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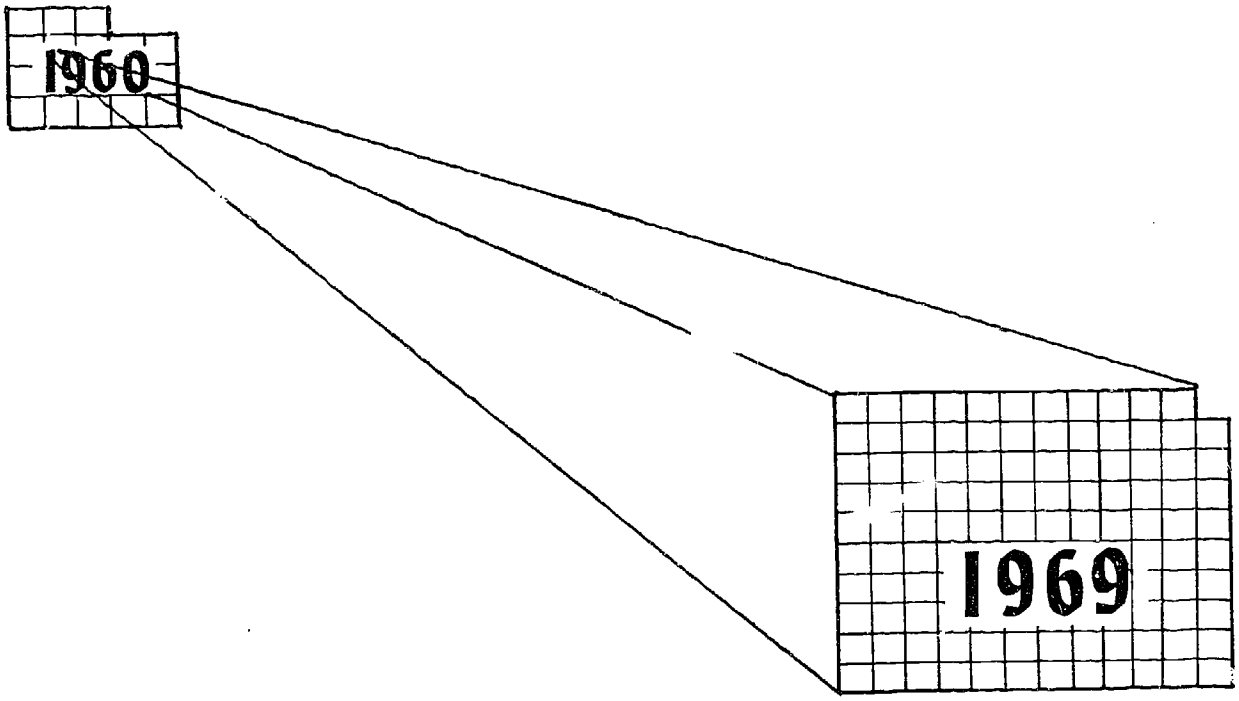
ABSTRACT

An historical overview of the Texas Small Schools Project (TSSP) from 1960 to 1969 precedes a discussion of statewide, regional, and school activities conducted with TSSP assistance: summer workshops, the testing program, and TSSP staff visitation at the statewide level; inservice training, talented-youth seminars, and health careers programs at the regional level; and multiple classes, flexible schedules, programmed instruction, student aides, and nongraded elementary classes at the school level. In addition, the TSSP's 119 member schools (1-12) are collectively described, and the 20 regions are delineated (their boundaries coincide with those of Texas' 20 Education Service Centers). A conclusion presents evaluations and recommendations for the TSSP, and an appendix contains 3 charts on standardized test results for 7th, 9th, and 11th graders in the TSSP schools compared to results from students in the Texas schools generally. Related documents are ED 019 149, ED 033 807, and ED 036 350. (BO)

Texas Small Schools Project

1969



Texas Education Agency
Division of Administrative Services
Small Schools Project
March, 1970

AN OVERVIEW

The Texas Small Schools Project is an organization that actively encourages voluntary self-improvement in small schools.

Organized in 1960 in a cooperative venture between the Texas Small Schools Association and the Texas Education Agency, the original goal of effective small schools through voluntary self improvement programs was based on the belief that small schools should be, and can be, effective schools. Today these goals are being attained through cooperative effort, shared ideas, progressive thinking, innovative action, and continuing self-evaluation.

The year 1968-69 saw significant changes in the Texas Small Schools Project.

The year saw a realignment of the Project's regional organizations to coincide with the twenty Education Service Center regions. Because of this, personnel of most Education Service Centers assisted in upgrading the professional competencies of Project administrators and staffs. This was accomplished through the Project's regular regional in-service meetings.

In addition, the year witnessed meaningful educational developments in many Project schools. Seldom advertised, this evolutionary process continues as the result of a persistent search for the most effective means to individualize instruction for every learner.

Since a continuing program of formal and informal evaluation is the means by which effectiveness is ascertained, needs are discerned, and new directions are sought, Project schools are expected to institute and maintain an objective system of community and self-evaluation. This evaluation, to be used as a guide for the improvement of the school and its program, should determine the expectations and resources of the community, the courses offered by the school, the achievement of students, the cause of dropouts, and the status of graduates whether in college or at work. Since many schools are coming to accept responsibility for the needs of the adult members of the community, their needs must also be determined.

After the evaluation has been appraised, schools are urged to experiment with those innovations that hold promise for strengthening their programs, tailoring these innovative programs to fit the school's particular situation. By this continuous process individualized programs evolve, developed to meet the needs of a particular school and the individual learner, each of whom is motivated by his own experiences, capabilities, needs, and desires.

For these learners the Texas Small Schools Project exists.

