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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the West Virginia Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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State Annual

EVALUATION REPORT

Fiscal Year 1970

Title I

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EA 003 723

WEST VIRGINIA DEPARTMENT OF EDUCATION
Daniel B. Taylor, Superintendent

ED053490

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF SERVICES AND FEDERAL PROGRAMS
CHARLESTON, WEST VIRGINIA

STATE ANNUAL TITLE I EVALUATION REPORT
FOR
FISCAL YEAR ENDING JUNE 30, 1970

Daniel B. Taylor
State Superintendent of Schools

November 15, 1970

West Virginia Department of Education
Bureau of Services and Federal Programs
Charleston, West Virginia

STATE ANNUAL TITLE I EVALUATION REPORT
FOR
FISCAL YEAR ENDING JUNE 30, 1970

1. Provide the following basic State statistics:
 - a. Total number of operating LEA's in the State 55
 - b. Number of LEA's participating in Title I
 - (1) During the regular school term only 9
 - (2) During the summer term only None
 - (3) During both regular and summer terms 46
 - c. Number of Title I programs 55
 - d. Unduplicated number of pupils who participated in Title I programs
 - (1) Enrolled in public schools 87,563
 - (2) Enrolled in non-public schools 1,308

2. During FY 1970, indicate the number of SEA Title I staff visits to LEA's participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.), specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits, by type.

The West Virginia State Department of Education (SEA) has provided services to LEA's through the efforts of approximately twenty five subject area specialists in the development of programs, provision of in-service training for personnel and in the evaluation of programs. Since these specialists are not a part of the Title I staff, no effort has been made to list or classify these visits.

The Title I staff with responsibility in this area consists of a Title I Coordinator, one full-time Assistant Coordinator and one half-time Assistant Coordinator and six (6) Title I specialists. The six Title I specialists are assigned to regional offices in the State with each specialist serving

approximately ten (10) counties (school districts). A job description for the Title I specialists is attached and labeled as Attachment No. 1.

The report which follows is a record of the visitation to local agencies by the Coordinator, the Assistant Coordinators and the regional specialists.

| <u>Objective of Visits</u> | <u>Number of Visits</u> |
|--|-------------------------|
| (1) <u>Program Planning</u> | 385 |
| To assist the local agency in (a) developing the basic data, (b) identifying eligible schools and educationally disadvantaged children, (c) establishing priority needs of disadvantaged children, (d) developing program objectives, (e) determining appropriate procedures and (f) planning evaluation procedures. | |
| <u>Effect:</u> The assistance provided by these visits in program planning resulted in better balanced programs providing comprehensive and multiple services to the deprived children. These visits also had the advantage of giving the local agency the benefit of successful practices in other LEAs and of avoiding repetition of unsuccessful practices. | |
| (2) <u>Program Development</u> | 265 |
| It is difficult to separate program planning from program development. The specialists assisted the local agency in identifying good practices, recruiting of personnel, training of personnel and selection of materials and equipment. | |
| <u>Effect:</u> This type of service helped the local agencies to develop programs and to secure personnel well adapted to the needs of deprived children and thus to make the programs effective in meeting their individual needs. | |
| (3) <u>Program Operation</u> | 249 |
| Most of the visits related to program operation centered around the on-site review of programs. FY 1970 was the second year for the on-site review procedure. A copy of the on-site review outline is included as a part of this report and is labeled Attachment #2. This procedure which consists of a detailed observation of the program and a report | |

to the State Agency, a copy of which is provided the LEA, is based as nearly as possible on the type of review conducted by the HEW Audit Agency. A final summary of strength and weaknesses is provided to the LEA by the SEA with suggestions for program improvement for the following year.

Effect: It is the opinion of the Title I staff that this procedure has done more than any other one thing to assist the local agencies to improve the quality of Title I programs and to assure they are within Title I guidelines.

(4) Evaluation

222

Title I specialists have assisted the LEA personnel to look at the strengths and weaknesses of the various program elements, to determine their effectiveness and to indicate the direction of program planning for the future.

Effect: The effect of the evaluation efforts has been to further reduce the number of children in the program, to provide more comprehensive services for the pupils included and to intensify the search for more effective ways of meeting the needs of disadvantaged children.

3. Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

A. Improve the quality of Title I projects

A step by step guide for use of local agencies in the preparation and development of Title I programs was provided for fiscal year 1970. A revised guide was provided for fiscal year 1971 and a further revised and up-dated guide is now in preparation for fiscal year 1972. This publication, entitled "Submitting a Title I ESEA Project Application" includes a complete copy of the official application with detailed instructions for its completion, details of project review and approval procedures, detailed directions for the project description and budget development, a policy statement for the current fiscal year and a cumulative statement of SEA and OE policy statements.

The entire staff of the State Department has been made available to the local agencies through the services of the six (6) regional Title I Specialists who act as coordinators to bring together Department specialists and the appropriate personnel at the local level.

On-site reviews are made by the regional Title I program specialists using the outline (Attachment #2) provided by the State Agency as described in 2 above.

Regional meetings are held periodically and State meetings are held at least twice per year in which guidelines, regulations and program development are discussed.

B. Insure proper participation of nonpublic school children

Nonpublic school officials have named representatives to work with county (district) personnel in the preparation, implementation and evaluation of programs.

Representatives of nonpublic schools have been named to membership on Title I advisory councils.

Both State and regional conferences have been held involving personnel from nonpublic as well as public schools.

C. Modify local projects in the light of State and local evaluation

Special emphasis has been placed on identification of educationally disadvantaged children and on determining the priority needs of these children rather than the needs of a general program or a school system. This has resulted in programs better suited to the individual needs of eligible children and in more comprehensive services to the identified children. Concentration on comprehensive needs of educationally disadvantaged children has also led to better coordination of services provided by various agencies providing help for these children.

There has been a marked increase in such program elements as special education for trainable and mentally retarded, speech therapy, programs for physically handicapped and activities to reduce social and cultural deprivation.

4. Effect upon Education Achievement

A. What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in nonpublic schools in your State? On the basis of objective evidence describe the impact on reading achievement levels of educationally deprived pupils.

No Statewide objective evidence is available to describe the impact of Title I on reading achievement. The following data from individual LEAs (counties) is presented as an indication of program effectiveness.

ESEA TITLE I

Special English - Tygart's Valley High School
1969-70

Mary E. Nunn

The total enrollment in the Special English classes at Tygart's Valley High School, when the program began in September of 1969, was forty-eight students. During the year, ten students withdrew for various reasons. I have not included any scores for those ten students. Of the remaining thirty-eight students, two were not available to complete all the tests. Since reading is the primary concern of the remedial classes, although they cover all aspects of language arts, I am including only the scores and their deviation from the California Survey of Reading Test. I also administered the California Survey of Language Test.

