

ESEA TITLE I

65979

in
ARIZONA
Fiscal Year 1977

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ARIZONA DEPARTMENT OF EDUCATION
DR. JIM HARTGRAVES, DEPUTY SUPERINTENDENT

ARIZONA DEPARTMENT OF EDUCATION



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**ARIZONA'S ANNUAL EVALUATION
REPORT FOR 1977**

**P. L. 89-10
ESEA Title I
as amended by
P. L. 93-380
PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN**

and

**P. L. 89-10
as amended by
P. L. 89-750
PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN
IN STATE OPERATED INSTITUTIONS**

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December 1977

FOREWORD

Arizona educators have a sense of pride and accomplishment in the educational programs in our state. Parents, community, and educators interact and function as a partnership which emphasizes positive, ongoing growth in providing effective learning environments. The challenges in meeting the needs of children in rural and urban settings from a wide variety of cultural backgrounds are met through creative and successful educational planning and implementation. The resources provided through ESEA Title I are a prime factor in furthering efforts to address individual needs for those children who have not yet met the appropriate level of attainment in the basic skills.

Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended, provides Federal Funds for supplementary educational programs for educationally disadvantaged students living in communities with high concentrations of low-income families. Title I is the largest Federal Aid to education program in Arizona as well as in the nation. Title I programs serve designated students in target schools, and eligible students in nonpublic schools and in private institutions for neglected or delinquent children located in Title I participating districts. Similar programs are implemented in State institutions for delinquent children under provision of Public Law 89-750.

The present evaluation report exemplifies the impact of local use of Title I funds in Arizona. This fact is highlighted in that 57 percent of the participants in the regular term reading projects attained a month or more gain in reading skills for each month of participation in the program. It is recognized that the success we experience within the State educational program is enhanced by Title I programs which yield these significant results for those children with the greatest needs in reading.

A significant aspect of FY 1977 Title I evaluation activities was the training of district evaluation personnel in the implementation of new models for determining the impact of Title I programs. Twelve districts utilized the model evaluation designs which are proposed by the U. S. Office of Education.

ESEA Title I emphasis on parental involvement has stimulated Arizona school districts to improve this fundamental aspect of the educational partnership. In Fiscal Year 1977, the second statewide Title I Parent Advisory Conference sponsored by the Arizona Department of Education was instrumental in bringing parents and district personnel together to learn and share methods for effective parent involvement with their Title I program. Initial planning took place to develop a Parent Resource Pool for training parents to work with other parents in strengthening parent involvement activities at the local level.

The excellence of Title I efforts in Arizona has been noted by the U. S. Office of Education. The Flowing Wells and Flagstaff school districts' exemplary Title I programs have been designated for national dissemination.

This annual evaluation report which summarizes pertinent Title I project data submitted to the Arizona Department of Education by local school districts has been compiled for dissemination to Parent Advisory Councils, school districts, and community leaders, and the U.S.O.E. Division of Education for the Disadvantaged.



Carolyn Warner, Superintendent
Arizona Department of Education

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TITLE I PROGRAMS IN LOCAL EDUCATION AGENCIES

GENERAL ANALYSIS

The evaluation summary data which follow set forth the extent of the Title I program in Arizona, the educational and support activities provided, the success of the program, and many factors which have contributed to a better opportunity for the educationally disadvantaged. The following general observations are a summary of the results of regular and summer term Title I projects based on the individual evaluations submitted by Local Educational Agencies (LEA's) to the Title I Office of the Arizona Department of Education.

1. Fifty-seven percent of the participating students in grades two to twelve in regular and summer term reading projects obtained average monthly gains of one month or more. (Reference Table 15)
2. Title I projects were provided in all counties in the state during fiscal year 1977.
3. Title I services were concentrated on approximately 61,537 educationally disadvantaged children in 169 local school districts. (Reference Tables 1 and 2)
4. Thirty-five districts delivered Title I services during the regular term to 1,758 nonpublic school participants. Fourteen districts included 175 nonpublic school students in summer term projects. (Reference Table 4)
5. Title I regular and summer term projects serve a cross section of ethnic groups. White and Spanish-surnamed student groups each comprised approximately 35 percent of the combined term participants, followed in decreasing proportions by American Indian students (20 percent) and Black students (7 percent). (Reference Table 3)
6. Fourteen of the Title I projects were cooperative projects involving two to seven school districts.
7. Fifty-three percent of the districts participating in Title I have total school enrollments of less than 1,000 students; 34 percent have enrollments of less than 500 students. (Reference Table 1)
8. Fifty-nine percent of all participants in grades prekindergarten through eight are enrolled in prekindergarten through fourth grade. Fifty percent of the high school participants are enrolled in ninth grade. (Reference Table 2)
9. The largest enrollments of students in Title I projects are in Reading/Language Development components. (Reference Table 11)
10. The use of human resources played a major role in Title I projects. Over 1,298 F.T.E. instructional aides and 495 F.T.E. teachers were employed in the regular term while over 162 aides and 256 F.T.E. teachers were utilized in the summer term. (Reference Table 5)
11. Standardized test results and teacher recommendations were used most frequently in determining student needs. (Reference Tables 6 and 7)

12. Parental involvement in the planning, implementation, and evaluation of Title I projects has been a major emphasis for the SEA and LEA's in recent years. This focus resulted in the convening of the second statewide Parent Advisory Council Conference sponsored by the SEA and hosted by Phoenix Union High School District. The three-day meeting in October, 1976, was attended by over 800 parents and district Title I coordinators who heard national leaders and local project personnel in presentations covering all aspects of Title I programming.
13. Title I program specialists in the Arizona Department of Education provided technical assistance to all LEA's with Title I projects in their geographical area of responsibility. In addition, specialists were assigned resource tasks in such areas as comparability, allocations, evaluation, and parent involvement.
14. Each LEA is on an audit and monitoring schedule. Districts with allocations less than \$50,000 are audited biennially by the Arizona Department of Education Audit Division; districts with allocations over \$50,000 must contract for an outside audit on a biennial basis.
15. During fiscal year 1977, on-site projects were provided for children in nine privately operated institutions for neglected or delinquent students. These projects emphasized supplemental and tutorial help in reading, mathematics, and other academic skill areas.
16. In identifying local Title I problem areas, districts most frequently cited difficulties with involving, and with maintaining involvement, of parents in Title I activities, and with involving, and with maintaining involvement, of Parent Advisory Councils. Districts most frequently cited excessive paperwork and delay between submission and approval of project as major problems beyond control of the local district.
17. Fiscal year 1977 represented a transition year in Title I evaluation efforts leading to the use of the new evaluation models being developed and refined for Title I impact reporting. Training in the use of these evaluation strategies was provided by the Title I office and the Northwest Regional Educational Laboratory to district evaluation staff. Twelve participating districts used the suggested models in the effectiveness of their Title I program. The first year effort to utilize the proposed Title I reporting system forms is provided in Appendix A.

