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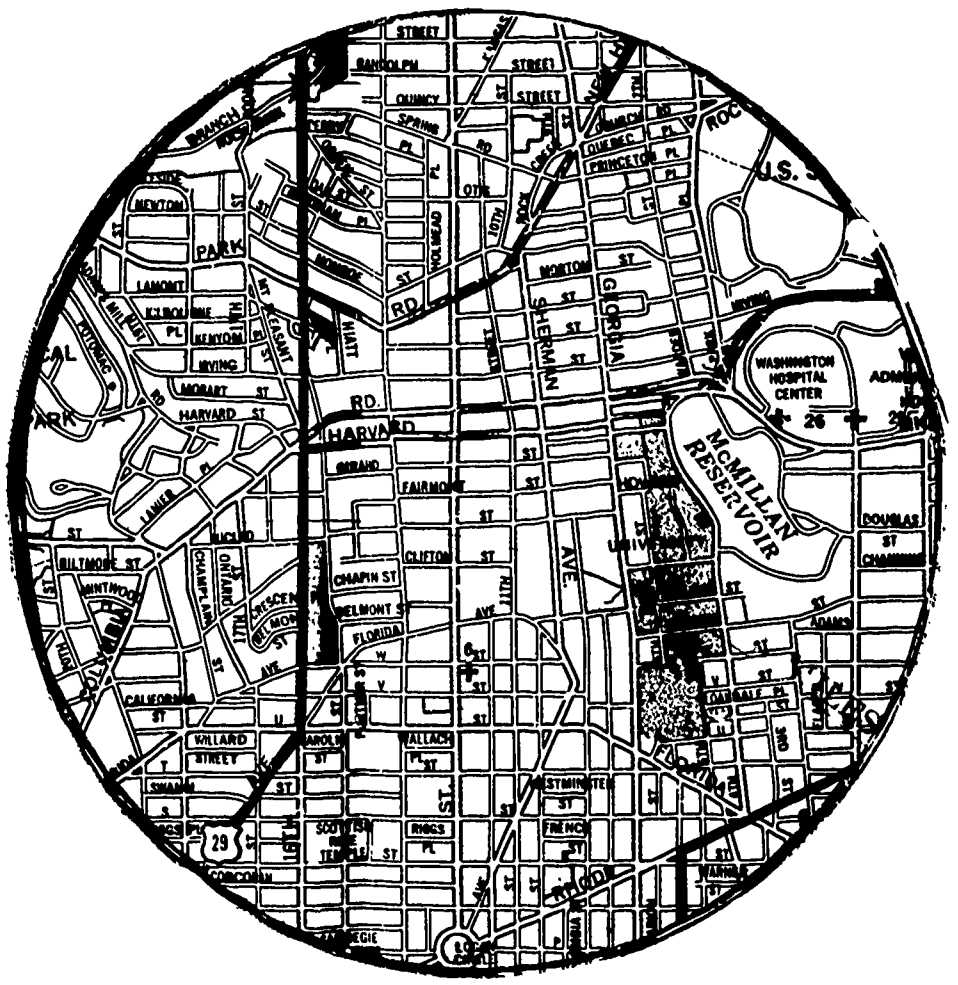
Described is Washington's Model School Division, an experimental educational project in a disadvantaged area of the city. The efforts in this target area include curriculum innovations, a preschool program, a teacher aide program, and two six-week summer institutes combining inservice training of teachers with pupil enrichment. Also discussed are the structural changes of schools in the area, the school-community program, the evaluation of the program by school personnel, and administrative problems. (NH)

MODEL SCHOOL DIVISION

DEVELOPMENT:

FIRST YEAR EVALUATION OF THE MODEL SCHOOL DIVISION DISTRICT OF COLUMBIA PUBLIC SCHOOLS.



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Assistant Superintendent

SCHOOL YEAR

1965-1966

DEVELOPMENT

First Year Evaluation of the Model School Division District of Columbia Public Schools, Washington, D.C.

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Special "Thanks" are due to the Model School Division staff for their help in making this statement a reality — and to Mrs. Frankie Houchins, Roosevelt High School, and Mr. David Mann, Phelps Vocational High School, for their efforts to publish that reality.

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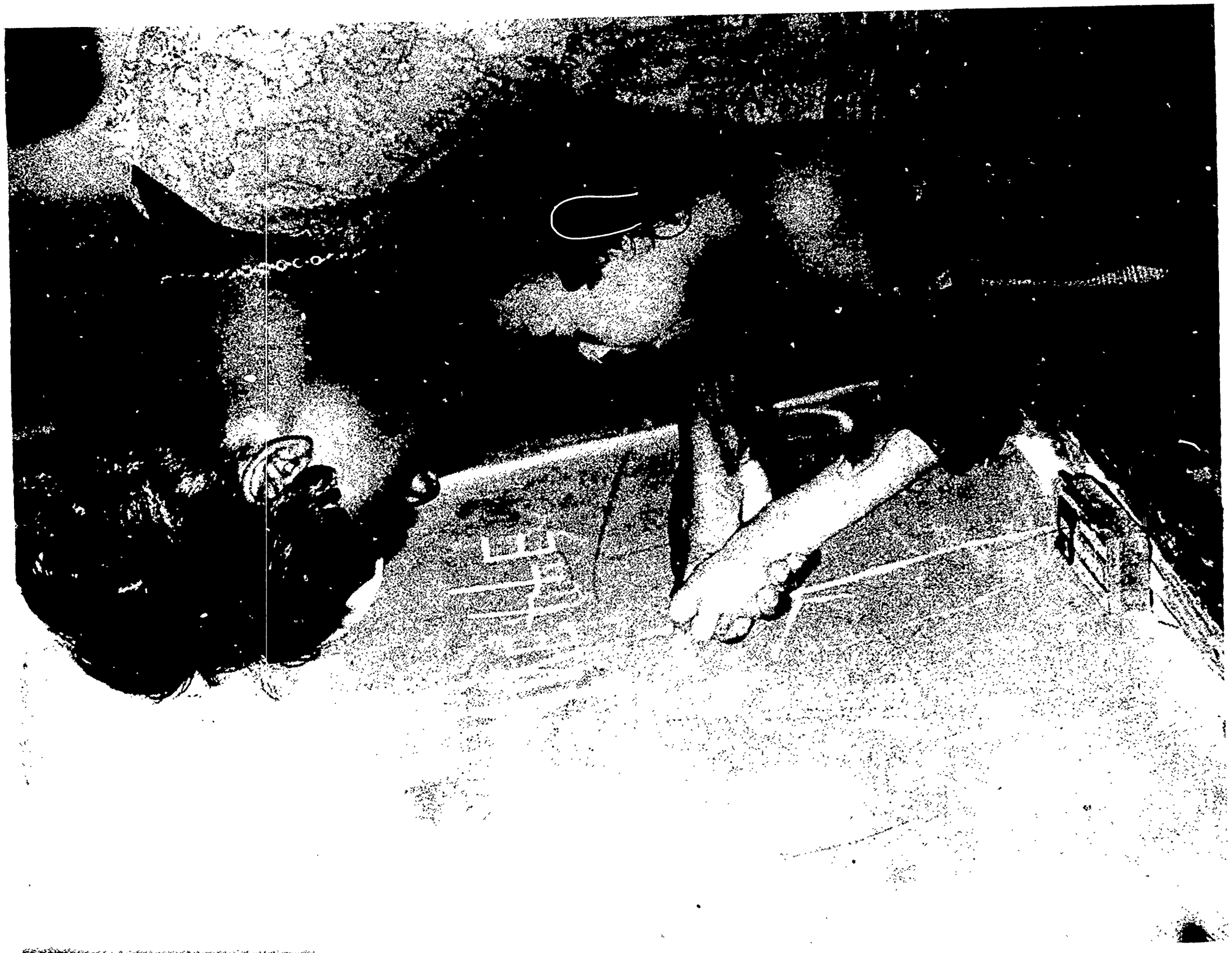

Introduction

Out of a dream came the Model School Division. Encompassing is its goal--to educate so that all human potential is successfully explored. Mammoth is its task--to find the surest way of achieving that goal. Basic is its reason for existence: children, the inner city youth, untapped products who in the past, have fallen unripened and unproductive.