The following scores from the Primary Mental Abilities Test (Grades 6-9), given in September of 1969, are good indicators of the capabilities of the students in my classes. Included is the actual grade level of the student in September and his chronological age (C.A.) grade equivalent.

| Student Number | Verbal Meaning Quotient | Number Facility Quotient | Reasoning Quotient | Spatial Relations Quotient | Total Quotient (I.Q.) | Actual Grade Level | C.A. Grade Level | Age 9/69 |
|----------------|-------------------------|--------------------------|--------------------|----------------------------|-----------------------|--------------------|------------------|----------|
| 1. | 106 | 99 | 81 | 93 | 90 | 7.1 | 8.7 | 14.0 |
| 2. | 72 | 99 | 79 | 102 | 83 | 8.1 | 10.2 | 15.6 |
| 3. | 78 | 72 | 61 | 68 | 65 | 7.1 | 9.4 | 14.9 |
| 4. | 75 | 93 | 82 | 116 | 89 | 8.1 | 9.8 | 15.2 |
| 5. | 83 | 90 | 81 | 98 | 85 | 8.1 | 10.5 | 15.10 |
| 6. | 98 | 93 | 97 | 125 | 105 | 10.1 | 11.8 | 17.1 |
| 7. | 78 | 75 | 64 | 83 | 69 | 8.1 | 11.1 | 16.5 |
| 8. | 84 | 81 | 84 | 96 | 83 | 7.1 | 7.6 | 12.11 |
| 9. | 84 | 88 | 86 | 70 | 70 | 7.1 | 8.4 | 13.9 |
| 10. | 98 | 87 | 88 | 98 | 91 | 8.1 | 7.7 | 13.0 |
| 11. | 72 | 75 | 73 | 64 | 63 | 7.1 | 11.1 | 16.5 |
| 12. | 82 | 73 | 64 | 90 | 71 | 7.1 | 7.7 | 13.0 |
| 13. | 78 | 78 | 84 | 101 | 70 | 7.1 | 8.5 | 13.10 |

| Student Number | Verbal Meaning Quotient | Number Facility Quotient | Reasoning Quotient | Spatial Relations Quotient | Total Quotient (I.Q.) | Actual Grade Level | C.A. Grade Level | Age 9/69 |
|----------------|---------------------------|--------------------------|--------------------|----------------------------|-----------------------|--------------------|------------------|----------|
| 14. | 97 | 113 | 102 | 102 | 99 | 8.1 | 9.2 | 14.7 |
| 15. | 73 | 94 | 86 | 104 | 85 | 8.1 | 11.0 | 15.10 |
| 16. | 92 | 95 | 98 | 111 | 96 | 10.1 | 9.7 | 15.0 |
| 17. | 82 | 85 | 83 | 92 | 83 | 10.1 | 13.2 | 18.6 |
| 18. | 93 | 84 | 77 | 85 | 78 | 7.1 | 9.0 | 14.4 |
| 19. | 84 | 93 | 80 | 119 | 74 | 7.1 | 8.2 | 13.7 |
| 20. | 72 | 64 | 80 | 91 | 73 | 7.1 | 7.9 | 13.3 |
| 21. | 64 | 87 | 86 | 106 | 84 | 7.1 | 9.6 | 14.11 |
| 22. | 102 | 98 | 97 | 100 | 97 | 8.1 | 8.1 | 13.5 |
| 23. | 79 | 79 | 79 | 86 | 77 | 9.1 | 10.2 | 15.7 |
| 24. | 83 | 77 | 82 | 92 | 81 | 9.1 | 12.6 | 17.10 |
| 25. | 97 | 91 | 95 | 110 | 97 | 8.1 | 8.7 | 14.0 |
| 26. | 82 | 69 | 88 | 82 | 74 | 7.1 | 8.7 | 14.0 |
| 27. | 64 | 59 | 71 | 98 | 74 | 9.1 | 13.8 | 19.1 |
| 28. | 70 | 75 | 71 | 90 | 72 | 9.1 | 12.6 | 17.10 |
| 29. | Test not taken by student | | | | | 7.1 | 7.7 | 14.0 |
| 30. | 85 | 80 | 82 | 93 | 81 | 8.1 | 9.7 | 15.0 |
| 31. | 75 | 71 | 72 | 82 | 68 | 7.1 | 9.6 | 14.11 |
| 32. | 78 | 77 | 82 | 85 | 77 | 9.1 | 11.5 | 16.9 |
| 33. | 88 | 84 | 93 | 96 | 87 | 7.1 | 7.7 | 13.0 |
| 34. | 96 | 80 | 00 | 96 | 78 | 7.1 | 9.6 | 14.11 |
| 35. | 77 | 95 | 87 | 119 | 93 | 9.1 | 11.3 | 16.7 |
| 36. | 78 | 88 | 81 | 107 | 86 | 8.1 | 10.1 | 15.5 |
| 37. | 86 | 96 | 93 | 69 | 81 | 7.1 | 8.8 | 14.2 |
| 38. | 94 | 108 | 98 | 126 | 104 | 8.1 | 9.9 | 15.3 |

As the above table indicates, most of the students are achieving below the grade level equivalent to their chronological age. One student is achieving four years below the average level for his age and, in my opinion, will never achieve on a significantly higher level for his mental age is much lower than his chronological age.

The following scores are from the pre- and post-California Survey of Reading Test. The pre-test was given in September 1969 and the post-test was given in June 1970. Both the percentile scores and the grade equivalent scores are given for both tests, as well as the deviation of the scores. Also included are the students actual grade levels, the average grade level for their chronological age, and the grade level they achieved on the post-reading test.

California Survey of Reading Test

| Student Number | Pre-Test | | Post-Test | | Deviation | | Grade Levels | | |
|----------------|-------------|------------|-------------|------------|---------------|------------|--------------|------------|---------------|
| | Grade Level | Percentile | Grade Level | Percentile | Number Months | Percentile | Actual Grade | Ave. Grade | Level on Test |
| 1. | 8.7 | 73 | 9.2 | 82 | 5 | 10 | 7.10 | 9.7 | 9.2 |
| 2. | 6.2 | 14 | 7.0 | 27 | 8 | 13 | 8.10 | 11.2 | 7.0 |
| 3. | 4.9 | 01 | 5.6 | 05 | 7 | 04 | 7.10 | 10.4 | 5.6 |
| 4. | 5.6 | 01 | 6.4 | 33 | 8 | 32 | 8.10 | 10.8 | 6.4 |
| 5. | 6.2 | 03 | 6.8 | 08 | 6 | 05 | 8.10 | 11.5 | 6.8 |
| 6. | 9.2 | 38 | 9.7 | 50 | 5 | 12 | 10.10 | 12.8 | 9.7 |
| 7. | 6.2 | 03 | 7.9 | 27 | 3 | 24 | 8.10 | 12.1 | 7.9 |
| 8. | 5.1 | 02 | 4.7 | 01 | -4 | -1 | 7.10 | 8.6 | 4.7 |
| 9. | 6.4 | 16 | 7.5 | 42 | 11 | 26 | 7.10 | 9.4 | 7.5 |
| 10. | 5.7 | 01 | 7.1 | 12 | 14 | 11 | 8.10 | 8.7 | 7.1 |
| 11. | 6.6 | 21 | 6.0 | 10 | -6 | -11 | 7.10 | 12.1 | 6.0 |
| 12. | 4.7 | 01 | 5.9 | 08 | 12 | 07 | 7.10 | 8.7 | 5.9 |
| 13. | 5.6 | 05 | 6.2 | 14 | 6 | 09 | 7.10 | 9.5 | 6.2 |
| 14. | 8.2 | 34 | 9.8 | 73 | 16 | 39 | 8.10 | 10.2 | 9.8 |
| 15. | 6.2 | 14 | 6.4 | 16 | 2 | 02 | 8.10 | 12.0 | 6.4 |