BASIC STATE STATISTICS FOR LEA TITLE I PROJECTS, FY 1977

1. SCHOOL DISTRICT PARTICIPATION

Number of Districts in Arizona	239
Number of Districts Designated for Allocation	215
Number of Districts Participating in Title I	169
Number of Private N & D Agency Sites Designated for Allocation	13
Number of Private N & D Agency Sites Participating in Title I	9
Number of Districts Participating in Cooperative Projects	36

2. NUMBER OF COOPERATIVE TITLE I PROJECTS

Regular Term Projects	9
Summer Term Projects	5
Total Cooperative Projects	14

3. TOTAL NUMBER OF TITLE I PROJECTS 156

4. STUDENT PARTICIPATION (unduplicated counts)

	Regular Term	Summer Term	TOTAL
Public School Participants	51,988	7,616	59,604
Nonpublic Academic School Participants	1,560	107	1,667
Nonpublic N & D Participants	198	68	266
Total Participants	53,746	7,791	61,537

5. NONPUBLIC SCHOOL PARTICIPATION

	Regular Term	Summer Term	TOTAL
Number of Title I Projects Involving Nonpublic Schools	35	14	49
Number of Academic Nonpublic Schools Participating in Title I Projects	51	14	65
Number of Neglected and Delinquent Nonpublic Schools Participating in Title I Projects	6	4	10

6. TITLE I FUNDS ALLOCATED

Part A Title I Funds Allocated	\$15,716,951
Part B Title I Funds Allocated	\$ 672,348
FY '76 Funds Reallocated	<u>\$ 488,122</u>
TOTAL TITLE I FUNDS ALLOCATED	\$16,877,421

7. SCHEDULING PATTERNS FOR TITLE I PROJECTS

Districts with Regular Term Projects Only	101
Districts with Summer Term Projects Only	7
Districts with Both Regular and Summer Terms Projects	48

8. PER-PUPIL EXPENDITURE

State Average Per-Pupil Expenditure	\$274.26
(\$16,877,421 ÷ 61,537 participants in LEA Title I projects)	

TOTAL FY 1977 ALLOCATIONS* AND PARTICIPANTS BY COUNTY**

			\$1,298,477 5,535
	\$799,441 2,692		
\$191,449 701			
	\$313,076 595	\$1,479,099 3,869	
	\$7,023,443 25,607	\$379,051 1,311	\$68,487 145
		\$1,031,105 5,019	
			\$230,108 609
\$604,576 2,408			\$592,526 2,439
	\$2,605,905 9,734	\$260,678	
		873	

*Sum of Part A, Part B, and Reallocation Allocations

**Sum of Regular Term and Summer Term Unduplicated Counts

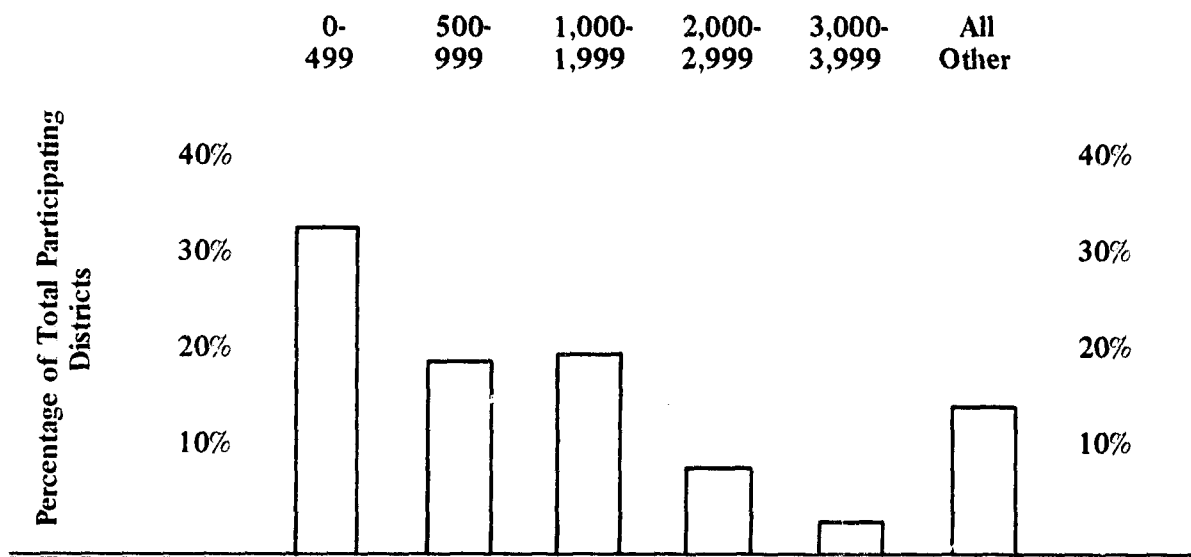
DISTRICT SIZE CHARACTERISTICS

The size of districts providing Title I services is tabulated and illustrated in Table 1. The largest percentage of districts (33.7%) implementing Title I projects had enrollments of less than 500 students. The majority (53.2%) of the districts offering Title I show enrollments of less than 1,000 students.

TABLE 1
DISTRIBUTION OF TITLE I PROJECTS BY DISTRICT SIZE

Enrollment Size	Number of Title I Districts	Percentage	Cumulation Through Interval	
			Number	Percentage
10,000 +	10	5.9	169	100.0
5,000 - 9,999	11	6.5	159	94.1
4,000 - 4,999	4	2.4	148	87.6
3,000 - 3,999	5	3.0	144	85.2
2,000 - 2,999	15	8.9	139	82.2
1,000 - 1,999	35	20.1	124	73.3
500 - 999	33	19.5	89	53.2
35 - 499	56	33.7	56	33.7
TOTAL	169	100.0		

