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AUTHOR Hofmann, Louis J.; And Others
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ABSTRACT

This evaluation deals with the Strengthening Early Childhood program in District 1 of Manhattan, funded under Title I of the 1965 Elementary Secondary Education Act. The program provides the kindergartens, first, and second grades of the 13 participant schools with teaching and educational assistant positions and with a small amount of materials. The primary objective of the program is to reduce the adult-pupil ratio to better meet the needs of each child. To this end, an educational assistant, working five and a half hours per day, was to be assigned to each kindergarten class, and to first and second grade classes on the basis of one assistant for each 28 children for 60 percent of the children in each grade. Sufficient teachers were to be assigned to reduce the teacher-pupil ratio (not class size). The added adults were to make possible a greater degree of small group and/or individual instruction. The educational assistants were to assist teachers in developing improved attitudes, skills, and habits in accordance with specific objectives. This entailed aiding the teacher in instructional, supervisory, monitorial, clerical, and administrative duties. The educational assistants were also to be residents of the community in which they worked, and thus were to provide a vital link between the homes, schools, and communities served by the program. (Author/JM)

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FINAL REPORT

AN EVALUATION

OF THE

ESEA TITLE I PROGRAMS

COMMUNITY SCHOOL DISTRICT I

NEW YORK CITY BOARD OF EDUCATION

Strengthening Early Childhood
Early Grades Bilingual Bicultural Program
in Conjunction with Title VII
Special Reading Services Clinic
Homework Helper Program
Prevention and Remediation of Reading Disability
in the Primary Grades
Young Audiences Program
Non-Public School Program
Operation Return
Auxiliary Educational Career Unit Program
More Effective Schools

Evaluation of a New York School District educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1971-72 school year.

JULY 1972

TEACHING & LEARNING RESEARCH CORP.

91-31 Queens Boulevard, Elmhurst, New York 11373/212-478-4340

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EVALUATION STAFF

Evaluation Director:	Dr. Louis J. Hofmann
Research Associates:	Mrs. Carolyn Zaloom
	Miss Pat Paone
	Mrs. Judith Hofmann
	Dr. Julius Rosen
	Miss Jan Leibowitz
	Mrs. Lorna Edmundson
	Dr. Lee Joiner
	Dr. Julian Roberts
	Mrs. Margaret Hayes
	Miss Diana Rivera
Research Assistants:	Mr. Armando Catayo
	Mr. Jose Vasquez
	Mr. Leonard Bryant
	Mr. Lawrence Taylor

FUNCTION NO. 33-21-604

STRENGTHENING EARLY CHILDHOOD

ACKNOWLEDGEMENTS

The Teaching & Learning Research Corporation evaluation team would like to acknowledge the services of Rosanne Thompson, (District Early Childhood Education Supervisor) and Gary Lee (District 1 Title I Coordinator) in providing the evaluators with information related to the functioning of the Strengthened Early Childhood Program in District 1.

We wish to express our gratitude to all the principals and other school administrators without whose willing cooperation this report would not have been possible. And we especially thank those teachers and educational assistants who so graciously gave of their time and effort in working with the evaluators.

STRENGTHENING EARLY CHILDHOOD

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EXECUTIVE SUMMARY

This evaluation deals with the Title I Strengthening Early Childhood program in District 1 of Manhattan. The program provides the kindergartens, first and second grades of the 13 participant schools with teaching and educational assistant positions and with a small amount of materials.

The schools receiving funds under the program are P.S. 4, 15, 19, 20, 34, 61, 63, 97, 122, 134, 140 and 160.

The primary objective of the program is to reduce the adult-pupil ratio to better meet the needs of each child.

To this end, an educational assistant, working 5½ hours per day, was to be assigned to each kindergarten class, and to first and second grade classes on the basis of one assistant for each 28 children for 60% of the children in each grade.

Sufficient teachers were to be assigned to reduce the teacher-pupil ratio (not class size).

The added adults were to make possible a greater degree of small group and/or individual instruction.

The educational assistants were to assist teachers in developing improved attitudes, skills and habits in accordance with specific objectives. This entailed aiding the teacher in instructional, supervisory, monitorial, clerical and administrative duties.

The educational assistants were also to be residents of the community in which they worked, and thus to provide a vital link between the homes, schools, and communities served by the program.

The objectives of the program were to develop: 1. readiness for reading, 2. listening and speaking skills, 3. larger vocabulary and beginning comprehension skills, 4. to provide at each child's level opportunities to observe, discover, explore, experiment, classify, draw conclusions and/or find solutions, 5. to strengthen the child's sense of self worth and internalized code of behavior.

The evaluators studied the roles of funded personnel and the effects of these personnel in the grades affected.

It was hypothesized that 1. 70% of the children at the readiness level would attain beginning reading levels in sight vocabulary; 2. 70% of the children would be able to order the major events of a story or poem in proper sequence; 3. 70% of the children would achieve gains in reading equal to that of a national normative sample; 4. 70% of the children would achieve a significant improvement in the proportion of completed tasks.

To the end of testing these hypotheses, a random sample of 3 classes (one kindergarten, one first and one second grade) was selected in each school for testing sight vocabulary, task completion performance, and ability to order the events of a story in proper sequence. In addition, Pre-Reading Assessment tests were given to those Kindergartens included in the sample, and the results of the Metropolitan Achievement Tests for 2nd grades were evaluated.

In addition to testing, the evaluators conducted informal interviews with one teacher from each of the sample kindergarten through second grade classes, and with the principals, early childhood assistant principals, and/or SEC coordinators in all participant schools. They also designed and distributed questionnaires to all kindergarten through second grade teachers and all principals in the 13 schools. In 8 of these schools, three 20 minute formal observations were conducted in one kindergarten, one first, and one second grade class selected at random.

More than 70% of the children tested scored 80% or above on the sight vocabulary test. Fewer than 70% of the children tested ordered the events of a story correctly. More than 70% of the children tested had scores on the Pre-Reading Assessment Tests that were generally higher than those of the normative sample. Less than 70% of the children tested received scores on the Metropolitan Achievement Test that were equal to the normative sample. More than 70% of the children improved significantly in the proportion of completed tasks.

The reading aims of the program have been achieved in kindergarten and to a lesser degree in first grade, but not in second grade.

Comprehension skills (related to the ability to order events in proper sequence) seem to be lacking on all grade levels.

The hypotheses related to task completion and sight vocabulary were proved correct.

The classroom observations and interviews and questionnaires of school administrators and teaching personnel indicate that the program has a valuable influence on early childhood education, and that this is particularly true in kindergartens where all classes have aides. The effects of the program are less observable in first and second grades where there are fewer aides, and in some cases where there are aides they are not being used as effectively for small group instruction. Also many classes without aides are too large for the goals of the program to be met.

It was found that there was some inequality in the allocation of teacher and educational assistant positions among schools, and that many of the SEC funded materials were not received by many schools. It was also found that there is little if any supervision or aid given the schools by district administrators/planners to help the schools use their funded personnel efficiently.

In conclusion, it is recommended that the program be recycled, but that positions for educational assistants and teachers, and materials (or funds for materials) be allocated on an equal basis among schools, and that district administrators provide more supervision or aid to the schools to insure the efficient use of funded personnel and materials.

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CHAPTER I

PROGRAM DESCRIPTION

I. OBJECTIVES

A. Program Objectives

The following very specific objectives have been assigned the Strengthened Early Childhood program:

a) to develop at the earliest possible stage an awareness of the printed word and a readiness for reading through many experiences with stories, poetry and books.

b) to develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories and poetry in proper sequence.

c) to develop a larger vocabulary and learn beginning comprehension skills so that pupils may progress from readiness to beginning reading.

d) to provide, at each child's level, opportunities to observe, discover, explore, experiment, classify, draw conclusions and/or find solutions. This is made possible through experiences in mathematics, science, art and other creative expression.

e) to strengthen a child's sense of self-worth and internalized code of behavior so that the child can select and attack an appropriate task and pursue it to its completion.

B. Evaluation Objectives

In order to determine the extent to which the program goals are being accomplished, the following evaluation objectives were proposed and investigated by the evaluation team:

a) 70 percent of those children considered by teachers to be at the "readiness" level would attain beginning reading levels in sight vocabulary at the conclusion of the program. All children at the "readiness" level serviced by the program were given a sight vocabulary test approved by the Early Childhood Supervisor, at the end of the program.

b) 70 percent of the students served by the program would be able to order in proper sequence the major events of a story or poem. After listening to a story read by the teacher, the children ordered in sequence a set of specially designed illustration based on that story.

c) 70 percent of the participating students would attain achievement gains in readi , equal to that of a national normative sample. The test results kindergarten children taking the Prereading Assessment Test and second graders taking the Metropolitan Achievement Test Upper Primary would be analyzed.

d) 70 percent of a random sampling of children would show a significant improvement in the proportion of tasks completed. Their performances on a task assigned in October would be compared with performances on related tasks assigned in May.

C. Evaluation Procedures

The evaluation director and a consultant met with the Strengthened Early Childhood Supervisor in October, 1971 to discuss the evaluation design and the functioning of the SEC program. At that time, the general procedures relating to the school year evaluation were planned. Several meetings between the supervisor and the evaluation team were held during the year, at which time evaluation instruments were approved and problems related to the program were discussed.

Two evaluation consultants met with the Title One Coordinator and discussed the history and present functioning of the SEC program, during the second half of the school term.

The district supervisor provided the evaluators with the names of the 13 kindergarten teachers with whom the evaluators would work during the school year. An evaluation consultant then met with each of the 13 school principals involved in the program to describe the purpose and procedures of the evaluation. At that time, principals selected a first and second grade teacher who taught children in the middle range of academic performance to work with the evaluation team.

An evaluation consulant spoke informally to the 39 selected teachers and described and distributed test materials related to the program. Kindergarten, first and second grade teachers were asked to list the children in their classes they considered to be at the readiness level and two kindergarten teachers were asked to administer sample pre-tests of the New York Pre-Reading Assessment Test.

Eight schools were then chosen at random from the total of 13 funded schools, for in-depth classroom observations. Original evaluation instruments related to the testing area of the evaluation were designed and an artist was commissioned to create illustrations to accompany a book selected for reading as part of an evaluation measure.

In January, two evaluation consultants began a series of three in-depth observations in K-2 classes in eight sample schools. They also interviewed more formally the teachers and educational assistants at this time. The consultants then designed questionnaire forms to evaluate the program and elicit recommendations, and these were distributed to principals and teachers. Standard interview forms were also designed for the above purposes and the consultants gathered objective data in this manner from formal interviews with educational assistants and program coordinators. A materials checklist was sent to SEC Coordinators in each school in May to determine the amount of funded materials which had been received by each school.

Testing materials were organized and distributed in May and test results, and all objective data gathered from the program were collated and analyzed by the evaluation consultants in June.

II. POPULATION AND SAMPLE

A. Population

The Strengthening Early Childhood Program in District I proposed to serve all children in kindergarten through second grade in the following schools: P.S. 4, 15, 19, 20, 34, 61, 63, 64, 97, 122, 134, 140, and 160. These schools are all located on Manhattan's lower east side in an area bounded on the west by Essex Street, on the east by Mangon Street, on the South by Grand Street, and on the north by 12th Street. This is a poverty level area, with a large non-English speaking (Chinese, Puerto Rican, etc.) population.

The schools themselves vary considerably in both the size and quality of their physical plants. Eight of these schools are housed in old, dark, relatively unattractive buildings, often lacking sufficient classroom space. Five of the schools are housed in newer buildings, providing modern and more adequate facilities and a more pleasant physical environment. However, without exception, these schools are located in neighborhoods which require strong security meausures--only one door in each school remains open during the school day, and this is guarded by a monitor. In one school all doors are locked after classes begin.

In many of the schools there is a high rate of pupil turn-over (in one school, 200% for 1971-72). This is partially explicable in terms of the fact that there are urban renewal projects in the area which entail the demolition of housing with the consequent dislocation of much of the population. The population is more stable in those schools which serve areas with public housing. According to the principals, the mobility of the student population makes sequential learning difficult and distorts the meaning of standardized tests.

The evaluators have no official statistics on the total non-English speaking population for K-2 classes in these schools. But projecting from a sample of 68 classes (of teachers who indicated their class registers in the Teachers' Questionnaire), it appears that in the average class of 23 students, 6 (26.1%) of the children do not speak fluent English or do not speak English as a native language. This is a factor of prime consideration for the SEC program which has specific language objectives.

