84 (38.71) | 32 (14.75) |
| TOTAL | 16,710 | 6,961 (41.65) | 8,454 (50.59) | 1,295 ( 7.74) |

## STATISTICAL SUMMARY OF STUDENT INVOLVEMENT BY FUNDING SOURCE

Table 24

| FUNDING SOURCE | STUDENT INVOLVEMENT | | | |
|---|---|---|---|---|
| | Number Participated | No. Graduated From Program | No. Requiring Additional Help | No. Left for Other Reasons |
| Part A Programs | 15,356 | 6,377 (41.53) | 7,813 (50.88) | 1,166 (7.59) |
| Part B Programs | 1,274 | 544 (43.49) | 595 (46.70) | 125 (9.81) |
| TOTAL | 16,630 | 6,931 (41.68) | 8,408 (50.56) | 1,291 (7.76) |

## IV. PERSONNEL

Each local school district was requested to provide information concerning full and part-time personnel paid with Title I funds as well as from other sources. Other sources included monies contributed by the local school district, by State agencies, or by other sources of Federal funds.

Personnel working in conjunction with Title I programs fall within three general categories: administrative, instructional, and supportive. Information pertaining to this aspect of the Title I program will first be presented individually by category, followed by an overall summation. A brief discussion of volunteer involvement will also be included.

### A. Administrative Personnel

As will be noted in Tables 25, 26, and 27 which follow, the majority of administrative personnel were hired on a part-time basis under Part A grants. Specific activities included program administration as well as clerical and bookkeeping duties.

### B. Instructional Personnel

As was the case with administrative personnel, the majority of instructional staff members were hired on a part-time basis under Part A grants. As can be seen in Tables 28, 29, and 30, the majority of full-time instructional personnel were aides, closely followed by teachers. More specifically, 56.98% of all full-time staff members were aides, 56.93% in Part A programs and 57.14% in Part B programs. Corresponding figures for teachers are: overall - 43.01%; Part A programs - 43.05%; and Part B programs - 42.86%.

A similar pattern emerged after examining part-time instructional personnel, although in this case, the percentages of teachers and aides are more closely matched. Overall, 49.46% of all part-time instructional personnel were teachers, 49.10 were aides, and the remaining 1.44% were librarians or library aides. Within Part A programs, 51.06% of all part-time instructional personnel were aides, 47.23% were teachers, and 1.70% were library staff members. Corresponding figures for Part B programs were: 61.90% - teachers and 38.10% - aides. Across both programs as well as types of employment, the overwhelming majority of teachers worked in the reading area. In Part B programs, in which a compensatory early childhood education priority has been set by the State Title I office, approximately two-thirds of all teachers were employed in projects of this type. An additional 30% of all teachers were employed to work with children with learning disabilities.

C. Supportive Personnel

Overall, relatively few supportive personnel were hired under Title I grants. Within this category, guidance counselors, school nurses, and social workers were the most frequently filled positions. As can be seen by comparing Tables 31 and 32, the majority of supportive staff members were hired on a part-time basis under Part A grants.

D. Summary

Table 34 presents a summary of Title I personnel broken down by activity assignment and funding source. With respect to activity assignment, 85.26% of all persons hired were instructional personnel, 8.48% - supportive staff, and 6.26% - administrative personnel. As would be expected, 87.36% of these staff members were hired using Title I funds. All other funding sources accounted for the remaining 12.64%.

SUMMARY OF PERSONNEL BY TITLE I ADMINISTRATIVE ACTIVITY ASSIGNMENT

Table 25

Part A Programs

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Administrator/ Director | 1 | 1 | 20 | 7.95 | 3.93 |
| Clerical | 2 | 0 | 14 | 4.15 | .35 |
| Bookkeeper | 0 | 0 | 22 | 4.70 | .11 |
| TOTAL | 3 | 1 | 56 | 16.80 | 4.39 |

Table 26

Part B Programs

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Administrator/ Director | 1 | 0 | 4 | .90 | .10 |
| Clerical | 0 | 0 | 1 | 0 | .05 |
| Bookkeeper | 0 | 0 | 1 | 0 | .05 |
| TOTAL | 1 | 0 | 6 | .90 | .20 |

Table 27

Part A and B Programs

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Administrator/ Director | 1 | 1 | 24 | 8.85 | 4.03 |
| Clerical | 2 | 0 | 15 | 4.15 | .40 |
| Bookkeeper | 0 | 0 | 23 | 4.80 | .16 |
| TOTAL | 3 | 1 | 62 | 17.80 | 4.59 |

21.

SUMMARY OF PERSONNEL BY TITLE I INSTRUCTIONAL ACTIVITY ASSIGNMENT

Table 28

Part A Programs

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Instructional Aide | 86 | 0 | 120 | 63.57 | 7.95 |
| Librarian | 0 | 0 | 2 | .90 | 0 |
| Library Aide | 0 | 0 | 2 | .90 | 0 |
| Teacher | | | | | |
| Language Dev. | 2 | 0 | 4 | 3.10 | 0 |
| Learning Dis. | 4 | 0 | 35 | 5.03 | 9.44 |
| Mathematics | 4 | 0 | 7 | 2.20 | .65 |
| Physical Ed. | 0 | 0 | 1 | .20 | 0 |
| Preschool & K | 2 | 0 | 3 | 1.25 | 0 |
| Reading | 51 | 5 | 47 | 42.18 | 2.30 |
| Speech | 2 | 9 | 14 | .65 | 4.93 |
| TOTAL | 151 | 15 | 235 | 119.98 | 25.27 |

Table 29

Part B Programs

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Instructional Aide | 16 | 0 | 16 | 6.16 | .40 |
| Librarian | 0 | 0 | 0 | 0 | 0 |
| Library Aide | 0 | 0 | 0 | 0 | 0 |
| Teacher | | | | | |
| Language Dev. | 0 | 0 | 0 | 0 | 0 |
| Learning Dis. | 2 | 0 | 4 | 2.53 | 0 |
| Mathematics | 2 | 0 | 2 | 0 | 1.50 |
| Physical Ed. | 0 | 0 | 0 | 0 | 0 |
| Preschool & K | 7 | 0 | 4 | 2.55 | 0 |
| Reading | 1 | 0 | 11 | 3.30 | .50 |
| Speech | 0 | 0 | 5 | 2.20 | .10 |
| TOTAL | 28 | 0 | 42 | 16.74 | 2.50 |

SUMMARY OF PERSONNEL BY TITLE I INSTRUCTIONAL ACTIVITY ASSIGNMENT

Table 30

Part A & B Grants

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Instructional Aide | 102 | 0 | 136 | 69.73 | 8.35 |
| Librarian | 0 | 0 | 2 | .90 | 0 |
| Library Aide | 0 | 0 | 2 | .90 | 0 |
| Teacher | | | | | |
| Language Dev. | 2 | 0 | 4 | 3.10 | 0 |
| Learning Dis. | 6 | 0 | 39 | 7.56 | 9.44 |
| Mathematics | 6 | 2 | 9 | 2.20 | 2.15 |
| Physical Ed. | 0 | 0 | 1 | .20 | 0 |
| Preschool & K | 9 | 0 | 7 | 3.80 | 0 |
| Reading | 52 | 5 | 58 | 45.48 | 2.80 |
| Speech | 2 | 9 | 19 | 2.85 | 5.03 |
| TOTAL | 179 | 16 | 277 | 136.72 | 27.77 |

23. SUMMARY OF PERSONNEL BY TITLE I SUPPORTIVE ACTIVITY ASSIGNMENT

Table 31

Part A Grants

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Clinical Psychologist | — | -- | 1 | .05 | — |
| Guidance Counselor | — | -- | 8 | 2.25 | 1.30 |
| Health Aide | 1 | — | 2 | 1.40 | — |
| Nurse's Aide | 2 | 2 | 1 | .50 | — |
| School Nurse | 5 | -- | 8 | 5.20 | .20 |
| School Psychologist | — | -- | 1 | .20 | — |
| Social Worker | 6 | -- | 4 | 2.20 | .40 |
| TOTAL | 18 | 2 | 25 | 11.80 | 1.80 |

Table 32

Part B Grants

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Clinical Psychologist | — | -- | — | -- | — |
| Guidance Counselor | 2 | -- | 1 | -- | .10 |
| Health Aide | — | -- | — | -- | — |
| Nurse's Aide | — | -- | -- | -- | — |
| School Nurse | -- | -- | 1 | -- | .05 |
| School Psychologist | -- | -- | -- | -- | — |
| Social Worker | -- | -- | -- | -- | — |
| TOTAL | 2 | -- | 2 | -- | .15 |

Table 33

Part A & B Grants

| ACTIVITY ASSIGNMENT | FULL TIME STAFF MEMBERS | | LESS THAN FULL TIME STAFF MEMBERS | | |
|---|---|---|---|---|---|
| | No. Paid From Title I Funds | No. Paid From Other Sources | No. Paid From All Sources | FTE Paid From T-I | FTE Paid From Other Sources |
| Clinical Psychologist | — | -- | 1 | .05 | — |
| Guidance Counselor | 6 | — | 9 | 2.25 | 1.30 |
| Health Aide | 1 | -- | 2 | 1.40 | — |
| Nurse's Aide | 2 | 2 | 1 | .50 | — |
| School Nurse | 5 | -- | 9 | 5.20 | .25 |
| School Psychologist | -- | -- | 1 | .20 | — |
| Social Worker | 6 | -- | 4 | 2.20 | .40 |
| TOTAL | 20 | 2 | 27 | 11.80 | 1.95 |

Table 34

SUMMARY OF PERSONNEL BY TITLE I ACTIVITY and FUNDING SOURCE

| TYPE OF ACTIVITY | SOURCE OF FUNDING | | | | TOTAL | |
|---|---|---|---|---|---|---|
| | Part A Grants | | Part B Grants | | | |
| | Title I | Other Sources | Title I | Other Sources | Title I | Other Sources |
| Administrative | 18.90* | 5.39 | 1.90 | .20 | 20.80 | 5.59 |
| Instructional | 270.98 | 41.27 | 44.74 | 2.50 | 315.72 | 43.77 |
| Supportive | 29.80 | 3.80 | 2.00 | .15 | 31.80 | 3.95 |
| TOTAL | 319.68 | 50.46 | 48.64 | 2.85 | 368.32 | 53.31 |

*Entries represent sum of full-time personnel and full-time equivalents for part-time personnel.

Table 35

SUMMARY OF VOLUNTEER PARTICIPATION

| SOURCE OF TITLE I FUNDING | NUMBER OF VOLUNTEERS | FULL TIME EQUIVALENT (FTE) |
|---|---|---|
| Part A Grant | 262 | 82.57 |
| Part B Grant | 74 | 10.92 |
| TOTAL | 336 | 93.49 |

## V. PARENTAL INVOLVEMENT

The recent amendments to ESEA Title I contained in P.L. 93-380 included provisions for strengthening the requirements of Parent Advisory Councils at the local school district level. In response to these provisions, the State Title I office formulated a set of guidelines which were distributed to all Vermont school districts. The purpose of these guidelines was to provide direction and suggestions to the local educational agencies on meeting the revised regulations.

Despite these efforts, the Parent Advisory Councils met with varying degrees of success. While some districts described their Councils as being a productive group actively involved in the improvement of educational programs for the disadvantaged, other districts mentioned passive or limited participation at poorly attended meetings. The State Title I staff is very much aware of the problems faced by local school administrators in attempting to meet the parent advisory council requirements, and willingly respond to requests for assistance in fulfilling this aspect of the Title I program.

One section of the evaluation report requested each supervisory district to provide information about the composition and involvement of its Parent Advisory Council as well as the extent and effectiveness of administrative efforts to persuade all eligible Title I parents to become active members of the Council. An estimate of the total cost of Parent Advisory Council activities paid with Title I funds was also requested. A total of 53 districts provided this information. Despite documentation indicating that an honest effort had been made to establish a Parent Advisory Council, one additional district stated that its efforts had been unsuccessful.

A. Council Composition

The 53 districts reported a total Council membership of 884 individuals. The majority of Council representatives were parents of Title I children, followed by public school personnel, a collective group of varying representation labeled "other", and private school personnel.

A closer examination of the "other" group revealed the following breakdown of its composition (Numbers in parentheses indicate the occurrence of this category): parents of non-Title I students (8); school board members (6); representatives from community agencies (3); representatives from other Title I programs (2); Title I nurses (2); and administrators (2). Each of the remaining categories were mentioned once: central office personnel, citizens, project coordinator, special education personnel, teachers, speech aide, superintendent, bookkeeper, elementary coordinator, social welfare worker, clinical psychologist, project director, and community leaders.

A numerical breakdown of Council composition appears in Table 36 below:

Table 36

SUMMARY OF PARENT ADVISORY COUNCIL COMPOSITION

| Membership Category | Number Included | Percent of Total |
|---|---|---|
| Parents of Title I Children | 631 | 71.38% |
| Public School Personnel | 190 | 21.49% |
| Private School Personnel | 13 | 1.47% |
| Other | 50 | 5.66% |
| TOTAL | 884 | 100.00% |

B. Council Involvement

Each local school district was asked to describe the extent and impact of Parent Advisory Council involvement in the needs assessment, the planning, the operation, and the evaluation of the Title I program. On the basis of the information provided, an indication of the Councils' involvement in various types of activities can be determined, however, the impact of Council involvement cannot be specifically assessed.

With respect to involvement, Table 37 presents a numerical breakdown of Council activities.

Table 37

SUMMARY OF PARENT ADVISORY COUNCIL INVOLVEMENT

| ACTIVITY | NUMBER OF COUNCILS INVOLVED |
|---|---|
| Planning | 27* |
| Operation | 21 |
| Evaluation | 15 |
| Needs Assessment | 8 |
| Non-Involvement | 5 |

*All numbers represent a duplicate count

Non-involvement indicates a willingness of Council members to hear about the Title I program, but a reluctance to play a more active role. In addition to the four activities included in Table 37, which were common to a number of Parent Advisory Councils, several additional activities were mentioned: dissemination of program information, setting priorities, making program suggestions, on-site visits to projects, shaping plans for the future involvement of the Council, and special projects such as the collation of needs assessment data.

As mentioned previously, no assessment can be made of the specific impact of Council involvement on the Title I programs. Generally, however, both the amount of participation as well as the degree of active involvement appear to enhance Council effectiveness. Of these two factors, the degree of active involvement appears to be most influential.

C. Parent Recruitment

Each district was asked to describe the extent and effectiveness of administrative efforts to persuade all eligible Title I parents to become active members of the Parent Advisory Council. After an initial review of the information provided, several commonly used recruitment methods were identified. Table 38 provides a summary of these methods with a corresponding rating of their effectiveness. The numbers contained in each cell indicate the number of Councils using a given recruitment method with the indicated degree of effectiveness.

Table 38

SUMMARY OF ADMINISTRATIVE METHODS OF RECRUITMENT FOR PARENT ADVISORY COUNCILS

| DEGREE OF EFFECTIVENESS | RECRUITMENT METHODS | | | | |
|---|---|---|---|---|---|
| | Media | Letter to Parents | Personal Contact | Informational Meeting | PAC Members Recruiting Other Parents |
| Very Effective | | 1 | 4 | 2 | 4 |
| Moderately Effective | 3 | 8 | 5 | | |
| Not Effective | 1 | 1 | 1 | | |
| Effectiveness Not Mentioned | | 1 | 4 | | 1 |

As can be noted in Table 38, letters to parents and personal contact were the most frequently used as well as effective recruitment methods. The presence of the superintendent at all PAC meetings was identified by one district as an important factor in their effective recruiting effort.

D. Cost of Parent Advisory Council Activities

Each district was asked to provide an estimate of the total cost of Parent Advisory Council activities paid with Title I funds. A summary of this information appears in Table 39. The most apparent observation which can be made is the large number of districts in which no funds were expended to support council activities. A total of 13 districts expended funds, 10 from Part A grants, the remaining 3 from both Part A and B grants. A wide range of cost was reported, with the smallest expenditure being $13.00 and the largest, $300.00. In terms of average estimated costs, Part A grant recipients indicated an average expenditure of $106.31, Part B grant recipients an average of $131.67, with the combined average being $118.99. Corresponding figures for total estimated costs are: Part A grants - $1,382.07; Part B grants - $395.00, and overall total - $1,770.07.

Funds were expended to support a variety of activities which can be subsumed under two general categories. One category included expenditures incidental to the operation of the advisory council. Typical activities included secretarial services and duplication of Title I materials. The second category included expenditures which were made to support a more effective parent advisory council. More specifically, when financial problems may have been a barrier to effective participation, expenditures were made to help low income members of the advisory council meet the incidental costs of serving on the council. Such expenditures included reimbursement for travel expenses and baby-sitting services. Additional

expenditures related to increased council effectiveness included in-service training and informational materials.

Two specific activities are deserving of special mention. One school district spent $2,014.75 to produce a color film designed to orient Parent Advisory Council members to the Title I program in that district. The Advisory Council in another district, working along with an outside consultant, completed a needs assessment of the total (K-8) school population. The Council determined needs by analyzing statistics gained from surveys and by visiting all existing Title I programs in the district. On the basis of the findings, the Council met with district administrators to discuss programs designed to meet the identified needs and to establish priorities for their inclusion into the existing program.

