R E P O R T R E S U M E S

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A PROFILE OF THE SEATTLE PUBLIC SCHOOLS' NEW BEACON LEARNING CENTER, A SCHOOL PROPOSED FOR THE CONTINUOUS EDUCATIONAL PROGRESS OF CHILDREN IN GRADES FOUR THROUGH SEVEN.

BY- GOSS, DALE LITTLE, ELMO
SEATTLE PUBLIC SCHOOLS, WASH.

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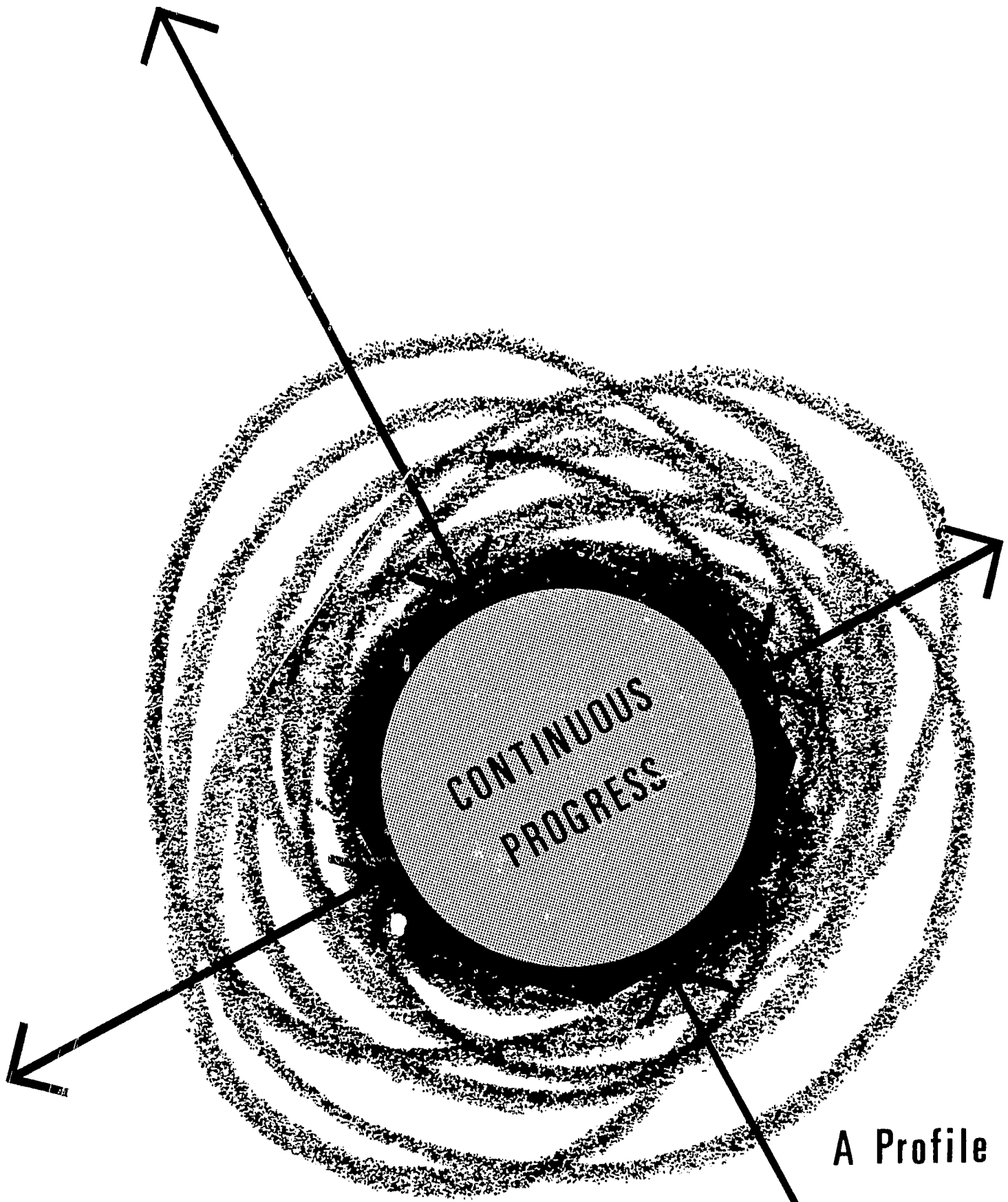
DESCRIPTORS- *DECENTRALIZED SCHOOL DESIGN, *INTERMEDIATE GRADES, *MODELS, *EDUCATIONAL COMPLEXES, *INDIVIDUALIZED PROGRAMS, EDUCATIONAL INNOVATION, EDUCATIONAL FACILITIES, EDUCATIONAL EQUIPMENT, EDUCATIONAL RESOURCES, COMMUNITY RESOURCES, GROUPING (INSTRUCTIONAL PURPOSES), SCHOOL ORGANIZATION, INSTRUCTIONAL STAFF, STAFF UTILIZATION, STUDENT EVALUATION, STUDENT TRANSPORTATION, STUDENT ENROLLMENT, SEATTLE, WASHINGTON, NEW BEACON LEARNING CENTER

THIS PROFILE OF THE NEW BEACON LEARNING CENTER, AN EXPERIMENTAL SCHOOL, DESCRIBES THE "CONTINUOUS PROGRESS CONCEPT," A PLAN TO IMPROVE EDUCATIONAL QUALITY AND RACIAL BALANCE, PROPOSED HERE FOR THE INTERMEDIATE GRADES. SEVERAL NEIGHBORHOOD SCHOOLS WOULD PROVIDE THE STUDENT POPULATION OF THIS EDUCATIONAL COMPLEX. THE SIZE OF THE CENTER WOULD MAKE IT POSSIBLE TO OFFER SUCH SPECIALIZED FEATURES AS AN INDIVIDUALIZED APPROACH TO STUDENTS, SHARED EQUIPMENT, EXTENSIVE AND DIVERSIFIED INSTRUCTIONAL SERVICES, OPERATIONAL ECONOMY, AND MORE EFFICIENT STAFF UTILIZATION. TO COUNTERACT IMPERSONALITY AND LOSS OF IDENTITY, THE CENTER WOULD HAVE A DECENTRALIZED ORGANIZATION, AND STUDENTS WOULD BELONG TO UNITS WHICH HAVE THEIR OWN CORE OF TEACHERS, SPACE, AND SPECIAL SERVICES AND RESOURCES. THE PROFILE SPECIFICALLY DISCUSSES THE ORGANIZATION OF THE FACILITIES, SPECIAL RESOURCES WHICH WOULD BE INCORPORATED, OPERATIONS POLICIES, STAFF, AND PARTICIPATING SCHOOLS. ALSO DESCRIBED ARE THE CHARACTERISTICS OF THE PUPIL POPULATION, THE CENTER'S ORGANIZATIONAL STRUCTURE, THE COMMUNITY RESOURCES, SOME METHODS FOR EVALUATING PUPIL PROGRESS, AND THE TRANSPORTATION ARRANGEMENTS. ONE SECTION DEALS WITH ABILITY GROUPING AND ITS RELATIONSHIP TO ACHIEVEMENT. TABLES, CHARTS, AND SITE PLANS PRESENT VARIOUS FEATURES OF THE PROPOSED CENTER. (NH)

SEATTLE PUBLIC SCHOOLS / PROPOSED

NEW BEACON LEARNING CENTER



A Profile

A PROFILE OF THE SEATTLE PUBLIC SCHOOLS

NEW BEACON LEARNING CENTER

A SCHOOL PROPOSED FOR THE CONTINUOUS EDUCATIONAL PROGRESS OF CHILDREN IN GRADES FOUR THROUGH SEVEN . . .

This booklet was prepared by Dale Goss, Director, Planning and Research Department of the Seattle Public Schools, in collaboration with Elmo Little, Administrative Assistant for Leadership Training Program, for study by the Seattle Citizens School Progress Planning Committee, Carl Dakan, Chairman.

Its purpose is to provide a basis for the committee to react to the Continuous Progress Center Concept proposed by the Seattle School District administrative staff.

February, 1967 (Revised)

C O N T E N T S

TABLES, DRAWINGS, MAPS, CHARTS

The Idea

On August 24, 1966, a paper describing a new concept for education, the Continuous Progress Concept was submitted to the Seattle School Board by the Superintendent. The idea was based upon new knowledge about the characteristics of learners and upon the realities of urban growth and change. Its elements include new basic curricula, revitalized teaching methods, efficient use of staff, efficient use of materials and equipment, and other instructional resources and realistic vocational-technical education.

The Continuous Progress Concept suggested new levels of instruction: (1) primary through grade 3; (2) intermediate, 4 through 7; (3) secondary, 8 through 11; and (4) college, 12 through 14. The Seattle School Board authorized a study of this organizational concept as it related specifically to the long-range building needs of the District and to the desirability of developing an intermediate center to serve Beacon Hill area pupils.

Objectives

The center would provide the Seattle School District with the capability of realizing two values ascribed to the Continuous Progress Concept, improved quality of education, and improved racial balance.

A center which would meet these two objectives would have three distinct characteristics: (1) comprehensiveness, (2) large size, and (3) internal decentralization.

Since improved racial balance would be one of the objectives of the center, its attendance area would include over several neighborhood school areas. The resulting heterogeneous student body would need a comprehensive range of courses, facilities, and specialized teachers.

As individualized instruction is one of the pathways to improving the quality of education, a major function of the school would be to analyze

children's gifts, their limitations, and their educational needs and to plan suitable instructional programs for them.