Table A-1

TEACHER-STUDENT POPULATIONS IN SEC SCHOOLS

School Number	K**: T	S	1: T	S	2: T	S	Totals T	S
4	1	47	2	42	2	64	5	153
15	2	100	6	155	6	145	14	400
19	1	53	3	74	2	51	6	178
20	3	111	5	143	6	149	14	403
34	2	61	4	89	4	97	10	247
61	3	100	4.5*	113	4.5*	121	12	334
63	3	124	6	153	6	166	15	443
64	4	150	10	210	11	212	25	572
97	2	89	6	106	6	122	14	317
122	1	46	2	47	3	47	6	140
134	1	49	3	85	3	85	7	219
140	3	109	5	134	4	97	12	340
160	2	67	4	71	4	73	10	211
Totals:	28	1106	59.5	1422	60.5	1429	148	3957

*mixed classes
**includes 2 classes (1 morning and 1 afternoon) per teacher

There are 148 teachers in the participant schools, with a total of 3,957 students. The average number of students per teacher is 26.7. Kindergarten teachers work with 2 separate classes (one morning and one afternoon). If this is taken into account, the adjusted average figure for all grades is 23 students per teacher. Since some of these first and second grade teachers are cluster teachers who do not have regular classes, the average register per class must be judged to be higher.

Kindergarten teachers have an average of 19.8 students per class; first grade teachers have an average of 23.9 students per class, and second grade teachers have an average of 23.6 students per class. Again, an upward adjustment must be made to take account of cluster teachers in first and second grades.

The average number of pupils per teacher for each grade in each participant school is indicated below to the nearest whole number.

Table A-2

AVERAGE TEACHER-PUPIL RATIO

School Number	K	1st	2nd
4	24	21	32
15	25	26	24
19	27	25	26
20	19	29	24
34	15	22	24
61	17	25	27
63	21	26	28
64	19	21	19
97	22	18	20
122	23	24	16
134	25	28	28
140	18	27	24
160	17	18	18

The kindergartens do not generally have cluster teachers, so these figures can be taken as representing the average class size in each Kindergarten.

The first and second grade figures include cluster teachers, so the figures must be adjusted upward to represent the actual number of students being taught at any one time in any given class. The figures as given represent only the total teacher-pupil ratio, not average class size.

Although, as was stated above, the average class register from our sample of 68 classes was 23 children, the registers vary widely, from 13 students to 32. There are 13 (19.1%) classes in the sample with 13-19 students, 20 (29.4%) classes with over 25 students and 11 classes (16.2%) with 30-32 students. Thirty-five (51.5%) classes have between 20 and 25 students. These classes do not receive differential treatment in terms of the SEC program.

All of the factors cited above, including above average class registers for approximately one third of the children served, contribute to the difficulties the children in the participant schools have in learning, and should be taken into account with any evaluation made of their academic achievement, or the effectiveness of the SEC program.

B. Population Sample

From the population described above, the evaluators worked with a sample including one kindergarten, one first and one second grade class from each of the 13 funded schools. Testing and informal observations were conducted in all 13 schools. For the purposes of in-depth observations, a sample of 24 kindergarten through second grade classes were chosen at random from the following schools: P.S. 4, 15, 63, 64, 97, 122, 140, and 160.

III. STAFFING PATTERNS

A. Staffing Hierarchy

The Strengthening Early Childhood program operates officially under the guidance of the district's Early Childhood Supervisor. The Auxiliary Educational Career Unit is a participating agency which is responsible for training of educational assistants.

In the schools, the principals, or more typically the assistant principals in charge of early childhood, are directly responsible for supervision of the program.

Between two and five teachers, and four and eleven educational assistants have been assigned each funded school. These personnel were to have been allocated on the basis of criteria specified in Section C of this chapter. Additional teachers are assigned as either ratio teachers, regular classroom teachers or SEC coordinators.

Table A-3

HIERARCHY OF STRENGTHENING EARLY CHILDHOOD PERSONNEL

	Schools with SEC Personnel												
Personnel	P.S. 4	15	19	20	34	61	63	64	97	122	134	140	160
*SEC Supervisor													
*Principals													
*Assistant Principals		1		1		1		1				1	1
SEC Coord.	1	1					1**					1	
Funded Teachers	2	3	2	3	2	3	3	5		2	2	2	2
*Other teachers	3	11	4	11	8	9	12	20		4	5	10	6
Educ. Assts.	5***	11	6	11	6	8	7	9		4	7	11	6

*not funded by SEC program
**on sabbatical this year
***allotment in proposal was 6

B. Staffing Roles Defined

Evaluation findings after observations of funded staff will be discussed in Chapters 2 and 3 of this report. The following is a brief description of the role projected for personnel under the program proposal.

1. Early Childhood Supervisor

Although this position is not funded under SEC, the supervisor is responsible for the overall administration of the program. The duties assigned to this position however, have not been clearly outlined in the district proposal. The only definite assignment found to be attributed to the Supervisor involved selection and distribution of materials funded under SEC. The SEC Supervisor works predominantly in pre-kindergarten areas in her capacity as

District Early Childhood Education Supervisor.

2. Principals and Assistant Principals

No specific duties have been assigned these administrators in the program guidelines and they receive no compensation under SEC funding. Early Childhood Assistant Principals are usually responsible for teacher training and distribution of materials for grades K-2.

3. SEC Coordinators

Schools may designate one of their program funded teachers as a Strengthening Early Childhood Coordinator. The Coordinator, according to the guidelines, may teach small groups of children with reading difficulties, and may assist in teacher training under the direction of a supervisor. Coordinators may be responsible for SEC supplies and materials in grades K-2.

4. Teachers

The roles of teachers in the program were not described except for the stated objective that the addition of teaching personnel would make it possible to better meet the needs of each child.

Traditionally, according to Board of Education guidelines, the "intent of the program is carried out through the creative use of ratio teachers in providing small group instruction." Such teachers work as part of a team which helps the classroom teacher on a rotating basis. They can also work with small groups or with single children in need of remediation or enrichment.

Added teachers may be given a specific class assignment in order to reduce class registers. One teacher may be assigned as an Early Childhood Coordinator to assist in teacher training under the direction of a supervisor.

5. Educational Assistants

An Educational Assistant is a community resident assigned to work closely with a particular teacher to develop improved attitudes, skills and habits on the part of the children by assisting in:

a) giving small group instruction,
b) working with children at centers of interest,
c) maintaining wholesome classroom atmosphere
d) selecting and acquiring materials appropriate to the cultural background of the children,
e) using audio-visual materials,
f) supervising at games and on trips,
g) giving bilingual instruction when possible,
h) performing such monitorial, clerical and administrative duties as are required.

In general, the educational assistants are to help provide for a maximum individualization of instruction in the classroom, and, as community residents, to provide a vital link between the community, home and school in communicating and interpreting the objectives of the SEC program.

C. Allocations of Teaching Personnel

The Strengthening Early Childhood program in District 1 proposed to reduce the adult-pupil ratio by the following allocations of additional personnel:

1. Kindergarten - one paraprofessional, residing in the community, would be assigned to each kindergarten class and would be trained to work cooperatively with the kindergarten teacher during a 5½ hour day.

2. Grade 1 -
   for 40% of the children: enough teachers to reduce the pupil-teacher ratio to 15-1
   for 60% of the children: one educational assistant for every 28 children

3. Grade 2 -
   for 40% of the children: enough teachers to reduce the pupil-teacher ratio to 20-1
   for 60% of the children: one educational assistant for every 28 children

Provided these personnel served grades K-2, it was to be permissible to modify this initial staffing pattern.

In fact, the following allocations of teaching and educational assistant positions were made for the 1971-72 school year:

Table A-4

CURRENT ALLOCATIONS OF SEC PERSONNEL

School	Tchr.	Educ.Assts. Grades 1 & 2	Hrs.	Kindergarten Assts.	Total # Assts.
4	2	5	27½	1	6
15	3	9	49½	2	11
19	2	5	27½	1	6
20	3	8	44	3	11
34	2	4	22	2	6
61	3	5	27½	3	8
63	3	4	22	3	7
64	5	6	33	3	9
97	2	7	38½	2	9
122	2	3	16½	1	4
134	2	6	33	1	7
140	2	9	49½	2	11
160	2	4	22	2	6

A comparison will be made in Chapter 3 between mandated adult-pupil ratios and actual staffing allocations.

IV. MATERIALS

A. Selection

A "small amount of money" was allotted according to the proposal for the purchase of additional supplies and materials so that adults could better provide individualized and small group instruction.

The selection of these materials was made by the Strengthening Early Childhood Education Supervisor. The following materials were ordered in June 1971 by the Supervisor and were to have been delivered to each of the 13 schools during the current school year.

Flip Flop Math Program - 1 set
Flip Flop Reading Program - 1 set
"Magnets" - GB Book (Science) - 1
Arithmablocks: Math, manipulative - 1 set
Manipulative Books - 1 set (8 books, 1 teacher's manual)
Early Childhood Sound Filmstrips - 1 set
Kindergarten:
- Mother Goose Songs Kit
- Mother Goose songs Filmstrip - 1 set
- At the School Set - 1 set
- You Tell Me Books - 1 set
- Color Dominoes - 1 set
- Mix and Match Blocks - 1 set
- Fold-out books - 1 set
- Put Together Boards

First Grade:
- Rhythms to Reading - 1 set
- By the Tall Houses - 1 set
- Put Together Boards - 1 set
- Fold-Out Books - 1 set
- You Tell Me Books - 1 set
- Pathfinders - 1 set

Second Grade:
- Early Childhood Series - 1 set
- In The Clinic - 1 set
- See Through Games - 1 set

The total cost of the above materials was $8,558.34.

B. Distribution

The materials listed above were to have been sent to each of the 13 funded schools. At the school, the Strengthening Early Childhood Assistant Principal or Coordinator was to receive the materials and either send them directly to the kindergarten, first or second grade classes, or keep them in a central place for use by these teachers.

Members of the evaluating team checked for the presence of these materials during classroom observations, and results of this check-listing are outlined in Chapter II.

Those personnel responsible for distribution of program materials were asked to fill out a check-list of those materials which they had received from SEC. These results will be discussed in Chapter 3.

CHAPTER 2

PROGRAM ACTIVITIES

I. DESIGN OF OBSERVATIONS

A. Selections of Classes

As outlined under "Allocations of Teaching Personnel" in Chapter 1, one educational assistant was assigned to each kindergarten class in the 13 funded schools, and 75 assistants were to be apportioned among first and second grade classes according to the size of school populations.

Because the main goal of the program is to reduce the adult-pupil ratio in K-2 classes, the evaluators considered all K-2 classes to be part of the program. One kindergarten, one first and one second grade were chosen for purposes of observation and testing in each of the 13 schools. In cases where there were three or more classes on a grade grouped homogeneously, the class was chosen from the middle range of pupil performance. As a result, the evaluation team worked throughout the year with a group of 39 classroom teachers and their educational assistants in the 13 schools.

Three informal observations were conducted by the evaluation team in all 39 classes in October and November. In addition, a more intensive series of three twenty minute observations per class were conducted in the following eight schools, selected at random: P.S. 4, 15, 63, 64, 97, 122, 134, 140. (The evaluators used a standardized format for these observations so that performance in these areas of particular significance to the SEC program could be recorded and analyzed.

B. Observation Format

Three 20 minute observations were made in each of the 24 K-2 classes between January and May, 1972. The observation times were noted and each class was observed at three different times during the teaching day over the 4 month period. In classes where an educational assistant was present, two separate observations were recorded by two members of the evaluating team, indicating the activities of the adult and the children for whom she was responsible.

Specific observations were made by the evaluation team in the following areas of classroom activity:

1. Grouping - The number of groups and the number of children in each group were noted.

2. Adult Activity - The type of activity either instructional or non-instructional, being performed by the teacher or educational assistant.

was very specifically described. Teachers and aides were either teaching, supervising, disciplining, observing, or monitoring. Notations were made in regard to clerical work, supportive help, absence of the aide or special circumstances.

3. Degree of oral communication - Specific notations were made to determine the extent to which children were being allowed or encouraged to communicate in the classroom, and the type of oral communication being fostered by teachers in the program. For academic or non-academic communication in the classroom, notations were made for lecture, question-answer and conversational methods, as well as for oral reading and giving directions. The consultants recorded any cultural or environmental references made by the educational assistants during each ten minute period in an effort to determine the extent to which this objective of the program was being met.

4. Degree of rapport - The quality of rapport between each adult and the children in the class was rated on a scale of Excellent to Poor, and critical comments were added. Similar notations were made for the rapport existing between the two adults in a classroom when this could be ascertained with any accuracy in twenty minutes.

5. Children's activities - The type of academic or non-academic work being done by each group of children was noted, and in the area of language arts because of the specific language objectives of the program, these activities were broken down into: phonics; comprehension; listening and speaking skills, and their sub-categories.