| Student Number | Pre-Test | | Post-Test | | Deviation | | Grade Levels | | |
|----------------|-------------|------------|-------------|------------|---------------|------------|--------------|------------|---------------|
| | Grade Level | Percentile | Grade Level | Percentile | Number Months | Percentile | Actual Grade | Ave. Grade | Level on Test |
| 16. | 9.1 | 31 | 11.0 | 58 | 19 | 27 | 10.10 | 10.7 | 11.0 |
| 17. | 7.4 | 05 | 7.1 | 04 | -3 | -1 | 10.10 | 14.2 | 7.1 |
| 18. | 6.2 | 14 | 6.4 | 16 | 2 | 02 | 7.10 | 10.0 | 6.4 |
| 19. | 6.0 | 10 | 7.7 | 50 | 17 | 40 | 7.10 | 9.2 | 7.7 |
| 20. | 5.7 | 07 | 5.6 | 05 | -1 | -2 | 7.10 | 8.9 | 5.6 |
| 21. | 6.4 | 16 | 6.1 | 12 | -3 | -4 | 7.10 | 10.6 | 6.1 |
| 22. | 7.9 | 27 | 9.3 | 62 | 14 | 35 | 8.10 | 9.1 | 9.3 |
| 23. | 7.2 | 14 | 7.6 | 21 | 4 | 07 | 9.10 | 11.2 | 7.6 |
| 24. | 7.2 | 04 | 6.9 | 04 | -3 | 0 | 9.10 | 13.6 | 6.9 |
| 25. | 6.3 | 14 | 7.2 | 31 | 9 | 17 | 8.10 | 9.7 | 7.2 |
| 26. | 5.2 | 03 | 6.2 | 14 | 10 | 11 | 7.10 | 9.7 | 6.2 |
| 27. | 5.2 | 01 | 4.6 | 01 | -6 | 0 | 9.10 | 14.8 | 4.6 |
| 28. | 5.5 | 01 | 4.9 | 01 | -6 | 0 | 9.10 | 13.6 | 4.9 |
| 29. | 6.0 | 10 | 6.6 | 21 | 6 | 11 | 7.10 | 8.7 | 6.6 |
| 30. | 6.7 | 21 | 7.9 | 27 | 12 | 06 | 8.10 | 10.7 | 7.9 |
| 31. | 5.6 | 05 | 6.6 | 21 | 10 | 17 | 7.10 | 10.6 | 6.6 |
| 32. | No Score | 21 | 7.8 | 10 | -- | -- | 9.10 | 12.5 | 7.8 |
| 33. | --- | -- | 6.5 | 18 | -- | -- | 7.10 | 8.7 | 6.5 |
| 34. | 6.5 | 18 | 7.5 | 42 | 10 | 24 | 7.10 | 10.6 | 7.6 |
| 35. | 6.5 | 02 | 6.5 | 02 | 0 | 00 | 9.10 | 12.3 | 6.5 |
| 36. | 5.3 | 03 | 7.4 | 18 | 21 | 15 | 8.10 | 11.1 | 7.4 |
| 37. | 5.1 | 12 | 6.0 | 10 | 9 | 08 | 7.10 | 9.8 | 6.0 |
| 38. | 7.8 | 24 | 8.4 | 38 | 6 | 14 | 8.10 | 10.9 | 8.4 |

The increase in grade placement levels ranged from *-6 months to 21 months.

The increase in percentile scores ranged from -11 to 40.

The total average gain in reading levels was 6.4 months.

The total loss in reading levels was 4.8 months.

The total gain, not including the scores that decreased, was 8.7 months.

The scores of eight students decreased; one student's scores remained the same.

The deviation scores were not available for two students.

TAYLOR COUNTY

(LABORATORY STUDENTS ONLY)
E.S.E.A. ANNUAL READING LAB. REPORT

Year 1969-70

Entrance Test Given - Pre. May 69 Post May 70

Slosson Read.
Stanford Read. Ach.

Tests Used Nelson Read. Ach. Form W, X, A, B Levels Pri. I - H.S.

Number in Labs. 442 Table 18 Grades 3,4,5,6,7,8,9,10

| | GRADES | Total Number of Students Enrolled in Grade | Total No. Students in Reading Lab. | Average I.Q. All Students | Ave. I.Q. Reading Lab. Students | Pre-test Reading Lab. Gr. Equiv. | %ile | Post-test Read. Lab. Gr. Equiv. | %ile | Ave. Gain Read. Lab. | Loss | Ave. No. of weeks in Lab. |
|--------------------|--------|--|------------------------------------|---------------------------|---------------------------------|----------------------------------|------|---------------------------------|------|----------------------|------|---------------------------|
| Flemington Grade | 3 | 45 | 35 | 93 | 95 | 2.1 | | 3.0 | | .9 | | 18 |
| | 4 | 38 | 32 | | 92 | 3.4 | | 4.1 | | .7 | | 18 |
| | 5 | 45 | 37 | | 98 | 4.0 | | 5.5 | | 1.5 | | 18 |
| | 6 | 44 | 21 | 90 | 96 | 5.0 | | 5.5 | | .5 | | 18 |
| Flemington Grade's | Ave | | | 92 | 95 | 3.6 | | 4.5 | | .9 | | 18 |
| Junior High | 4 | 31 | 6 | | 94 | 2.9 | | 4.1 | | 1.2 | | 22 |
| | 5 | 15 | 3 | | 95 | 3.5 | | 4.5 | | 1.0 | | 23 |
| | 6 | 16 | 3 | 95 | 97 | 4.7 | | 5.3 | | .6 | | 23 |
| | 7 | 185 | 49 | | 95 | 5.4 | | 6.8 | | 1.4 | | 26 |
| | 8 | 200 | 48 | | 95 | 6.3 | | 7.9 | | 1.6 | | 22 |
| Junior High's | Ave | | | 95 | 95 | 4.6 | | 5.7 | | 1.2 | | 23 |
| West Grafton | 3 | 69 | 31 | 99 | 98 | 2.6 | | 4.0 | | 1.4 | | 16 |
| | 4 | 48 | 34 | | 100 | 3.0 | | 4.7 | | 1.7 | | 16 |
| | 5 | 56 | 21 | | 99 | 4.3 | | 5.7 | | 1.4 | | 16 |
| | 6 | 62 | 40 | 98 | 103 | 5.0 | | 6.1 | | 1.1 | | 19 |
| West Grafton's | Ave | | | 99 | 100 | 3.7 | | 5.1 | | 1.4 | | 17 |
| Flemington High | 7 | 62 | 32 | | 96 | 5.5 | | 8.2 | | 2.7 | | 32 |
| | 8 | 56 | 19 | | 98 | 6.7 | | 9.2 | | 2.5 | | 33 |
| | 9 | 53 | 18 | | 99 | 7.3 | | 9.5 | | 2.2 | | 35 |
| | 10 | 34 | 13 | | 96 | 8.1 | | 10.1 | | 2.0 | | 34 |
| Flemington High's | Ave | | | | 97 | 6.9 | | 9.3 | | 2.4 | | 33 |

PUTNAM COUNTY

VIII. EVALUATION OF OBJECTIVES

2. Supplementary Reading Program, 1969-70, Elementary and Secondary (Grades 1 - 12)

The following eleven schools are included in these results.