Table 39

SUMMARY OF TOTAL ESTIMATED COSTS OF TITLE I SERVICES
FOR PARENT ADVISORY COUNCIL ACTIVITIES PAID WITH ESEA TITLE I FUNDS

| Estimated Costs | Number of Programs Expending Estimated Cost | | |
|---|---|---|---|
| | Part A Grant | Part B Grant | Total No. for Estimated Cost |
| $349 – 300 | 2 | 1 | 3 |
| 299 – 250 | 0 | 0 | 0 |
| 249 – 200 | 1 | 0 | 1 |
| 199 – 150 | 0 | 0 | 0 |
| 149 – 100 | 2 | 0 | 2 |
| 99 – 50 | 4 | 1 | 5 |
| 49 – 1 | 4 | 1 | 5 |
| TOTAL EXPENDING FUNDS | 13 | 3 | 16* |
| NUMBER EXPENDING NO FUNDS | 40 | 33 | 73 |

*Duplicated Count

## VI. STUDENT PERFORMANCE

All school districts were requested to report standardized test results for reading, math, and learning disabilities programs in mean grade equivalent scores. The State Title I office recognizes the problems inherent in the use of these scores and is fully aware that summarizing these scores across different testing instruments further compounds the problems. However, the grade equivalent scores were used only as a means of obtaining a very general statewide picture of student performance. It should also be noted that measures of student performance for those districts using the Prescriptive Reading Inventory, a criterion-referenced reading program, are reported separately in Appendix A.

Statewide summaries of student performance by program component and by grade level appear in Tables 40 and 41, respectively. In all cases, entries in each cell represent the number of students achieving the identified gain. Numbers in parenthesis represent corresponding percentages of students. As will be noted, approximately 43% of all participants (N=3374) achieved gains of at least 1.1 months while taking part in a Title I program. Conversely, less than one percent of all students showed a loss in mean grade equivalent scores when measured by a standardized testing instrument.

Individual summaries of student performance within reading, math, learning disabilities, and speech programs follow. Once again, entries in each cell represent the number of students achieving the identified gain. Numbers in parenthesis represent corresponding percentages of students.

Table 40

SUMMARY OF STUDENT PERFORMANCE BY PROGRAM COMPONENT

| PROGRAM COMPONENT | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| Learning Disabilities | 84(12.02) | 39( 5.19) | 157(14.80) | 246(29.36) | 0 |
| Math | 30( 4.29) | 160(21.28) | 169(15.93) | 52( 6.21) | 0 |
| Reading | 585(83.69) | 553(73.54) | 735(69.27) | 540(64.44) | 24(100) |
| TOTAL | 699(20.72) | 752(22.29) | 1061(31.45) | 838(24.84) | 24(.71) |

Table 41

SUMMARY OF STUDENT PERFORMANCE BY GRADE LEVEL

(LEARNING DISABILITIES, READING, AND MATH COMPONENTS COMBINED)

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 12( 1.72) | 32( 4.26) | 8( .75) | 134(15.99) | 4(16.67) |
| 2 | 65( 9.30) | 98(13.03) | 265(24.98) | 164(19.57) | 0 |
| 3 | 107(15.31) | 166(22.07) | 192(18.10) | 138(16.47) | 0 |
| 4 | 102(14.59) | 166(22.07) | 243(22.90) | 131(15.63) | 2( 8.33) |
| 5 | 166(23.75) | 144(19.15) | 132(12.44) | 106(12.65) | 0 |
| 6 | 70(10.01) | 51( 6.78) | 96( 9.05) | 39( 4.65) | 0 |
| 7 | 87(12.45) | 91(12.10) | 43( 4.05) | 103(12.29) | 18(75.00) |
| 8 | 90(12.88) | 4( .53) | 82( 7.73) | 23( 2.74) | 0 |
| TOTAL | 699(20.72) | 752(22.29) | 1061(31.45) | 838(24.84) | 24( .71) |

A. Reading Programs

As can be seen in Tables 42, 43, and 44, a total of 2,437 first through eighth grade students participated in reading programs. It should be noted, however, that this figure is lower than the actual number of participants, since additional students were involved in programs which utilized the Prescriptive Reading Inventory. More detailed information concerning the PRI is presented in Appendix A.

An overall look at both standardized and criterion-referenced test results indicates that over 50% of all students who participated in Title I reading programs made appreciable gains during the 1974-75 school year.

SUMMARY OF STUDENT PERFORMANCE - READING COMPONENT

Table 42

Part A Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 8 | 13 | 7 | 105 | 4 |
| 2 | 53 | 85 | 162 | 127 | 0 |
| 3 | 78 | 131 | 98 | 62 | 0 |
| 4 | 79 | 117 | 154 | 62 | 2 |
| 5 | 133 | 83 | 73 | 35 | 0 |
| 6 | 55 | 29 | 56 | 16 | 0 |
| 7 | 52 | 39 | 43 | 14 | 18 |
| 8 | 43 | 3 | 37 | 5 | 0 |
| TOTAL | 501 (24.07) | 500 (24.03) | 630 (30.27) | 426 (20.47) | 24 (1.15) |

1,001



2,081

SUMMARY OF STUDENT PERFORMANCE - READING COMPONENT

Table 43

Part B Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 0 | 7 | 1 | 8 | 0 |
| 2 | 3 | 2 | 18 | 7 | 0 |
| 3 | 3 | 24 | 17 | 2 | 0 |
| 4 | 2 | 1 | 24 | 19 | 0 |
| 5 | 1 | 1 | 19 | 11 | 0 |
| 6 | 1 | 0 | 12 | 0 | 0 |
| 7 | 32 | 18 | 0 | 59 | 0 |
| 8 | 42 | 0 | 14 | 8 | 0 |
| TOTAL | 84 (23.60) | 53 (14.89) | 105 (29.49) | 114 (32.02) | 0 |

Table 44

Part A & B Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 8 | 20 | 8 | 113 | 4 |
| 2 | 56 | 87 | 180 | 134 | 0 |
| 3 | 81 | 155 | 115 | 64 | 0 |
| 4 | 81 | 118 | 178 | 81 | 2 |
| 5 | 134 | 84 | 92 | 46 | 0 |
| 6 | 56 | 29 | 68 | 16 | 0 |
| 7 | 84 | 57 | 43 | 73 | 18 |
| 8 | 85 | 3 | 51 | 13 | 0 |
| TOTAL | 585 (24.00) | 553 (22.69) | 735 (30.16) | 540 (22.16) | 24 (.98) |

B. Math Programs

A total of 411 students in grades one through eight participated in remedial math programs. When examining Tables 45, 46, and 47, it can be seen that approximately 46% of all participants achieved gains of at least 1.1 months in grade equivalent scores. It will also be noted that no losses between pre and post-testing scores were reported in any math program.

SUMMARY OF STUDENT PERFORMANCE - MATH COMPONENT

Table 45

Part A Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 0 | 1 | 0 | 1 | 0 |
| 2 | 1 | 11 | 15 | 3 | 0 |
| 3 | 11 | 0 | 23 | 4 | 0 |
| 4 | 10 | 31 | 33 | 0 | 0 |
| 5 | 0 | 39 | 4 | 19 | 0 |
| 6 | 8 | 0 | 10 | 0 | 0 |
| 7 | 0 | 17 | 0 | 4 | 0 |
| 8 | 0 | 1 | 9 | 0 | 0 |
| TOTAL | 30 (11.76) | 100 (39.22) | 94 (36.86) | 31 (12.16) | 0 |

130

255

SUMMARY OF STUDENT PERFORMANCE - MATH COMPONENT

Table 46

Part B Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 0 | 10 | 0 | 0 | 0 |
| 2 | 0 | 0 | 18 | 3 | 0 |
| 3 | 0 | 0 | 28 | 4 | 0 |
| 4 | 0 | 12 | 1 | 0 | 0 |
| 5 | 0 | 21 | 0 | 0 | 0 |
| 6 | 0 | 0 | 6 | 0 | 0 |
| 7 | 0 | 17 | 0 | 14 | 0 |
| 8 | 0 | 0 | 22 | 0 | 0 |
| TOTAL | 0 | 60 (38.46) | 75 (48.08) | 21 (13.46) | 0 |

Table 47

Part A & B Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 0 | 11 | 0 | 1 | 0 |
| 2 | 1 | 11 | 33 | 6 | 0 |
| 3 | 11 | 0 | 51 | 8 | 0 |
| 4 | 10 | 43 | 34 | 0 | 0 |
| 5 | 0 | 60 | 4 | 19 | 0 |
| 6 | 8 | 0 | 16 | 0 | 0 |
| 7 | 0 | 34 | 0 | 18 | 0 |
| 8 | 0 | 1 | 31 | 0 | 0 |
| TOTAL | 30 ( 7.30) | 160 (38.93) | 169 (41.12) | 52 (12.65) | 0 |

C. Learning Disabilities Programs

Learning Disabilities programs were conducted primarily by Consulting Teachers. These teachers have received specialized training in the remediation of learning disabilities through the use of behavioral analysis techniques in conjunction with the Consulting Teacher Program at the University of Vermont. Remediation is most typically in the form of individualized educational plans including instructional objectives suited to the unique needs of each child. Due to the nature of these plans, student progress is carefully recorded and measured on a regular basis, and, therefore, standardized tests are not the sole means of student evaluation. A summary of student performance as indicated by standardized test results appears in Table 48.

SUMMARY OF STUDENT PERFORMANCE - LEARNING DISABILITIES COMPONENT

Table 48

Part A Programs

| GRADE LEVEL | GAINS IN MEAN GRADE EQUIVALENT SCORES | | | | LOSSES |
|---|---|---|---|---|---|
| | 1.5+ | 1.4 - 1.1 | 1.0 - .7 | .6 - 0 | |
| 1 | 4 | 1 | 0 | 20 | 0 |
| 2 | 8 | 0 | 52 | 24 | 0 |
| 3 | 15 | 11 | 26 | 66 | 0 |
| 4 | 11 | 5 | 31 | 50 | 0 |
| 5 | 32 | 0 | 36 | 41 | 0 |
| 6 | 6 | 22 | 12 | 23 | 0 |
| 7 | 3 | 0 | 0 | 12 | 0 |
| 8 | 5 | 0 | 0 | 10 | 0 |
| TOTAL | 84 (15.97) | 39 (7.41) | 157 (29.85) | 246 (46.77) | 0 |

*All Learning Disabilities programs were funded under Part A Grants

D. Speech Programs

All Title I speech programs are conducted with technical assistance from the Speech Consultant who is a member of the Special Education Division, State Department of Education. Each school district having a speech program is required to complete a comprehensive report form at the end of each school year. Although one section of the form requests standardized test results, the manner in which these results were to be reported was not specified. Therefore, student performance was reported in a variety of ways including percentiles, percentages, and raw scores. Since the conversion of these various forms of results into a single common indicator of achievement was unfeasible, student performance in speech programs, of necessity, will be reported in a different manner.

Table 20, included under the section of this report entitled Student Participation (see page 15), also provides data regarding student performance. It will be noted that approximately 48% of all students who participated in speech programs were permanently dismissed. Permanent dismissal, in most cases, requires total correction of the identified problem area(s). An additional 43% of participating students will require continued help. The remaining 9% of participants left the speech program for reasons other than dismissal.

## VII. IN-SERVICE TRAINING

Several different pieces of information were requested concerning in-service training: a description of the in-service training activities which had been included in the project, an indication of those activities in which the project staff would participate if offered, and the total estimated cost of in-service education for Title I staff paid with Title I funds. Each of these points will be discussed briefly.

### A. In-service Training Included in Projects

While specific in-service training activities were suited to individual program needs, several general types of activities were fairly common across all projects. More specifically, workshops, meetings, training provided by subject area specialists, and coursework were frequently identified in-service activities. Unfortunately, a substantial number of school districts did not include information about the in-service training which had been included in their projects.

### B. Estimated Costs of In-service Education

Over half of the 54 school districts receiving Title I funds expended monies for in-service education. The majority of these training activities were included in programs funded by Part A grants.

Overall, an average of $952.94 was spent within Title I programs for in-service education. Corresponding figures for Part A and Part B projects were $1,306.95 and $598.93, respectively.

SUMMARY OF REQUESTS FOR INSERVICE TRAINING

Table 49

| TYPE PROGRAM * | TYPE OF IN-SERVICE TRAINING REQUESTED | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. Programs Yielding Data | Screening | Team Organization | Needs Assessment | Program Coordination | Interim Testing | Diagnosis | Budgeting | Performance Objectives | Criterion Referenced Testing | Use of All Avail/ Resources | Instructional Aide Training | Interpreting Results | Evaluation Strategies | Other | None Requested |
| Consulting Teacher/ Learning Disabilities | 26 | 21 | 19 | 28 | 27 | 21 | 30 | 15 | 27 | 28 | 28 | 24 | 32 | 26 | 9 | 10 |
| Early Childhood Education | 20 | 25 | 14 | 27 | 24 | 15 | 23 | 14 | 25 | 14 | 28 | 25 | 24 | 28 | 9 | 3 |
| Guidance and Counseling | 5 | 2 | 1 | 2 | 1 | 0 | 2 | 0 | 1 | 1 | 1 | 0 | 1 | 2 | 0 | 2 |
| Health | 18 | 10 | 9 | 8 | 8 | 3 | 7 | 6 | 6 | 1 | 11 | 7 | 2 | 7 | 2 | 10 |
| Home-School Coordinator | 8 | 1 | 5 | 5 | 5 | 2 | 2 | 4 | 1 | 1 | 4 | 2 | 4 | 4 | 1 | 3 |
| Math | 12 | 3 | 0 | 4 | 5 | 3 | 6 | 1 | 4 | 3 | 2 | 3 | 4 | 11 | 0 | 6 |
| Program Coordinator | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Reading | 47 | 88 | 49 | 76 | 81 | 72 | 119 | 35 | 104 | 60 | 63 | 75 | 102 | 89 | 18 | 10 |
| Speech, Language and Hearing | 22 | 4 | 2 | 4 | 4 | 6 | 4 | 0 | 4 | 3 | 5 | 2 | 4 | 5 | 0 | 15 |
| Other | 25 | 12 | 10 | 18 | 13 | 9 | 17 | 7 | 14 | 11 | 22 | 28 | 10 | 17 | 1 | 8 |
| TOTAL | 188 | 166 | 109 | 172 | 148 | 133 | 212 | 82 | 186 | 122 | 164 | 166 | 183 | 190 | 40 | 67 |

*Summer Programs Not Included

1. Other Programs:
   - Aid For the Disadvantaged
   - Big Brother/Big Sister
   - Dropout Prevention
   - Helping Teacher Program
   - One Room Schoolhouse
   - Kidpower
   - Language Arts & Enrichment
   - Library Programs
   - Psychological Consultations
   - Physical Ed. for Handicapped
   - Resource Room
   - Social Worker
   - Tutorial

2. Other Inservice Training Requested:
   - Diagnostic,Prescriptive,&Remediation Teach
   - Individualization Training for Teachers
   - Learning Disabilities
   - Management by Objectives
   - Materials for Slow Learners
   - Motivation of Uninterested Learners
   - Organization of Volunteers
   - Parent Advisory Council
   - Remedial Reading
   - Speech & Language Training

## VIII. ESEA TITLE I - PART C PROGRAMS

A total state allocation of $29,070.00 was received for Part C grants. These funds were distributed among 60 local school districts and served a total of 2,906 children. The smallest grant was in the amount of $62.00, the largest in the amount of $2,701.00. A breakdown of specific grant awards appears in Table 50.

Table 50
SUMMARY OF PART C GRANT AWARDS

| Amount of Grant | No. of Districts Receiving Grant | Percent of Total |
|---|---|---|
| $ 0 - 499 | 45 | 75.00% |
| 500 - 999 | 8 | 13.33% |
| 1000 - 1499 | 3 | 5.00% |
| 1500 - 1999 | 3 | 5.00% |
| 2000 - 2499 | -- | ----- |
| 2500 - 2999 | 1 | 1.67% |
| TOTAL | 60 | 100.00% |

The majority of these funds was spent on materials for use in the existing Title I programs. The remainder was used for the salaries of special project personnel.

Each district was also asked to estimate the impact of Part C monies on the education of the children served. Table 51 is a summary of the districts' responses. The number contained in each cell indicate the number of districts using the Part C funds for a given purpose with the identified level of impact.

As can be noted in this table, the consensus of the districts was that the Part C funds had considerable impact on the education of the children served.

Table 51

SUMMARY OF THE EDUCATIONAL IMPACT OF PART C FUNDS

| Level of Impact | USE OF FUNDS | | | | |
|---|---|---|---|---|---|
| | Reading Materials | Math Materials | Speech & Language Materials | Health Materials | Special Project Personnel |
| Significant Impact | 12 | 8 | 12 | 1 | 2 |
| Moderate Impact | 6 | 12 | 7 | - | - |
| Little Impact | - | - | - | - | - |
| No Impact | - | - | - | - | - |

# IX. RECOMMENDATIONS

Following a summary of program results and impact on student participants, staff members were asked to give recommendations for future actions. Table 52 presents a summary of these recommendations.