The Model School Division stands as a monument to the belief that solutions to the many problems of urban education are possible.

Drive through the streets of the Nation's Capitol, Washington, D. C. Head from north to south. Go past the stately residential homes set off by trees and grass, past the modern apartments of yellow and white brick with fronts of plate glass, drive into the city. A subtle transition occurs.

First the houses seem older; more stone work appears, a blockade against mud escaping lawns. Then, houses grow closer together. Soon blocks of row houses appear--fronting the street. Trees disappear. Grass is less; pavement more prominent. You are driving through the territory of the Model School Division, 13% of the city of Washington, a traffic path out to suburbia.

The stores, unlike those either in downtown Washington near the Treasury Department and just north of the Supreme Court, or those in the outlying suburbs of Maryland and Virginia, look old and cluttered. Their windows display a multitude of items, and many signs scream at the reader, "SALE", or "CHEAP". For an area whose average family income is $3,000.00, the stores seem to offer much. And yet, do they? For the stores are of used furniture, costume jewelers, T.V. repair shops, discount drugs, corner groceries, antique junk and liquor shops. Look for the larger stores. You will find only the occasional national food or inexpensive clothing chains. In the evening iron gates pull across the large store windows. At night, fluorescent lights shine proclaiming the local bars and movie houses.

Progress south through streets which in rush hours turn one way: In at morning. Out at night. Glimpse down the many intersecting cross streets lined with parked cars. Note the occasional stray dogs, the multitude of children, the lounging adults, the few trees, and much dirt with lost strands of grass.

This is the Target Area for the Model School Division. It is the focus of educational experimentation. From the occasional luxury high rise to the lowly tenement court, there exists in the territory a cross culture of economic and social levels. Plans are developed here for

innovative school-community relations, classroom instruction, school day class scheduling, and in-service work with staff. The plans are a result of a desire to educate children.

The territory is a Target Area for community action. Within its boundaries are three neighborhood development centers offering community help to residents. It is a Target Area for social research. It has been the focus of studies by Howard University, the Washington Action for Youth Committee, and George Washington University. Much knowledge exists about the area, its people, its living conditions.

Successful solutions to educational and social problems facing the Model School Division will be applicable, or so it is expected, to the entire District of Columbia School System and to other urban areas.

What then is the Model School Division? It is a composite of 5 pre-schools, 14 elementary schools, 3 junior high schools, 1 high school, and 1 vocational high school. It is funded by the Board of Education through the District of Columbia Government, the President's Committee on Juvenile Delinquency of the Department of Health, Education, and Welfare, and the United Planning Organization.

Implicit among these agencies at the time of the Division's inception was the agreement that the Division should have autonomy. The Model School Division felt free, therefore, in its attempt to stop the cycle of deprivation to combine forces with united social agencies, community organizations, and sympathetic forces from the general public.

The twenty-four schools of the Model School Division must try to fill the needs of the specific community from which the children come. They must face the question: "How can their parents and their community be involved in proper progressive educational programs? And, what programs are suitable and needed for these residents?"

The goal is the greatest individual and collective student achievement possible, in line with the innate potentials of the children. The Model School Division wants students to understand themselves, to have mature personal and social relationships in school, home, and community.

To accomplish these specific objectives, new or additional reading programs, secondary school curriculum programs, organizational programs, and community school services programs have been developed.

The focus on the Target Area has meant constant re-evaluation and continuing adaptation within the schools to changing educational needs. It has meant modifying organizational patterns, adding new personnel with fresh ideas, and utilizing everyone more effectively. It has brought to the schools the best mid-twentieth century educational theory and improved instructional materials for children.

Positive and beneficial changes are expected in our students, in our staff, and in our communities.

It is difficult after only a short period of operation to evaluate definitively programs designed for changes. However, one can sense the trend as answers come to such questions as: What difference did the Programs make to those involved? How did project personnel, consultants, and Model School staff react?

From a dream came the Model School Division. Drive again to its Target Area. This time, enter its schools. See the progress from dream to reality take place.

Programs

. . . Boy-child came to school. He came in clean clothes, just unpacked from his new place, the third move in a year. He came without breakfast, and with an angry feeling at being caged in a classroom where he couldn't do what 'they' wanted. Man, he didn't even understand 'their' language. His own teacher was one of Them. She expected him to know how to read, but it was just after summer vacation and he'd seen jew books or written stuff since June. He certainly didn't have THAT in his home. Besides, who needed to read? There was always TV. He squirmed in his seat, then looked around the room. . . .

What reading programs could interest **this Boy-child?** Those which had been designed for the **normal** child, well fed, liking school and teachers, stimulated by many reading materials, eager to please and secure in his environment? Not likely!

For the boy-child described above and those like him, new methods were needed, counteracting the negative influence of the early environment, providing a literary base, giving both child and teacher a chance for greater more probable success.

And so in March 1965 three new techniques for the teaching of reading were introduced in the Model Schools: (1) Words in Color; (2) Initial Teaching Alphabet; and (3) The Basal Progressive Choice Program. The Boy-child, and others like him, were involved in change.

Words in Color is a beginning reading program. It is designed to make the English language phonetic through the use of color. Color serves as an extra dimension to help the learner associate the image with the sound until he has mastered both.

The teacher works with the class as a whole; however, individual responses from the students for each sound guarantee from the beginning correct word pronunciation. Increasing awareness develops of the many and varied words in which a given sound occurs, a sour which can be used in more and more complex patterns. So, too, does recognition of relationships between sound, words, meaning, and inflection. The learner simultaneously writes what he reads and learns permanently the relationship between written signs, speech, and reading.

Teachers using the new approach suggested in their evaluation at the end of the school year that groups who used **Words in Color** during the year should continue to do so in the following year. These teachers, in spite of some problems with the program were generally enthusiastic.

The Initial Teaching Alphabet (ITA) Program teaches reading through the use of 44 symbols (for the 44 phonemes of the English Language). The program is constructed so that printed English words are introduced by stages.

ITA teachers reported that participating students were enthusiastic and evinced a willingness to attack printed material both by themselves and with guidance. The teachers want more workshops for new teachers of ITA. They want to see ITA taught in other communities. Most important, they want all pupils new in ITA to continue in that program for another year!

In October, the time of the first testing, the Model School Division ITA Experimental Group involved 90 children. At the second testing in May, the number was decreased to 48. These were the participants who could be matched.

Thorough evaluation of the results was limited because some involved children were on half-day sessions; one teacher in the experimental group was absent on long sick leave; and the Gates Primary Rating tests were written in traditional orthography. Since the Experimental Groups had read almost exclusively in ITA, the traditional orthography put them at a disadvantage as against the Control Group.

Nevertheless, in all tests the Experimental ITA Group placed above the Control Group; it showed gains. The difference between the median gains in comprehension favored the Experimentals by three (3) months.

The Model School Division Basal Progressive Choice Reading Program (BPC), reactivated in November, 1965, teaches reading skills to first and second graders. It is so organized that upon its completion the child must be reading at 4th grade level or above. With proper instruction, most children can complete the program within the (expected) two year period.