HISTORY OF THE TEXAS SMALL SCHOOLS PROJECT

In 1959 concern for the students in the 650 small 12 grade schools of Texas led the State Board of Education to appoint a temporary Advisory Commission on Small Schools. This Commission spent a year investigating and studying small schools and their problems.

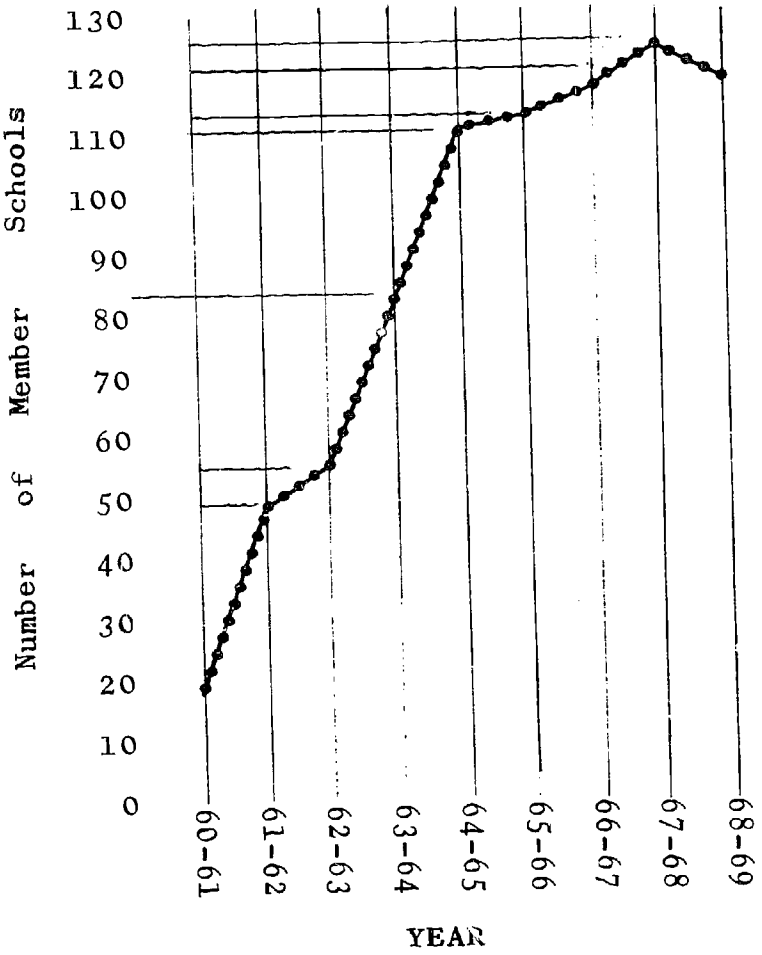
As a result of this study completed in June 1960, the Texas Education Agency and the Texas Small Schools Association formed an alliance to organize the Texas Small Schools Project. The Texas Education Agency agreed to supply a director for the Project, two consultants in subject matter areas, a secretary, and money for expenses incurred in travel to schools. This staff was assigned the task of working closely with the Texas Small Schools Association to foster the mutual aims of the Project and Association for the improvement of small schools.

From among many applicants 18 small schools were selected to participate in a pilot project. These schools chose goals that, when implemented, would strengthen the entire program of the small school. These goals were:

1. Improving the quality of the instructional program;
2. Developing new methods and techniques of teaching;
3. Broadening course offerings;
4. Increasing professional competencies of administrators and staff.

Since that time the Texas Small Schools Project has grown to 119 member schools, plus several associate members. Through the

years some schools have been lost to the Project by consolidation or other factors while additional schools have joined. This chart indicates the rate of growth from 1960 to 1969.



STATEWIDE ACTIVITIES

THE SUMMER WORKSHOP

Each year the activities of the Project are culminated with the week long Summer Workshop. The 1969 Workshop marked the tenth year that teachers and administrators have gathered on the

University of Texas campus to:

1. Encourage thoughtful analysis of crucial issues confronting small schools;
2. Provide information about available resources, practical teaching techniques, and current curriculum materials;
3. Offer opportunities for interaction among educators in solving common problems.

The Workshop consists mainly of two types of meetings: the Interest Groups and the Administrator's Buzz Sessions. The Interest Groups are organized according to demand and have from 10 to 35 teachers in a group. Superintendents and principals participate in Administrator's Buzz Sessions which are designed to provide information toward solving current administrative problems.

Statistics are kept which prove useful in planning the Workshop. For example: approximately two-thirds of the participants are teachers while one third are superintendents, principals, etc. Approximately one-third of the participants attend each year for the first time. The following table shows the percent of participants attending for the first time during the past three years:

	Attendance	Attending for first time	Percent
1969	508	166	32.6%
1968	508	160	33%
1967	531	157	30%

The registration statistics reveal:

1. 508 participants from schools attended the 1969 Workshop;
2. 84 (70%) Project schools were represented by 401 participants at the Workshop;

3. 40 non-Project schools were represented by 102 participants;
4. 5 were from miscellaneous sources (County Superintendents, Educational Service Centers).

TESTING PROGRAM

A standardized testing program has been used by the Project since 1963 in order that a comparison of students can be made. All schools are encouraged to administer Science Research Associates mental ability and achievement tests in grade seven and achievement tests in grades nine and eleven. Partial reimbursement is made for the cost of the tests in grades seven and nine since they are already a part of the State Testing Program. The results of the tests administered during the fall of 1969 are profiled in the appendix of this publication.

STAFF VISITATION

The Small Schools staff visits as many project schools and regional meetings as possible. Consultative visits to both the schools and the regions provide a stimulus to school improvement.

REGIONAL ACTIVITIES

REGIONAL ORGANIZATION

Regional in-service meetings are held in fourteen of the twenty Service Center regions. Two of the regions (XII and XVII) have subdivided into zones because of the distance involved in traveling to regional meetings. Each of the regions is headed by a regional chairman elected by the superintendents.