While most of the recommendations included in Table 52 are self-explanatory, two may need additional clarification. Within the continuation and expansion recommendation, expansion took several different forms: including a larger number of children in the program, lengthening the time of participation, conducting the program in a larger physical space, working with the parents of children receiving services, and coordinating the program with related school services.

Programmatic changes is the second recommendation requiring further explanation. Once again, a variety of changes were subsumed under this category: rearranging schedules, decreasing the number of participants and focusing instead on a specific group of children, shifting the location in which services were provided, providing more carry-over and follow-up, restructuring the use of volunteers, and modifying reports of student achievement by including progress reports to parents.

## SUMMARY OF RECOMMENDATIONS BY PROGRAM STAFF

Table 52

| RECOMMENDATIONS -PROGRAM- | Cons. Teacher/ Learning Dis. | Early Childhood Education | Guidance/ Counseling | Health | Home-School Coordinator | Language Arts | Math | Reading | Speech | Summer | Other * | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | NUMBER OF STAFF MAKING RECOMMENDATION | | | | | | | | | | | |
| Continuation in Present Form | 2 | 4 | 0 | 1 | 1 | 0 | 2 | 9 | 0 | 2 | 3 | 24 |
| Continuation and Expansion | 3 | 10 | 1 | 1 | 0 | 1 | 1 | 6 | 3 | 4 | 2 | 32 |
| Extend Program into School System | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 |
| Include new Program Services | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Programmatic Changes | 9 | 13 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 3 | 5 | 45 |
| Increase in Staff Time | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 3 | 0 | 1 | 0 | 8 |
| Increase in Number of Staff | 3 | 5 | 0 | 1 | 1 | 5 | 1 | 4 | 1 | 1 | 0 | 22 |
| Provide In-service Training | 3 | 5 | 1 | 0 | 2 | 0 | 1 | 3 | 2 | 0 | 0 | 17 |
| Increase Parental Involvement | 2 | 8 | 1 | 0 | 0 | 1 | 2 | 5 | 1 | 2 | 4 | 26 |
| Increase Individual Attention to Student | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Modify Procedures in Dealing with Children | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Change in Program Emphasis | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Modify Evaluation/ Assessment Methods | 3 | 6 | 0 | 0 | 1 | 1 | 0 | 9 | 1 | 0 | 0 | 21 |
| Additional Funding | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 7 |
| Discontinue Program | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 5 |
| TOTAL | 27 | 60 | 7 | 7 | 8 | 10 | 14 | 46 | 12 | 14 | 15 | 220 |
| NONE INCLUDED | 10 | 4 | 7 | 13 | 4 | 2 | 8 | 8 | 10 | 4 | 4 | 74 |
| TOTAL | 37 | 64 | 14 | 20 | 12 | 12 | 22 | 54 | 22 | 18 | 19 | 294 |

*Other includes: Dropout Prevention, Physical Education, Resource Room, Tutor Programs, and Motor Coordination

# EVALUATION REPORT ON READING PROJECTS USING THE PRESCRIPTIVE READING INVENTORY

1974 - 1975

State of Vermont
Department of Education
Division of Federal Programs
Dr. Leon H. Bruno, Director

Prepared By:

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Mrs. Diane Danforth - Secretary

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Title I Prototype Project
Addison Northwest Supervisory Union
Vergennes, Vermont

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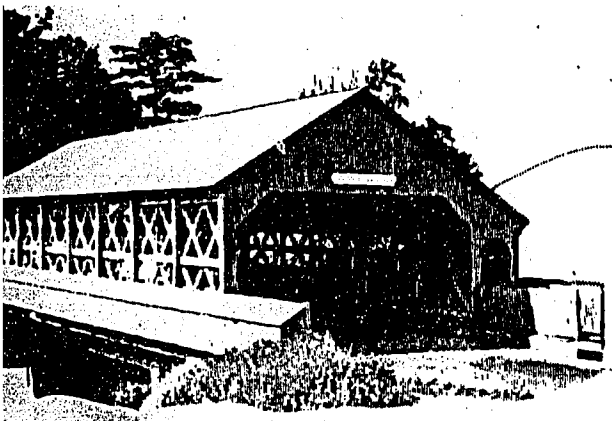


# VERMONT

DEPARTMENT OF EDUCATION
Division of Federal Programs

COMPENSATORY EDUCATION (TITLE I ESEA)

April 1976

PROGRAM OVERVIEW -

## EVALUATION ACTIVITIES IN VERMONT'S ESEA TITLE I READING PROJECTS USING CRITERION REFERENCED TESTING

The present trend in education is to focus on maximizing the potential of the individual student. This trend has created new requirements for methods of determining the needs of individual students, and individualized instruction to meet those needs.

The criterion-referenced test was developed to help meet these requirements. Rather than comparing a student's performance with that of a national reference group in a broad subject area, a criterion-referenced test evaluates a student's mastery or non-mastery of explicit educational objectives, stated in behavioral terms, which are consistent with the teacher's program of instruction. Thus, a criterion-referenced test provides an inventory of skills which a student can perform in a given subject area, like reading.

The Prescriptive Reading Inventory (PRI) is such a criterion-referenced test, which was administered in September, 1974 and May, 1975, to nearly 5,000 students in Vermont's Title I reading programs.

The Prescriptive Reading Inventory, published by CTB/McGraw-Hill, is a criterion-referenced diagnostic-prescriptive reading test. The PRI is untimed and takes approximately three hours to pre-test and two hours to post-test. Considering the amount of time necessary to administer an individual diagnostic reading test, the PRI is efficient; generates relevant information; and provides organized means of record-keeping. The turn-around time for scoring of tests is approximately seventeen working days. Student's performance is measured in terms of objectives mastered or not mastered. Student growth is a comparison of pre and post-test results.

Ninety objectives are tested at four levels. Each level contains 34-42 objectives with between 123-162 test items. The objectives are commercially grouped into six categories, but Vermont has regrouped them into the four areas of Phonetic Analysis, Structural Analysis, Vocabulary, and Comprehension. Also in Vermont, each district had the opportunity to prioritize the objectives, by grade levels from a heavy degree of instructional emphasis to little or no emphasis. District results are compiled only on those objectives receiving heavy to moderate emphasis.



(more)

2.

The levels of the PRI are:

| Test Level | Skill Level | School Year 1974-75 1975-76 | 1973-74 |
|---|---|---|---|
| Red Book | 1.5-2.5 most frequently used at Grade(s) | 2 | 2-3 |
| Green Book | 2.0-3.5 " " " " | 3-4 | 4 |
| Blue Book | 3.0-4.5 " " " " | 5-6-7 | 5 |
| Orange Book | 4.0-6.5 " " " " | 7-8 | 6-7-8 |

Tests results are recorded in terms of individual, small group, or whole class instruction. The main components are:

A. Individual Diagnostic Map - Indicates objectives tested, mastery or non-mastery of each objective.

B. Prescription - Objectives coded to reading series being used; references are coded at grade level, below grade level, and above grade level. However, these prescriptions in no way limit the teacher to that specific reading series. Once the skill is diagnosed, any materials and techniques can effectively be used to teach that skill.

C. Objective Mastery Report - All students in a group are listed as well as all objectives. Mastery, non-mastery, or review needed is recorded for each student and each objective.

D. Group and District Summary - Percentages of mastery by group, grade level, building, and district.

E. Interim Tests - Short tests available to check each objective after it has been taught.

F. State Summary - Total student performance by objectives on matched name basis submitted to State for analysis and reporting.

Other components to this program are available to accompany the PRI's. Please refer to the single sheet listing of components and prices published by CTB/McGraw-Hill.

Staff development for this project was carried out in cooperation with the Title I State Consultants and with representatives from CTB/McGraw-Hill. Introductory and follow-up workshops, newsletters, and evaluation questionnaire were all available to participants. Also, one State level member was assigned on a part-time basis as a resource person to aid in the conduct of the program. The importance of staff development activities with follow-up supportive-technical assistance cannot be overstated as a key to the success of an effort of this type.

The information provided in these materials will simply give you an overview of the program piloted by Vermont. For more detailed information, please contact Gerard A. Asselin, Chief, Compensatory Education, Department of Education, State Office Building, Montpelier, Vermont. We will attempt to answer any specific questions that you may have regarding our procedures.

## WHY USE CRITERION-REFERENCED TESTING?.

The decision to use a criterion-referenced test in Title I funded reading programs was due in great measure to the following reasons:

* The approach gives the project director an opportunity to integrate the PROJECT EVALUATION into the project operation so as to have an on-going assessment of student performance. This information can be used for changes in student activities thus enhancing project success.

* A criterion-referenced test measures absolute gain rather than relative gain on a grade equivalency scale or on a percentile rank.

* The test results are not influenced by -

  -the rate of work of each learner
  -the learner's ability-or lack of-to cope with formalized testing materials and sessions.

* The test results are directly affected by -

  -the teachers' commitment to work toward the objectives
  -the removal from the learner the threat of grade equivalency scores.

* The teachers, parents, and learners can plan in advance the goals they want to attain.

* Students can see how well their present level of achievement compares with their past performance. Every report reflects a measure of competency in some specifically identified instructional unit.

* The outcome evaluation is directly affected by -

  -how well the needs of the children were assessed
  -how closely teachers followed their pre-planned instructional strategies.

* Thus -

  -evaluation becomes more precise
  -planning more in line with student needs
  -staff development better focused on the skills necessary to promote student growth
  -technical assistance directly related to problem areas.

PART I

The first set of documents in this evaluation report contains the results of student performance on reading objectives rated by Vermont educators as essential to the mastery of reading skills.

The data shows the comparative growth of children participating in supplementary reading projects funded under ESEA Title I with the growth of children judged to be average and above average readers.

The rating of objectives was achieved through a Delphi process involving regular classroom teachers, remedial reading teachers, and higher education professionals in the field of reading.

The "average" and "above average" students were enrolled in five school districts not participating in Federally funded supplementary reading programs.

The students' reading levels were determined by the classroom teachers on the basis of standardized test scores and teacher judgment. None of the "average/above-average" students received supplementary reading instruction.

Initially, an attempt was made to establish a comparable group to the Title I participants, however, a close examination of this group at the end of the project revealed that many of the children had been given extra help in reading either through locally funded staff members or through the use of volunteer assistants. Thus, it was not possible to have a group of children with a comparable range of reading levels as children who received remedial reading in schools using the Prescriptive Reading Inventory.

# ESSENTIAL OBJECTIVES FOR SECOND GRADERS

The following 17 objectives were rated by Vermont educators as the most important of the 34 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) RED LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at second grade to become competent readers and were taught for mastery to students functioning in the 1.5 to 2.5 grade level range.

## OBJECTIVES

1. Matching same vowel sound

3. Matching long and short vowel sounds

4. Consonant Substitutions: Initial Blends same endings, choose correct initial consonant blend (pin, spin)

5. Consonant Substitution: Initial & Final (Substitute initial or final consonant blend to make new word)

6. Consonant Substitution: Final Blends same two initial letters, choose correct final consonant blend (rest, rent)

16. Identify singular and plural words

17. Word endings ed, s, ing (choose correct word in a sentence)

24. Identify compounds

39. Match synonyms

41. Match sentence with picture (positive and negative sentences)

42. Choose correct word for sentence by use of context clue

57. Sequence of Events (first, last)

58. Identify setting of story

59. Recall of story detail (what, where, how many)

67. Main idea of story (title for story)

68. Feelings of a character at a particular time or throughout a story

# ESSENTIAL OBJECTIVES FOR THIRD GRADERS

The following 17 objectives were rated by Vermont educators as the most important of the 41 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) GREEN LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at third grade to become competent readers and were taught for mastery to students functioning in the 2.0 to 3.5 grade level range.

## OBJECTIVES

1. Matching same vowel

2. Matching same consonant sound

5. Consonant Substitution: Initial & Final
   (Substitute initial or final consonant to make a new word)

8. Rhyming parts of words - grow rhymes with grew, so, etc.

10. Identify silent vowels

12. Match r-controlled vowel sound

14. Match word parts with same vowel sound
    (aw, er, ow)

17. Word endings ed, s, ing
    (choose correct ending for word)

26. Identify correct word or base word which requires spelling change
    (cities - city, cit, citie)

57. Sequence of Events
    (first, last)

58. Identify setting of story

59. Recall of story detail
    (what, why)

62. Recognize cause and effect
    (why, what happened)

63. Draw inferences about what has been read
    (support statement)

64. Choose logical conclusion
    (why did a person do such and such)

67. Main idea of story
    (title for story)

68. Feelings of a character at a particular time or throughout a story

48. Choose correct meaning of word from context clues (He wrote the play.)

# ESSENTIAL OBJECTIVES FOR FOURTH GRADERS

The following 15 objectives were rated by Vermont educators as the most important of the 42 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) BLUE LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at fourth grade to become competent readers and were taught for mastery to students functioning in the 3.0 to 4.5 grade level range.

## OBJECTIVES

13. Match sound of digraphs, dipthongs (io, aw, oo)

14. Match word parts with same vowel sound (ur, er, ear)

15. Phonetic Parts: Blending (Blend two parts to make one word)

32. Identify prefix or suffix in affixed word.

45. Choose appropriate word for sentence

52. Select correct synonym for a word

57. Sequence of Events (Indicate when an event happened in relation to other events)

58. Identify setting of story

59. Recall of story detail (how, when)

60. Recall of story by part

61. Identify true statements about story

62. Recognize cause and effect (because, what happened)

63. Draw inferences about what has been read (why do you think)

64. Choose logical conclusion (it probably was)

67. Main idea of story (what is story mostly about)

# ESSENTIAL OBJECTIVES FOR FIFTH AND SIXTH GRADERS

The following 15 objectives were rated by Vermont educators as the most important of the 38 objectives in the Prescriptive Reading Inventory (CTB/McGraw-Hill) ORANGE LEVEL. The PRI objectives were gleaned from reading programs used with over 85% of the students in the country.

These objectives were considered essential at fifth grade to become competent readers and were taught for mastery to students functioning in the 4.0 to 6.5 grade level.

## OBJECTIVES

13. Match sound of digraphs, dipthongs (ou, ea, oo)

14. Match word parts with same vowel sounds (shun, aw, ow)

15. Phonetic Parts: Blending (Blend two parts to make one word)

33. Add correct affix to word

52. Select correct synonym for a word

53. Select correct antonym for a word

57. Sequence of Events (Indicate when an event happened in relation to other events)

59. Recall of story detail (recall of specific story detail)

62. Recognize cause and effect (because, why)

63. Draw inferences about what has been read (how information suggests what)

64. Choose logical conclusion (the age of the person may have been)

65. Identify clues which lead to a conclusion

67. Main idea of story (what is passage mainly about)

---

The above 15 objectives and the following 5 were considered essential at sixth grade to become competent readers and were taught for mastery to students functioning in the 4.0 to 6.5 grade level range:

34. Select correct definition of affixed word

46. Choose most suitable word for sentence using context clue

48. Choose correct meaning of word from context clues (He wrote the play.)

49. Match words in isolation with their meaning

66. Predict future action based upon content of reading material

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

RED LEVEL
GRADE LEVEL RANGE 1.5 - 2.5

MASTERY
Numbers at Pre-Test | Per Cent at Pre-Test
Numbers at Post-Test | Per Cent at Post-Test

| PARTICIPANTS | 1 | 3 | 4 | 5 | 6 | 16 | 17 | 24 | 39 | 40 | 41 | 42 | 57 | 58 | 59 | 67 | 68 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **W/OUT SUPPLEMENTARY READING:** | | | | | | | | | | | | | | | | | |
| Grade 2 - Average Reader (at grade level) N = 32 | 22 68 | 20 62 | 23 71 | 21 65 | 24 75 | 26 81 | 16 50 | 25 78 | 17 53 | 23 71 | 28 87 | 23 71 | 17 53 | 22 68 | 21 65 | 13 40 | 24 75 |
| | 30 93 | 30 93 | 32 100 | 32 100 | 30 93 | 30 93 | 27 84 | 32 100 | 28 87 | 32 100 | 32 100 | 32 100 | 31 96 | 29 90 | 32 100 | 24 75 | 32 100 |
| Grade 2 - Above Ave Reader (1yr or more above grade level) N = 14 | 13 92 | 10 71 | 12 85 | 11 78 | 13 92 | 11 78 | 9 64 | 13 92 | 13 92 | 14 100 | 13 92 | 12 85 | 11 78 | 12 85 | 13 92 | 11 78 | 13 92 |
| | 14 100 | 13 92 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 14 100 | 13 92 | 13 92 | 14 100 | 14 100 |
| **W/SUPPLEMENTARY READING:** | | | | | | | | | | | | | | | | | |
| Grade 2 - Title I Student N = 440 | 165 37 | 124 28 | 167 38 | 158 36 | 197 44 | 218 49 | 30 6 | 282 64 | 113 25 | 166 37 | 195 44 | 111 25 | 64 14 | 142 32 | 121 27 | 80 18 | 134 30 |
| | 373 84 | 330 75 | 385 87 | 366 83 | 373 84 | 370 84 | 228 51 | 406 92 | 308 70 | 393 89 | 406 92 | 350 79 | 266 60 | 326 74 | 359 81 | 280 63 | 367 83 |
| Grade 3 - Title I Student N = 264 | 183 68 | 139 52 | 202 75 | 180 67 | 185 69 | 175 65 | 64 24 | 220 82 | 117 43 | 210 78 | 210 78 | 147 55 | 80 30 | 143 53 | 154 57 | 107 40 | 166 62 |
| | 244 92 | 220 83 | 249 94 | 238 90 | 240 90 | 246 93 | 151 57 | 253 96 | 211 79 | 249 94 | 255 96 | 231 87 | 188 71 | 230 87 | 226 85 | 188 71 | 239 90 |
| Grade 4 - Title I Student N = 24 | 13 54 | 12 50 | 13 54 | 21 87 | 15 62 | 16 66 | 2 8 | 21 87 | 3 12 | 14 58 | 15 62 | 9 37 | 7 29 | 11 45 | 11 45 | 3 12 | 11 45 |
| | 16 66 | 17 70 | 13 95 | 19 79 | 20 83 | 20 83 | 15 62 | 24 100 | 20 83 | 24 100 | 22 91 | 21 87 | 18 75 | 18 75 | 22 91 | 16 66 | 22 91 |