In the seven months of uninterrupted Basal Progressive Choice Operation, teachers and coordinators have found the analytic and linguistic approaches impressive. They have appreciated the variety of available reading materials and the emphasis placed on word-attack skills. Some expressed their feeling that pupils unable to read by conventional method were now able to learn with BPC.

As with any new program, BPC can be improved. The controlled vocabulary contributed to artificial language. At points its level of difficulty was inappropriate for its students. Relatedly, it did not make enough provision for independent activity. Nevertheless, it was suggested that the program be continued, and that more supervision and help be available.

Rhetorically one may ask, "Why three programs in reading?" The diversity is in accord with the Model School Division objective: **EXPERIMENTATION.** In addition to these three reading programs there are the Accelerated Progressive Choice Programs, the Science Research Associates Program, English in Every Classroom, Vicore Programs, and the Communications Laboratory. The variety of programs and concomitant techniques expose both teachers and classes to the most recent in education. Evaluation, in the spirit of action research experimentation, will eventually indicate which of the many programs is most successful for the Model School Division and applicable to other District of Columbia Public Schools as well.

Used in 1964-1965, and planned for Fall, 1966 is the Accelerated Progressive Choice (APC) Program. It presents materials in small segments and builds skills in a cumulative fashion. It is planned to provide "hundreds" of success experiences and much evidence of personal growth. The goal is to provide an eighth grade reading level regardless of the initial reading level of the learner.

In the fall of 1966 the APC Program will again be run as an experiment. There will be four classes at each of six grade levels; two classes will be experimental (APC-E) and two others will be controls (NAPC-C). One APC and one NAPC will be given diagnostic tests which specify ateas of student weakness in reading. The APC and NAPC classes will not be given this diagnostic information. Evaluation of this program may give the concrete objective

information that is so convincing in support of our hypothesis that such programs make a difference.

Already in operation, and ready for evaluation is the Science Research Associates (SRA) Program. It was used during the past year on the elementary level in two kindergarten and one junior primary classrooms and on the junior high level in thirty-two classrooms. The SRA Program presents a way for students to move in an orderly progression from one level to another through special laboratory materials used individually by students. Teachers have reacted positively to the program; they have frequently commented on how pleased they are with the progress of their children, especially in the development of listening skills and servicing of a wide reading range.

English in Every Classroom is another special program. It is a junior high program designed so that every teacher is a teacher of English. Reading materials appropriate to the varying student levels are provided. Students and teachers have systematic programs of composition writing. They receive encouragement in reading, through intensive use of paperback books, magazines, and newspapers; in writing, by the keeping of a personal journal.

The program has been a success. An evaluation report by those involved in the program at Garnet–Patterson stated:

"Never before have the pupils in this school read so widely. Pupils on every level of ability are carrying around paperback books and actually reading them. The spirit of acquisitiveness has reared its head and each pupil desires to own or borrow for brief ownership a book or some books."

The newspaper has become a familiar sight. Pupils have been made aware for the first time of the many kinds of things which can be read in a paper. Pupils who simply looked at the newspaper as an instrument of coverage for a package now hasten to look for favorite items to read. Oddly enough, most of the time, these are *not* the comics.

The journal has proved an inspiration to some--not all, but at least fifty percent of the student body have taken the journal seriously. Students have actually put a pen or pencil to a sheet of paper more than they have ever done in this school for the past few years. The act of writing has become familiar. Much more exposure and practice will be needed to bring the level of expression to excellence, but a start has been made.

Of special interest to our Model School Division is the immense cooperation of staff and school on the English in Every Classroom. Within one junior high school 875 youths, 43 teachers, 3 student teachers, 6 teacher aides, the total administrative staff and visiting consultants combined forces to gain a positive goal-achieving reaction. It was a team approach. Each contributed a personal area of special competency.

Cardozo, the Model School Division high school, will shortly reap the benefits of these programs which operated on an elementary or junior high school level. As students move to higher and higher grades they will be better prepared. In order to service its own students, to be itself a place of experimentation and change, Cardozo also has new programs.

VICORE, an exciting developmental reading course taught in twenty-three English classes, was one of these programs. Six thousand paperbacks were available to the students. Fifteen hundred became the property of the school.

The testing results on this program were so positive that the Vicore Company used the Model School Division as an example of what could be done.

Results of pre- and post tests for 430 Vicore students indicate how positive this program was. (See Table I, Appendix A for complete results.) For example, one class rating at the program's end showed a grade comprehension gain from 7.8 grade to 9.8 and in a grade gain in vocabulary from 8.2 to 9.4. These are impressive results.

The Communications Laboratory complements these specific programs; Words in Color, Initial Teaching Alphabet, Basal Progressive Choice, Science Research Associates and the English in Every Classroom.

The Communications Laboratory develops the process for teaching English as a second

language. It provides the ear training for self-analysis and the skills necessary for improvement in reading. Students responded with enthusiams, and sustained their interest throughout the program. Teachers were involved and cooperative. They had resource materials, participated in professional conferences, prepared special instructional materials, held pupil-teacher conferences, and became subject to the Hawthorne effect. Many, many people, secondary and elementary in-town teachers, school administrators, Members of Congress, and out-of-town observers came to see.

Evaluation of the Communications Laboratory revealed "slow" pupils benefited from the program as much as average or able pupils. Their inclusion alone was a boon. Teachers found they could do much of the work. They improved listening skills, worked well with graphic materials and learned to operate the machines.

Retrospectively we see that multifaceted approaches were used in the area of Language Arts. They were used to change the school and the lives of our children. Planned for September, 1966 are two secondary mathematics programs designed to do the same. School, a meaningful place, will become more meaningful through Secondary School Mathematics Laboratories and Two Year Elementary Algebra Sequences.

The Mathematics Laboratory approach, to start in September, 1966, enables the student to learn through discovery. It gives reality to mathematical concepts and enables students to think about, see, and feel, mathematics at work.

The Two Year Elementary Algebra Sequences course is designed so that the study of elementary algebra begins in the ninth grade. Students study Book 1 of **Foundations of Algebra** over a year period, and similarly Book II. The two books actually constitute a one year algebra course along with an intuitive approach to many elements of geometry. The time approach allows a period for capable students to mature mathematically. Concurrently it gives terminal mathematical treatment which will meet most foreseeable needs to those not planning to continue post high-school academic training.

Of the many programs that operated during 1965-1966, three, because of their operational depth and contrast in length of time, have been selected for a more detailed examination: the Pre-School Program, the Teacher Aide Program, and the Summer Institute Program, indices of the range and major concerns of the Model School Division.. Each is unique.

PRE-SCHOOL PROGRAM

The Model School Division Pre-School Program, in operation since 1964, was a forerunner to the Nation's Headstart trend. The program, as Headstart, is for low income family children, ages 3, 4, and 5 who live in the Model School Target Area. Priority as to selection is based on greatest economic and cultural need.

Designed to offset the school problems which children coming from lower economic and cultural family backgrounds frequently have, the Pre-School Program provides positive, intense, direct sensory contacts with much that is the best our world has to offer. It provides for stable, warm relationships between child and adult.

Children have immediate, exploring experiences with places and things. They actually see zoo and animals. They touch and climb on a real fire engine. They smear paints, they hold crayons, and thus, what Homer Carter and Dorothy McGinnis refer to as the key to reading, **Mental Content**, is developed.

What other purposes has such a project? Several: creating a "love for learning;" improving those intellectual, physical, and psychological skills needed to successfully achieve that "love." Self confidence, persistence in school activities, higher frustration tolerance, less withdrawal or aggressive behavior--these are the expected results.

To achieve these results in 1965-1966, 400 children attended five centers, several hours daily. Day-care service--a pressing problem throughout the metropolis, and a prohibitively costly item when more than "just baby-sitting" is desired--was at the same time available. Its provision has been for family cases where the father is the only family in the home, or the mother works, or is overburdened by illness or care of a large family.