| <u>Elementary</u> | <u>Jr. High School</u> | <u>High School</u> |
|-------------------|------------------------|--------------------|
| George Washington | George Washington | Buffalo |
| Poca | Hurricane | Hurricane |
| Rock Branch | | Poca |
| Buffalo | | Winfield |
| Hurricane | | |

| Grade Level | No. of Students | <u>PRE-TEST</u> | | | | | | | |
|-------------|-----------------|-------------------------|----|----------------------------|----|--------------|-----|--------------------------|-----|
| | | <u>Voca- bulary</u> | | <u>Compre- hensive</u> | | <u>Speed</u> | | <u>Grade Score Aver.</u> | |
| | | Grade Score | % | Grade Score | % | Grade Score | % | % | % |
| 1 | 2 | 1.4 | 48 | 1.3 | 21 | --- | --- | 34 | 1.3 |
| 2 | 108 | 1.1 | 21 | 1.2 | 21 | --- | --- | 21 | 1.1 |
| 3 | 75 | 2.0 | 40 | 1.8 | 37 | --- | --- | 38 | 1.9 |
| 4 | 91 | 2.8 | 35 | 2.6 | 33 | --- | --- | 34 | 2.7 |
| 5 | 90 | 3.3 | 36 | 3.4 | 37 | 3.6 | 21 | 31 | 3.4 |
| 6 | 71 | 3.9 | 41 | 3.8 | 34 | 4.0 | 36 | 37 | 3.9 |
| 7 | 162 | 5.1 | 33 | 5.1 | 34 | 5.5 | 38 | 35 | 5.2 |
| 8 | 109 | 5.3 | 29 | 5.3 | 31 | 6.6 | 45 | 35 | 5.7 |
| 9 | 81 | 6.1 | 31 | 4.8 | 30 | 6.7 | 38 | 33 | 5.8 |
| 10 | 45 | 5.8 | 26 | 6.3 | 31 | 6.4 | 33 | 30 | 6.1 |
| 11 | 24 | 7.5 | 30 | 6.6 | 29 | 7.1 | 32 | 30 | 7.0 |
| 12 | 21 | 6.0 | 17 | 7.0 | 26 | 5.7 | 18 | 33 | 6.2 |

Total--879

POST - TEST

| Grade Level | No. of Students | <u>POST - TEST</u> | | | | | | | | Progress |
|-------------|-----------------|--------------------|----|-------------|----|-------------|-----|----|-----|------------------|
| | | Grade Score | % | Grade Score | % | Grade Score | % | % | % | |
| 1 | 2 | 2.0 | 46 | 1.5 | 16 | --- | --- | 31 | 1.7 | / 0.4 |
| 2 | 108 | 2.5 | 58 | 2.3 | 55 | --- | --- | 56 | 2.4 | / 1.3 |
| 3 | 75 | 3.2 | 50 | 3.0 | 46 | --- | --- | 48 | 3.1 | / 1.2 |
| 4 | 91 | 3.7 | 53 | 3.8 | 52 | --- | --- | 52 | 3.7 | / 1.0 |
| 5 | 90 | 4.3 | 37 | 4.1 | 30 | 5.1 | 38 | 35 | 4.5 | / 1.1 |
| 6 | 71 | 4.9 | 35 | 4.7 | 33 | 5.4 | 30 | 32 | 5.0 | / 1.1 |
| 7 | 162 | 5.6 | 28 | 5.7 | 32 | 6.3 | 38 | 32 | 5.8 | / 0.6 |
| 8 | 109 | 6.0 | 30 | 6.2 | 31 | 7.2 | 39 | 33 | 6.4 | / 0.7 |
| 9 | 81 | 6.6 | 30 | 7.0 | 33 | 7.2 | 35 | 32 | 6.9 | / 1.1 |
| 10 | 45 | 6.7 | 32 | 6.2 | 30 | 5.9 | 27 | 29 | 6.2 | / 0.2 |
| 11 | 24 | 7.6 | 31 | 8.8 | 43 | 7.2 | 28 | 34 | 7.8 | / 0.8 |
| 12 | 21 | 8.4 | 35 | 6.6 | 26 | 8.3 | 39 | 33 | 7.7 | / 1.5 |

Total--879

| <u>Achievement Tests Used:</u> | <u>Pre-Test & Post-Test</u> | |
|--------------------------------|---------------------------------|-----|
| Grades 1 - 2 | Gates McGinitie Reading Test | A-1 |
| Grades 3 - 4 | Gates McGinitie Reading Test | A-2 |
| Grades 5 - 6 | Gates McGinitie Reading Test | B-1 |
| | or | B-2 |
| | Gates Reading Survey Test | C-1 |
| | | C-2 |
| Grades 7 - 12 | Gates Reading Survey Test | M-1 |
| | | M-2 |

Diagnostic Tests Used:

Doren Diagnostic Test
 Bond Clymer Hoyt Silent Reading Diagnostic Test
 Dolch Basic Sight Word Test

Mental Ability Tests Used:

Otis Lennon - Peabody Picture Vocabulary Test - Slossen

RITCHIE COUNTY
REMEDIAL READING PROGRAM

Ritchie County SCHOOL

DATE School Year 1969-70

| GRADE | TOTAL STUDENTS IN SCHOOL | NUMBER OF REMEDIAL READING STUDENTS | PERCENT OF REMEDIAL READING STUDENTS |
|--------|--------------------------|-------------------------------------|--------------------------------------|
| 3 | 101 | 31 | 30.6 |
| 4 | 181 | 57 | 31.4 |
| 5 | 206 | 61 | 29.6 |
| 6 | 215 | 57 | 26.5 |
| 7 | 120 | 35 | 29.1 |
| 8 | 99 | 32 | 32.3 |
| TOTALS | 922 | 273 | 29.9 |

Total number of students in class during the year. 292

Total number of students in class full year. 266

Total number of students returned to regular class as a result of achievement. 15

RITCHIE COUNTY
REMEDIAL READING PROGRAM

DATE School Year 1969-70

Ritchie County SCHOOL

| Grade | Enrollment | Loss | NUMBER OF STUDENTS SHOWING MONTHS OF GAIN ON STANFORD ACHIEVEMENT | | | | | | | | | | | | | | | | | | | |
|--------|------------|------|---|----|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|-----|
| | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19+ |
| 3 | 31 | 1 | - | - | 3 | 2 | 4 | 4 | 3 | 4 | 7 | 1 | 1 | 1 | - | - | 2 | 1 | - | - | - | 1 |
| 4 | 57 | 2 | 3 | 2 | 4 | 4 | - | 1 | 5 | 4 | 4 | 2 | 4 | 2 | 5 | 3 | 3 | 2 | 1 | - | - | 4 |
| 5 | 61 | 6 | 1 | 2 | 1 | 6 | - | 5 | 4 | 1 | 3 | 2 | 7 | - | 1 | 5 | 2 | 2 | 2 | 2 | - | 6 |
| 6 | 56 | 13 | 7 | 5 | 1 | 2 | 2 | 1 | 3 | 2 | 3 | 1 | 1 | - | 3 | - | 1 | 3 | 1 | - | - | 2 |
| 7 | 35 | 1 | 2 | 1 | - | 2 | 3 | - | - | 2 | 1 | 1 | 1 | 1 | 1 | - | 2 | 1 | 2 | - | - | 10 |
| 8 | 32 | 4 | 3 | 1 | 3 | - | 2 | - | - | 1 | 1 | - | 3 | - | 4 | - | 1 | - | 3 | 1 | 1 | 4 |
| TOTALS | 272 | 27 | 16 | 11 | 12 | 16 | 17 | 10 | 16 | 17 | 11 | 9 | 17 | 3 | 14 | 10 | 9 | 9 | 9 | 3 | 7 | 27 |

The difference between total enrollment and the number of students showing gain or loss is because some missed one test or the other.

RITCHIE COUNTY
REMEDIAL READING PROGRAM

Ritchie County _____ SCHOOL _____
DATE School Year 1969-70 _____

| GRADE | AVERAGE STANFORD ACHIEVEMENT SCORE | | |
|-------|------------------------------------|--------|------|
| | BEGINNING | ENDING | GAIN |
| 3 | 2.2 | 2.9 | 7 |
| 4 | 2.8 | 3.7 | 9 |
| 5 | 3.7 | 4.8 | 11 |
| 6 | 4.6 | 5.1 | 5 |
| 7 | 4.7 | 6.3 | 15 |
| 8 | 5.8 | 6.6 | 8 |

Test given in 7th mo.