- OBJECTIVES -
- Vowel Sounds: Matching Like or Variant
- Vowel Sounds: Unlike
- Consonant Substitution: Blends
- Consonant Substitution: Initial and Final
- Consonant Substitution: Final
- Inflected Words: Singular/Plural
- Inflected Words (Endings) and Affixes
- Compounds: Recognition
- Like or Unlike Entries: Synonyms
- Like or Unlike Entries: Antonyms
- Like or Unlike Entries: Positive&Negative Sent.
- Use of Context: Sentence Completion
- Event Sequence
- Story Setting
- Story Detail: Recall or Descriptive Words
- Main Idea: Summary, Title, or Theme
- Character Analysis: Feelings

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

GREEN LEVEL
GRADE LEVEL RANGE 2.0 - 3.4

MASTERY

| Numbers at Pre-Test | Per Cent at Pre-Test |
|---|---|
| Numbers at Post-Test | Per Cent at Post-Test |

| OBJECTIVES | Vowel Sounds: Matching Like or Variant | Consonant Sounds: Letters | Consonant Substitution: Initial & Final | Rhyming Word Parts | Silent Vowels | Variant Vowel Sounds: R-controlled | Phonetic Parts: Variant Sounds | Inflected Words (Endings) & Affixes | Word Structure: Endings Spelling Changes | Event Sequence | Story Setting | Story Detail: Recall or Descriptive Words | Cause or Effect | Inference | Conclusion: Formation | Main Idea: Summary, Title, or Theme | Character Analysis: Feelings | Word Definition |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PARTICIPANTS | 1 | 2 | 5 | 8 | 10 | 12 | 14 | 17 | 26 | 57 | 58 | 59 | 62 | 63 | 64 | 67 | 68 | 48 |
| W/OUT SUPPLEMENTARY READING: Grade 3 - Average Reader (at grade level) | 2 7 | 14 50 | 14 50 | 10 35 | 22 78 | 6 21 | 4 14 | 22 78 | 2 7 | 10 35 | 16 57 | 22 78 | 14 50 | 6 21 | 14 50 | 8 28 | 13 46 | 19 67 |
| | 13 46 | 25 8. | 22 78 | 25 89 | 28 100 | 14 50 | 14 50 | 28 100 | 23 82 | 23 82 | 21 75 | 26 92 | 25 89 | 19 67 | 26 92 | 9 32 | 26 92 | 27 96 |
| N = 28 | | | | | | | | | | | | | | | | | | |
| Grade 3 - Above Ava Reader (1yr or more above grade level) | 7 77 | 8 88 | 7 77 | 7 77 | 9 100 | 7 77 | 6 66 | 8 88 | 6 66 | 6 66 | 8 88 | 9 100 | 8 88 | 7 77 | 9 100 | 5 55 | 8 88 | 9 100 |
| | 8 88 | 9 100 | 8 88 | 9 100 | 9 100 | 8 88 | 9 100 | 9 100 | 9 100 | 8 88 | 9 100 | 9 100 | 9 100 | 8 88 | 9 100 | 5 55 | 8 88 | 9 100 |
| N = 9 | | | | | | | | | | | | | | | | | | |
| WITH SUPPLEMENTARY READING: Grade 3 - Title I Student | 17 5 | 102 35 | 103 35 | 60 20 | 186 63 | 65 22 | 35 12 | 132 45 | 37 12 | 40 13 | 82 28 | 61 20 | 68 23 | 49 16 | 41 14 | 24 8 | 34 11 | 87 29 |
| | 100 34 | 223 76 | 190 65 | 183 62 | 263 90 | 152 52 | 114 39 | 243 83 | 146 50 | 134 46 | 177 60 | 180 61 | 178 61 | 127 43 | 152 52 | 66 19 | 139 47 | 208 71 |
| N = 291 | | | | | | | | | | | | | | | | | | |
| Grade 4 - Title I Student | 66 14 | 250 55 | 229 50 | 137 30 | 353 77 | 134 29 | 73 16 | 316 69 | 103 22 | 141 31 | 209 46 | 194 42 | 168 37 | 103 22 | 128 28 | 40 8 | 119 26 | 253 55 |
| | 213 46 | 363 79 | 310 68 | 286 62 | 423 93 | 267 58 | 207 45 | 409 90 | 259 57 | 303 66 | 343 75 | 335 73 | 324 71 | 278 61 | 293 64 | 134 29 | 283 62 | 376 82 |
| N = 454 | | | | | | | | | | | | | | | | | | |
| Grade 5 - Title I Student | 29 16 | 122 70 | 104 59 | 75 43 | 141 81 | 60 34 | 30 17 | 130 74 | 59 33 | 62 35 | 94 54 | 78 44 | 75 43 | 56 32 | 64 36 | 20 11 | 61 35 | 102 58 |
| | 78 44 | 139 79 | 127 72 | 119 68 | 157 90 | 97 55 | 80 45 | 160 91 | 116 66 | 110 63 | 145 83 | 129 74 | 147 84 | 83 47 | 113 64 | 66 37 | 114 65 | 151 86 |
| N = 174 | | | | | | | | | | | | | | | | | | |

PRESCRIPTIVE READING INVENTORY
(CTB/McGraw-Hill)

SCHOOL YEAR 1974 - 75

STUDENT PERFORMANCE ON OBJECTIVES
RATED ESSENTIAL TO READING COMPETENCY

BLUE LEVEL
GRADE LEVEL RANGE 3.0-5.4

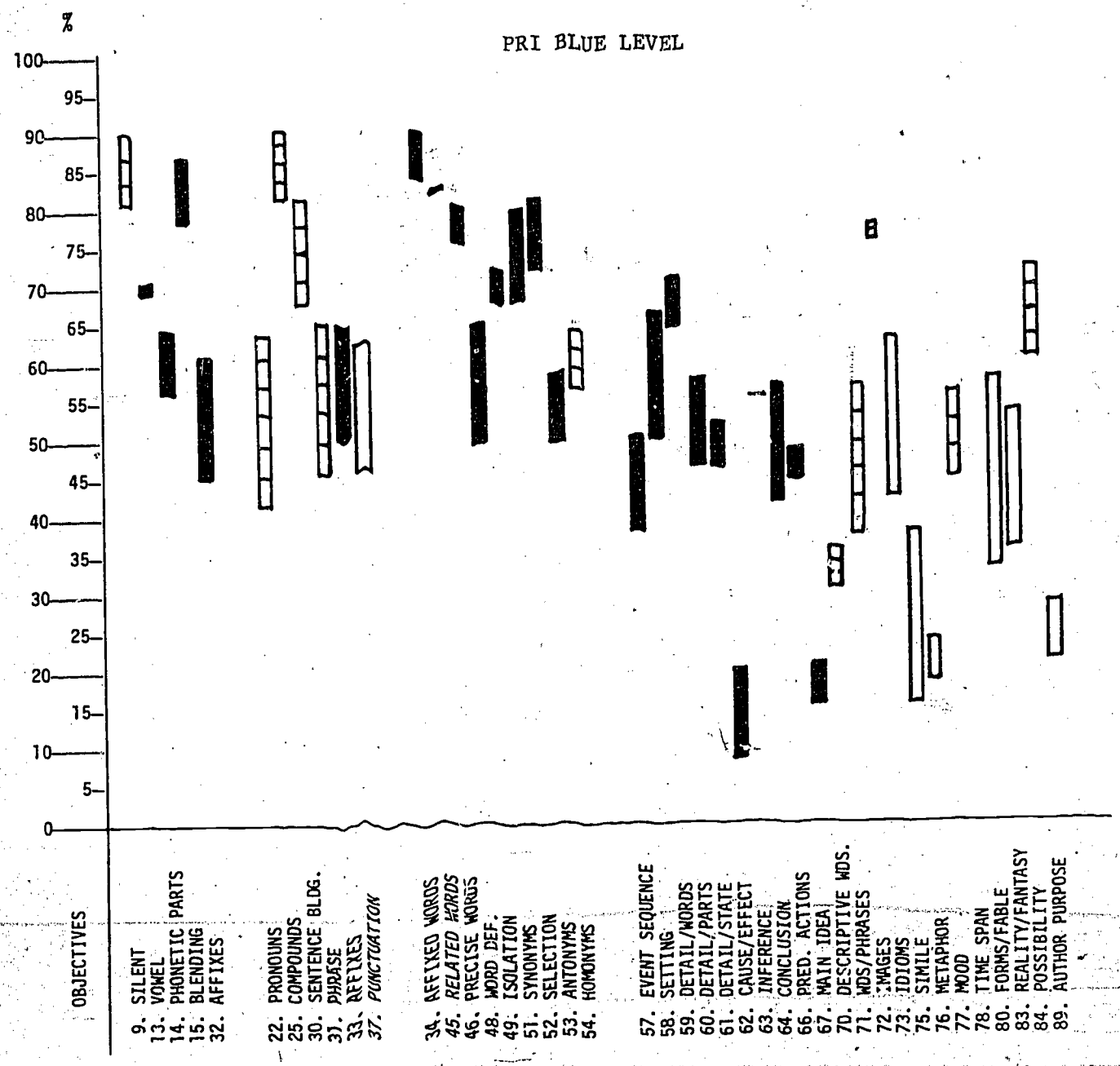
Numbers at Pre-Test / Per Cent at Pre-Test
Numbers at Post-Test / Per Cent at Post-Test

| PARTICIPANTS | 13 | 14 | 15 | 32 | 45 | 52 | 53 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 67 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| - OBJECTIVES - | Variant Vowel Sounds: Digraph, Diphthong | Phonetic Parts: Variant Sounds | Phonetic Parts: Blending | Affixes: Identifying Prefixes, Suffixes | Meaning of Related Words in Context | Synonyms: Selection | Antonyms: Selection | Event Sequence | Story Setting | Story Detail: Recall or Descriptive Words | Story Detail: Recall by Parts | Story Detail: Identify True Statements | Cause or Effect | Inference | Conclusion: Formation | Main Idea: Summary, Title, or Theme |
| WITHOUT SUPPLEMENTARY READING: | | | | | | | | | | | | | | | | |
| Grade 4 - Average Reader (at grade level) | 18 \| 62 | 16 \| 55 | 20 \| 68 | 9 \| 31 | 27 \| 93 | 27 \| 93 | 15 \| 51 | 18 \| 62 | 16 \| 55 | 25 \| 86 | 20 \| 68 | 17 \| 58 | 2 \| 6 | 16 \| 55 | 17 \| 58 | 3 \| 10 |
| | 23 \| 79 | 21 \| 72 | 20 \| 68 | 13 \| 44 | 29 \| 100 | 26 \| 89 | 21 \| 72 | 19 \| 65 | 24 \| 82 | 27 \| 93 | 23 \| 79 | 22 \| 75 | 7 \| 24 | 24 \| 82 | 22 \| 75 | 10 \| 34 |
| N = 29 | | | | | | | | | | | | | | | | |
| Grade 4-Above Ave. Reader (1 yr or more above grade level) | 10 \| 100 | 10 \| 100 | 10 \| 100 | 6 \| 60 | 10 \| 100 | 9 \| 90 | 6 \| 60 | 6 \| 60 | 9 \| 90 | 10 \| 100 | 10 \| 100 | 10 \| 100 | 4 \| 40 | 9 \| 90 | 8 \| 80 | 5 \| 50 |
| | 10 \| 100 | 10 \| 100 | 10 \| 100 | 10 \| 100 | 10 \| 100 | 10 \| 100 | 8 \| 80 | 10 \| 100 | 10 \| 100 | 9 \| 90 | 9 \| 90 | 9 \| 90 | 4 \| 40 | 10 \| 100 | 8 \| 80 | 6 \| 60 |
| N = 10 | | | | | | | | | | | | | | | | |
| W/SUPPLEMENTARY READING: | | | | | | | | | | | | | | | | |
| Grade 5 - Title I Student | 147 \| 60 | 121 \| 49 | 157 \| 64 | 97 \| 39 | 170 \| 69 | 157 \| 64 | 97 \| 39 | 63 \| 25 | 96 \| 39 | 121 \| 49 | 76 \| 31 | 68 \| 27 | 4 \| 1 | 83 \| 34 | 51 \| 20 | 13 \| 5 |
| | 196 \| 80 | 178 \| 72 | 196 \| 80 | 155 \| 63 | 209 \| 85 | 200 \| 85 | 144 \| 59 | 100 \| 40 | 167 \| 68 | 178 \| 72 | 143 \| 58 | 117 \| 47 | 26 \| 10 | 136 \| 55 | 121 \| 49 | 43 \| 17 |
| N = 244 | | | | | | | | | | | | | | | | |
| Grade 6 - Title I Student | 192 \| 68 | 165 \| 59 | 193 \| 69 | 130 \| 46 | 237 \| 84 | 217 \| 77 | 128 \| 45 | 88 \| 31 | 143 \| 51 | 166 \| 59 | 130 \| 46 | 114 \| 40 | 12 \| 4 | 116 \| 41 | 96 \| 34 | 21 \| 7 |
| | 230 \| 82 | 207 \| 74 | 226 \| 81 | 188 \| 67 | 258 \| 92 | 257 \| 92 | 188 \| 67 | 145 \| 51 | 199 \| 71 | 222 \| 79 | 179 \| 64 | 164 \| 58 | 41 \| 14 | 188 \| 67 | 158 \| 56 | 71 \| 25 |
| N = 279 | | | | | | | | | | | | | | | | |
| Grade 7 - Title I Student | 59 \| 63 | 57 \| 61 | 65 \| 69 | 53 \| 56 | 76 \| 81 | 74 \| 79 | 72 \| 53 | 41 \| 44 | 49 \| 52 | 69 \| 74 | 49 \| 52 | 35 \| 37 | 5 \| 5 | 65 \| 59 | 40 \| 43 | 16 \| 17 |
| | 76 \| 81 | 66 \| 70 | 76 \| 81 | 71 \| 76 | 86 \| 92 | 83 \| 89 | 77 \| 56 | 54 \| 58 | 71 \| 76 | 77 \| 82 | 67 \| 72 | 57 \| 61 | 33 \| 35 | 69 \| 74 | 46 \| 49 | 30 \| 32 |
| N = 93 | | | | | | | | | | | | | | | | |

# GRADE 5

(GR 3.0 - 4.5)