DISTRICT ENROLLMENT SIZE

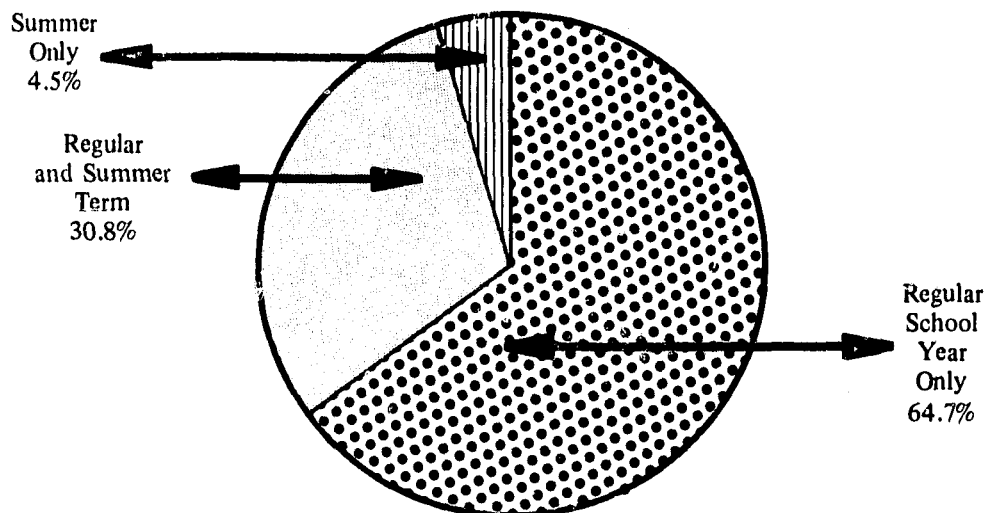


SCHOOL TERM AND GRADE SPAN SCHEDULING

The illustrations below depict the concentration of Title I efforts in regular and summer term time spans and define the relative emphasis of Title I by grade level.

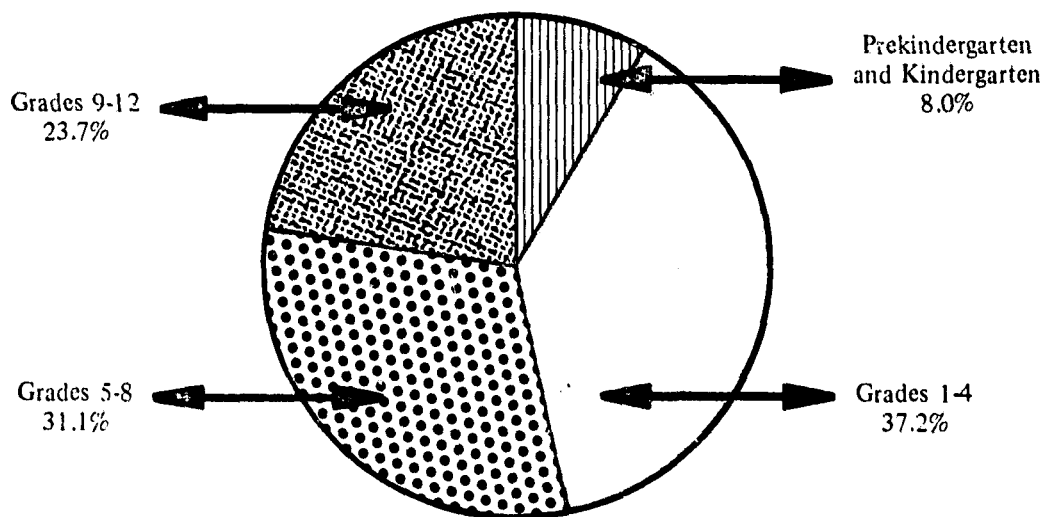
TITLE I PROJECT SCHEDULING BY SCHOOL TERM FY 1977

A total of 156 Title I projects were in operation during 1976-1977. Of these, 101 projects (64.7%) operated during the regular school year only. Seven projects (4.5%) were operated during the summer term only, and 48 projects (30.8%) had both regular term and summer term components.



TITLE I PROJECT CONCENTRATION BY GRADE SPAN FY 1977

Approximately 45 percent of all Title I effort is concentrated on participants below the fourth grade level; the remaining 55 percent is divided nearly evenly between the upper elementary grades and the high school. In high school projects the major effort is concentrated on ninth grade students who are two years or more below their classmates in reading or math skills.



TITLE I PROJECT PARTICIPANTS

Tables 2 through 4 present data that describe characteristics of students receiving Title I services. A count of Title I students by grade level and public/nonpublic participation is provided in Table 2. Table 3 documents the ethnic background of Title I regular and summer term participants. A tabulation of regular and summer term participation by grade level is delineated in Table 4.

TABLE 2
COUNT OF TITLE I PARTICIPANTS

Grade Level	Public	Nonpublic	Total	Percentage of Elem. Total	Percentage of Total All Levels
Prekindergarten	906	3	909	2.0	1.5
Kindergarten	3,919	68	3,987	8.5	6.5
First Grade	5,690	197	5,887	12.5	9.5
Second Grade	6,180	173	6,353	13.5	10.3
Third Grade	5,456	226	5,682	12.1	9.2
Fourth Grade	4,805	176	4,981	10.6	8.1
Fifth Grade	4,839	216	5,045	10.7	8.2
Sixth Grade	4,613	211	4,824	10.3	7.8
Seventh Grade	4,706	187	4,893	10.4	8.0
Eighth Grade	4,214	199	4,413	9.4	7.2
Elementary Sub-Total	45,328	1,656	46,974	100.0%	76.3%
				Percentage of H.S. Total	
Ninth Grade	7,117	146	7,263	49.9	11.8
Tenth Grade	3,544	63	3,607	24.8	5.9
Eleventh Grade	2,368	44	2,422	16.6	3.9
Twelfth Grade	1,247	24	1,271	8.7	2.1
High School Sub-Total	14,276	277	14,563	100.0%	23.7%
GRAND TOTAL	59,604	1,933	61,537	100.0%	100.0%

TABLE 3

NUMBER OF STUDENTS BY ETHNIC GROUP REPORTED BY PARTICIPATING LEA'S

Ethnic Group	Total Number of Resident Students in the State	Percentage of Resident Students	Total Number of Title I Participating Students	Percentage of Participating Students	Title I Regular Term Students	Percentage of Regular Term Total	Title I Summer Term Students	Percentage of Summer Term Total
White*	378,511	69.5	22,906	37.2	20,631	38.4	2,275	29.2
Hispanic	108,456	19.9	21,143	34.4	17,900	33.3	3,243	41.6
American Indian	33,422	6.1	12,547	20.4	10,681	19.9	1,866	24.0
Black*	20,233	3.7	4,302	7.0	3,959	7.4	343	4.4
Asian	4,137	.8	639	1.0	575	1.0	64	.8
TOTAL	544,759	100.0	61,537	100.0	53,746	100.0	7,791	100.0

*Not of Hispanic Origin

TABLE 4**PARTICIPANT COUNT IN REGULAR AND SUMMER TERM PROJECTS**

Grade Level	Regular Term Participants		Summer Term Participants	
	Public*	Nonpublic	Public*	Nonpublic
Prekindergarten	514		392	3
Kindergarten	3,482	61	437	7
First Grade	4,741	184	949	13
Second Grade	5,249	159	931	14
Third Grade	4,691	206	765	20
Fourth Grade	4,089	163	716	13
Fifth Grade	4,119	199	720	17
Sixth Grade	4,104	192	509	19
Seventh Grade	4,235	161	471	26
Eighth Grade	3,933	185	281	14
Ninth Grade	6,589	133	528	13
Tenth Grade	3,057	52	487	11
Eleventh Grade	2,107	42	261	2
Twelfth Grade	1,078	21	169	3
TOTAL	51,988	1,758	7,616	175

*Includes private N & D participants

PERSONNEL ASSIGNMENT

A number of characteristics of the personnel involved in implementing Title I programs are described in Table 5. It is worthwhile to note that in both the regular and summer term programs, over 90 percent of Title I staff have been assigned instructional roles. Support staff comprise approximately 7 percent of the personnel funded through Title I, while those individuals serving a Title I administrative function represent approximately 3 percent of the total Title I personnel.