The regions with relatively few teachers organize their regional meetings into four or five rather general topics such as Special Education, Guidance and Counseling, or Techniques of Teaching the Disadvantaged. Regions with a greater number of teachers are able to organize by grade levels and by subject matter. Most regions have a brief general session for speakers and announcements. Most of the regions meet in late afternoon or at night while Region XI has all day meetings twice a year.

IN-SERVICE TRAINING

With a rapidly changing world placing greater demands upon public schools, educators have recognized the value of meaningful in-service training in ensuring the continuing professional growth of teachers.

Small Schools, in attempting in-service programs at the local level, have been stymied by lack of funds, limited resources, and virtual isolation of teachers from their subject or grade level counterparts. To overcome these handicaps, the Texas Small Schools Project encourages periodic in-service meetings carried on at the regional level whereby faculties meet together and work toward achieving the established goals of the Project.

Education Service Centers have become actively involved in these programs by aiding in planning and by providing consultants and facilities. The realignment of Project regional boundaries to coincide with Education Service Center boundaries in 1968 has been the key factor in making such involvement possible.

During the 1968-69 school year, sixteen regional and sub-regional groups held 65 meetings for an approximate total of 160 hours of inservice work. The majority of these programs consisted of a general assembly followed by small interest group meetings. Seven regions included an evening meal as a part of the program. Three others scheduled an occasional meal or banquet. One region very successfully employed all-day in-service meetings, one per semester.

The variety of meeting sites is evident in the following table:

Meetings held at:	No. of Regions/Zones
Various schools	4
Central school	3
Central college	4
Central college and various schools	3
Education Service Center	1
Education Service Center and various schools	1
	16 total

TALENTED YOUTH SEMINAR PROGRAM

In order to provide challenging, stimulating, enriching experiences for its highly able and talented students, the Small Schools Project has sponsored the Talented Youth Seminar Program at the regional level for the past six years. Starting with five pilot college locations in 1963, the program has grown to thirteen at the end of the 1968-69 school year. Sponsoring institutions at that time included Angelo State College, Blinn College, Sam Houston State University, Henderson County Junior College, Tyler Junior College, Paris Junior

College, Region X Education Service Center, North Texas State University, Hill Junior College, Howard Payne College, Hardin-Simmons University, South Plains College, and Howard County Junior College.

The typical seminar group is composed of perhaps fifteen to twenty high ability juniors and/or seniors selected from the participating Project schools within a region. The seminar coordinator, usually a college staff member oriented in guidance, serves as a catalytic group leader and makes necessary program arrangements.

Although the format varies from region to region, the programs generally consist of round-table discussions of problem-centered topics chosen by the students themselves. Speakers, panel discussions, and occasional field trips spark verbal interchange of ideas among the participants. A gradually developing atmosphere of freedom and acceptance increases group rapport.

As a result of participation, students often appear to raise their level of aspiration, broaden their interests, and become more tolerant of the ideas, feelings, and opinions of others.

Participating schools derive additional benefits when seminar students inject ideas from these problem-centered topics into their own classes and student assembly programs.

For the fourth consecutive year, a special seminar group, comprised of two outstanding students from each regional seminar program, have met at the annual Small Schools Summer Workshop in Austin for a week-long series of seminar activities.

HEALTH CAREERS DAY PROGRAMS

Since February 1967, the Texas Health Careers Program of the Texas Hospital Association has sought to provide information about more than 200 career opportunities in the health care field to secondary students in small schools. The Texas Small Schools Project has cooperated fully in this venture.

The specially designed programs which have been organized, financed, and presented by the Health Careers Program are as follows:

1. Health Careers Assembly ------ held in the school
2. Maxi Health Careers Day ------ held at a centralized medical facility

During the 1968-69 school year, however, the Texas Health Careers Program felt that time and economic factors justified more emphasis upon the local Health Careers Assemblies. Consequently, only one Maxi Health Careers Day program was conducted. Three hundred students from eight Project schools in Region VII participated in this all-day program at Tyler. Out of all the local assembly programs held throughout the state, only six Project schools in four Small Schools regions requested and received such programs.

AN APPRAISAL OF REGIONAL ACTIVITIES

The new Regional Evaluation Report asks teachers to respond to twenty questions concerning their reactions to regional inservice meetings. The percentage of overall affirmative answers ranges from a low of 43% concerning "learning of techniques in conducting

multiple classes" to a high of 84% concerning "did you benefit from the time spent?" Although eighteen of the twenty questions have received affirmative answers above the 50% mark, the negative minorities are sizable enough in each case to suggest that regional in-service planning groups study these problems in great detail.

Solutions to many shortcomings might include the following:

1. Greater involvement of teachers in the planning process.
2. More careful selection of interest group leaders.
3. Better communication with outside speakers and consultants concerning group needs.
4. Greater allocation of money by many regions to provide for speakers and consultants.
5. More effective cooperative planning between personnel from schools and Education Service Centers.

The Talented Youth Seminar program continues to expand, and the School Evaluation forms indicate that in almost every instance the program is benefiting not only the participating students but also those receiving "feedback" through several channels.

Several practices, however, continue to undermine or weaken the effectiveness of individual programs. Many schools resort to overloading the program, sending unqualified students, or employing a rotation system. Although more students may participate, such practices may prevent attainment of the stated objectives of the seminar program.

New seminar coordinators often fail to receive an adequate orientation to the rationale of the program. This applies not only to

newly established programs but also to replacement coordinators in established programs.

