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ABSTRACT

A successful 2-year reading program in Atlanta, Georgia, is evaluated from several points of view and in various ways. The program involved changes in the physical plant, teaching techniques, instructional objectives, inservice education, and community involvement of the three participating elementary schools. Emphasis was on the improvement of reading skills through the use of new materials, diagnosis of student abilities, a variety of teaching methods, specified behavioral objectives, and the help of volunteer teacher aides. The program sent teachers out into the community to teach parents about early childhood development, reading development, and the role of parents in the education of children. Evaluation of the program includes (1) results of the Metropolitan Achievement Tests which showed significant improvement of reading levels; (2) evaluative statements by three reading consultants; (3) a detailed account of the school's adult education program, its enrichment and recreation activities for children, and special events for the community; (4) surveys of teachers, parents, and administrators; and (5) a statement by the program director. Tables, photographs, and evaluation forms are included. (AL)

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URBAN LABORATORY IN EDUCATION

An Education Improvement Project
Atlanta, Georgia

Annual Report 1970-71

003 860



URBAN LABORATORY IN EDUCATION

An Education Improvement Project

Atlanta, Georgia

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

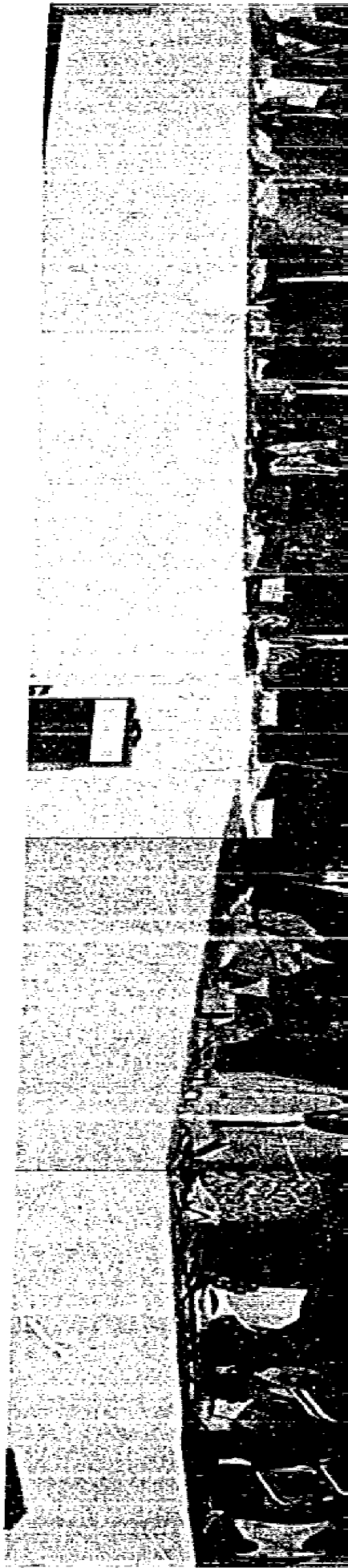
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Annual Report 1970-71

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Members of the Atlanta EIP Governing Board during meeting at Grant Park School in May 1971



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Director's Statement

The year 1970-71 marked the second year of EIP operation under the plan outlined in the "Prospectus for New Directions," July 1969. To some degree, this year was one of expansion, particularly in terms of the in-school reading model implemented at E. A. Ware last year. Additionally, each School/Community Council operated on an increased budget, with further expansion of activity. The year has been less frustrating than the period beginning in February of 1969 through early 1970 due, obviously, to the absence of the throes necessarily experienced at that time. For that, we have been appreciative. On the other hand, the development of organization in the EIP communities has been continually challenging. To that end, perseverance is the key.

This annual report is submitted periodically to chronicle the efforts to simultaneously improve education and the communities of concern in the growing and complex metropolis of Atlanta, Georgia. Compiling and presenting the 1969-70 report posed some serious problems which interfered with presentation as scheduled. We have been able to compile, and present, this report without these complications. For this, we are also grateful.

We are also proud of the fact that the project's efforts have attracted the attention of education leaders in Atlanta as well as other areas. It has been our earnest desire to become a beacon in the quest for educational reform and improved community life. This reality would have been impossible without the sincere and conscientious efforts and dedication of the personnel, both lay and professional, involved. Such dedication has been inspiring and rewarding. My gratitude is directed to the parents, citizens, school personnel and project staff for their participation and cooperation. It is hoped that such attitudes, motivation and activity will perpetuate

themselves into the terminal year of project life, and, hopefully, into the infinite future.

Sidney H. Estes
Executive Director

ORGANIZATION

ORGANIZATION

The Governing Board

The Governing Board is composed of three members each from Atlanta University, Atlanta Public Schools and Emory University, the major institutions involved in the Urban Laboratory Project. In addition, the Southern Association of Colleges and Schools supplies two members to the Governing Board. Further representation comes from each of the three school communities (E. A. Ware, M. Agnes Jones, and Grant Park), the Parents Teacher Association president and two other individuals selected from, and by, the communities.

During the year of 1969-70, the Governing Board membership stood as follows:

1. Atlanta University

Dr. Thomas Jarrett, President
Dr. Richard Barksdale, Dean, Graduate School
Mrs. Genevieve Hill, Dean, School of Social Work

2. Atlanta Public Schools

Dr. John W. Letson, Superintendent
Dr. Hilliard Bowen, Assistant Superintendent
Dr. Curtis Henson, Assistant Superintendent for Instruction

3. Emory University

Dr. Sanford Atwood, President
Dr. Charles Lester, Dean, Graduate School
Dr. James Miller, Director, Division of Education Studies

4. Southern Association of Colleges and Schools

Dr. Donald Agnew, Director
Education Improvement Project
Dr. John Codwell, Deputy Director
Education Improvement Project

5. Grant Park Community

Mrs. Nancy Rhoden, Savannah St. Mission
Mr. Wayne Nations, School/Community Council Chairman
Mr. Joseph Laudicina, Parent

6. M. Agnes Jones Community

Mrs. Fannie Barnes, President, PTA
Mrs. Rudolph Smith, Parent
Mrs. Johnnie Robinson, Parent

7. E. A. Ware Community

Mrs. Bessie Birt, President, Parents Teachers Association

Mrs. Helen Howard, Vine City Foundation

Mr. Samuel Dicks, School/Community Council Chairman

During the course of the year changes in membership on the Governing Board occurred because of two factors: (1) normal turnover in PTA officer-ships, movements out of the area, and (2) most importantly, a request in January from the School/Community Councils for increased community representation to the Governing Board.

At the January meeting of the Board, a request came from the floor for additional members to be placed on the Board from each E.I.P. community; considerable discussion ensued. It was finally resolved that the Community representatives to the Board should go back to their respective councils and present the following proposal: "That each community would be allowed three regular members to the Governing Board and three alternate members." This was done, and at the March meeting of the Governing Board, this matter was again discussed. Essentially, the cited proposal had been rejected by two of the Councils. Grant Park's Council had accepted it fully. During the March meeting, however, displeasure with the proposal was expressed by all communities. Finally, it was agreed that each community would have six Governing Board members, but only four could have voting privilege at any given time. This agreement, nonetheless, increased the number of eligible community votes on the Governing Board from nine to twelve. As an out-growth of this experience and other elections, the Governing Board membership at the end of the year was as follows:

EIP GOVERNING BOARD

ATLANTA UNIVERSITY

Dr. Thomas D. Jarrett

Mrs. Genevieve Hill

Dr. Richard Barksdale

COMMUNITY

Grant Park:

Mr. Wayne Nations

Mrs. Nancy Roden

Mr. Joe Laudicina

Mrs. Arlene Martin

Mrs. Doris Shadix

EMORY UNIVERSITY

Dr. Sanford S. Atwood
Dr. Charles T. Lester
Dr. James O. Miller

M. Agnes Jones:
Mr. Cassius Ellis
Mrs. Joyce Smith
Mr. Major J. Brown
Mrs. Mary White
Mrs. Nina Moore
Mrs. Mildred Farmer

ATLANTA PUBLIC SCHOOLS

Dr. John W. Letson
Dr. Curtis Henson
Dr. Hilliard A. Bowen

Ware:

Mr. Samuel Dicks
Mrs. Bessie Birt
Mrs. Helen Howard
Mrs. Annie Brown
Mrs. Ola M. Ushery

SOUTHERN ASSN. OF COLLEGES AND SCHOOLS

Dr. George Seward

In the latter half of the year, the Governing Board lost three valuable members: Dr. John Codwell, who accepted the position of District Superintendent in the Houston, Texas, Public School System; Dr. Donald Agnew, who retired from SACS, and Mrs. Joyce Smith, whose family moved to Massachusetts.

Urban Laboratory Central Staff

The Urban Laboratory in Education, located on the campus of Morris Brown College, maintains a central staff, which oversees the implementation and activities of the programs of the Atlanta EIP.

Dr. Sidney H. Estes has served as Director of the Urban Laboratory since February 1969. Dr. Estes had been a teacher and principal in the Atlanta Public School system before coming to EIP as Associate Director in 1968.

Dr. Estes holds a bachelor of arts degree from Lincoln University, master of arts degree from Atlanta University and a doctorate in education from Indiana University.

Mrs. Mildred Freeman, who joined the Urban Laboratory in August 1969 as Associate Director, continued to earn teacher and community respect, particularly for her positive and unremitting efforts in the reading inter-

vention program at E. A. Ware School. An alumna of five years' experience with the Nashville EIP, she holds a B.A. and an M.A. degree from Fisk University. She has done graduate work at Peabody College and the University of Chicago.

Her teaching experience ranges from kindergarten through college, and she has been director of laboratory schools at Fisk and Tennessee State Universities. Mrs. Freeman is on the Board of Directors of the International Reading Association.

Mrs. Louise Y. George continued as Resource Assistant. She holds a B.A. degree from Tuskegee Institute and an M.A. from Atlanta University. Prior to joining EIP in 1966, she was a faculty member of E. A. Ware Elementary School. She assists the Associate Director, Mrs. Freeman with the teacher in-service program.

The EIP Central Office secretarial and administrative services staff consisted of Miss Christine White, Secretary to the Director, Mrs. Jacqueline Scott and Mrs. Dorothy Aker. Mrs. Aker was replaced in May by Mrs. Jacquelyn Snoddy. Mrs. Aker's termination of service came as a result of her husband's graduating from the Interdenominational Theological Center.

Mr. Ellison Pusser, Emory University graduate student worked as a part-time employee during the summer as statistician compiling and analyzing data relative to pupil achievement.

EIP School Staffs

The EIP Schools continue to be headed by Mrs. Emellen Estes at M. Agnes Jones, Mr. James Taylor at Grant Park and Mr. John Blackshear at E. A. Ware. Mr. Robert Wilson, Community School Director at Ware was promoted to Principal; he was succeeded by Mr. Frank Scott, a former teacher at the A. D. Williams School. Messrs. Alfred Scott and George Thompson have continued as Community School Directors at Jones and Grant Park, respectively.

At the beginning of the year, three additional School/Community Visitors were hired, joining the three employed in 1969-70. The cadre of School/Community Visitors for this year has been: Mrs. Frances Laudicina and Mrs. Esther LeFever in the Grant Park School/Community, and Mrs. Nettie Candies and Mrs. Eloise Lockhart, working in the E. A. Ware School/Community; Mrs. Christine Warner and Mrs. Bertha Wilson, assigned to the M. Agnes Jones School/Community.

Mrs. Josie Johnson continued to serve as coordinator in the E. A. Ware School Reading Center and was joined in that capacity in their respective schools by Mrs. Dannette Thomas, Grant Park, and Miss Barbara Lockhart, M. Agnes Jones.

This year the project employed community people to serve as Community Teachers. These persons worked in the schools four days per week and one day each week in the community with families. We began the year with eighteen persons hired in this capacity. They were assigned as follows:

Grant Park

Mrs. Cheryl Fain
Miss Ida Roden
Mrs. Irene McClinton
Mrs. Ida Thrash
Mrs. Patsy Griffin
Mrs. Jean Knowles

M. Agnes Jones

Mrs. Shirley Flemister
Mrs. Mildred Farmer
Mrs. Gloria Kinney
Mrs. Elizabeth Banks
Mrs. Delois Lawrence
Mrs. Earlene Brown

E. A. Ware

Mrs. Gayle Jones
Mrs. Gwendolyn Ferguson
Mrs. Mattie Jackson
Mrs. Emma Hood
Mrs. Ruby Tiller
Mrs. Marilyn Parks

During the year, three of these persons resigned, one due to marriage and moving away, and the other two for maternity reasons. No effort was made to replace these persons, as two of the resignations came late in the year. Also, it was impossible to duplicate the intensive one month in-service training these persons received in early fall.

The proposal for this year indicated a plan to include Mrs. Margaret Perritt of the Atlanta University Reading Center as part of the Communications Skills component of project activity. This plan never reached fruition, as Mrs. Perritt resigned from Atlanta University - EIP during the first week in September 1970.

Dr. Patricia Roelke, a part-time employee of EIP during the past year, became a full time employee of the Emory University Educational Psychology Department beginning in September, hence was not a part of EIP operations during 1970-71. In view of the phasing out of project fiscal support of pre-kindergarten programs in EIP schools at the conclusion of the 1969-70 year, it was no longer feasible to retain Dr. Boyd McCandless, as pre-school consultant, during 1970-71.

Participation in Related Activities

During the 1970-71 year, Dr. Estes continued to serve as a member of the Advisory Boards of U. S. Office of Education's Education Professions Development Act Project #2036 and the Doctoral Education Administration project funded by the Ford Foundation, both of which are being undertaken by Atlanta University. He served as a consultant to the staff and faculty of the Inman Park Elementary School twice during the year and to the Communication Skills Laboratory at O'Keefe High School. In May he was a consultant on urban education at the first annual convention of the Black Students

Psychological Association held at Morehouse College. Dr. Estes also participated as a consultant to a class in Community Organization at the Atlanta University School of Social Work on the invitation of the instructor, Mrs. Marymal Williams. During the summer Dr. Estes twice served as a consultant to the desegregation process in West Virginia, first, at Marshall University (under Title IV) and secondly, at the Cabell County Public School System, Huntington, West Virginia. He was a member of the Planning Committee for the first regional conference of the International Reading Association, to be held in Atlanta in February 1972. He has been involved to some degree in the Elementary Curriculum Revision Committee of the Atlanta Public Schools. Further, he has cooperated with the Ford Foundation-sponsored Leadership Development Program in the capacity of mentor during this past year. At Georgia State University Dr. Estes taught a course during the winter quarter entitled "Teaching Urban Youth." He addressed the mid-winter conference of the Department of Elementary School Principals of the Georgia Teachers Education Association on the subject, "Professionalism in Change: The Importance of Togetherness." In June he spoke at the initial planning banquet of the Atlanta Federation of Black Pre-School Parents and Teachers. In the course of the year, he attended the National Conference of Community School Educators in Phoenix, Arizona; the national convention of the Association for Supervision and Curriculum Development held in St. Louis, Missouri, the regional seminar on "Reading in the 70's" jointly sponsored by the USOE and Urban League held in Atlanta in April, and in July the first "Consumer Education" conference sponsored by Georgia Consumer Services, the State Department of Education and the Urban Life Center of Georgia State University.

Professional Activities of Mildred Freeman

Mrs. Freeman's related activities are summarized below:

1. Consultant Services

EPDA projects at Atlanta University, Clark College, Georgia State University
University and the Atlanta Public Schools
Right to Read Institute for Librarians
Right to Read Institute for Business Men
Inman Park Elementary School
Robinson Elementary School

2. Presentations

National Council Teachers of English

3. Steering Committee member

Southeastern Regional Meeting of IRA

4. Meetings outside Atlanta

Right to Read - Washington, D. C.
White House Conference on Children - Washington, D. C.
Community School Convention - Phoenix, Arizona
IRA Board Meetings - Newark, Delaware, and Williamsburg, Virginia
International Reading Association - Anaheim, California

5. Workshops conducted outside Atlanta

Panama City, Florida, Spring 1971
State Department - Roosevelt, Long Island, New York, Summer, 1971

6. Speaker

Indiana University, Summer 1971

Professional Activities of Louise George

Mrs. George's related activities are summarized below:

1. Consultant Services

Richmond, Virginia Public Schools
Turner Elementary School, St. Louis, Missouri
Anderson Park Elementary School, Atlanta, Georgia

2. Presentation

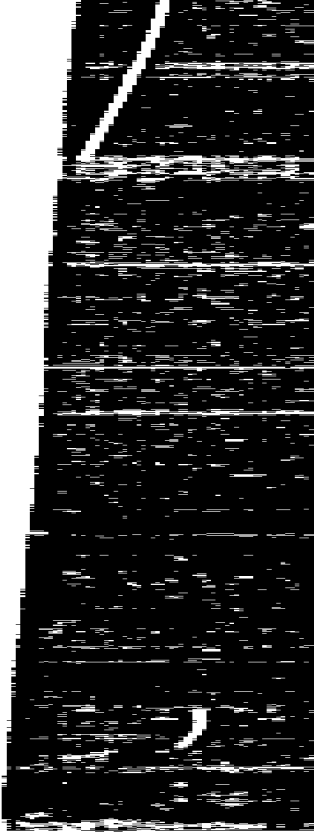
Orientation for New Teachers, Atlanta Public Schools
Atlanta University EPDA Project

3. Meetings

Educational Materials Conference, Atlanta, Georgia
IRA Convention, Atlantic City, New Jersey

4. Committees

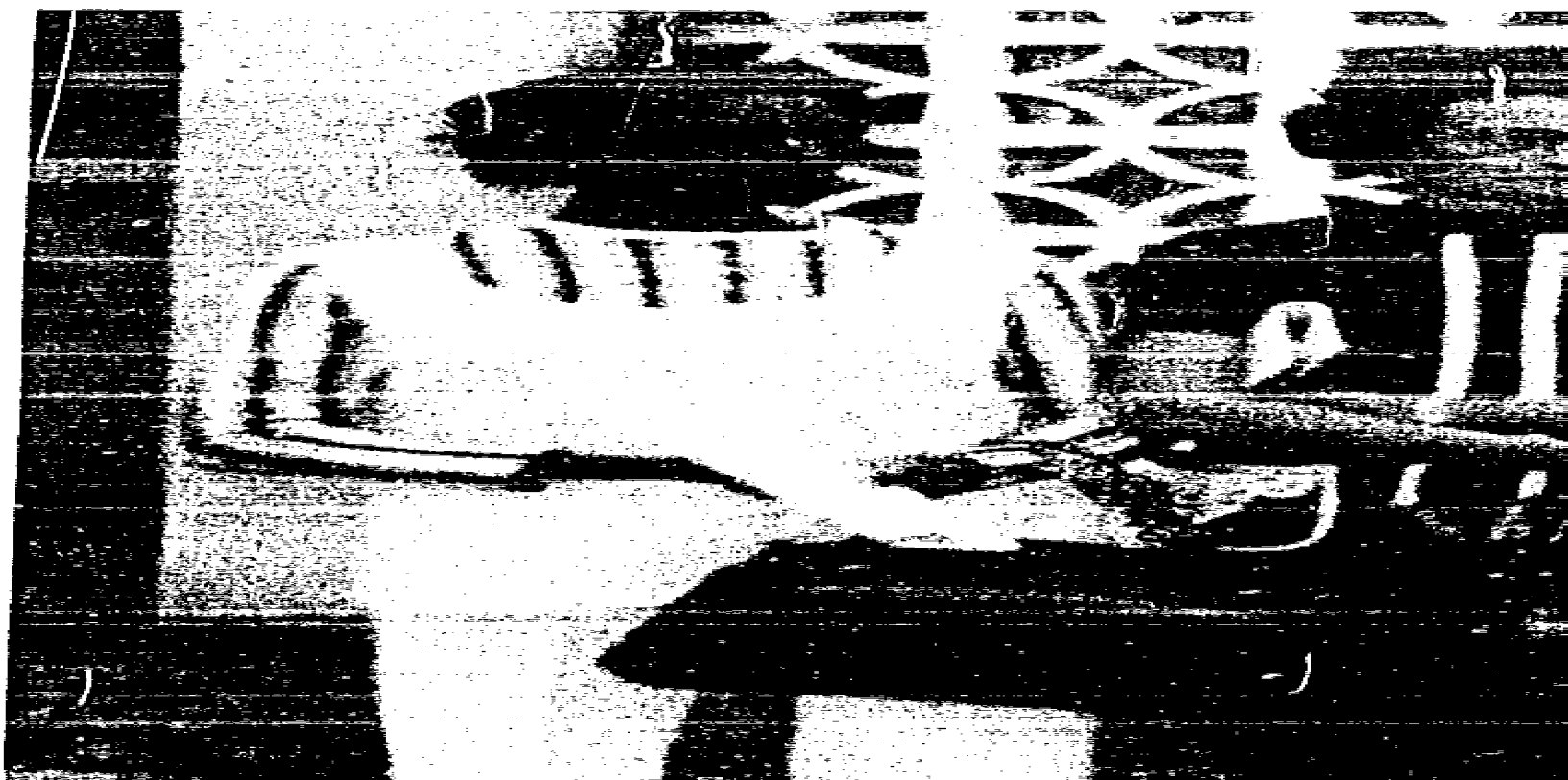
Elementary Curriculum Revision Committee, Atlanta Public Schools



MA
JUN



Act
fer



Mrs. Mildred Freeman (center)
Junior College, Panama City



Atlanta EIP Community and
Conference of Community Schools



enter) and Atlanta team attend EIP workshop .
City, Florida.



and School contingent at banquet during Nation
ool Educators in Phoenix, Arizona



CON



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PROGRAM

GENERAL DESCRIPTION OF THE PROGRAM

The 1970-71 program of the Atlanta Education Improvement Project centered around the same three areas projected in the 1969-70 plan -- curriculum innovation, teacher education and community involvement.

Curriculum Innovation

Pre-Kindergarten

The pre-kindergarten component of EIP was phased out by the project in 1970 and the financial operation was assumed by the Atlanta Public Schools. However, EIP partially supported the units in the three schools by supplying needed materials which the school system did not provide. These included Distar Kits in Reading, Language and Arithmetic.

Reading

The six-prongs model -- school tone, teaching style, curriculum, demonstration, in-service and community involvement -- described in the 1969-70 annual report (pp. 16-24) was implemented at Grant Park and M. Agnes Jones Elementary Schools during 1970-71.

An appraisal of the factors included in the model revealed these facts:

A. School Tone

Grant Park

In physical appearance, the halls were dark, gloomy, dead. The lighting was poor; the tile floors needed repair. The teachers' lounge and principal's office were unattractive. The teachers' classrooms were not organized learning centers. On the positive side, the administrative leaders, the faculty and the community all expressed a desire for improvements.

M. Agnes Jones

In physical appearance, the commodious structure was beautiful but lacked the warmth of a learning center. The administrative leader was receptive to innovations and willing to take another

look at weaknesses and strengths of the school. It was a matter of charting a course for implementing change.

B. Teaching style -- Grant Park and M. Agnes Jones

These deficiencies were noted:

1. Limitations in diagnostic skills
2. Teaching in large groups
3. Limited teacher-pupil interaction
4. Dependence on using one method of teaching reading
5. Inflexible room arrangement -- seats in rows
6. Negligible pupil-teacher planning
7. Learning centers not in evidence
8. Little use of behavior modification in handling discipline
9. Skepticism concerning individualization of instruction
10. Apparent neglect of providing practice in taking tests
11. Some negativism toward changing teaching style

C. The Curriculum -- Grant Park and M. Agnes Jones

These deficiencies were noted:

1. Teachers were not using behavioral objectives geared to the concepts inherent in standardized achievement tests.
2. Teachers were not continuously evaluating and diagnosing student performance.
3. Teachers were not teaching reading as an integrated part of all content subjects.