With sufficient funds to provide enough specialized staff, more individualizing could be achieved in existing schools as it is in special education programs. Lacking these financial resources, a logical approach would be to bring together larger numbers of children, as proposed in the Continuous Progress Center Concept. There, with assistance of instruction and guidance specialists, the staff would analyze children's progress, design special programs for them, and provide groups for the most efficient instruction.

There would be other advantages also in having larger numbers of pupils. The specialized facilities required for individualizing instruction would be shared, as would equipment. Thus, more extensive and diversified instructional services would be purchased with the resources available. For example: closed circuit television would serve the equivalent enrollment of seven or eight neighborhood schools at less cost than if the same service were provided in seven or eight different settings, or less even than if a central circuit provided service for seven or eight neighborhood schools simultaneously.

Size also dictates the economy and quality of other kinds of specialized resources. It is less costly per pupil to build and equip science, art, and music laboratories to be shared by larger numbers than by fewer pupils. Staff can be deployed more economically if children are taught in more homogeneous groups with materials and instructional methods which are geared to their abilities.

Pupil loss of identity, a common concern of critics of the concept, can be controlled to insure the development of socially desirable attitudes and modes of behavior. Proposed for the intermediate center, therefore, is a decentralized student body structure, the school-within-a-school organization.

This, as described under the section on facilities, means that students belong to a sub-unit of the total organization, a unit with its own core of teachers, specialists, teaching spaces, and resources. Each module, with its own principal, would assume the task of developing desirable human relationships as well as creating the most favorable environment for learning. By creating a closer bond between teachers and children this organizational plan would lead to better morale, better discipline, improved academic performance, better attendance, and fewer dropouts.

The following pages describe the application of the Continuous Progress Concept to an intermediate school. The description is offered not as a final and complete model of working specifications but as a working tool with which the citizens' study committee can measure the probable feasibility of applying this new educational design to a specific Seattle educational setting.

Behind the Continuous Progress Center idea is the realization that the vast explosion in educational research and innovation is making available new knowledge, new practices, and new materials which provide educators with the capability of meeting modern urban educational needs with more than a fair degree of success.

This design draws widely and freely from the best research and the best practices available. It attempts to bring what is known about learning and about teaching into one theoretical configuration which we will call the New Beacon Learning Center.

Organization for Facilities

To house the new Beacon students a site of approximately 30 to 40 acres would be required. A site of about 22 acres on Beacon Hill now is owned by the School District. Whether or not these acres would be suitable for a center will depend upon an intensive study by site authorities and planning

officials. But, for the purpose of preparing theoretical specifications, we have used this as a point of departure.

The heart of the New Center would be a modern, well-equipped library resource center. Extending outward, approximately in spoke-like fashion, would be the four major instructional divisions or schools. Each would accommodate about 750 children of approximate chronological age. Each school would consist of three units designed for instruction of about 250 children. Pupils in each unit of 250 would be further sub-grouped into three sections of 83 pupils. Thus would evolve the school-within-a-school idea described in the Continuous Progress Center Concept statement.

Each unit would contain certain basic kinds of spaces, those for individual study, for small group discussion, and for large group instruction. In addition, a unit of a central materials resource center system would provide immediate and direct access to instructional materials required for learning and teaching. There also would be special laboratories for art, music, science, and languages, each accessible to pupils and teachers working in each school.

Special service spaces for such needs as health services, testing, and counseling would be incorporated into each instructional unit. Food services would be decentralized into instructional units.

Central facilities for administration, curriculum development, operations, maintenance, records, medical, etc., would be provided to serve all schools.

Technological services, materials, equipment, and supplies services would be housed in a central location. Closed circuit television with both unit and central transmission controls would aid communication and instruction. A direct link would be made with the School District computer through centralized and decentralized terminals, both for administration and instruction purposes.

A large covered recreation area sufficient to accommodate all pupils in a

general assembly as well as to provide covered physical education areas for instructional units would be a part of the plan. This would be supplemented by open play areas adjacent to each instructional unit.

Because the New Center is envisioned as a community center, the City of Seattle, Park and Library Boards would be invited to participate in planning adult meeting, recreation, library, and services facilities. The central resource center would be designed to serve not only children but families in the community.

Special Resources

The concept presumes efficient and skillful use of master teachers. It presumes extensive use of educational technology, of instructional resources, and specialized staff.

Demonstrations here and elsewhere make it abundantly clear that efficient use of staff cannot be accomplished without skillful use of available technology. In a Seattle school even now the effectiveness of closed circuit television is being demonstrated. Through this medium instructional programs of exceptional quality and tailored to the specific needs of the school could be transmitted on as many channels as may be required by cable or microwave network. Most District-wide programs now broadcast by station KCTS would not be appropriate for the new curricula and instructional patterns of the New Center.

Operations Policies

The New Beacon Center is perceived as a prototype, an experimental model to which a vast reservoir of experience and new education research would be applied. The center, therefore, should be permitted wide latitude in operations policies. Procedures generally appropriate for existing neighborhood schools would not always be applicable to the New Center.

The Continuous Progress Concept states that children would progress at

their own pace. The flexibility of grouping and scheduling would permit the center to receive children at almost any calendar date and permit them to terminate whenever they had completed the program of studies available to them. Thus, with the center in almost continual operation, the year-round school would emerge.

Marking, grading, and reporting in this setting suggest new procedures. Time no longer would be the measure of progress. In its stead would be measurements of progress defined by knowledges, skills, and understanding of the curricular concepts. Reporting to parents could no longer be satisfied by periodic submission of alphabetical marks on a report card. Systems of parent-teacher discussions and more comprehensive written reports of progress would be necessary.

Teachers could be freed of the many routine housekeeping duties by aides and by proper use of electronic devices. The teachers, released from the frustrating and impossible task of providing instruction in all subjects to all pupils, could concentrate attention in areas of their specialty. Further, they would assume greater shares of the guidance counseling responsibilities for the small groups of children placed under their direction.

Specially trained and selected teachers would be needed in this environment. A pre-training program of several months would prepare them for their exacting roles, both as counselors and educational specialists. Team teaching methods would be emphasized in the intensive pre-induction activities. Teachers with professional competence in new curricula and instructional technology would be required to develop the center's services to their maximum. The director of the center and his administrative aides would select and train the professional team members.

Because of these high expectations, the professional staff salary schedules would be at a premium level. At the same time the teaching load would not prevent on-the-job time for planning, research and study, or for pupil analysis, guidance, counseling, and programming. Extensive use of para-professionals would permit efficient use of professional teachers. The staff-pupil ratio of existing schools would not be applicable because of the team organization, variable grouping, individual instruction, and para-professional support.

Suggested, then, is a school with considerably greater autonomy in planning curriculum, developing calendars and schedules, reporting, recording, programming, selecting and scheduling staff, developing budgets, and authorizing expenditures. Even with this broader framework of operational policy, responsible accounting to the District Superintendent would be expected.

Staff

In earlier paragraphs we have emphasized the importance of teachers who not only would be skilled in one or more subject fields but would be trained in counseling and programming.

The center would bring into one setting a professional staff which would represent great variety and depth in many special skills. To use these talented staff members effectively, the center would lean heavily upon team teaching processes and variable groupings of children.

There would be several important criteria for selecting teachers, including:

1. Skill to teach.
2. Depth of experience in one or more subject fields.
3. Ability to apply the newer methods to teaching.
4. Ability to diagnose individual learning problems, to develop curricula, and to measure performance.

5. Skill to counsel and guide a home room unit through a continuous range of successful learning experiences.
6. Sensitivity to individual behavioral needs of children.

The head teacher in each unit of ten teachers would have special skills in learning and teaching techniques as well as in counseling and programming skills.

Participating Schools

There are nineteen existing elementary schools, three proposed elementary schools, and four junior high schools in the southeast - Beacon Hill areas from which pupils could be drawn to form the total enrollment of the New Beacon Learning Center.

Replacement of the present old buildings of five schools (Beacon Hill, Hawthorne, Kimball, Maple, and South Van Asselt) has been recommended. Recommendations also have been submitted to abandon Georgetown school and to construct new elementary schools on the Dearborn Park and Kenyon Street sites. Expressway plans in the Colman school area and the age and the condition of that school suggest that it be discontinued or replaced.

The Continuous Progress Center Concept was offered as a way to meet educational goals while at the same time achieving the most efficient building program.

Estimated costs of all building needs for the elementary schools of the area total $6,785,000. A tabulation by school is attached (Table III). No costs for the four junior high schools are included because all are housed in relatively new buildings requiring no appreciable sums for renovation or alteration.

Several criteria have been applied to each of the area schools to determine those most suitable for participation in the center. The criteria were:

(1) estimated cost of remodeling or new construction; (2) distance from the proposed site; (3) pupil characteristics; and (4) enrollments.

First consideration was given to Georgetown where the building would be abandoned. Schools requiring new facilities were given second consideration. These are: Beacon Hill, Colman, Hawthorne, Kimball, and Maple. Third consideration was given to proposed new schools at the Dearborn Park and Kenyon Street sites. Fourth consideration was given to schools requiring major remodeling. These were: Columbia, Concord, Dunlap, Emerson, and Muir.

After examining the facility needs and the distances from the proposed site, the pupil characteristics and the growth in enrollments were taken into account. As a result of this process, the pupils recommended for inclusion in the center would be from:

Beacon Hill
Colman
Concord
Dearborn Park
Georgetown
Hawthorne
Kenyon Street
Kimball
Maple
Muir

The above schools would contribute pupils from grades 4, 5, and 6. Seventh grade pupils would be drawn from Rainier Beach and Mercer Junior High Schools.