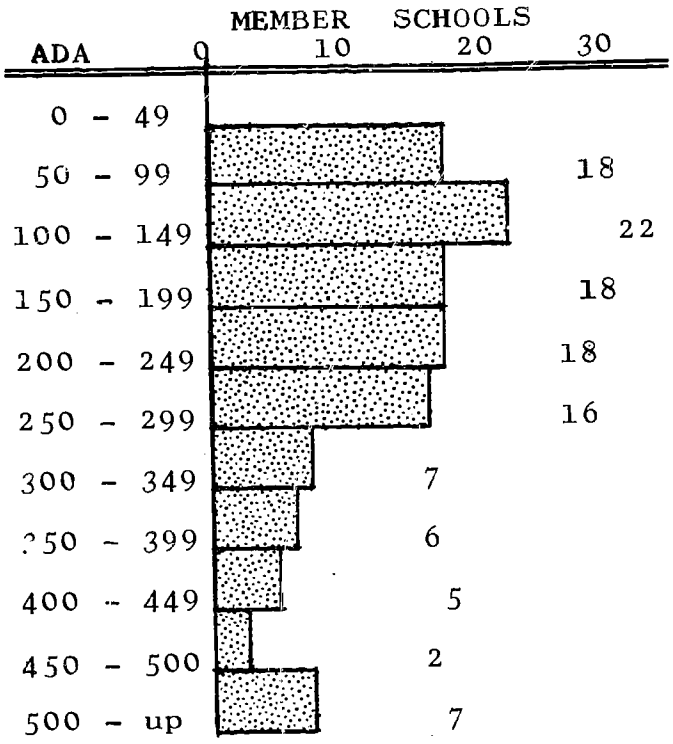
The Texas Health Careers program apparently is not reaching nearly so many Project schools since the discontinuation of the all-day regional Health Careers program. All of the factors for this decline are not completely known.

INDIVIDUAL SCHOOLS

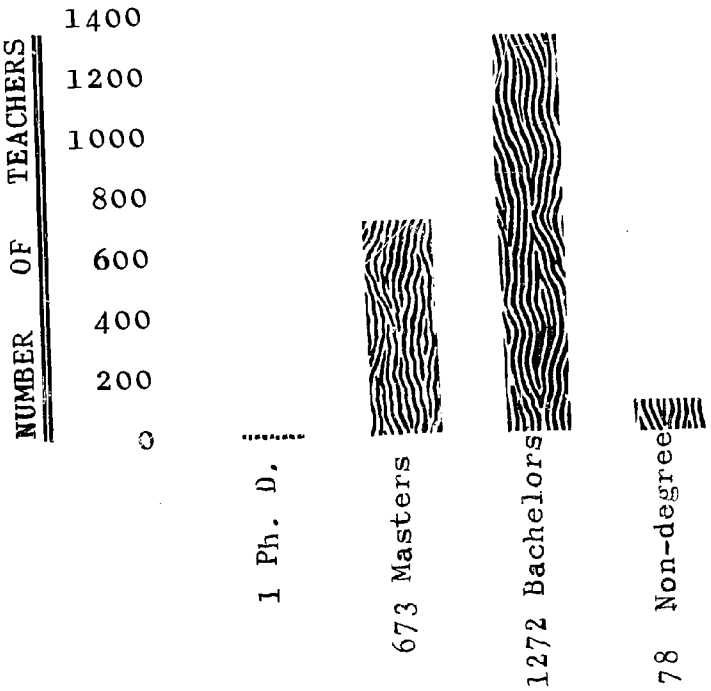
PROJECT SCHOOLS TODAY

There were 486 twelve grade schools with less than 500 ADA in Texas in 1968-69. These schools had a combined ADA of 115,525. Of these schools, 119 officially participated in the Small Schools Project and had an ADA of 27,897.

These Project schools range in size by ADA from 70 to 951, and



employ 1,945 teachers and administrators (discounting aides and cooperative personnel). The percentage of men employed in Project schools is about equal to the statewide figure of 32%.



Concerning professional improvement, of the 64 schools reporting this information, a total of 455 people were enrolled in college classes. Thirty-one schools require periodic college attendance while 21 accept attendance at certain workshops in conjunction with college attendance; 52 pay the total expenses incurred by staff members attending approved workshops while nine pay a portion of the expense.

Project schools pose a variety of organizational patterns. They are:

Pattern	Number of Schools
6-6	64
8-4	36
5-3-4	5
6-2-4	5
8-0	3
5-7	2
4-4-4	2
6-3-3	1

Much building and remodeling took place in 1968-69. New buildings and additions included: two vocational agriculture buildings, two houses for teachers, two gyms, one football field, one field house, two two elementary schools, two high schools, one science department pl s equipment, one cafetorium, two dressing rooms, two buildings (kind unspecified), one building containing a secondary library, a materi ls center and two classrooms, and one cafeteria. In progress at the time of reporting were one shop, 11 classrooms, one library, one multi-purpose room, one homemaking department, one cafeteria, and one gymnasium.

Remodeling included: one elementary school and homemaking building which were also air conditioned; the conversion of an old building to art and physical education rooms; the improving of an elementary school; the refurbishment of a gymnasium.

Many pieces of equipment were purchased in 1968-69. Other than materials generally accepted as part of the instructional media program and listed elsewhere, the purchases include: 2 microprojectors, 90 microscopes, 230 typewriters, 38 business machines, plus lab equipment, furniture, scoreboards, welding machines, an air compressor, a drill, a cook stove, a sewing machine, and new physical educati n equipment.

INSTRUCTIONAL ACTIVITIES

Although there are similarities among all small schools, there are also differences which influence the choice of instructional activities of the individual schools.

These instructional activities include some that were originally presented to the pilot schools as possible strengtheners for weak areas and, because of their value, are still being practiced either in the original or a modified form. Some instructional activities have been so widely adopted that they are no longer considered innovational, and still others have only recently begun their ascendency as activities particulary applicable to the small school situation.