D. Demonstration teaching

Teachers had not been exposed to demonstrative teaching of a given class.

E. In-service education

Teachers had not generally been exposed to regular instruction on school time, nor had they sufficiently participated in evaluation by outside consultants and inter- and intra-school visitations.

F. Community involvement

To augment the community involvement described in the 1969-70 annual report (pp. 51-53) the community teacher concept was added. This process is described in the community involvement section of this report.

Since the model was initiated at Ware during 1969-70, no narrative related to the preceding six prongs at Ware is included in this report.

To implement the reading model at Grant Park and M. Agnes Jones, these activities ensued:

In the matter of school tone -- Grant Park:

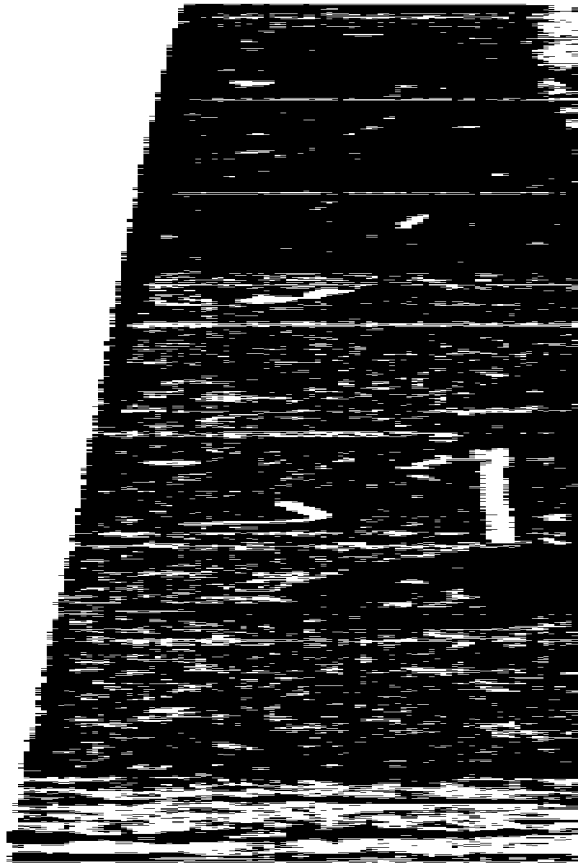
1. Through the community council and the principal, contacts were made with the city schools that resulted in the following improvements:
 - a. Fluorescent lights were placed in halls.
 - b. Doors were painted in psychedelic colors.
 - c. New tile floors were installed in halls.
 - d. New carpeting and furniture were placed in principal's office.
2. Through the council, Grant Park purchased:
 - a. Pictures of art for the halls
 - b. Furnishings for teachers' lounge
 - c. Fans for classrooms, halls and lunchroom
 - d. Air conditioning for library and reading center
3. Conferences were held with EIP Director and Associate Director.
4. Conferences were held with faculty.
5. Equipment was purchased for reading center.

In the matter of school tone -- M. Agnes Jones:

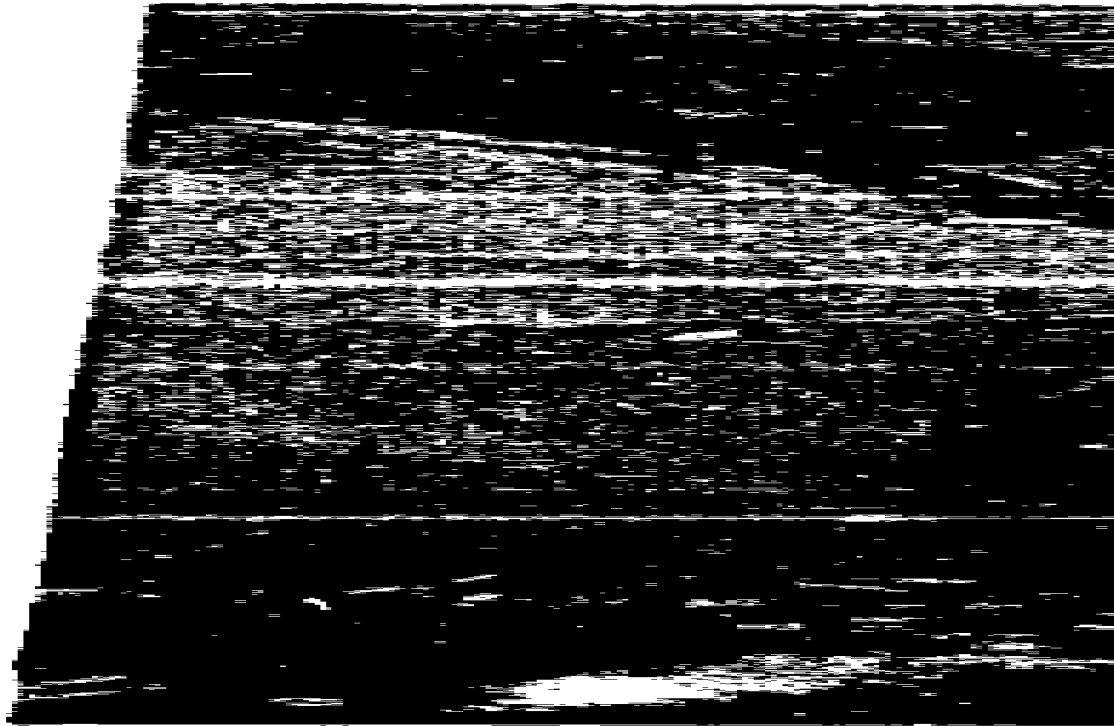
1. Through the council, the school purchased:
 - a. Fans for classrooms
 - b. Air-conditioning for library and reading center
 - c. Carpeting for classrooms
2. Reading slogans, mobiles were installed in classrooms.
3. Additions were made to the art collection.

In the matter of teaching style -- Grant Park, M. Agnes Jones and E. A. Ware:

1. The EIP staff provided eighteen two-hour workshop sessions with teachers on each grade level.
2. EIP purchased books for teachers: Julia Hay, Charles E. Wingo, Mary C. Heltko, Reading with Phonics, Grant Park and M. Agnes Jones; Nila Banton Smith, Be a Better Reader, Book B, all schools.
3. Prepared 150 page in-service loose leaf bulletin (George and Freeman) that includes:
 - a. Films and filmstrips available at EIP
 - b. Brochures
 1. Guiding Life in the School -- The Curriculum
 2. Principles of Diagnosis



SECRET



TOP SECRET



Youth-Tutoring-Youth summer program stand
are .



Governing Board members Dr. Hilliard
Bowen and Dr. John Codwell share
thoughts at meeting.

3. Characteristics of Poor Readers
 4. Personal Data Sheet
 5. Learning and Behavior checklist
 6. Diagnostic Test
 7. Formula -- How to Find Reading Expectancy
 8. Teacher Needs for Reading in Content Area
 9. Common Reading Deficiencies and Methods of Correcting
 10. Suggestive Course of Study: Kindergarten through Grade Seven
 11. Reprint -- You Can Systematize Your Reading Program
 12. Behavioral Objectives
 13. Functional Tests, Grades One through Seven
 14. A Guide for Test Administration
 15. Concept Development for all Subjects and all Grades
4. EIP arranged inter- and intra-visitations at all three schools.
 5. EIP implemented an intensive reading program -- developmental, corrective and remedial.
 6. EIP invited three consultants to participate in evaluation of program.

In the matter of curriculum, emphasis was placed on both the affective and the cognitive behavior growth of students. This was accomplished through the following activities:

Affective Domain

1. Emphasis was placed on structure and beauty.
2. Behavior modification techniques were used as follows:
 - a. Praise accompanied by a description of the "why" for the praise
 - b. Rewards -- both tangible and intangible
 - (1) One book given for every 20 books read by a child
 - (2) Luncheons for seventh graders in each school
 - (3) Trips
 - (4) Puppet show presentation
 - c. Tone for building self-image
 - (1) Encouragement of children to look at persons with whom they talk
 - (2) Demonstrations of firm handshake, ready smile (Disadvantaged persons generally have a shallow handshake. It is surprising how the self-images improve using just this technique.)

Cognitive Domain

1. Emphasis was placed on reading-thinking skills.
2. Reading curriculum was developed as follows:
 - a. Eclectic approach
 - b. Curriculum
 - (1) Word attack skills
 - a. sound
 - b. structure
 - c. context
 - d. classification
 - (2) Comprehension skills
 - (3) Vocabulary development
 - a. utility words
 - b. transitional words
 - c. prefixes, suffixes, roots
 - d. sight words
 - e. standard lists by grades
 - (4) Critical reading
 - (5) Free reading
 - (6) Locational and reference skills

The curriculum was implemented in each classroom through the developmental and corrective program. In each school, sixty students needing remediation were serviced in the reading center.

In the matter of demonstration the reading coordinator taught one class two one-hour periods for six weeks at Grant Park and M. Agnes Jones. In addition, the resource assistant demonstrated Taba strategies in each of the schools. Both the coordinator and the resource assistant were available for consultation by all teachers.

In the matter of in-service, the activities projected in the procedural planning were implemented.

In the matter of community involvement, the 1969-70 plan was continued and six community teachers for each school were employed. The Community Teacher Program is discussed in another section of this report.

The same evaluative format used in 1969-70 was continued. (See pp. 23-25 1969-70 report.) In addition, the E. A. Ware model was reviewed and a comparative analysis of 1969-70 scores and 1970-71 scores are given elsewhere, as is a comparison of the 1969-70 scores and the 1970-71 scores of Grant Park and M. Agnes Jones.

Mathematics Laboratory, M. Agnes Jones -- Report by Susan Houghton

Due to the illness of a regular classroom teacher, I was placed as a substitute in a fourth grade for the first few weeks of school. Consequently, it was not until September 28 that I was released from the classroom responsibility and able to begin preparations to open the lab.

I was assigned two classes to meet daily. One was a seventh grade group which could not attend regularly scheduled seventh grade math classes because of involvement in the reading center. These seventh graders worked individually on specific skill areas that had been diagnosed as problem areas; then joined together as a class for a fraction unit and finally worked on individual contracts to learn decimals and percentages. The contracted materials gave this group a sense of competition; yet students willingly helped one another with contract content. However, one student could not discipline himself to meet deadlines, so he voluntarily returned to a one-textbook situation. (The reading ability of these children made contracted work possible. A greater use of audio-visual materials would be needed with poorer readers.)

The other daily laboratory class was a first grade class taught by Mrs. Katz. With this class, we experimented with the Cuisenaire Color Rods. These students had started in the Scott Foresman Seeing Through Arithmetic workbook and had not been successful in it. They attended the laboratory with their teacher (and an aide whenever the aide was assigned to the teacher.) For several weeks, we worked on identifying colors, learning how to make and verbalize length comparisons, and continuing patterns. The groundwork was lengthy but proved fruitful: in the second quarter the children were able to write their own addition and subtraction equations with the letters. Then we transferred from color letters to numerals assigned to rods based upon

length relationships. The rods gave the children a sense of security and lessened the chance of failure. They could independently generate addition and subtraction equations that were correct statements. We encountered a problem in multiplication notation: the children could not read or write numerals greater than 10. While continuing addition and subtraction practice, we worked with bundles of ten, counting by tens and Scott Foresman's numeration cards. Then we returned to the assigned workbook and began in the middle with the numeration unit. Children unable to count accurately began on an earlier unit involving counting. Due to the previous work in tens and with numeration cards, most of the children had success in the numeration unit. Several students wanted more work in the book so we introduced individuals to the separating - joining units of the series; the children were already familiar with the signs and plus and minus words and easily accepted them in this new usage, apart from the rods.

Other than these two daily classes, the mathematics laboratory was responsive to teacher requests insofar as scheduling would allow. Most teachers wanted small remedial or enrichment groups to use the laboratory. Several teachers brought entire classes for specific units of work or enrichment topics. First and second graders came to the laboratory for numeral recognition and basic addition and subtraction facts. One third grade class came for a series on base-ten grouping and renaming. Fourth graders were involved in drillwork, enrichment in areas of geometry and measurement, and computation checked by the adding machines. Fifth graders worked on renaming base ten units and specific computation skills that were individually diagnosed as problem areas. The sixth grade math program made daily use of the Drilltapes and our listening station. At the end of the end of the third quarter, all sixth graders were brought to the lab daily

for a week of adding machine usage. Seventh graders who knew the multiplication facts worked on an enrichment unit concerning prime factorization.

In an average week, 200 children attended mathematics laboratory classes. Some came once a week; some came several times a week. We did not see all the children at Jones because scheduling was a matter of teacher response. However, we were open three to four days a week during the Community School program when any child was welcome.

In light of this year's experience, I have these recommendations to make:

1) More teachers should come to the laboratory with their entire class. We can influence the overall mathematics program by seeing only small groups of children. Teachers cannot do effective follow-up on lessons they have not seen presented. (Two of the teachers who attended with their classes carried materials and ideas back to the classroom for a continuation of the unit.)

2) Children should attend the laboratory more often. Rather than attending once a week all year long, a child could come daily for a quarter. Children forget in a week's time; once-a-week visits require too much review and time is lost. We could more effectively schedule a larger number of students this way. Sequential units, rather than one session lessons, could be carried out.

3) More materials should be placed in the mathematics classroom so that teachers could use them often.

4) Any small group work should include top potential students who need specific skills. Teacher-selected groups often include only their poorest students, regardless of their potential.

I hope that the mathematics laboratory can do a more effective job next year and involve more teachers in its operation.

Requisition List for Mathematics Laboratory, 1970-71

Multimedia Learning Lab

Media Lab No. 73 Multiplication
Media Lab No. 84 Division

- MLM-13 Straw Polyhedra (book)
MLM-8 Dice (6 green, 6 white, 6 red)
MLM-6 Playing cards (12 decks @ 75¢)
MLM-7 Blank playing cards (6 decks)
MGP-4 Kalah (2 sets @ \$3)
MGP-22 Real Numbers (card game)
- CG-8 Supplemental containers of rods (@ \$14.95)
- 3 4-volume sets of Developing Insights
 and Toward Improving Computation (@ \$25)
- 120-4e Inset pattern boards (1 set)
- 700 Interlocking cubes (set of 100)
- 125a Plastic funnel
125b Waterproof labels
125d Clearview plastic measuring jugs (set)
125e Aluminum liquid measures (set)
126a Find Out About Area (book)
126e Junior yard measure (dozen)
123f Plastic weights (set)
723 Raised counting buttons (dozen boxes)
728 Round beads 3/4" diameter (lot of 100)
730 Cube beads 7/8" (lots of 100)
732 Cylindrical beads 7/8" (lots of 100)
733 Tagged laces for beads (2 dozen lots)
770 Walk-on number line (@ \$2.95)
809 Dominoes (sets)
804 Dominoes (color recognition)
850 Metal and paper money
1500 Discovery Blocks
3162 Asymmetrical dominoes
6040 Shaped dominoes
- 28450 Lot of additional 500 unit blocks for MAB (2 lots)
- 280008 MAB (entire set)
- Teaching Children Mathematics Through Games, Rhythm and Stunts (Lp5000)

Math Concept (books, set of 12)

M101 Simple pan balance
M308 Quibic

Attribute blocks (50 sets)

Arithmetic cubes (5 sets @ \$4.60)

Seeing Through Arithmetic, Pre-Primary Program (2 sets @ \$36) 02134-69
STA Workbook (60 copies @ \$1.53) 02191-68
Teacher's Edition of Workbook (2 copies)

STA Workbook Edition 02192-68 (60 copies @ \$1.71)
Teacher's Edition (2 copies)
Math Sets, measurement 02161-69
Math Sets, geometry 02160-69
Arithmetic Readiness Cards (3 sets each)

Student Record Books
Computational Skills Development Kit

Activities for Enrichment of Arithmetic (set of books) 79879
Teacher's Guide for Attribute Games and Problems (4 books) 184796
Pattern blocks (3) 175612

Creative Visuals

Transparencies

CCM Standard School, Inc.

Special Equipment Requisition

Controlled Reader (Viewlex filmstrip projector) 673000013
Tape recorder 77400001
Language Master 673000015
Overhead projector 673000103
Overhead tilting, 48" x 64" 673000005
Math Typewriter 743000005
Miscellaneous-- bags, rubber bands, adding machine, paper, ribbons, blank
transparencies
Language Master
Tape recorder (Califone)
Overhead projector with acetate roll 013225
Cubical counting blocks
File folders (manila, letter size)
Index cards (ruled, box of 1,000)
Rubber bands (assorted sizes, quarter-pound boxes)
Swingline
Standard staples (box of 5,000)

Gem clips (No. 1, regular, box of 1,000)
Place value chart
Fundamath
Make-One Games
Adding machine ribbons
Thermal stencils (letter-size)

M. Agnes Jones School
 Progress Report on Mathematics Tests Administered to First Grades
 Using Metropolitan Readiness Test (pre-test) and Metropolitan
 Achievement Test, Grade I (post-test)
 1970-71

<u>Teacher</u>	<u>Pre Test</u>		<u>Post Test</u>		<u>Teacher</u>	<u>Pre Test</u>		<u>Post Test</u>	
	<u>Letter level/F</u>		<u>Grade level/F</u>			<u>Letter level/F</u>		<u>Grade level/F</u>	
Ferrell	A	1	3.0	1	Robertson	A	1	2.3	1
	B	4	2.5	1		B	4	1.9	1
	C	8	2.4	1		C	12	1.5	4
	D	12	2.1	3		D	<u>7</u>	1.4	1
	E	<u>1</u>	2.0	1			24	1.3	5
		26	1.9	1				1.2	9
			1.8	2				1.1	5
			1.7	3				1.0	<u>1</u>
			1.6	1					27
			1.5	3		<u>Teacher*</u>	<u>Pre Test</u>		<u>Post Test</u>
		1.4	2		<u>Letter level/F</u>		<u>Grade level/F</u>		
		1.3	3	Katz	A	0	1.7	1	
		1.2	2		B	0	1.6	3	
		1.1	<u>1</u>		C	12	1.5	4	
		25			D	5	1.4	7	
					E	<u>5</u>	1.3	3	
						22	1.2	4	
						1.1	<u>3</u>		
							25		

Interpretation of letter grades: A (above 76) B (64-70) C (45-68) D (24-44) E (Below 24)
 *(This class attended lab using Cuisenaire Color Rods. See Mrs. Houghton's report)

Teacher Education

In-service

To help teachers plan for, and effectively work with, youngsters, an intensive in-service program was held from October, 1970 through February, 1971. Weekly workshops were conducted by the Associate Director and Resource Assistant. Teachers, pre-kindergarten through seventh grade, attended from the three project schools.

In addition to the reviewing and demonstrating of techniques and methods for teaching basic reading skills, the development of reading and study skills in the content areas was stressed. Teachers were shown how to teach with purpose and pattern in all subjects taught in the elementary school. New materials, such as Nila Banton Smith's Be a Better Reader series, Science Research Associates' Graphs and Charts Laboratory were introduced and utilized by each teacher in the classroom to meet individual needs of the students.

An informal evaluation was obtained from the participants at the end of the school year. In general, the responses were favorable. Teachers felt they had improved in these areas: (1) techniques for individualizing instruction, (2) the use of instructional materials, (3) a more positive approach to teaching disadvantaged youngsters, and (4) diagnostic procedures, organization of classroom and confidence in trying innovative techniques.

On the other hand, pre-kindergarten teachers felt that (1) much of the presentation was not applicable to pre-kindergarten and (2) insufficient time was allowed for the interchanging of ideas on the grade level.



Grant Park School teacher, students participate in individualized instruction.



Certified teachers attend in-service training session at Urban Laboratory.

IRA Convention Attendance

In May, 1970, an EIP delegation attended the annual convention of the International Reading Association in Atlantic City, New Jersey.

Attending were Mrs. Mildred Freeman, Associate Director; Mrs. Louise George, Resource Assistant; Mr. James Taylor, Principal, Grant Park School; Mrs. Emellen Estes, Principal, M. Agnes Jones School; Mr. John Blackshear, Principal, E. A. Ware School; Mrs. Dannette Thomas, Reading Teacher, Grant Park School; Miss Barbara Lockhart, Reading Teacher, M. Agnes Jones School; Mrs. Josie Johnson, Reading Teacher, E. A. Ware School; Mrs. Charlotte Johnson, Miss Carrie Davis, Miss Cecelia Eadon, Classroom Teachers, E. A. Ware School, and Mrs. Bessie Birt, PTA President, E. A. Ware School.

Community Involvement

The overall rationale and objectives of the community involvement program are delineated in the 1969-70 annual report (pp. 50-53). During 1970-71 this program was supplemented with the Community Teacher innovation.

Adequate preparation of each child from birth is essential for future educational success. Infant education through home teaching of mothers and infants offers a method of intervention. Most mothers want the best for their infants, but they often lack the "know-how."

This paucity of knowledge is exhibited in these areas:

1. The mother's understanding of the growth process
2. Her attitude toward the child's intellectual growth
3. Her response to the child's active experimentation in the environment
4. Her language patterns and
5. Her management techniques

The foregoing conclusions formed the basis for a small scale program designed to:

1. Acquaint mothers with the growth process
2. Develop a positive teaching style in mothers that would include --
 - a. Attitudes toward achievement
(Achievement motivation persistence, delay of gratification, interest in school type activities, and identification with achieving role models.)
 - b. Aptitudes for achievement (perceptual development, concept formation, and language development)

The Community Teacher program evolved from this rationale and these objectives of the child development program.

To implement the program, the employment of staff teachers was discontinued and six persons indigenous to the three respective EIP communities

were secured. These persons were to serve two functions:

1. To work with classroom teachers four days a week and relieve them for in-service.
2. To work with mothers and infants or young children one day per week.

In order to train the Community Teachers in the outlined tasks, a one-month in-service program was executed. The program follows:

In-service Workshop for Community Teachers and Community Visitors

September 21 - October 16, 1970

Theme: Building Reading Power

- Purposes:
1. To point up the role of parent involvement in the education of children.
 2. To expand knowledge concerned with early childhood development:
 - a. Achieving a healthy personality
 - b. Thinking critically
 - c. Working creatively
 3. To focus attention on developing reading power.

The one-month in-service permitted participants to take inventory of their present knowledge of child development and learning. The program also focused attention on the parent's role in developing reading power.