RITCHIE COUNTY
REMEDIAL READING PROGRAM

Ritchie County SCHOOL

DATE School Year 1969-70

| GAIN IN ACHIEVEMENT ACCORDING TO I.Q. AS MEASURED BY STANFORD ACHIEVEMENT TEST | | | | |
|--|--------------------|-------------------------|----------------------|--------------|
| I.Q. | NUMBER OF STUDENTS | AVERAGE BEGINNING SCORE | AVERAGE ENDING SCORE | AVERAGE GAIN |
| 70 or below | 4 | 2.8 | 3.1 | 3 |
| 70 - 80 | 29 | 3.3 | 3.9 | 6 |
| 80 - 90 | 83 | 3.6 | 4.3 | 7 |
| 90 - 100 | 103 | 4.1 | 5.1 | 10 |
| 100 - 110 | 32 | 4.3 | 5.5 | 12 |
| 110 & Up | 3 | 3.5 | 4.2 | 7 |

B. What are the common characteristics of those Title I projects in your State that are most effective in improving educational achievement?

- (1) Children are carefully identified and grouped on the basis of need.
- (2) Needs of children are determined in priority order.
- (3) Comprehensive services including cultural opportunities are provided for a relatively small group of children.
- (4) Objectives of the program clearly and realistically stated.
- (5) The project is adequately staffed.
- (6) In-service training is provided and is directed toward the specific needs of the program.
- (7) Adequate materials and equipment are provided.
- (8) Sufficient funds are budgeted.
- (9) Family and community involvement is an integral part of the plan.
- (10) Emphasis is upon prevention and early diagnosis and remediation.

C. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost.

The most effective Title I programs are those that involve a comprehensive approach to compensatory education for disadvantaged children. This means that the services provide in addition to the academic needs such supporting services as psychological services, counseling, speech therapy, health and dental corrections, nutrition and school lunch, para-professional personnel, in-service training for staff, social and cultural opportunities and parental and community involvement. This type of comprehensive service to disadvantaged children involves a high cost per pupil.

5. What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Educational Agency, local educational agencies and nonpublic schools?

State Educational Agency

Title I operation has made little change in the basic administrative structure of the State Educational Agency. Personnel have

been added to the staff to administer the program and the regional approach to providing services to local educational agencies has been strengthened.

The effect of Title I operation on educational practices, both at the State and local level, has been more pronounced and include the following: A better understanding of and a new approach to meeting the needs of educationally disadvantaged children, development of curricula especially designed for disadvantaged children and clearer statements of objectives with related procedures for evaluation.

Local Agencies

The effect of the Title I program operation on the administrative structure of local agencies has been very limited. Title I coordinators in the counties and Title I programs have led to closer coordination of various services and the agencies providing these services for educationally disadvantaged children. The effect on educational practices has been the same for the local agencies as was described above for the State Agency.

Nonpublic Schools

Title I programs have had little or no effect on the administrative structure of nonpublic schools. There has been some spill over effect on educational practices, since in some areas there has been rather extensive services to nonpublic school children. In some instances nonpublic school personnel have received in-service training in methods of teaching disadvantaged children. Also, contact with public school personnel who work with nonpublic school children has affected educational practices in nonpublic schools.

6. Additional efforts to help the disadvantaged
 - A. If State funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increasing funding with State money, and the amount and proportion of total program funds provided by the State for the 1969-1970 school year.

In some LEAs the Title I allocation was insufficient to meet the entire budget of the Title I program as planned and local funds were used to supplement the regular Title I budget. An amount approximately equal to the Title I expenditure for special education for mentally handicapped was provided for State supported classes in special education.

- B. Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

The following report from one LEA illustrates the type of coordination with other State and Federal programs which exists in the local agencies.

ESEA Title II - Title II purchased library books for the library-media center at Spencer Elementary, our largest, eligible school under Title I. The librarian attended a Title II sponsored workshop and Title I paid her a stipend and furnished materials.

ESEA Title III - We utilize the consultants from the Region VI Pace Center as well as the films, materials and equipment. Project Find has been most helpful, also.

ESEA Title VI-A - Title VI-A funds were used to begin a special education class. The relocatable building, school bus, materials and most of the equipment were purchased through VI-A. The teacher was trained during the summer under Title I.

U. S. Department of Agriculture Food Program - These funds and commodities were used in connection with Title I funds to feed disadvantaged students.

Community Action Agency - The CAA maintains clothing centers in our county. The community aides and the Title I social worker worked together in supplying clothing for needy children.

Neighborhood Youth Corps - Both Title I and NYC are housed in the same office building. We both confer on mutual students to meet their needs. Our social worker has helped secure employment for NYC workers.

NDEA Title III - Equipment purchased under NDEA Title III is used in eligible schools.

NDEA Title V-A - Money is being used in both high schools, which are Title I schools, in support of salaries of two guidance counselors and their materials and equipment.

State Social and Welfare Agencies - Our two agencies maintain a fine working relationship pertaining to glasses, food, home visits, etc.

7. Evaluate the success of Title I in bringing compensatory education to children enrolled in nonpublic schools.

Cooperative educational programs have been developed in several areas involving participation of eligible nonpublic school children. Not only are programs shared, but so are personnel, equipment and teaching

supplies. The principal areas of cooperative endeavor are: special education, vocational education, remedial work in language arts (including reading), speech therapy, and activities designed to overcome cultural and social deficiencies.

The most commonly funded types of projects involving nonpublic school children are:

Programs in remedial reading are the most common. These programs involve placing teachers of remedial reading in nonpublic schools. Teacher aides are used to supplement the work of these teachers. Specialized equipment and teaching supplies are placed in these schools to service the program. Tutorial services are provided to students needing such assistance. A supervisor of reading serves nonpublic schools involved on the same basis as for public schools.

Special education programs (educable and trainable retarded) involving nonpublic school children are common. Teachers are provided and equipment and teaching materials furnished. Speech pathologists diagnose and provide therapy for children needing help with various types of speech problems.

Nonpublic school teachers involved in Title I programs are participating in in-service training programs provided by Title I funds.

8. How many local educational agencies conducted coordinated teacher-teacher aide training programs for educational aides and professional staff members they assist? What was the total number of participants in all projects having such training?

West Virginia Training Program
for Teacher Aides

Enclosed with this report as Attachment #3 is a copy of an in-service training program for teacher aides and teachers assisted by these aides, as developed by the West Virginia Department of Education, and approved by the West Virginia Board of Education on March 18, 1968. This program was designed to meet requirements of Federal statute, as well as statutory requirement enacted by the West Virginia Legislature ("School Laws of West Virginia," section 18-5-13).

All Title I project applications for fiscal year 1970, involving services of teacher aides, were required to include as a part of the application document a program for the training of these aides including involvement in the training activities the professionals (teachers) served by the aides. These programs as approved by the State Agency were in operation on the local educational agency level during school year 1970 (F.Y. 1970).

Combined Report of Pre-Service and In-Service Training for West Virginia LEAS for FY 1970

What was the approximate amount of Title I funds used for pre-service and/or in-service training? \$ 224,960

What was the approximate amount of local funds used for pre-service and/or in-service training? \$ 151,360

What was the average number of hours spent on pre-service and/or in-service training? Professionals 25
Aides 66

If consultants were used for either pre-service and/or in-service training indicate the numbers following the appropriate item.

| | NUMBER |
|--|--------|
| Members of University staff | 143 |
| Members of College staff | 287 |
| Representatives of equipment manufacturers | 121 |
| Representatives of material suppliers | 37 |
| Specialists on the school staff | 425 |
| Principals | 67 |
| Administrators | 88 |
| Members of Department of Education staff | 756 |
| Other (specify) | |

Number receiving training during the 1969-70 school year and during the summer of 1970. Mark NONE to indicate no participation.