6. Materials - The materials funded under the program were checklisted during observations. Other materials were described as being audio-visual, culturally oriented or developed by the aide in accordance with suggested program objectives.

II. OBSERVATION FINDINGS

All 8 kindergarten teachers, 6 first grade teachers and 3 second grade teachers in the eight school sample had educational assistants.

The average attendance in kindergarten classes was 17. It was 20.5 in first grade and 20 in second grade.

A. Grouping

The following tables show the observed patterns and sizes of groups being taught or supervised by the teacher (T) or educational assistant (EA). These patterns will be described by grade level.

Table B-1

GROUPING PATTERNS OBSERVED IN K-2 CLASSES

Kind of Group	Kindergarten T	Kindergarten EA	First Grade T	First Grade EA	Second Grade T	Second Grade EA
No children	0%	10%	0%	19%	0%	50%
Individual	9%	10%	8%	19%	26%	17%
Small Group	63%	58%	32%	50%	23%	33%
2-5	50%	54%	17%	62%	12%	50%
6-10	32%	28%	83%	25%	37%	50%
11-17	18%	18%	0%	12%	50%	0%
Whole Group	27%	22%	60%	12%	51%	0%

Table B-2

Numbers of children typically being taught or supervised during observations of teachers (T) and educational assistants (EA)

Number in group	Kindergarten T	Kindergarten EA	First Grade T	First Grade EA	Second Grade T	Second Grade EA
Average number	10	8	14	7	14	1.7
Most frequent no.	6	2	19	0,1,4	1(21)*	0
Mean no.	8	7	17	4	17	1

* The second most frequent number.

Kindergarten

All eight kindergarten teachers worked with educational assistants. Both these adults worked primarily with small groups, and those groups were composed most often of between two and five children. The teacher and assistant were responsible for teaching or supervising the whole group between 20 and 30 percent of the time. A smaller amount of time was devoted to teaching individual children, and assistants were seen to be working with no children 10% of the time.

The teacher was seen most frequently with six children and her assistant was most frequently seen working with 2 children. The teacher worked with an average of 10 children while her assistant worked with an average of eight children.

The pattern here is definitely that of small group instruction, being effectively managed in most cases.

First Grade

The first grade teacher taught the whole group during 60% of classroom observation time. Despite the fact that six out of eight teachers had assistants, she taught groups only 32% of the time. These groups had, for the most part, between 6 and 10 children.

Assistants worked half the time with small groups and 19% of the time with individuals. During 19% of the observation time, however, they did not work with children at all. When they worked with small groups, there were usually from 2-5 children in the group. This indicates that in first grade the assistants are being utilized primarily to work with a very small number of children.

The teacher taught an average number of 14 children and was most frequently seen teaching 19 children. The assistant taught an average of 7 children and was seen an equal number of times teaching 0, 1 or 4 children.

Second Grade

The second grade teacher taught the whole group half the time she was observed. A large proportion of the 26% individual teaching was done while the teacher was supervising the whole group. She taught small groups only 23% of the time, and half of these had more than eleven children.

There were only 3 assistants for these 8 teachers and they taught small groups 33% of the time observed. These groups had between two and ten children. They spent 17% of their time helping individual children, but during 50% of the time worked with no children. They never worked with the whole group, either on a teaching or supervisory basis.

The second grade teacher taught an average number of 14 children. Since in reality, however, much of the amount of time noted for individual teaching occurred at the expense of the whole group, this figure must be adjusted upward. She was most frequently seen working with one child, but again, since this usually occurred as part of whole group supervision (e.g. working with individual children while the rest of the group works in workbooks) the second most frequent number, 21, is probably a more meaningful figure.

The assistant taught an average of 1.7 children and was most frequently seen teaching no children. This indicates that where the assistant is working with children, which is only half the time, she is being used primarily to work with a very small number of children.

Summary

The group patterning which emerged after classroom observations indicates that the small group instruction, aimed at by the program, is being accomplished most effectively in kindergarten classes. If educational assistants in first and second grade are being properly trained to work with small groups, their training is not being as effectively utilized there, especially in the second grade. Second grade assistants are working more on a tutorial basis than is desired by the program.

B. Adult Activity (teacher and aide)

The types of activities being engaged in by teachers (T) and educational assistants (EA) were observed by the evaluation team.

Table B-3

ADULT ACTIVITY IN THE CLASSROOM

Activity	Kindergarten		First Grade		Second Grade	
	T	EA	T	EA	T	EA
Teaching	56%	37%	70%	38%	68%	29%
Supervising	38%	37%	23%	12%	26%	14%
Totals:	94%	74%	93%	50%	94%	43%
Disciplining	2%		4.5%	2.5%	3%	7%
Observing		2.5%		15%		15%
Monitoring		2.5%	2.5%	2.5%		14%
Clerical Work	2%	2.5%			3%	
Supportive Role	2%					
Housekeeping		4.5%		10%		
Absent		14%		20%		21%
Totals:	100%	100%	100%	100%	100%	100%

An adult was considered to be teaching when she had the attention of the whole group, small group or individual and was directing them in some area of the grade curriculum. An adult was supervising when she was responsible for a group but was directing her main attention elsewhere. A teacher alone in a classroom was considered to be teaching the group (or individual) with whom she was working, and supervising the children doing other assigned work. An educational assistant was supervising if she was obviously in charge of a group of children but was not directly teaching at the moment. She may have been making or preparing materials, checking books, etc. An adult was disciplining if this was her main role during each observation period. When an assistant was seen sitting and watching the class and doing no visible work, with direct responsibility for no children, she was noted as observing. Monitoring was noted if an adult was taking children to lunch or elsewhere, or taking responsibility for for classroom routines. Clerical work involved the adult taking roll, recording grades, etc., with no child involvement. A supportive role was noted if the observation time was predominantly taken up with the adult comforting a child or helping him work out some non-academic difficulty. The housekeeping observed occurred after activities during which the children and adults had a "clean up" time.

Observations were not conducted when the teacher was absent. The absence category, therefore, is not meant to compare attendance records of teachers and assistants, but merely to account for the difference in activity.

In classrooms where small groups were observed the adult(s) was often teaching one group and supervising one or more of them. For this reason, the teaching and supervising categories are most meaninful when taken together. They cannot be separated completely accurately. The larger percentage of time devoted to supervision usually indicated not that the teacher was teaching less but that more groups were present.

a. Kindergarten

Kindergarten teachers were teaching and supervising 94% of the times they were observed in the classroom. The remaining 8% of time was devoted to giving supportive help, disciplining and doing clerical work.

The educational assistant taught and supervised 74% of the time and was observed most often with a small group of two children. Her remaining time was spent doing a small amount of observing, monitoring, clerical work and housekeeping.

b. First Grade

The teacher, seen most frequently with 19 children, taught and supervised 94% of the time observed. She did a small amount of monitoring and disciplining.

The educational assistant, seen an equal number of times with 4 children, one child and no children, taught and supervised 50% of the time.

She disciplined and did monitoring activities a small percentage of the time, but spent 10% of her time with housekeeping activities and 15% observing.

The relatively high percentage of observing time as compared with kindergarten assistants, indicates a somewhat greater need to learn techniques from the teacher and a lack of training and encouragement toward self-directed activity. She did teach or supervise the entire class 12% of the time, (see table, previous section), indicating that the teacher entrusted her with this responsibility and was thereby freed to do a small amount of other work in the classroom, either clerical or preparatory.

c. Second Grade

Second grade teachers spent 94% of the time observed teaching or supervising an average of 14 children. As noted previously, however, this average is more correctly adjusted upward and the group seen most frequently after individual help was 21. Teachers spent 6% of their time disciplining and doing clerical work.

Educational assistants taught and supervised only 43% of the time observed and observed the class and performed monitoring duties 30% of the time. They spent the largest percentage of any adult group on disciplining - 7%. Second grade classes on the whole showed more evidence of disruptions on the part of the children. This situation, coupled with the assistant's lack of child involvement on a teaching level reveal a pattern in which the talents of the added adult are being underutilized and which is not educationally highly effective.

C. Degree of Oral Communication

The following table illustrates the types of communication encouraged and most often seen in classroom observations.

Table B-4

ORAL COMMUNICATION PATTERNS IN SEC CLASSES

Kind of Communication	Kindergarten T	Kindergarten EA	First Grade T	First Grade EA	Second Grade T	Second Grade EA
Academic						
lecture	0%	0%	13%	0%	2%	0%
question-answer	37%	26%	42%	54%	53%	0%
conversation	2%	5%	10%	8%	15%	0%
reading	4%	0%	0%	8%	0%	22%
directions	15%	5%	7%	0%	5%	0%
Sub-Total:	(58)%	(36)%	(72)%	(70)%	(75)%	(44)%
Non-Academic						
lecture	0%	0%	0%	0%	2%	0%
question-answer	13%	8%	3%	0%	0%	0%
conversation	11%	13%	7%	0%	3%	0%
reading	0%	0%	0%	0%	0%	0%
directions	8%	5%	3%	0%	0%	0%
Sub-Total:	(32)%	(26)%	(13)%	(0)%	(5)%	(0)%
Cultural environmental references	0%	0%	0%	0%	0%	0%
No speaking	10%	38%	15%	30%	20%	56%
Total:	100%	100%	100%	100%	100%	100%

Kindergarten

Teachers devoted 58% of speaking time to academic and 32% to non-academic areas. They clearly preferred the question-answer method of communicating with their children and used it 50% of their communicating time. No instances of prolonged lecturing were seen. Only 2% of academic activities were approached in a conversational manner, but 11% of the time spent talking involved conversations about non-academic matters. The teacher read aloud to her class 4% of the time and gave directions 23% of the time. Teachers were observed to be not communicating orally at all during only 10% of the time observations were being conducted.

Educational assistants also preferred the question answer method of oral communication, using it 34% of their speaking time. In 38% of the time observed, however, they did not communicate orally at all. Assistants were seen to talk conversationally with students slightly more than the teacher in academic areas and non-academic areas. No references to the neighborhood or the ethnic background of the child, nor speaking in any foreign language were observed by the evaluation team.

First Grade

First grade teachers communicated orally on academic areas 72% of the time observed and 13% in non-academic areas. During 15% of the observation time they did not communicate orally. Again, they preferred the question-answer method of communication and used it in 45% of cases. Next preference was conversation with 17% and lecture with 13%. Teachers gave directions 10% of the time and didn't speak at all during 15% of observation time.

Aides were observed to communicate orally with their students 70% of the time on an academic level and not at all on a non-academic level. They used question-answering during more than half their academic communication. They didn't communicate orally during 30% of observation time. No references to neighborhood or ethnic background were observed and no use of a foreign language was heard.

Second Grade

Second grade teachers communicated orally to their students concerning academic areas 75% of observation time and only 5% on non-academic areas. Question-answer and conversational methods accounted for 68% of academic communication time. Teachers did not speak to the group during 20% of observation time.

Educational assistants communicated orally to their students on academic affairs 44% of observation time and used equally the question-answer and conversation methods. They were not observed to speak to any children about non-academic matters. No cultural references were heard and no foreign language was spoken by aides in the presence of the evaluators. They did not speak to children at all during 50% of observation time, the largest percentage of non-speaking time for any of the adult groups.

Summary

Kindergarten teachers and aides devoted the greatest amount of time of the adult categories observed to non-academic communication and the least proportion of time to academic communication. First and second grade assistants were unusually uninvolved with non-academic learning (0% in both cases) and teachers were only slightly involved. Very little lecturing was done in any grade. Teachers and aides communicated orally to their students most often through the medium of questions and answers, and secondly through conversation. Direction giving was prominent in kindergarten classes but was observed progressively less of the time in grades one and two. Oral reading done by an adult was observed progressively more of the time from K through grade 2.

D. Degree of Rapport

The teacher and educational assistant were rated as having the following degree of rapport with the children in their classes during classroom visitations:

Table B-5

RATED RAPPORT WITH CHILDREN

Rapport with Children	Kindergarten		First Grade		Second Grade	
	T	EA	T	EA	T	EA
Excellent	62%	52%	35%	42%	43%	25%
Good	21%	38%	52%	25%	18%	25%
Fair	12%	5%	10%	33%	21%	38%
Poor	5%		3%		18%	12%
Undetermined		5%				

In general, the kindergarten teacher and educational assistant were experienced in their work and exhibited very good relationships with the children with whom they were observed working. The kindergarten teacher had the highest rating of excellence among the observed adult groups. The kindergarten assistant, however, had the highest overall rating and was thought to have excellent or good rapport with the children 90% of times observed. This rapport was observed mainly in the reactions of the children to the adult. These reactions should have shown an acceptable amount of familiarity, security, trust and respect. The outward activities of the adult as directed toward the children were of course, also considered.