Speakers and consultants included the following persons:

Dr. Hilliard A. Bowen
Assistant Superintendent
Atlanta Public Schools

Dr. John Codwell
Deputy Director, EIP
Southern Association of Colleges and Schools
(Currently Area Superintendent, Houston Public Schools)

Mrs. Mayme Darlington
School of Social Work
Atlanta University

Mr. Judson Sapp
Coordinator of Volunteers
Atlanta Public Schools

Mrs. Della Horton
Coordinator, Parent Program - Darcee
Peabody College
Nashville, Tennessee

Mrs. Lettie Galloway
Director of Welfare Services
Matthew Walker Health Center and
Assistant Professor of Family and Community Medicine
Meharry Medical College
Nashville, Tennessee

Dr. Dorothy Bolden
Chief Optomologist
Matthew Walker Health Center
Nashville, Tennessee

Mrs. June Miller
Former Director
Early Training Demonstration Center
Nashville, Tennessee

Mr. John Blackshear
Principal, E. A. Ware School
Atlanta, Georgia

Dr. Boyd McCandless
Professor of Psychology
Emory University
Atlanta, Georgia

Miss Eva Booker
Art Teacher
E. A. Ware School
Atlanta, Georgia

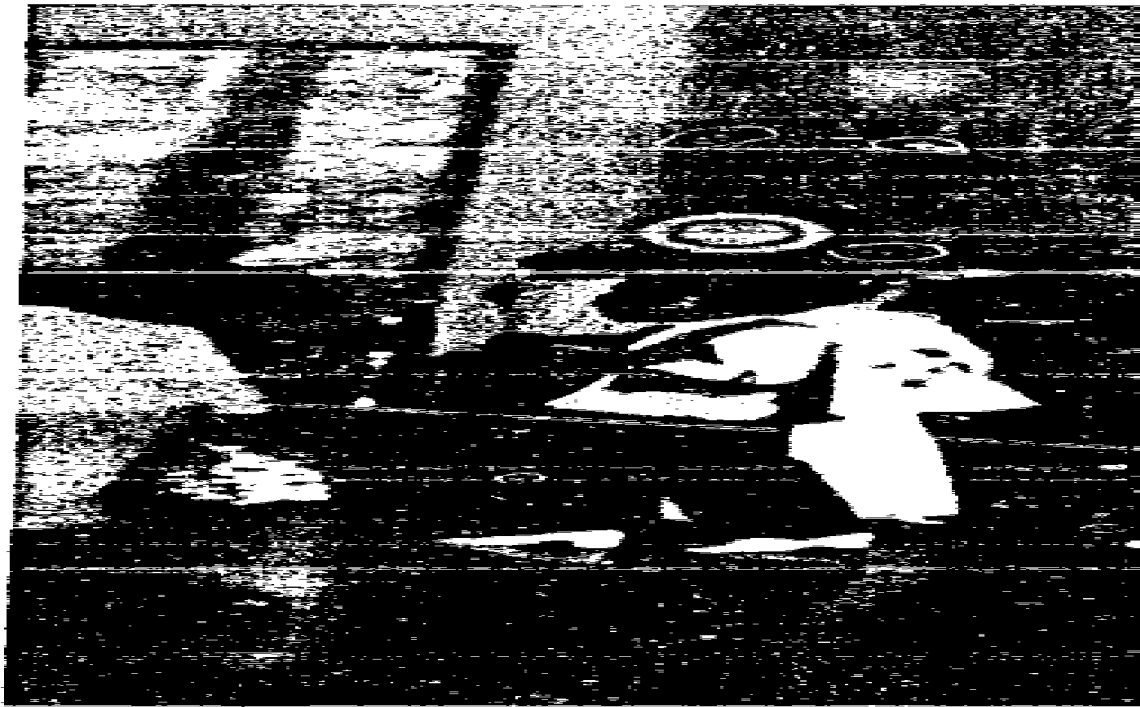
Dr. Sidney Estes
Mrs. Louise George
Mrs. Mildred Freeman
Urban Laboratory in Education
Atlanta, Georgia

Through listening to speakers, analyzing their speeches, studying special assignments, taking field trips, creating materials and sharing with each other, participants achieved a broad expansion of skills.

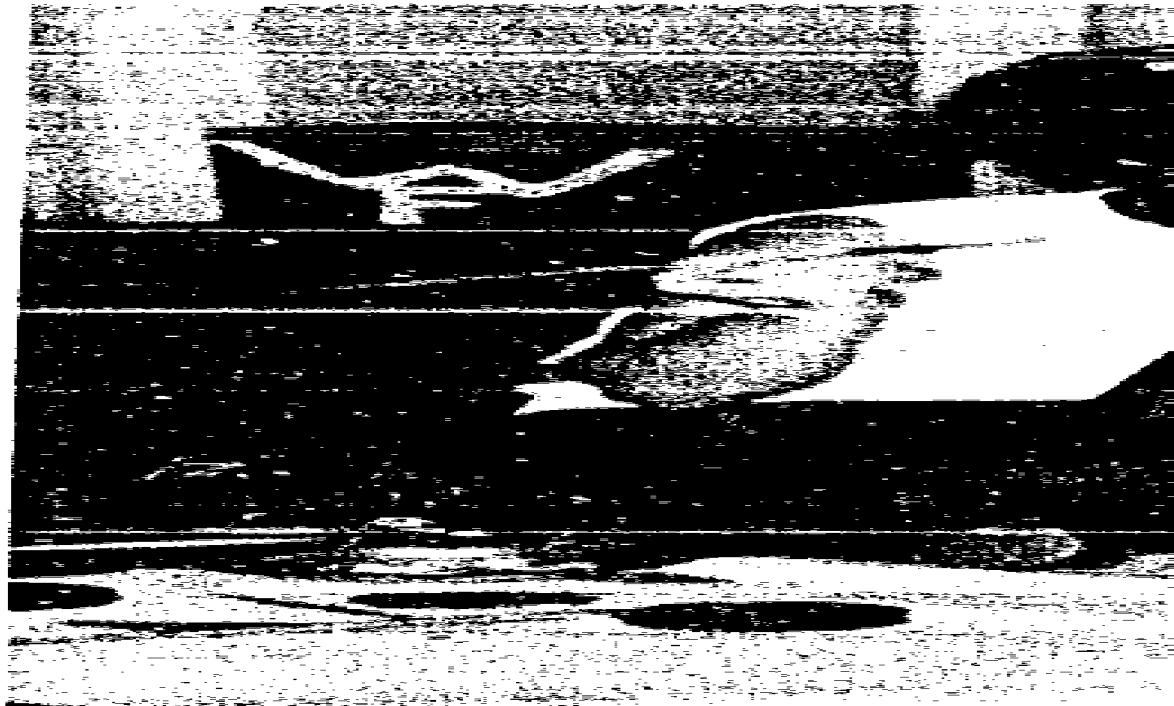
The following books were provided for each participant:

Child Sense by William E. Homan, M.D.

A Parent's Guide to Children's Reading by Nancy Larrick



**EIP Community
Atlanta's Fe**



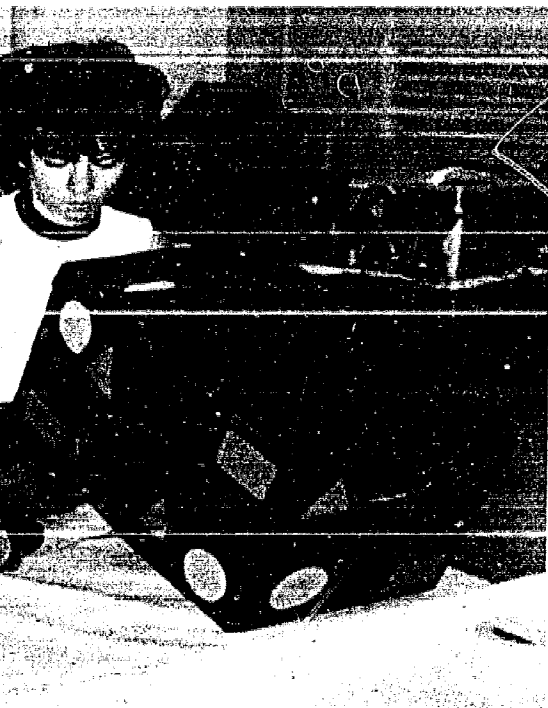
**Grant Park Co
finishing tou**



Community Teachers take tour of Fernbank Science Center.



Community Teachers attend an art exhibit at High Museum of Art.



Community Teacher puts touch on toy box.



Mrs. Lettie Galloway, consultant from Nashville, lectures on parent education and involvement.

Atlanta, A Guide for Teens and Tots by Wicke Chambers and Spring Asher
Handbook for the Volunteer Tutor, International Reading Association
A Parent's Guide to Children's Education by Nancy Larrick
Intellectual Stimulation for Infants and Toddlers by Ira J. Gordon
and J. Ronald Tolly

In addition, fourteen local businesses donated gifts for participant kits.

The inspiring camaraderie which emerged between consultants, staff and participants is revealed in the philosophy and job analysis which the group developed. This follows:

Why Community Teachers are Necessary

We feel that if persons who live in the school communities are involved in the educational process, they can help the school and community grow and develop. This can be done if capable and concerned people work together so that everybody, especially the children, that the community feels education is important and that the community supports this notion without reservation.

We believe that the big job of teaching children can be reduced by using the resources of community people who are adequately trained to assist school personnel.

This is why we are needed. In order to do our job well, we should:

- . Be reliable, friendly, flexible, and mature.
- . Love children.
- . Recognize that a poor education contributes largely to the waste of our human resources.
- . Feel deeply our obligation as citizens to help the schools in their effort to educate each child to the limit of his capacity.
- . Be in good health and have work experience or other volunteer experience.
- . Simply have time and a willingness to serve.

- . Have a certain amount of self-esteem in proportion to the satisfaction gained by being of service to others. If we are concerned only with self-glorification, our effectiveness will decrease. It will also decrease if we exhibit an unnatural amount of pity for those we contact.

As Community Teachers, we will be expected to:

1. Give the kind of help to a child or to a small group of children that will help the teacher in such areas as reading, other language arts, mathematics, science, and so forth.
2. Work within the instructional program under the direction of supervision of specific teachers and the principal.
3. Work four days a week in the school. The fifth day (probably Friday) will be spent in the community providing parent and family education.
4. Refrain from discussing confidential information.
5. Carry out specific instructions with the necessary materials for any job in connection with the role.
6. Accept responsibility to the pupils, the community, the principal, the teachers, the Education Improvement Project, and ourselves.
7. Feel deeply that we are rendering a very needed service to the children and the community.
8. Be dedicated and diligent in carrying out our role.
9. Prepare, under supervision, simple instructional materials for parents to use in the home.
10. Act as resource persons on particular subjects.
11. Realize that all necessary help and support will be given by the professional staff.
12. Feel welcome as a part of the school-home-community team -- dedicated to working together to provide better education for all!

Since each of the communities involved in this project are different in some respects, the activities of each will be enumerated.

Grant Park School

Of the three school areas, this community has the population highest in mobility. Many families move in and out; yet, there is a substantial core

of permanent residents, and this group exhibits great pride in improving school and community. The School/Community Council, with the assistance of the Chairman and two Community Visitors, was involved in the following activities:

GRANT PARK SCHOOL/COMMUNITY VISITOR ANNUAL REPORT

I. Case Load of Community Visitors

Number of home visits to parents 770

Number of visits to businesses 87

Other visits:

Community organizations
Ware's Community Council
Title I Advisory Committee
Model Cities

Number of cluster meetings 109

Number of Council meetings

II. Contacts

Interviews with students Averaged 3 per day

Interviews with parents Averaged 3 per day

Conferences with school personnel:

Principal	Weekly
Teachers	Weekly
Social Worker	Weekly
Community School Director	Weekly
Associate Director, EIP	When necessary
Director, EIP	When necessary

III. Activities Other Than Casework

Professional workshops (other than EIP) 6

School faculty meetings 1 per month

Social agency meetings 7

PTA All

IV. Referrals to Others

School personnel 4

Department of Health 5

Family and Children Services 2

Grady Memorial Hospital 13

Other:

Welfare
Churches
Atlanta Housing Authority
Model Cities

V. Planned and assisted in promotion of these Council activities

A. Gifts from businesses:

St. Francis Thrift Store
Place mats for primary
Silverware
New material for Golden Age
Groceries
Refrigerator
Chair for reading room

Jim's Food
Cash donation of \$5

J&E Machine Shop
Cash donation of \$25

Wells Gulf Service
Wieners, 100 lbs.

Mr. Copeland
Ribs, 100 lbs.

Jackson-Atlantic, Inc.
Ice, 250 lbs.

Mr. Copeland and Wells Gulf Service
Cups, 3 cases

Mr. Bruce
Cups, 3 cases

Gem Toy Company
Toys

Carr Linen Service, Inc.
Tablecloths
Cash donation of \$25
Blankets
Washcloths
Sheets
Pillows and cases

The Coca-Cola Company
Stuffed toy dogs
Pencils
Soft drinks for barbecue

Mrs. Thornton
Toys
Clothing
Bed

Stein Paper
Construction paper

Modern Glass & Mirror Co.
Glass

The Lovable Company
Underclothes

Johnson's Furniture
Sofa

Woodland Hills Baptist Church
Groceries

Jim's Food Store, Savannah Mission
Groceries

Mrs. Knowles
Groceries

Williams Brothers Lumber Co.
Plywood

B. City of Atlanta

<u>Department</u>	<u>Services Rendered</u>
Water	Bills adjusted
Street	Sidewalks, streets repaired and paved
Police	Various services
Housing	Housing brought to standard
Health	Clinical services

C. Board of Education

School sidewalk repaired
Two water coolers installed in primary
Tools loaned for cleanup



Grant Park Principal James Taylor and students in cleanup drive



Parent provides amusing moment for child during Ware pre-kindergarten parent involvement session.



Ware School/Community Visitors at cluster meeting

VI. Council Activities

Two cleanups and barbecues
One voter registration drive
Entire school involved in talent show
Arranged with St. Francis Thrift Store to supply clothing and shoes to schools (Grant Park, Primary, Danbar, Bryant, Jerome Jones, Roosevelt, Ed S. Cook, Coan and Luckie Street)
An end-of-school year luncheon was served for school staff and city officials by community parents.

VII. Visits outside city

Community School Convention, Phoenix, Arizona
Workshop, Panama City, Florida (One visitor was member of panel participating in program).

VIII. Attendance of Council meetings and other activities

Smallest meeting (Number)	15
Largest meeting (Number)	300
Two cleanups and barbecues	250 each

IX. Council Expenditures for School

Paid half of cost of air conditioners for reading center and library
Purchased square of carpeting for each classroom
Purchased aquarium for each classroom
Purchased art for halls
Purchased picture frames for hall display
Purchased file cabinet for School/Community Visitors
Purchased furniture for teachers' lounge
Purchased films and assisted in paying for film, "Black and White, Uptight"
Paid expenses for three community people attending Community School Association Convention in Phoenix

X. Activities Sponsored

Council drives
Two faculty luncheons
Approved use of \$100 for student council to beautify lunchroom

COMPOSITE GRANT PARK COMMUNITY TEACHER ANNUAL REPORT

1. Work in School

A. Number of teachers served: 18

B. Services rendered:

Worked with small groups, checked papers, graded tests, worked on bulletin board, listened to children read, read to children, worked on attendance records and cards, recorded scores, ran off material on duplicating equipment.

2. Work in Homes

A. Number of families served: 40

B. Number of children served: 57

C. Number of visits to homes: 100

3. List of services rendered

Taught shapes, colors, letters, stacking numbers, sounds, parts of body, likenesses, differentiation between left and right, size gradations; made toy chests, wooden puzzles; read stories; posted pictures; played games; taught songs; encouraged parents to talk in complete sentences; showed them how to reward children; made vocabulary cards; taught finger painting; classified fruits and vegetables; taught spatial relationships.

4. Changes noted in parents' attitudes toward children

Parents wanted to learn what to do for their children of different ages. Many were surprised by the learning ability of young children. The parents became very proud of their children.

5. Parental purchases of childrens' educational materials as a result

Story books, puzzles, balls, blocks, colors (Parents began making the things that I was making for their children. Interest was very high).

Since one community teacher left the city, the number was reduced to five.

COMMUNITY SCHOOL PARTICIPATION REPORT

Grant Park Community School

Term - fall winter spring summer
(circle one)

School Year 1970 1971

DEFINITIONS:

- a. Enrollments: People who are signed up in an organized and continuing activity such as adult education or an enrichment class.
- b. Participants: People who are countable as participating in activities such as Family Night, Men's Club, etc. which are organized for leisure time but which do not require their continued attendance.

I. ADULT EDUCATION

A. Non Credit

	Name of Class	Enrollment	
1.	<u>A.B.D.</u>	<u>70</u>	
2.	<u>Ceramics</u>	<u>65</u>	
3.	<u>Sewing</u>	<u>13</u>	
4.	<u>School Community Council</u>	<u>44</u>	
5.	_____	_____	
6.	_____	_____	
7.	_____	_____	
8.	_____	_____	
9.	_____	_____	
10.	<u>Adult Basic Education</u>	<u>18</u>	Number of Classes <u>2</u>
	TOTAL	<u>208</u>	

B. Credit

1. Number of students registered in the adult high school N.A.

C. Number of adults participating in social and recreation activities 130.

- Examples of activities:
- (1) Football
 - (2) Basketball
 - (3) Softball
 - (4) _____

II. ACTIVITIES FOR CHILDREN AND YOUTH

A. Enrichment Activities (pre-school thru 6th grade)

	Name of Class	Enrollment
1.	<u>Typing</u>	<u>32</u>
2.	<u>Sewing</u>	<u>19</u>
3.	<u>Reading For Fun</u>	<u>23</u>
4.	<u>Art</u>	<u>21</u>
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	TOTAL	_____

B. Recreation Activities (pre-school thru ~~6th~~ ^{7th} grade)

1. Weekly average of children participating in recreation activities 300 cumulative

- Examples of activities:
- (a) roller skating
 - (b) Football, Basketball, softball
 - (c) Girls' Softball
 - (d) Girls' Volleyball

C. Enrichment Activities (7 - 12th grades)

	Name of Class	Enrollment
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
	TOTAL	_____

D. Recreation Activities (7 - 12th grades)

1. Weekly average of youth participating in recreation activities _____.

Examples of activities:

- (a) _____
- (b) _____
- (c) _____
- (d) _____

III. SPECIAL EVENTS

Event	Number of Participants
1. <u>Adult Basketball Banquet</u>	<u>40</u>
2. <u>Braves Baseball</u>	<u>135</u>
3. <u>Chiefs' Soccer</u>	<u>20</u>
4. <u>Family Camping Workshop</u>	<u>8</u>
5. _____	_____
TOTAL	<u>203</u>

C. Number of adults participating in social and recreation activities 108.

- Examples of activities:
- (1) Summer Basketball
 - (2) Slo-Pitch Softball
 - (3) _____
 - (4) _____

II. ACTIVITIES FOR CHILDREN AND YOUTH

A. Enrichment Activities (pre-school thru 6th grade)

	Name of Class	Enrollment
1.	<u>Art Enrichment</u>	<u>32</u>
2.	<u>Sewing</u>	<u>27</u>
3.	<u>Creative Dance</u>	<u>8</u>
4.	<u>Ceramics</u>	<u>12</u>
5.	<u>Soccer Class</u>	<u>18</u>
6.	_____	_____
7.	_____	_____
8.	_____	_____
	TOTAL	<u>97</u>

B. Recreation Activities (pre-school thru ~~6th~~ ^{7th} grade)

1. Weekly average of children participating in recreation activities 800 cumulative

- Examples of activities:
- (a) roller skating
 - (b) intramural softball
 - (c) indoor & outdoor games
 - (d) Basketball & volleyball

C. Enrichment Activities (7 - 12th grades)

	Name of Class	Enrollment
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
	TOTAL	_____

D. Recreation Activities (7 - 12th grades)

1. Weekly average of youth participating in recreation activities _____.

- Examples of activities:
- (a) _____
 - (b) _____
 - (c) _____
 - (d) _____

III. SPECIAL EVENTS

	Event	Number of Participants
1.	<u>Family camping camp Pioneer</u>	<u>19</u>
2.	<u>Atlanta Chiefs' Soccer</u>	<u>19</u>
3.	<u>Atlanta Braves Baseball</u>	<u>70</u>
4.	_____	_____
5.	_____	_____
	TOTAL	<u>108</u>

M. A. JONES SCHOOL/COMMUNITY VISITOR ANNUAL REPORT

I. Case Load of Community Visitors

Number of home visits to parents 1,059

Number of visits to businesses 97

Other visits:

Fulton County jail
Police Department (Crime Prevention)
Georgia Regional Hospital
Brown High School
Bass High School
Area I Office
Booker T. Washington High School
Indian mounds, Kennesaw, Georgia
Fuller Realty Company
Carpet Mart
Sears Roebuck and Co, West End store
F. W. Woolworth store
Harry E. Glore
Ware School
Peoples Street School
Grant Park School
Morehouse College
Instructional Service Center, Atlanta Public Schools
Georgia Mental Health Institute
EIP Task Force
Hunter Street Crisis Intervention Center
Gubernatorial candidates
Television stations
American Cancer Society
Voter registration office
WAOK Radio
Newspapers
Clark College
Morris Brown College
U. S. Postal Academy

II. Contacts

Interviews with students 306

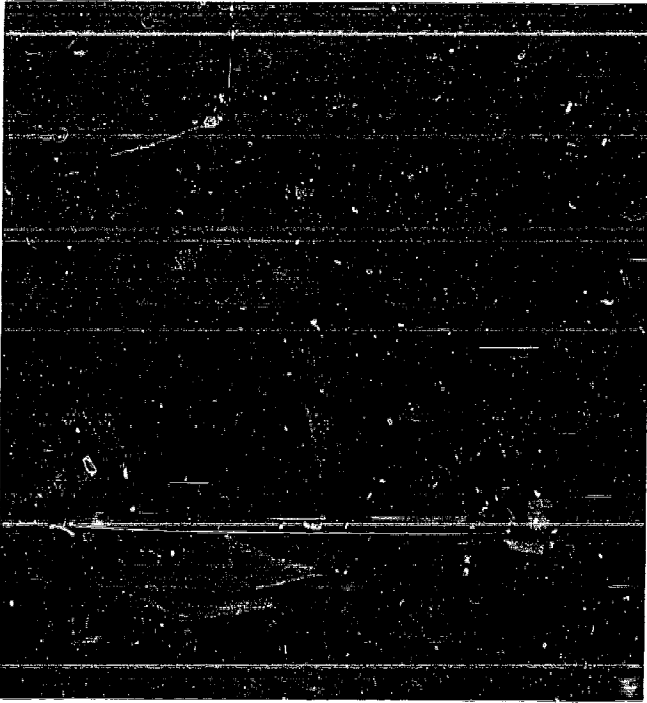
Interviews with parents 306

Conferences with school personnel:

Principal 96

Teachers 157

	Social Worker	62
	Guidance Counselor	16
	Community School Director	42
	Associate Director, EIP	5 plus workshops
	Director, EIP	12 plus workshops
III.	<u>Activities Other Than Casework</u>	
	Professional workshops	2
	School faculty meetings	8
	Social agency meetings	79
	HEW Council, West End (Members)	
	PTA	8
IV.	<u>Referral to Others</u>	
	School personnel	8
	Department of Health	47
	Family and Children Services	4
	Grady Memorial Hospital	8
	Other:	
	DeKalb Mental Hospital (2 patients for drug abuse)	
	Georgia Mental Health Institute (2 patients for drug abuse)	
	Roy McGhee Health Center (277 children to dentist)	
	Atlanta Housing Authority	19
	Atlanta Legal Aid	2
	Consumer Credit Council	2
	Vocational Rehabilitation	1
	Social Security Office	3
V.	<u>Planned and assisted in promotion of these Council activities</u>	
	A. Gifts from businesses:	
	<u>The Coca-Cola Co.</u>	
	Keychains	
	<u>Fort McPherson (U. S. Third Army Headquarters)</u>	
	Eggs	
	<u>Shell Oil Co.</u>	
	Dye and eggs	



Mrs. Mamie Darlington of AU's School of Social Work, Mrs. Freeman at a Community Teachers meeting



Mrs. Della Horton (c), consultant from Peabody College, visits Community Teacher early childhood training program.



EIP consultants Mrs. Ivanetta Davis (left), Dr. Theodore Harris at Ware

American Oil Co.

Eggs

Gulf Oil Co.