PRI BLUE LEVEL

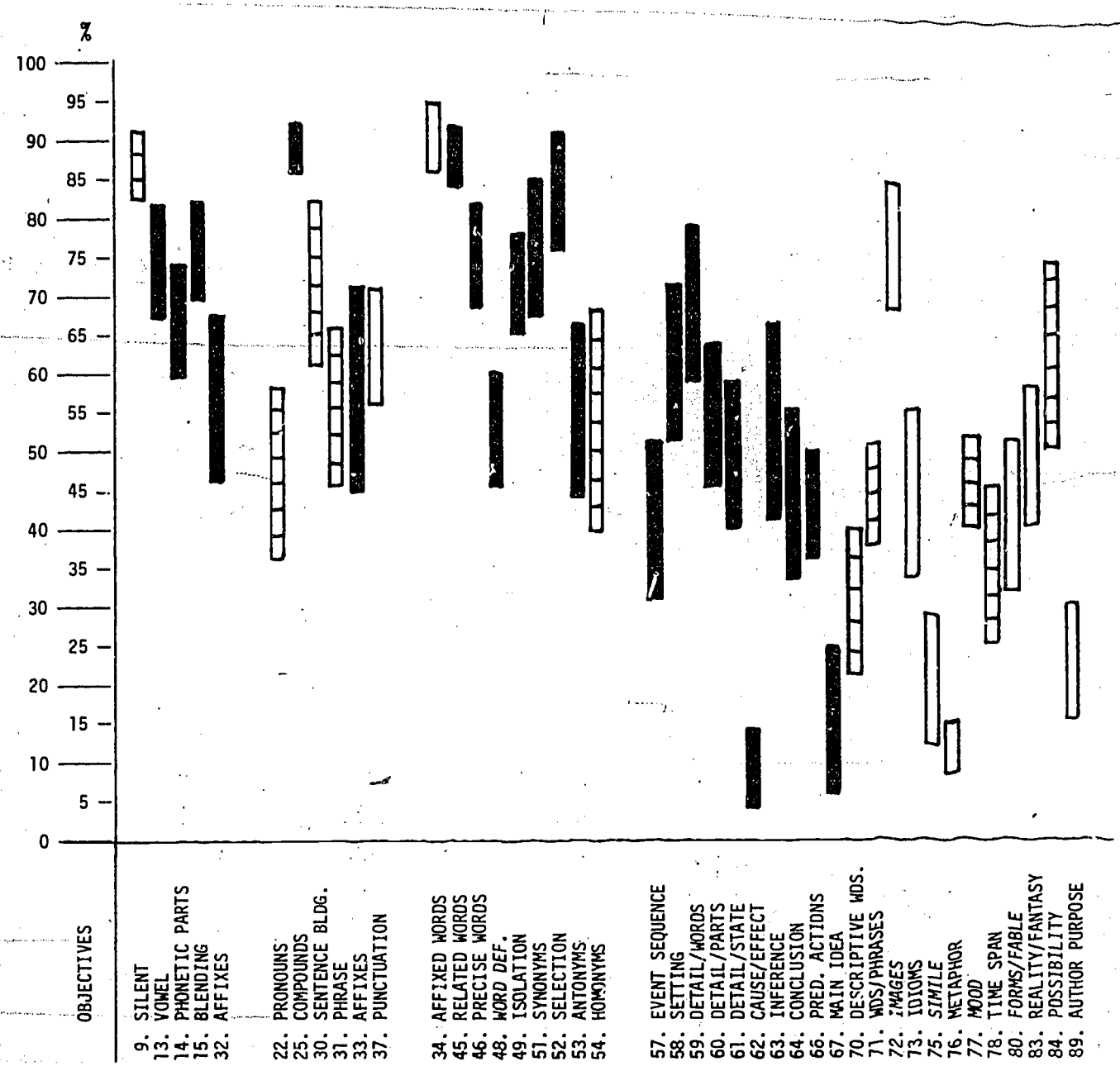



POPULATION: 244

FISCAL YEAR: 1974 - 1975

# GRADE 6

BLUE LEVEL (GR 3.0 - 4.5)



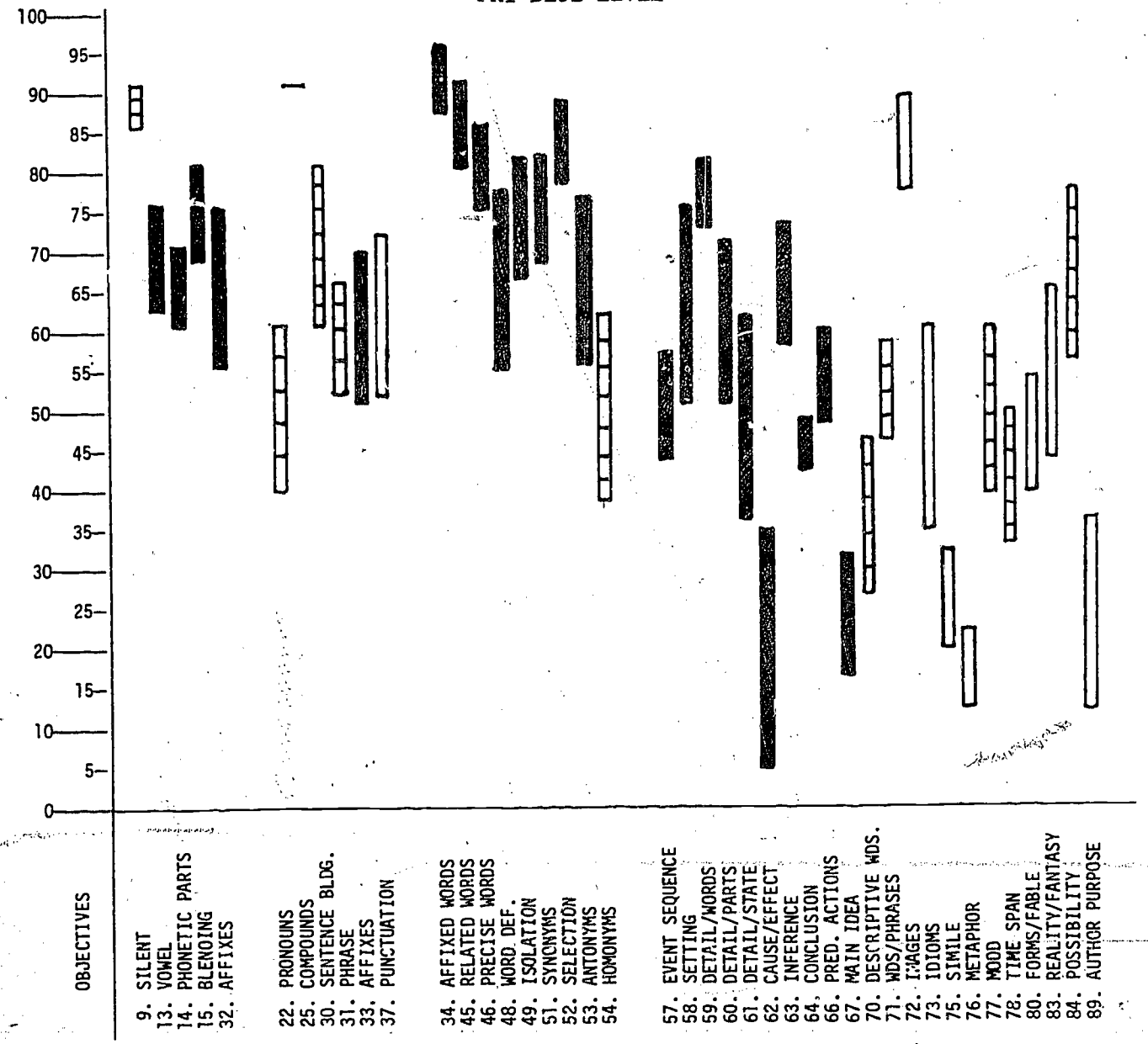

EMPHASIS: HEAVY MODERATE LIGHT

POPULATION: 279 1974-1975

# GRADE 7

(GR 3.0 - 4.5)

PRI BLUE LEVEL




EMPHASIS: HEAVY MODERATE LIGHT

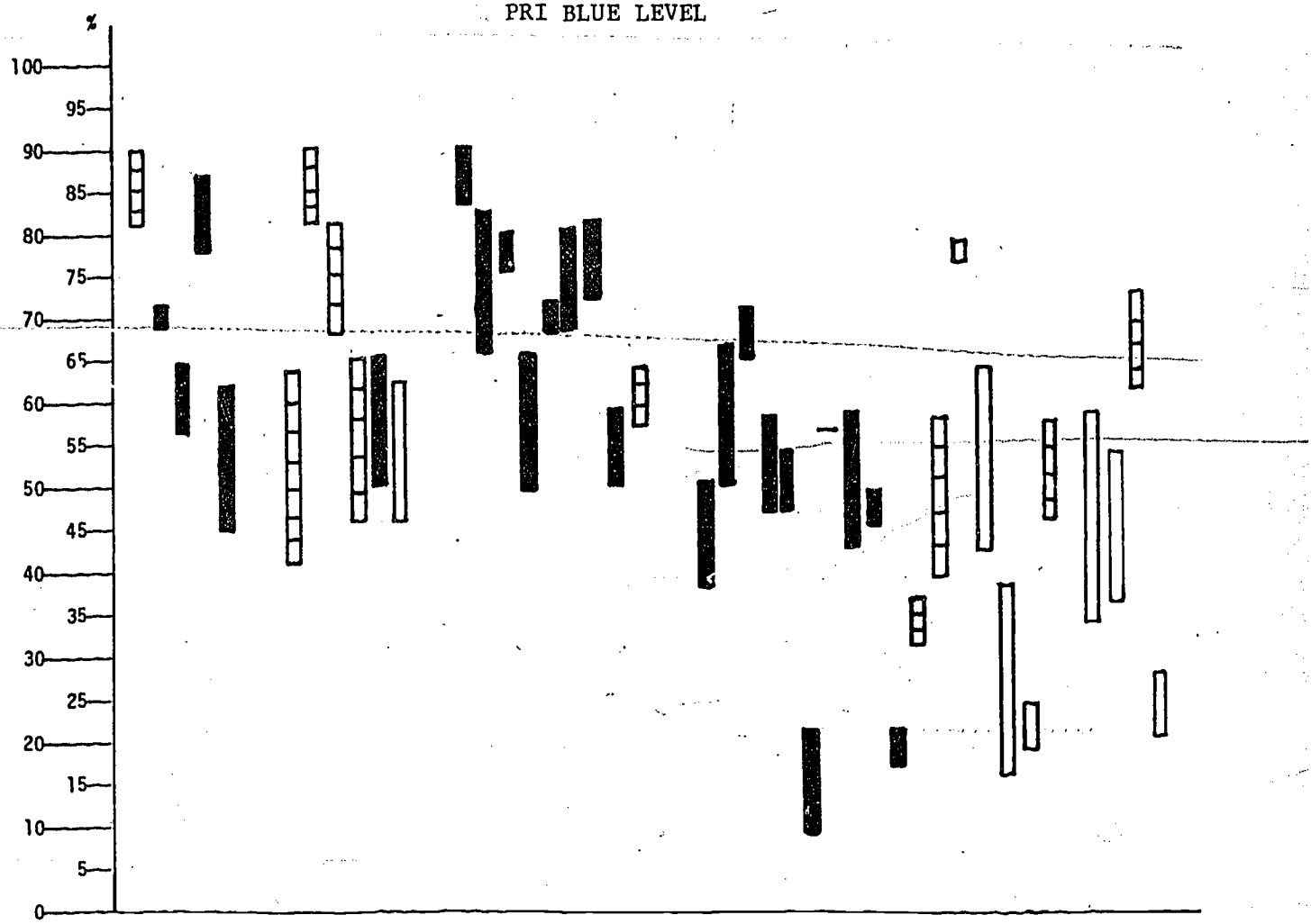
POPULATION: 93

FISCAL YEAR: 1974 - 1975

# GRADE 8

(GR 3.0 - 4.5)

PRI BLUE LEVEL

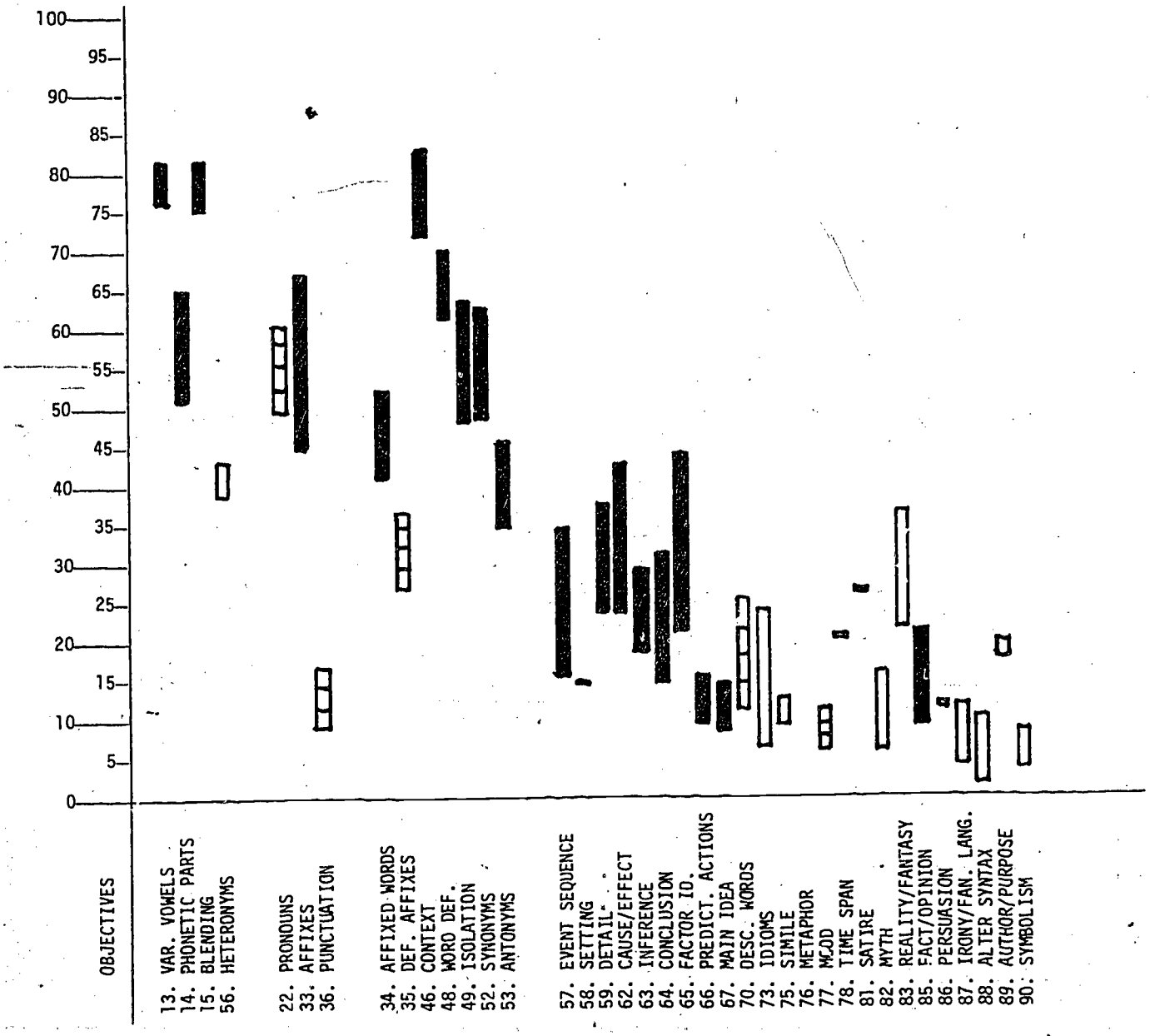



| OBJECTIVES | | |

# GRADE 7

(GR 4.0 - 6.5)