First and second grade teachers also had high overall rapport ratings, although second grade teachers did show poor rapport with children 18% of the time.

First and second grade assistants received ratings at a significantly lower level than those assigned the kindergarten assistants. Thirty-three percent of first grade assistants were rated as having fair rapport with their students which indicated to the evaluators that there was a lack of enthusiasm on their part and that they did not seem to be deeply involved with the children. Second grade assistants were rated as having fair rapport 38% of the time and poor rapport 12% of the time.

Poor rapport was noted if there was in evidence a hostile or an overly authoritarian or frustrated attitude. The fair and poor ratings received by the second grade assistants are only slightly higher than those received by their teachers, and are no doubt highly correlated to the teachers' rapport with both the aide and the children involved.

Where judgements could be made concerning the degree of rapport existing between the teacher and her assistant, these were noted and are presented in the following table:

Table B-6

RATED RAPPORT BETWEEN TEACHERS AND ASSISTANTS

Rapport T-EA	Kindergarten	First Grade	Second Grade
Excellent	57%	53%	
Good	29%	20%	
Fair	4%	12%	
Poor	10%	15%	
Not Observable			100%

The rapport between the teacher and educational assistant in kindergarten and first grade was observed to be good to excellent at least 75% of the time observed.

It was not possible to rate the rapport existing between the two adults in second grade because usually the two adults did not speak with each other or communicate in any way. This could be indicative of a general lack of communication and/or cooperation between some of these teachers and their assistants. In some cases this was confirmed by the evaluators' observations but was not obvious in all cases.

E. Children's Activities

The specific objectives of the Strengthened Early Childhood Program (see Chapter 1) include the following:

to develop early awareness of the printed word
to develop readiness for reading (stories, poetry, books)
to develop listening and speaking skills
to enable child to retell stories and poetry in proper sequence
to develop larger vocabulary
to learn beginning comprehension skills
to provide opportunities to observe, discover, explore, experiment, classify, draw conclusions and/or find solutions (mathematics, science, art, other creative expressions)
to strengthen child's sense of self-worth and internalized code of behavior

In an attempt to discover the extent to which children were being involved in activities aimed at accomplishing these objectives, the evaluators check-listed pertinent activity categories during their three 20 minute observations. Notations were made for each observation period as to the type of academic or non-academic activity in which the children in each group were seen to be engaging.

Language arts activities were broken down into categories suggested by the above objectives: (1) phonics (the printed word); (2) comprehension, which included sub-categories to determine how much training the children were receiving to attain the sequencing objective; (3) listening skills and; (4) speaking skills.

The other areas which were to give children opportunities to discover, etc., by creative means, were check-listed. Non-academic activities involved such tasks as working with puzzles when these did not clearly have academic or play purposes. In the play category were included activities normally resembling children's play regardless of obvious educational value.

Table B-7 gives a percentage breakdown of the amount of time being devoted to each of these activities by the children observed in the observation sample.

Table B-7

CHILDREN'S ACTIVITIES PATTERNS IN SEC CLASSES

Type of Activity	Kindergarten	First Grade	Second Grade
Language Arts	44%	69%	68%
Phonics - Audio	14%	13%	9%
Phonics - Visual	9%	13%	3%
Phonics - Total	23%	26%	12%
(Memory - Comprehension	2%	4%	1%
(Cause-Effect - "		4%	3%
(Vocabulary - "	9%	13%	29%
Comprehension - Total	11%	21%	33%
Listening Skills	5%	2%	1%
Speaking Skills	3%	5%	5%
Reading	2%	15%	17%
Other Academic Areas	32%	20%	20%
Mathematics	14%	9%	9%
Art	9%	9%	4%
Music	9%		
Social Studies		2%	
Science			6%
Handwriting			1%
Other Non-Academic Areas	3%		
Play	21%	9%	8%
Undetermined		2%	4%
Total:	100%	100%	100%

The time distribution observed for the major areas of activity seemed to be most satisfactory in kindergarten classes. There, a good concentration on the language arts was seen with 44% of the time observed devoted to those activities. The children were involved in "play" activities 21% of the time;

and while the purposes of these activities were often related to language arts, the different approach is vital to a full educational program. Mathematics, art and music activities were observed 32% of the time. The pattern which emerged from kindergarten observations was a healthy one, in which the child was engaging in a variety of kinds of activities throughout the school day.

In contrast, almost 70% of the school day in first and second grade was devoted to strictly language arts activities. Activities patterning was remarkably similar in these two grades with a seeming overemphasis on reading skills, and only 20% of the class time devoted to other academic areas which can well include language objectives.

The amount of time spent on phonics showed a normal regression by second grade and there was more emphasis on an audio approach than on a visual approach on all grade levels. Progressively more time was devoted to comprehension as the grade level rose. There was, however, a very uneven distribution in the types of comprehension involved. Very little work was being done in the areas of memory or cause and effect relationship. On all grade levels, nearly all the time spent in the area of comprehension involved learning vocabulary. A proportionately small amount of time was spent in the areas of both listening and speaking skills, and a proportionately large amount of time was spent on simple reading, when compared with the areas of comprehension and listening and speaking skills.

The informal, ready to learn atmosphere observed in kindergartens can be accounted for to some degree by the greater percentage of play activities seen and the presence of art and music as an integrated part of the curriculum. Music was employed to very great advantage in several kindergarten classes, in relation to both academic and non-academic objectives. The first and second grade classes where only a small amount of "play" was observed, did not increase activities in other academic areas, when playtime decreased, as might be expected, but rather increased their emphasis on language arts by that amount. There was, in fact, less time devoted to other academic areas than in kindergarten classes where more math activities were observed. Science and social studies activities were notably lacking on all grade levels.

Summary

The patterning of children's activities in kindergarten was desirable in terms of program objectives, except for the lack of activities devoted to the area of comprehension in the language arts.

First and second grade classes were more formal, but did not show, as a result of this, a more satisfactory pattern of activities than was observed in the kindergartens. There was a seeming overemphasis on specific language arts activities, but a definite lack in this area of activities related to comprehension.

Music was notably lacking as an integral part of the school day after kindergarten, and science and social studies, which were to provide discovery opportunities, were notably lacking in all grades.

F. Materials

The evaluators looked primarily for the following kinds of materials suggested in the Strengthened Early Childhood guidelines: (1) audio-visual materials; (2) those specifically ordered under SEC funding; (3) those developed by the teacher or aide, or (4) those especially oriented to the cultural background of the children. In addition, the evaluators saw books and workbooks, puzzles, games, etc., art materials, dolls and puppets, and musical instruments.

During observation time, only those materials being directly used by the children were noted. The following table shows to what extent different kinds of materials were seen in use in the 24 sample classes:

Table B-8

MATERIALS USED IN SEC CLASSES

Materials	Kindergarten	First Grade	Second Grade
Audio-Visual	24%	43%	14%
SEC funded	3%		
Culturally oriented			
Teacher or assistant developed	10%	2%	
Books and Workbooks	2%	35%	54%
Puzzles, games, etc.	19%		21%
Art Materials	24%	20%	4%
Dolls, puppets	7%		7%
Musical Instruments	11%		

Kindergarten

Children in the kindergarten classes worked primarily with audio-visual and manipulative types of materials. They were the only groups seen using musical instruments and these were used mainly during rhythmic exercises. Materials funded under the program were seen in use in only one classroom, and no specifically culturally oriented materials were observed in use.

First Grade

A large percentage of the materials used were audio visual and children were often observed working with art materials. No SEC funded materials were seen in use in the classroom, nor were any materials specifically relating to the child's cultural background observed. Slightly over one third of the materials observed in use were books and workbooks.

Second Grade

In second grade the materials most often seen in use were workbooks and regular school texts. In most first and second grades, music is taken only with a cluster and so instruments were not seen in grades one and two, although they could have been used to implement the regular curriculum in any event.

Summary

Audio-visual materials were seen to a great extent in kindergarten and first grade, but not in second grades, where the materials most often seen were books. Materials related to music were not seen after the kindergarten level, and art materials were seen very little in second grade. Materials funded under the program were observed in use in only one class, and no specifically culturally oriented materials were observed.

CHAPTER 3

QUANTITATIVE DATA

I. TESTING

Evaluation Design

After considering the language and activity objectives of the program, the evaluators proposed testing achievement in the following areas: (1) beginning sight vocabulary; (2) reading at levels comparable to national norms; (3) ordering events in sequential order, and (4) finishing assigned tasks.

In regard to a beginning sight vocabulary, it was projected that 70% of the children served by the program, who were at the readiness level in September 1971, would attain beginning levels in sight vocabulary by May, 1972. An original instrument would be designed.

It was projected that 70% of the children in the program would have achievement gains in reading equal to those of a national normative sample. The New York City Pre-Reading Assessment Test would be used in kindergarten, and the Metropolitan Achievement Test in second grade, to determine the degree to which this objective would be met.

To determine the extent to which children in the program could put events in sequential order, a story or poem would be read to them, and 70% of the children in the program were projected to be able to order the events.

The evaluation design projected that 70% of the children in the program would achieve a significant improvement in the proportion of tasks they could complete. Pre and post administration of a task assignment appropriate to the age and grade level of the children in a sample group would take place in October and May.

B. Description of Instruments and Procedures

1. Sight vocabulary

An original sight vocabulary test was designed to measure this objective, and sight words were selected from the Bank Street pre-primer vocabulary list. Although this selection might favor somewhat, the scores of those children using the series, it was felt that because of the very differing reading objectives found among schools (and differences in opinion on whether reading should even be approached in the kindergarten) some reference must be made to a source known to be widely accepted in the district. The test was approved by the Strengthening Early Childhood Supervisor.

Aside from measuring sight vocabulary, several items on the test were designed to measure recognition of those initial and final consonants and vowels held to be pre-primer requisites by Bank Street. One item measuring recognition

of a middle vowel was considered more advanced and was included for informational purposes. The test contained ten items and ten points were assigned each item so that a percentage score was obtained which measured amount of sight vocabulary. Aside from this sight vocabulary score, individual items were analyzed to measure phonetic recognition.

In October, teachers were asked to list the name of the children in their classes whom they felt were at the readiness level. In May, these lists were returned to the teachers and they were asked to administer the sight vocabulary test to the children listed. The classes involved in this test were primarily first grades. Most second grade teachers felt that the great majority of their children were above the readiness level in October and therefore too advanced for the test. Several kindergarten teachers, although they projected sight vocabularies for their children in October, didn't feel the children were ready in May and didn't administer the test.

2. Reading - National Norms

The New York City Pre-Reading Assessment test was distributed to the 13 sample kindergarten teachers in May in order to compare readiness levels attained by children being served by the program with those achieved by a national normative sample. Two kindergarten teachers gave the test on a pre-post basis in October and May. The test consisted of 3 subtests: (1) Language: vocabulary, concepts and listening ability, (2) Visual Discrimination: ability to distinguish between letters and between words, and (3) Guide to Teacher Judgement: a rating scale, based on the teacher's day-to-day observation of the pupil's behavior in the classroom. This aspect of the assessment considers the pupil's general language development, personal and social adjustment, physical functioning, and intellectual functioning. The test was devised especially for the children in the city's public schools. The items testing vocabulary and concepts were selected, as much as possible, from those known to city children from low and middle income families. The test is not designed to be administered to children whom the teacher believes to be very immature.

First grade children in the district take no national reading test and are not, therefore, included in our analysis of reading achievement in this area.

The Metropolitan Achievement Test was administered to second grade children in the district, by each school, and the scores of those children in the 13 sample classes were collected and analyzed by the evaluators.

3. Sequential Order

A story book was chosen which would interest the children and which would relate a clear sequence of events. Six illustrations were designed by an artist to accompany reading of the book Pierre, A Cautionary Tale, by Maurice Sendak. These illustrations were designed so that the sequence could be completely and correctly presented with four, five, or all six of the drawings.

The kindergarten teachers in the sample were given sets containing 4 drawings per child. First grade teachers received sets with five drawings each and second grade teachers received sets of six. Teachers were asked to read the story to the class, then pass out one set of illustrations to each child. The child was to put the illustrations (each 8½ by 11 inches) in correct sequential order. The sequence was considered to be either correct, if all drawings were in order, or incorrect if one or more drawings were out of sequential order.

This measure was approved by the Strengthened Early Childhood Supervisor.