Eggs

Local Breweries

Cuff links

Cigarette lighters

Arnoff Grocery Store

Eggs

Gershon Grocery Store

Eggs

Fienbug Grocery Store

Eggs

Mark's Clothing

Zales Jewelry, West End Store

Economy Auto Stores

Butler Shoe Stores (shoes and cash donations)

Henderson Furniture

Ferrel's Furniture

Citizens Jewelry Company

Toggery Clothing Company

Gershons Super Market

Aronoff Super Marker

Fineberg Super Market

Fort McPherson

Lelia's Grill

Walgreen Company

Steed and Partridge Shell Service Station

Willingham and Reed Gulf

Alexander American Oil Service Station

Southern Iron and Equipment Company (jobs)

West End EOA (jobs, cash)

Nash Washington EOA (jobs, cash)

Roy D. Warren & Company (jobs)

Southern Glass

Simmons Bedding

Hank Thomas (jobs)

WAOK disc jockey, Antonio the Romeo, at Talent Show

Kid Miller's Band (free music)

Postal Street Academy--We were able to place one of our students there. He received his GED.

Cash contributions--two students to New York

B. City of Atlanta

<u>Department</u>	<u>Services Rendered</u>
Police Department	Located two missing persons
Housing Authority	Placed families in houses
County Jail	Visited prisoner
Family and Children Services	Provided menus to assist parents in nutrition
Public defender	Assisted person needing a lawyer
Juvenile Courts	Released two boys to enter school, the Council paying fee of one boy
Voter Registration	Registration implemented in the school
Sanitation Division	Streets paved, stop signs erected, trash collected
Postal Services	Mailboxes placed to serve senior citizens

Crime Prevention Bureau

Helped to check on vacant houses; spotted truants; attended school functions

Mayor's Office

Aided in eviction cases; removed derelict cars; had square cleaned and guard rail placed.

C. Board of Education

Campus lights installed
Mathematics laboratory wall removed
Unsafe iron grill removed

VI. Council Activities

Family Night--400 present

School Easter egg hunt--1,040 eggs given away to 675 children

Thanksgiving and Christmas--collected food and gifts for needy families

Voter registration--200, Clark College

Friendship tea--75 present; collected food and clothes for needy families and Camilla Street Nursing Home

Attended in-kind service meetings of EOA at school

School Council intervisitation (Governing Board Meetings); M. A. Jones, 150 present; Grant Park, 75

Block dance--parents and students

Officer from Crime Prevention Bureau played records while families cleared area--150 present

Ashby Grove and Camilla Street Community Club meeting; film presentation, "To Touch a Child," 35 present

Helped to keep lines of communications open between Council and PTA

Fun Day--assisted in coordinating the program

Ashby Grove and Camilla Street Community Club Christmas Dance--100 present

VII. Visits outside city

National Community School Convention, Phoenix

Educational tour of Indians mounds, Kennesaw, Georgia

VIII. Attendance of Council meetings and other activities

Smallest meeting (number) 20

Largest meeting (number) 280

IX. Council Expenditures for School

Paid half the cost of

Air conditioners for reading center and library

Portable fans for all rooms

Dictation transcribing equipment for reading center and library

Square of carpeting for each classroom

Cluster secretarial record books

Thirty-five books for reading center
Ethnic film strip series
Eight mm. movie camera and projector
Paid part of the cost of film "Black and White, Uptight"
Paid expenses of two persons attending convention in Phoenix
Paid expenses of one teacher attending National Council of
Mathematics Teachers in Anaheim, California
Paid \$7.50 for linen for Community Council dinners

COMPOSITE M. AGNES JONES COMMUNITY TEACHER ANNUAL REPORT

One Community Teacher resigned for maternity reasons. This report concerns five community teachers.

1. Work in School

A. Number of teachers served: 18

B. Services rendered:

One Community Teacher maintained fourth grade class for a month until a supply teacher could be secured. Teachers released regular teachers for in-service, ran off materials on duplicating equipment, graded tests, read to children, taught small groups in sounds and numbers, listened to children's problems.

2. Work in Homes

A. Number of families served: 33

B. Number of children served: 51

C. Number of visits to homes: 90

3. List of services rendered

Taught Dolch Word List to parents, color shapes, nesting, likenesses and differences, how to build with blocks, finger painting; read stories; made objects such as toy chests and rag dolls.

4. Changes noted in parents' attitudes toward children

Parents became more interested in their children's abilities. Some parents moved into better housing. Others became interested in better ways to cook and in the preparation of surplus commodities. Parents began reading more to their children.

5. Parental purchases of childrens' educational materials as a result

Educational toys, books, crayons, records, coloring books

COMMUNITY SCHOOL PARTICIPATION REPORT

M. Agnes Jones Community School

Term - fall winter spring summer
(circle one)

School Year 1970 - 1971

DEFINITIONS:

- a. Enrollments: People who are signed up in an organized and continuing activity such as adult education or an enrichment class.
- b. Participants: People who are countable as participating in activities such as Family Night, Men's Club, etc. which are organized for leisure time but which do not require their continued attendance.

I. ADULT EDUCATION

A. Non Credit

Name of Class	Enrollment	
1. <u>Typing</u>	<u>45</u>	
2. <u>Shorthand</u>	<u>13</u>	
3. <u>Business English</u>	<u>20</u>	
4. <u>Business Math</u>	<u>17</u>	
5. <u>Sewing</u>	<u>32</u>	
6. <u>Piano</u>	<u>6</u>	
7. _____	_____	
8. _____	_____	
9. _____	_____	
10. <u>Adult Basic Education</u>	_____	
TOTAL	<u>133</u>	Number of Classes <u>6</u>

B. Credit

1. Number of students registered in the adult high school 0

C. Number of adults participating in social and recreation activities 122.

- Examples of activities:
- (1) Physical Fitness
 - (2) Basketball
 - (3) Karate
 - (4) Ping Pong

II. ACTIVITIES FOR CHILDREN AND YOUTH

A. Enrichment Activities (pre-school thru ~~7~~⁸th grade)

7

	Name of Class	Enrollment
1.	<u>Arts & Crafts</u>	<u>91</u>
2.	<u>Consumer Math</u>	<u>73</u>
3.	<u>French</u>	<u>65</u>
4.	<u>Typing</u>	<u>87</u>
5.	<u>Modern Dance</u>	<u>54</u>
6.	<u>Sewing</u>	<u>40</u>
7.	<u>Reading for Fun</u>	<u>96</u>
8.	<u>Social Studies</u>	<u>85</u>
	TOTAL	<u>591</u>

B. Recreation Activities (pre-school thru ~~8~~⁸th grade)

7

1. Weekly average of children participating in recreation activities 203.

- Examples of activities:
- (a) Karate
 - (b) Basketball
 - (c) Softball
 - (d) Sock Hop

C. Enrichment Activities (7 - 12th grades)

8

	Name of Class	Enrollment
i.	Piano	7
2.	Consumer Math	5
3.	Typing	11
4.	Arts & Crafts	9
5.	Social Studies	3
6.		
TOTAL		35

D. Recreation Activities (7 - 12th grades)

1. Weekly average of youth participating in recreation activities 116.

Examples of activities:

- (a) Basketball
- (b) Sock Hop
- (c) Softball
- (d) Karate

III. SPECIAL EVENTS

	Event	Number of Participants
	Boy Scout Meetings	32
1.	Planned Parent-hood	183
	Community Council Meetings	236
2.	PTA	672
	Cluster Meetings	121
3.	EOA Basketball Games	242
	Karate Exhibit	201
4.	EOA Neighborhood Meetings	87
	Family Night	405
5.	Math. Workshop	17
	Omega's Frat. Meeting	37
	Grade Mother's Meeting	21
TOTAL		2,254

COMMUNITY SCHOOL PARTICIPATION REPORT

M. Agnes Jones Community School

Term - fall winter spring summer
(circle one)

School Year 1971- 19

DEFINITIONS:

- a. Enrollments: People who are signed up in an organized and continuing activity such as adult education or an enrichment class.
- b. Participants: People who are countable as participating in activities such as Family Night, Men's Club, etc. which are organized for leisure time but which do not require their continued attendance.

I. ADULT EDUCATION

A. Non Credit

	Name of Class	Enrollment
1.	<u>Physical Fitness</u>	<u>24</u>
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	<u>Adult Basic Education</u>	_____
	TOTAL	<u>24</u>

Number of Classes 1

B. Credit

1. Number of students registered in the adult high school _____

C. Number of adults participating in social and recreation activities 47.

- Examples of activities:
- (1) Basketball
 - (2) Softball
 - (3) Ping pong
 - (4) Archery

II. ACTIVITIES FOR CHILDREN AND YOUTH

A. Enrichment Activities (pre-school thru 7th grade)

	Name of Class	Enrollment
1.	<u>Piano</u>	<u>11</u>
2.	<u>French</u>	<u>13</u>
3.	<u>Black History</u>	<u>46</u>
4.	<u>Typing</u>	<u>10</u>
5.	<u>Modern Dance</u>	<u>34</u>
6.	<u>Good Grooming</u>	<u>15</u>
7.	<u>Sewing</u>	<u>7</u>
8.	<u> </u>	<u> </u>
	TOTAL	<u>136</u>

B. Recreation Activities (pre-school thru 7th grade)

1. Weekly average of children participating in recreation activities 132.

- Examples of activities:
- (a) Badminton
 - (b) Softball
 - (c) Four Square
 - (d) Archery

C. Enrichment Activities (8 - 12th grades)

	Name of Class	Enrollment
1.	<u>French</u>	<u>3</u>
2.	<u>Modern Dance</u>	<u>6</u>
3.	<u>Good Grooming</u>	<u>9</u>
4.	<u>Sewing</u>	<u>1</u>
5.	<u>Piano</u>	<u>2</u>
6.	<u> </u>	<u> </u>
	TOTAL	<u>21</u>

D. Recreation Activities (8 - 12th grades)

1. Weekly average of youth participating in recreation activities 71.

- Examples of activities:
- (a) Badminton
 - (b) Softball
 - (c) Playing Cards
 - (d) Archery

III. SPECIAL EVENTS

	Event	Number of Participants
1.	<u>Family Night</u>	<u>101</u>
2.	<u>Theatre Of The Stars</u>	<u>10</u>
3.	<u>Council Meetings</u>	<u>43</u>
4.	<u>Block Meetings</u>	<u>70</u>
5.	<u>Baseball Game</u>	<u>37</u>
	TOTAL	<u>261</u>

E. A. WARE SCHOOL/COMMUNITY VISITOR ANNUAL REPORT

I. Case Load of Community Visitors

Number of home visits to parents: 417

Number of visits to businesses 198

Other visits:

Churches, ads and patrons, to get them interested and involved in Community Council

Five trips to pick up clothing and money for food in emergency cases

Cluster meetings 105

Council meetings 10

II. Contacts

Interviews with students 800

Interviews with parents 900

Conferences with school personnel:

Principal 380

Teachers 640

Social Worker 6

Guidance Counselor 295

Community Director 190

Associate Director, EIP 28

Director, EIP 10

III. Activities Other Than Casework

Professional workshops 5 EIP, Rapid Transit and Community Council

School faculty meetings 18

Social agency meetings 51

Special meetings with Mrs. Miller at Emory University, Mr. Davis of Black World, Barbara Whittaker and John Rhode, Georgia State University

PTA 9

City of Atlanta

Department

Services Rendered

Traffic

Through efforts of Council, stop signs and lights were placed at two different sites.

Board of Education

Donated twenty shoe gift certificates; Council helped to get a day care program under Title IVa.

VI. Council Activities

The Community Council cosponsored with the PTA an activity which raised the matching funds for a \$4,000 improvement of the recreational facilities of the school, including park benches installed on the playground.

VII. Visits outside city

Sent three members to National Community School Convention, Phoenix
Sent one member to IRA convention, Atlantic City
Supported four teachers attending IRA convention
Supported two teachers attending Regional Science Conference, Atlanta

VIII. Attendance of Council meetings and other activities

Smallest meeting (Number) 5
Largest meeting (Number) 1,250
Worked all day December 22, packing approximately 500 Christmas baskets and delivering them.

IX. Council expenditures for School

Purchased air conditioners for main school office and Community School Director's office
Spent \$600 for kindergarten materials and supplies
Spent \$300 for pre-kindergarten materials and supplies
Paid \$300 for substitute teachers to permit three classroom teachers to attend IRA convention
In science program, purchased:
Eight aquaria
One planetarium
Five electric motor assembly kits
Two electricity demonstration kits
Three anatomical models
Purchased silverware for lunchroom
Purchased plates for Child Development Center

Paid for films to document year's activities
Purchased fourteen pieces of 9 x 12 carpeting
Purchased coffee maker

X. Activities sponsored

Institution of a comprehensive Child Development Program

COMPOSITE E. A. WARE COMMUNITY TEACHER ANNUAL REPORT

1. Work in School

A. Number of teachers served: 23

B. Services rendered:

One community teacher kept fourth grade class for one month until a supply teacher could be secured. Teachers released regular teachers for in-service, ran off duplicated materials, graded tests, read to children, taught small groups in sounds and numbers, listened to childrens' problems.

2. Work in Homes

A. Number of families served: 31

B. Number of children served: 40

C. Number of homes visited: 120

3. List of services rendered

Taught colors, textures, shapes, motor skills, likenesses and differences, vocabulary, spatial relationships, size gradations, parts of body, coloring, listening, following directions; read stories; used Sesame Street Kit.

4. Changes noted in parents' attitudes toward children

Surprise at what small children can accomplish
Increased interest in reading to children
Ability to use household items for teaching

5. Parental purchases of children's educational material as a result

Books, toys, records

COMMUNITY SCHOOL PARTICIPATION REPORT

E. A. Ware

Community School

Term - fall winter spring summer
(circle one)

School Year 1970 - 1971

DEFINITIONS:

- a. Enrollments: People who are signed up in an organized and continuing activity such as adult education or an enrichment class.
- b. Participants: People who are countable as participating in activities such as Family Night, Men's Club, etc. which are organized for leisure time but which do not require their continued attendance.

I. ADULT EDUCATION

A. Non Credit

	Name of Class	Enrollment	
1.	<u>G.E.D. Test Preparation</u>	<u>54</u>	
2.	<u>Sewing</u>	<u>52</u>	
3.	_____	_____	
4.	_____	_____	
5.	_____	_____	
6.	_____	_____	
7.	_____	_____	
8.	_____	_____	
9.	_____	_____	
10.	<u>Adult Basic Education</u>	<u>25</u>	Number of Classes <u>1</u>
TOTAL		<u>131</u>	

B. Credit

1. Number of students registered in the adult high school 0

C. Number of adults participating in social and recreation activities 425.

- Examples of activities:
- (1) Community Council Meeting
 - (2) Basketball
 - (3) Table Tennis
 - (4) _____

II. ACTIVITIES FOR CHILDREN AND YOUTH

A. Enrichment Activities (pre-school thru 8th grade)

	Name of Class	Enrollment
1.	<u>Sewing</u>	<u>25</u>
2.	<u>Black History</u>	<u>40</u>
3.	<u>Radio & TV Repair</u>	<u>35</u>
4.	<u>Art</u>	<u>30</u>
5.	<u>Library</u>	<u>75</u>
6.	<u>Basketball (G & B)</u>	<u>275</u>
7.	_____	_____
8.	_____	_____
	TOTAL	<u>460</u>

B. Recreation Activities (pre-school thru 8th grade)

1. Weekly average of children participating in recreation activities 625.

- Examples of activities:
- (a) Basketball
 - (b) Table Tennis
 - (c) Quiet Games
 - (d) Football

C. Enrichment Activities (8th- 12th grades)

	Name of Class	Enrollment
1.	<u>Ceramics</u>	<u>75</u>
2.	<u>Radio & T.V. Repair</u>	<u>23</u>
3.	<u>Sewing</u>	<u>20</u>
4.	<u></u>	<u></u>
5.	<u></u>	<u></u>
6.	<u></u>	<u></u>
TOTAL		<u>118</u>

D. Recreation Activities (8th- 12th grades)

1. Weekly average of youth participating in recreation activities 425.

- Examples of activities:
- (a) Basketball
 - (b) Table Tennis
 - (c) Art
 - (d) Quiet Games

III. SPECIAL EVENTS

	Event	Number of Participants
1.	<u>Coordinating Council of Neighbor Service</u>	<u>85</u>
2.	<u>Community Council</u>	<u>120</u>
3.	<u>Basketball Awards Night</u>	<u>89</u>
4.	<u></u>	<u></u>
5.	<u></u>	<u></u>
TOTAL		<u>284</u>

COMMUNITY SCHOOL PARTICIPATION REPORT

Ware Community School

Term - fall winter spring summer
(circle one)

School Year 1970 1971

DEFINITIONS:

- a. Enrollments: People who are signed up in an organized and continuing activity such as adult education or an enrichment class.
- b. Participants: People who are countable as participating in activities such as Family Night, Men's Club, etc. which are organized for leisure time but which do not require their continued attendance.

I. ADULT EDUCATION

A. Non Credit

	Name of Class	Enrollment	
1.	<u>GED Test Preparation</u>	<u>15</u>	
2.	<u>Sewing</u>	<u>23</u>	
3.	_____	_____	
4.	_____	_____	
5.	_____	_____	
6.	_____	_____	
7.	_____	_____	
8.	_____	_____	
9.	_____	_____	
10.	<u>Adult Basic Education</u>	<u>25</u>	Number of Classes <u>1</u>
	TOTAL	<u>63</u>	

B. Credit

1. Number of students registered in the adult high school 0.

RESEARCH AND EVALUATION

Metropolitan Achievement Tests - All Project Schools

A Report by Ellison Pusser, Graduate Student, Emory University

SIGNIFICANCE OF GAINS ANALYZED BY THE TEST STATISTIC, t

Metropolitan Achievement Test (to be henceforth called the MAT) data, using mean grade equivalents, have been analyzed by school and grade using the test statistic, t, to determine significant gains or losses during the elapsed period between the pre-tests and the post-tests.

All pre-tests were administered simultaneously at all schools in October 1970, as were all post-tests in April 1971. The first grades were administered only the post-test and were therefore not analyzed for significant gains.

A significant gain or loss was defined as one significantly above or below the normal national gains of one month on the MAT for each month of school attended. Thus, for our purposes, a significant gain was one significantly above the normal expected national gain of .6, since six months elapsed between pre-testing and post-testing. Conversely, a significant loss, was one significantly below the national gain of .6.

The use of t tests to compare actual gains with expected national gains yielded the results in Table 1 of this section. The average grade equivalent scores (pre-test and post-test) were computed by taking the arithmetic average of the grade equivalent score of all categories on the MAT at each grade level. (Each category grade equivalent score was an average of all the students' individual grade equivalents for that particular grade). For example, the average of the grade equivalent scores of the four categories (Word Knowledge, Word Analysis, Reading, Total Math) on the MAT. There is a difference in some cases in the total number of categories per grade from that reported in 1969-1970 because of a change in format on the MAT.

The results of the analysis are quite definitive and are most interest-

ing when compared with the results of 1969-1970, when the intervention model had been introduced only at one project school, E. A. Ware. The results, shown in Table 2, are as follows:

1. Significant gains were obtained in three grades at M. Agnes Jones, four grades at Grant Park, and two grades at E. A. Ware. In 1969-1970, a total of only four grades had significant gains, all of them at E. A. Ware, the only site of intervention model. When the intervention model was implemented in all three schools, the number of grades showing significant gains more than doubled from four to nine.

2. Even more important is the fact that the number of grades showing significant losses dropped from six to zero. In 1969-70, both M. Agnes Jones and Grant Park each had three grades with significant losses; this year, there were no significant losses in any school. In fact, there was only one non-significant loss trend (at M. Agnes Jones) as compared to three last year.

3. It is important to note that E. A. Ware dropped from four grades with significant gains to two. However, there are two very important considerations. First, the sixth and seventh grades at Ware were omitted from the analysis because they were being transferred to a middle school during the year. Also, this was the second year of the intervention program at Ware; significant gains would be more difficult to achieve in a school which had already made every large gains the year before. Even so, two grades at E. A. Ware did show significant gains and two showed non-significant gain trends. As will be shown in the next section, E. A. Ware very nearly maintained the same gains as the previous year.

In summary, all three project schools, overall, had outstanding gains on the MAT during the year 1970-71, and the hypothesis is clearly supported

that the intervention program made a difference in the three project schools.

PERCENTAGE COMPARISON OF CURRENT GAINS ON MAT WITH: (1) EXPECTED GAINS
BASED ON GAINS DURING 1969-70, (2) NORMAL NATIONAL GAINS

Table 3 shows dramatically how the current (1970-71) gains on the MAT compare with the gain of 1969-70 (called percentage gain over gain) and with the normal national gains (called percentage gain over norm).

In the two schools exposed to the intervention model for the first time during 1970-71, the average gain over last year's gain is 114.5 (Jones 105 and Grant Park 124). That is, these two schools gained last year's gains on the MAT, plus 115 more than that. E. A. Ware lost only 2.6 from last year's gain, which is hardly significant, considering the magnitude of the 1969-70 gain. Only in three grades (second and fourth at Ware and the third at Jones) did the gains of 1970-71 fail to exceed the 1969-70 gains.

In addition, the 1970-71 gains on the MAT exceeded the national normal gains by an average of 47.8 for the three project schools (Jones, 24; Grant Park, 68; Ware, 53). Once again, in only three grades (third and sixth at Jones and the third at Grant Park) did the gains of 1970-71 fail to exceed the national norm gains.

For any school, whether classified as disadvantaged or not, these gains are most significant. These "disadvantaged" schools outgained "normal" schools by 48 on the MAT. Clearly, once again, the beneficial effects of the intervention model are supported by the data.

Metropolitan Achievement Test - The Reading Centers at All Project Schools

The data for the evaluation of the reading centers at each project school is the same pre-test/post-test data analyzed in the previous section. However, only certain students attended the reading centers and only four categories of the MAT (Word Knowledge, Reading, Language Totals, and Language Study Skills),

all related to reading, are analyzed in this section. These four categories were chosen because they are most closely related to the ability to read, and it is important to determine if all categories were significantly influenced by the reading center program. The mean grade equivalent is the dependent variable for each category.

In order to test for significant differences in scores from pre to post testing, .6 was subtracted from each person's post-test score. This was done to assure that if the pre/post-test results differed significantly, they would differ significantly from the national norm of a month's gain on the MAT for each month of school attendance. Thus, the criteria by which difference is deemed significant in pre/post-test scores were stiffened.

E. A. Ware Reading Center

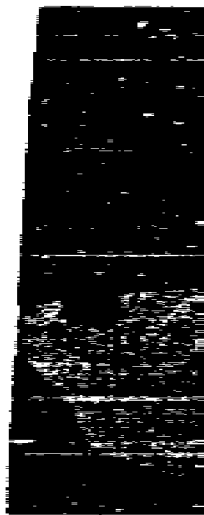
The data for 35 children from the fifth grade were analyzed by time of test (pre/post) and category (four categories of the MAT listed above) by the method of analysis of variance, repeated measures, using a 2 x 4 design (See Table 4 for means, sample sizes, and standard deviations).

Significant differences were found between the pre-and-post-test scores (.01), among the categories (.01), and in the interaction of time of test by categories (.01) (See Table 5 for a summary of this analysis). The post-tests reflect higher scores, and the categorical difference results primarily from the fact that the Reading scores are lower than the scores in the other three categories. The interaction is not important for this discussion.