A March, 1965 memorandum shows that the staff has long felt the day-care program should be flexible enough to open itself to children caught in emergency situations.

Other reports, as the Mental Health Consultation Progress Memorandum, in 1965, and 1966, indicate again the staff's concern for meeting the needs of the total child.

As part of in-service training, the staff at each center had a series of discussions with a clinical psychologist on child behavior. Frequently points were related to "a" child, whose study gave the group insight into possible contributing child behavior factors. The discussion caused teacher to think of ways to help their children.

Complementary in-service sessions for staff were conducted within each center so that the specific school had a chance to discuss attitudes and habits it wished its students to explore. Three workshops in the areas of curriculum, science, and language were held for the entire staff. A three week course at the National Childhood Research Center, in February, was attended by two teachers from each center. Also in February, head teachers and regular teachers registered for a course in child development at the University of Maryland.

In addition, an educational program was held for the parents. Individual evaluative reports by Pre-school staff note that this parent education provided a most important opportunity for parents to work with teachers and other specialists. It showed parents how to supplement the work of the school. It fostered concepts in home and school that were related.

The parents have demonstrated their interest in the project by making sure their children were at the Pre-school every day. They have demonstrated their appreciation by asking continuously about summer programs and the continuation of Pre-school in 1966–1967. At each center there are long waiting lists of children eligible for the program.

Children fought and cried in the early program months. Later they entered school happy and eager. Many were seen by teachers as finding their own self-identity. Staff feel that both the parents' interest and cooperation and the children's behavior changes are due to the favorable atmosphere of educational experiences and enjoyment of the centers' activities.

The uncertainty and instability of funding has been a major problem. From September 20, 1965, until January, 1966, there was money for food, salaries, and a three hundred dollar sum for supplies, on an extended budget from Health, Education and Welfare.

As expected, the suggestion from the staff came--fund on a yearly basis rather than every six months. Staff also suggested smaller class loads with fifteen instead of twenty children. Reducing the load would mean having sixty rather than eighty children at a center. It would also mean that the Neighborhood Youth Corps aides would be available for use elsewhere, eliminating their need for extensive Pre-school training.

Much of the success of the Pre-school Program is related to planning which includes in-service curriculum, and teacher and teacher-aide training. Much of it is also due to direct orientation of the whole program toward those whom it is serving.

TEACHER AIDE PROGRAM

In 1966, a Teacher Aide Program was initiated. It developed partially because within the regular grades, kindergarten through twelve, and for numerous valid reasons, such orientation and in-service training has not been possible for Target Area teachers. At least, it has not been "traditionally" possible. However, in an "across the board" experiment for a sub-system involving only Target Area Model School Division teachers rather than a whole system, possible are: 1) in-service training; 2) attention to child development patterns; 3) perception of the child as a result of his total experiences; 4) awareness of a larger portion of those experiences both family-wise and community-wise.

Teachers must have time to explore these possibilities. Normal class loads of from thirty to forty children, plus the usual multitude of extra-instructional duties keep the teachers from contributing as much as they can either to curriculum or to child development. Such conditions impair the best of teaching. Thus, a Teacher Aide Program.

The program provides help to the teachers by employing warm, mature, specially trained adults, who as much as possible are themselves residents of the school community. The aides help with the routine clerical jobs. They work with the children in a variety of non-professional situations. They give the teacher more time to focus on curriculum development suited for the particular class and the individual children of that class. Those from the school community can communicate to the teacher what the community and its peculiar problems are like. Most important, both the aides and the teachers can join to fill the child's needs for warm individual attention.

A continuous training program was developed for the aides assigned to elementary schools. In one week of all day pre-service classes these aides received both sensitivity training from the Washington School of Psychiatry and subject matter instruction from expert curriculum consultants. The sensitivity training provided them with insights into their own personal frame of reference, their own motivations and prejudices. It led naturally into their increased usefulness in the classroom.

Subject matter material was presented. Aides thought about how to tell stories, read books. They learned the theory behind a Language Arts progression from oral expression to experience charts and reading. They saw mathematical relationships, investigated art materials, learned children's games, sang songs in preparation for their classroom use. And, most important, they held group discussions on child development.

The concept of a formal pre-training program was an innovation in the District of Columbia Schools. In-service training was also maintained. Aides received help from coordinators during scheduled weekly seminars. The subjects of these seminars related to specific problems encountered by the aides during their classroom experiences. They also had individual consultant conferences to develop greater aide skills in subject matter materials.

The primary goal of the Teacher Aide Program was in fact to provide teachers with classroom aides, trained to take over the non-professional duties that detract from a teacher's professional role. Administrators of the program felt that the success of the program should be measured by the extent to which teachers to whom aides were assigned did feel they had received such assistance.

A questionnaire given to teachers who had aides from the program showed that almost unanimously teachers would like such aides again. In addition, the teachers mentioned the many and varied ways in which the aides were particularly effective. The most commonly mentioned were group work activities (as songs, games), help with individual students and small groups in reading and mathematics, correction of papers, clerical activities (as duplicating, record work), and art activities.

Most of the problems with the Teacher Aide Program relate to the fact that the program, funded in January, 1966, was initiated in the middle of the school year and with a a minimum of advance preparation.

The administrative staff reported that teachers and principals repeatedly expressed the feeling that the aides were handicapped by starting in the middle of the school year. By mid-year the children had grown accustomed to the classroom situation. They were less able to fully accept any new person added to their school life. Program staff felt that discipline difficulties encountered by some of the aides would have been less had the aides started with the new class at the beginning of the school year.

Mid-year initiation allowed no meeting time with principals and teachers before preparing the content of the training that their aides would receive. As a result, the program staff felt that some areas which were emphasized in the training sessions did not actually reflect the teachers' own most important needs.

In addition, comments and questions that came out of later meetings with the teachers repeatedly pointed to the necessity for preparatory orientation with workshops for the teachers themselves. The variety of ways in which the aides were used--or not used--can be accounted by the fact that some of the teachers were not given an opportunity to talk out their concerns and questions about the specific role that the aides would perform in their classrooms. They were not able to learn in advance of the specific

skills that the aides would have. Much of this confusion, uncertainty and under-use of aides could have been prevented had there been ample time for thoughtful discussions with concerned teachers and principals before the program began.

From the aides' own point of view, program staff felt that it should be reported that the tentative state of their employment status was an unsuccessful aspect of the program for the most part. The aides themselves come from low income neighborhoods in the District. Many are heads of households who must continue to work and draw income. Their term of employment was temporary. It caused restlessness among them. Program staff felt that when a more secure future could be offered to these aides, most problems related to morale and interest would be solved. Nevertheless, the overall morale pattern and interest level of the aides remained exceptionally high. And the overwhelming desire of classroom teachers to have aides return is testimony to the program's success.

SUMMER INSTITUTE

In the Summers of 1965 and 1966, the Model School Division held six-week Summer Institutes as in-service training for teachers and enrichment for student participants.

In 1965, 150 teachers participated. In 1966, there were 200. The major focus in both sessions was on new materials and techniques of teaching social studies, mathematics, and science. Each teacher-participant had a "course" in one of these areas. Each was a member of one of three groups which remained together for the entire Institute.

1965-1966

As a planned follow-up to the 1965 Institute each one of the 150 teachers was permitted to spend $200 for supplies to continue with new methods and curriculum. In addition, workshops during and after school hours were held in each subject area for participants. At this time teachers received additional instruction and and assistance from consultants.