4. Task Completion

In October, four children were chosen at random from the registers of the 39 sample teachers by one of the members of the evaluating team. The teachers were asked to assign a task to these children in the area of "classification" which would be appropriate to the grade level. Because of the diversity in abilities and objectives in K-2 classes, the type of task could be no more narrowly defined by the evaluators, and "classification" was felt to be an important concept in all three grades involved. For example, a kindergarten teacher might ask her children to separate a number of blocks according to whether they belong on a farm or in a zoo. A second grade teacher might assign a task that entails classifying words according to meaning.

The results of the task completions were collected and recorded in October. At that time, an average of one child in every class of four was not tested by the teacher due to sickness, transfer or other causes. For this reason, the sample was reduced to three children per class. The names of the pre-tested children were returned to teachers in May, and they were asked to assign another task upgraded to a level appropriate to the increased experience of the children involved, in the category of "classification".

C. Findings

1. Sight Vocabulary Test

The sample of children taking the sight vocabulary test included 294 children, considered by their teachers to be at the "readiness" level. Sixty one percent of the children so designated were in the first grade, twenty five percent were in second grade and fourteen percent were in kindergarten.

The test results (see Table C-1 on next page) show a fairly high correlation between teacher's estimations and pupil performance, with forty-three percent of the test-takers obtaining a score of 100. The overall test results were high, with seventy-four percent of the children recognizing eighty or more percent of the sight vocabulary words. The kindergarten scores reveal that, in general, these children were not ready to recognize pre-primer words yet and most kindergarten teachers felt this to be true.

Table C-1

SCORES OF CHILDREN TAKING THE SIGHT VOCABULARY TEST

Percentage Test Score	Number of Children K	1	2	Total	Total Percent
100%	3	79	44	126	43%
90%	4	29	23	56	19%
80%	4	26	5	35	12%
70%	4	21	0	25	8%
60%	5	5	3	13	5%
50% or below	19	20	0	39	13%
Total:	39	180	75	294	100%

In addition to sight vocabulary scores, certain items on the test measured phonic recognition as follows: (1) initial consonants g, l, f, and m - test items #4, 7 and 10 (see appendix E). A random sample of scores from 210 students in 15 classes were analyzed to estimate the ability of the entire group to make phonetic discriminations.

Table C-2

ANALYSIS OF PHONETIC ITEMS ON VOCABULARY TEST
(Sample of 210 children from total 286)

Phonetic Item	Children with Item Correct Number (210)	Percentage
initial consonants		
g	180	86%
l	192	91%
f	180	86%
m	173	82%
middle vowel		
a	148	71%
endings		
at	144	70%
ed	134	64%
s	178	84%

On the two items which solely measured sight vocabulary (#1 and 6), 94% (197) and 89% (186) of the children, respectively, correctly recognized the words. This indicates that scores would probably have been higher, overall, as anticipated by the test designers, had phonetic discrimination not been a consideration in the other items.

From the rather large sample taken, 82% of all children recognized words beginning with g, l, f, and m. The most easily recognized initial consonant among these was "l".

Eighty-four percent of the children discriminated the "s" ending, but words ending in "at" and "ed" were discriminated by only 70% and 64% of the children respectively.

Although middle vowel discrimination was considered to be a more difficult task, 71% of the children marked the correct item.

Summary

Test results indicate that among children considered by their teachers to be at the readiness level there is a high ability to recognize sight vocabulary words. Almost 70% of the test-takers recognized from 90-100% of the words presented.

It can be projected, in addition, that the ability to discriminate initial consonants in this group is also quite high, with no more than 18% of test-takers missing this category item. Ending sounds, except s, are less easily discriminated, and a higher percentage of children than expected could discriminate a middle vowel.

The test results apply predominantly to first grade children who made up most of the population considered to be "at the readiness level" by their teachers.

2. Reading Levels and National Norms

(a) Kindergarten

The New York City Pre-Reading Assessment Test was administered to 144 kindergarten children in the funded schools. Four teachers did not agree to test their children, so the sample includes 9 classes.

The two main sections of the PRA were analyzed by the evaluators: (1) language, including vocabulary, concepts and listening ability, and (2) visual discrimination - the ability to distinguish between letters and between words. The possible scores were: Superior (S), Above Average (AA), High Average (HA), Average (A), Low Average (LA), Below Average (BA), Poor (P) and Very Poor (VP).

Table C-3

PRE-READING ASSESSMENT TEST - LANGUAGE SUBTEST

School	Subtest Scores (no. of children) S	AA	HA	A	LA	BA	P	VP	Total
a[1]									
15		3	1	2	1	4	1	3	15
19[1]									
20	5	7							12
34	3	4	4	2		2		2	17
61*		5		2			1		8
63[2]	2	8	2		2	3	1		18
64		2	7	6	2	2		1	20
97[2]	3	17	5	1	1				27
122[1]									
134	6	1	1		4	4			16
140[1]									
160		2	5	1		3			11
TOTALS:	19	49	25	14	10	18	3	6	144
PERCENT TOTALS:	13%	34%	17%	10%	7%	13%	2%	4%	100%

* Teacher administered test to limited sample.
[1] Teacher didn't administer test.
[2] Teacher administered pre-test in October.

Forty-seven percent of the kindergarten children tested received above average or superior scores. Thirty-four percent of the children achieved scores in the average range, and nineteen percent of the children scored below average on the language subtest.

In the Visual Discrimination sub-test, a larger percentage of children scored in the average range, than on the language test.

Table C-4

PRE-READING ASSESSMENT TEST - VISUAL DISCRIMINATION SUB-TEST

	Sub-test Scores (no. of children)								
School	S	AA	HA	A	LA	BA	P	VP	Total
4[1]									
15		1	3	2	3	3		3	15
19[1]									
20	4	4	1	2	1				12
34	3	7	2	3	1			1	17
61*	1	2		2		2		1	8
63[2]		4	5		6			3	18
64	1	3	8	3		4		1	20
97[2]	3	5	9	3	4	2		1	27
122[1]									
134		1	4		6	5			16
140[1]									
160	1	4		3	3				11
TOTALS:	13	31	32	18	24	16	0	10	144
PERCENT TOTALS:	9%	21%	21%	13%	17%	12%		7%	100%

* Teacher administered test to limited sample
[1] Teacher didn't administer test.
[2] Teacher administered pre-test in October.

Thiry percent of the children received above average or superior scores, fifty-one percent received average scores, and nineteen per cent scored below average. The following table illustrates this comparison:

Table C-5

SUMMARY: PRE-READING ASSESSMENT TEST SUBTESTS
(percentage scores)

Test Score	Language	Visual Discrimination
Superior-		
Above Average	47%	30%
Average	34%	51%
Below Average	19%	19%
Total:	100%	100%

When compared with the normative sample of New York children, these scores are consistently high. Twenty-three percent of the normative sample received below average scores. Only 19% of the District 1 sample obtained below average scores. Average scores are traditionally received by 54% of a standard group. The District 1 sample, however, scored well below this in Language and slightly below this in Visual Discrimination. While only 23% of a given group are expected to attain above average or superior scores, the sample group scored 30% in Visual Discrimination and 47% in Language.

The very high scoring, especially in "Language," must be modified to take certain factors into account. Two of the classes in the sample took the test in October for pre-post comparisons. This does not seem to have biased the results significantly, except in the "Above Average" category for P.S. 97, where 17 out of 27 children scored "Above Average" on the Language sub-test. On the other hand, this particular classroom was functioning on a very high level throughout the year and was better equipped with SEC and other materials than any other classroom observed.

In addition to this modifying element, it must also be mentioned that the test administration was not monitored, and the evaluation team cannot report on the degree to which standardized instructions were carried out. In general, however, it is not believed that these two factors alter the percentage scores significantly.

The following table illustrates the degree to which children improved in language abilities in two district schools, from October 1971 to May 1972.

Table C-6

LANGUAGE SUB-TEST PRE AND POST PERCENTAGE SCORES
(P.S. 63 & 97)

	Percentage Scores:						
School	S	AA	HA	A	LA	BA-VP	Total
Pre Test							
97		7.5%	18.5%	3%		71%	100%
63	11.1%	5.6%	38.9%			44.4%	100%
Post Test							
97	11.1%	63%	18.5%	3.7%	3.7%		100%
63	11.1%	38.9%	16.7%		11.1%	22.2%	100%

In both classes, children showed great improvement in language abilities. One hundred percent of the children at P.S. 97 showed improved test scores, and 61.1 percent of those at P.S. 63 increased their percentage scores.

Increased scores predominated in the area of Visual Discrimination also. At P.S. 63, 61.1 percent attained higher scores in May as did 88.8 percent of the test-takers at P.S. 97. Both school show post scores which are significantly higher in the above average-superior range than those of the city-wide normative sample.

Table C-7

VISUAL DISCRIMINATION SUB-TEST: PRE AND POST PERCENTAGE SCORES

School	S	AA	HA	A	LA	BA-VP	Total
Pre Test							
97		3.7%	7.5%	11.1%	11%	66%	100%
63			44.4%			55.6%	100%
Post Test							
97	11.1%	22.2%	33.3%	7.5%	14.8%	11.1%	100%
63		22.2%	27.8%		33.3%	16.7%	100%

Summary

Nine kindergarten classes out of 26 receiving SEC funds administered the New York City Pre-Reading Assessment Test. The scores were significantly higher than those received by the normative sample of city children with two qualifications to be taken into account: testing was not monitored, and two classes gave the test on a pre-test basis in October.

(b) Second Grade

Second grade children in SEC classes took the Metropolitan Achievement Test in April as part of the district-wide testing program. One of the major concerns of schools in the district has been the traditionally low scores achieved on these tests. Typically, the increment in grade equivalent scores from one grade to the next succeeding grade has averaged approximately seven months instead of a full year's growth. With this patterning, the child may show only an average achievement deficit of 2 or 3 months in second grade, but this deficit increases with grade level so that a student who exactly follows the typical pattern will attain scores three years below grade level by the time he reaches ninth grade. In this context, then, the deficits noted in most second grade classes in District 1 are more significant than they might seem to be initially.

Table C-7

METROPOLITAN ACHIEVEMENT TEST - AVERAGE MEAN SCORES ATTAINED IN SECOND GRADE CLASSES

	MAT Test Scores						
P.S.	1.3-1.5	1.6-1.8	1.9-2.1	2.2-2.3	2.4-2.6	2.7-3.0	above 3.1
4			1			1	
15*			*				
19			1				1
20		1	1	2	1	1	1
34		1		1	1		1
61	1	4	1		1		1
63	1		1	2			1
64	2	2	1	2			1
97		2	1	1			1
122*					*		
134			1		1	1	
140		1	1	1		1	
160	1	1			1		
TOTAL: No classes	5	12	9x	9	5x	4	7

* Average mean score of all second grades combined

A second grade child, after attending school for seven months, should attain a score on the Metropolitan Achievement Test (administered in April) of 2.7 to be considered reading "at grade level". The table above shows how many classes in each of the 13 funded schools achieved average mean scores in each range of scores specified at the top. Two schools show only the average mean score for all their second grade classes combined.

The table shows the test results of 51 second grade classes in 11 schools providing breakdowns by class. Of these 51 classes, 11 (22%) attained scores at or above grade level. Four classes (78%) attained scores from one month to one year four months below grade level. Seventeen classes (33%) attained scores below 1.8.

Summary

Second grade scores on the Metropolitan Achievement Test are low, with most classes attaining an average mean score four or more months below grade level. It is not known to exactly what extent these low scores were influenced by children just learning to speak English as a second language. Their scores would normally be low, but would be expected to improve in the next few years and hopefully reach grade level or above. For native English speaking children, however, these scores could project a pattern as previously described, which will find them several years behind in reading by the time they reach high school.

3. Sequence Test

Teachers read a story to the children in their classes and the children were asked to put illustrations of the story in the proper sequence (see description of instruments, section B of this chapter). Any score less than 100% was not considered to be passing.

Five-hundred eighty seven children in K-2 classes took the sequence test, which varied by class in the number of pictures which the child was asked to put in order (4 in kindergarten, 5 in first grade and 6 in second grade).

From the sample, 334 or 56.9% of the children put the pictures in proper sequence. This would indicate that children are not receiving enough training in this important language objective, and is supported by the comments of several teachers who observed in interviews and when questioned about test results that children needed much extra training in this area.

There is one important consideration pertinent to this test administration, however. Several teachers noted, and the evaluators find some validity in the observation that the concluding illustration, given to all test-takers, could have been considered as an introductory one (see appendix F). This picture is a "happy ending" one, and it is true that the cuurent media has made this kind of "summation introduction" an expected one. It still remains, however, that with the last picture first, the sequence does not have a sequential ending.

A sample was taken from the above results in order to project the extent to which putting the last picture first altered scores. From a sample of 289 children, 124 (42.9%) ordered the story correctly, and 165 did not. Of this latter group, 48 (16.6%) of the total sample put the last picture first. This was their only error. If this item were allowed as correct, then, 73.5% of the children in the sample could have successfully ordered the test. It is impossible to project meaningfully however, the degree to which children so ordered the pictures due to confusion on the item, or lack of training in this skill.