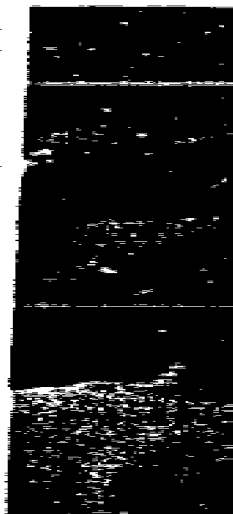
The most important result is the significance of the pre-post test scores. The pre-test mean for all categories is 4.06 while the post-test is 5.02 (after subtracting .6.) This is an increase of .96 over the national norm during the six months the children attended the reading center.



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The data support the hypothesis that the reading center activities significantly influenced the mean grade equivalent scores for the 35 children exposed to the experience.

M. Agnes Jones Reading Center

The data for 17 children from the fifth grade, 16 from the sixth, and 16 from the seventh were analyzed by grade level, category, and time of testing (pre-post) by the method of analysis of variance, repeated measures, using a 3 x 4 x 2 design (See Table 6 for means, sample sizes, and standard deviations).

Significant differences were found between grades (.01), categories (.01), time of testing (.01), and both two-way interactions (See Table 7 for a summary of this analysis). The post-tests reflect higher scores and the categorial difference results primarily from the fact that the Reading scores are lower than the other three. The interactions are not important for the present discussion.

The most important result is the significance of the pre-post test scores. The pre-test mean for all categories and all grades is 4.94 while the post-test is 5.82 (after subtracting .6). This is an increase of .88 over the national norm during the six months the children attended the reading center.

As expected, the higher school grades have the higher scores. Also, all categorical means are reasonably close to each other with the exception of reading (5.53, 5.49, and 5.68 for the other three categories, while Reading is 4.90).

The data support the hypothesis that the Reading Center activities significantly influenced the mean grade equivalent scores for the 49 children exposed to the experience.

Grant Park Reading Center

The data for seventeen children from the fifth grade, sixteen from the sixth and nine from the seventh were analyzed by grade level, category, and the time of testing (pre-post) by the method of analysis of variance, repeated measures, using a 3 x 4 x 2 design (See Table 8 for means, sample sizes, and standard deviations).

Significant differences were found between categories (.01), time of testing (.01), and two different interactions (See Table 9 for a summary of this analysis). The post-tests reflect higher scores, and the categorical difference is due primarily to the fact that the Reading scores are lower than the other three. The interactions are not important to the present discussion.

The most important result is the significance of the pre-post test scores. The pre-test mean for all categories and grade levels is 5.18, while the post-test is 6.32 (after subtracting .6). This is an increase of 1.14 over the national norm during the six months the children attended the Reading Center.

Contrary to expectations, there is not a significant grade level effect. This is due primarily to the high scores of the fifth grade (overall average of 5.69) and the comparatively lower scores of the seventh grade (overall average of 5.76). The different category scores are reasonably close with the exception of Reading (5.69, 6.07, and 6.06 for the other three, while Reading is 5.18).

The data support the hypothesis that the Reading Center activities significantly influenced the mean grade equivalent scores for the 42 children exposed to the experience.

In summary, the data support the hypothesis that the Reading Centers at all three project schools significantly influenced the mean grade equivalent scores on the MAT of all children who attended the centers.

Table 1
METROPOLITAN ACHIEVEMENT TEST RESULTS

SCHOOL	GRADE	PRE-TEST MEAN	POST-TEST MEAN	AVERAGE GAIN	DEGREES OF FREEDOM	t VALUE _{nb}
M. Agnes Jones	1		1.63			
	2	1.51	2.30	.79	3	2.91*
	3	2.72	3.19	.47	4	-1.67
	4	3.44	4.49	1.05	6	3.89**
	5	3.87	4.81	.94	8	2.01*
	6	4.44	5.06	.62	8	.18
	7	4.89	5.48	.59	8	-.04
Grant Park	1		1.41			
	2	1.49	2.41	.92	3	4.78**
	3	2.33	2.91	.58	4	-.30
	4	3.25	4.45	1.20	6	6.52**
	5	4.02	5.79	1.77	8	5.50**
	6	4.79	5.57	.78	8	2.61*
	7	5.31	6.10	.79	8	1.15
E. A. Ware	1		2.07			
	2	1.87	2.57	.70	3	1.09
	3	2.22	3.19	.97	4	3.90**
	4	3.64	4.74	1.10	6	7.03**
	5	3.88	4.78	.90	8	1.53
	6	--	--	--	--	--
	7	--	TRANSFERRED TO A MIDDLE SCHOOL		--	--

* $\alpha = .05$

** $\alpha = .01$

nb = The signs of "t" ratios were dependent upon the direction of deviation of the average gains from expectancy of +.6. Thus, if the average gain is above +.6, the sign of the t ratio is positive; if below +.6, the sign is negative.

Table 2
SUMMARY OF METROPOLITAN ACHIEVEMENT TEST RESULTS

SCHOOL	SIGNIFICANT GAINS	SIGNIFICANT LOSSES	NON- SIGNIFICANT	N.S. LOSS TREND	N.S. GAIN TREND
M. Agnes Jones	3	0	2	1	0
Grant Park	4	0	1	0	1
E. A. Ware	2	0	0	0	2
TOTAL	9	0	3	1	3

Table 4
 SUMMARY OF MEANS, SAMPLE SIZES, AND STANDARD DEVIATIONS OF DATA FROM WARE
 READING CENTER

GRADE	CATEGORY	PRE-TEST			POST-TEST NB		
		MEAN	N	SD	MEAN	N	SD
Fifth	Word Knowledge	3.91	35	.80	6.04	35	2.15
	Reading	3.77	35	.68	3.98	35	.89
	Language Totals	4.43	35	.85	5.50	35	.88
	Language Study Skills	4.14	35	.83	4.56	35	1.59
TOTAL AVERAGE		4.06			5.02		
TOTAL N		35			35		

NB .6 has been subtracted from each person's score as explained in the discussion section.

Table 3

PERCENTAGE GAIN/LOSS OVER 1969-70 GAIN AND PERCENTAGE GAIN OVER NORM

SCHOOL	GRADE	AVERAGE GAIN/MO 1970-71	AVERAGE GAIN/MO 1969-70	AVERAGE GAIN/MO NATIONAL	% GAIN OVER GAIN	% GAIN OVER NORM
M. Agnes Jones	2	.131	.123	.100	6.5	31.0
Grant Park	2	.153	.120	.100	27.5	53.0
E. A. Ware	2	.116	.150	.100	-22.7	16.0
M. Agnes Jones	3	.078	.093	.100	-16.1	-22.0
Grant Park	3	.096	.095	.100	1.1	-4.0
E. A. Ware	3	.162	.155		4.5	62.0
M. Agnes Jones	4	.176	.068	.100	158.8	76.0
Grant Park	4	.201	.093	.100	116.1	101.0
E. A. Ware	4	.184	.184	.100	0.0	84.0
M. Agnes Jones	5	.157	.068	.100	130.9	57.0
Grant Park	5	.296	.075	.100	294.7	196.0
E. A. Ware	5	.150	.139	.100	7.9	50.0
M. Agnes Jones	6	.104	.026	.100	300.0	4.0
Grant Park	6	.130	.058	.100	124.1	30.0
M. Agnes Jones	7	.099	.065	.100	52.3	-1.0
Grant Park	7	.131	.047	.100	178.7	31.0

TOTAL AVERAGE BY SCHOOL

M. Agnes Jones	105.4	24.2
Grant Park	123.7	67.8
E. A. Ware	-2.6	53.0
TOTAL AVERAGE	85.3	47.8

Table 5
SUMMARY OF ANOVAR OF DATA FROM WARE READING CENTER

SOURCE	SS	df	MS	F
<u>Between Subjects</u>				
A (Pre-Post)	64.41	1	64.41	20.58**
Subjects w/in groups (error A)	212.99	68	3.13	
<u>Within Subjects</u>				
B (Categories)	59.51	3	19.84	23.90**
AXB	39.29	3	13.10	15.78**
B X Subjects w/in groups (error B)	169.42	204	.83	

** $\alpha = .01$

Table 6
SUMMARY OF MEANS, SAMPLE SIZES, AND STANDARD DEVIATIONS OF DATA FROM JONES
READING CENTER

GRADE	CATEGORY	PRE-TEST			POST-TEST ^{NB}		
		MEAN	N	SD	MEAN	N	SD
Fifth	Word Knowledge	3.98	17	1.69	4.89	17	1.93
	Reading	3.77	17	1.10	3.94	17	1.39
	Language Totals	4.22	17	1.37	5.71	17	1.56
	Language Study Skills	3.87	17	1.04	4.88	17	1.71
Sixth	Word Knowledge	5.06	16	1.15	5.79	16	1.51
	Reading	5.04	16	.87	5.27	16	1.84
	Language Totals	5.37	16	.80	6.50	16	1.48
	Language Study Skills	6.19	16	1.65	6.44	16	1.52
Seventh	Word Knowledge	5.64	16	.84	7.84	16	1.29
	Reading	5.43	16	1.28	5.94	16	1.51
	Language Totals	4.96	16	1.32	6.18	16	1.35
	Language Study Skills	6.02	16	2.22	6.67	16	2.18
TOTAL AVERAGE		4.94			5.82		
TOTAL N		49			49		

NB .6 has been subtracted from each person's score as explained in the discussion section.

Table 7
SUMMARY OF ANOVAR OF DATA FROM JONES READING CENTER

SOURCE	SS	df	MS	F
<u>Between Subjects</u>				
A (grades)	201.96	2	100.98	9.05**
Subjects w/in groups (error A)	513.32	46	11.16	
<u>Within Subjects</u>				
B (Categories)	34.72	3	11.57	11.13**
AXB	41.73	6	6.96	6.69**
B X Subjects w/in groups (error B)	143.61	138	1.04	
C (Pre-Post)	74.82	1	74.82	63.41**
AXC	9.45	2	4.73	4.01*
C X Subjects w/in groups (error C)	54.10	46	1.18	
BXC	17.44	3	5.81	7.64**
AXBXC	8.80	6	1.47	1.93
BC X Subjects w/in groups (error BC)	105.11	138	.76	

* α = .05

** α = .01

Table 8
SUMMARY OF MEANS, SAMPLE SIZES, AND STANDARD DEVIATIONS OF DATA FROM GRANT
PARK READING CENTER

GRADE	CATEGORY	PRE-TEST			POST-TEST ^{NB}		
		MEAN	N	SD	MEAN	N	SD
Fifth	Word Knowledge	4.40	17	.86	7.55	17	2.28
	Reading	4.21	17	.76	5.72	17	1.87
	Language Totals	4.63	17	1.00	7.34	17	1.73
	Language Study Skills	4.68	17	.91	7.02	17	2.46
Sixth	Word Knowledge	5.47	16	1.43	5.55	16	1.31
	Reading	5.24	16	1.46	5.71	16	1.70
	Language Totals	5.79	16	1.47	6.30	16	1.48
	Language Study Skills	5.56	16	2.10	6.77	16	1.95
Seventh	Word Knowledge	5.23	9	1.18	5.93	9	1.69
	Reading	5.03	9	1.28	5.17	9	1.65
	Language Totals	5.61	9	1.29	6.77	9	1.30
	Language Study Skills	6.28	9	2.41	6.06	9	2.54
TOTAL AVERAGE		5.18			6.32		
TOTAL N			42			42	

NB .6 has been subtracted from each person's score as explained in the discussion section.

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS,
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 1

	<u>Pre. M.</u>	<u>S.D.</u>	<u>Post M.</u>	<u>S.D.</u>	<u>Gain</u>
<u>M. AGNES JONES SCHOOL</u>					
Word Knowledge			1.76	.49	
Word Analysis			1.65	.45	
Reading			1.63	.22	
Total Mathematics			1.48	.35	
			<u> </u>		
		Average	1.63		
<u>GRANT PARK SCHOOL</u>					
Word Knowledge			1.45	.34	
Word Analysis			1.33	.26	
Reading			1.44	.22	
Total Mathematics			1.43	.31	
			<u> </u>		
		Average	1.41		
<u>E. A. WARE SCHOOL</u>					
Word Knowledge			2.31	.91	
Word Analysis			1.87	.67	
Reading			2.20	.76	
Total Mathematics			1.91	.81	
			<u> </u>		
		Average	2.07		

Table 9
SUMMARY OF ANOVAR OF DATA FROM GRANT PARK READING CENTER

SOURCE	SS	df	MS	F
<u>Between Subjects</u>				
A (grades)	.65	2	.33	.03
Subjects w/in groups (error A)	466.34	39	11.96	
<u>Within Subjects</u>				
B (Categories)	41.05	3	13.68	10.99**
AXB	8.52	6	1.42	1.11
B X Subjects w/in groups (error B)	150.11	117	1.28	
C (Pre-Post)	101.85	1	101.85	32.96**
AXC	63.65	2	31.83	10.30**
C X Subjects w/in groups (error C)	120.52	39	3.09	
BXC	6.20	3	2.07	2.20
AXBXC	14.72	6	2.45	2.61*
BC X Subjects w/in groups	109.46	117	.94	

* α = .05

** α = .01

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS,
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 2

	<u>PRE. M.</u>	<u>S. D.</u>	<u>POST M.</u>	<u>S. D.</u>	<u>GAIN</u>
<u>M. AGNES JONES SCHOOL</u>					
Word Knowledge	1.56	.42	2.47	.91	.91
Word Analysis	1.53	.49	2.31	.79	.78
Reading	1.62	.50	2.22	.79	.60
Total Mathematics	<u>1.34</u>	.25	<u>2.18</u>	.71	<u>.84</u>
Average	1.51		2.30		.78
<u>GRANT PARK SCHOOL</u>					
Word Knowledge	1.50	.31	2.34	.80	.84
Word Analysis	1.45	.30	2.29	.84	.84
Reading	1.55	.24	2.43	.88	.88
Total Mathematics	<u>1.45</u>	.29	<u>2.57</u>	.95	<u>1.12</u>
Average	1.49		2.41		.92
<u>E. A. WARE SCHOOL</u>					
Word Knowledge	2.05	.88	2.74	.96	.69
Word Analysis	1.95	.84	2.56	.96	.61
Reading	1.95	.83	2.49	1.04	.54
Total Mathematics	<u>1.54</u>	.52	<u>2.47</u>	1.01	<u>.93</u>
Average	1.87		2.57		.69

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 3

	<u>Pre. M.</u>	<u>" S.D.</u>	<u>Post M.</u>	<u>S.D.</u>	<u>Gain</u>
<u>M. AGNES JONES SCHOOL</u>					
Word Knowledge	2.83	1.10	3.26	1.16	.43
Word Analysis	2.74	1.05	3.13	1.16	.39
Reading	2.48	.79	2.72	1.18	.24
Spelling	3.08	1.25	3.71	1.21	.63
Total Mathematics	<u>2.46</u>	<u>.62</u>	<u>3.12</u>	<u>.86</u>	<u>.66</u>
	2.72		3.12		.47
<u>GRANT PARK SCHOOL</u>					
Word Knowledge	2.41	.53	2.91	1.43	.50
Word Analysis	2.22	.72	2.65	.93	.43
Reading	2.21	.68	2.63	.79	.42
Spelling	2.29	.89	3.08	1.13	.79
Total Mathematics	<u>2.54</u>	<u>.66</u>	<u>3.28</u>	<u>.97</u>	<u>.74</u>
	2.33		2.91		.58
<u>E. A. WARE SCHOOL</u>					
Word Knowledge	2.21	.98	3.08	1.21	.87
Word Analysis	2.32	.84	3.08	1.09	.76
Reading	2.32	.89	3.17	1.13	.85
Spelling	2.16	.70	3.44	1.19	1.28
Total Mathematics	<u>2.08</u>	<u>.55</u>	<u>3.17</u>	<u>.92</u>	<u>1.09</u>
	2.22		3.19		.97

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS,
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 4

	<u>Pre. M.</u>	<u>S.D.</u>	<u>Post M.</u>	<u>S.D.</u>	<u>Gain</u>
<u>M. AGNES JONES SCHOOL</u>					
Word Knowledge	3.35	1.04	4.33	1.38	.98
Reading	3.30	.94	4.21	1.23	.91
Language Totals	3.24	1.64	4.55	1.50	1.31
Arithmetic Computation	3.41	.65	4.62	.90	1.21
Arith. Prob. Solving Concepts	3.47	.73	4.17	.77	.70
Word Discrimination	5.48	1.01	4.21	.97	.73
Spelling	<u>3.84</u>	<u>1.50</u>	<u>5.37</u>	<u>1.69</u>	<u>1.53</u>
Average	3.44		4.49		1.05

GRANT PARK SCHOOL

Word Knowledge	2.93	.90	4.38	1.55	1.45
Reading	3.08	.90	3.98	1.38	.90
Language Totals	2.94	1.42	4.40	1.62	1.46
Arithmetic Computation	3.76	.71	4.90	1.17	1.14
Arith. Prob. Solving Concepts	3.36	.87	4.43	1.33	1.07
Word Discrimination	3.19	1.03	4.15	1.20	.96
Spelling	<u>3.48</u>	<u>1.14</u>	<u>4.94</u>	<u>1.86</u>	<u>1.46</u>
Average	3.25		4.45		1.21

E. A. WARE SCHOOL

Word Knowledge	3.64	1.12	5.09	1.74	1.45
Reading	3.20	.85	4.24	1.40	1.04
Language Totals	4.06	1.76	5.25	1.90	1.20
Arithmetic Computation	3.44	.93	4.53	1.04	1.09
Arith. Prob. Solving Concepts	3.34	.74	4.18	1.03	.84
Word Discrimination	3.54	1.01	4.52	1.07	.98
Spelling	<u>4.25</u>	<u>1.85</u>	<u>5.39</u>	<u>2.01</u>	<u>1.14</u>
Average	3.64		4.74		1.11

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS,
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 5

	<u>Pre. M.</u>	<u>S.D.</u>	<u>Post M.</u>	<u>S.D.</u>	<u>Gain</u>
<u>M. AGNES JONES SCHOOL</u>					
Word Knowledge	3.72	1.08	5.35	1.81	1.63
Reading	3.59	.77	4.56	1.36	.97
Language Totals	4.12	1.11	5.80	1.51	1.68
Language Study Skills	3.87	.88	5.08	1.49	1.21
Arithmetic Computation	4.43	.63	4.75	.67	.32
Arith. Prob. Solving Concepts	4.22	.69	4.55	.73	.33
Social Studies Information	3.66	.84	4.13	.87	.47
Social Studies Skills	3.30	.45	4.26	1.13	.96
Science	<u>3.90</u>	.82	<u>4.81</u>	1.28	<u>.91</u>
Average	3.87		4.81		.94

GRANT PARK SCHOOL

Word Knowledge	3.86	.77	6.71	2.65	2.85
Reading	3.83	.70	5.15	2.38	1.32
Language Totals	4.08	.88	6.78	1.93	2.70
Language Study Skills	4.23	.94	6.15	2.52	1.92
Arithmetic Computation	4.54	.54	6.41	1.74	1.87
Arith. Prob. Solving Concepts	4.17	.61	5.62	1.50	1.45
Social Studies Information	3.55	.71	5.23	1.97	1.68
Social Studies Skill	3.94	1.20	5.04	1.58	1.10
Science	<u>3.94</u>	.71	<u>5.03</u>	1.55	<u>1.09</u>
Average	4.02		5.79		1.78

E. A. WARE SCHOOL

Word Knowledge	3.73	.74	5.90	2.05	2.17
Reading	3.58	.60	4.33	.92	.75
Language Totals	4.15	1.05	5.75	1.12	1.60
Language Study Skills	3.93	.93	4.78	1.56	.85
Arithmetic Computation	4.71	.43	5.20	.68	.49
Arith. Prob. Solving Concepts	4.23	.63	4.76	.75	.53
Social Studies Information	3.40	.43	3.96	.71	.56
Social Studies Skills	3.47	.53	4.13	.88	.66
Science	<u>3.72</u>	.487	<u>4.21</u>	.90	<u>.49</u>
Average	3.88		4.78		.90

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS,
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 6

	<u>Pre. M.</u>	<u>S. D.</u>	<u>Post M.</u>	<u>S. D.</u>	<u>Gain</u>
<u>M. AGNES JONES SCHOOL</u>					
Word Knowledge	4.13	1.25	5.05	1.84	.92
Reading	4.10	1.06	4.80	1.73	.70
Language Totals	4.62	.86	5.73	1.38	1.11
Language Study Skills	4.76	1.51	5.62	1.88	.86
Arithmetic Computation	4.89	.53	5.27	.60	.38
Arith. Prob. Solving Concepts	4.63	.71	4.96	.77	.33
Social Studies Information	3.97	.81	4.52	1.40	.55
Social Studies Skills	4.45	.87	4.72	1.30	.27
Science	4.40	.84	4.84	1.18	.44
	<u>4.44</u>		<u>5.06</u>		<u>.62</u>
<u>GRANT PARK SCHOOL</u>					
Word Knowledge	4.92	1.81	5.38	1.45	.46
Reading	4.73	1.55	5.50	1.53	.77
Language Totals	5.32	1.46	6.26	1.70	.94
Language Study Skills	5.04	2.01	5.93	2.14	.89
Arithmetic Computation	5.44	.77	5.90	1.09	.46
Arith. Prob. Solving Concepts	4.90	1.13	5.62	1.37	.72
Social Studies Information	3.96	1.20	4.74	1.54	.78
Social Studies Skills	4.39	1.38	5.41	1.64	1.02
Science	4.43	.91	5.41	1.23	.98
	<u>4.79</u>		<u>5.57</u>		<u>.78</u>

E. A. WARE SCHOOL - TRANSFERRED TO A MIDDLE SCHOOL

COMPLETE METROPOLITAN ACHIEVEMENT TEST RESULTS,
USING MEAN GRADE EQUIVALENTS

SUMMARY SHEET

Grade 7

Pre. M. S.D. Post M. S.D. Gain

M. AGNES JONES SCHOOL

Word Knowledge	5.07	1.33	5.78	2.08	.71
Reading	4.78	1.46	4.96	1.39	.18
Language Totals	4.57	1.19	5.70	1.52	1.13
Language Study Skills	4.93	1.71	5.43	2.29	.50
Arithmetic Computation	5.55	.55	5.92	.82	.37
Arith. Prob. Solving Concepts	5.37	.81	5.83	1.07	.46
Social Studies Information	4.47	1.24	4.94	1.27	.47
Social Studies Skills	4.48	1.13	5.09	1.22	.61
Science	4.78	.90	5.71	1.54	.93
Average	4.89		5.48		.60

GRANT PARK SCHOOL

Word Knowledge	5.29	1.36	6.53	1.92	1.24
Reading	4.93	1.61	5.56	1.76	.63
Language Totals	5.19	1.24	7.06	1.76	1.81
Language Study Skills	5.35	1.96	5.93	2.14	.58
Arithmetic Computation	5.82	.74	6.66	1.04	.84
Arith. Prob. Solving Concepts	5.91	1.09	6.33	1.08	.42
Social Studies Information	5.35	1.29	5.57	1.65	.22
Social Studies Skills	4.89	1.56	5.44	1.44	.55
Science	5.09	1.30	5.83	1.28	.74
Average	5.31		6.10		.79

E. A. WARE SCHOOL - TRANSFERRED TO A MIDDLE SCHOOL

CONSULTANTS' EVALUATIONS

Three consultants-- Dr. Theodore Harris, President of the International Reading Association and Professor of Education, University of Puget Sound; Mrs. Ivanetta Davis, Principal of Moses McKissack Elementary School, Nashville, Tennessee, and Dr. Addie Mitchell, Director of Reading Clinic, Morehouse College-- were invited to evaluate the EIP reading model. On May 10, 11, 12, the team of consultants inspected the program. One day was spent in each school. A copy of the evaluation check list follows:

EVALUATION SHEET

Urban Laboratory

SCHOOL TONE

1. Bulletin boards and reading slogans located throughout the school
2. School and classroom atmosphere
3. Discipline in classroom, halls, cafeteria, etc.
4. Classroom organization
5. Administrative attitudes

TEACHING STYLE

1. Models of speech and language
2. Self-direction of pupils initiated or motivated by teacher or students
3. Flexibility of the teacher
4. Attitude of teachers
5. Self-image of teachers

STUDENT BEHAVIOR

1. Independence
2. Peer team teaching
3. Self-control

CURRICULUM

1. Source of the curriculum:
 - Is it evident that children are involved?
 - How do teachers cooperate?
 - Is it teamed, committee-determined or director orientated?
2. Individualization:
 - Note pupil's attitude toward working independently.
 - Note how teacher gives assistance to pupils at intervals.
 - Note how pupil evaluates and records his work.
3. Scheduling of time per activity:
 - Note how communication skills are taught during the complete morning period in classes not departmentalized.
4. Methodology for teaching communication skills:
 - Word attack skills
 - Comprehensive skills
 - Thinking skills
 - Talking skills
 - Writing skills
 - Listening skills
 - Free reading skills
5. Activities:
 - Note those activities obviously carried on during your visit:
 - Reading spectrum
 - SRA laboratories
 - Basic sight words
 - Specific skills series
 - Dictionary study
 - Personal reading
 - Homework
 - Oral reading
 - Experience stories
 - Dramatics
 - Conferences
 - Learning games
 - Sharing period
 - Celebrations
 - Note pupil's responses in group and individual activities.