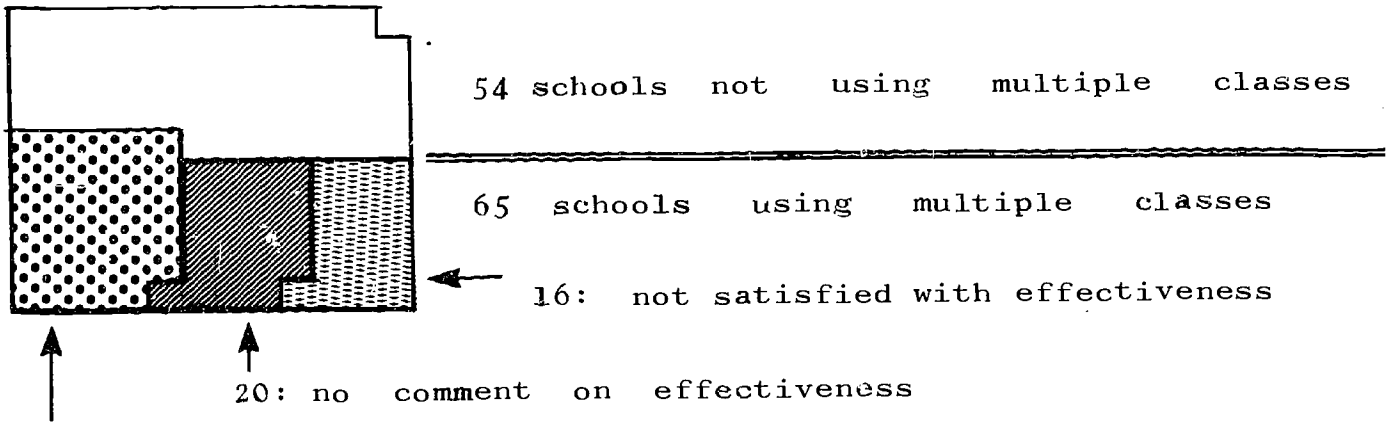
In tabulating the data in the following section school commitment forms and/or school evaluation forms were consulted. Of the 119 Project schools, 99 submitted commitment forms and/or evaluation forms. In some cases not every section of the evaluation form was completed. So, although the following figures may give some indication of interest and use, complete data is unavailable.

Multiple Classes

A total of 125 multiple classes were used as instructional devices in 65 schools, with this distribution of subject areas: math, 48 classes; business, 43 classes; language arts, 21 classes;

social studies, 9 classes: also, foreign language, speech, home-making, industrial arts, and science, six or less classes each.

125 Multiple classes reported in



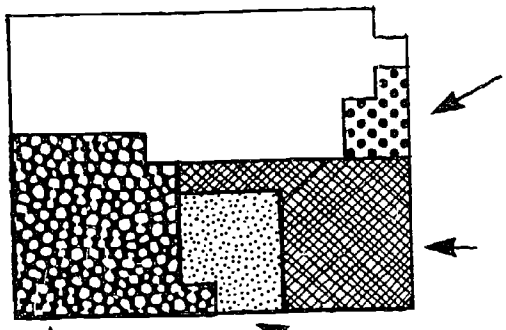
Of those reporting, 29 schools indicated that multiple classes were as effective as single classes, while 16 said they were not. Successful multiple classes were attributed to strong teachers, the use of teacher aides, and the use of the tape recorder and programmed materials. Less than successful multiple classes were caused by: dual preparation for a single period, inexperienced teachers, too limited teacher planning time for each period, one grade received a disproportionate amount of teacher's help and time, students wasted time, lack of adequate facilities (for specialized courses), and the need for more time for individual help for the slow learner.

Supervised Correspondence Courses

As a means of broadening course offerings supervised correspondence courses were used by students in 64 schools, and were

available to students in five other schools. Thirty schools used the courses from the American School, 23 from Texas Tech, and 11 from the University of Texas.

Supervised Correspondence Courses



5 schools had correspondence courses available

64 Schools use supervised correspondence courses now

Courses: Texas Tech (23)

Courses: University of Texas (11)

Courses from American School
30 schools

Evaluations reveal the method of payment:

Student pays----------31 schools

School pays----------15 schools

School pays if the course is completed----13 schools

School pays if course is passed---------- 1 school

School pays half if course is passed------ 1 school

Of the 230 courses begun 185 were completed.

The purposes for which correspondence courses were offered follows:

To meet graduation requirements for students who failed, moved into the district, or who had schedule conflicts---52

To enrich the curriculum in areas where the demand for courses was not enough to justify a regular class---------37

To provide remedial work for students with special problems--11

To provide experiences to meet individual needs----------17

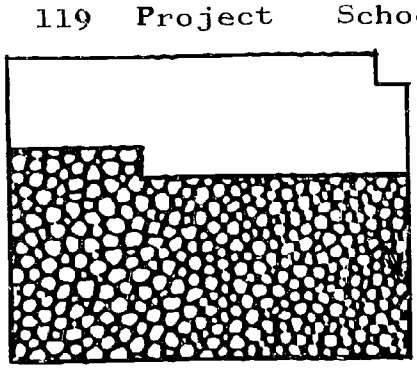
In several schools the local School Boards decided not to offer supervised correspondence courses.

Flexible Schedules

Some form of flexible scheduling is practiced in eight Project schools. Although interest in flexible scheduling has been shown by other schools, the fixed schedule of cooperative personnel greatly increases the difficulty of arranging flexible schedules.