PRI ORANGE LEVEL



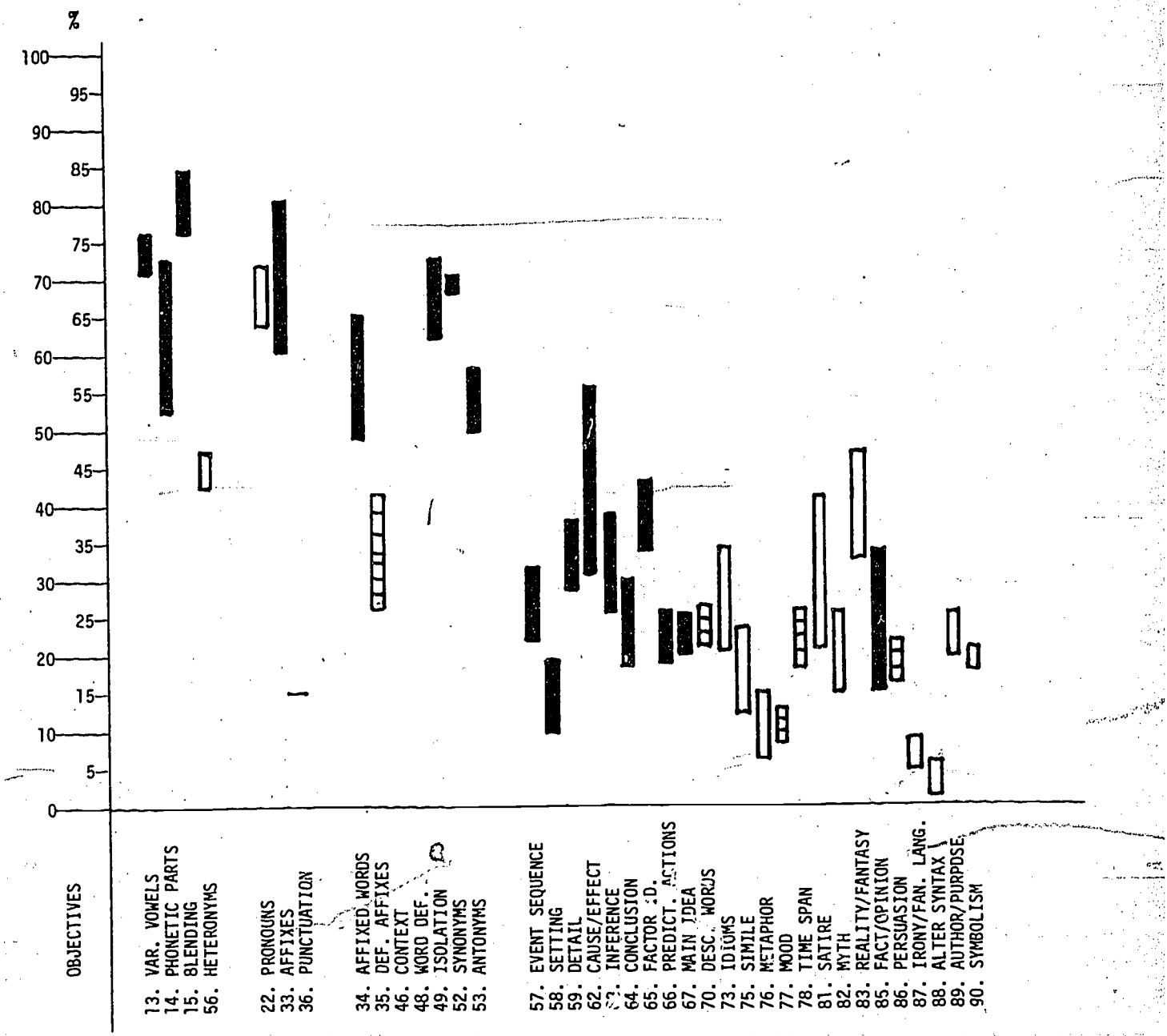

EMPHASIS: HEAVY MODERATE LIGHT

POPULATION: 101

1974-1975

# GRADE 8

(GR 4.0 - 6.5)
PRI ORANGE LEVEL




EMPHASIS: HEAVY MODERATE LIGHT

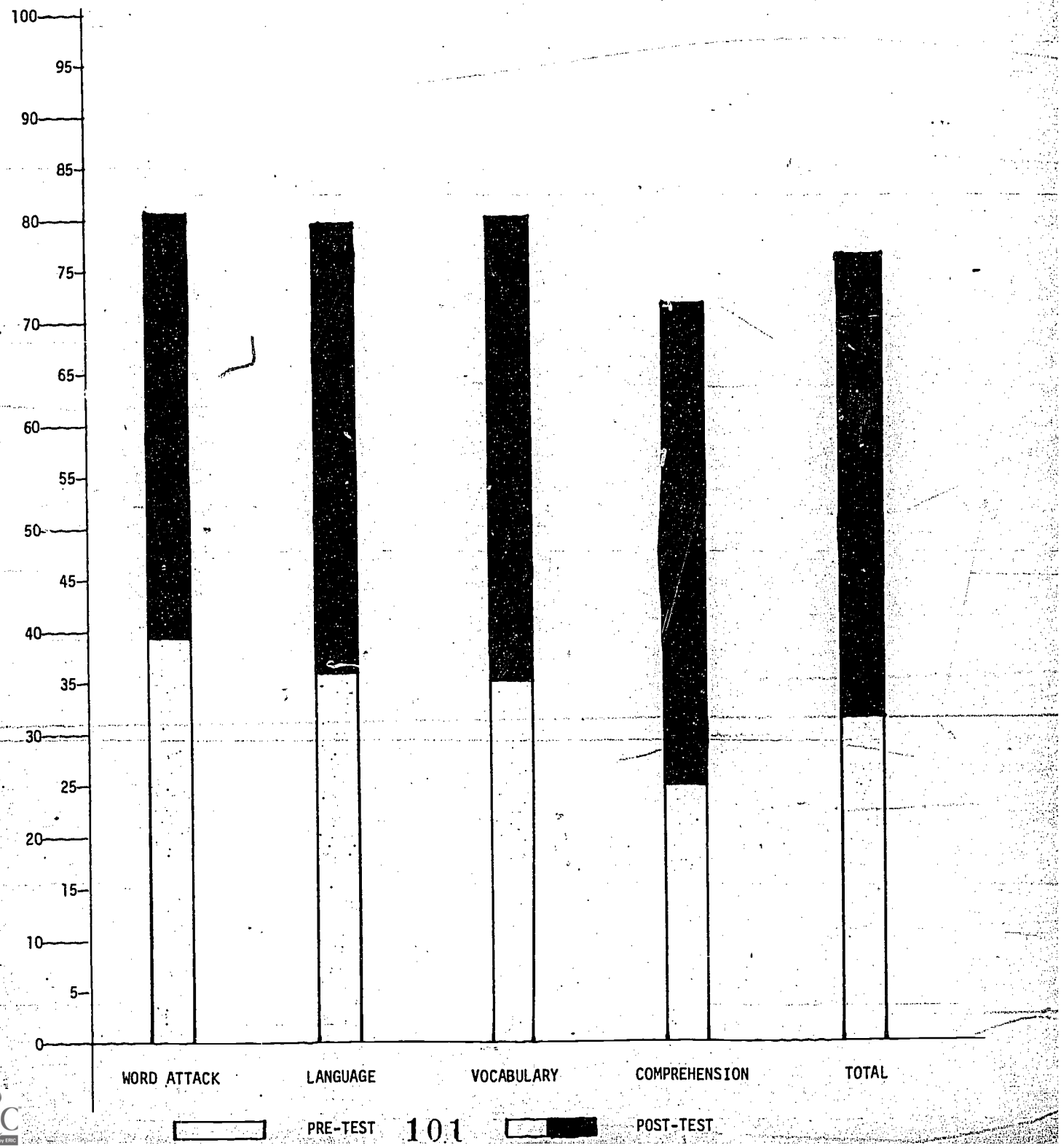
POPULATION: 126

1974-1975

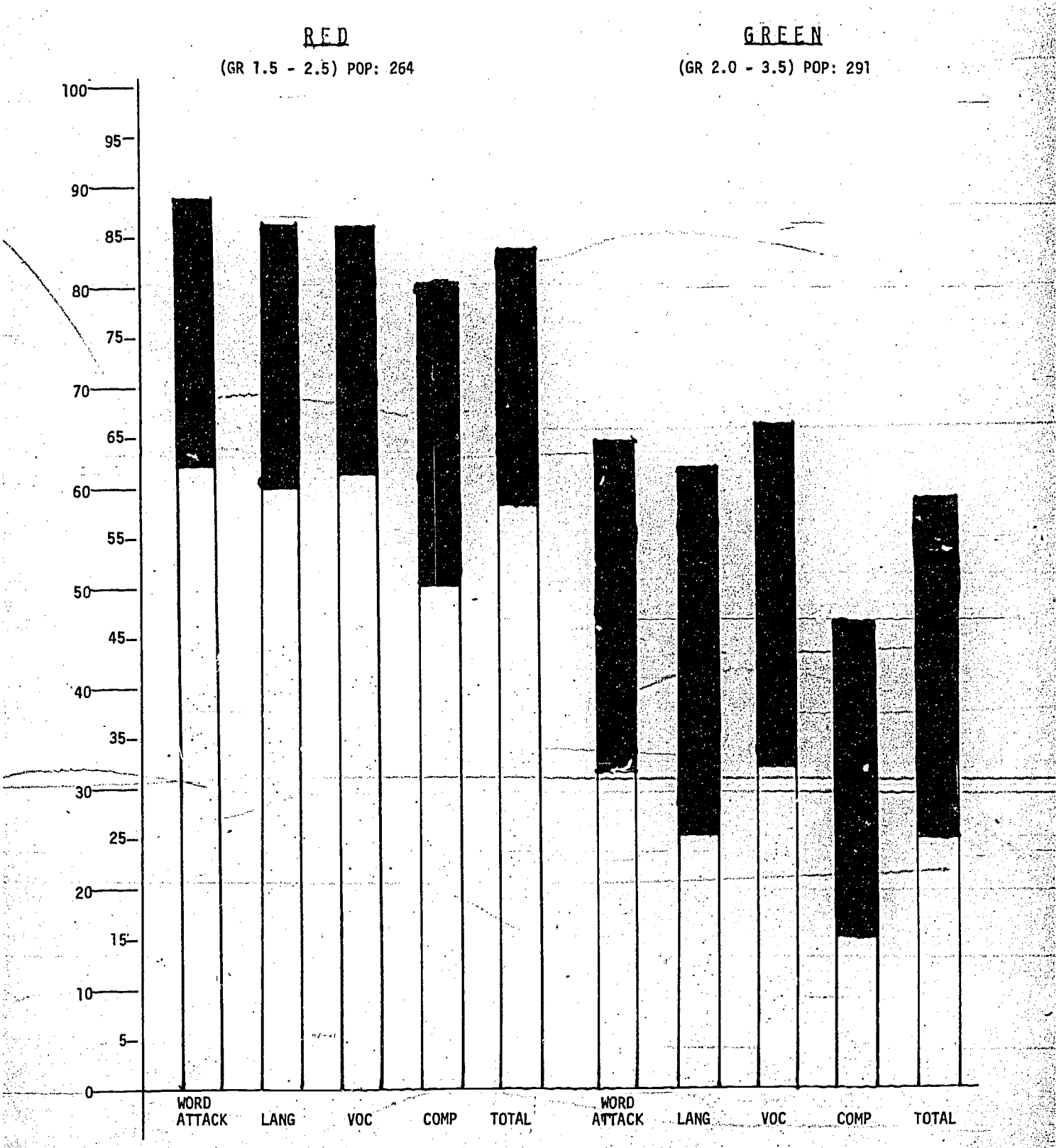
# GRADE 2

RED

(GR 1.5 - 2.5) POP: 440



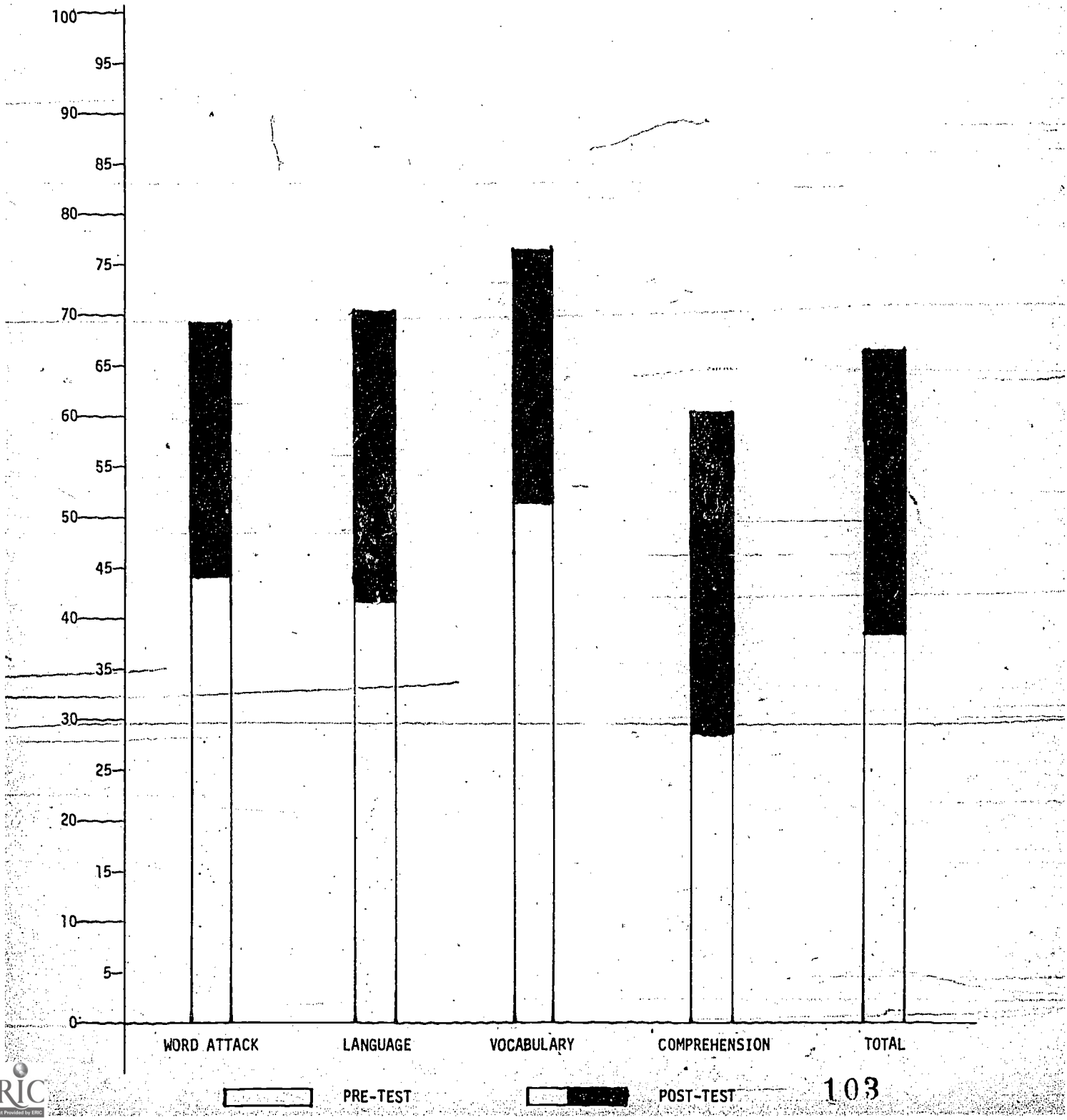
# GRADE 3


RED
(GR 1.5 - 2.5) POP: 264
GREEN
(GR 2.0 - 3.5) POP: 291
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
WORD ATTACK
LANG
VOC
COMP
TOTAL
WORD ATTACK
LANG
VOC
COMP
TOTAL