Temporary Classrooms

An important objective of the School District's building program is to reduce the use of temporary classrooms. There are a total of 191 temporary classrooms now in use by the 21 elementary and junior high schools of the southeast - Beacon Hill area. Schools which would participate in the center now require 137. It may be assumed that many of these temporary structures could be discontinued in service with the construction of a center (see Table VI).

Enrollment

The total number of pupils who would be served by the New Center would be nearly 3,000, about 750 in each grade level. The total in the center would be 10.7% of the total of the School District for the same grades.

Pupil Profile

The children of this area of the city are slightly more disadvantaged than those of the city as a whole. Four of the elementary schools selected now are cooperating in special aid programs under the Elementary and Secondary Education Act (Title I).

The total area consists of 18.5% Negro enrollment. The New Beacon Center percentage would be about the same. It would also have about the same number of children from low income families. The absentee rate in the New Center would be about the same as that of the area, as would the suspension rate and achievement levels. The dropout rate would be lower.

Table VII compares pupils who would compose the enrollment for the New Center with (1) the area and (2) the School District.

Organization for Teaching and Learning

The New Center would have both a horizontal and a vertical structure. The horizontal plan would divide the pupils among teachers and would evolve from three kinds of considerations:

1. The grouping needs of children (heterogenous and homogeneous) - See the statement on Ability Grouping, page 18.
2. The learning areas and the structure of the curricula.
3. The special strengths of the teachers.

The vertical structure would be based upon the sequence of the curricula, the inherent difficulty of the subject matter, and the performance of children

in dealing with it. Materials would be selected to match the speed of individual differences which would exist within instructional groups. The children would then move vertically according to their readiness to proceed. Promotion or non-promotion as we now know it would cease to exist.

This non-graded vertical plan would permit:

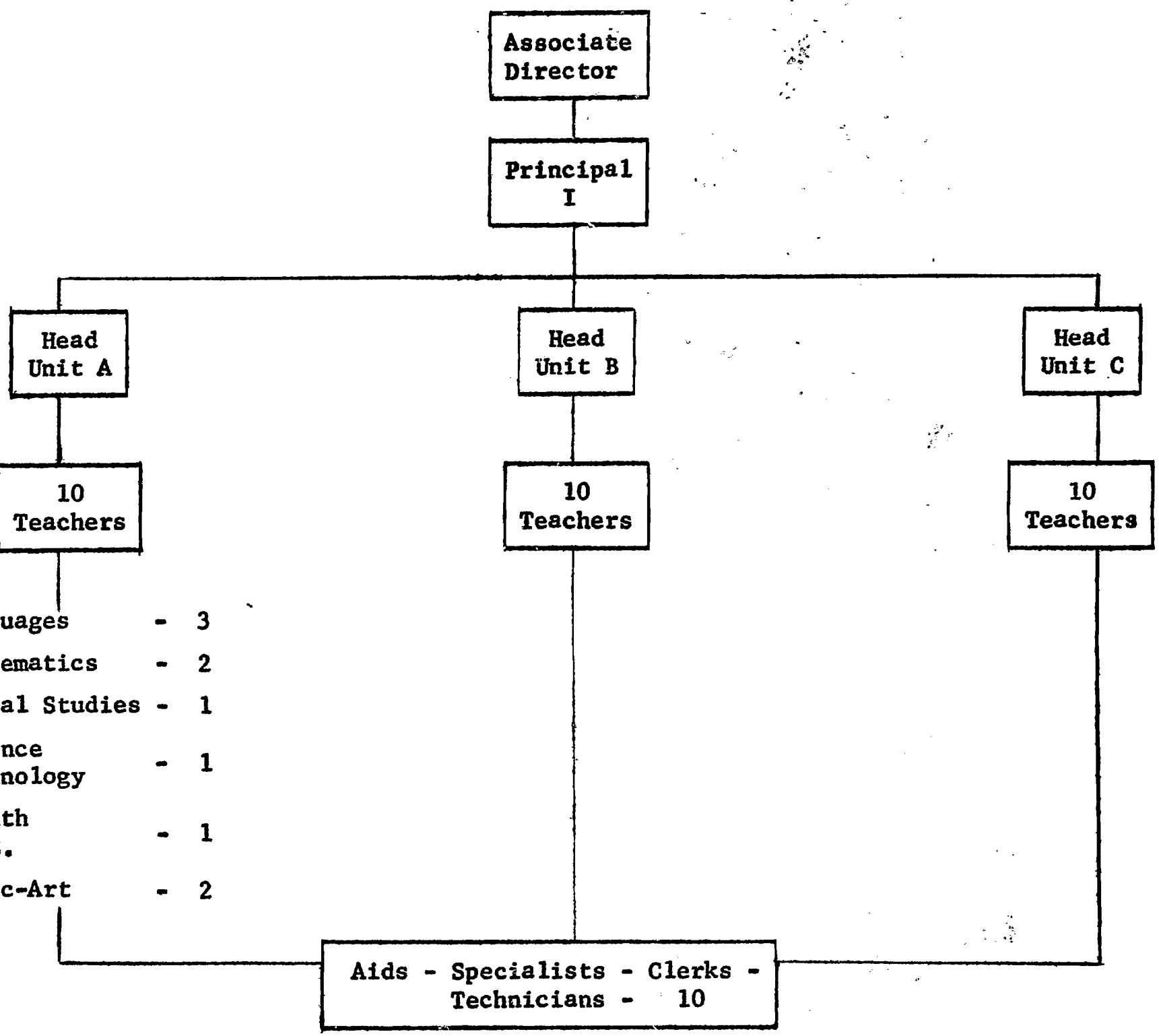
1. Continuous progression of all pupils from the slowest to the most able in the characteristically irregular learning pattern.
2. Several alternative grouping possibilities for most children at most times, none of which would be identified either with demotion or promotion.
3. Latitudinal as well as longitudinal paths for curricular organization.
4. To a considerable degree, individualized learning materials.

An instructional strategy model based on a conceptual curriculum is attached (Table IX). The model illustrates a scheme for teaching an instructional unit under the continuous progress plan and suggests methods of grouping.

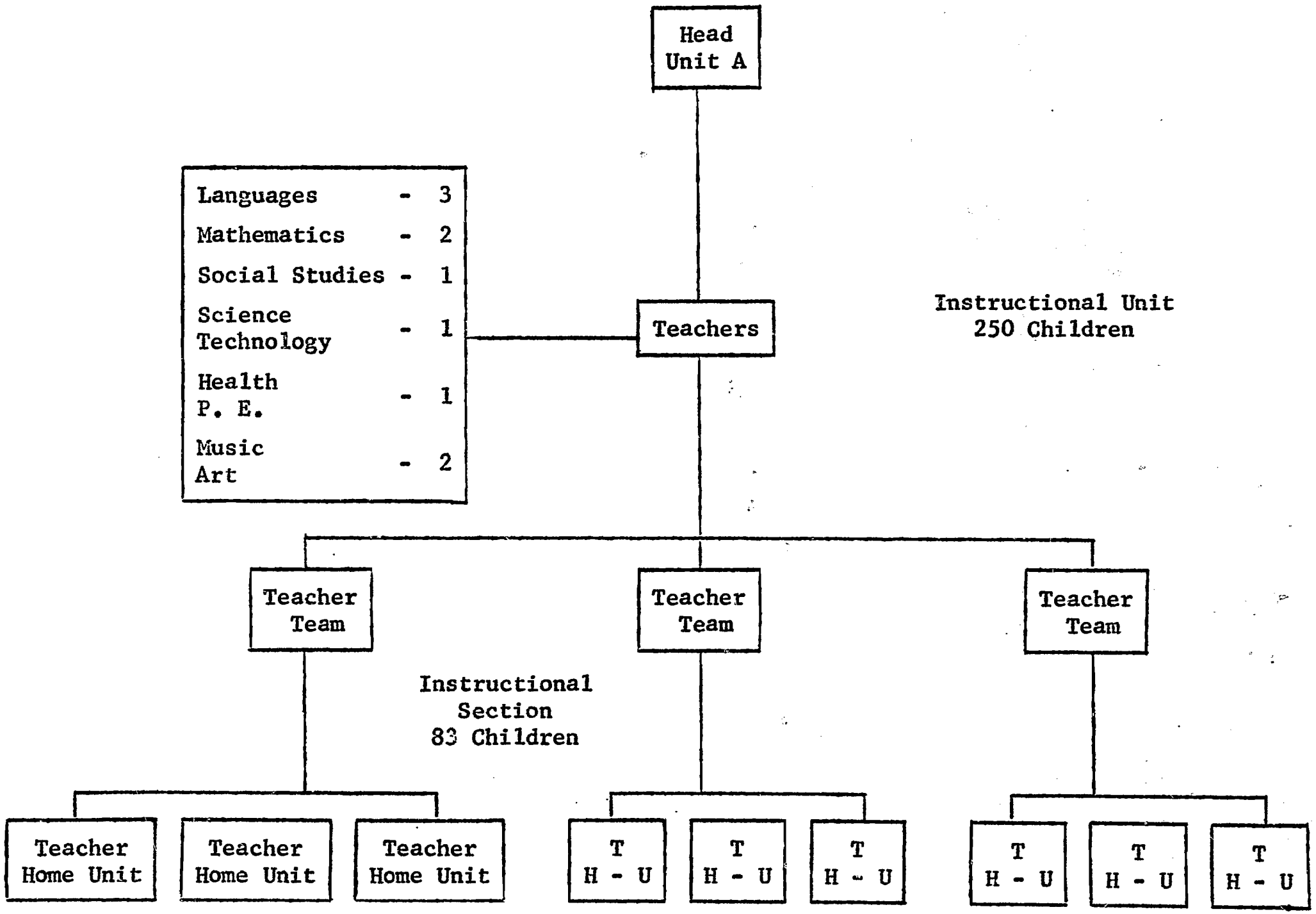
Such an instructional scheme would provide opportunities for developing the individual potentialities represented in a wide range of differences among pupils and provide a common fund of knowledge, values, and skills vital to the continuous progress of the children.