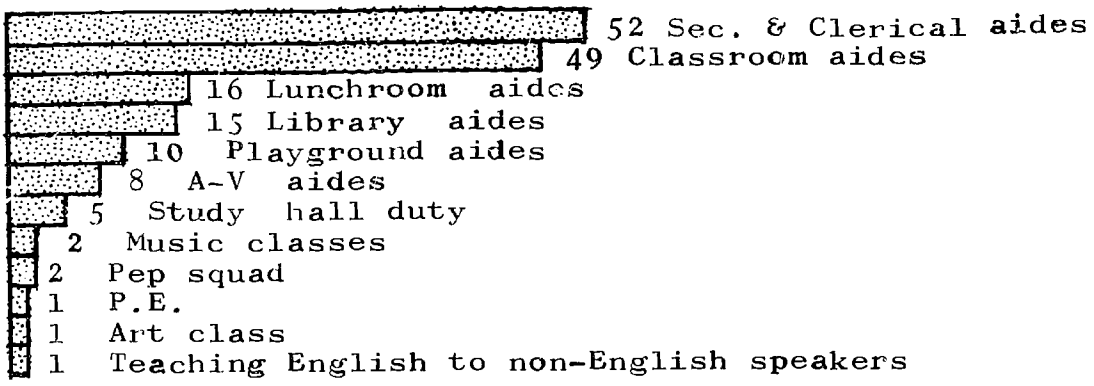
Teacher Aides

Teacher aides are being employed in Project schools in increasing numbers. In 1968-69 76 schools employed 146 aides.



76 schools employ 146 aides

In many cases aides were assigned more than one job. The distribution of the 146 aides in the twelve named categories is shown below.



Student Aides

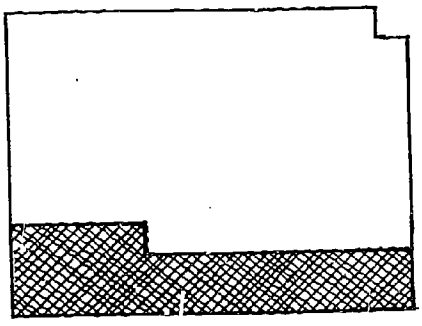
An innovation first reported this year by three schools is the practice of using high school students as teacher aides. Although these aides function in a non-instructional capacity, teachers report a positive influence on the elementary school youngsters with whom these aides work. The aides also show improvement in all areas.

Team Teaching

Seventeen schools reported using team-teaching as an instructional device. Some teams, composed of two, three, or even four members, worked together for periods of three weeks to an entire semester. Subjects taught by these teams include vocational agriculture, art, reading, the social studies, language arts, typing, and biology. In most cases it was reported that the teams functioned effectively together; however, it was recognized that teams need adequate time for planning together.

Programmed Learning

119 Project Schools



28 schools use programmed materials

Programmed materials were used in 28 schools on these subjects: trigonometry, algebra I & II, related math, geometry, introduction to calculus, physics, literature, language, reading, Spanish, and globe use in geography. Nineteen used this material for curriculum enrichment, 13 to increase student motivation, and 17 to facilitate multiple class instruction and to alleviate schedule conflicts.

Materials were selected by individual teachers, administrators, or both; administered under the supervision of a teacher of the program's subject; evaluated by tests provided by the program makers, observation by the supervising teacher, or by content tests made by the local teacher.

Effectiveness was determined by correlation with regular classroom examinations and by pre and post testing of the students using the program.

Instructional Media

Originally designated "audio-visual materials" in 1960, this area has been enlarged to include many technological developments adopted by education during the past decade.

Of 74 replies to queries concerning instructional media, 49 indicated that there is a media center in the school, 61 schools have aides available to prepare materials for the teachers, and almost 4/5 of the teachers use varied media "frequently" or "very frequently."

Problems which occured most often in the use of instructional media included lack of time to construct media, lack of skill in using equipment, and lack of teacher interest in use.

In many schools libraries have expanded to include non-printed as well as printed material. About half of the replies state that the school library includes facilities for students to listen to tapes and records, and to view slides and filmstrips on their own. The library has late afternoon and night hours in 10 schools, and maintains a summer schedule in 34.

New equipment purchased in 1968-69 includes the following:

Library books	17,007
Overhead projectors	33
Filmstrip projectors	14
Slide projectors	2
Tape recorders	31
Record players	30
16mm Projectors	22
Cameras	13
Duplicators	11
Copiers	11
Dry mount presses	4
Filmstrips	682
TV Sets	7
Radios	9
Opaque Projectors	1
Tapes	640
Recordings	412
Art Slides/pictures	760

Also purchased were maps, globes, transparencies, and a language master listening station with headphones.

Cooperative Personnel

Project schools report sharing the services of 221 cooperative personnel with neighboring schools. The valuable services thus provided would not otherwise be available to these schools. The capacities in which they served follows:

Counselor	50 schools
Nurse	64 schools
Librarian	30 schools
Visiting teacher	27 schools
Supervisor	19 schools
V. A. teacher	8 schools
Homemaking teacher	11 schools
Music teacher	3 schools
Art teacher	1 school
Reading teacher	3 schools
Driver education	1 school
Physician	2 schools
Speech therapist	1 school
Physical education	1 school

Student Science Demonstrators

High school students who prepare and demonstrate science experiments for elementary science classes are called student science demonstrators. Nine schools use this activity and capitalize on the interest and motivation to all students involved.

Team Learning

This activity employs student-to-student learning: students teach themselves as they help their partner learn. Although only six schools reported using this device, it is probably used by teachers much more extensively.

Nongraded Elementary Classes

Some form of nongradedness can be found in fourteen Project schools. Most often this pattern for instruction is used in the elementary

reading and/or mathematics classes. Some schools, however, report using this approach entirely in grades 1 and 2, or 1 through 4, while others use it for the section(s) of special education.

Adult Basic Education

The school's traditional area of responsibility has been extended by four Project schools. These four schools have opened their doors to the adults of the community in an Adult Basic Education program.