TABLE 5
PROJECT STAFF PAID FROM TITLE I FUNDS

Position	Full-Time Equivalency (FTE)	Salaries	Percentage of FTE	Regular Term		Summer Term	
				FTE	Percentage of FTE	FTE	Percentage of FTE
INSTRUCTIONAL STAFF:	2,438.2	\$11,999,161	92.2	1,972.6	92.4	465.6	91.3
Subject Matter Specialists	102.1		3.9	89.2	4.2	12.9	2.5
Teachers	751.6		28.4	495.0	23.2	256.6	50.3
Aides	1,460.8		55.2	1,298.3	60.8	162.5	31.9
Directors/Coordinators	79.1		3.0	52.8	2.5	26.3	5.2
Resource Personnel	44.6		1.7	37.3	1.7	7.3	1.4
SUPPORT STAFF	206.8	\$ 1,427,284	7.8	162.2	7.6	44.6	8.7
Counselors/Psychologists	28.1		1.1	19.8	.9	8.3	1.6
Clerical/Other	178.7		6.7	142.4	6.7	36.3	7.1
TOTAL	2,645.0	\$13,426,445	100.0%	2,134.8	100.0%	510.2	100.0%

ASSESSING STUDENT NEEDS

Tables 6 and 7 document the variety of techniques used in Title I needs assessment. The number and percentage of districts using each method are shown for regular and summer term needs assessment activities.

TABLE 6
TITLE I PROJECT NEEDS ASSESSMENT METHODS AND ACTIVITIES
REGULAR TERM

How Student Needs Were Determined	No. of Districts Using This Method	Percentage of* Reporting Districts Using This Method
Teacher Recommendation	142	98.6
Standardized Tests	142	98.6
Advisory Council Member Recommendation	101	70.1
Parent Conference	94	65.3
Administrative Survey	90	62.5
Counselor Recommendation	66	45.8
Health Officer Recommendation	23	16.0
Librarian Recommendation	19	13.2
Social Worker Recommendation	10	6.9
Other	33	22.9

AVERAGE NUMBER OF METHODS
USED BY REPORTING DISTRICTS: 4.5

*Based on 144 districts reporting this information

Title I projects are designed to meet identified needs of educationally disadvantaged students. District personnel and parents review the needs assessment prior to the project proposal. The most frequently utilized assessment activities were a review of standardized test results and instructional staff recommendations. All assessments employed at least a standardized test or some other objective diagnostic measure.

TABLE 7

**TITLE I PROJECT NEEDS ASSESSMENT METHODS AND ACTIVITIES
SUMMER TERM**

How Student Needs Were Determined	No. of Districts Using This Method*	Percentage of Reporting Districts Using This Method
Teacher Recommendation	33	21.1
Standardized Test Results	32	20.5
Advisory Council Member Recommendation	18	11.5
Parent Conference	20	12.8
Administrative Survey	17	10.9
Counselor Recommendation	17	10.9
Health Officer Recommendation	6	3.9
Social Worker Recommendation	6	3.9
Librarian Recommendation	2	1.3
Other	5	3.2

AVERAGE NUMBER OF METHODS
USED BY REPORTING DISTRICTS: 4.3

*Based on 55 districts reporting this information

Summer project needs assessments were similar to regular term activities with an increased emphasis on pertinent information derived from individual parent conferences during the school year.

PARENT INVOLVEMENT ACTIVITIES

The number and percentage of districts in which various Parent Advisory Council activities occurred are reported in Table 8. These data are tabulated for the regular term and summer term projects and combined totals are provided.

TABLE 8
PARENT ADVISORY COUNCIL INVOLVEMENT

Activities***	Regular Term		Summer Term		Combined Totals	
	No. of Districts	Percentage of Reporting Districts*	No. of Districts	Percentage of Reporting Districts**	No. of Districts	Percentage of Reporting Districts
1. Received copies of the Title I Act, Title I Regulations and guidelines	136	80.5	37	77.1	173	79.7
2. Received copies of current application	133	78.7	40	83.3	173	79.7
3. Reviewed Title I project progress reports	118	69.8	40	83.3	158	72.8
4. Received orientation and training materials	110	65.1	36	75.0	146	67.3
5. Involved in planning future Title I projects	128	75.7	41	85.4	169	77.9
6. Reviewed needs assessment data from Title I projects	130	76.9	40	83.3	170	78.3
7. Reviewed evaluation results of prior Title I projects	131	77.5	36	75.0	167	77.0
8. Received procedures for complaints and suggestions from parents	96	56.8	31	64.6	127	58.5
9. Received funds for promoting PAC activities	117	69.2	32	66.7	149	68.7
AVERAGE NUMBER OF ACTIVITIES PER DISTRICT	6.5		6.9		6.6	

*Based on 169 regular term districts reporting this information

**Based on 48 summer term districts reporting this information

***Activity categories are not mutually exclusive. All district PAC's have certified their review of the Title I program prior to submission to the SEA.

DISSEMINATION ACTIVITIES

The number and percentage of districts participating in various dissemination activities are documented in Table 9. These data are reported by regular and summer terms and combined totals are tabulated.

TABLE 9
TITLE I PROJECT DISSEMINATION ACTIVITIES

Dissemination Activity Method	Regular Term		Summer Term		Combined Terms	
	No. of Districts	Percentage of Districts*	No. of Districts	Percentage of Districts**	No. of Districts	Percentage of Districts
Advisory Council	132	92.3	29	60.4	161	84.3
Local Reports	125	87.4	25	52.1	150	78.5
Presentations to Local Instructional Staff	123	86.0	23	47.9	146	76.4
Newspaper Releases	101	70.6	21	43.8	122	63.9
Picture Displays	67	46.9	11	22.9	78	40.8
Presentations to Social or Civic Community Groups	44	30.8	4	8.3	48	25.1
Radio Presentations	18	12.6	5	10.4	23	12.0
Television Presentations	13	9.0	4	8.3	17	8.9
Tapes	12	8.4	2	4.2	14	7.3
Publications in Professional Journals	4	2.8	1	2.1	5	2.6
AVERAGE NUMBER USED		5.0		2.6		4.0

*Based on 143 regular term districts reporting this information

**Based on 48 summer term districts reporting this information

In addition to the excellent dissemination activities of the LEA's noted above, the State Title I Office initiated news releases for Department newsletters and public newspapers, personal appearances of Title I staff on television panels, and the interprogram exchange of materials, displays, and personnel.