UTILIZATION OF MATERIALS

SRA Laboratories	Listening station
Tape recorder	Learning games
Language Master	Room library
Controlled reader	Reader's Digest Skill Builders
Magazines	Student work
Newspapers	

ORGANIZATION FOR INSTRUCTION

1. Size, age and level of pupils
2. Mobility of the groups (classrooms and other resource centers of school)
3. Mobility of instructional materials
4. Role of aides and volunteers

CHRONOLOGICAL ORDER OF PROGRAM

Order of stages of program development (in-service, demonstrations, training)

LINE AND STAFF RESPONSIBILITY

Roles of principal, teacher, director, supervisory social worker, counselors, itinerant personnel, teacher aides, volunteers, special school personnel

The written report of each consultant follows:

Dr. Theodore Harris

On May 10-12, 1971, it was my pleasure to serve with Dr. Addie Mitchell and Mrs. Ivanetta Davis as a member of a team to evaluate informally the work of the Urban Laboratory in Education in the Ware School, the Grant Park School, and the M. Agnes Jones School. The Urban Laboratory in Education staff and the school staffs were most helpful in enabling us to visit virtually all classrooms in the schools and to meet briefly with their teachers at the end of the school day.

I was particularly interested in observing the model reading program which I understand has been in operation for two years at the Ware School but which has been in the process of development in the other schools only during the current school year. It is also my understanding from the annual report of 1969-70 that the most significant gains have occurred in the Ware School,

where the model reading program is more firmly established and where an intensive in-service training program for teachers has been conducted. The following comments will be related to the major topics suggested as foci for evaluation.

With respect to school tone, it was evident that each school, however different, took great pride in maintaining a pleasant environment for learning. The newly painted "psychedelic" doors and improved lighting in the Grant Park School is just an example of that. In each school liberal use was made of attractive bulletin boards, signs and slogans to stimulate attention to reading. Very noteworthy was the active and purposeful classroom atmosphere free from tension. Teachers, community workers, and other members of the school staff were relaxed and cooperative. There was ample evidence in each school that the entire staff was working as a team. Classroom organization was informal and mobile, each classroom being arranged in a way that was comfortable to teachers and pupils. Instances of peer teaching in the several schools, and the use of high school pupils as tutors in the Grant Park School, were noteworthy. After viewing the actions of several hundred pupils in these schools, it is evident that they exercise self-control and assume a great deal of independence in learning. Discipline was not a problem.

In general, the teaching staff observed in each of the schools was one which appeared to be self-assured and which presented good models in their use of language. It was apparent that most of the teachers had learned to play several roles, sometimes working with a small group or the entire class and sometimes with an individual pupil while the other students carried out individually prescribed programs. There was ample evidence of emphasis upon the diagnosis of specific levels of reading and language competence, with specific materials and evaluative exercises planned to develop specific skills. The

structuring of the activities in most classrooms observed was such that I saw no instance of a pupil looking around for something to do in his spare time. My general impression of the teaching staff observed was one of competence and pride in their work.

It is very difficult to make judgments about the curriculum on the basis of a very brief visit to a school. The basic skills curriculum in reading, particularly in the Ware School, is quite prescriptive. There appeared to be considerable more evidence of free recreational reading activities in the M. Agnes Jones School, for example, but this impression may have been accidental due to the timing of the visit. It did appear to be very clear, however, that the emphasis on reading in relation to other language arts activities was encouraged throughout the school day in all schools. In addition, a number of examples of pupil-centered learning activities were observed in each of the schools. It was gratifying also to note the range of materials available in each classroom, including classroom libraries, and to sense the important role which the librarian obviously plays in the reading program. Listening stations are also a prominent feature in the classrooms and were actively in use. The reading resource center in each school is well-organized to provide further diagnostic and remedial help to pupils who need it. Particularly noticeable in the materials used for skill development was the emphasis upon relatively short, specific materials which could be flexibly used in instruction and could be readily assessed by pupil or teacher.

The in-service education phase of the development of this program, a phase which I understand includes intensive work with teachers upon specific aspects of the teaching of basic reading skills on the one hand and the development of inquiry methods on the other, could not be observed in process but only in terms of its presumed effect upon the actions of teachers. The

observed evidence mentioned previously of the obvious competence and self-assurance of teachers and their assistants in the classroom was quite evident. I also observed a number of cases in which teachers used effective leading questions. In several instances, the evaluation staff was challenged to identify the lead, certified teacher in classrooms which also contain a community worker or teacher's aide. The level of competence of the latter was generally very commendable and is direct testimony to the effectiveness of the in-service and demonstration program.

The latter observation leads naturally to the question of the general effectiveness of community involvement in this experimental program. There is impressive evidence that such involvement was effective not only in securing the help of community workers in the classroom but in more indirect ways in raising staff morale, in pressing for needed improvements in school facilities and involving community leaders in stimulating grass roots support for the program in the schools. The designation of professional and volunteer members of the school organization to work with parents and children from the preschool levels through upper grades is a further important contributing factor.

It is my overall impression that the model program being developed in these experimental schools is one essentially designed for the prevention of reading difficulties. There is great emphasis upon the development of language facility before school entry and subsequently throughout the school reading program. It is clear that instructional priorities have been identified. Specific goals which appear to be for the most part attainable have been set. There is a distinct emphasis upon adjusting instructional tasks to individual needs. The teaching approach is essentially diagnostic with continuing assessment and reteaching. The general atmosphere

and tone in the schools is one of pupil-teacher and pupil-pupil acceptance. There is total staff commitment to the experimental program, a commitment supported by community involvement.

My general assessment is that this highly structured model program, designed to meet the needs of a disadvantaged population, is well on the way to achieving its goals. The extent to which this model program will achieve the full range of goals of a broadly conceived developmental program can only be ascertained by extended follow-up studies over a period of years. I would recommend that such studies be planned and conducted for a more adequate assessment.

Ivanetta Davis

SCHOOL TONE

After spending three days studying the schools in the Education Improvement Project of Atlanta, Georgia, I concluded that an excellent job had been done. There existed a most favorable atmosphere for learning and teaching. The better methods of conducting the learning-teaching process were in operation. All subject matter is presented on a high plane; however, most progress has been made with reading.

Excellent physical facilities including physical plant, equipment and subject matter materials are maintained. In this regard, the bulletin boards are beautiful, interesting and colorful.

The exceptional teaching materials that were in use included several publications written by Mrs. Mildred H. Freeman. They were excellent in every respect and she is to be commended accordingly.

Special emphasis has been placed on reading. Therefore, achievements in reading have been superior.

The students show a high degree of wanting to learn to read. They are motivated through their own success. Likewise, motivation comes from class organization and the attitudes of administrators, supervisors, principals, teachers, parents, and community leaders.

TEACHING

The teachers have an excellent attitude toward the teaching learning process. The pupils are involved in their learning, yet the teachers stand ready to assist when needed. It was evident that the teachers are well prepared. These strengths manifested themselves as the teachers conducted their classes.

They have individualized instruction giving help where needed. The pupils show a high degree of knowing how to work independently.

The peer group team teaching is an excellent way of having pupils develop a self-image as well as developing self-control.

The teachers have an excellent relationship between teachers and teachers and teachers and pupils.

CURRICULUM

The teachers show that they have gained much knowledge and proficiency through in-service training. They are able to pool their ideas and know-how to provide a better learning environment for pupils. The teachers work well together planning what to teach and how to teach, and what materials and equipment should be used to develop concepts and generalizations. The children are involved in the curriculum. They know what they are supposed to do and they go about the task in an orderly fashion.

The pupils record their work and evaluate what they have done.

It is interesting to note that each teacher goes about the task of teaching the communication skills in the same sequential order giving continuity to the

total reading program. Each teacher is carrying out the same reading activities to strengthen the weaknesses found in most reading programs.

The teachers are utilizing multi-learning aids (many materials and equipment) to help boys and girls to find a better way of learning. To see each teacher with the necessary materials and equipment to teach was most delightful.

ORGANIZATION FOR INSTRUCTION

Intra-grouping was carried out within the classroom and pupils had the opportunity to work individually or in small groups with an aide or a volunteer.

The Atlanta School System is to be commended for its foresight in decreasing the class load in schools in culturally deprived areas.

The needs of the pupils are being met through special classes for the slow learner, reading teachers, physical education teachers, resource centers, aides, volunteers, and community leaders.

CHRONOLOGICAL ORDER OF PROGRAM

The development of the Education Improvement Program through planned in-service, demonstrations, training, and planning on the job has paid off in great dividends. To get teachers to change and to get satisfaction from a job well done is one of the best things that one could hope for in the field of education.

LINE AND STAFF RESPONSIBILITY

Dr. Sidney Estes, Mrs. Mildred Freeman, and Mrs. Louise George have done a magnificent job of getting principals, teachers, teacher aides, volunteers and community leaders to cooperate in determining and meeting the needs of the children.

To get people in the community to assume a leadership role in getting other people in the community to work together in order to bring about change for the better is quite a feat. And this has been accomplished only through the leadership and foresight of the director, associate director, resource assistant,

principals, and teachers. This achievement is the result of the excellent manner in which this phase of the program has been carried out.

Dr. Addie Mitchell

Introductory Statement

Three days of visitation by a team of three evaluators were spent in observing and appraising the work of the schools involved in the Education Improvement Project--The Urban Laboratory in Education. This allowed one full day in each school, between May 10 and May 12, 1971.

At the beginning of each day, we were briefed by the principal of the given school regarding its philosophy, purposes, plans for achieving the purpose of the school, nature of school population, composition of the community served by the school, and the school program as it was designed and facilitated in the given setting. This type of orientation and description in each school allowed for a question-answer period with the principal, provided an opportunity for him to meet the evaluators, and provided a time in which we could share accumulated data relative to the mobility of the school population, its progress in terms of reading achievement, size of school population, and changes taking place as a result of educational, social, political, and economic factors.

To end each day's visitation, we met with the total faculty and staff of each school for a reporting session, at which time each consultant summarized his observations. This report is a summary of observations and conclusions which were initially shared verbally with the respective faculties in capsule form at the conclusion of the visits.

Observations were made specifically in seven areas as provided for in an evaluation form, supplied by the Associate Director. The general areas

of scrutiny were the following: school tone, teaching style, student behavior, curriculum, utilization of materials, organization for instruction and order of program, line and staff responsibility.

In addition, this observer gave attention to classroom management as reflected by teacher behavior--evidences of praise and reward, or incidents of command, punitive measures, or other negative means of achieving of behavior modification. Accessibility and adequacy of fundamental and supplementary materials were also viewed as important considerations as was evidence that the teacher had "planned specifically for the day," and was moving in the direction of achieving specific goals. Teacher personality and rapport were noted, as well as the relationship between teacher and classroom aide, teacher and pupil, pupil and pupil, and so on.

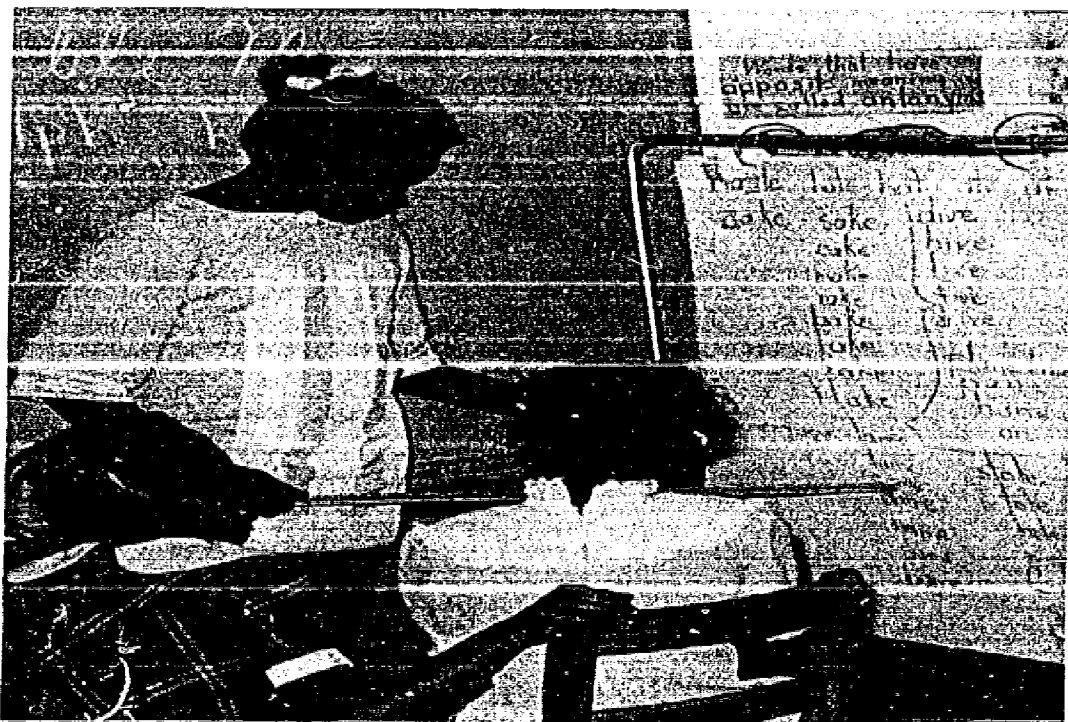
The evaluator feels that it was entirely possible to remain objective, and that a complete day of free movement throughout the school from the cafeteria to the classroom from the playground to the portable units provided sufficient opportunity to see the school in operation and make a valid judgment regarding its effectiveness as a result of the Education Improvement Project.

School Tone: Rated as excellent in each school as reflected by colorful and attractive surroundings, clean and comfortable work-study environment, a generally relaxed atmosphere, appropriate slogans and bulletin boards, and complete involvement of teachers and pupils in the "business of the day."

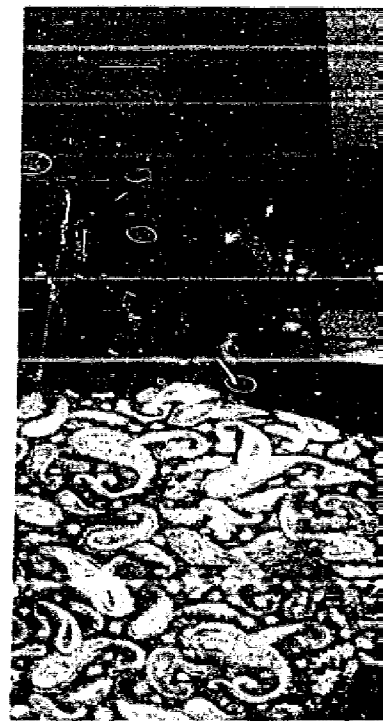
Pupil independence and control in regard to moving from task to task were found to be at a high level, apparently fostered by good classroom organization, careful pupil-teacher planning, clearly-defined goals, and well-chosen activities to accomplish those goals. The fact that E. A. Ware School has had the benefit and specific emphasis of the EIP Project over a longer period was evident, while in each of the other schools there was significant evidence of highly positive



EIP consultant Dr. Addie Mitchell (left) pays evaluation



A peer-teaching session in phonics at E. A. Ware School



Community Teaching session with small



ation visit to Ware.



cher Mrs. Mattie Jack-
group at Ware

and praiseworthy change. Particularly impressive were the informal classroom arrangements, use of rug-covered corners for the smaller children--allowing an opportunity for sitting on the floor, kicking off the shoes, and otherwise relaxing while reading.

Rating -- Excellent

Teaching Style: Rated as very good, since degree of skill and effectiveness varied from teacher to teacher and since styles which were distinctly innovative were observed, as well as those which were traditional. In most classrooms, the particular activity in progress at the time of visitation revealed intelligent questioning on the part of the teachers, highly favorable exchange between and among pupils and teacher, or a variety of activities being conducted at a given time by different groups, thus giving evidence of a high degree of individualization.

Pupils were alert and cheerful; teachers were generally relaxed and apparently secure. The well-modulated tone was in evidence in most quarters; however, the noise level of pre-schoolers was deemed to be too high at E. A. Ware to make the two-group activity very effective. One group, of necessity, distracted the other by virtue of extremely loud communication between and among pupils and teachers. It is suggested that the noise level for pre-schoolers be considerably reduced in this setting. It is not possible to conclude what the effect may be on the hearing of these youngsters in later life, and how much they may be impaired at the point of intensive concentration, when effort to learn is fostered in a setting fraught with high intensity of sound and a highly distracting atmosphere.

It was rewarding to see silent reading taking place in all the schools, since research has long supported the idea that silent reading is not only easier than oral reading, but more effective, more efficient, and representa-

tive of the type of reading which pupils will engage in as they move into adult life. Apparently through careful in-service training, the supervisors of this program have been able to stress the importance of achieving a fine balance between oral and silent reading, and obviously "round-robin" reading is dead in these schools--a timely death. I might add.

There was evidence that both principals and supervisors have been observant of teaching style and have spotted a few specific areas in which teacher-pupil rapport needs to be strengthened, in which attitudes toward change need to be fostered, and in which assistance with flexibility and classroom management is being given.

Rating -- Very Good

Pupil Behavior: In each school, pupil behavior was excellent. There was a high degree of self-direction and self-control; discipline was evidently achieved through involvement of each pupil to such an extent in something which he liked to do that punitive measures, commands, and authoritarian attitudes on the part of the teachers were neither necessary nor being utilized. Children demonstrated unusual independence at E. A. Ware School, with great freedom of purposeful movement toward well-defined goals. Varying degrees of success were achieved at these two points--independence and freedom of movement--in the other two schools.

At M. Agnes Jones, there appears to be a need for less rigidity at the point of teacher control, as pupils are led to become more responsible for and accustomed to self-initiated and self-directed behavioral codes. Less flexibility, overall, was observed in this school than in either of the others.

At Grant Park, pupils and teachers are not at the point where they are oblivious to the presence of visitors, in most instances. In most class-

rooms, the presence of the evaluators seemed to distract both teacher and pupils.

Systems of reward as means of behavior modification were highly apparent and commendable in all schools and varied from a handshake to a pat-on-the back, from words of high praise to time given to engage in a favorite activity. A concerted effort is being made to improve the self-image of pupils in each school, to develop a sense of self-esteem and self-worth. The feelings that "I am somebody," and "I have a contribution to make," were being fostered through obvious and innovative ways in each school. Pupil behavior reflected well-defined behavioral codes and a striving toward self-confidence and self-control.

Rating -- Excellent

Curriculum: Methodology, Activities, Schedule, Other.

It was very apparent that reading was the key to the curriculum in each school. Materials were varied, accessible, attractively arranged, and seemingly adequate in quantity and appropriate in quality, to facilitate reading in all of the content fields. Where classrooms were departmentalized, equipment, materials, "kits and kaboodles" reflected the subject matter emphasis to a high degree. It appeared that the work at E. A. Ware was highly individualized and based on diagnosis and prescription, such that the classroom-clinic had been achieved. For example, no room was observed at Ware to have all pupils working on a single activity or using the same mimeographed material, or reading from the same book. Several activities were being conducted utilizing listening stations, filmstrips, silent reading from tradebooks, work-study type reading from practice materials, and so on. Varying degrees of successful individualization and grouping were observed at Grant Park and M. Agnes Jones, from highly commendable to poor.

Some grouping, while physically achieved obviously did not reflect individualization within the group, since all pupils worked on the same mimeographed materials or the same textbooks. Here again was revealed the significant impact that the EIP Project is having, for at E. A. Ware, in which it has operated longest, there was the highest degree of individualization. Change comes slowly for some teachers, but this evaluator views the Project Supervisor and her staff as equal to the task of facilitating change in all the schools to equal that of E. A. Ware, given equal time.

Rating -- Very Good

Utilization of Materials: Organization for Instruction and Order of Program

This evaluator was impressed and even fascinated by the fact that the Basal Reader was not in use in either of the schools, except as enrichment material, supplementary or free reading. The reading skills were being taught from a wide variety of materials, making use of Experience Charts, multi-level kits, Webster Practice Readers, Barnell and Loft Skills Series, Hay Wingo Phonics, and so on. A viable sequence of reading skills had been established and taught to teachers during in-service meetings and through demonstrations by the supervisor. One of the very strong and even dynamic features of this program is its high level of in-service training for teachers, on school time. This approach to in-service has much to recommend itself.

Pupil involvement and satisfaction, impressive test results, teachers' statements regarding transfer of skills and skill mastery attest to the efficiency of the approaches and the materials being utilized in the Urban Laboratory for the particular population being served. The philosophy of the program directors as gathered by this evaluator seems to be that (1) the Basal Reading as conceived and utilized by most teachers leaves "much to be desired," (2) the Basal Reader program "fails to move children" in terms of

visible growth which will reflect itself in standardized test scores, (3) the content of the Basal Reader is often alien to the pupils and creates more problems than it solves, (4) the Basal Reader might well be replaced as a basic tool for reading instruction, in many camps, particularly for the disadvantaged pupil, and the traditional classroom concept should give way to the classroom-clinic in which diagnosis and prescription are the keys that break the lock-step approach to learning. This evaluator concurs, and hopes that the judgment regarding the philosophy of the program is an accurate one.

Rating -- Excellent

Line and Staff Responsibility: High levels of job description and role definition were reflected among and between all types of school personnel. It was apparent that each knew what he was about, and that he approached his task with a sense of devotion to duty, pride in accomplishment, and a desire to contribute to the good of the whole. It was not only difficult, but actually impossible in all of the schools, to differentiate between the community teacher, the aide, the classroom teachers. All were working with children; all looked and acted at a highly professional level. At several points, this evaluator was in conversation with aides, other para-professionals, even substitute teachers who were mistaken for the regular classroom teacher--so complete was their grasp of the assigned tasks and the classroom management. High commendation is in order here for all concerned in facilitating a careful delegation of duties, in associating dignity and a high ethical standard with all levels of work, and in achieving a high degree of community support, exchange and interaction. The Community Councils in each school are strong links between home and community, and their effectiveness is at once apparent on each school campus. More power to EIP--for community involvement is one of the most difficult aspects of the school program to achieve!