Although teachers were given instructions on administration of the Sequence Test, a margin was to be allowed for differences in the quality of administration because of the nature of the test. Teachers differ in story telling ability, as well as organization and planning which were required here. Because of possible differences in test administration and because of possible confusion regarding one of the test items, a wider latitude must be given the overall score of 56.9%. Given, however, a range of even 15 percentage points, it would appear that there is still some lack in training of sequential abilities, in these classes.

Summary

In a sample of 587 children, 56.9% were able to successfully complete the sequence test. A margin must be allowed for differences in test administration and in interpretation of one of the test items, making it possible that the projected 70% of children in the sample would complete the test correctly. It is apparent however, that ability to order sequentially is an area of learning needing added emphasis in K-2 classes.

4. Task Completion Test

As described previously, children were assigned a "classification" task in October which the teacher felt the average child in her class should be able to complete at that time. From a sample of 134 children in 39 classes, the results were as follows:

Table C-8

TASK COMPLETION TEST: OCTOBER, 1971
(134 Children)

Score	Number of children	Percentage of Children
100%	86	64.2%
90-99%	6	4.4%
80-89%	7	5.2%
70-79%	10	7.2%
Below 70%	25	18.7%
TOTAL:	134	100.00%

Although children were chosen at random (omitting those whom teachers identified as not yet communicating in English) several teachers stated that those children picked were coincidently among the most able in the class in this ability. A large percentage of children; (64.2%), received a 100% rating on the task assigned them. Since the purpose of this measure was to evaluate the amount of increase in ability to complete tasks, these 86 children were not included in the May post-test. Adding to that number those children who were absent or discharged at the time of the second test administration, the post-test sample includes 31 children. The following table compares the scores these 31 children achieved in May with those they achieved in October.

Table C-9

PRE AND POST SCORES OF CHILDREN WITH IMPROVED TASK COMPLETION PERFORMANCE (31 children)

Test Score	Number of Children	
	October	May
100%	0	20
90-99%	6	3
80-89%	7	5
70-79%	7	0
60-69%	0	0
50-59%	10	0
40-49%	0	1
Below 49%	1	2
TOTAL:	31	31

Eighty percent of these children improved in their ability to complete a given task. The real rate of improvement for these 25 children can best be illustrated in the following manner:

Table C-10

RATES OF IMPROVEMENT ON TASK COMPLETION TEST

Percent Amount of Improvement	No. of Children	Percent of Children
50-59%	5	20%
40-49%	0	0%
30-39%	3	12%
20-29%	9	36%
6-19%	8	32%
TOTALS:	25	100%

Summary

It was projected that 70% of the children in the sample would improve in their ability to complete a task. In fact, eighty percent improved in this ability from 6-59%, with most children showing an improvement from 6-29%.

II. INTERVIEWS AND QUESTIONNAIRES

A. Description of Samples and Instruments

In addition to academic tests, the evaluators designed and distributed questionnaires to all the teachers in kindergarten through second grade, and all of the principals in the 13 participating schools (see Appendix A and B). The evaluators also interviewed a total of 20 educational assistants in P.S. 4, 15, 19, 63, 64, 97, 122, 134, and 140, using a set of 12 standard questions (see appendix C). These questionnaires and interviews were designed to elicit information about the way the program functions in each school, to determine how the administrative and teaching staffs viewed their roles in the program, what they saw as the major benefits conferred by the program, and areas in which the program might be improved. The questionnaires were also designed to facilitate the collection of data related specifically to the teaching and educational assistant positions and the materials funded under SEC.

The questionnaires were issued in March, 1972, to each teacher and principal involved, and the interviews of educational assistants were conducted by the evaluators on-site in April and early May. It was assumed that by this time of the school year, all concerned would have formulated definite opinions about the subjects mentioned above.

Teachers' Questionnaire: One hundred and forty-eight questionnaires were issued, and 71 (48%) were returned. The sample used below for all questions from the teachers' questionnaire is therefore 71 or 48% of the kindergarten through second grade teachers in the district's 13 funded schools. Where there is a significant difference among the opinions of teachers in these three grades, their answers will be divided into the following samples:

Kindergarten: 20 teachers (71.4% of 28 district kindergarten teachers)
First Grade: 28 teachers (50.9% of 55 first grade teachers)
Second Grade: 18 teachers (32.7% of 56 second grade teachers)
Mixed Grades: 3 teachers
Did not identify grade level: 2 teachers
Total: 71 teachers

Of the total of 71 teacher respondents, 56 (78.9%) had educational assistants; 15 (21.1%) did not.

Principals' Questionnaire: A questionnaire was issued to each of the principals of District 1's 13 participating schools. Twelve (92.3%) were returned (one was apparently lost in the mail).

Educational Assistants' Interview: Twenty educational assistants from 9 of the district's 13 participating schools were interviewed individually by the evaluators. This represents a sample of 21.1% of the aides in the district.

B. Findings - Program Functioning - Result of Questionnaires and Interviews

1. Allocation of Teaching Personnel

Teachers: A total of 33 teaching positions were allocated to District 1 SEC schools, with between 2 and 5 positions allocated to each school. Since no guidelines were set in the current District proposal to establish a specific minimum pupil-teacher ratio, it is not possible to judge the effectiveness of staffing allocations for teachers on the basis of the proposal. The proposal merely states that "sufficient teachers" will be funded "to reduce the teacher ratio" (sic), not class size, for grades one and two in each school. Of course it is obvious that any additional teacher will reduce the teacher-pupil ratio, even if it is reduced from 35-1 to 30-1, and even if the teacher spends her day in non-instructional activity. Two additional factors seem important: first, that several schools lost teaching positions funded through tax levy and other sources, and second, that from our sample of 68 classes, 29.4% had more that 25 children and 16.2% had between 30 and 32 children. It would seem then that the terms of the proposal are essentially meaningless because if class size is not ultimately reduced it is not possible to meet the goals of the program (viz small group and individual instruction). Since approximately one-third of the classes in the participant schools have more than 25 children, the addition of teachers through the SEC program has served in these cases merely as a stop-gag measure in the sense that without these teachers the class registers would exceed desirable levels even more than they do at the present time.

In addition the evaluators find that there is some inequality in the distribution of teaching positions. For example, P.S. 122, with a total first and second grade population of 94 students, received 2 positions, while P.S. 140 with a first and second grade population of 231 -- more than double that of P.S. 122, received 2 positions also. P.S. 61 with approximately the same number of pupils as P.S. 140 (234) received 3 positions.

Educational Assistants: 102 assistant positions were allocated to the 13 participant schools, with between 3 and 9 allocated to each school. There was to have been an educational assistant assigned to each kindergarten class, and for grades one and two an educational assistant was to be provided on the basis of one assistant per 28 children for 60% of the children in each grade. The evaluators found, from the principals' questionnaire, that all of the regular kindergartens in the participant schoool, except one class in P.S. 140, had assistants. There was also no assistant in one special class in P.S. 64. The table on the following page indicates how many aides each school should have in grades one and two according to the formula cited above, and how many aides they have now. The difference between these two figures is also cited: over (+) or under (-) the specified number.

Table C-11

ALLOCATION OF EDUCATIONAL ASSISTANTS

School	Aides:number according to formula	Aides:present number	Difference
4	2.3	4	+1.7
15	6.4	9	+2.6
19	2.7	5	+2.3
20	6.3	7	+0.7
34	4	4	0
61	5	5	0
63	6.9	4	-2.9
64	9	6	-3
97	4.9	7	+2.1
122	2	3	+1
134	3.6	6	+2.4
140	5	9	+4
160	3.1	4	+ .9
	Total:73		

P.S. 4 has one less aide than the proposal actually allocated but 1.7 more than the minimum to be allocated according to the proposal formula. P.S. 20 has one less aide than the proposal actually allocated, but has .7 more aides than it should according to the proposal formula. This explains why the "Aides: Present Number" column reads 73 instead of 75. All other schools have the number of aides allocated in the proposal, and nine of these have more than the minimum established by the formula. Two, however, have 2.9 and 3 fewer aides than the minimum. Since there are 9 schools with between 1 and 4 aides over the minimum the evaluators observe that at present, educational assistant positions have not been allocated on a completely proportionally equal basis.

2. Educational Assistants

A major proportion of SEC funding was allocated to the hiring of educational assistants, and 102 of the 135 positions funded were filled by these aides (the remaining 33 were teaching positions). These positions are therefore a most significant aspect of the program.

Profile: From the instruments described above, the evaluators derived the following information about the aides' job-related experience.

Educational background: the 20 aides interviewed had complete the following number of years of schooling:

2 (10%) were not high school graduates
7 (35%) were high school graduates
2 (10%) had completed one semester of college
1 (25%) had completed 1 year of college
5 (25%) had completed 2 years of college
1 (5%) had completed 3 years of college
2 (10%) were college graduates

Continuing Education: The principals were asked how many of the aides working in kindergarten through second grade in their schools were actively working toward a degree in the "Career Ladder" program. The 10 principals who responded to the question employed a total of 82 aides. Of these, 40 (48.8%) are currently working toward undergraduate degrees.

In-Service Training: The principals of the 13 participant schools were asked to evaluate the training the aides had received. The 12 who responded to the questionnaire answered as follows:

Excellent: 5 (41.7%)
Good: 6 (50%)
Fair: 1 (8.3%)

Eleven principals (91.7%) found the training of their aides excellent or good.

The 20 aides interviewed were also asked to evaluate their training. Two had not received any training because they had been hired during the second half of the school term. Two aides did not respond. The ratings were as follows:

Excellent: 9 (45%)
Good: 5 (25%)
Fair: 2 (10%)
Poor: 0 (0%)
No Answer: 4 (20%)

Fourteen (70%) of the aides found the training excellent to good.

Work Experience: The 20 aides interviewed had been employed as aides for the following lengths of time:

1 week - 1 month: 2 (10%)
part of 1 year: 2 (10%)
1 year: 0
2 years: 0
3 years: 4 (20%)
4 years: 6 (30%)
5 years: 5 (25%)
6 years: 0
7 years: 1 (5%)

Sixteen (80%) have 3 years or more experience.

These 20 aides have spent the following lengths of time with the teachers whom they were assisting this year:

1 week - 1 month: 3 (15%)
part of 1 year: 3 (15%)
1 year: 5 (25%)
2 years: 6 (30%)
3 years: 0
4 years: 2 (10%)
5 years: 1 (5%)

Fourteen (70%) aides had been with their present teacher for one year or more.

Speaking a Second Language: Thirty-six of the aides of the 56 sample teachers speak Spanish, 1 speaks Polish and 1 speaks Italian. 53.5% of these aides are bilingual.

Residence: All 20 (100%) of the aides interviewed were residents of the community in which they teach. Fifteen (75%) of these have contact which they consider beneficial with their students and their parents outside of school.

General Assessments of Classroom Roles: The 20 aides interviewed were asked if there were any ways in which they could be more helpful to the children with whom they work. Fourteen (70%) of these aides were satisfied with their roles. Three (15%) suggested that more small group instruction would be desirable, 2 (10%) said that they would like to have more time for planning with their supervising teachers, and 1 (5%) said that more communication with parents would be helpful.

Summary:

Projecting from their sample of 20 aides, 12 principals, and 56 teachers, the evaluators find that 55% of the aides have more than a high school education, and 48.8% are working toward undergraduate degree. Eighty percent of the aides have held their present positions for 3 years or more, and 70% have worked with the same teacher 1 year or more. Seventy percent are satisfied with the roles they play in the classroom. One hundred percent of the aides are residents of the communities in which they work, and 75% have contact with their students and students' parents outside of school. Finally, a majority of both the principals and aides find the aides' in-service training to be good or excellent.

It would seem, therefore, that a majority of the aides are highly motivated, reliable, and well-trained workers, and that their residence in the communties in which they work is thought to provide a valuable link between the schools, homes, and communities served by the SEC program. The latter is probably particularly true of those aides who speak Spanish, since there is a large Spanish-speaking population in the district.

Roles of the Educational Assistants: Proposed and Actual

According to the program proposal, the educational assistants are supposed to assist their supervising teachers in the following areas:

a. small group instruction
b. working with children at centers of interest
c. maintaining a wholesome classroom atmosphere
d. selecting and acquiring materials appropriate to the cultural background of the children
e. using audio visual materials
f. supervising at games and on trips
g. bilingual instruction where possible
h. monitorial, clerical and administrative duties where required
i. providing a link between home, school, and community to improve communication and interpret the objectives of the program.