TITLE I EXPENDITURES

Summary data regarding Title I expenditures are reported in Tables 10 and 11.

The Title I per-pupil costs are reported longitudinally from 1973-1977. It should be noted that per-pupil costs increased from \$203.31 to \$274.26 over this time span with the greatest increase occurring between FY 1976 and FY 1977 from \$229.08 to \$274.26.

Table 11 documents regular and summer term per-pupil costs by instructional area. It is worthwhile to cite that over 90 percent of project funds were expended in the verbal instructional area applying 81 percent and 74 percent of Title I funds in the regular and summer terms, respectively. It should also be noted that little variance is documented between instructional areas in regard to per-pupil expenditures.

TABLE 10

**LEA TITLE I EXPENDITURES AND PER-PUPIL COSTS
FISCAL YEARS 1973-1977**

	1973	1974	1975	1976	1977
Total Expenditures	\$7,722,308.00	\$7,043,127.00	\$9,514,782.00	\$12,850,826.00	\$16,877,429.00
Total Participants	37,983	36,220	41,494	56,097	61,537
Per-Pupil Expenditures	203.31	194.45	229.31	229.08	274.26

TABLE 11

**PROJECT COSTS BY INSTRUCTIONAL AREA
REGULAR AND SUMMER TERMS**

Instructional Area	Regular Term				Summer Term			
	Total Expenditures	Percentage of Total Expenditures	Number of Student Participants	Dollars Per Student Expenditures	Total Expenditures	Percentage of Total Expenditures	Number of Student Participants	Dollars Per Student Expenditures
Verbal (Reading, Language Arts, and Communication Skills)	\$12,138,556	81	52,237	\$233	\$1,399,753	74	7,352	\$190
Numerical	2,397,739	16	10,026	239	359,396	19	1,917	187
Other	449,576	3	2,129	211	132,409	7	719	184
TOTAL	\$14,985,871	100	64,392	\$233	\$1,891,558	100	9,988	\$189

STUDENT PERFORMANCE

Title I evaluation results are reported for regular and summer term projects in Tables 12 through 18.

The number and percentage of students attaining project objectives by project instructional area are provided in Table 12. These results indicate a high percentage of students meeting the objectives in all project areas. The reported percentage varies from 59 percent for Language Development to 86 percent for Readiness Activities.

Table 13 indicates project impact for the small number (12) of programs reporting NCE gains based on the proposed evaluation models. The reader should note that these results should be interpreted with caution due to the small sample sizes and pilot nature of these evaluation efforts. The first year effort to utilize the proposed Title I reporting system forms for this pilot sample may be reviewed in Appendix A.

Tables 14 and 15 report average monthly gains by grade level in terms of numbers and percentage of students. These data indicate that 57 percent of the participants in the regular term reading projects attained a month or more gain in reading skills for each month of program participation.

Tables 16 through 18 provide summer project Title I evaluation results in terms of numbers and percentages of students attaining project objectives and months gain per month of program participation. These results show that 67.6 percent of Title I summer students attained the project objectives while 53 percent of the Title I students demonstrated gains of one or more months per month of program participation.

TABLE 12
STUDENT PERFORMANCE ON APPROVED PROJECT OBJECTIVES
REGULAR TERM

Project Area	Number in the Project*	Number of Students Achieving or Exceeding Objectives	Percentage of Students Achieving Objectives
Reading	31,015	21,129	68.1
Mathematics	6,924	4,857	70.1
Language Development	3,236	1,908	59.0
English Second Language	971	634	65.3
Readiness Activities	1,044	898	86.0
Counseling	464	369	79.5
Continuing Education	636	393	61.8
Dropout Prevention	72	72	100.0
TOTAL	44,362	30,260	68.2

*Number of students pre- and post-tested

TABLE 13
STUDENT AVERAGE NCE GAINS IN READING
REGULAR TERM

Grade	Number of Students*	Average NCE Gain
2	452	2.0
3	444	2.3
4	745	4.7
5	561	4.3
6	641	2.2
7	278	4.1
8	180	3.3
9	2,958	3.0
10	165	(0.9)
11	62	0.2
12	21	(0.4)
TOTAL**	6,507	3.0

*Number of students pre- and post-tested

**Based on twelve reporting districts

TABLE 14

**NUMBER OF STUDENTS DEMONSTRATING AVERAGE MONTHLY GAINS
IN READING – REGULAR TERM**

Monthly Gain Interval* GRADE	Number of Students by Gain Interval by Grade Level					
	-X to 0 Month N	0 to .4 Month N	.5 to .9 Month N	1.0 to 1.4 Month N	1.5 to 1.9 Month N	2.0 or More Month N
2	97	441	525	689	504	549
3	163	390	557	659	462	491
4	306	332	476	531	323	522
5	195	328	464	468	289	492
6	216	289	350	378	260	553
7	404	382	347	403	271	613
8	393	279	327	327	242	646
9	458	375	372	380	280	914
10	231	205	221	165	158	553
11	175	120	31	102	101	346
12	80	140	123	47	40	159
TOTAL	2,718	3,281	3,800	4,149	2,930	5,838

TABLE 15

**PERCENTAGE OF STUDENTS DEMONSTRATING AVERAGE MONTHLY GAINS
IN READING – REGULAR TERM**

Monthly Gain Interval* GRADE	Percentage of Students by Gain Interval by Grade Level					
	-X to 0 Month Percentage	0 to .4 Month Percentage	.5 to .9 Month Percentage	1.0 to 1.4 Month Percentage	1.5 to 1.9 Month Percentage	2.0 or More Month Percentage
2	3.5	15.7	18.7	24.6	18.0	19.5
3	5.9	14.3	20.5	24.2	17.0	18.1
4	12.3	13.3	19.1	21.3	13.0	21.0
5	8.7	14.7	20.8	20.9	12.9	22.0
6	10.6	14.1	17.1	18.5	12.7	27.0
7	16.7	15.8	14.3	16.7	11.2	25.3
8	17.7	12.6	14.8	14.8	10.9	29.2
9	16.5	13.5	13.4	13.7	10.0	32.9
10	15.1	13.4	14.4	10.8	10.3	36.0
11	20.0	13.7	3.5	11.7	11.5	39.6
12	13.6	23.8	20.9	8.0	6.9	26.8
TOTAL	12.0	14.4	16.7	18.3	12.9	25.7