It is obvious that flexibility is the keynote of the continuous progress idea. Not only must the grouping arrangements remain flexible, but individual learning programs must be designed by the instructional staff after a careful diagnosis of the learning needs of the pupils. The diagnostic, designing, and evaluating roles of the teachers would be significant in the New Beacon Learning Center.

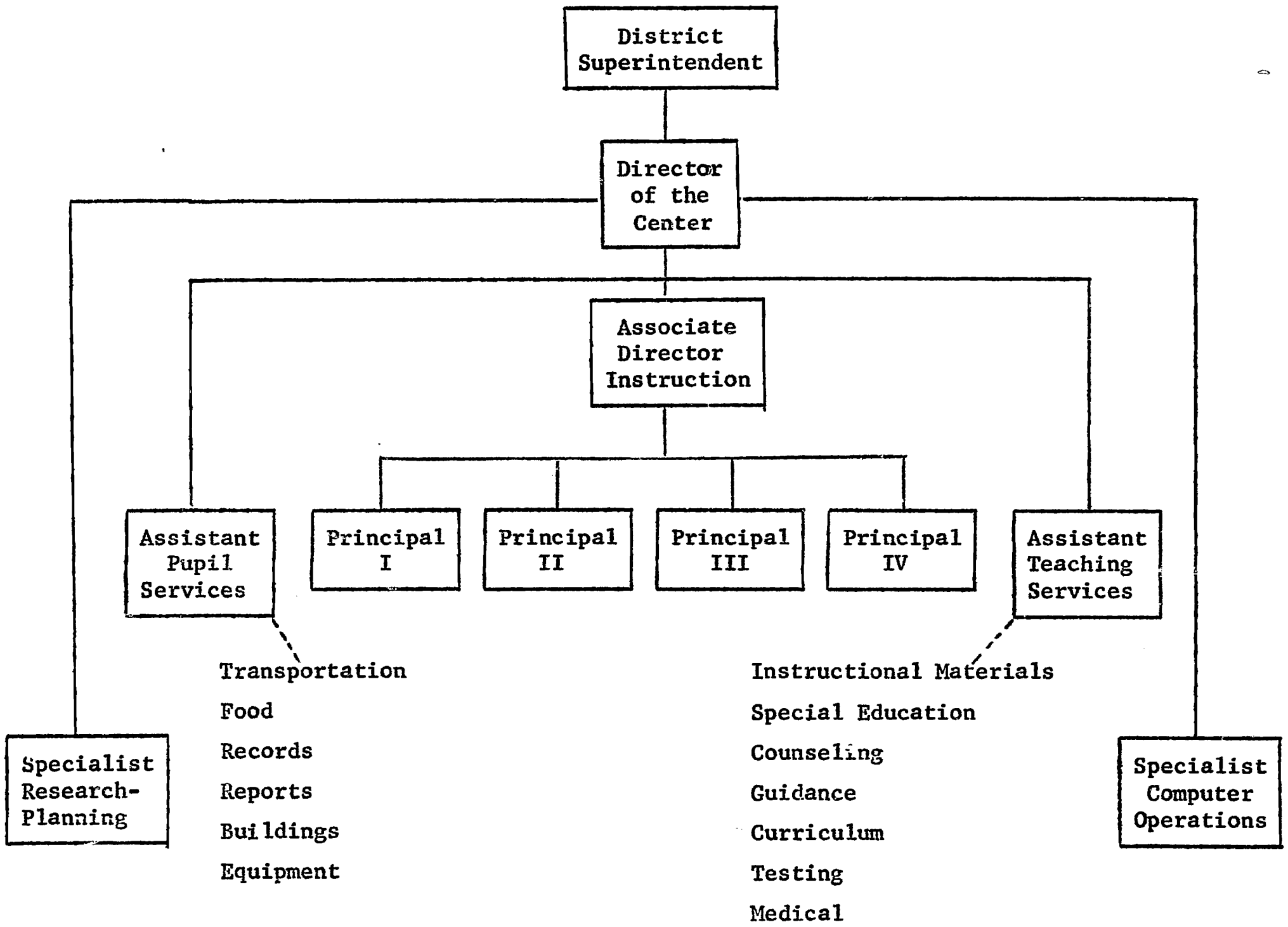
ORGANIZATION FOR INSTRUCTIONAL SCHOOL



ORGANIZATION FOR INSTRUCTIONAL UNIT, INSTRUCTIONAL SECTION AND HOME UNIT



ORGANIZATION FOR ADMINISTRATION



Community Resources

In any large urban environment there are abundant opportunities to bring people with significant experiences, talents, and skills to the schools. There are in the Seattle area outstanding people in almost every field of endeavor, from sports to medicine. There are physicists, mathematicians, painters, musicians, writers, lawyers, public officials, craftsmen, architects, mechanics--practically an unlimited reservoir of talent.

Extensive use of these resources would be made by the center to present to the pupils a broad spectrum of the cultural, social, economic, and racial aspects of the community and at the same time reinforce and expand the learning activities.

Conversely, opportunities to take children to community resources would be greatly expanded by the center's bussing arrangements.

Both situations will expand the total as well as the educational environments of the children.

Evaluation of Pupil Progress

In a continuous progress program all students would be expected to progress at whatever speed their native ability would permit. The reporting system, therefore, would reflect an appraisal of the quantity of learning accomplished in each subject. Whatever the student's achievement, it would be measured in terms of satisfactory understanding of each concept, usually in a sequential continuum and representing progress in terms of quantity. Achievements representing quantity of material learned satisfactorily would be presented by instruments; such as, bar graphs or line graphs and/or written statements, which describe explicitly the quantity of material covered.

The quantity mark, however, would not be the same as the quality mark. A quality denotation would be expressed in conventional ways; such as, A, B, C,

D. This is in reference to the quality of student performance while in the course. A quality mark would measure performance in terms of: (1) degree of accuracy, (2) depth of understanding, and (3) meeting the necessary course requirements. Skill development also would be shown.

Under a continuous progress program there would be no need for an incomplete mark or a failure mark.

The pupil report form, in addition to the quality and quantity marks, would describe the courses studied.

Earned credits would denote achievement, not necessarily time spent in courses.

An example of this quantity-quality plan for reporting is included in the supporting data.

Transportation

Transportation of many pupils to and from the center will be a major service requirement. Buses under the operation of the center would be scheduled to transport all children not within a reasonable walking distance of the center. Gathering stations within each neighborhood school area would be constructed to which children would be expected to assemble. These could be so placed as to require no child to walk more than a few blocks. The stations would be adult supervised shelters from which children would be received and returned. The maximum travel time from a station to the center would be approximately fifteen minutes.

The availability of buses at the center would permit their use for many field trips to museums, Seattle Center, industrial sites, and other points of significant interest. These opportunities now are greatly restricted and, when available, become an added expense to parents. Buses when not required by the New Center would be scheduled by other Seattle District schools.

Maximum use of buses and drivers would be expected. Table VIII summarizes estimates of the cost of transporting pupils.

Grouping and Achievement

One of the most perplexing problems facing education at all levels is how to group learners for the most efficient as well as productive individual achievement.

A major organizational objective of the New Beacon Learning Center would be to create arrangements for maintaining flexible learning modules.

Grouping pupils according to ability and/or achievement has received much emphasis. Attempts at differentiating levels of instruction have been proposed and utilized at all grade levels and in all subject matter with varying success. In those situations where the grouping of students has not appeared to have appreciably benefited students, the fault most often was attributed to: (1) the selection procedures used in grouping, (2) the failure to establish and maintain different curricular offerings, (3) not using different teaching techniques, and (4) not altering the approach to students of different abilities. Little difference has been noted between grouping and non-grouping techniques when all groups were bound to the same curriculum. The advantage of grouping does not stem from the grouping process itself but rather from the opportunity of being able to move at varying rates and degrees of depth most appropriate to each group, and, consequently, appropriate to the individuals in that group.

The totality of educational opportunities afforded from kindergarten through the twelfth grade are of real concern. Students who could be given the opportunity of progressing at a rate commensurate with their individual abilities for a period of thirteen years of formal schooling would be substantially different at the completion of those years.

*Ability Grouping

Narrowing the ability range in the classroom on the basis of some measure of general academic aptitude will, by itself, in the absence of carefully planned adaptations of content and method, produce little positive change in the academic achievement of pupils at any ability level. On the other hand, there is no support for the contention that narrow-range classes are associated with negative effects on self-concept, aspirations, interests, attitudes toward school, and other non-intellective factors. Various kinds of grouping and regrouping can be used effectively when they are designed to implement planned variations in content and method. The administrative deployment of students must, consequently, be tailored to the specific demands of the curriculum.