An outgrowth of the 1965 program was that both the administrators and teachers, as they became involved with one kind of change, became receptive to other kinds of changes. Fresh material was presented in new ways. The enthusiastic reactions of the 200 children in the first Institute provided a stimulus for teachers to implement the new materials and procedures. It was the children's reactions which also served as guidelines for feasibility of introducing the specific units in the follow-up program during the regular school year. The 1966 Summer Institute Program has had a similar effect in causing changes of regular classroom methods and materials.

1966-1967

The second group of two hundred teachers received, as a result of having consultants ready for them from the previous Institute and follow-up, introductory orientation that the initial group did not. It was also presented particular units by competent previous year members. Its institute instructors, selected by both the consultants and the Model School Division staff, came from the first Summer Institute participants.

Thus, the original participants are fulfilling one of the objectives of the entire in-service training program--the development of a core of resource people and the eventual self-perpetuation of the program. An opportunity is in this way provided to reward those who have most successfully worked with new materials. This satisfaction among teachers on a basis other than seniority is a significant innovation.

Other improvements of the Institute were noted in 1966. A major progressive step was the formation of a Teacher's Committee which constructed and administered a questionnaire to the Institute participants. This was done after consultation with the other teachers involved.

In the second Institute objectives were detailed. The program and the Teacher's Committee Evaluative Questionnaire revolved around these objectives:

* to introduce curricular and structural changes which would be more effective with disadvantaged youth than "traditional" methods

* to familiarize staff, teachers, principals, supervisors with newly developed materials
* to insure the availability of new materials
* to provide summer school for area children, as well as a human laboratory setting for Institute participants
* to plan systematic help and support for participating teachers and principals upon their return to regular classes in 1966-1967.

The questionnaire was administered to 108 Summer Institute participants by the Committee. Its results indicated that:

1. There is strong support for the Summer Institute idea of paying teachers to become more proficient, and knowledgable in the use of new materials.

2. Teachers recognize the need to learn more. They desire efficient, intense support of curriculum change.

The 1966-1967 participants desired school year workshops and close follow-up, similar to that which the preceding Institute participants had received. They wanted some voice in the decision making, with a special session on evaluation of the growth of their culturally deprived children and of new materials.

The respondents offered suggestions for the 1967-1968 Summer Institute. They advocated 1) more integration of classroom theory with classroom practice; 2) better pre-planning which would secure adequate supplies in advance, improve physical facilities, give a more intense and integrated presentation of material, and allow for an interchange of diversified subject areas among teachers; 3) familiarization of supervisors and principals with programs teachers are taking; 4) inclusion of reading as a part of the Summer Institute program, for all participants.

The free in-service training for all school personnel, gained by Summer Institute and school year workshops is one very important aspect of the program. Much was and is expected from this training:

* It will introduce new curriculum ideas and materials.
* It will increase professional communication among teachers, community, and supervisory personnel.
* It will create greater receptivity to innovation.
* It will increase the belief that "reluctant learners" can and will learn.
* It will heighten staff morale.
* It will create more positive attitudes and interest.

Structural Changes

Curriculum changes in both elementary and secondary classrooms are contributing to total student development. Structural changes are happening. New arrangements of academic progression and teaching seem more helpful to student success. Nongraded Primary Sequences, Nongraded Intermediate Sequences, and Associative Team Teaching Sequences have been instituted, as one more way to reach the child.

The Model School Division feels "traditional" structures did not develop a backlog of school success for Target Area children. It could not give them a feeling of "I am capable", a chance to be accepted by the teacher. Therefore, the structural experimentation!

The Nongraded Primary Sequence is a specially designed method of operation. It replaces fixed grade levels. It gives a physchological atmosphere conducive to learning. It provides for individualized, flexibly-timed instruction. Children are able to complete their work as they are able. Teachers evaluate students in a more long range manner; there is less pressure to "cover the book."

Meyer School of the Model School Division has operated an Nongraded Primary Sequence since September, 1965. The Meyer School started with children promoted from kindergarten, or new to the first grade. They were placed in five first year primary groups. Each group consisted of twenty-five children. Organization was according to predicted success as indicated by reading readiness tests and judgment of kindergarten teachers. By the end of the year, sixteen classes were involved. In September, 1966, the entire primary level, including all grades one, two and three will be nongraded.

The Nongraded Primary Sequence was received enthusiastically by teachers, parents, and the student participants. As a result of the program, teachers have organized a tentative curriculum guide; they have taken trips to observe nongraded programs; they have held meetings for studying and discussing the related literature. Traditional marking has been eliminated. Teachers suggested more and varied meetings with actual demonstrations by supervisors, consultants and specialists, in order to develop teacher skills and a better educational program.

Although large classrooms in the second semester prevented more individualized teaching and there was a need for even more equipment, teachers gave the program their commendation. Said one Meyer teacher of long experience:

"I firmly believe in the ungraded; a child does not like to fail. Advantages: slow progress and fast progress for those who neet it (in any subject). Flexible pupil movement (shift of classes) comparing a child's attainment to his ability. A child may progress more rapidly in one year than another Learnings are viewed vertically or longitudinally. We are in line with the trends in education in the United States."

"The Nongraded Primary has exceeded expectations in that parents and teachers alike have accepted and cooperated in all phases of the program."

The Nongraded Intermediate Sequence is similar to the Nongraded Primary Sequence. In both sequences children complete the program as they are able. The progress rate is influenced by individual ability, and stage of development.

Three fourth grade classes began the Nongraded Intermediate Sequence in mid-March, 1966, at Cleveland Elementary School. Teachers offered remedial help to students who had already failed without stigma reinforcement of that failure.

Teachers of the Nongraded Intermediate Sequence found their program successful. They developed a closer, more cooperative feeling. Most important, their children showed greater enthusiasm for class than they had in the traditional program.

Both teachers and students wanted their reactions known. Teachers told program evaluators: "I'm just as anxious as the children to get started each day."

Children like Boy-child were able to say: "Work is fun this year. I'm sure to pass."

"This way I get to do what I want with Science."

Associative Team Teaching in the intermediate grades is related to the Nongraded Intermediate Sequence in that it provides for an ungraded progression. Supplementing the regular instructional program with associative team teaching and multilevel materials, it meets the individual and group needs of special academic curriculum and slow learner classes. As in the Nongraded Intermediate Sequence, the program provides continuing, individual progress; enables the child to compete with himself; and changes student and teaching perceptions of the academic curriculum.

Eight teachers participated in this project at Bundy Elementary School. School records of most of the involved pupils showed that when given the Readiness Tests early in their school careers, the students exhibited average or above average capabilities. However, following kindergarten and first grade experiences, the achievement level of the children fell. Therefore, in an effort to provide an alternative to more failure, the program has the children move at specified times between teachers who teach only reading and Language Arts, or mathematics, or science, or geography and history, and then stay with their "homeroom" teacher for such other subjects as handwriting, literature, physical education, music, general shop.

Teachers involved in the Associative Team Teaching in the intermediate grades found that the program capitalized on the specialty of each teacher. It allowed for flexible teaching and a reduction of teacher tension.

The under achievers responded to this increased teacher knowledge and flexibility. The program incorporated new, interesting techniques. Motivation and achievement level increased. Participants, both teacher and students responded:

"This has been an exciting experience for me. Teaching a subject which I enjoy and watching the children's enthusiasm has made me want to be even more creative in planning. I feel that specialization in teaching is as important as specialization in other professional fields."

Teachers felt the program was so important that a full time coordinator should be provided, and more special equipment made available.

* * * *

Within the Model School Division curriculum changes are in process. The structural framework into which the curriculum is incorporated is shifting, lending itself more appropriately to innovation. Evaluation is constant. The watch word is: Make schools "good" and education "positive."

School-Community Program

The school is penetrating into the community, into the homes on the blocks, the churches in the area, the stores on the streets. And with this penetration outward comes an opening from within. The school is unfolding its facilities to the neighborhood taxpayers and their children, their block's children, their congregation's children, their customer's children.