*Intervals are expressed in fractional months

TABLE 16

**STUDENT PERFORMANCE ON APPROVED PROJECT OBJECTIVES
SUMMER TERM**

Project Area	Number in the Project*	Number of Students Achieving or Exceeding Objectives	Percentage of Students Achieving Objectives
Reading	5,400	3,521	65.2
Mathematics	1,607	1,085	67.5
Language Development	906	613	67.7
Readiness	312	271	86.9
English Second Language	205	183	89.3
Subject Areas	29	29	100.0
Physical Education	27	16	59.3
Science	26	26	100.0
Social Studies	45	44	97.8
TOTAL	8,557	5,788	67.6

*Number of students pre- and post-tested

TABLE 17

**NUMBER OF STUDENTS DEMONSTRATING AVERAGE MONTHLY GAINS
IN READING -- SUMMER TERM**

Monthly Gain Interval* GRADE	Number of Students by Gain Interval by Grade Level					
	-X to 0 Month N	0 to .4 Month N	.5 to .9 Month N	1.0 to 1.4 Month N	1.5 to 1.9 Month N	2.0 or More Month N
2	48	63	34	16	9	74
3	62	53	24	13	13	56
4	36	27	17	10	11	54
5	19	22	12	19	4	71
6	22	26	15	14	9	77
7	32	16	25	25	9	96
8	36	12	10	4	6	75
9	55	12	41	18	9	128
10	42	14	26	10	12	79
11	23	8	28	12	11	42
12	20	34	32	15	12	62
TOTAL	395	287	264	156	105	814

TABLE 18

**PERCENTAGE OF STUDENTS DEMONSTRATING AVERAGE MONTHLY GAINS
IN READING -- SUMMER TERM**

Monthly Gain Interval* GRADE	Percentage of Students by Gain Interval by Grade Level					
	-X to 0 Month Percentage	0 to .4 Month Percentage	.5 to .9 Month Percentage	1.0 to 1.4 Month Percentage	1.5 to 1.9 Month Percentage	2.0 or More Month Percentage
2	19.7	25.8	13.9	6.6	3.7	30.3
3	28.1	24.0	10.8	5.9	5.9	25.3
4	23.2	17.4	11.0	6.5	7.1	34.8
5	12.9	15.0	8.2	13.0	2.7	48.2
6	13.5	16.0	9.2	8.6	5.5	47.2
7	15.8	7.9	12.3	12.3	4.4	47.3
8	25.2	8.4	7.0	2.8	4.2	52.4
9	20.9	4.6	15.6	6.8	3.4	48.7
10	23.0	7.7	14.1	5.5	6.6	43.1
11	18.5	6.5	22.6	9.7	8.9	33.8
12	11.4	19.4	18.3	8.6	6.9	35.4
TOTAL	19.5	14.2	13.1	7.7	5.2	40.3

*Intervals are expressed in fractional months

TITLE I STAFF TRAINING

Tables 19 and 20 provide information related to the type of in-service training and the amount of time devoted to in-service training of Title I teachers and aides.

The data presented in Table 19 indicate that a high percentage of programs provided teachers and aides a variety of in-service training in both regular and summer term programs. It is significant that over 97 percent of the Title I programs provided orientation regarding Title I to both teachers and aides. Further, over 80 percent of the Title I programs included in-service on project planning and design, subject matter areas, and use and duties of aides.

Table 20 documents the time duration by percentage of programs which was utilized for in-service training of teachers and aides in the regular and summer term programs. The data indicate that approximately 43 percent of the programs provided between 9 and 32 hours of in-service training activities.

TABLE 19

NUMBER AND PERCENTAGE OF TITLE I PROGRAMS PROVIDING SPECIFIC TRAINING TOPICS TO TEACHERS AND AIDES -- REGULAR AND SUMMER TERMS

Training Topics	Regular Term				Summer Term			
	Teachers		Aides		Teachers		Aides	
	Number of Programs	Percentage of Programs*	Number of Programs	Percentage of Programs**	Number of Programs	Percentage of Programs*	Number of Programs	Percentage of Programs**
Orientation to Title I Projects	124	100.0	123	96.9	33	66.0	32	78.0
Project Planning and Design	106	85.5	83	65.4	35	70.0	20	48.8
Subject Matter Area	101	81.5	106	83.5	41	82.0	28	68.3
Use and Duties of Aides	101	81.5	112	88.2	24	48.0	23	56.1
Use of Supportive Services	54	43.5	56	44.1	24	48.0	19	46.3
Dissemination of Research/ Results	65	52.4	43	33.9	19	38.0	12	29.3
Evaluation Design	86	69.4	56	44.1	27	54.0	14	34.1
Other	18	14.5	10	7.9	8	16.0	3	7.3

*Based on the following numbers of programs with teachers: Regular Term = 124; Summer Term = 50

**Based on the following numbers of programs with aides: Regular Term = 127; Summer Term = 41

TABLE 20

**PERCENTAGE OF TITLE I PROGRAMS PROVIDING TRAINING TO TEACHERS AND AIDES
WITHIN SPECIFIED TIME RANGES – REGULAR AND SUMMER TERMS**

Time Ranges	Regular Term		Summer Term	
	Percentage of Programs Providing Training to Teachers	Percentage of Programs Providing Training to Aides	Percentage of Programs Providing Training to Teachers	Percentage of Programs Providing Training to Aides
Fewer than 8 Hours	37.8	25.7	71.4	65.8
9 - 16 Hours	24.4	35.4	19.0	18.5
17 - 32 Hours	18.5	16.9	7.2	10.5
33 - 64 Hours	12.6	16.9	0.0	2.6
More than 64 Hours	6.7	5.1	2.4	2.6

STATE NEGLECTED AND DELINQUENT TITLE I PROGRAMS
P.L. 89-750

GENERAL ANALYSIS

The Arizona Department of Corrections (DOC) operated three juvenile institutions for delinquent children during fiscal year 1977. The DOC employs full-time Title I staff to implement Title I projects at each of these institutions and the adult prison facility. The following general observations are a summary of the results of these Title I projects based on separate institutional evaluations submitted by the Department of Corrections to the Title I Office of the Arizona Department of Education.