Teachers 2468 Aides 1027

Number LEAs providing in-service 55
 Number LEAs providing coordinated in-service 46
 Number LEAs employing aides 46

9. Describe the nature and extend of community and parent involvement in Title I programs in your State. Include examples of parent and community involvement in Title I projects.

The record of adult (laymen) participation in Title I programs for fiscal year 1970 is as follows:

| | |
|--------------|------|
| Parents | 2873 |
| Other Adults | 745 |
| TOTAL | 3618 |

10. Examples from LEA reports of parent and pupil participation in Title I programs.

Timmy

Timmy, twelve years old, didn't like to read. We became acquainted in our reading class and we found out that Timmy was interested in baseball and also in dogs. With suggested books, Timmy began reading sports stories and dog stories on his level. He was not forced to read the stories, he was "lured" or "enticed" to do so because of his interest in these two fields

We were aware of the fact that he read all he could during the school day, and we were very pleased when Timmy began to sign out book after book to take home.

When we complimented him on that fact, Timmy said, "Oh, I do almost all of my reading in school, but since I really have learned to read, I told my father about it and also about some of the stories. It is for my father that I sign out these books. You see, he too has become interested in reading."

Painless Progress

The three were placed in second grade, but their achievement level was pre-primer.

They came to the Title I reading room shy and unsmiling. But they were intrigued by the filmstrip projector, and fascinated by the earphones and the listening station.

The teacher gave them each a book Leonard Visits Space and put on a record of the story. They listened attentively, and watched the book with the many pictures as the narrator read.

"That was a good story!" The teacher questioned them about the story and they voiced their opinions.

"Let's read the story aloud," suggested the teacher.

"We can't read!"

"Suppose we try!"

And try they did, surprisingly perhaps, remembering such words as time machine, space, and astronaut.

After they had finished, one little boy looked up and grinned.

"What do you know? We read the whole book and didn't even know the words!"

Tiger Teeth

He looked away as if he were about to smile, but he didn't smile. The Community Agent wondered why, and gained his confidence to the extent of finding why.

On either side a large tusk had protruded over his other teeth and were pushing against his upper lip.

"They are like tiger teeth," he said. The Community Agent visited the home, and found the family income consisted of Aid to Dependent Children.

The father was dependent, despondent, and defeated.

The Community Agent found that the Dental Clinic no longer took welfare cases for extreme dental care. Twenty calls to dentists produced no positive results.

Then a call to Social Services gave promise, for they provided names of a few dentists who volunteered help in such cases.

After the Community Agent secured an appointment, the mother took the child for the dental work.

The parents did not know how to get help. They who do know care.

The boy is no longer Tiger Tooth. He is smiling, because his teeth are even, and even more because he knows somebody cares.

And his smile is growing wider. He is making good grades, and somebody has told him that when he shows a high school diploma, he will be helped to find a good job. And he wants that job, with clothes, a car and a house with room.

Might we say that "Tiger Tooth's Teeth is Title I's thrill?"

Curtis

The following case study will point up the idea that most children having difficulty in reading need a prolonged program in order to show improvement. Perhaps a short refresher type course would benefit children who are disadvantaged only academically, but most of our remedial students have many more factors to overcome. If they have been underachieving for four years, they have built up a four year resistance to learning. Add this to generations of the same resistance in their family background and the obstacle is difficult, if not impossible, to overcome. The boy chosen for this study is a typical member of a hard core group of students who are disadvantaged and remain disadvantaged even after intensive remedial courses. This pupil is chosen because he is typical in that he is beginning to respond.

Curtis enrolled in the Summersville Grade School midway in the 1968-69 school term. He was a very shy boy who did not relate well with either students or faculty. He did not participate willingly in classroom activities or play activities, although he was a pretty good ball player and was readily accepted as a member of his class team.

His fourth grade teacher requested that the reading teacher give him a series of diagnostic tests to help her place him in her developmental program. It was learned from these tests that his reading level was 3.0 which made him underachieving 16 months. His ability was tested at 98 within the normal range.

As a result of these tests he was placed in remedial classes and continued with them the remainder of the year. They apparently did him little good because his score on his Stanford Achievement Test at the close of the term was 3.3. He was still underachieving 16 months. He was asked to attend summer classes but neither he nor his parents expressed any interest.

Curtis is from a low income family, culturally deprived, but not without basic necessities. He did not dress as well as other members of his class, but most of the time he was clean. Perhaps Curtis's poor attitude about school has its roots in the attitudes of his family. For example, there are no books or reading materials in the household, but Curtis had a mini-bike and a pony - the only subjects about which he would show enthusiasm.

The next year he was included on the remedial list and retested. At this point, 5.0, he scored 4.1 on a Slossom Oral Reading Test and showed a reading level of 4.1 on an informal reading inventory. He was put into SRA programmed materials at level 2.6, the highest level at which he could achieve success. He was placed on a Controlled Reader level at 1.2 but after he began work it was apparent that this was not challenging enough. He changed to 2.1

level and very shortly to 3.1. At the end of the term he was reading at 5.1 level, independently, with good comprehension at 75 words a minute. In SRA he worked up to level 5.0 again with a high degree of success.

Curtis's attitude had undergone a radical change. He was taking part freely in classroom and playground activities. In fact, he had even shown some aggressive behavior in both places, which may or may not be classified as improvement. He was working at grade level in all subject matter, with apparent success. That is, he made average grades on his report card.

On the Stanford Achievement Test at the end of the fifth grade, Curtis scored 5.4 in reading which was a 2 year 5 months gain over his test score the year before. Now he is underachieving only 5 months. He will be included in remedial classes next year to further reduce this discrepancy but more vitally to increase his speed in silent reading.

Johnny

Little Johnny was blind from birth. He was born into a family of nine (9) brothers and sisters and to a mother and father who were deeply interested in allowing Johnny to develop as a normal human being; however, the family economic status did not allow the parents to fulfill their aspirations for Johnny's future.

Johnny's parents and family met the anxieties and apprehensions of permitting Johnny to enter the external world through the door offered by the Harrison County Title I project. Johnny's first dramatic experience with meeting the challenge of the external world, alone, was initiated during the 1969 Harrison County Title I project; Johnny was also enrolled in the Harrison County Title I project during 1970.

The two (2) years in which Johnny was enrolled in the Harrison County Title I pre-school was instrumental in developing his: social awareness, self-concept, cooperation, and realization that he was an individual.

When Johnny first came to the project, he was a retiring, introverted, quiet, and yet, a demanding child. He constantly clung to the hand of his pre-school teacher and was incapable of or feared to freely join his peer group in the pre-school class.

As time progressed, Johnny became "one-of-the gang." He became interested in such activities as physical education (tumbling, pull-ups, push-ups, etc.), music (string instruments, singing, etc.), playing with other children, going on field trips, answering questions the teacher would put to the total class, and in general, becoming a full member of his pre-school class.

His independence and self-assurance blossomed during these two years of exciting and bold new adventures.

Although Johnny was deficient in one physical attribute, he did not lack for initiative in the constant development of his inquisitiveness and curiosity in the world about him. These attributes permitted him to develop an intellectual ability second to none in his class.

It can be stated that without the opportunity provided Johnny by the Title I project, Johnny would not have been permitted to develop all of his intellectual, social, physical, and psychological abilities. This was manifested by the fact that Johnny enrolled in the Romney School for the Deaf and Blind in September, 1970, free of any anxieties on his part.