In their questionnaires and interviews the principals, teachers and educational assistants were asked to identify those areas in which the educational assistants made significant contributions.

Sample: 56 teachers who had aides
11 principals who responded to the question
20 aides interviewed

These respondents answered as follows:

Table C-12

PERSONNEL VIEWS OF CONTRIBUTIONS OF EDUCATIONAL ASSISTANTS

Contributions	Principals	Teachers	Aides
a. small group instruction	11 (100%)	56 (100%)	18 (90%)
b. working with children at centers of interest	10 (90.9%)	48 (85.7%)	18 (90%)
c. maintaining a wholesome classroom atmosphere	30 (90.9%)	42 (75%)	20 (100%)
d. selecting materials appropriate to cultural background of children	6 (54.5%)	22 (39.3%)	9 (45%)
e. using audio-visual materials	9 (81.8%)	23 (41.1%)	9 (45%)
f. supervision at games or on trips	10 (90.9%)	53 (96.4%)	17 (85%)
g. bilingual instruction	8 (72.7%)	28 (50%)	10 (50%)
h. clerical, and administrative duties	5 (45.5%)	28 (50%)	11 (55%)
i. improving communication between school, home and community	---------	43 (76.8%)	17 (85%)
j. relieving teacher of routine duties	11 (100%)	50 (89.3%)	13 (65%)
k. keeping classroom neat	9 (81.8%)	48 (85.7%)	18 (90%)
l. working in general office	0 (0%)	11 (19.8%)	1 (5%)
m. school monitor duties	---------	13 (23.2%)	8 (40%)
n. planning lessons	4 (36.4%)	14 (25%)	12 (60%)
o. no significant contribution	0 (0%)	0	0
p. other	3 (27.3%)	0	0

Items j. through m. are not included in the program proposal, but were added to the questionnaires because they seemed potentially relevant.

Summary:

There seems to be substantial agreement among the sample principals, teachers and aides, that the aides are meeting the goals of the program in aiding in small group instruction, working with children at centers of interest, maintaining wholesome classroom atmosphere, supervising at games and on trips, and improving communication between home, school and community.

It seems that the area of bilingual instruction has not been stressed (this was confirmed in classroom observations made by the evaluators). This may be accounted for by the fact that many (46.5%) of the aides are not bilingual, and that some teachers believe that if instruction is solely in English, the non-English speaking children will be motivated to learn English more rapidly.

As a whole, the aides also seem to be doing little in the area of selection and acquisition of materials appropriate to the cultural backgroung of the students. This too is borne out by the observations of the evaluators. It is possible that few of the aides are acquainted with black-American or non-American cultures (Spanish-speaking, Chinese, etc.), and that even the black or Spanish-speaking aides have not been trained in this area. Also, some teachers have expressed the opinion informally, that it is more conducive to classroom unity not to introduce differences in cultural background in the early grades.

Fewer than 50% of the teachers and aides cited the use of audio-visual materials as an important contribution of the aides. Again, lack of training may be an important factor here, and perhaps lack of appropriate materials (in the teachers' questionnaire, lack of materials was a frequently noted problem. See below).

3: Major Benefits of the SEC Program

The teachers and principals of the participating schools were asked to indicate what they believed to be the major benefits of the SEC program. Fifty-eight teachers and 12 principals responded to the question. The percentage cited below are based on these numbers.

Table C-13

TEACHER EVALUATIONS OF PROGRAM BENEFITS

Major Benefits	Teacher Number	Teacher Per Cent
a. reduced class size	38	65.5%
b. cluster teachers	38	65.5%
c. enthusiasm of teachers and other staff	17	29.3%
d. aid of paraprofessionals	50	86.2%
e. additional or improved materials	28	48.2%
f. increased involvement of parents	9	15.5%
g. other (to be described)	0	0%

In addition the teachers were asked to rate the effect of the program on their students' reading readiness or reading achievement. Fifty teachers responded as follows:

Excellent	Good	Fair	Poor	None
3 (6%)	37 (74%)	6 (12%)	1 (2%)	3 (6%)

The table of major benefits classified by the grade taught by the teacher respondents reads as follows:

Sample: Kindergarten teachers 18
First grade teachers 22
Second grade teachers 15
Mixed classes teachers 3

Table C-14

TEACHERS' ASSESSMENTS OF MAJOR BENEFITS OF PROGRAM

Major Benefits	Kindergarten	1st grade	2nd grade	Mixed
a. reduced class size	9 (50%)	14 (63.6%)	11 (73.3%)	3 (100%)
b. cluster teachers	11 (61.1%)	15 (68.1%)	12 (80%)	1 (33.3%)
c. enthusiasm of staff	6 (33.3%)	6 (27.3%)	5 (33.3%)	1 (33.3%)
d. aid of paraprofessionals	17 (94.4%)	17 (77.3%)	12 (80%)	3 (100%)
e. additional or improved materials	9 (50%)	8 (36.4%)	7 (46.7%)	3 (100%)
f. increased involvement of parents	5 (27.8%)	3 (13.6%)	2 (13.3%)	0 (0%)

Summary:

In general the teachers viewed reduced class size, the addition of cluster teachers, and the materials funded through the program as most beneficial. But, as might be expected, the aid of paraprofessionals was the most frequently cited benefit.

There is, however, some difference of opinion among the teachers of different grades. Fewer of the kindergarten teachers cited reduced class size than did first and second grade teachers. This may be explained by the fact that in general the schools' kindergarten populations are smaller than those of first and second grade. For example, the kindergarten population of a school might be 40, so that there would be two classes of 20 with or without the SEC program. This is not as often the case in first or second grade.

Aid of paraprofessionals is cited most frequently by kindergarten teachers, probably because all K classes have aides. This is not true in the first or second grades.

Principals: The principals were asked to indicate what they saw as the major benefits of the program for each separate grade. The 12 respondents answered as follows: (See next page)

Table C-15

PRINCIPALS' EVALUATIONS OF PROGRAM BENEFITS

Major Benefits	Kindergarten	First Grade	Second Grade
a. reduced class size	7 (58.3%)	9 (75%)	9 (75%)
b. enthusiam of teachers and other staff	9 (75%)	8 (66.7%)	9 (75%)
c. ratio or cluster teachers	5 (41.7%)	6 (50%)	6 (50%)
d. educational assistants	12 (100%)	10 (83.3%)	10 (83.3%)
e. additional materials	5 (41.7%)	4 (33.3%)	5 (41.7%)
f. parent involvement	3 (25%)	3 (25%)	5 (41.7%)
g. closer community ties through paraprofessionals	9 (75%)	9 (75%)	8 (66.7%)

Summary:

The principals in general concur with the teachers in their choices of paraprofessionals and reduced class size as the major benefits of the program. However, they rate the assignment of cluster or ratio teachers lower than did the classroom teachers. The principals also believed that a major benefit was gained in establishing closer ties to the communities served through the work of paraprofessionals. The principals cited increased involvement of parents more frequently than did the teachers.

The principals were also asked to rate by grade the improvements observed in their schools as a result of the SEC program. The 12 respondents answered as follows:

Table C-16

KINDERGARTEN IMPROVEMENTS - PRINCIPAL RATINGS

Area	Excellent	Good	Fair	Poor	None
a. general academic progress of children	5 (41.7%)	3 (25%)	0	0	4 (33.3%)
b. social behavior	8 (66.7%)	3 (25%)	0	0	1 (8.3%)
c. relationship between school and parents	6 (50%)	4 (33.3%)	1 (8.3%)	0	1 (8.3%)
d. instructional techniques of teachers	1 (8.3%)	6 (50%)	1 (8.3%)	0	4 (33.3%)
e. teacher control of class	4 (33.3%)	4 (33.3%)	2 (16.7%)	0	2 (16.7%)
f. instructional materials	2 (16.7%)	6 (50%)	1 (8.3%)	0	3 (25%)
g. individualization of instruction	6 (50%)	3 (25%)	2 (16.7%)	0	1 (8.3%)
h. creative expression of children	4 (33.3%)	5 (41.7%)	1 (8.3%)	0	2 (16.7%)
i. reading progress	2 (16.7%)	6 (50%)	1 (8.3%)	0	3 (25%)
j. other	0	0	0	0	0

Table C-17

FIRST GRADE IMPROVEMENTS - PRINCIPAL RATINGS

Area	Excellent	Good	Fair	Poor	None
a. general academic progress of children	1 (8.3%)	8 (66.7%)	0	0	3 (25%)
b. social behavior of children	4 (33.3%)	6 (50%)	0	0	2 (16.7%)
c. relationship between school and parents	2 (16.7%)	7 (58.3%)	1 (8.3%)	0	2 (16.7%)
d. instructional techniques of teachers	2 (16.7%)	5 (41.7%)	1 (8.3%)	0	4 (33.3%)
e. teacher control of class	5 (41.7%)	3 (25%)	3 (25%)	0	1 (8.3%)
f. instructional materials	2 (16.7%)	5 (41.7%)	1 (8.3%)	0	4 (33.3%)
g. individualization of instruction	5 (41.7%)	4 (33.3%)	1 (8.3%)	0	2 (16.7%)
h. creative expression of children	2 (16.7%)	6 (50%)	1 (8.3%)	0	3 (25%)
i. reading progress	1 (8.3%)	9 (75%)	1 (8.3%)	0	1 (8.3%)
j. other	0	0	0	0	0

Table C-18

SECOND GRADE IMPROVEMENTS - PRINCIPAL RATINGS

Area	Excellent	Good	Fair	Poor	None
a. general academic progress of children	3 (25%)	6 (50%)	0	0	3 (25%)
b. social behavior of children	5 (41.7%)	5 (41.7%)	0	0	2 (16.7%)
c. relationship between school and parents	4 (33.3%)	5 (41.7%)	1 (8.3%)	0	2 (16.7%)
d. instructional techniques of teachers	3 (25%)	3 (25%)	1 (8.3%)	0	5 (41.7%)
e. teacher control of class	3 (25%)	5 (41.7%)	1 (8.3%)	0	2 (16.7%)
f. instructional materials	4 (33.3%)	4 (33.3%)	1 (8.3%)	0	3 (25%)
g. individualization of instruction	5 (41.7%)	3 (25%)	1 (8.3%)	0	3 (25%)
h. creative expression of children	3 (25%)	3 (25%)	2 (16.7%)	0	4 (33.3%)
i. reading progress	1 (8.3%)	6 (50%)	3 (25%)	0	2 (16.7%)
j. other	0	0	0	0	0

Summary:

More than 60% of the principals found improvement in the following areas to be excellent or good in all three grades, as a result of the SEC program: general academic progress of children, social behavior of children, relationships between school and parents, teacher control of class, and individualization of instruction. Fewer than 60% found reading improvement excellent or good in second grade, but 83.3% found it excellent to good in first grade, and 66.7% found it excellent or good in kindergarten. The area most frequently cited as improved in all grades is the social behavior of the children.

SEC Coordinator: One of the teachers funded through the SEC program may be used as an SEC coordinator instead of a regular classroom teacher. Since most of the 13 participant schools have a shortage of teachers, only 4 schools have established the position of coordinator (and one of these coordinators has been on sabbatical this year), so it is not possible to draw definitive conclusions about this position. Most of the 13 respondent teachers from these schools said that the coordinator helps them by serving as a resource person for materials and teaching methods. Of these 13 teachers 9 (69.2%) believed that the position was beneficial to them and should be continued. Of the 58 respondent teachers whose schools were not served by a SEC coordinator, 40 (68.9%)believed that the position should be established, and another 5 (8.6%) said they would like to have a coordinator, but not at the expense of reducing the teaching staff.

It would seem from these responses that the position of coordinator is generally considered to be a valuable addition to the school staff in that the person in this position can develop, acquire, and disseminate materials and information about teaching methods to the teachers in early childhood. This person can also help to provide continuity within the program. The position is considered to be valuable, however, only when it exists in addition to and not at the expense of teaching positions.

4. Major Problems in the SEC Program

The teachers were asked what they saw as the major problem areas in the SEC program. The 51 who responded to the question answered as follows:

Table C-19

TEACHER EVALUATIONS OF MAJOR PROBLEMS IN PROGRAM

Problem Areas	Teacher Number	Teacher Percent
a. classroom space	28	54.9%
b. class size	25	49%
c. lack of individual instruction	22	43.1%
d. lack of materials	29	56.9%
e. lack of involvement of parents	20	39.2%
f. staff relationships	5	9.8%
g. discipline	6	11.8%
h. emphasis on reading		
too little	4	7.8%
too much	4	7.8%
i. other (to be specified)		
guidance overload	1	
lack of audio-visual materials	1	
lack of program coordination	2	
parents refusal to assume responsibility for education	1	

Summary:

Class size, classroom space, lack of individual instruction, lack of materials and lack of parental involvement were the problem areas most frequently cited by the teachers. But since the highest percentage of teachers choosing any area was 56.6%, there would seem to be wide differences in opinions held on these subjects. The only evidence that seems conclusive is that staff relationships, discipline, and over or under emphasis on reading are not considered major problem areas by a significant number of teachers.