Kindergarten

Another extension of the school's responsibility is shown by the four schools that report an operating kindergarten program. This figure does not, however, reflect the number of schools operating a summer Headstart program.

Testing Program

Since 1963 the Small Schools Project has conducted a unified fall testing program in order to compare academic achievement with other schools throughout the state and nation. Project schools are urged to administer Science Research Associates mental ability and achievement tests in grade seven and achievement tests only in grades nine and eleven. Partial reimbursement for tests in grades seven and nine is available under the State Testing Program.

Profiled results comparing achievement scores between Project schools and other schools are included in the appendix. These figures represent approximately 37% participation in the Project

testing program. The sizeable decrease in participation from a previous high of 65% may have been due to the holdup of N.D.E.A., Title V-A funds for reimbursement due to lack of Congressional action in the fall of 1969. In addition, many Project schools apparently planned to test in the spring of 1970, failed to register properly, or did not use Science Research Associates test materials.

CONCLUSION

Because time is scarce and valuable, professional efficiency has become a necessity. Professional efficiency is achieved through continuing evaluation, effective communicating, and professional innovating.

Innovating demands time and thought, but through the development of unique practices the strengths of the small school can be reinforced, the weaknesses minimized or overcome. It was on this premise that the Project was founded.

Innovations evolve through the creative thinking of people who adopt fresh ideas, experiment with them, and communicate the result to others.

Communicating has aspects both positive and negative. Of a positive nature are the benefits that accrue as a result of digesting useful information. The negative aspects, delineated by busy people, are the work and time involved in writing a communique.

Yet each school has a responsibility to do both: absorb pertinent

information and profit from it, and communicate the results of their experimentation to others.

A lack of statewide communicating among Project schools concerning successful practices is evident. It is apparent that meaningful practices and innovations are being evolved. However, these innovations must be documented so that the benefits derived from experimentation and experience are not lost.

Another aspect of communication involves the patrons of our schools.

The need for communication and involvement with the local community has been recognized by Project superintendents. Of those schools reporting, 36 have an active community committee while 45 do not. The committees usually meet from one to nine times a year, and may account for the many reports of "good" and "satisfactory" to a query concerning community interest in and understanding of the Project. "Poor" interest and understanding was reported 26 times, mostly by schools not having active committees.

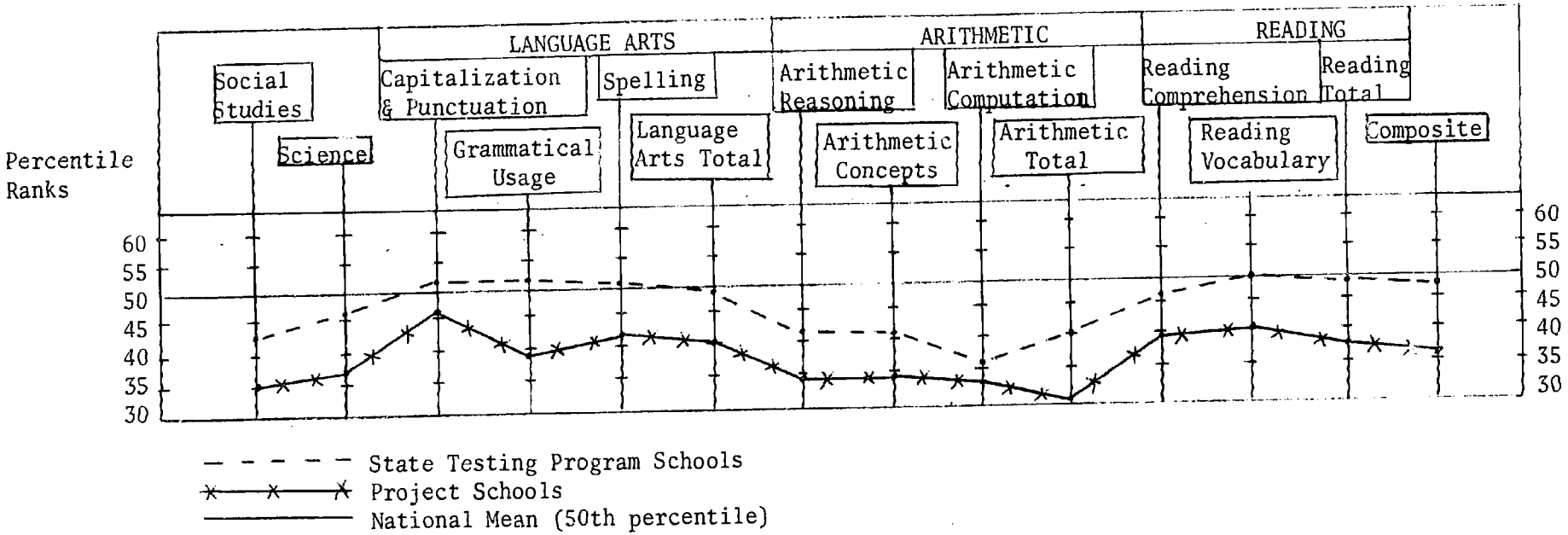
Many superintendents recommend a "better public relations program" for the school and more "community involvement." They realize that the people of the community are vitally interested in the schools and should be actively involved in the Project and in planning for the schools. The patrons and local committees, when knowledgeable and involved, speak for the school, supporting it in the community.

Involvement also comes when the residents of the community are used by the school as resource people. In a small school, where professional personnel may be fragmented by the many and diverse demands placed upon them, resource people can give added relevancy and depth to a subject.