Little Johnny left for his new school with his, now typical, enthusiasm and excitement towards accepting a new challenge. As an epilogue, Johnny gave more than he received from the Title I project in terms of a renewed dedication by the project staff in meeting the many challenges of helping all the disadvantaged children of Harrison County.

WEST VIRGINIA DEPARTMENT OF EDUCATION
Bureau of Services and Federal Programs

Job Analysis

Title: ESEA Title I Regional Specialist

Provided under Title I, ESEA and assigned to a Regional Office.

Responsibility:

Responsibility for the provision of consultant service to local educational agencies (counties) for Title I ESEA. The position will provide assistance in the planning of Title I projects and for the implementation and evaluation of these projects.

Relationship:

The Regional Specialist for Title I is responsible to the Assistant State Superintendent in charge of the Bureau of Services and Federal Programs, West Virginia Department of Education. Since Title I is basically an educational program, the Title I Regional Specialists shall work with the Regional Coordinators to insure that Title I makes a contribution to the total program, by serving the special needs of disadvantaged children. This coordination includes a cooperative effort with the Bureaus of Instruction and Vocational Education of the State Department of Education.

Qualifications:

This position shall be filled by an individual who has a broad background in general and professional education. The individual shall have attained at least a master's degree and shall have had successful public school experience. He shall have exhibited competence in leadership and possess the ability to plan, implement and evaluate programs. He should be able to express himself effectively in writing as well as speaking, and to follow directions as well as assist others in doing so.

Functions and Duties:

Assist local educational agencies to do the research required to determine the special needs of financially and educationally deprived children and youth, and to assess these needs in terms of priorities for program planning.

Functions and Duties (cont'd.):

- . Work with school officials and curriculum committees in the planning and preparation of instructional programs and related services designed to meet the special needs of deprived children eligible under Title I Guidelines.
- . Review the completed Title I project application in terms of conformity with standards and requirements for a Title I program as well as its prospect for attaining the assigned program objectives. Submit review in writing to the Administrator of Title I, including such observations and suggestions as may be considered helpful in the project application review at Department of Education level.
- . Assist local educational agencies in the implementation of approved Title I programs, including staffing, selection and procurement of equipment and teaching materials, and development of activities and procedures for carrying out the program.
- . Assist with evaluation of Title I program through application of both objective and subjective instruments of measurement. Encourage procedures that will promote "feed-back" from evaluation to program planning, so that selection of objectives and planning procedures may be constantly refined.
- . Encourage local educational agencies to plan and conduct Title I programs as integral parts of a comprehensive educational program rather than as isolated activities and services. Disadvantaged children are a part of a total school program.
- . Assist local educational agencies to coordinate Title I program planning with representatives of all community agencies and organizations providing services for disadvantaged children, so that the total resources of the community may be directed toward meeting the special needs of these children.

10/29/68

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF SERVICES AND FEDERAL PROGRAMS

Outline For On-Site Review of Title I ESEA Projects, FY 1970

- I. Are Title I activities limited to eligible schools and eligible pupils?
 - A. Basic Data Survey
 1. Has a bona fide survey been made?
 2. How recent is this survey?
 3. Are "back up" files complete on this survey?
 4. Does an accurate interpretation of the data support the listing of eligible schools?
 5. Has the survey applied all criteria uniformly throughout the county?
 - B. In the eligible attendance area, are only eligible pupils being served?
 1. Has proper survey been made to identify the educationally disadvantaged?
 2. Are results of this survey on file?
 3. Are the data sufficient to document need?
 4. Has the data been realistically interpreted in a uniform way throughout the county?
 5. What provisions are made to keep data current?
 6. Are welfare-type services provided only to economically disadvantaged pupils?
 7. Are only educationally deprived children participating in Title I instructional services?
- II. Is the greatest emphasis placed on the areas of highest priority?
 - A. Do activities and services included in the program reflect the same priorities as are indicated in the project application?
 - B. Are the areas of need designated as priorities adequately supported by the test results and other data used to determine educational deprivation?

- C. Are highest expenditures in the areas of highest priority?
 - 1. Are allocations of money or services based on need rather than on a per school or per pupil basis?
 - 2. Do schools with high incidence of need receive relatively more services than schools which barely qualify?
 - 3. Are the needs of the children in schools having a high incidence of need being served before considering those schools with a lower incidence of need?

- III. Is implementation limited only to approved activities and services?
 - A. What activities or services described in the project application have not been implemented?
 - 1. What amount was budgeted for activities and services which have not been implemented?
 - 2. Why weren't these activities and services carried out as budgeted and approved?
 - 3. What provision is being made to re-invest this budget surplus?
 - B. Are services and activities made available to only those schools included in the approved project as target schools?
 - C. Have any activities been financed by Title I funds which were not approved in the basic project application or by subsequent amendment?
 - D. Have Title I personnel confined themselves to activities and services needed to carry out the approved Title I program?

- IV. Are there indications of possible supplant of local funds by Title I funds?
 - A. Has personnel been transferred from regular county staff to Title I without being replaced?
 - B. Have Title I funds been used to relieve the local budget, such as reducing teaching supplies allocations to Title I schools, etc.?
 - C. Are all other sources of funds for welfare-type services exhausted before Title I funds are used?
 - D. Is there a plan effectively operating to coordinate services of various agencies to assure meeting all needs without duplication?
 - E. Has each individual school continued to receive the same or more support from State and local funds as it received before Title I?



State of West Virginia
Department of Education
Charleston
25305

REX M. SMITH
STATE SUPERINTENDENT
OF SCHOOLS

M E M O R A N D U M

TO: County Superintendents
Deans of Teacher Preparation Institutions
Heads of Education Departments of Teacher Preparation Institutions

FROM: Rex M. Smith, State Superintendent of Schools

DATE: March 25, 1968

The enclosed copy(s) of Auxiliary Personnel regulations was prepared by a committee of classroom teachers, principals and Department members under the direction of the State Superintendent of Schools. The 1967 Legislature established authority to employ and provide in-service training for teacher aides. The training is to be in accordance with rules and regulations of the State Board of Education. (School Laws of West Virginia § 18-5-13) The regulations for Auxiliary Personnel were approved by the West Virginia Board of Education on March 18, 1968. The Board directed that the regulations be distributed to county boards of education and to teacher preparation institutions.

RMS/mk

Enclosure

AUXILIARY PERSONNEL
(Regulations)

Approved by West Virginia Board of Education March 18, 1968

INTRODUCTORY
STATEMENT:

The utilization of auxiliary personnel (aides) in the schools of West Virginia is expected to contribute to the improvement of the instructional program and should have a positive influence on the quality of education provided. By definition, an aide is a person employed by a school system to relieve the teacher of school activities which do not require teaching or other professional skills. The State Department of Education is concerned that these additional persons be used wisely and recommends that school systems establish appropriate policies. The policies developed should be compatible with the purpose for the employment of aides and should include: relationships with professional personnel; nature of assignments; recruitment and selection; qualifications; a program of training.

The presence of auxiliary personnel is new and will, undoubtedly, result in some changes in staff utilization. It should be emphasized that any change in utilization does not relieve teachers of their teaching responsibilities. Until policies have been developed and practices evaluated, the State Department of Education does not believe that certification regulations should be established for auxiliary personnel but that certification of aides should be under continuous study and development.

The following recommendations are intended to assist school authorities in developing policies for auxiliary personnel:

RELATIONSHIPS:

The aide

- is directly responsible to the school principal who may delegate responsibilities to other staff members.
- serves under the direct supervision of certificated personnel.