Finally, there was evident in each school-setting, a level of efficiency and decorum which radiated happiness, courtesy and the desire to be helpful. The concern and mutual interest of all persons, emanating from the Project Directors and pervading the entire school situations, were outstanding and even extraordinary. We were never at loose ends during any day. The days were well-planned and the time was excellently utilized through a tightly scheduled and well conceived series of steps leading through the appraisal.

Rating -- Excellent

Recommendations

1. That more publicity be given to the accomplishments and innovations of the Urban Laboratory in Education (EIP) in the Atlanta area, in order that the entire system may profit from its contribution to these three schools and communities. Intervisitation is recommended.
2. That the project be given publicity in the Reading Teacher, which is the official organ of expression for the elementary teacher of reading.
3. That comparative data be collected and a research design devised to determine the feasibility of utilizing the techniques of the Urban Laboratory in other disadvantaged areas, and even in less disadvantaged ones.
4. That the plan to include infants and toddlers in the preschool program be facilitated as planned, and that the program for four-year-olds be continued.
5. That this team of evaluators go on record as recommending to the Atlanta Board of Education that the Project Directors and staff be kept in the Atlanta School System after the completion of the term of the EIP Project, and be given the responsibility of "bringing other schools up" in ways which they have obviously succeeded in doing in these three schools.
6. That a research study be made of the relative effectiveness of using dittoed materials reproduced in purple on white, as opposed to the use of printed texts in their original format.
7. That a word of caution be given to all teachers who rely heavily on dittoed copies, to insure clarity of reproduction, utilization of the size of printed original appropriate to the age level of the child with whom it is to be used, accuracy in representation and format, and so on. The condition of the equipment, the care exercised by the person who utilizes the equipment to reproduce

materials used by the pupils, and the quality (weight) of the paper used should be major considerations, as teachers make wide use of reproduced copy.

8. That what appeared to be the application of a phonetic approach to basic sight words in the kindergarten and preschool be replaced with a wholeword approach, since auditory discrimination does not mature in the average child until age eight and after. (If this recommendation conflicts with the philosophy of the program, please delete.) Suffice it to say, the value of phonics, beyond listening exercises to develop auditory discrimination, is questionable at the earliest levels.
9. That Reading Centers, such as those found in the three schools, be publicized and visited by many persons in the Atlanta School System in order that the technique for setting up such laboratories for remedial instruction might be conveyed throughout the system.
10. That teachers be encouraged to continue their professional training at the university level in order that in-service might be less difficult, and in order that the fundamentals of diagnosis and reading instruction may be learned in theory, as well as in practice. A thorough grounding in the research which undergirds the teaching of reading, the theory of learning, and the whole educative process can be a valuable asset to many teachers who may wonder: "Why do we do it this way?"

I am grateful to Mrs. Mildred Freeman and Dr. Sidney Estes for having had the opportunity of being a part of this evaluation team, for having had the experience of learning about the effectiveness of the EIP Program firsthand. Truly, I shall be a drum-major for EIP, and I hope that I may have the chance to serve you again.

Atlanta Education Improvement Project

DEVELOPMENTAL AND REMEDIAL READING

HOME ROOM TEACHERS' EVALUATION OF PROGRAM

I. Reading Center

A. Atmosphere

E. A. Ware
Grant Park
M. A. Jones

B. Equipment

E. A. Ware
Grant Park
M. A. Jones

C. Instruction

E. A. Ware
Grant Park
M. A. Jones

D. Growth of Students in Program

E. A. Ware
Grant Park
M. A. Jones

E. Attitude of Students in Program

E. A. Ware
Grant Park
M. A. Jones

F. Attendance of Students in Program

E. A. Ware
Grant Park
M. A. Jones

	Good	Fair	Poor
E. A. Ware	13	1	--
Grant Park	15	2	--
M. A. Jones	14	--	--
E. A. Ware	14	--	--
Grant Park	16	1	--
M. A. Jones	13	1	--
E. A. Ware	14	--	--
Grant Park	17	--	--
M. A. Jones	13	1	--
E. A. Ware	13	1	--
Grant Park	13	4	--
M. A. Jones	8	4	1
E. A. Ware	11	2	1
Grant Park	13	4	--
M. A. Jones	9	3	1
E. A. Ware	13	--	1
Grant Park	11	2	1
M. A. Jones	12	--	1

II. Developmental Program

A. Materials in Phonics

	Has Helped Reading Program	Has Not Helped Reading Program
E. A. Ware	18	--
Grant Park	18	--
M. A. Jones	19	1

B. Film Strip Projector and Film Strips

E. A. Ware	18	--
Grant Park	17	1
M. A. Jones	13	5

C. Room Library

E. A. Ware	18	--
Grant Park	17	1
M. A. Jones	18	1

D. Tape Recorder and Records -
Image Makers, etc.

E. A. Ware	18	--
Grant Park	18	--
M. A. Jones	18	2

E. In-Service

E. A. Ware	18	--
Grant Park	17	1
M. A. Jones	14	2

F. Multi Level Materials--SRA,
Loft Materials, Webster Readers, Other

E. A. Ware	18	--
Grant Park	17	1
M. A. Jones	15	4

III. Suggestions for Improvement of Program

A. E. A. Ware

1. Materials (tapes and records) in science should be added to our wonderful collection of materials.
2. A short diagnostic period is needed for each quarter, with no visitors permitted during the period. This period will also include prescription tryouts and will allow time for the teacher to observe the tryouts and make needed changes.

3. SRA laboratories are needed for pupils in class "on level," "above" level and "bleow" level in order to adequately meet needs of all pupils.
4. Phonics should be less synthetic in approach; Hay - Wingo appears to be producing many overly analytical readers.
5. Strengthen what we are now doing and add to it.
6. The in-service should not be as repetitious as it was this year. I would like to see more up-to-date methods employed.

B. Grant Park

1. More help is needed from aides (or anyone) in testing and evaluating students; more planning time is needed to work with materials.
2. Better in-service meetings should be held.
3. More high interest, low vocabulary materials are needed, as is a record player for each room (one that can be used with listening station); more low level Loft Skill Builders are needed; each school should receive its share of equipment.
4. More materials should be provided for the very slow or unmotivated child.
5. More upper grade listening skills materials are needed. The pupils enjoy the station very much but would like more materials on a higher level.
6. Always have the Teacher's answer sheets available with materials.
7. Supply materials and equipment to teachers earlier in the year.
8. The phonics books and reading - thinking skills should be provided by September. Readers easier than the Webster Readers are needed.
9. I would suggest more intensive guidance in the use of the material which would enable teachers to use the materials more effectively.
10. More multi-level material should be provided so all pupils have a kit on the level (one lower kit floated from fourth through seventh grade).
11. More time should be spent on methods of teaching reading; give more details related to individualized instruction; methods of involving students in planning.

C. M. A. Jones

1. A little more assistance in deciding where to start children would be helpful.
2. Teachers should be assigned to levels of prior experience: begin any in-service or other training prior to the actual implementation and then use workshops as melting pots.
3. More guidance is needed from the director.
4. More trade books are needed on various levels and subjects.
5. Need end of book test for pupils (I am referring to the Loft materials and Webster Readers).
6. Demonstrations are necessary in classroom with each teacher.
7. More direction and help are needed from Mrs. Freeman.
8. Program should be ready to move in the beginning of the school year. Film strips and records are needed.
9. More material is needed for each teacher at the beginning of year, such as records, Image Makers, filmstrips, and similar materials.

Atlanta Education Improvement Project

PARENT EVALUATION OF READING PROGRAM

	WARE		GRANT PARK		M. A. JONES	
	Number	Percent	Number	Percent	Number	Percent
My child/child's						
1. interest in reading has increased.						
much	139	51.5	129	57.6	147	78.2
some	117	43.3	88	39.4	39	20.7
none	11	4.1	6	2.7	—	0.0
no answer	4	1.5	1	.4	2	1.1
2. has improved in reading.						
much	134	49.6	119	53.1	143	76.1
some	124	45.9	94	42.0	41	21.8
none	12	4.4	6	2.7	4	2.1
no answer	0		5	2.2	0	0.0
3. can recognize and understand more words.						
many	128	47.4	130	58.0	156	83.0
some	124	45.9	85	37.9	31	16.5
none	4	1.5	4	1.8	—	0.0
no answer	14	5.2	5	2.2	1	0.5
4. has read more books and papers.						
many	107	39.6	114	50.9	134	71.3
some	141	52.2	92	41.1	43	22.9
none	19	7.0	13	5.8	3	1.6
no answer	3	1.1	5	2.2	8	4.3
5. grades in all subjects have improved.						
much	131	48.5	113	50.4	135	71.8
some	130	48.1	95	42.4	47	25.0
none	7	2.6	9	4.0	3	1.6
no answer	2	.7	7	3.1	3	1.6
6. attendance in school has improved.						
much	154	57.0	136	60.7	55	29.3
some	101	37.4	59	26.3	127	67.6
none	12	4.4	15	6.7	4	2.1
no answer	3	1.1	14	6.3	2	1.1
7. is more anxious to do his homework.						
much	129	47.8	109	48.7	152	80.9
some	123	45.6	96	42.9	30	16.0
none	15	5.6	14	6.3	5	2.7
no answer	3	1.1	5	2.2	1	.5

		WARE		GRANT PARK		M. A. JONES	
		Number	Percent	Number	Percent	Number	Percent
My child							
8. talks about the trips, plays, and other new experiences he has had as a result of being in the reading program.							
	much	176	65.2	122	54.5	154	81.9
	some	83	30.7	71	31.7	25	13.3
	none	6	2.2	20	8.9	8	4.3
	no answer	5	1.9	11	4.9	1	.5
I have:							
9. listened to my child read.							
	much	132	48.9	98	43.8	152	80.9
	some	126	46.7	111	49.6	34	18.1
	none	9	3.3	15	6.7	2	1.1
	no answer	3	1.1	0		0	0.0
10. done more reading.							
	much	110	40.7	85	37.9	140	74.5
	some	145	53.7	111	49.6	43	22.9
	none	11	4.1	24	10.7	3	1.6
	no answer	4	1.5	4	1.8	2	1.1

ATLANTA EDUCATION IMPROVEMENT PROJECT

FREE READING REPORT

1970-71

(Read 20 or more books during year.)

SCHOOL	GRADE	NUMBER OF BOOKS READ									
		20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	100-110
Grant Park	1	0									
	2	37	3								
	3	9									
	4	17	5	1							
	5	1									
	6	12			1						
	7	10	25								
	Total	86	33	1	1						
M. Agnes Jones	1	0									
	2	7	21	5	1	1		2		2	1
	3	11				8					
	4	2									
	5	5	10	1							
	6	9									
	7	13	2								
	Total	47	33	6	1	9		2		2	1
E. A. Ware	1	27	4	16							
	2	13			15	2	15	4	4		
	3	10	5	7	2	7	4	3	5		
	4	14	4	3		5					
	5	6	7	4	2	5	2	2			
	6	14	3								
	7	6	10		3						
	Total	90	33	30	22	19	21	9	9		
GRAND TOTAL		223	99	37	24	28	21	11	9	2	1

Atlanta Education Improvement Project

READING AND SCHOOL COMMUNITY PROGRAM

PARENT AND NON-PARENT REACTION TO PROGRAM

	E. A. Ware	Grant Park	M. A. Jones
1. The reading program has enriched the program of the school.			
much	228	132	139
some	12	78	81
none	---	---	---
2. The mathematics program has enriched the program of the school.			
much	145	129	53
some	85	8	38
none	---	---	1
3. The communication skills laboratory has enriched the program of the school.			
much	228	121	126
some	12	97	94
none	---	1	1
4. The Community School has enriched the program of the school.			
much	228	131	132
some	12	78	10
none	---	1	---
5. The School Community Council fulfills a definite need for coordinating school community action.			
much	226	123	138
some	14	87	15
none	---	---	4
6. The School Community Council has created more interest in needs of individuals who live in the community.			
much	200	79	33
some	40	130	123
none	---	1	1

	E. A. Ware	Grant Park	M. A. Jones
7. Do you think any accomplishments or benefits have been derived from the Community Council?			
much	224	75	23
some	16	132	128
none	--	3	4
8. Do you feel the Council Meetings encouraged more adult interest and participation in the awareness of community problems?			
much	190	80	21
some	50	126	29
none	--	3	3
9. Do you attend Council Meetings in your neighborhood?			
regularly	40	20	34
sometimes	80	44	24
never	120	124	32
10. Do you feel the Council Meetings are interesting and helpful in giving vital information for citizens of the community?			
much	160	26	29
some	80	25	20
none	--	--	4
11. Do you attend cluster group meetings to which you belong?			
many	100	10	29
some	80	20	19
none	60	180	35
12. Is the Community Council bringing about a closer working relationship between school personnel and community leaders?			
much	219	20	23
some	31	129	25
none	--	4	4
13. In what way did you receive information about the School Community Councils?			
School notice	64	60	27
School Community visitor	40	4	49

Neighbor
 Newspaper
 Telephone
 Radio
 Other

	E. A. Ware	Grant Park	M. A. Jones
	30	7	9
	10	3	3
	30	--	1
	8	--	--
	5	--	--
14. Do you think the School Community Council receives enough publicity in the community?			
much	70	93	12
some	160	15	35
none	10	5	9
15. Was the monthly school community newspaper welcomed in your home with interest?			
much	100	131	24
some	40	9	12
none	--	5	7

Atlanta Education Improvement Project

COMMUNITY TEACHER PROGRAM

COMMUNITY TEACHERS EVALUATION OF PROGRAM

Rating scale:

column 1 - excellent; column 2 - good; column 3 - needs improvement;
column 4 - not applicable

1. Rating of the effectiveness in explaining the purposes and procedures of the program in the one month In-service Workshop and other meetings.

E. A. Ware
Grant Park
M. A. Jones

	1	2	3	4
E. A. Ware	4	1	-	-
Grant Park	5	-	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	3	2	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	3	2	-	-
M. A. Jones	1	4	-	-
E. A. Ware	5	-	-	-
Grant Park	4	1	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	3	2	-	-
M. A. Jones	3	2	-	-

2. Rating of the general orientation program in helping me to understand the community teacher's role.

E. A. Ware
Grant Park
M. A. Jones

3. Rating of orientation program at the school where I served.

E. A. Ware
Grant Park
M. A. Jones

4. Rating of my own willingness to work under the direction of the principal and classroom teacher.

E. A. Ware
Grant Park
M. A. Jones

5. Rating of regularity of attendance at school.

E. A. Ware
Grant Park
M. A. Jones

6. Rating of degree of harmony in working with students at school.

E. A. Ware
Grant Park
M. A. Jones

7. Rating of degree of harmony in working with parent or parents and students in homes.

E. A. Ware
Grant Park
M. A. Jones

8. Rating of evidence that my services were helpful.

E. A. Ware
Grant Park
M. A. Jones

9. Rating of my own morale in working in the school.

E. A. Ware
Grant Park
M. A. Jones

10. Rating of my own morale in working in homes.

E. A. Ware
Grant Park
M. A. Jones

11. Rating of evidence that the children enjoyed working with me.

E. A. Ware
Grant Park
M. A. Jones

	1	2	3	4
E. A. Ware	5	-	-	-
Grant Park	4	-	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	2	3	-	-
M. A. Jones	4	1	-	-
E. A. Ware	3	2	-	-
Grant Park	3	2	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	3	2	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	1	4	-	-
M. A. Jones	5	-	-	-
E. A. Ware	5	-	-	-
Grant Park	3	2	-	-
M. A. Jones	5	-	-	-

A. What aspects of your work did you enjoy the most?

E. A. Ware

"I enjoyed being able to work in the homes with small children."

"I enjoyed meeting people from all backgrounds."

"I was able to bring more knowledge to parents."

"I felt I was helping to bring the school and community closer together."

"I found joy in seeing toddlers learning to do so many things."

Grant Park

"I enjoyed getting to know children better. I have learned more about people in general."

"I have learned to appreciate my life better."

"I appreciate working with so many cooperative teachers."

"When I did not understand something, the teachers were very kind in explaining."

"It was heartening to work with slower students and watching their progress."

M. A. Jones

"I enjoyed working with children."

"I had fun working."

"I enjoyed helping with the development of slow children."

"I enjoyed working in the homes with infants and young children."

B. What aspects of your work did you enjoy the least?

E. A. Ware

"I did not have enough time to work in homes."

Grant Park

"I was unable to do any thing about some of the problems that the children had at first; some of the children in school were not cooperative."

"Taking over classes by myself frightened me at first."

"I did not like making home visits."

M. A. Jones

"I disliked working with upper grade students who seemed to be militants and who were not interested in learning."

C. What suggestions can you make for improving the program?

E. A. Ware

"The program should work out a schedule so community teachers could spend more time in the homes."

"The program should be extended so that more families could be exposed."

Grant Park

"We need more materials to work with."

"I think we need to spend more time in the community, and we need more meetings where we can exchange ideas."

"More time needs to be spent with Mrs. Freeman."

"I think I am of most use in the classroom than in the community."

M. A. Jones

"The program is in need of better acceptance by teachers."

"Community teachers need to stay with one teacher at least two or three days at a time."

"Nothing should interfere with the schedule of home visits."

"We need to work with the same students."

"We need to work in the home more than one day a week."

Atlanta Education Improvement Project

COMMUNITY TEACHER PROGRAM

PARENTS REACTION TO EARLY CHILDHOOD TRAINING

1. In September I knew what to do at home for my child to get him ready for school.

much
little
nothing

2. Prior to this year, I had no idea that learning begins at birth and development of the infant depends upon what the parents do with the infant.

yes
no

3. During the year, I learned many worthwhile things to teach my child at home.

yes
no

4. The Community Teacher taught my child shapes.

yes
no

5. The Community Teacher taught my child colors.

yes
no

6. The Community Teacher showed me how to teach likenesses and differences.

yes
no

7. The Community Teacher taught me how to teach the concepts below with meaning:

a. more than yes
 no

b. less than yes
 no

c. over yes
 no

d. under yes
 no

	E. A. Ware	Grant Park	M. A. Jones
much	7	10	3
little	20	25	28
nothing	4	5	1
yes	31	40	32
no	--	--	--
yes	31	40	32
no	--	--	--
yes	31	40	32
no	--	--	32
yes	31	40	32
no	--	--	--
yes	31	40	32
no	--	--	--
yes	31	40	32
no	--	--	--
yes	31	40	32
no	--	--	--

8. The Community Teacher taught me the importance of a child being able to classify objects such as fruits, vegetables, and such.
- yes
no
9. The Community Teacher helped to realize the importance of reading to my child every day.
- yes
no
10. I learned how to use simple objects in the home for teaching my child how to nest and stack.
- yes
no
11. I learned about inexpensive educational materials and toys for my child.
- yes
no
12. I learned how to make inexpensive teaching materials and toys for my child.
- yes
no
13. I have learned from the Community Teachers.
- yes
no

	E. A. Ware	Grant Park	M. A. Jones
	31	40	32
	--	--	--
	31	40	32
	--	--	--
	31	40	32
	--	--	--
	31	40	32
	--	--	--
	31	40	32
	--	--	--
	31	40	32
	--	--	--

In what respect has the Community Teacher Program been of most value to you?

E. A. Ware

- "I see how much children will learn if enough time is taken with them."
- "I see the need to make a home where children can learn."
- "It has made learning fun."
- "It showed me how to use what I have for teaching."

Grant Park

- "It showed me how to work with infants."
- "It made me realize the importance of working every day with young children."
- "I took a new interest in reading to my children and talking to them."
- "I listen now more to my children."



M. A. Jones

- "My own child listens better and pays more attention."
- "I have learned the importance of reading to my children."
- "I am praising my child more."
- "I have learned new skills."
- "I have learned what to do from the time of birth."
- "I have learned how to make a place for study."
- "Learning can be fun. My child talks better."
- "I learned how to make inexpensive materials."
- "I learned how to use what I have at home."

In what respect do you think the Community Teacher Program is in greatest need of improvement?

E. A. Ware

- "Teachers need to spend more days in homes."
- "More families should be in the program."

Grant Park

- "More time is needed in the homes to work with parents."
- "The program needs to serve all the people who have young babies or pre-school children."

M. A. Jones

- "Teachers need more time in the home."
- "More parents should be exposed to the program."

Atlanta Education Improvement Project

COMMUNITY TEACHER PROGRAM

PRINCIPALS' REACTIONS TO PROGRAM

A. Number of community teachers used.

E. A. Ware - 5
Grant Park - 5
M. A. Jones - 5

B. Types of service performed.

E. A. Ware

1. They released teachers for in-service.
2. They assisted children in small groups.
3. They served as educational aides to teachers.
4. They worked closely with community council.
5. They served as cluster leaders.

Grant Park

1. They conducted classes while teachers were attending in-service meetings.
2. They worked with individuals in small groups.
3. They assisted teachers with some clerical duties and in the preparation of materials.
4. Some of them supervised students on the school bus.

M. A. Jones

1. They served as enrichment teachers within the school.
2. They took part in tutoring.
3. They served as counselors.
4. They served as community teachers in homes.
5. They served as public relations agents.
6. They attended cluster meetings.

C. Administration of the program

Rating scale:

column 1 - excellent; column 2 - good; column 3 - needs improvement;
column 4 - not applicable

1. Rating of the procedures for screening community teachers by your council.

E. A. Ware
Grant Park
M. A. Jones

1	2	3	4
	x	x	x

2. Rating of the in-service program for community teachers.

E. A. Ware
Grant Park
M. A. Jones

3. Rating of lines of communication between coordinator and principals.

E. A. Ware
Grant Park
M. A. Jones

4. Rating of orientation of classroom teachers to community teachers.

E. A. Ware
Grant Park
M. A. Jones

5. Rating of evidence that the use of community teachers has improved school/community relations.

E. A. Ware
Grant Park
M. A. Jones

	1	2	3	4
2. Rating of the in-service program for community teachers.	x		x	
3. Rating of lines of communication between coordinator and principals.	x	x	x	
4. Rating of orientation of classroom teachers to community teachers.	x		x	
5. Rating of evidence that the use of community teachers has improved school/community relations.	x	x	x	

- D. In what respects has the community teacher program been most helpful?

E. A. Ware

1. It facilitated the in-service program.
2. It improved the school tone.
3. Children are more anxious to have their parents work in the school (as is being experienced with the Emergency School Assistance Program).
4. It helped the public relations program of the school.
5. It demonstrated that early intervention can be effectively sustained over a wide area and secure parent involvement without a great deal of outlay.

Grant Park

1. The program lowered the pupil - adult ratio in each classroom.
2. The program helped ease the burden of the teacher for some clerical and recording chores; assisted in the production of teacher-made materials.
3. Two community teachers provided a great deal of assistance supervising children on the school bus to and from school.
4. Insight was gained by all community teachers as to some of the problems of the school. This could be relayed to neighbors and friends.

M. A. Jones

They served as enrichment teachers within the school.

In what respects has the community teacher program been least helpful?

E. A. Ware

None.