Ability grouping is inherently neither good nor bad. Its value depends upon the way in which it is used. Where it is used without close examination of the specific learning needs of various pupils and without the recognition that it must follow the demands of carefully planned variations in curriculum, grouping can be, at best, ineffective; at worst, harmful. It can become harmful when it lulls teachers and parents into believing that because there is grouping, the school is providing differentiated education for pupils of varying degrees of ability, when in reality that is not the case. It may become dangerous when it leads teachers to underestimate the learning capacities of pupils at the lower ability levels. It can also be damaging when it is inflexible and does not provide channels for moving children from lower to higher ability groups and back again either from subject to subject or within any one subject as their performance at various times in their school career

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*From Goldberg, Passow, Justman, The Effects of Ability Grouping, Teachers College, Columbia University, 1966, General Conclusions, Pages 167-9.

dictates.

However, ability grouping may be used effectively when it grows out of the needs of the curriculum and when it is varied and flexible. Pupils can be assembled for special work, whether advanced content or remedial instruction in a given subject. Teachers can more easily carry out specific plans appropriate for one ability level without having to provide for other pupils for whom the particular content may be inappropriate. Pupils at all levels can be freed to participate more fully without fear of derision either for being "too dumb" or "too smart."

At least until such time as procedures for more completely individualized instruction become incorporated into school policy and teacher preparation, schools will continue to rely on various kinds of grouping in their attempt to differentiate instruction. It is, therefore, essential to recognize that no matter how precise the selection of pupils becomes or how varied and flexible the student deployment may be, grouping arrangements by growth result from what is taught and learned in the classroom. It is, therefore, on the differentiation and appropriate selection of content and method of teaching that the emphasis must be placed. Grouping procedures can then become effective servants of the curriculum.

Summary and Conclusions

This paper is not the first nor will it be the last written about a new format for public education. In the Seattle School District, as elsewhere, the quest will continue for ways to improve. The process is a continuing one. The profile of the New Beacon Learning Center can, nevertheless, provide one step in the link between the philosophical concept and its application to a specific school setting. At stake is something more than just innovation. The

primary target is the school system's ability to develop and grow into a more fully functioning system.

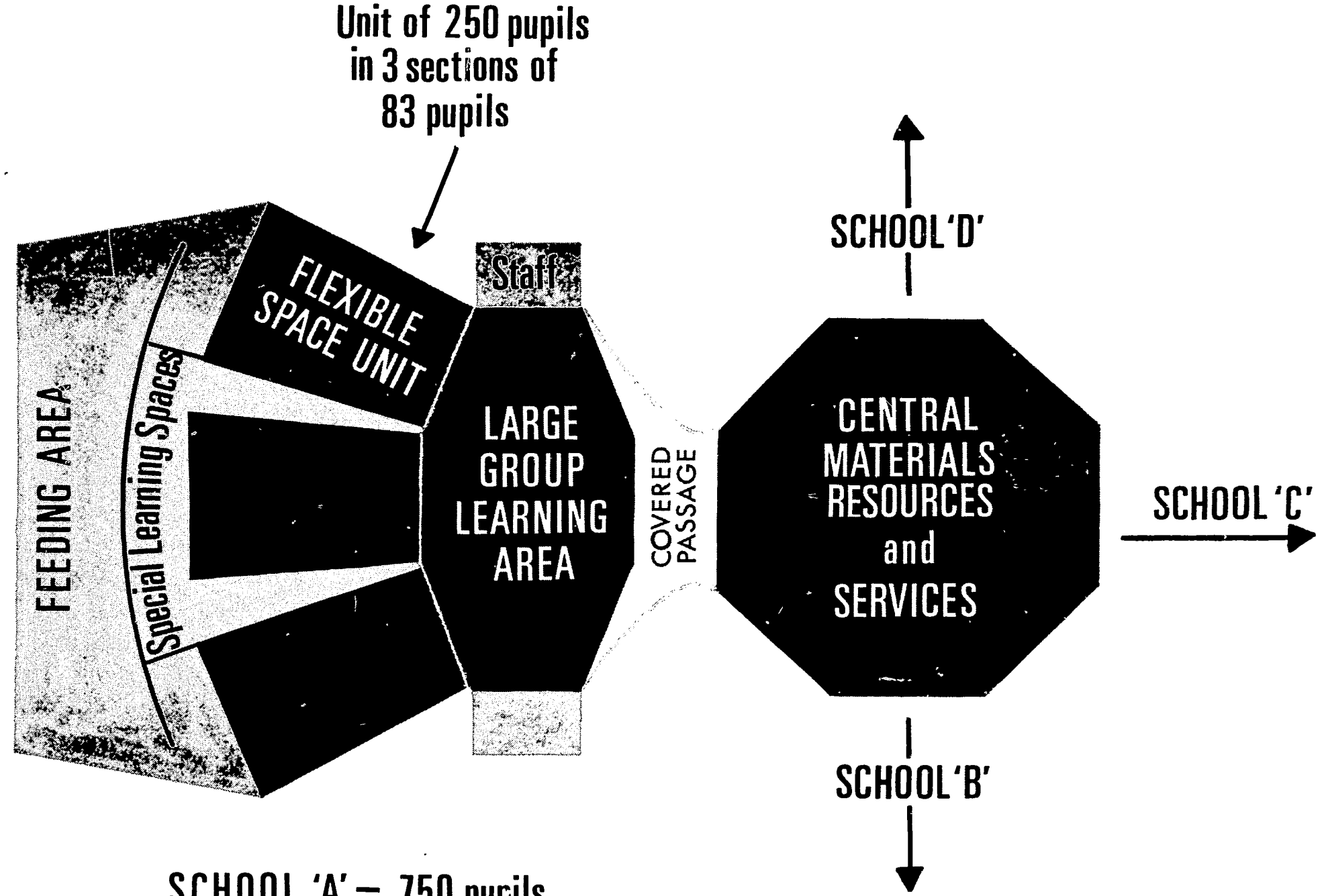
In a fully functioning school system the goals would be reasonably clear and well accepted. Clarity and acceptance are not all--the goals also must be achievable with existing or available resources and be appropriate to the demands of the environment.

The profile leaves many important questions unanswered. Specifications for the learning resource system are yet to be defined. Grouping variables within the specific body of students who would participate in the center require detailed examination. Establishing the relationships between goals, curricula, and methods is a complex and technical process and will demand careful documentation. The great promise of educational technology must be brought to fruition. Flexible programs and schedules require new testing and evaluating procedures. More detailed bus schedule, route, and cost studies must be undertaken. Plans for selecting and training staff can evolve only after completion of details of instructional processes have been examined.

Development of these and other aspects of the center will demand the full and immediate attention of specialized and highly competent Seattle School District staff and members of the School Board in the months ahead.

The Seattle Citizens School Progress Planning Committee for whom this profile has been prepared is charged with the responsibility of examining the feasibility of the Continuous Progress Concept in the setting described as the New Beacon Learning Center. Because the concept proposes significant departures not only in instruction but also in the organization of schools, the projection of the counterparts of the New Beacon Learning Center to other areas of the School District must be seriously considered by the committee.

As specifically stated by the School Board, "The committee will critically analyze the proposed continuous progress center concept in relation to the School District's long-range building program and recommend to the Board in light of curriculum, staff, transportation, and cost factors whether the concept should be adopted, modified, or rejected." The profile of the New Beacon Learning Center is the model for one intermediate center. As a model, it is subject to modification as information is reexamined and new research become available.