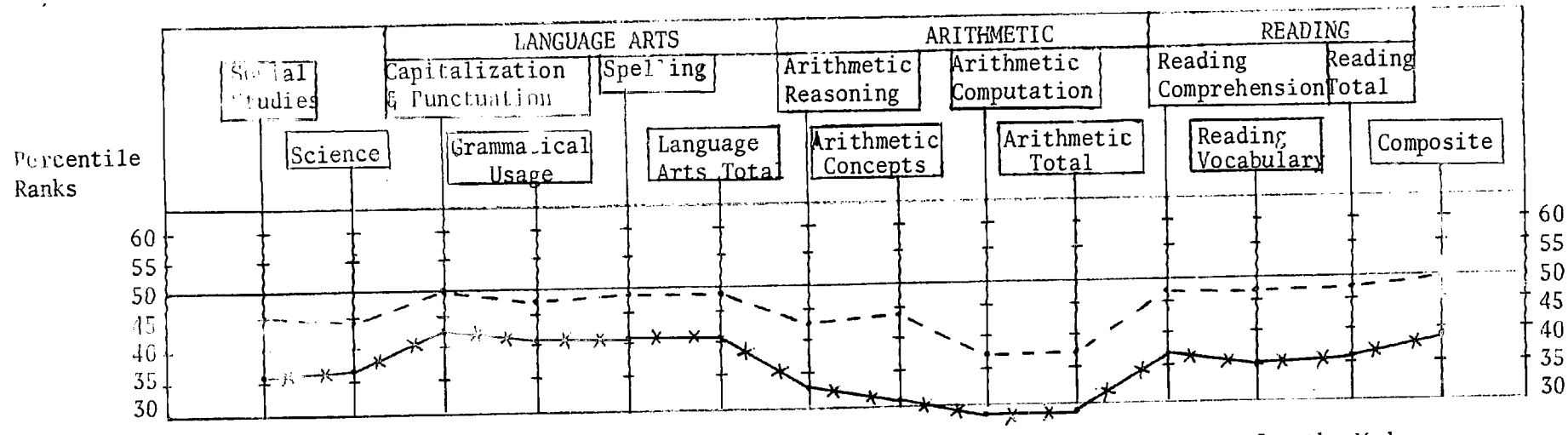
Continuing evaluation is also a necessity. Through evaluation it can be determined how much progress has been made toward a goal, how realistic the objectives are, and how successful the approaches have been. In short, evaluating is an essential part of planning, and planning is the process through which goals are achieved.

At the local level the concern is primarily for the individual school; however, on a statewide basis Project schools are united by a unity of purpose in providing excellent education opportunities for students from small schools. To achieve this purpose member schools as individuals and the Project as a whole must determine what needs to be done and then do it. Thus comes progress.

COMPARISON BETWEEN 46 PROJECT SCHOOLS AND THE TEXAS STATE TESTING PROGRAM SCHOOLS ON THE SRA ACHIEVEMENT SERIES, MULTI-LEVEL EDITION, GRADE SEVEN, FALL, 1969. NORMS BASED ON FALL, 1963 NATIONAL STANDARDIZATION.*

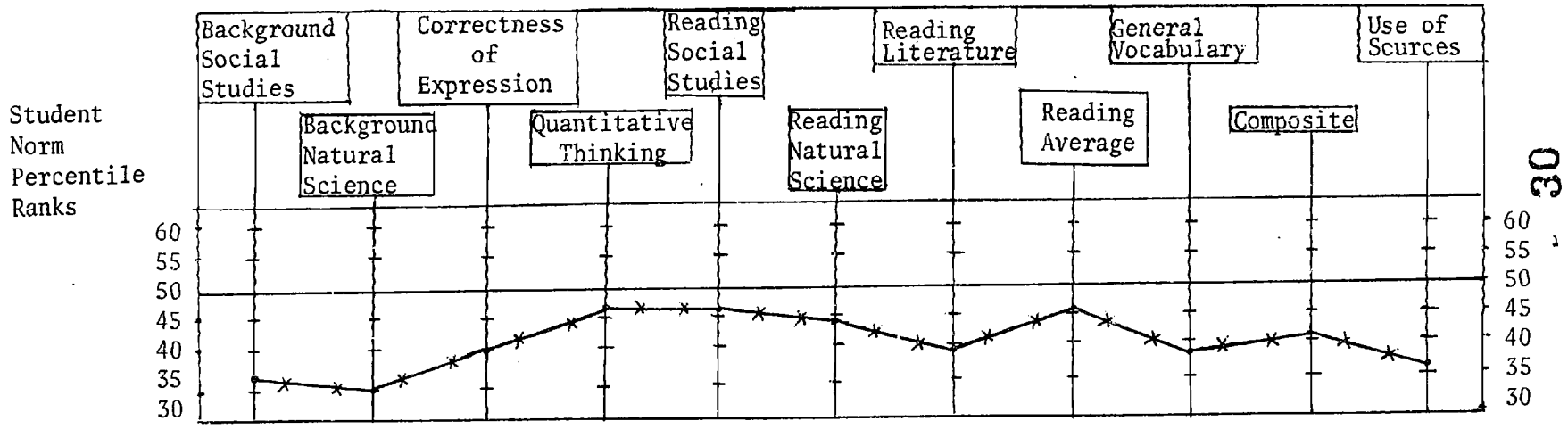


COMPARISON BETWEEN 48 PROJECT SCHOOLS AND THE TEXAS STATE TESTING PROGRAM SCHOOLS ON THE SRA ACHIEVEMENT SERIES, MULTI-LEVEL EDITION, GRADE NINE, FALL, 1969. NORMS BASED ON FALL, 1963 NATIONAL STANDARDIZATION.*



*National percentile norms for the Modern Math test not available at this time.

COMPARISON OF 50 PROJECT SCHOOLS WITH THE SEPTEMBER 1962 NATIONAL STANDARDIZATION GROUP ON THE IOWA TEST OF EDUCATIONAL DEVELOPMENT, GRADE ELEVEN, FALL, 1969.



Project Schools
(50th percentile)

(No test results available on other Texas schools)