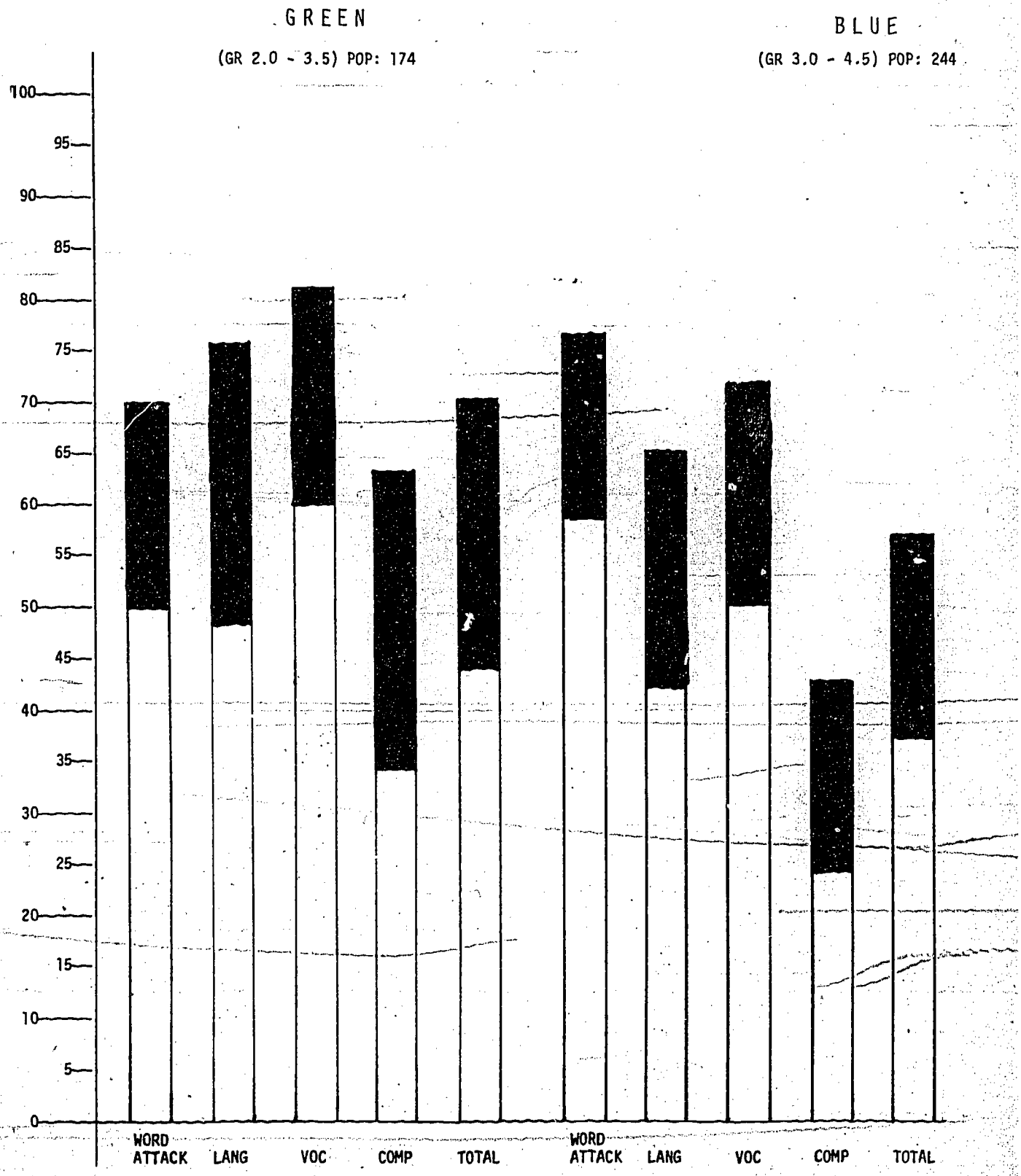
# GRADE 4

GREEN

(GR 2.0 - 3.5) POP: 454



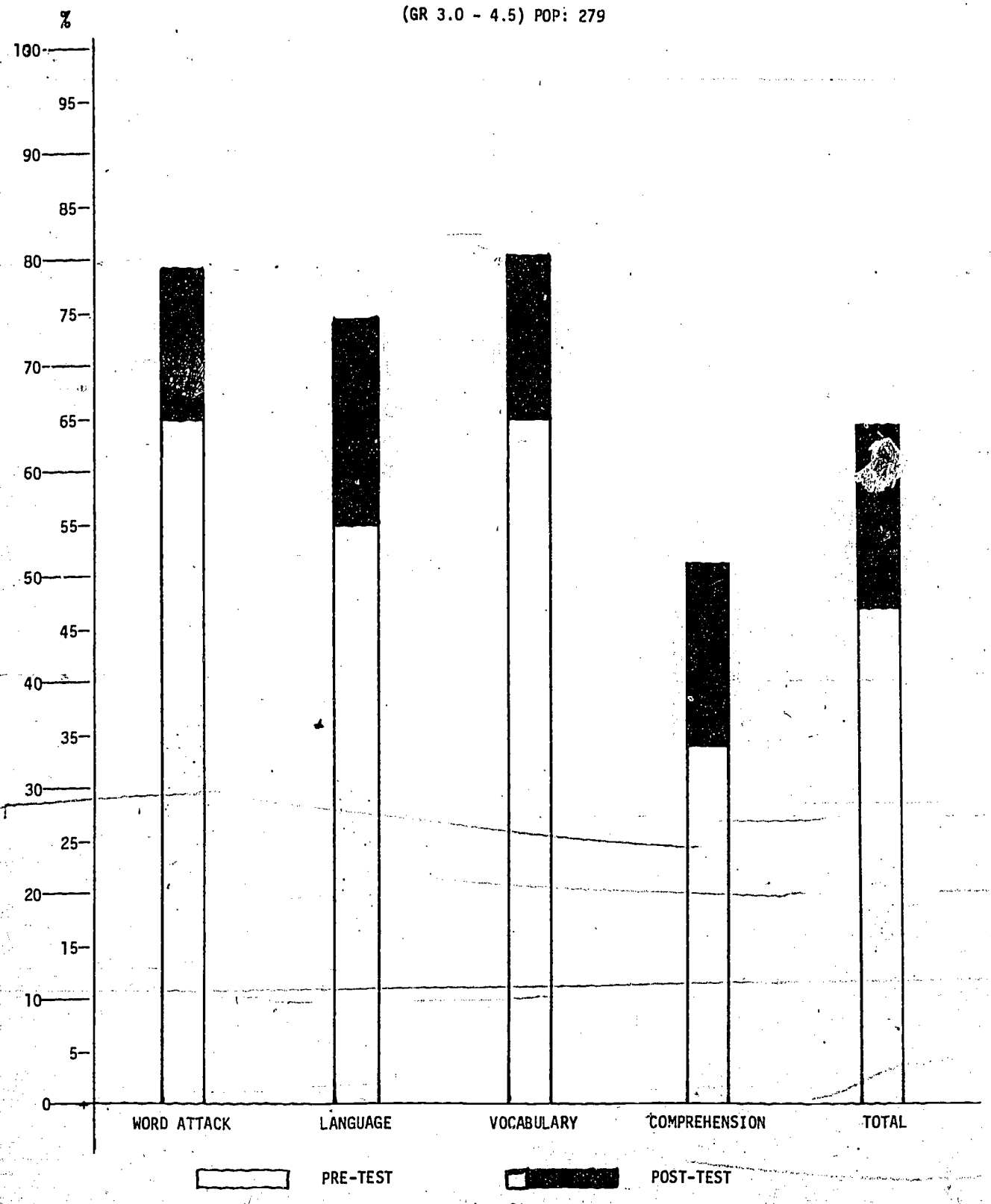
# GRADE 5


GREEN
(GR 2.0 - 3.5) POP: 174
BLUE
(GR 3.0 - 4.5) POP: 244
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
WORD ATTACK
LANG
VOC
COMP
TOTAL
WORD ATTACK
LANG
VOC
COMP
TOTAL

# GRADE 6

BLUE

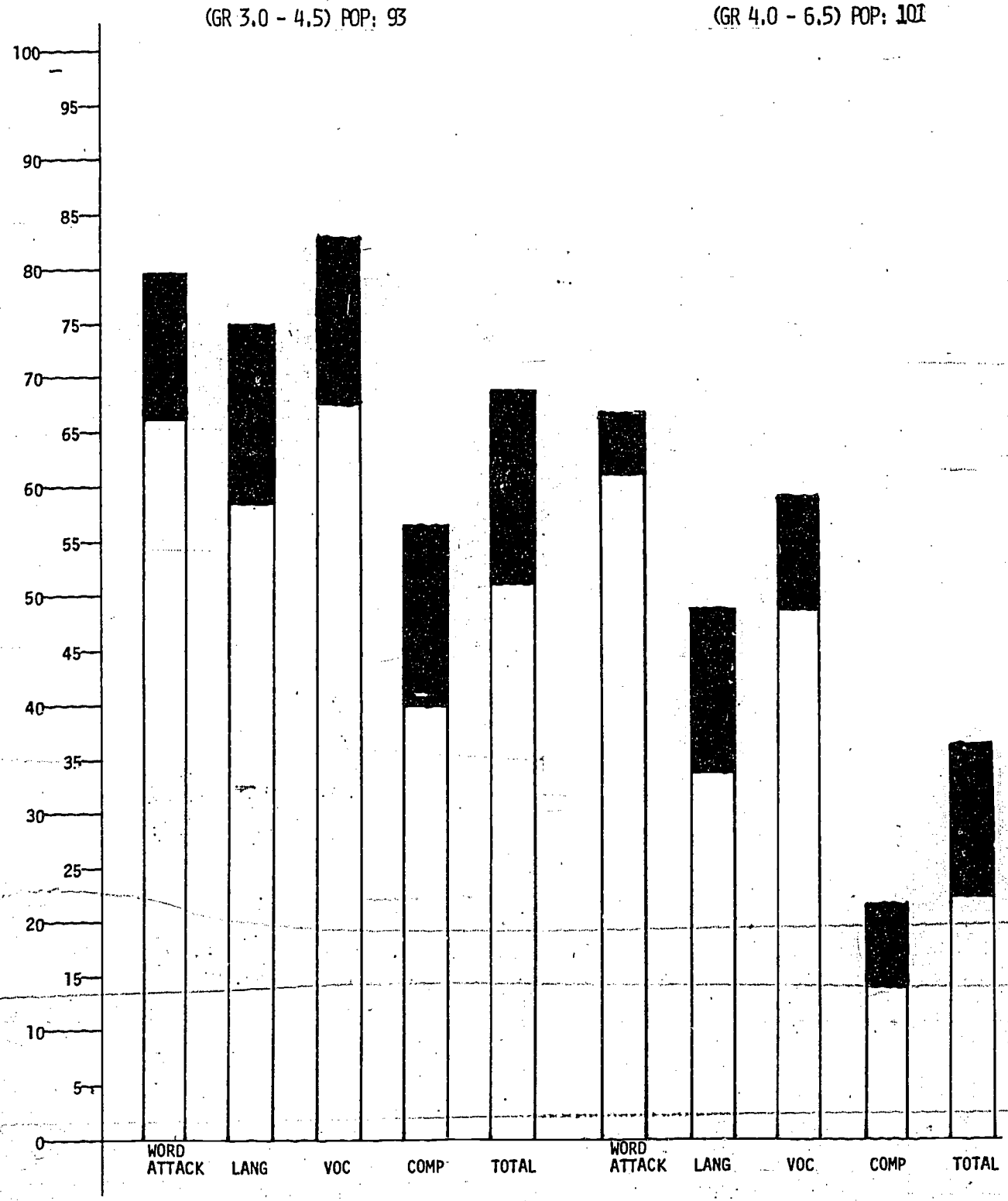
(GR 3.0 - 4.5) POP: 279



# GRADE 7

BLUE
(GR 3.0 - 4.5) POP: 93

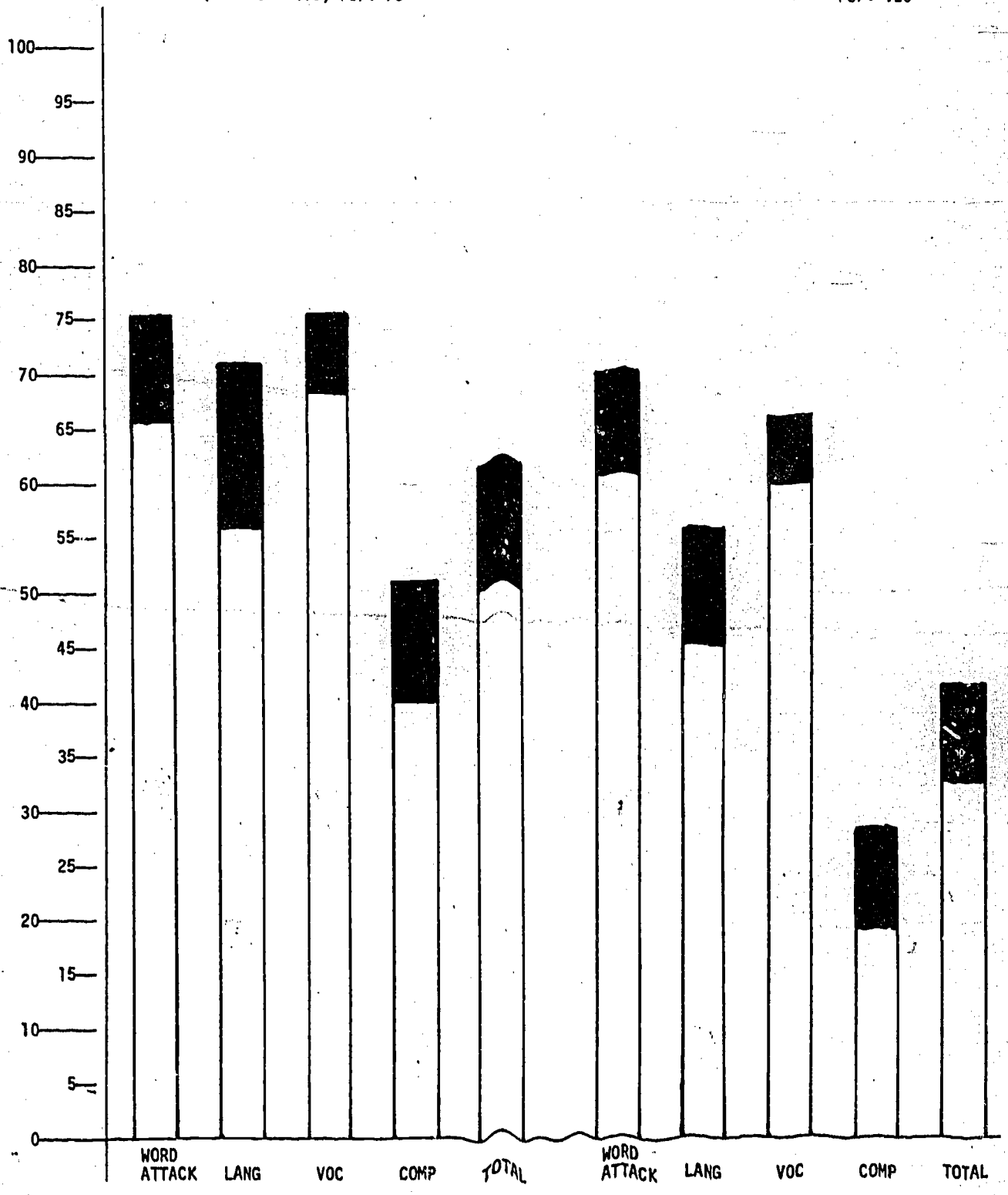
ORANGE
(GR 4.0 - 6.5) POP: 101



# GRADE 8

BLUE
(GR 3.0 - 4.5) POP: 73

ORANGE
POP: 126



STATE COMPOSITE

1974-1975

| Grade | *PRI Level | N | Objectives Emphasized | Average Pretest Mastery | Average % of Objectives Mastered on Pre-test | Average Posttest Mastery | Average % of Objectives Mastered on Posttest | Gain | Maximum Possible | % of Maximum |
|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Red | 440 | 31 | 10.28 | 31 | 24.18 | 78 | 13.9 | 20.72 | 67% |
| 3 | Red | 264 | 30 | 17.45 | 58 | 25.46 | 85 | 8.0 | 12.55 | 64% |
| 3 | Green | 291 | 35 | 8.86 | 25 | 20.42 | 58 | 11.56 | 26.14 | 44% |
| 4 | Green | 454 | 34 | 13.95 | 41 | 23.81 | 70 | 9.86 | 20.05 | 49% |
| 5 | Green | 174 | 36 | 16.16 | 45 | 25.15 | 70 | 8.99 | 19.84 | 45% |
| 5 | Blue | 244 | 34 | 14.10 | 41 | 21.37 | 63 | 7.27 | 19.90 | 37% |
| 6 | Blue | 279 | 33 | 17.27 | 52 | 23.00 | 70 | 5.73 | 15.73 | 36% |
| 7 | Blue | 93 | 34 | 18.95 | 56 | 24.21 | 71 | 5.26 | 15.05 | 35% |
| 7 | Orange | 101 | 28 | 9.05 | 32 | 11.85 | 42 | 2.80 | 18.95 | 15% |
| 8 | Blue | 73 | 34 | 18.80 | 55 | 21.98 | 65 | 3.18 | 15.20 | 21% |
| 8 | Orange | 126 | 28 | 10.82 | 39 | 13.50 | 48 | 2.68 | 17.18 | 16% |

* The PRI objectives are most widely taught to at the following grade levels in the national curriculum:

| LEVEL | GRADE |
|---|---|
| Red Book (A) | 1.5-2.5 |
| Green Book (B) | 2.0-3.5 |
| Blue Book (C) | 3.0-4.5 |
| Orange Book (D) | 4.0-6.5 |

PART III

In February of 1976, CTB/McGraw-Hill was able to produce normative data from the administration of the Prescriptive Reading Inventory.

The grade equivalent, percentile scores, and achievement developmental scale scores were derived from the California Achievement Test-1970 edition after extensive field testing revealed that the correlation on the performance of children between the PRI and the CAT '70 matched - in fact was better - than the correlation between two forms of the CAT '70.

In an attempt to preserve as much as possible the integrity of the criterion-referenced testing approach, normative data will not be used to report individual student nor group performance. This data is useful in satisfying Federal auditors that children selected for Title I services are eligible for those services and in the initial years of this pilot project to satisfy critics that children who show growth in mastery of reading objectives will also perform well on a normative based test.

# FALL TESTING - 1975

BASED ON PRI

| GRADE LEVEL AT TESTING | TOTAL STATE POPULATION | TOTAL TITLE I POPULATION TESTED W/PRI | TITLE I % OF TOTAL | GRADE EQUIVALENT SCORES VOCAB | COMP | TOTAL | GAP |
|---|---|---|---|---|---|---|---|
| 1.1 | 8,415 | 19 | 0% | .8 | .6 | .8 | .3 |
| 2.1 | 8,010 | 552 | 7% | 1.4 | 1.2 | 1.4 | .7 |
| 3.1 | 7,738 | 834 | 11% | 2.0 | 2.0 | 2.1 | 1.0 |
| 4.1 | 8,195 | 691 | 8% | 2.7 | 2.7 | 2.7 | 1.4 |
| 5.1 | 8,556 | 598 | 7% | 3.2 | 3.1 | 3.1 | 2.0 |
| 6.1 | 9,295 | 535 | 6% | 3.8 | 3.9 | 3.8 | 2.3 |
| 7.1 | 9,429 | 294 | 3% | 4.8 | 4.9 | 4.8 | 2.3 |
| 8.1 | 9,538 | 278 | 3% | 4.9 | 5.0 | 4.9 | 3.2 |

## CONCLUSIONS BASED ON PRI RESULTS

1. There is a positive relationship between the performance levels of "average" and "above average" readers and the objectives rated essential to reading mastery even though the identification of capable readers and the rating of objectives were separate activities.

2. Children in Title I reading projects in the lower elementary grades make greater gains in closing the gap with average readers than do children served in the upper elementary grades.

3. Children in Title I reading projects in the upper grades achieved measurable growth in reading mastery even though these children were the ones most difficult to reach.

4. The pre-test of children in upper grades (6-8) showed better performance on word attack objectives than on comprehension objectives.

5. The post-test of children in the upper grades (6-8) did not indicate appreciably more growth on the word attack objectives than on the comprehension objectives even though a great deal of emphasis was given by teachers to word attack objectives.

6. Children in Title I reading projects have shown mastery in some comprehension skills often considered either too difficult or inappropriate for children performing below grade level (e.g., imagery, reality/fantasy, motive/cause).

7. Students have a great deal of difficulty mastering objectives necessary for good performance in content areas such as social studies and science (e.g., recognition of cause and effect, recognition of the main idea of a passage).

## RECOMMENDATIONS

The data collected from the PRI and the general support given the criterion-referenced testing program suggest that:

1. The State continues to exert its leadership and efforts in support of the criterion-referenced testing approach to assessing competency levels in its reading programs.

2. The emphasis for use of resources in compensatory education reading projects continues to be at the elementary level.

3. The State explores workable procedures for assessing student competencies at the pre-reading level using a criterion-referenced testing format.