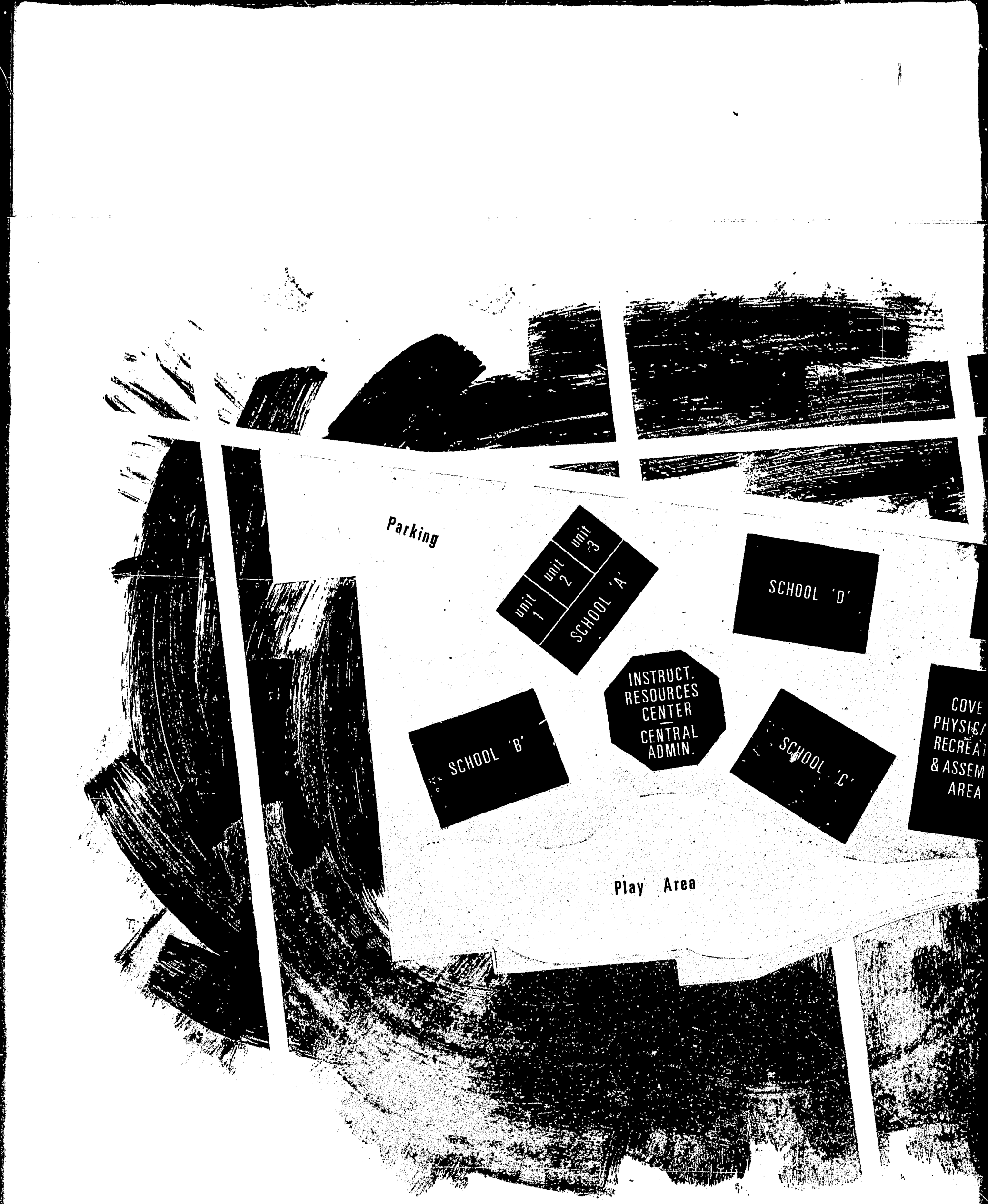


SCHOOL 'A' – 750 pupils

Table I

NEW BEACON LEARNING CENTER

School Plan


Parking
unit 1
unit 2
unit 3
SCHOOL 'A'
SCHOOL 'D'
INSTRUCT. RESOURCES CENTER
CENTRAL ADMIN.
SCHOOL 'B'
SCHOOL 'C'
COVE
PHYSIC
RECREAT
& ASSEM
AREA
Play Area

NEW BEACON LEARNING CENTER
SITE PLAN

TABLE III

RECOMMENDED SCHOOL PLANT IMPROVEMENTS

ALL ELEMENTARY SCHOOLS IN THE SOUTHEAST - BEACON HILL AREAS OF SEATTLE

School	Improvement	Estimated Cost
Beacon Hill	New building	$ 855,000
Colman	New building	800,000
Columbia	Remodel	220,000
Concord	Remodel	150,000
Dearborn Park	New building	700,000
Dunlap	Remodel	155,000
Emerson	Remodel	220,000
Georgetown	Discontinue use	---
Hawthorne	New building	715,000
Kenyon Street	New building	880,000
Kimball	New building	815,000
Maple	New building	835,000
Muir	Remodel	440,000
South Van Asselt	(Kenyon Street)	
	TOTAL	$6,785,000

TABLE IV

ESTIMATED REALLOCATION OF PLANNED SCHOOL PLANT EXPENDITURES IF CENTER IS CONSTRUCTED

ELEMENTARY SCHOOLS WHICH WOULD PARTICIPATE IN CENTER

If Neighborhood School Plan Is Continued		If Center Plan Is Implemented	
School	Estimated Expenditure	*Required by Neighborhood School	Available for Other Purposes
Beacon Hill	$ 855,000	$ 550,000	$ 305,000
Colman	800,000	500,000	300,000
Concord	150,000	150,000	---
Dearborn Park	700,000	400,000	300,000
Georgetown	---	---	---
Hawthorne	715,000	415,000	300,000
Kenyon Street	880,000	580,000	300,000
Kimball	815,000	515,000	300,000
Maple	835,000	535,000	300,000
Muir	400,000	300,000	100,000
TOTAL	$6,150,000	$3,945,000	$2,205,000

*These figures based upon conversion of the existing neighborhood school to a primary school or in the case of non-existing schools the erection of primary facilities only. If pupils were transported to primary locations, some schools could be closed out completely or converted to other purposes; such as, adult education or community centers.

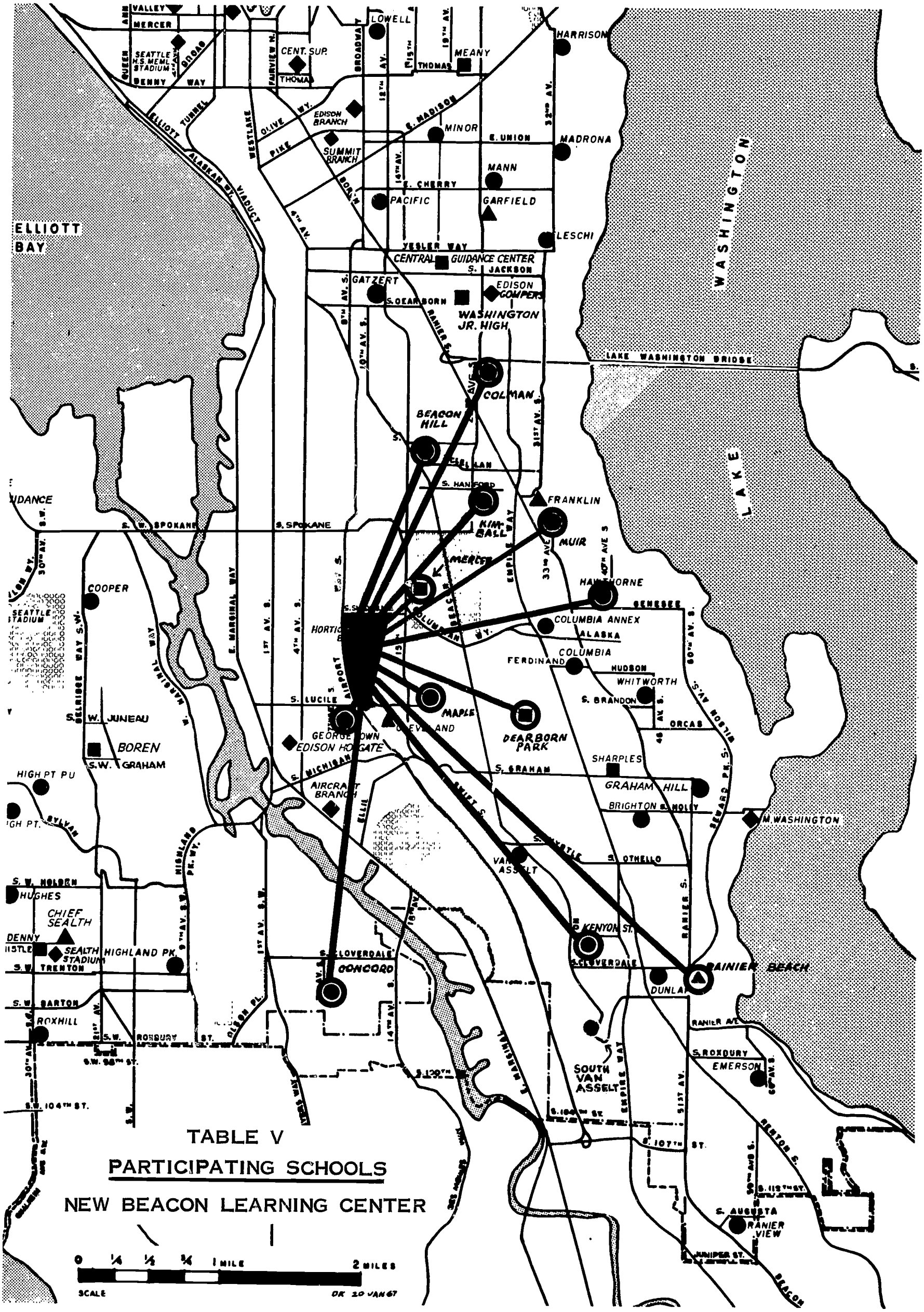


TABLE V

PARTICIPATING SCHOOLS

NEW BEACON LEARNING CENTER

TABLE VI

TEMPORARY CLASSROOMS SOUTHEAST - BEACON HILL AREAS

Elementary Schools	In Use Regular	In Use Special Education	Total Starred
*Beacon Hill	6		6
Brighton	6	4	
*Colman	7	3	10
Columbia	9	1	
*Concord	6		6
Dunlap	6		
Emerson	12		
Gatzert		9	
*Georgetown	1		1
Graham Hill	0		
*Hawthorne	4		4
*Kimball	10	2	12
*Maple	8		8
*Muir	8		8
Rainier View	3		
*Van Asselt Annex	17		17
Whitworth	1		
Junior High Schools			
*Mercer	14		14
Sharples	3		
Washington	0		
*Rainier Beach	51		51
TOTAL	172	19	137

*Participating schools

TABLE VII

A COMPARISON OF PUPILS WHO WOULD PARTICIPATE IN THE CENTER WITH THOSE OF THE SOUTHEAST - BEACON HILL AREA AND THE SCHOOL DISTRICT

	Enrollment Grades 4,5,6,7 Oct. 66	Percentage Negroes Dec. 66	Percentage Low Income Children	Absentee Rate 1965-1966	Suspension Rate 1965-1966	Dropout Rate 1965-1966 Secondary Only	Metropolitan Achievement 6th & 8th Grades Fall, 1966	
							Total Language	Arithmetic Computation
New Beacon Center 1/	2,863	19.0	25.6	5.8	1.7	.67	47.6	24.6
Beacon Hill Area 2/	5,763	18.5	30.9	6.1	1.8	2.24	47.2	23.9
School District (elementary and junior high schools only)	27,977	10.3	22.5	5.8	1.2	.88	49.3	24.9

1/ Includes the following schools: Beacon Hill, Colman, Concord, Georgetown, Hawthorne, Kimball, Maple, and Muir Elementary Schools. (Dearborn Park and Kenyon Street were included, with values equal to the average of the entire Beacon Hill area.) Rainier Beach and Mercer Junior High Schools were also included.