Grant Park

1. The ambiguous nature of the community teacher's responsibility to whom and for what seems to be the most contributing factor to the ineffectiveness of this program.
2. The everyday problems common to us all as individuals in our respective neighborhoods become school related problems when they normally would not if persons were not employed in their immediate neighborhood school.
3. Community teachers are unable to adequately handle classroom discipline when they are left primarily responsible for that class.
4. The one-day-a-week working with pre-school children has had very little direction supervision and materials. All community teachers are not adept at working on a one-to-one basis with their neighbors. It is suggested that one community teacher specialize in this area five days a week. This would free the other four for five days a week in the classroom providing more uninterrupted continuity in both areas.

M. A. Jones

They were not as effective in assuming total classroom responsibility as was desired.

Atlanta Education Improvement Project

COMMUNITY TEACHER PROGRAM

CLASSROOM TEACHERS EVALUATION OF PROGRAM

Rating scale:

column 1 - excellent; column 2 - good; column 3 - needs improvement;
column 4 - not applicable

A. Performance of Community Teacher

1. Rating of the community teachers' willingness to work under directions of the teachers and the principal

E. A. Ware
Grant Park
M. A. Jones

	1	2	3	4
E. A. Ware	10	3	--	--
Grant Park	10	6	--	--
M. A. Jones	10	3	1	--
E. A. Ware	11	2	--	--
Grant Park	4	7	5	--
M. A. Jones	3	6	5	--
E. A. Ware	6	7	--	--
Grant Park	6	9	1	--
M. A. Jones	9	2	3	--
E. A. Ware	10	3	--	--
Grant Park	7	8	1	--
M. A. Jones	8	4	2	--
E. A. Ware	11	1	1	--
Grant Park	6	10	--	--
M. A. Jones	8	4	1	--
E. A. Ware	6	7	--	--
Grant Park	3	11	2	--
M. A. Jones	7	5	2	--

2. Rating of the community teachers as to attendance

E. A. Ware
Grant Park
M. A. Jones

3. Rating of the community teachers in degree of harmony in working with students

E. A. Ware
Grant Park
M. A. Jones

4. Rating of community teachers' morale in working in the school

E. A. Ware
Grant Park
M. A. Jones

5. Rating of evidence that the community teachers rendered helpful service

E. A. Ware
Grant Park
M. A. Jones

6. Rating of the community teachers in ability to assist in certain phases of the instructional program

E. A. Ware
Grant Park
M. A. Jones

7. Rating of evidence that the use of community teachers improved school community relations

E. A. Ware
Grant Park
M. A. Jones

	1	2	3	4
E. A. Ware	9	4	--	--
Grant Park	5	7	3	1
M. A. Jones	8	3	1	--
8. Rating of evidence that the children enjoyed working with community teachers				
E. A. Ware	8	4	1	--
Grant Park	7	7	2	--
M. A. Jones	8	5	1	--
9. Rating of the community teachers as adequate models for students in behavior, speech, and dress				
E. A. Ware	4	9	--	--
Grant Park	8	7	1	--
M. A. Jones	7	7	1	--
10. Rating of the community teachers in efforts to maintain good order and pupil-teacher planning in the classroom				
E. A. Ware	8	4	--	--
Grant Park	6	9	1	--
M. A. Jones	8	5	2	--
11. Rating of the community teachers in enhancing the knowledge of early childhood development for the families with which they worked				
E. A. Ware	7	6	--	--
Grant Park	6	5	1	4
M. A. Jones	2	5	--	4

B. In what respects is the Community Teacher Program most commendable?

E. A. Ware

1. The program helped in better school community relations.
2. The teacher was released for purposes of in-service and school visitation during school hours by someone the children could relate to.
3. The Community Teacher Program was a most commendable one because it reached those mothers, children and families, to make them more aware of early training for pre-school children and its extreme importance.
4. The program resulted in good classroom management in the absence of a teacher.
5. The teacher worked with early childhood development.
6. The program provided the needed assistance in classroom activities. Individualization was carried out thoroughly with the help of the community teachers.
7. An immediate rapport was established with the children and, therefore, they responded to her instructions. She worked well with the slower children.
8. I found the program commendable and appreciated the fact that most of the workers were familiar with pupils in the immediate area.
9. It made the teacher-pupil ratio better in the classroom. Thus, more individual help could be given.
10. The cooperation between classroom teachers and community teachers was most commendable and the valuable services that they rendered in the community.
11. The community teachers have worked hard in the classroom and in their home visits. They have helped bridge the gap between the school and community. The parents feel more involved with the school as a result.

Grant Park

1. The program aided in the one-to-one teacher-student relationship.
2. The program provided opportunity for more in-depth, remedial work.
3. The program brought parents into the school, therefore, giving them a realistic picture of the problems and successes.
4. The Community Teacher Program gives the teacher more time to work with the students.

5. The program assisted with paper work such as lettering charts, cutting, arranging room attractively.
6. It improved my morale to know that I had a community teacher and to know that I could depend on her to work with some students individually.
7. The program provided help for the slower child; it enabled the regular teacher to carry on more group work; it took some clerical duties off teacher.
8. The program filled the need for a teacher aide, which is needed to free the classroom teacher for more teaching.
9. It enabled a closer relationship to be formed with the community. The community teacher served well as a liason with the community.
10. Most community teachers were parents in the community and could see their children and the peers of their children in actual school settings.
11. The community teachers were a great asset in the classroom as they worked with the slower learners giving them that extra help that the teacher could not always find time for. I believe the community teachers have improved the relationship between school and community.
12. Community teachers decreased the teacher's clerical load and also allowed the teacher to attend workshops.

M. A. Jones

1. The community teachers have really helped in relationships with home and school. The parents have a better understanding of the school and what the school is trying to do. The community teachers are more cooperative.
2. It helped to bridge the gap somewhat between the home and the school.
3. It has broken down many barriers that may have existed between the professional and the "para-professional." It is "the dawning of the ages."
4. The idea of greeting mothers from the community is an excellent one.
5. The program brings a person from the community into the classroom to see first hand what must be done.
6. The community teachers are able to go into the homes and work with the children and enlighten the parents on some of their responsibilities. This also enables the community teachers to have a better understanding and knowledge of what the children really need when working with them in the classroom. The community teachers are familiar with them.
7. The Community Teacher Program is very good because they live in the community. They know most of the children and most of them are parents.

8. The program provides an individual with whom the children are familiar on a regular schedule.
9. She provides assistance to the teacher in the classroom.
10. She works with youngsters at home who are below school age.
11. There is better communication between parent and teacher. There is more communication between school and community. The teacher has more time for individualized instruction.
12. She was able to reach one or two children whom I couldn't relate to and occasionally was quite helpful when I did group work.
13. The program has given us a better teacher-parent relationship.

C. In what respects is the Community Teacher Program in greatest need of improvement?

E. A. Ware

1. They need to find a way to help the people of the community to better understand their importance to the school and to become aware of the fact that they can help their children by becoming a part of the school.
2. Community teachers should have a refresher course in English.
3. The Community Teacher Program is in greatest need of more teachers and facilities for training mothers to know what to do and how to do for their children who are not of school age, in order to make the whole scheme from home to school congruent and smooth.
4. The Community Teacher Program is in need of classroom instructions.
5. The community teacher must know how to assume responsibility and take initiative.
6. A more adequate understanding of the reading program is essential. Materials used in the school should be explained in regard to usage.

Grant Park

1. The teachers were called upon to do so many other tasks, that very seldom could we say with certainty the time they would have with us. Therefore, adequate planning became a real chore and without the planning, we could not utilize all the materials and equipment at our disposal.
2. They should have spent more time in the classroom with the teacher before taking over her class. Schedules should have been typed and

passed out to all teachers. This would have allowed the teacher to plan tasks for the community teacher. This consistency was greatly needed.

3. There should be more community teachers. Every community teacher should give each teacher that she assists a definite schedule so that teacher can make her plans accordingly.
4. There should be more community teachers hired so that more time and assistance could be given to the classroom teacher.
5. A community teacher should be assigned to regular schedule in order that the classroom teacher may use her more effectively.
6. More community teachers should be hired so that they can be better utilized. The schedule sometimes is not flexible enough to meet the needs of all the teachers.
7. The community teachers should develop techniques of discipline. Children tend to show off whenever community teacher enters class.
8. A good schedule should be developed so that the community teachers can spend at least a half of day in one classroom.
9. More regular visits to the classroom are needed.
10. Visits to the classroom should be accurately scheduled.
11. Defining the role of the community teacher would give the classroom teacher a more realistic picture of how to use this person.
12. Educational "know-how" is needed on the part of community teachers.
13. They should learn to follow prescribed plans.
14. They should improve the scheduling of their time.
15. Refresher work in content areas is needed.
16. A definite teacher planning time is needed. A set time to help teachers, other than in-service time, should be established.

M. A. Jones

1. The program needs to train community teachers in areas of discipline, handwriting and general education techniques.
2. The community teachers need to be in the classroom at regular times.
3. More emphasis is needed on working with parents who are indifferent or disinterested.

4. Community teacher should be able to work with teacher more than just when teacher is being released.
5. I never really saw my community teacher to discuss plans and my children with her. Consequently, she never really accomplished much. Attendance was also sporadic, so I was never sure when I would or would not have a community teacher. Classroom control was also poor. Perhaps some techniques would help this. More planning time and an opportunity to discuss problems would be appreciated.
6. We need time to sit down and talk with community teacher about what we are doing and how she can help. We shouldn't have to do this while children wait.
7. We need more capable mothers.
8. Assignments, placements, and/or schedules should be more strictly adhered to. If the central office is responsible for the above mentioned, then changes should be made only from there; however, if it is going to be a local situation, then I would prefer not having an "assigned" community teacher. It is very frustrating to have activities planned around certain people and times and not have the people show up without prior notice.

Duties of the community should be spelled out to them, and to certified teaching staff, and to the administration staff.

Atlanta Education Improvement Project

COMMUNITY VISITOR PROGRAM

PRINCIPALS' REACTION TO PROGRAM

A. Number of community visitors used.

- E. A. Ware - 2
- Grant Park - 2
- M. A. Jones - 2

B. Types of service performed.

E. A. Ware

1. They helped parents with personal problems.
2. They helped people to understand function of community council.
3. They helped teachers understand children's problems.
4. They helped to secure contributions of goods and services for individuals and the school.

Grant Park

1. They made needed home visits.
2. They attended cluster meetings.
3. They assisted community residents in seeking solutions to problems.
4. They provided limited transportation in emergencies.
5. They acted as liaison between school and community.

M. A. Jones

1. They acted as liaison between clusters and council.
2. They identified problem areas of community.
3. They contacted agencies for supportive measures.
4. They attended mass meetings related to community.
5. Secured products for needy families.
6. Acted as public relations representatives for the school.

C. Administration of the program

Rating scale:

column 1 - excellent; column 2 - good; column 3 - needs improvement;
column 4 - not applicable

1. Rating of the procedures for screening community visitors by our council.

E. A. Ware
Grant Park
M. A. Jones

1	2	3	4
	x		
		x	
			x

2. Rating of the in-service program for community visitors.

E. A. Ware
Grant Park
M. A. Jones

3. Rating of lines of communication between coordinator and principals.

E. A. Ware
Grant Park
M. A. Jones

4. Rating of orientation of classroom teachers to community visitors.

E. A. Ware
Grant Park
M. A. Jones

5. Rating of evidence that the use of community visitors has improved school community relations.

E. A. Ware
Grant Park
M. A. Jones

	1	2	3	4
E. A. Ware			X	
Grant Park		X		
M. A. Jones		X		
E. A. Ware	X			
Grant Park			X	
M. A. Jones	X			
E. A. Ware		X		
Grant Park		X		
M. A. Jones			X	
E. A. Ware	X			
Grant Park		X		
M. A. Jones			X	

D. In what respects has the community visitors program been most helpful?

E. A. Ware

1. It has improved the public relations program.
2. It has improved the school tone.
3. It has improved the daily attendance of children.
4. The program assisted greatly in securing matching funds for improvements for playground.
5. Parent participation in school activities has improved.

Grant Park

1. The program provided needed home visits.
2. They attended cluster meetings.
3. They aided in seeking solutions to problems of community residents.
4. They provided transportation in emergencies.
5. They acted as liaison between school and community.

M. A. Jones

They acted as liaison between clusters and council.

E. In what respects has the community visitor program been least helpful?

E. A. Ware

It has not received the degree of community concern and active participation anticipated.

Grant Park

The ambiguous nature as to school - visitor responsibility to whom and what seems to be the most contributing factor to the ineffectiveness of this program. The everyday problems common to us all as individuals in our respective neighborhoods become school related problems whereas they normally would not if persons were not employed in their immediate neighborhood school.

M. A. Jones

They were ineffective as public relations representatives for the school.

Director's Evaluation

Two years of experience in the Atlanta EIP provides a base for some thoughts concerning the aims and accomplishments of the project.

The project's most notable success has been in teacher education and instruction. Thanks to the highly competent two staff associates, Mrs. Mildred Freeman and Mrs. Louise George, significant demonstrable results have emerged from project endeavors in these areas. Local school administration and staff receptiveness to improvement in each school has been commendable. The latent desire to improve and strengthen the instructional program in each facility emerged hearteningly, particularly in the areas of Reading/Language Arts.

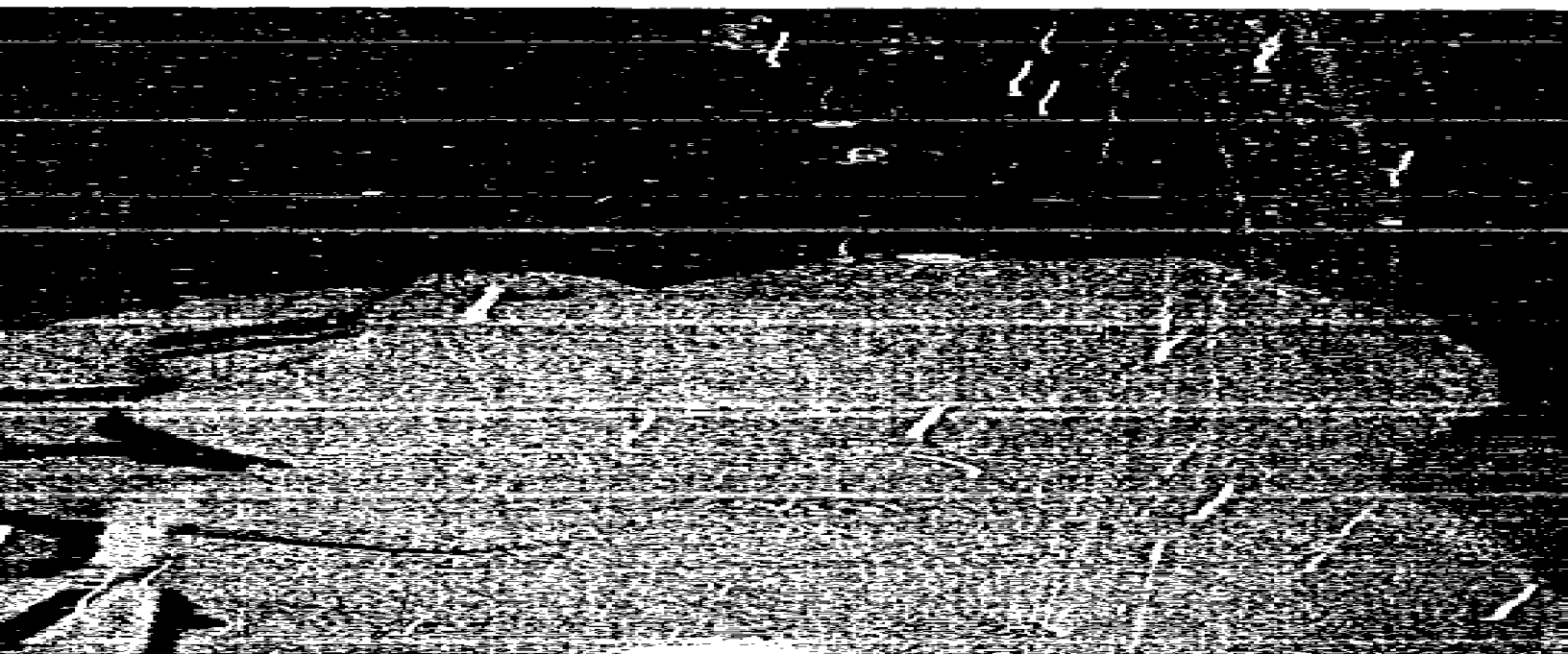
Likewise, we have received considerable cooperation in each school regarding efforts to upgrade, improve and expand the appearance, atmosphere and teacher-learning hardware within each building. It can be accurately stated that each EIP school has taken on an aura of a "learning center" in areas of teacher attitude, room arrangement, instructional activity, and pupil interest in school. Teachers in each EIP school appear to want to be there, enjoy what they are doing, and feel confident that their approaches and procedures are appropriate to the setting. Pupils also appear comfortable and happy about being in school. Achievement test results obtained from the Metropolitan Achievement Test, during both years, appear to support the validity of this opinion. Significant test results in both years have been most encouraging.

Heartening too is the reality of the large number of visitors to the EIP schools. This past year the project was visited by Dr. Adelaide Jablonski of Yesheva University and ERIC; Newsweek Atlanta bureau chief, Joseph Cumming; a team of teachers from the Florida State Department of

Education, and foreign based employees of the U. S. State Department's Agency for International Development. Other visitors included all the principals of Area I of the Atlanta Schools, Area I office staff, the Title I director, the assistant superintendent for instruction and other members of the staff of the Instructional Services Center of the Atlanta Schools.

The first Governing Board meeting of the 1970-71 year was held at Ware School. At that meeting a film was shown chronicling EIP activity at Ware during the 1969-70 year. The Atlanta Superintendent of Schools, Dr. John Letson, was present, and he requested at the conclusion of the showing that the film be presented at a Board of Education briefing session. In December we came before the Board and made the requested presentation. The Board President, Dr. Benjamin Mays, expressed thanks for the presentation; however, due to the Board's preoccupation with another matter at that time, the film presentation did not adequately impress that body with the noteworthy and significant activities and achievements of the project.

Despite impressive results evolved from the EIP schools in the past two years, widespread conscientious concern is lacking in attempting to duplicate or replicate procedures and approaches in which the project has engaged over that period. It is difficult to adequately explain this lack of concern. Surely those in higher education and teacher education circles (as well as those in public education) ought to be no less than zealous in learning and applying any and all lessons gleaned from any demonstrably valid project or innovation. Visiting a project is one thing, but transferring benefits gleaned to one's own area of concern is quite another. Presently, action in the latter area



Edward Jackson
Map, Phoenix.



S. State
EIP.

leaves much to be desired.

The concept of community involvement in the educative process is a noble one, but it is a concept much easier to advocate than to implement. Many variables contribute to what is often mislabeled apathy and lethargy on the parts of parents and citizens in EIP communities. These misidentified characteristics, in all probability, are reflections of feelings of inadequacy, powerlessness and disbelief in systems within "the system" which have been unreceptive, unresponsive and, most importantly, insensitive to the needs of people in these general sets of circumstances.

One of the major problems is the age-old communications gap. Over and over, the attitude that "school people are omnipotent" has been revealed verbally and non-verbally by parents and lay citizens who have been involved in EIP School/Community efforts. The administrative staffs and other staff members in EIP schools have made certain efforts to bridge this gap; nonetheless, an invisible barrier still seems to exist, blocking efforts toward a widespread sincere partnership. Professionals seem reluctant to share power and control in the operation of school plants and the overall school program.

An example resides in the process of allocating funds to the School/Community Councils. School personnel take great pains to try not to convey to the Councils the attitude of "You don't know how to spend the money, so let us tell you how." On the other hand, Councils have difficulties in making decisions on expenditures, all the while trying to maintain a feeling of independence without being perceived as arrogant in their dealings with school personnel. Perhaps such a dichotomy is an inevitable part of a growth process which accompanies

an arrangement of this type. At any rate, community involvement in public education is a delicate and crucial matter. Both parties, school and communities, are mutually defensive and suspicious.

This situation became particularly obvious when Mr. Dave Spencer, Chairman of the I. S. 201 complex of New York City, visited the Atlanta EIP project for three days in December 1970. During his visit, Mr. Spencer met many public school people and parents, as well as members of the Atlanta University School of Education faculty. My assessment of this visit is that, although Mr. Spencer very emphatically and forcefully advocated the rights and responsibilities of school and community people regarding education, what he espoused was simultaneously accepted and rejected. Basically, reciprocating accountability was the issue discussed, but this entire matter turned out to be touchy indeed. Although community people and parents seemed to like what they heard from Mr. Spencer, they were dubious about hiring him as their advocate for the ideologies and concepts with which they agreed. That, in itself, is worth thinking about. Overcoming negativism and suspicion is a difficult task. The concept of "As the community goes, so goes the school" still appears to elude the majority of local participants in this essential phase of our culture.

The use of persons indigenous to EIP communities in the schools this year brought mixed reactions. Due to the fact that Educational Aides had been used in schools heretofore, it was difficult to overcome the concept of Community Teachers as being anything more than Educational Aides as we have known them. This job attitude permeates the thinking of both school personnel and the Community Teachers themselves.

Noteworthy also are the work habits of these indigenous persons. We found that only four out of the original eighteen Community Teachers hired exceeded their ten-day sick leave allocation, and even then only by one day or so. One of the four had more, due to an on-the-job accident. The fourth person turned out to be unsatisfactory and was advised not to seek continued employment in this endeavor. Tardiness was not a problem. Minimal attrition was experienced, and the losses could be considered normal. In the course of the year two Community Teachers became pregnant and resigned. One married and moved out of the country, and the fourth has already been discussed. Of note, also, is the fact that four were hired in the summer of 1971 to be a part of a more permanent program in Day Care and Parent Education under Title IVa, thus capitalizing on their EIP training, experience and initial employment opportunity.

Regarding EIP central office administrative matters, acknowledgment must be accorded to the Secretary to the Director, Miss Christine White. She has been invaluable in collaborating with the Comptroller's office of Emory University and the Director in maintaining proper control and accounting procedures within the project. Miss White's efficiency is only surpassed by her dedication to competence and excellence. She has performed yeoman's duty in this aspect of project operation. As Emory moves more and more to updated accounting procedures and sophisticated equipment, the role of Miss White in bookkeeping will diminish. At any rate, her assistance over the past two years in project fiscal management cannot go without due recognition.

It is also appropriate to acknowledge the cooperation and good spirit we have received from Mr. Hugh Hilliard, Comptroller at Emory, and his staff, in helping us keep the project on a sound and solvent basis. In fact each local cosponsoring institution has been most cooperative regarding fiscal matters since the summer of 1969. A sincere tribute of gratitude is in order at this time. Nothing is ever perfect, but the last two years of project fiscal operation could have been even more chaotic and difficult without the cooperation and understanding we have been accorded.

After my appointment to this post, I was told by an institutional representative to the Governing Board: "When you became the Director of this project I said to myself, 'I wouldn't have your job.'" I deemed the comment a compliment, since it was made after the project was well on its way to accomplishing some goals mentioned earlier. Frankly, the role of Director of such a project has been a challenging one, basically because of the governing structure, which has been, and is, a source of concern.

As Director, I am often asked: "Who do you work for?" The response to that question illumines the complexity of this role: "I technically work for the Atlanta Schools, but in my role as EIP Director I perceive myself as being an employee of the project Governing Board (which derives its funds from the Ford Foundation), whose membership represents four entities— the Atlanta Schools, Atlanta University, Emory University, and the three EIP communities." As one can easily see, the project and its Director essentially serve one church which has many gods.

Such service has often meant advocating and espousing philosophies, approaches, techniques, and positions which are positively received by one of the project entities and negatively received by another, or others. In any case, friction is inevitable; in this case, it is justified by progress perceived.