1. Title I projects were concentrated on 1,083 selected target students in the four participating institutions. (Reference Table 21)
2. Title I projects served a cross section of ethnic groups. The greatest percentage was White followed in decreasing proportions by Spanish Surname, Black, and American Indian. (Reference Table 22)
3. Each Title I project was designed to meet special educational needs of students in reading and mathematics. (Reference Table 23) In addition, a prevocational program was provided at one institution.
4. Title I reading and math objectives called for improvement in student achievement by one month or more for each month in the project. In reaching reading objectives, project averages ranged from 25 percent to 92 percent; in reaching math objectives, project averages ranged from 62 percent to 89 percent. (Reference Table 23)
5. Based on the total unduplicated count of participants served during the year and the total expenditures reported by the Department of Corrections, approximately \$353 per student was spent in the Title I program.
6. The focus of DOC Title I projects is on the mastery of reading and computational skills which relate directly to entry skill requirements of career and vocational areas.
7. Technical assistance is provided to institutional program staff through the DOC Title I Coordinator's Office and through the State Title I Office.

PARTICIPATION AND LOCATION OF INSTITUTIONS

The data in Tables 21 and 22 provide an unduplicated count of students and their ethnic backgrounds for each State Neglected and Delinquent institution. The State map on the following page depicts the locations of these institutions.

TABLE 21

UNDUPLICATED COUNT OF PARTICIPATING NEGLECTED AND DELINQUENT STUDENTS BY GRADE LEVEL SPAN

Institution	Number of Participating Students Grade Span			
	1 - 8	9 - 10	11 - 12	Total
Adobe Mountain School	91	532	69	692
Alpine Conservation Center	1	28	86	115
Arizona State Prison	0	0	78	78
Arizona Youth Center	57	110	31	198
TOTAL	149	670	264	1,083

TABLE 22

TOTAL PARTICIPANTS BY ETHNIC GROUPS

Institution	White	Spanish Surname	Black	American Indian	Total
Adobe Mountain School	371	174	121	26	692
Alpine Conservation Center	30	50	34	1	115
Arizona State Prison	7	53	18	0	78
Arizona Youth Center	89	61	44	4	198
TOTAL	497	338	217	31	1,083
PERCENTAGE OF GRAND TOTAL	45.9%	31.2%	20.0%	2.9%	100%

**LOCATION OF INSTITUTIONS SERVING DEPARTMENT OF CORRECTIONS
NEGLECTED AND DELINQUENT CHILDREN IN ARIZONA**

**Alpine
Conservation
Center** *

Adobe Mountain *

Arizona *
State Prison

* **Arizona
Youth
Center**

STUDENT PERFORMANCE

The data provided in Table 23 document the percentage of students attaining project objectives by skill area and institution. These data show positive achievement in that five of the six reading and math projects demonstrated objective attainment for more than 60 percent of the participants.

TABLE 23

PERCENTAGE OF PARTICIPANTS REACHING APPROVED PROJECT OBJECTIVES IN STATE NEGLECTED AND DELINQUENT TITLE I PROJECTS

Institution	Skill Area	
	Reading Percentage	Math Percentage
Adobe Mountain School	92	89
Alpine Conservation Center	78	62
Arizona State Prison	91	NA
Arizona Youth Center	25	NA

PROJECT PERSONNEL

Table 24 documents the FTE positions funded under Title I by job classification in Arizona State programs for neglected and delinquent children.

TABLE 24

PROJECT PERSONNEL PROVIDING INSTRUCTION OR SERVICES IN STATE NEGLECTED AND DELINQUENT TITLE I PROJECTS

Personnel	FTE
Resource Specialist	.3
Teachers	10.0
Aides	7.0
Administration	1.0*
Other	1.4*
TOTAL	19.7

*Includes DOC Central Office Staff:
1 Coordinator
1 Secretary

PROGRAM EXPENDITURES

Title I expenditures for State Neglected and Delinquent Programs are provided in Table 25. These data include total expenditures, average daily school enrollment, participation information, and per-pupil expenditures for individual institutions and for the total State Neglected and Delinquent Program.

TABLE 25
DISTRIBUTION OF TITLE I FUNDS WITHIN
THE DEPARTMENT OF CORRECTIONS

Institution	Total Expenditure	Average Daily School Enrollment	Average Daily Project Participant Load	Unduplicated Total Participants Served in FY 1977	Cost Per Student (Unduplicated Total Participant)
Adobe Mountain School	\$102,945	118	118	692*	\$148.76
Alpine Conservation Center	100,911	47	41	115	877.49
Arizona State Prison	32,132	101	50	78	411.95
Arizona Youth Center	85,727	98	98	198	432.96
TOTAL	\$321,715	364	307	1,083	
AVERAGE COST					\$297.06
DOC Central	\$ 60,549				
GRAND TOTAL	\$382,264				
AVERAGE COST					\$352.97

*Adobe Mountain School serves as a screening center for placement of all N & D students. Therefore, this count is inflated due to the Adobe Mountain program providing temporary services to all eligible Title I students during the screening period. The per-pupil expenditure for Adobe Mountain School is \$872.42 when based upon the average daily project participant load.

APPENDIX A

PROPOSED TITLE I REPORTING SYSTEM FORMS

PROPOSED TITLE I REPORTING SYSTEM FORMS

This appendix summarizes LEA data in a format proposed as a reporting system for Title I evaluation. General data, PAC information, project costs, personnel, and training data are provided on forms S-1, S-2, and S-3. These data are reported for all regular term LEA Title I programs in Arizona. Summer programs are not included, and no yearlong projects were implemented during FY 1977 in Arizona. In addition, NCE data and impact relationships are reported on forms S-4 and S-5 for those Title I programs which included an optional NCE model evaluation design for FY 1977 Title I evaluation.

It should be noted that the data reported here are included with other analyses in the body of the present report and do not represent additional data. Rather, the information and data in this appendix are provided to display Title I evaluation results within the format of the proposed Title I reporting system.

SEA GENERAL INFORMATION

State ARIZONA: Regular Term LEA Title I Programs*Participation

Number of Students Served (Unduplicated Count*)

<u>Grade Levels Served</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
Pre-K	514		514
K	3,482	61	3,543
1	4,741	184	4,925
2	5,249	159	5,408
3	4,691	206	4,897
4	4,089	163	4,252
5	4,119	199	4,318
6	4,104	192	4,296
7	4,235	161	4,396
8	3,933	185	4,118
9	6,589	133	6,722
10	3,057	52	3,109
11	2,107	42	2,149
12	<u>1,078</u>	<u>21</u>	<u>1,099</u>
Total Students:	51,988	1,758	53,746

Participation by Project AreaNumber of
Students Served
(Duplicated Count)

Verbal (Language Arts, Reading, Communication Skills)	53,810
Numerical	10,026
Other Academic	556
Affective	789
Support Services	<u>2,377</u>
Total	67,558

Impact Reporting

Number of Title I projects statewide 211
 Number of Title I projects reporting achievement test data 211
 If the number of projects reporting achievement test data is different from the total number of Title I projects in SEA, please explain:

*Summer programs are not included. No yearlong projects were implemented during FY 1977 in Arizona.