There is an extension of the school curriculum which goes beyond just classroom study bound by a text. It comes to mean life. The schools have accepted the challenge of working with parents and community in order to better educate all

To accomplish MSD aims, to make fluid the interplay of school and community, community and school, programs have been established.

The programs recognize that traditionally there has been a negative, hostile attitude among many parents towards the schools. The schools had previously stood for failure; their own; their children's.

The programs recognize too that changes in the school staff and its administrators. A reorientation of staff is taking place so that **my** classroom, **my** school, **my** materials becomes **our**. Success in one project affects the others. **My** problem, **his** problem, becomes **our** problem. Slowly attitudes are changing.

What are the programs developed to open the school and specifically involve the community? How do they operate? Where have they been successful? The answers to these questions come now as the third interlacing part of the Model School Division program.

1) University Volunteers Project. One thousand children from eleven elementary schools in the Model School Division plus volunteers and building coordinators are involved. They have joined together in providing activities one or two afternoons a week. The activities vary from athletic (softball) to academic (science and German) to pragmatic (cooking, sewing).

The personality of the club leader was a key to membership staying power. ~~Though membership staying power~~. Though members came into the club voluntarily, most attended regularly.

2) PROJECT DOUBLE BARREL. This project complemented the University Volunteer Program by providing group activities for children. However, the emphasis of Project Double Barrel was individual attention. It offered a one-to-one relationship between 200 troubled children and their personal student counselors. It was a vehicle for human warmth and personal interest.

The program provided for much of the unfulfilled needs of the children. It included a system of seeing that those children who previously complained of hunger were fed. It allowed for development of "Mental Content" and experimental references through extensive field trips. Students went to restaurants, a new experience for many. They went to the circus, the theater, the amusement park, the Wax Museum, the bowling alley, the roller skating rink as well as other places of interest. In all of these provisions there was the consideration that fulfillment of needs, which normal "children" have met on a regular basis, would allow these troubled children to function on a more socially positive basis. Self images and competencies were enhanced.

An intrinsic part of the program was the counselor's home contact. It showed someone was really interested. Through the contact with the homes, parent cooperation was enlisted. Further, a reference point was established in helping parents with their children.

3) PARENT EDUCATION. One hundred fourteen parents and 159 children, ages four and five, attended activities together 10 a.m. to 12 noon on Saturdays.

The program functioned in five schools: Bruce, Garrison, Meyer, Park View, and Montgomery. Children had a chance to express themselves orally. They had many opportunities for pleasurable experiences with parents. They were given much individual attention.

Parents attended classes for their own enlightenment. They observed the teachers as they worked with the children. They conducted class themselves. They conferred with the school counselors in groups and on an individual basis. In addition they accompanied children on field trips.

4) THE AFTER SCHOOL LIBRARY PROGRAM. In operation since the spring of 1965 at Meyer, Bundy, Montgomery, and Garrison Schools, this program provides the community children easy access to books. It is operated under the supervision of experienced librarians who keep the reading materials available from 4 p.m. to 8 p.m. during the regular school year.

The attendance is evidence of the program's popularity. Its stability has contributed to its success. During the winter months each library may contain during the four-hour period sixty to seventy students. Students have available to them scheduled story hours. They receive instruction in the use of libraries. Some are trained as library helpersl Attention is given by the staff to the poor readers. Aides provide help with student homework.

The role of the librarian is, as a result of this program, a changing one. The librarian is now seen as a person who should not only service the library but also go into the community, make speeches, and help parents understand what libraries and books may give.

5) Reading and Tutoring Program. In three schools, Bundy, Meyer, and Raymond, four teachers and sixty-six tutors who were high school students gave one-to-one relationships to involved participants. They exposed them to a variey of techniques designed to develop study habits, listening skills, the ability to concentrate and to improve reading skills.

6) CULTURAL ENRICHMENT PROJECT. Diversified cultural activities were offered to the Model School Division community: preschoolers, youth, and adults. Operating during the regular and extended school day, the program provided for artistic performances in local civic auditoriums and schools. It showed outstanding films. It arranged trips to local museums and embassies.

Participants in the program and staff of the Cultural Enrichment Project agreed that there was good timing in the length of programs. They felt the educational content was adequate, and the artistic content excellent. Teachers noted that the project contributed to student motivation for better writing, research, poetry, essays and art. Stimulating discussions resulted from the question form and eealuation sheets given pre-and post-perf ormances.

7) PROJECT DISCOVERY. Seven hundred students were involved at Scott Montgomery

School in a project designed as an experiment in audio visual education. Its purpose is to determine the effect audio visual materials have on learning when used under the best possible conditions. The material presented was attuned to the background experiences of Model School Division children.

8) THE NEIGHBORHOOD YOUTH CORPS. The program provides employment for community youth ages 16-21. It is basically a work-study device. Two classes of youngsters are involved: in-school youth who may work from 5 to 15 hours a week, and school-drop-out youth, who may work from 16 to 32 hours a week, Out-of-school youth accept the job with the understanding that they will return to school within six months of initial employment. Payment for work services is through a Title 1-B scholarship.

Most of the youth worked as teacher or clerical aides, a few as custodial aides. The jobs were in their own or other secondary or elementary schools.

A Report on **Neighborhood Youth Corps** in June, 1966 stated that many youth showed the development of basic skills, work habits, and improved attitudes. It appears that the clerical and custodial aides made the best adjustment in their work assignments, for they were usually supervised by one individual, the secretary or custodian. Teacher aides were assigned to several teachers. Some complained about having to meet the demands of several "bosses;" but others, especially those assigned to one floor of a building, adjusted nicely. Plans for the 1966-1967 Neighborhood Youth Corps include a specific supervisory coordinator, an addition that will insure the "one" boss situation.

9) SATURDAY SCHOOL. Starting in spring, the Saturday School Program ran until June, 1966. From 9 a.m. to 1 p.m. students and teachers met in relaxed sessions. The time span included a mid-morning break for refreshments. Most students had a planned program which balanced, when needed, a remedial area course with an enrichment area course.

Teachers presented the materials for these courses in a creative manner. They were free to choose subject matter, materials and techniques of teaching. The small groups made it possible for all children to receive their teacher's attention and adequate individual help. For the same reason, school counselors and volunteers were also able to work closely with the students. Parents had a sense of involvement through their inclusion in funded trips and other class activities.

The University Volunteers, the After School Libraries, the Reading and Tutoring, the Project Double Barrel, the Parent Education, the Cultural Enrichment Program, the Project Discovery, the Neighborhood Youth Corps, and Saturday School are programs in operation. They are planned so that they involve the students, the school staff and the community in making school a more educationally meaningful place. As a common goal, they hope for increased maturation as a result of exposure, interest, change.

The school-community programs are trying to answer the questions: How can our Target Area children, their parents, and their community be involved in proper progressive educational programs? What programs are suitable and needed for these residents?

Some of the answers are to be found in the school-community programs just delineated. Others are in the stories that principals pass on about things that just "happen." Who can evaluate the good a bar owner, known to her Target Area school community as the "Shoe Angel" does when she spends $1,800 in a year for clothing needs of community children?

Who can evaluate the "Grass on the Hill" project for an old fortress school with an unsod earth incline from school building to sidewalk? The principal of that school tells proudly of the project:

In heavy rains, the steep school incline became a sea of mud. In sunny weather, it it raised a dusty cloud.

Money was found for sod. There was no money for workers to lay the sod.

When the truck came to drop off the sod, the older boys of the school, fifth and sixth graders, met it with their newspaper route wagons. They came in quite a procession. Down came the new sod onto the scratched, much used wagons. Wheels trembled under the pressure and rolled wobbly, as boys, in teams, pushed and pulled their loads to the top of the hill. They laid the sod together, rolling it downwards. They sweated. Their muscles grew sore--but, they did it. Together!