Note: The aide can serve as a substitute for a teacher only if the said aide is certified as per Section 18-7-43 of the School Law.

NATURE OF
ASSIGNMENT:

The aide

- may be assigned under one or more of the following categories:

General School - one who performs tasks of a noninstructional nature under direct supervision of certificated personnel such as monitoring playground, lunchroom, and bus loading.

Clerical (school) - one who performs tasks of a clerical nature under direct supervision of certificated personnel

Classroom - one who performs tasks in the classroom under the direct supervision of certificated personnel such as assisting with pupil activities.

(The term teacher refers to all certificated personnel who are responsible for instruction, for instructional services and/or for pupil personnel services in the school.)

*Attached sheets list suggested duties for each classification of aides.

RECRUITMENT
AND SELECTION:

The procedures for recruitment and selection should tap the wealth of previously undiscovered talent, particularly among males, who appear to be capable of functioning in the specific role to be filled. Recruitment may be aided by utilizing retired persons and/or such agencies as the Neighborhood Youth Corps, West Virginia Employment Security, Job Corps, Aid to Appalachian Youth - Community Development.

Procedure for the selection of an aide:

- application of the candidate
- personal interview by the superintendent and/or personnel director of the county school system
- personal interview by the principal of the school where aide will be assigned
- appointment made by the county board of education from a list recommended by the county superintendent.

QUALIFICATIONS: The aide should

- meet the health qualifications required of teachers.
- be at least a high school graduate or have qualified for an equivalent high school diploma on the basis of the General Educational Development test.
- have a general understanding of the purposes and organization of public education.
- meet proficiency standards determined by the nature of the job to be performed.
- demonstrate emotional stability and the ability to work well with others.
- reflect a clean and appropriate appearance.
- agree to participate in preservice and in-service training programs.
- agree to adhere to the code of ethics of the teaching profession.

Note: It would be desirable for the classroom aide to have an associate degree (two years of college).

PREPARATION:

The training of aides should depend upon:

- educational levels they have attained
- jobs for which they are being prepared

The local school system should make provisions for the training needed. This training should be under the direction of a person whose primary function is to coordinate the program. Personnel of the local school system and/or area colleges should be used for planning and staffing. The State Department of Education suggests the following with respect to programs of training:

Programs shall:

- provide coordinated training of the aides and the professional staff to whom they are assigned.
- include a basic orientation in human development, social relations, ethical practices and the school's goals and procedures as well as some basic skill training.
- contain a minimum of 108 hours of formal instruction for classroom aides:

preservice orientation-----12 hours
 instruction during the first two
 months of employment-----48 hours
 instruction during the remaining
 months of employment-----48 hours

Following the initial two month period it is recommended that an evaluation be made at the end of the preliminary training period to determine the needs for further training and/or to recommend termination of employment. The subsequent in-service program (48 hours) should consist of organized activities other than those actually performed on the job. The activities should reflect locally determined needs and might include individual and/or group counseling; visitation; large and small group seminars using resource personnel; workshops to extend basic skills training.

- contain a minimum of 54 hours of formal instruction for general school and clerical aides:

preservice orientation-----12 hours
 instruction during the first two
 months of employment-----18 hours
 instruction during the remaining
 months of employment-----24 hours

Following the initial two month period it is recommended that an evaluation be made at the end of the preliminary training period to determine the needs for further training and/or to recommend termination of employment. The subsequent in-service



program (24 hours) should consist of organized activities other than those actually performed on the job. The activities should reflect locally determined needs and might include individual and/or group counseling; visitation; large and small group seminars using resource personnel; workshops to extend basic skills training.

During each of the training periods the professional staff member to whom the aide will be assigned should participate in at least 6 hours of the preservice orientation and as much of the formal instruction as deemed advisable by the local school system. It is understood that the on-the-job training will be a coordinated program including both the aide and the professional staff member to whom he is assigned.

- provide for a minimum of 60 hours (at least 6 hours per month) of in-service training for classroom aides who have previously completed 108 hours of training. This in-service should be conducted during each subsequent year of employment.
- provide for a minimum of 30 hours (at least 3 hours per month) of in-service training for clerical and general school aides who have previously completed 54 hours of training. This in-service should be conducted during each subsequent year of employment.
- provide continuous on-the-job training for the improvement of aides. Types of activities should reflect locally determined needs and should include a review of daily experiences by teacher and aide as well as cooperative planning for the coming day and/or week.
- provide assistance to the teacher to whom an aide is assigned. This assistance should be cooperatively planned.

Note: The personnel of the local system, the region, the colleges or universities and the State Department are resources which should be used to implement the training program.

NATURE OF ASSIGNMENTS

These are merely illustrative of the wide range of activities that are possible and sometimes desirable, always depending on the particular needs of the pupils, the ability of the aide, and the leadership skills of the teacher.

GENERAL SCHOOL AIDE:

It is probable that the clerical and/or classroom aide may engage in activities listed below.

1. Collect monies for milk, lunch, and bank -
Supervise collections, class dues
Be responsible for safekeeping of funds
2. Inventory books and supplies -
Help teacher check materials and books used directly by children
Check all supplementary materials
3. Give out lunch tickets -
Keep track of absentees for lunch tickets
4. Assist the teacher in checking books during library periods -
File distribution cards
Care for room library
5. Assist the teacher with lunchroom, playground, and bus duties
Note: Aide should never have sole responsibility in supervisory capacity and should always have a teacher readily available.
6. Housekeeping duties
7. Helping children with clothing
8. Monitoring hall duty
9. Assist in health inspection

CLERICAL AIDE:

In addition to the activities listed below the clerical aide should be able to effectively engage in activities listed under general school aide.

1. Keep attendance record -
 - Take daily attendance to office
 - Mark daily attendance in registers
 - Balance register in pencil, ink in when checked by principal
 - Mark attendance on report cards, permanent records and transfer cards
2. Copy report cards -
 - Prepare both duplicate and permanent report cards, with name, grade, etc.
 - Copy marks on permanent cards, copy in remarks
 - Prepare envelope and check cards in when returned
3. Make out inventory forms
4. Obtain orders and requisition supplies for teachers
5. Keep class lists up to date
6. Enter general information on cumulative records
7. Prepare registration cards
8. Assist copying information on health cards -
 - Add communicable diseases as they occur
9. Prepare and run off duplicated materials
(Plans, mimeographed pages, reading tests, seatwork, book lists, etc.)
10. Type weekly schedules of activities
11. Help orient new pupils

CLASSROOM AIDES:

In addition to the activities listed below the classroom aide should be able to effectively engage in many of the activities listed under clerical and general school aide.

1. Keep files of children's work
(Materials saved to be selected by teachers)
2. Assist in operating instructional aids
3. Secure pictures, books, art supplies and other illustrated materials for lessons as directed by the teacher
4. Assist in preparation of classroom displays (materials selected by teacher)
(Bulletin boards, art work, book tables, decorate for holidays)
5. Write on chalkboard - plans and/or announcements prepared by teachers
6. Correct objective written work
7. Handle routine interruptions; i.e., notes from other teachers, messages and deliveries - make routine phone calls
8. Prepare routine notices; i.e., PTA notices, information bulletins
9. Prepare laboratory materials and assist in laboratory exercises
10. Conduct arithmetic and word games when there are definite directions firmly established by teacher
11. Provide piano and autoharp accompaniment on teacher-taught song (rehearsal situation)
12. Read a story
13. Dictate
14. Physical education
15. Check to see if seatwork activities are completed, check to see that written assignments are handed in when due
16. Repeat teacher-prepared instructions
17. Assist in small group instruction -
 Assist a student with his individual needs
18. Monitor tests