2/ Includes all the above schools and Brighton, Columbia, Dunlap, Emerson, Gatzert, Graham Hill, Rainier View, and Whitworth Elementary Schools; Sharples and Washington Junior High Schools.

TABLE VIII

ESTIMATED TRANSPORTATION COSTS NEW BEACON LEARNING CENTER

Center capacity	3,000
Estimate 80% will need transportation	2,400

All figures are estimates.

I. Seventeen 70 passenger buses making two trips daily A.M. and P.M. could carry 2,380 students.

Cost of 17 buses at $10,000.00 each	$170,000.00
Cost of garage facilities	30,000.00
Operating cost based on State figures	61,530.00
Total cost 1st year	$261,530.00
Less 90% reimbursement of operating costs	-55,377.00
Net cost 1st year	$206,153.00
2nd year operating cost	$ 61,530.00
Net cost to District after 90% reimbursement	$ 6,153.00

II. Using City Transit: Based on present transit costs of about $200 per child per year.

2,400 students x $200.00 =	$480,000.00
Less 90% state reimbursement	-432,000.00
Net cost to District	$ 48,000.00

III. Using City Transit at 40¢ round trip x 2,400 x 180 days = $144,720.00

Less 90% state reimbursement	-130,248.00
Net cost to District	$ 14,472.00

It is not likely the City Transit could offer this service at 40¢ round trip. Beacon Hill is not on heavily traveled existing routes. Special equipment would be needed.

IV. Lease 17 Buses @ $265.00 per month.

Annual lease cost	$ 54,060.00
Operating costs	61,530.00
	$115,590.00
Less 90% reimbursement	-55,377.00
District cost 1st year net	$ 60,213.00

TABLE VIII (continued)

After the third year the District could buy the buses for	$ 47,600.00
Operating costs	61,530.00
Total	$109,130.00
Less 90% reimbursement	-55,377.00
Net cost 4th year	$ 53,753.00

After the fourth year the District owns the buses

Operating costs	$ 61,530.00
Less 90% reimbursement	-55,377.00
Net cost 5th year	$ 6,153.00

Years 5 through 12 the District cost would be about $ 6,153.00

TABLE IX

AN INSTRUCTIONAL STRATEGY FOR A CONTINUOUS PROGRESS MODEL BASED ON CONCEPTUAL SCHEMES

EVENTS

1 BEGIN COURSE. EVENT #1 FIRST MEETING OF PUPILS AND TEACHERS.

2 STUDENT TAKES PRE-TEST WHICH HELPS TEACHER-PUPIL CHOICE IN DECISIONS CONCERNING SUB-CONCEPT AND CURRICULUM PHASES.

3 PUPIL CONFERS WITH TEACHER TO DETERMINE ACTION COURSE.

4 CHOICE OF PROGRAM PACKAGE. PUPIL DECIDES TO WORK ON A GIVEN PROGRAM PACKAGE (SUB-CONCEPT III, PHASE IV) AND IS READY TO PROCEED TO EVENT #5.

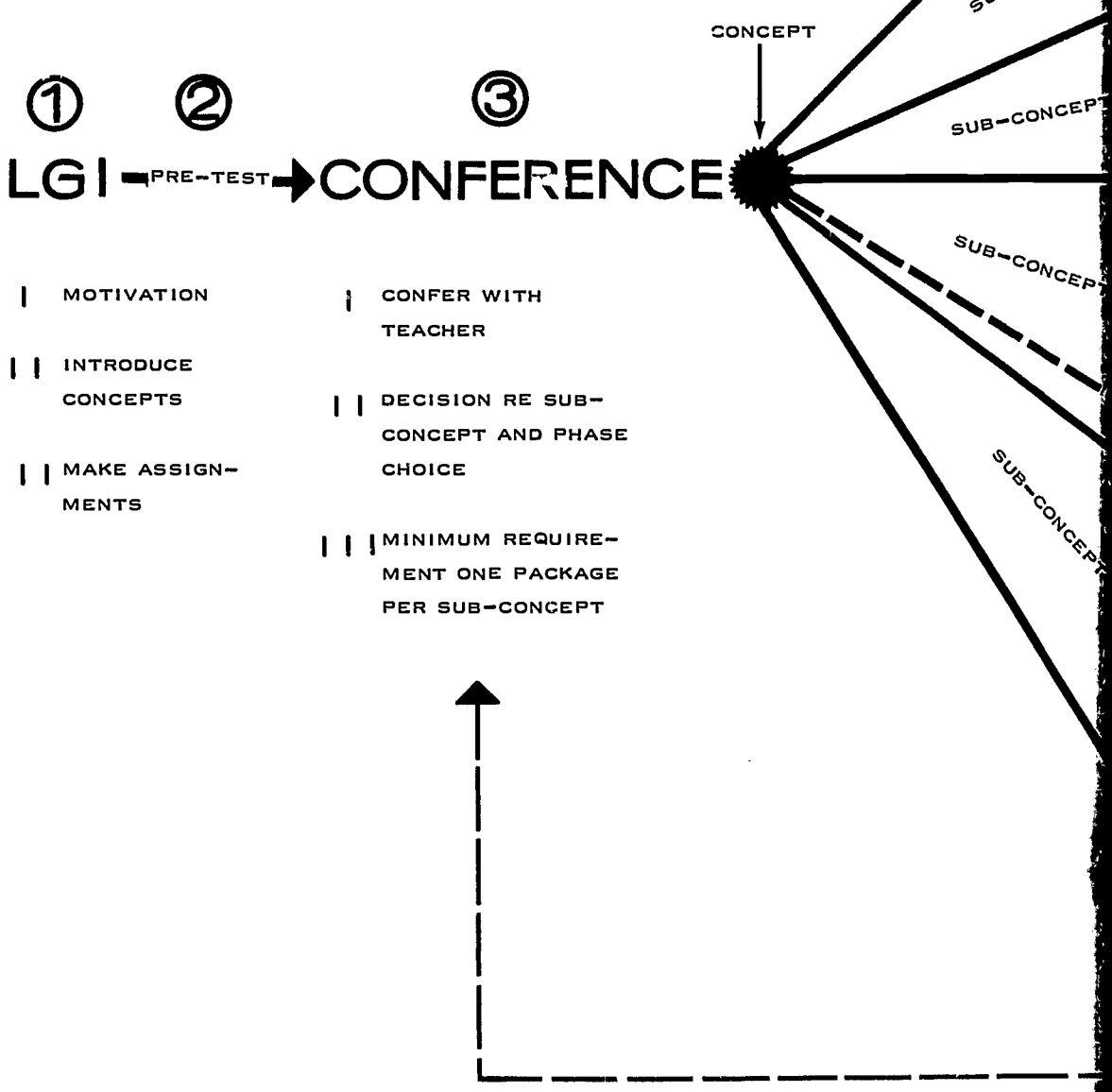
5 PASS TEACHER PREPARED BACKGROUND TEST. STUDENT MAY TAKE BACKGROUND TEST AT ANY TIME WITH TEACHER PERMISSION AND WITH TEACHER AND/OR TEACHER AIDE SUPERVISION. IF PUPIL PERFORMANCE IS SATISFACTORY, STUDENT RETURNS TO STEP 3.