(Form S-2)

SEA PARENT ADVISORY COUNCIL INFORMATION (PACs)

State ARIZONA: Regular Term LEA Title I Programs

Number of buildings in the SEA with Title I projects 457
Number of building-level PACs in the SEA 435

If there is a difference between the two numbers above, please explain:

Districts having less than 1,000 students enrolled in project area schools established only district advisory councils. In addition, certain districts did not establish councils at the nonpublic sites. In these cases the nonpublic schools were represented on the appropriate local-site PAC and the district PAC.

Number of districts in the state having Title I projects 169
Number of district-level PACs in the state 169

If there is a difference between the two numbers above, please explain:

Number of PACs (including district-level PACs) that have a majority of members who are parents of Title I students 169

Give the total number of PACs that engaged in the following activities:

Used needs assessment information to make recommendations about the most pressing needs that should be concentrated upon by Title I programs 137
Reviewed periodic progress reports 243
Reviewed evaluations of current Title I projects 231
Reviewed evaluations of previous Title I projects 218
Informed and consulted parents about Title I services 245
Advised the LEA about the Title I application 247

Total number of LEAs that provided each of the following types of information and/or assistance to their PACs:

Copies of the Title I Act, Federal and State regulations and guidelines 136
Copies of the LEA's current application 133
Progress reports of Title I projects 118
Orientation and training materials 110
Plans for future Title I projects 128
Needs assessment data from Title I projects 130
Evaluation results of prior Title I projects 131
Procedures for promptly responding to complaints and suggestions from parents 96
Funds provided to promote PAC activities 117

PROJECTS* COST, PERSONNEL, AND TRAINING INFORMATION

State ARIZONA: Regular Term LEA Title I Programs

<u>Type of Personnel Employed in the Title I Projects</u>	<u>Number (FTE*)</u>
Directors or Coordinators	52.76
Teachers	495.54
Aides	1,298.29
Subject Matter Specialists	89.15
Resource Personnel	37.25
Counselors or Psychologists	19.75
Other	142.37

Training. Number of Title I programs* that have preservice and/or inservice training in the current year for either teachers or aides on the topics below:

<u>Training Topic</u>	<u>Teachers</u>	<u>Aides</u>
Orientation to Title I Projects	124	123
Project Planning and Design	106	83
Subject Matter Area	101	106
Use and Duties of Teacher Aides	101	112
Use of Supportive Services	54	56
Dissemination of Research Results	65	43
Evaluation Design	86	56
Other	18	10

Number of programs* whose personnel received formal training within the specified range of hours:

<u>Hours of Training</u>	<u>Teachers</u>	<u>Aides</u>
Fewer than 8	51	35
9-16	33	48
17-32	25	23
33-64	17	23
More than 64	9	7

*These data are reported by program rather than project.

(Form S-4)

STATEWIDE IMPACT DATA

Statewide Achievement Data for Regular School Year
Related to Grade Level

Subject Matter: (X) Verbal () Numerical

Grade	N (summed statewide)	NCE Gains x N (summed statewide)	Weighted Mean NCE Gain (Column 2 ÷ Column 1)
Pre-K			
K	28	425.6	15.2
1	12	171.6	14.3
2	452	885.0	2.0
3	444	998.8	2.3
4	745	3,531.1	4.7
5	561	2,427.3	4.3
6	641	1,426.1	2.2
7	278	1,135.4	4.1
8	180	595.6	3.3
9	2,958	8,892.7	3.0
10	165	(146.3)	(0.9)
11	62	11.8	.2
12	21	(7.6)	(0.4)
Column:	1	2	3

(Form S-4)

STATEWIDE IMPACT DATA

Statewide Achievement Data for Regular School Year
Related to Grade Level

Subject Matter: () Verbal (X) Numerical

Grade	N (summed statewide)	NCE Gains x N (summed statewide)	Weighted Mean NCE Gain (Column 2 ÷ Column 1)
Pre-K			
K	30	67.2	2.2
1			
2	92	(184.0)	(2.0)
3	66	(365.2)	(5.5)
4	58	435.6	7.5
5	39	(117.0)	(3.0)
6	49	(98.0)	(2.0)
7	64	(64.0)	(1.0)
8			
9	842	0.0	0.0
10	32	32.0	1.0
11	16	0.0	0.0
12	9	49.5	5.5
Column:	1	2	3

(Form S-5)

STATEWIDE IMPACT DATA

Number of Regular School-Year Projects Reporting
Achievement Gains Within Specified Ranges
Related to Project Characteristics

Subject Matter: (X) Verbal () Numerical

Project Characteristics	Normal Curve Equivalent Gain Ranges					
	Below 0	0 to 1	1.1 to 3	3.1 to 5	5.1 to 7	Over 7

Hours Per Week

0 to 1						
1.1 to 2.5		1		1		1
2.6 to 5		1	2	3		1
5.1 to 7.5						
7.6 to 10						1
Over 10						1

Total Hours

0 to 30						
31 to 60		1	2			1
61 to 90		1		3		2
91 to 120				1		
121 to 150						
151 to 180						
181 to 210						
Over 210						1

Instructor to
Student Ratio

1: Over 20		1	1	1		
1:10.1 to 1:20			1	1		1
1:6.1 to 1:10						3
1:4.1 to 1:6						
1:2.1 to 1:4		1				
1:1.1 to 1:2						
1:0 to 1:1				2		

Cost Per Student

\$0 to 100						
101 to 200			2	1		
201 to 300						
301 to 400		1		2		1
401 to 500	1	1	1			2
501 to 600						
Over 600						

(Form S-5)

STATEWIDE IMPACT DATA

Number of Regular School-Year Projects Reporting
Achievement Gains Within Specified Ranges
Related to Project Characteristics

Subject Matter: () Verbal (X) Numerical

Project Characteristics	Normal Curve Equivalent Gain Ranges					
	Below 0	0 to 1	1.1 to 3	3.1 to 5	5.1 to 7	Over 7

Hours Per Week

0 to 1						
1.1 to 2.5						
2.6 to 5		1				
5.1 to 7.5						
7.6 to 10						
Over 10			1			1

Total Hours

0 to 30						
31 to 60						
61 to 90		1				
91 to 120						
121 to 150						
151 to 180						
181 to 210						
Over 210			1			1

Instructor to
Student Ratio

1: Over 20						
1:10.1 to 1:20		1	1			1
1:6.1 to 1:10						
1:4.1 to 1:6						
1:2.1 to 1:4						
1:1.1 to 1:2						
1:0 to 1:1						

Cost Per Student

\$0 to 100						
101 to 200		1				1
201 to 300						
301 to 400						
401 to 500			1			
501 to 600						
Over 600						

END