Today, those boys are in another Model School Division School--secondary level. Nonetheless they, and those who came after them, watch over that place of green. Today, in an area surrounded by cement and small patches of earth, green lawn grows in front of one old fortress elementary school in the Model School Division.

School-Community Progress.

June 1966 Questionnaire

Recognizing the benefits of knowing what its school personnel think about it and its programs, the Model School Division decided to find out. It enlisted the cooperation of a professional research consultant from the University of Michigan, Dr. Morton Shaevitz, to develop information useful for future changes.

After examining updated national information gathering vehicles used to assess educational innovations, the Model School Division research staff developed an outline of key topics for investigation. From this specific questions were formulated, reflecting factors unique to Washington, D.C. such as its local agencies, the United Planning Organization, and the Congress of the United States.

A questionnaire was developed cooperatively by the Model School Division administrative staff, the United Planning Organization, and a representative group of teachers from within the Target Area. It provided a way for those in daily contact with the real problems of teaching Target Area Youth to share their experiences.

In June, 1965, 604 respondents, both teachers and administrators, answered the developed questionnaire.

Following are summary answers to the questions:

A. What are the goals of this system? What should they be? How successful has this system been in achieving goals?

The goals of the Model School Division are not well differentiated. Major emphases give the average child basic education and cultural enrichment, provide community services. and introduce new educational approaches. Only moderate success for these goals has been achieved. Much more should be done, but personnel are less certain about what is of highest priority. On a relative basis, their concern is directed toward increasing the student's motivation so that he will learn basic skills, proper attitudes, and develop into a good citizen.

See Table I - Appendix B.

B. What administrative practices should be followed?

The respondents want smaller classes, more guidance services, and teachers to have a role in planning. They want aides with college training and more vocational training for students. They reject the concepts of a rigid curriculum, and maximum freedom for principals. Some are opposed to the track system and to using dropouts as aides. They feel that outside groups should not have a voice in school decisions.

See Table II - Appendix B

C. How do teachers relate to each other, principals, and supervisors?

Teachers are friendly, discuss their work, and have relatively high spirits. Teachers and administrators differ in their interpretation of subordinate relationships. The teachers see supervisors and principals as much less suportive, helpful, friendly and willing to take suggestions than administrators do. For example, both administrators and teachers consider classroom problems. But while the administrators see themselves as considering teachers' opinions on these problems, and as encouraging teachers' suggestions, the teachers do not.

D. What are the pupils like?

Students come from impoverished backgrounds. They appear not too bright. They seem unmotivated and do not do very well in school. Yet, teachers and administrators feel they are relatively friendly, like teachers, and have neutral feelings towards school.

E. Who decides what goes on? Who should decide?

The school system is described as a closed system. It is suggested that this is how it should remain. Organized pressure groups are seen as having little influence and deserving almost none. Questionnaire respondents generally believed that people involved in school system operations wield maximum influence. The superintendent, principal, assistant principal, the Board of Education, and the Model School Division are seen as the top five influence agents. The assistant superintendent's position of influence was seen as well below the superintendent's and somewhat below the principal's in this perception.

Teachers have some say but respondents feel they should be included much more than they are. There is a split on the question of parents and pupils; one quarter think they should be involved, approximately the same number take an opposite stance, and half do not venture an opinion.

See Table III-Appendix B

F. How do you see yourself? How do you see teachers?

Morale is moderately high. Respondents describe themselves in positive terms. One meaningful comparison: teachers and administrators both describe the teachers in glowing terms. Administrators emphatically deny that teachers have no control over what happens in the school.

Some respondents regard the teacher as an important member of the community. They see him playing a crucial role in child development. There is somewhat less agreement with the view that the teacher is a follower of administrative rules. There is less agreement too as teachers view themselves as having only moderate control over what happens in their school building.

G. How do you think parents feel about the school?

Respondents believe that parents see the school as a way for their children to achieve success. They feel that parents believe school personnel are trying.

H. If you had full freedom to make changes in this school or in this school system for next year, what three things would you do?

Respondents mention smaller classes, better equipment, nicer surroundings, and adequate supplies. Teachers want their lot improved: more money and security, less non-teaching responsibilities, and more recognition. The consultant wrote: *"A broad array of areas for change was used and respondents were able to go beyond their immediate environment in making recommendations. While there are certain categories that are prominently used, the vast array of changes recommended indicates that this global analysis is insufficient. The areas where change is wanted varies not only as a function of role but also with regard to the grade level, the type of building in which one works, the neighborhood in which it exists, the response of the community, and finally, the idiosyncratic nature of personnel relationships. Further analysis should focus on these variables."*[1]

As a result of the questionnaire and its findings, Dr. Shaevitz made the following recommendations:

Attempt to reduce student-teacher ratio by hiring additional staff, increasing the amount of team teaching, and using more teacher aides. If dropouts are used as aides, an intensive training program to make teachers more receptive should be initiated

Devise methods for involving teachers in planning and policy making. Attempt to increase communications; use the laboratory method as a way of achieving these g[illegible].

Open channels of comm[illegible]ation between the school and the community. Develop programs to help inform outside groups about the Model School Division. Develop programs to help personnel to become more responsive to dialogue with community organizations.

Obtain additional funds to purchase supplies.

Attempt higher level of maintenance service, painting, cleaning.

Programs that focus on teacher-student interaction and help develop needed techniques are of high priority. Give thought to increasing parent involvement in the hope that they might be of help in this area.


Schweppes
QUININE WATER
24-10 OZ. BOTTLES

Administrative Operating Conditions

Within a cross culture of social and economic levels in the "inner city," the Model School Division has become a viable instrument for educational experimentation and innovation. The Division's very existence is a tribute to people–both within and outside the public schools–who had the courage to create this administrative structure to improve education.

In the initial two years of its existence, the Model School Division has explored means of improving school community relations; it has experimented with organizational changes; it has implemented innovative curriculum changes. Its actions reflect its goal: to find the means for insuring greatest possible student achievement within a public school system. For this reason, it has innovated, experimented. and attempted evaluation.

As the Model School Division enters its third year of existence, it becomes increasingly apparent that a need exists for a reexamination of its goal and, more importantly, of its means of reaching that goal. While the voices clamoring for instant change have been stilled for the moment, it is reasonable to assume that all of the critics were not wrong: it is possible to institute additional innovative approaches; individuals without training or experience in public schools may make suggestions that should be implemented.

For example, both critics within and without the school system have noted that new demands have been placed by the creation of the Model School Division on existing offices in the school system The inception of a new administrative structure, the introduction of new programs, the utilization of personnel in different ways, the extensive use of consultant services, the requirements for materials and supplies not on the standard schedule have all necessitated close cooperation with central office staff. Experience of the past two years has demonstrated to observers a real need for written clarification of procedures used in obtaining supplies, receiving services, and presenting information.

A manual put out by each office detailing exactly what should be done would eliminate many telephone calls, redoing of forms, and failure–of employees to receive salaries on time, or programs to be implemented as originally planned, or time to be used in the best possible way.

Such office manuals might clarify whether a given rule is policy or law. They might highlight the need for investigation into personnel requirements for new staff positions. They might point to legislative action that would give the Board of Education more authority to assess and place those personnel. Most certainly they would indicate that a different funding pattern for the Model School Division is necessary.

For if the Model School Division is to continue as an experimental entity, financial commitments to the Division from outside sources must be made in advance. The present pattern is one of late funding; that is, funds for the ongoing school year are made available at sporadic intervals, frequently after the school year is in operation. This severely hampers program operations; it causes recruitment at untenable times of the year; it fosters uncertainty as to the stability of any given project beyond the current fiscal year.