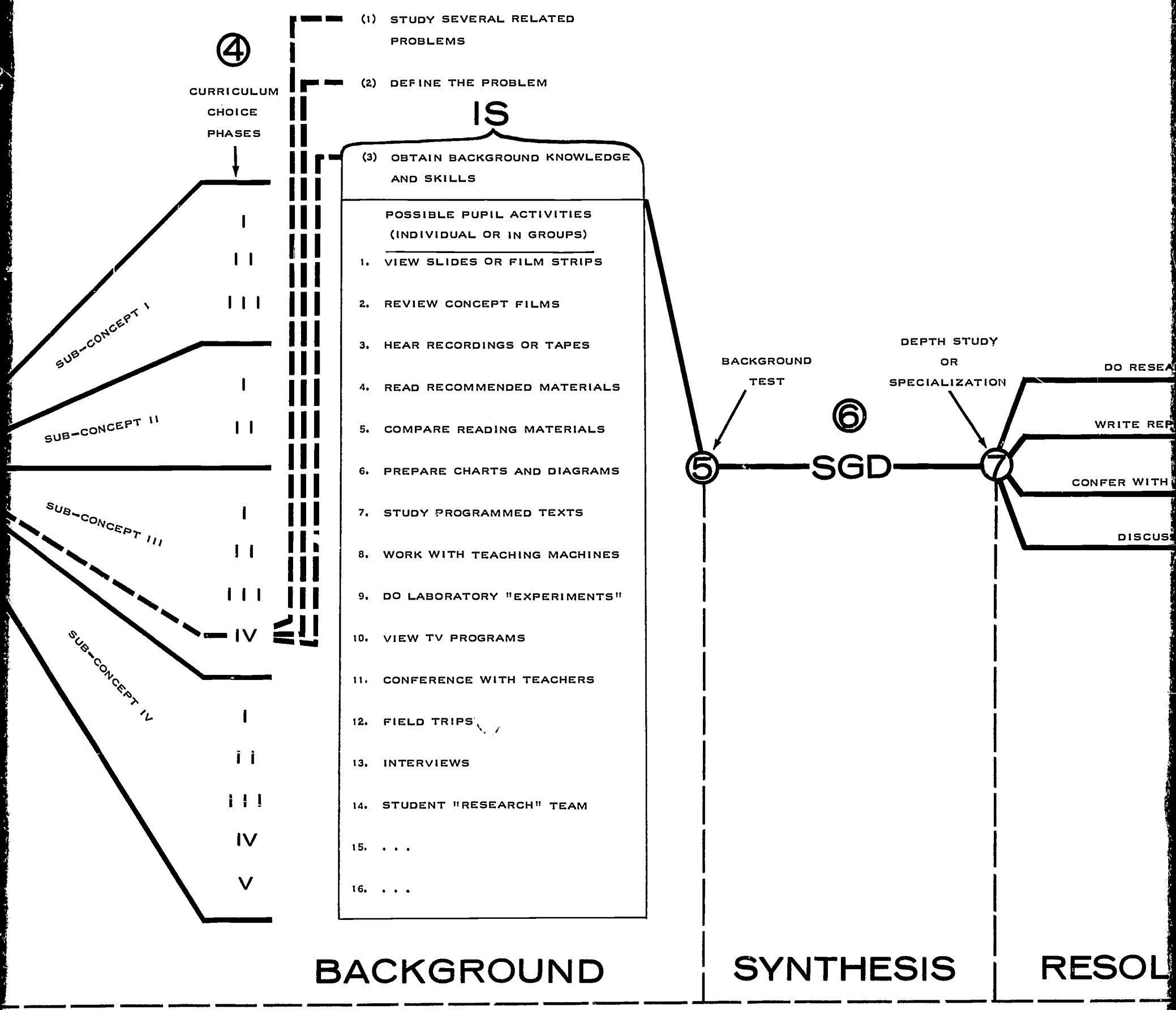
3 STUDENT SELECTS ANOTHER SUB-CONCEPT PACKET AFTER TEACHER-PUPIL CONFERENCE.

6 AFTER STUDENT COMPLETES SUB-CONCEPTS, PUPIL ENGAGES IN SMALL GROUP DISCUSSION WITH PEERS WITH SAME GENERAL LEVEL OF CONCEPT MASTERY.

7 DEPTH STUDY OF SPECIALIZATION.

8 EVALUATION. TESTING OF PUPIL WITH INSTRUMENTS PREPARED AND ASSEMBLED IN SIMILAR MANNER AS PHASED CURRICULUM CHOICES.




④
CURRICULUM CHOICE PHASES
SUB-CONCEPT I
SUB-CONCEPT II
SUB-CONCEPT III
SUB-CONCEPT IV
I
II
III
IV
I
II
III
IV
V
(1) STUDY SEVERAL RELATED PROBLEMS
(2) DEFINE THE PROBLEM
IS
(3) OBTAIN BACKGROUND KNOWLEDGE AND SKILLS
POSSIBLE PUPIL ACTIVITIES (INDIVIDUAL OR IN GROUPS)
1. VIEW SLIDES OR FILM STRIPS
2. REVIEW CONCEPT FILMS
3. HEAR RECORDINGS OR TAPES
4. READ RECOMMENDED MATERIALS
5. COMPARE READING MATERIALS
6. PREPARE CHARTS AND DIAGRAMS
7. STUDY PROGRAMMED TEXTS
8. WORK WITH TEACHING MACHINES
9. DO LABORATORY "EXPERIMENTS"
10. VIEW TV PROGRAMS
11. CONFERENCE WITH TEACHERS
12. FIELD TRIPS
13. INTERVIEWS
14. STUDENT "RESEARCH" TEAM
15. . . .
16. . . .
BACKGROUND TEST
⑤
SGD
⑥
DEPTH STUDY OR SPECIALIZATION
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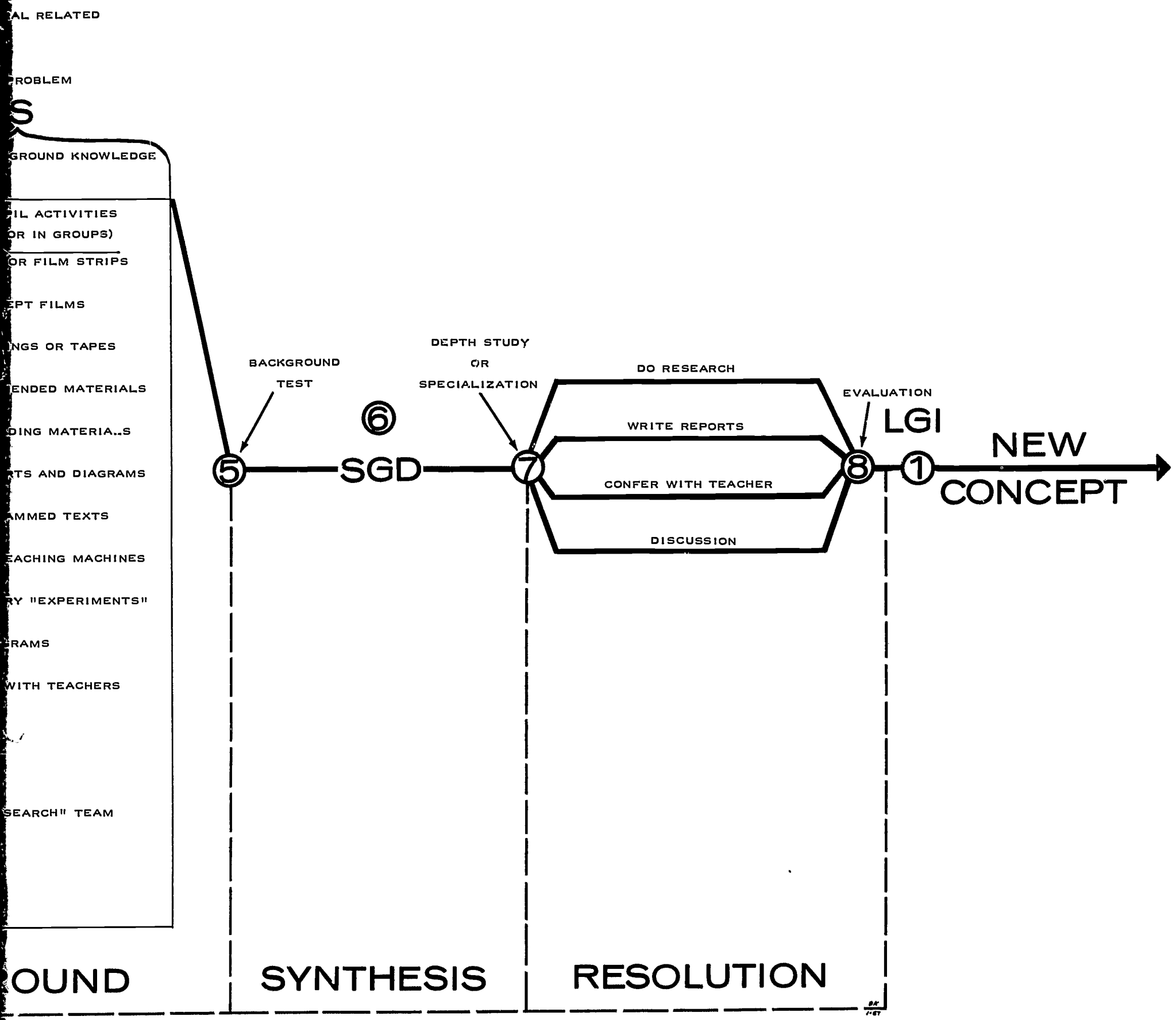
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WITH TEACHERS
SEARCH" TEAM
BACKGROUND
TEST
5
6
SGD
DEPTH STUDY
OR
SPECIALIZATION
7
DO RESEARCH
WRITE REPORTS
CONFER WITH TEACHER
DISCUSSION
EVALUATION
8
LGI
1
NEW
CONCEPT
OUND
SYNTHESIS
RESOLUTION

TABLE X

PUPIL RECORD

Pupil Name _____ School _____ Age ____ Date Entered _____

SCIENCE	1967	1968	1969	1970	1971
Concept 1	xxxxxxxxxxxxxx C o	oooooooooooo C xx	xxxxxxxxxxxxx C xx	oooooooooooo C	
" 2	xxxxxxxxxxxxxxxx	xxxxxoooooooooo C	oooooooooooooo B x	xxxxxxxxxxxxxxx B	
" 3	xxxxxxxxxxxooooo A	oooooooxxxxxxxxx A	xxxxxxoooooooooo A	xxxxxxxxxx A	
" 4	xxxxxxxxxxxxxxx C	oooooooooooxxxxx D	xxxxxxxxxxxxxxxx B	oooooooooooooooo C	
" 5	xxxxxxxxxxxxxx C x	oooooooooooooooo B	ooooxxxxxxxxxxxx B	oooooooooooooooo	oooooooooooo A
" 6	xxxxxxxxxxxxxx C x	oooooooooooooox C	xxxxxxxxxxxxxxx C	oooooooooooooo C x	xxxxxxxxxxxxxxx C
Skills 1					
" 2					
MATHEMATICS					
Concept 1 2 3 etc. Skills 1 2 3					
LANGUAGE					
SOCIAL STUDIES					
ARTS P.E. ETC.					

Quantitative Measures xxxxxxxxxxxxxxx oooooooooooooooo

Qualitative Measures A, B, C, D, etc.

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