

CONCLUSION

The foregoing report provides a summation of the variety of new and supplemental activities and services funded under the Elementary and Secondary Education Act of 1965. It should be noted that the following related programs have been made possible from other sources of federal funding: (1) the Neighborhood Youth Corps, serving to supplement the educations of one-hundred school youth, funded under the Economic Opportunity Act; and (2) the reduction of school lunch prices at three public and one private school serving heavy concentrations of economically deprived children, funded under the Child Nutrition Act.

E.S.E.A. and related legislation have opened new opportunities for the exploration of the learning process and the application of new approaches to the dynamics of community and human relations. The identification of need, the planning and implementation of programs, and the eventual evaluation of the effects of the programs upon the lives of children are demanding and complex responsibilities. We of the Albuquerque Public Schools recognize, however, that, as has been pointed out by Secretary John Gardner, great opportunities often appear upon the scene brilliantly disguised as problems.

EXHIBIT A

GENERAL EVALUATION

One of the basic ways in which an overall assessment of change in Title I eligible schools is being made is by wide-scale sweep testing. At the elementary level, testing is being conducted in an approximate 50 percent random sample of eligible schools. The schedule is designed to make use of and supplement the existing Albuquerque Public Schools testing program.

Grade	Pretest	Midyear	Posttest
1	Mental maturity readiness.....		Reading achievement.
2	Reading.....	Mental maturity.....	Reading.
3	Reading, arithmetic.....		Reading, arithmetic.
4		Reading, arithmetic, language arts, mental maturity.	
5	Reading, arithmetic, language arts.		Reading, arithmetic, language arts.
6	Full battery achievement.....	Mental maturity.....	Full battery achievement.

At the junior and senior high school levels, data from the regular Albuquerque Public Schools testing program are being used with some additional 7th, 10th, and 12th grade testing in selected subject matter areas in heavily funded schools.

The general test data are being used in the following ways:

1. To provide pre and post test gain score comparisons, to ascertain whether significant change has occurred with regard to comparison groups and/or prior years.
2. To provide information for studies of longitudinal change: a) tracing change at a given grade level from year to year with different populations; b) tracing change at different grade levels from year to year following the same population.
3. Using a data retrieval system, any test score data with regard to a given student or a given group of students can be abstracted for specific comparison purposes.
4. Factor analysis and item analysis provide longitudinal information with regard to changing areas of instructional need.

EXHIBIT B

SCHOOL COUNSELING

Present staffing provides approximately 1 day of counseling service per every 8 days for each public elementary school served, and $\frac{1}{2}$ day of service per week for each parochial school. A substantial portion of counseling services has to do with providing consultation and in-service training for classroom teachers and the development of on-going guidance programs.