The Model School Division thus suggests that offices such as Payroll and Supplies develop written manuals of procedures. It believes present funding patterns are inadequate for reaching the goals of the Model School Division. It wonders what can be done to improve communication within the Division as well as between the Division and the rest of the school system. It wonders further, whether it is this need for greater communication that has caused a lag in the support of a full-time on-going research and program evaluation provision in the Model School Division. Such evaluative safeguards seem mandator, ro providing accurate, useful feedback to the Division itself as well as to the Superintendent, his staff, and the Board of Education.

The full capability of the Model School Division to serve as a testing ground for experimentation and innovation of the District of Columbia Schools has not been reached. A start has been made. With the acceptance and help of the rest of the school system of that start, and of the purpose of the Model School Division, will come additional impetus and progress. The ultimate goal—given across the board cooperation and communication: provision of maximum public school education to the children of the District of Columbia.

Appendix A

TABLE I

VISUAL CONCEPTUAL READING - VICORE

The **VICORE** developmental reading course was taught in twenty-three English classes at Cardozo High School. Ten English teachers employed the **VICORE** reading methods and techniques in their classes during the normal class period between mid-February and mid-May. Classes of all tracks were exposed to the method. The class breakdown of grades and tracks is as follows:

BASIC	GENERAL	REGULAR	HONORS
2	1 - 9 G	5 - 9 R	1 - 12 H
	1 - 11 G	1 - 11 R & G	
	2 - 11 & 12 G		
	3 - 10 G		
	1 - 10 & 11 G		
	1 - 12 G		

Only the scores of the 430 students for whom both pre- and post-testing scores were available are included in the statistics.

Initial testing was done during the week of February 7th. Students were assembled in groups of approximately 60, and all of the tests were administered during the approximately 2½ hours required for each group. In order to insure consistency of test instructions, post-testing was conducted in a similar manner during the week of May 15th, except that the groups were much larger and testing was done in the library. The instructions to the students were handled by the same individuals for both pre- and post-test sessions.

All class statistics indicate the mean or average performance of the classes involved. The **Assist** test is a 10 minute sustained reading, with no opportunity to refer back to the text in order to answer the multiple choice questions. The comprehension scores are in percentages. The stabdarduzed **Nelson-Denny** test indicates the actual rate in words per minute. Comprehension, vocabulary, and Spitzer scores are in percentiles according to grade level. When percentile scores were converted to grade levels on the **Nelson-Denny** test, the results were as follows:

RATE		COMP.		VOCABULARY	
Pre	Post	Pre	Post	Pre	Post
7 grade	13.6 grade	7.8 grade	9.3 grade	8.2 grade	9.4 grade

Appendix A

CARDOZO HIGH SCHOOL STATISTICS

		Assisi Test			Nelsen–Denny Test		
		Reading Efficiency Index			Increase		
	Grade & Track	Beg	End	Increase	Rate	Comp. %tile	Voc. %tile
1.	Ung. B	89	278	313%	58%	11	16
2.	Ung. B	69	374	541%	296%	12	7
3.	9 G	98	288	294%	240%	9	22
4.	9 R	75	282	376%	238%	11	20
5.	9 R	86	275	320%	338%	18	15
6.	9 R	68	243	358%	241%	9	9
7.	9 R	99	324	327%	556%	18	25
8.	9 R	86	331	385%	223%	13	22
9.	10 G	96	232	241%	254%	10	9
10.	10 G	98	308	315%	188%	14	8
11.	10 G	83	280	337%	223%	6	7
12.	10 G	105	388	369%	241%	7	33
13.	10 G	125	281	225%	204%	9	7
14.	10&11 G	126	385	305%	246%	10	12
15.	10 G	80	313	391%	203%	13	6
16.	10 G	106	280	264%	340%	12	26
17.	10 G	129	330	256%	198%	7	–5
18.	11&12 G	79	241	305%	293%	19	20
19.	11 G	140	264	189%	181%	9	11
20.	11 R&G	138	337	248%	269%	8	3
21.	12 G	106	392	370%	289%	15	18
22.	11&12 G	135	458	340%	297%	11	1
23.	12 H	214	639	299%	364%	15	10

Appendix B

Data analysis on the following tables was done at the Institute for Social Research, University of Michigan. Dr. Shaevitz stated in his Preliminary Report introduction that he accepted full responsibility for it, and the included tables.

TABLE I

GOALS EMPHASIZED BY SYSTEM

Description	Rank	Mean	SD
teach basic skills	1	2.781	1.513
average child	2	3.115	1.377
provide cultural enrichment	3	3.198	1.559
provide community services	4	3.234	1.659
intro. new approaches	5	3.407	1.617
good citizens	6	3.541	1.687
increase motivation	7	3.568	1.575
teach rights	8	3.612	1.632
slow learners	9	3.619	1.697
proper attitudes	10	3.639	1.698
reduce dropouts	11	3.866	1.577
motivate for college	12	3.866	1.576
fulfill community expectations	13	4.156	1.618
vocational training	14	4.170	1.603
opportunities for gifted child	15	4.379	1.623
improve discipline	16	4.530	1.866

Responses of 604 MSD personnel on a 7 point scale.
Endpoints— 1 = most emphasized, 7 = least emphasized

Appendix B-2

TABLE II

STRUCTURE - Authority on policy

Rank	Description	Mean	SD
1	small classes	1.161	.583
2	guidance services	1.364	.840
3	teacher's role-planning	1.392	.672
4	college trained aides	1.927	1.188
5	vocational training	1.987	1.204
6	extra school activities	2.385	1.410
7	periodic teacher education	2.455	1.657
8	community planning	2.627	1.638
9	master teacher supervisors	2.694	1.793
10	PTA planning	2.933	1.795
11	parents in school planning	3.022	1.854
12	teacher has own budget	3.161	2.108
13	parents teacher aides	3.236	1.901
14	ungraded system	3.337	1.848
15	supt. has maximum control	4.043	2.025
16	teacher closely supervised	4.250	1.950
17	principal carry out policy	4.398	1.987
18	track system	4.520	2.145
19	outside groups - influence	4.643	1.990
20	dropouts as aides	4.936	1.867
21	principal free - do as wants	5.295	1.858
22	rigid curriculum	5.882	1.623

Responses of 604 MSD personnel on a 7 point scale. Endpoints - 1 = should definitely be the policy; 7 = should definitely not be the policy.

Appendix B–3

TABLE III

INFLUENCE (Actual)

Description	Rank	Mean	SD
superintendent	1	1.946	1.297
principal	2	2.294	1.348
asst. supt.	3	2.654	1.444
board of education	4	2.772	1.700
MSD	5	2.850	1.763
supervisor	6	3.226	1.587
Congress	7	3.449	2.197
Office of Educ.	8	3.558	1.714
asst. principal	9	3.727	1.810
teacher	10	3.760	2.185
guidance	11	3.963	1.700
DCEA	12	4.170	1.687
unions	13	4.344	1.688
UPO	14	4.427	1.637
PTA	15	4.470	1.737
OEA	16	4.524	1.737
you	17	4.578	2.091
newspapers	18	4.627	1.701
colleges	19	4.675	1.764
parents	20	4.687	1.713
pupils	21	4.787	1.977
civil rights organizations	22	5.162	1.539
religious groups	23	5.545	1.432
political organizations	24	5.687	1.553

Responses obtained from 604 MSD personnel, on a 7 point scale.
Endpoints 1 = most influence
7 = least influence.

FOOTNOTE :

1. Morton Shaevitz, **Opinions of Model School Division Personnel**, Preliminary Report (Ann Arbor, Michigan, 1966) p. 1-55.