4. Local school districts be encouraged to develop viable reading programs for children with reading deficits in grades 6-9.

5. The State continues its efforts at gathering information on the performance of various groups of students on the reading objectives in the PRI test in order to have the data base which will enable administrators to make appropriate decisions on project goals, activities and assessment.

6. The State increases its efforts toward improving the efficiency and promptness of the computer scoring service and take steps to assure that such reports get to the teachers in the projects.

7. The local school districts be encouraged to examine carefully student performance on each of the objectives as a means of setting more accurate priorities in subsequent instructional programs.

8. Teachers in the content field be made aware of the strengths and weaknesses of students' reading skills through a closer coordination with the district reading specialists.

9. The State explores similar assessment approaches in other cognitive instructional activities such as mathematics.

# PRESCRIPTIVE READING INVENTORY (PRI)

## LIST OF OBJECTIVES

The *Prescriptive Reading Inventory* is a criterion-referenced test that evaluates the mastery or non-mastery of a set of explicit objectives stated in behavioral terms. Every item in the test is directly associated with one of these objectives.

An educational objective defines an intended outcome of instruction. In behavioral terms, it describes the specific ways in which the behavior of students is expected to be changed by instruction in the classroom. It identifies the behavior act, defines the conditions under which the behavior is to occur, and often describes the standard of acceptable performance. A criterion-referenced test provides an inventory of observable student behavior.

The preparation of an inventory involves developing the objectives at a level of specificity that is diagnostically meaningful. The objectives must be relevant to the curriculum and amenable to testing. In considering the level of specificity, a distinction must be made between *process* and *terminal* objectives. A process objective describes the specific activity through which a student learns. A terminal objective describes the behavior the student will be able to display after instruction. The process objectives are the particular classroom activities that lead to mastery of the terminal objectives. A set of well-defined and comprehensive terminal objectives can define a curriculum. A criterion-referenced test is constructed from a list of terminal objectives and thus can measure the extent to which the objectives of the curriculum have been met.

Analysis of a list of objectives will show that they are ranked in a continuum ranging from simple to complex skills. After objectives are organized, some selection must be made to meet testing constraints. The selection of objectives to be measured by the test depends upon: (1) the appropriate level of specificity; (2) the position of the behavior in the skills continuum for the age or grade level to be tested; (3) the degree to which the behavior is implicit in others; (4) the constraints imposed by the test's length; and (5) the nature of the population to be tested.

The PRI is constructed upon a set of behaviorally-stated objectives most widely used in the curriculum throughout the nation for Grades 1.5 — 6. The list of objectives in reading was developed by a staff of reading specialists who analyzed five of the leading basal reading programs. A list of 1248 behaviors for reading and related study skills resulted from the analysis. It was reviewed and studied for viability as a description of the reading process. To avoid tests of unmanageable

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length for Grades 1.5 — 6 and provide flexibility across grades, behaviors were selected for testing that had the following qualifications:

(1) introduced in a minimum of three of the analyzed reading programs at any grade level

(2) appeared in a minimum of three programs across a pair of grades in the proposed test levels

(3) differed markedly in the processes involved but fell into the same terminal category

(4) appeared as preprimer and primer behaviors in all programs at those levels

The following types of behaviors were omitted from the PRI:

(1) not measurable in a paper-and-pencil test

(2) involved in study skills at the upper grades and can be appropriately tested with a language arts inventory

(3) subsumed by, or implicit in, another behavior

(4) considered in the realm of language arts above the decoding stage such as those grammar and punctuation skills that are not intrinsic to reading in context

Using these criteria and the results of an item tryout and validity study, 90 behaviors were selected for inclusion in the four levels of the test. Because some of these are tested in successive levels, a total of 155 measured behaviors appear in the four levels of PRI. Each of these behaviors is measured by an average of three to four test items. There are a total of 586 items in the four levels of PRI.

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# PRESCRIPTIVE READING INVENTORY

## LIST OF OBJECTIVES

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| **Recognition of Sound and Symbol** | | | | |
| 1. The student will distinguish between unlike vowel sounds and demonstrate recognition of like vowel sounds by matching oral words with printed words, printed words with printed words, or printed words with pictures; or will identify the variant sounds of the same vowel and discriminate among them by choosing the word with the same vowel sound as a given printed word. | X | X | | |
| 2. The student will identify the letters representing a consonant sound (single consonants, blends, and digraphs) by matching the letters with pictures containing that sound; by recognizing the letters that represent that sound in oral words; or by identifying the printed word which contains that oral sound. | | X | | |
| 3. The student will demonstrate recognition of like vowel sounds and will distinguish between unlike vowel sounds by matching oral words with printed words. | X | | | |
| **Phonic Analysis** | | | | |
| 4. The student will employ consonant substitution to select the correct word to complete a sentence, when given a word with a single consonant and several words which are identical except that they begin with a consonant blend. | X | | | |
| 5. The student will employ consonant substitution in choosing from specified initial or final consonants to make a new word when given a printed word. | X | X | | |
| 6. The student will employ consonant substitution to complete a sentence by identifying the correct word from among words that are identical except for the final consonant. | X | | | |
| 7. The student will demonstrate recognition of syllables by identifying the number of syllables in oral or printed words. | X | X | | |
| 8. The student will demonstrate recognition of the sounds of word parts in identifying rhyming words. | | X | | |
| 9. The student will identify the silent letters within words to show recognition of silent letters. | | X | X | |

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| 10. The student will identify silent vowels within words to show recognition of silent vowels. | | X | | |
| 11. The student will identify variant vowel sounds by indicating the words that contain the same y sound. | | X | | |
| 12. The student will identify variant vowel sounds by indicating the words that contain the same r-controlled vowel sound. | | X | | |
| 13. The student will discriminate between variant vowel sounds — ea, oo, au, aw, ou, ow, oi, oy — in identifying a word that has the same sound as the underlined digraph or diphthong in another word. | | | X | X |
| 14. The student will demonstrate recognition of the variant phonetic sounds of word parts by identifying words with the same vowel sound — aw, er, ur, ear, ow, ew, ou, ir, ough, tion (shun) — or words with the same sound as the part. | | X | X | X |
| 15. The student will blend phonetic parts to build new words by joining together the underlined parts of two words. | | | X | X |
| **Structural Analysis** | | | | |
| 16. The student will make use of inflected word forms in choosing designated forms of words (singular or plural), or in matching singular or plural words with pictures. | X | | | |
| 17. The student will make use of affixes and inflected word forms in employing in sentences words to which endings (ed, s, ing) have been added, or in identifying an affix that makes sense when added to a word in a phrase or sentence. | X | X | | |
| 18. The student will identify a correct possessive form, as used in a phrase, from among the given singular, plural, singular possessive, and plural possessive forms of the same word. | | X | | |
| 19. The student will demonstrate recognition of the positive, comparative, and superlative forms of adjectives in selecting the correct form (all provided) of the same adjective. | X | X | | |
| 20. The student will identify the meaning of prepositions and prepositional phrases in choosing phrases to complete sentences or in matching sentences with pictures. | X | | | |
| 21. The student will make use of pronouns by choosing the correct pronoun to complete a sentence, or by substituting the correct pronoun for a noun in a sentence. | X | X | | |

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| 22. The student will make use of pronouns by identifying the referent of a certain pronoun or by identifying a sentence containing incorrect pronoun usage. | | | X | X |
| 23. The student will make use of contractions and contracted possessives in selecting contractions for word pairs, matching contractions with them, or in supplying the contracted form of a given verb phrase. | X | X | | |
| 24. The student will demonstrate recognition of compounds by identifying compound words. | X | | | |
| 25. The student will identify words that are compounds or will select a word to complete a compound. | | | X | |
| 26. The student will employ the mechanics of word structure involving endings that require spelling changes by identifying the root or base word, or by identifying the word with the ending correctly added. | | X | | |
| 27. The student will demonstrate tense usage in selecting the correct verb to complete a sentence in a given tense (e.g., What is happening now? What has already happened?). | | X | | |
| 28. When given the forms of an irregular verb, the student will demonstrate subject-verb agreement in selecting the correct form of the verb to complete a certain sentence. | X | | | |
| 29. The student will build sentences in combining subjects and predicates. | X | | | |
| 30. The student will build sentences in selecting the appropriate phrase to complete an incomplete sentence. | | | X | |
| 31. The student will demonstrate recognition of the kind of information in sentence parts by indicating whether certain phrases in sentences tell when, where, how, what kind, or why. | | | X | |
| 32. The student will demonstrate recognition of affixes and endings by identifying prefixes and suffixes in an affixed or suffixed word. | | | X | |
| 33. The student will use affixes to build words by adding the correct affix to a word so that it will complete a sentence or phrase. | | | X | X |
| 34. The student will identify the relationship of roots and affixes by selecting correct definitions for certain affixed words. | | X | X | X |
| 35. The student will select the definition of the affix in an affixed word. | | | | X |

| OBJECTIVE | LEVEL Red A | Green B | Blue C | Orange D |
|---|---|---|---|---|
| 36. The student will employ punctuation in identifying correct usage of commas in general punctuation, or in using commas to set off an adjectival phrase, phrases in a series, or words in a series. | | | | X |
| 37. The student will employ punctuation in selecting a sentence that requires an exclamation point. | | | X | |
| **Translation** | | | | |
| 38. The student will match like or unlike entities by pairing words with their definitions. | X | | | |
| 39. The student will match like or unlike entities by pairing words with their synonyms. | X | | | |
| 40. The student will match like or unlike entities by pairing words with their antonyms. | X | | | |
| 41. The student will match like or unlike entities by pairing both negative and positive sentences with pictures. | X | | | |
| 42. The student will demonstrate ability to use context to complete sentences by choosing the only appropriate word from among several unrelated in meaning. | X | | | |
| 43. The student will make use of context in choosing the appropriate homonym from a pair to complete an incomplete sentence. | X | | | |
| 44. The student will demonstrate recognition of sentence sense by matching questions and printed answers or by identifying nonsense sentences when presented with them. | X | | | |
| 45. The student will make use of context to select from words related in meaning the word that will complete a sentence appropriately. | | | X | |
| 46. The student will make use of context to select from among possible words the most suitable or precise word to complete a sentence. | | | X | X |
| 47. The student will define phrases in sentence context by associating indicated phrases in sentences with given definitions. | | X | | |
| 48. The student will employ context to demonstrate recognition of word meaning by identifying the correct definition of a word indicated in a sentence. | | X | X | X |
| 49. The student will define words in isolation by matching certain words with their definitions. | | X | X | X |

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| 50. The student will employ context to define multi-meaning words by comparing certain sentences containing such words with definitions, or by selecting a sentence from a pair of sentences containing the word to match a given definition. | | X | | |
| 51. The student will demonstrate recognition of the relation of multi-meaning words to synonyms by selecting from a group of words the synonym for a multi-meaning word used in a sentence. | | | X | |
| 52. The student will show recognition of synonyms by selecting the synonym for a certain word. | | X | X | X |
| 53. The student will show recognition of antonyms by selecting the antonym for a certain word. | | | X | X |
| 54. The student will show recognition of homonyms by selecting the correct homonym from a pair to complete a sentence, or by identifying the correct homonym as used in a sentence. | | X | X | |
| 55. The student will demonstrate recognition of homographs and heteronyms by choosing the correct homograph from two given phonetic transcriptions (e.g., wind, wind). | | X | | |
| 56. The student will demonstrate recognition of homographs and heteronyms by selecting the correct heteronym for a sentence from two that have been divided and accented (e.g., des′ ert, de sert′). | | | | X |
| **Literal Comprehension** | | | | |
| 57. The student will demonstrate recall of sequence of events in written material by indicating the specific part of a story in which an event or action occurred (e.g., "first part" or "last part"); by indicating when an event happened in relation to other events; or by selecting the correct arrangement of a series of events. | X | X | X | X |
| 58. The student will demonstrate recognition of setting in reading matter by identifying the setting of a paragraph, a story, or a part of a story; or by answering questions about the effect of the setting in a story. | X | X | X | X |
| 59. The student will demonstrate recall of story detail by selecting from among possible facts — actions, places, names, descriptive words — the one that occurred in the story, or by completing sentences that list part of the detail. | X | X | X | X |
| 60. The student will recall story details in naming the story or story part in which certain events occurred. | | | X | |

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| 61. The student will recall story details in identifying true statements about the story. | | | X | |
| **Interpretive Comprehension** | | | | |
| 62. The student will demonstrate recognition of cause and effect by identifying the cause of a given effect in a story, by matching groups of causes and effects, or by identifying the effect of a given action. | X | X | X | X |
| 63. The student will demonstrate perception of inference by identifying the correct inference that can be drawn from reading material or by answering questions about the material that require inferences-to-be-drawn. | X | X | X | X |
| 64. The student will demonstrate the ability to form conclusions from reading material by identifying or supplying the logical conclusion or choosing the best of several conclusions, or by answering questions that require conclusions to be drawn. | X | X | X | X |
| 65. The student will identify the clues in reading material that lead to a conclusion. | | | | X |
| 66. The student will draw inferences in anticipating or predicting future action or events based upon the content of reading material. | | X | X | X |
| 67. The student will demonstrate recognition of the main idea of a passage or story by selecting the most appropriate title; by choosing the word, phrase, or sentence that tells the main idea; or by identifying the theme, moral (lesson), or best summary statement for a given selection. | X | X | X | X |
| 68. The student will employ character analysis in identifying or describing the feelings of a character at a particular time or throughout a story. | X | X | | |
| 69. The student will employ character analysis in indicating or describing the reason for, or justification of, a story character's action. | X | X | | |
| 70. The student will demonstrate the ability to describe and analyze characters by selecting or identifying character names, manner of speech, specific descriptive words, or descriptive sentences, or by answering questions about or choosing descriptions of character traits and attitudes. | | X | X | X |
| 71. The student will demonstrate the ability to recognize and define descriptive words and phrases by identifying descriptive words and phrases from among given ones or by choosing the most appropriate descriptive word for a person or thing. | | | X | |

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| 72. The student will demonstrate perception of sensory imagery by choosing the most intense or appropriate imagery for a given sense; by indicating the sense to which certain sensory images appeal; or by selecting the example of sensory imagery that answers a given question or completes a given sentence. | X | X | X | |
| 73. The student will recognize and employ idioms and figurative language as elements of style by selecting or supplying parallel figures, appropriate sentence completions, or literal definitions. | | | X | X |
| 74. The student will recognize the purpose of figurative language by defining examples, distinguishing between literal and figurative use of words, supplying examples, or identifying its purpose. | | X | | |
| 75. The student will demonstrate the ability to recognize and define similes by locating a simile in reading material and choosing its meaning or identifying its referent; by choosing the sentence containing a simile; by choosing a simile to define a phrase; or by identifying a simile. | | | X | X |
| 76. The student will demonstrate the ability to recognize and define metaphors by selecting the definition of a metaphor; by completing a certain sentence with a metaphor; or by identifying a metaphor. | | | X | X |
| 77. The student will show perception of mood by identifying the story elements that set the mood; by identifying in a story the point at which there is a mood change; or by choosing the mood that describes a story or a part of the story. | | X | X | X |
| 78. The student will demonstrate recognition of the period or time plan of reading material by using whatever facts or clues are given to determine the period or time span of the material, part of the material, or a specified event. | | X | X | X |
| **Critical Comprehension** | | | | |
| 79. When given a problem, the student will demonstrate the ability to make judgments by selecting the best solution from those given. | X | | | |
| 80. The student will demonstrate recognition of the literary form of the fable by identifying, describing, or making use of it. | | | X | |
| 81. The student will demonstrate recognition of the literary form of the satire by identifying or describing it, identifying the techniques involved and their effect, or by differentiating it from similar forms. | | | | X |

| OBJECTIVE | LEVEL | | | |
|---|---|---|---|---|
| | Red A | Green B | Blue C | Orange D |
| 82. The student will demonstrate recognition of the literary form of myth by identifying or describing or matching it with a literal explanation of the events it explains, differentiating between myth and reality, or differentiating it from other forms. | | | | X |
| 83. The student will distinguish between fantasy and reality by identifying real and make-believe sentences in a group of sentences, or identifying real and make-believe elements in a given story. | X | X | X | X |
| 84. The student will distinguish between fantasy and reality in written material by identifying elements in a story that could or could not be true. | | | X | |
| 85. The student will distinguish between fact and opinion by identifying or defining elements in reading material that are fact or opinion. | | | | X |
| 86. The student will demonstrate recognition of propaganda techniques by identifying an author's attempt to sway the reader to a particular point of view. | | | | X |
| 87. The student will demonstrate recognition of techniques used to create effects with irony or fanciful language by identifying or defining the technique, or its purposes and uses. | | | | X |
| 88. The student will demonstrate recognition of techniques used to create effect by identifying altered syntax or by choosing a response to a question about altered syntax. | | | | X |
| 89. The student will demonstrate recognition of author purpose by identifying the purpose of a given selection (e.g., to entertain, to inform), or by identifying the techniques used by the author to attain his purpose. | | | X | X |
| 90. The student will demonstrate recognition of symbolism by identifying symbols; by selecting the meaning of given symbols; or by selecting the best symbol for a certain concept, trait, etc. | | | | X |