The 13 principals were asked a similar question with additional choices to reflect their different roles. The sample of 12 who responded to the questionnaire answered as follows: (See next page.)

Table C-20

PRINCIPAL EVALUATIONS OF PROBLEM AREAS

Problem Area	Principal Number	Principal Percent
a. classroom and other space	2	16.7%
b. materials	3	25%
c. parent relations	2	16.7%
d. community relations	0	0%
e. staff relations	0	0%
f. teacher training (methods)	2	16.7%
g. teacher training (management and discipline)	2	16.7%
h. lack or withdrawal of funding in other areas	4	33.3%
i. curriculum	0	0%
j. teacher turnover	4	33.3%
k. pupil turnover	6	50%
l. other (to be specified) classes too large	2	16.7%
lack of substitutes for paraprofessionals	1	8.3%

Summary:

Again there are no areas that were considered major problems by a conclusive majority of the principals questioned, but this is explicable in terms of the fact that many of these problems vary from school to school. For example, some of the schools have relatively stable populations (P.S. 15), while one school (P.S. 61), according to the principal, had a turnover rate of 200% in the academic year 1970-71. Also, the physical plants of the schools vary considerably, so that class space may be inadequate in one school and more than adequate in another.

In any case, those problems most frequently cited by the principals are lack of materials, teacher and pupil turnover, and the lack or withdrawal of funding in other areas. For example, though SEC funded between 2 and 5 teachers for each participant school, several schools lost the tax levy funding for as many as or more teachers than they gained through SEC (e.g. P.S. 160). In P.S. 4, the All Day Neighborhood Schools program was not refunded, which meant the loss of two early choldhood teachers funded through that program.

Teachers were asked in an open ended question to identify the major learning difficulties in their classes. Fifty-nine teachers cited the following problems (the others did not respond): (See next page.)

Table C-21

TEACHER EVALUATIONS OF LEARNING PROBLEMS

Learning Problems	Teacher Number	Teacher Percent
a. Language difficulties	27	45.8%
b. Home-related problems		
Emotional	6	10.2%
Lack of experiencial background	6	10.2%
Lack of parent involvement	9	15.3%
Total:	21	35.7%
c. Perceptual difficulties	9	15.3%
d. Absenteeism	6	10.2%
e. Written and oral expression	5	8.5%
f. Reading	6	10.2%
g. Discipline	2	3.4%

The 20 aides interviewed were also asked in an openended question what they considered to be the most important problem areas in their classes. Seven (35%) aides said there were no serious problems. The remaining 13 (65%) answered as follows:

Table C-22

ASSISTANT EVALUATIONS OF LEARNING PROBLEMS

Problems	Aide Number	Aide Percent
a. Discipline	4	20%
b. Home problems	2	10%
c. Language (Non-English speaking children)	6	30%
d. Lack of materials	3	15%
e. Lack of space	1	5%
f. Social adjustment	3	15%
g. No serious problems	7	35%

Summary:

Teachers and aides cited most frequently the language difficulties of non-English speaking children as the most serious barrier to learning. In addition teachers stressed home related problems as presenting difficulties in learning.

Suggested Solutions:

When asked what was needed to aid in solving these difficulties, 19 (32.2%) of the teachers said more individual materials were needed, and 14 (23.7%) said smaller classes and/or an aide (where there was none), and/or more individual instruction. One teacher said more classroom space would be helpful. Twenty-five (35.2%) did not respond.

The principals too were asked what suggestions they would make to the end of improving the SEC program's functioning. Of the 12 principals who responded, 8 (66.6%) said that more personnel were needed to reduce class registers and the pupil-adult ratio. One principal suggested that a full time coordinator would be helpful, one cited the need for a Teaching English as a Second Language program, and a program to discover, evaluate, and plan a curriculum for children with learning disabilities. One suggested a program for teacher training.

Communication Within the Schools and the District About the SEC Program:

Because many teachers whom the evaluators proposed to work with seemed to know little about the SEC program during October, the evaluators asked three questions on the questionnaire dealing with the extent of communication about the program within the individual schools and district as a whole. Of the 71 teachers who returned questionnaires, only 26 (36.6%) said they had received any communication from their school administration about the existence and functions of the SEC program. Thirteen of these were part of the evaluation sample, so that what information they received may have been related to the fact that the evaluators worked with them. Only 22 (31%) said they knew of receiving materials funded by the program.

A more general question was asked about whether or not relationships between teachers and school and district administrators of the program needed improvement. Thirty (42.3%) teachers said that the relationship did not need improvement, 15 (21.1%) said that it did. What seems most significant however is that 25 (35.2%) of the teachers did not answer the question. Since the question could be answered by a simple yes or no, and should not have required a great deal of thought, the large proportion of teachers not answering suggeststhat these teachers were not being frank, and that perhaps many of them do believe that the relationships need improvement but were reluctant to say so.

The above item also included the question of which administrator (principal, assistant principal, coordinator, district supervisor) teachers would consult about problems related to Strengthened Early Childhood. Most teachers said they would consult either the early childhood assistant principal or the principal. None of the teachers referred his/her problems. the district supervisor. Results of informal interviews with teachers and school administrators (principals, assistant principals and SEC coordinators) indicated that these personnel have little, if any, contact with the District Supervisor.

5. Materials

A checklist of the materials that each school and grade were to receive under SEC funding was sent to the administrator of the program in each school (see appendix G). This administrator was asked to indicate which of the materials the school had in fact received. Of the 13 schools contacted, 10 responded. One of the respondent schools was unable to fill out the checklist because their SEC Coordinator was on sabbatical, reducing the number of respondents to 9.

The materials were listed in the following categories: (1) general K-2, 6 items; (2) kindergarten, 8 items; (3) first grade, 6 items and (4) second grade, 3 items. A total of 23 items were ordered.

Table C-23

AVERAGE NUMBER OF SCHOOLS RECEIVING MATERIALS

Kinds of Materials	Average Number	Maximum Number
general K-2 (6 items)	7	8
kindergarten (8 items)	6	7
first grade (6 items)	5	5
second grade (3 items)	2	4

The table shows the average number of schools receiving items in each category. In the first category, for example, where 6 items were ordered, between 5 and 8 of the respondent schools received any given item. No more than 8 schools received any one item.

No one item was received by all schools. The least received item was the second grade Early Childhood Series set which was checklisted in only one school. The other two second grade items were received in only 3 and 4 schools respectively. No more than 5 schools received any of the first grade items.

There were 23 items ordered by the SEC District Supervisor. In 9 responding schools, 3 schools received no more than 4 items, one school received 7, 2 schools received 17, and 3 schools received over 20 items.

Table C-24

NUMBER OF ITEMS RECEIVED ON MATERIALS CHECKLIST

Total Number of Items Received	Number of Schools Receiving
3-4	3 (33.3%)
7	1 (11.1%)
17	2 (22.2%)
20-23	3 (33.3%)
Totals:	9 (99.9%)

Summary:

Twenty-three items were ordered by the SEC District Supervisor in June 1971. These materials were predominantly for use in kindergarten and first grade. Only 3 materials were ordered specifically for second grade. Four schools, out of nine who checklisted materials, received only between 3 and 7 items out of 23 items on the list. Sixty-six percent of responding schools had received no more than half the materials ordered by June, 1972.

CHAPTER 4

CONCLUSIONS

I. DISTRICT ADMINISTRATION

On the basis of the preceding data, the evaluators conclude that the Strengthened Early Childhood program in District 1 provides valuable services to the 13 schools receiving funds, but that there are several areas in which the program needs improvement.

A. Allocation of Teaching Personnel and Materials

The teaching and educational assistant positions, as well as the materials funded under the program, have not been distributed equally, or strictly according to guideline recommendations in the 13 participant schools. Two schools, which have the highest student populations in the funded group, have fewer aides than many of the others, while a school with slightly more than ½ their population has 1/3 again as many as the proposal formula requires. In addition, most of the schools did not receive a significant portion of the materials allocated in the proposal and ordered by the District SEC Supervisor.

B. District Planning

The program is apparently considered to partially fill a need for more teaching personnel, but in the area of administration it is not defined or administered with specific objectives or controls. Most of the teachers who participate in the program (by virtue of having reduced teacher-pupil ratios, an educational assistant, and/or materials funded by the program) do not even know that the program exists. They are given no special orientation training in working with aides and receive no supervision or aid from the District Early Childhood Supervisor who is nominally in charge of the program. Because of these factors, the success of the program in terms of aides in entirely determined by the personality and competence of the individual teacher and aide and their ability to work out a constructive plan of action together. Where they succeed, their success is entirely their own, and not that of the administrators and/or planners of the program on a district level. In individual schools, teachers and principals together may approach the use of personnel more systematically, but in terms of the overall administration of the program, this is purely fortuitous.

C. Reduced Pupil-Teacher Ratio

Many of the teachers funded through the SEC program are merely being used to fill gaps left by reduction of tax levy and other sources of funding for teaching positions. Where there are many class registers above 25, some as high as 32, it seems inaccuate at best to consider the early childhood program "strengthened", especially where these large classes have no aides.

D. Proposed Staffing Roles

The current proposal for the SEC program is remarkably lacking details about the administrative goals of the program, or specific details of what duties the teachers and aides are to fulfill. While the aides are assigned several specific duties, the teachers are simply "to be used in each school in ways to best service all the children on (sic) the grades affected." And there is ambiguity even in the case of the aides. For example, the proposal states that aides are "to give bilingual instruction when possible." It would seem highly desirable in an area with a large non-English speaking school population to determine definitely whether or not bilingual instruction is a goal and if it is, to take the necessary steps to hire aides who can give such instruction. The same is true of the proposal recommendation that aides "select or acquire materials appropriate to the cultural background of the children". At the present time, only 50% (projected from teacher questionnaire sample) of aides employed speak a language other than English and apparently fewer than 50% of the aides are involved in selection and acquisition of culturally appropriate materials.

II. EFFECTIVENESS OF SEC PERSONNEL

A. Educational Assistants

The evaluators believe that the assignment of educational assistants is the most valuable aspect of the SEC program and most clearly meets the general goal of strengthening early childhood education. This goal is achieved primarily through individual and small group instruction, working with children at centers of interest, improving communication between the home, schools, and communities served by the program, and helping the teacher in supervisory, clerical and administrative duties so that the teacher can be more free to concentrate on teaching. The roles played by the assistants can clearly help meet the program goals established by the Board of Education (see Chapter 1). In general, the assistants make possible a greater flexibility in methods of teaching than could be achieved by the teacher alone, so that individual, small group and whole group instruction can be accomplished with either homogeneous or heterogeneous grouping.

Since every regular kindergarten class, (with one exception) has an aide, the effects of the program are particularly evident there. This is confirmed by the formal classroom observations of the evaluators, and in the results of the Pre-Reading Assessment tests. The evaluators observed in the kindergartens more flexibility and creativity in teaching methods, subjects taught, better rapport between children and adults and between teacher and aide than in the other two grades. Those kindergartens observed by the evaluators seemed, as a whole, to provide environments highly conducive to both academic learning and socialization.

The effects of the program seem to diminish progressively in the first and second grades. This is partially because there are fewer aides in these grades and partially because less constructive use is made of their services than in kindergarten. In both first and second grade, the classes observed by the evaluators had much less small group instruction, and a much higher percentage of the aides were seen not working with children than was the case in kindergarten. Where there are no aides, the teachers are forced to rely primarily on whole group instruction at the expense of those children who need individual attention or would benefit by working in small groups with other children at the same level of development in the subject being taught. The class registers are also usually higher in these grades; which further hinders the effort to personalize instruction.

Though one of the goals of the program is to provide bilingual instruction through the aides "where possible", the evaluators heard no bilingual instruction in their formal classroom observations and only 50% of the sample teachers and aides cited bilingual instruction as one of the aides' contributions. Fewer than 50% of both aides and teachers cited "selection of materials appropriate to the cultural background of the children" as a contribution of the aides, and the evaluators observed no classes where specific, non Anglo-American oriented lessons were presented by teachers or aides.

B. Teachers

Given competent and interested teachers (and most teachers observed by the evaluators seemed to be both), the effectiveness of the SEC program is determined by class size, the presence or absence of aides, sufficient appropriate materials and space, and the abilities (especially language abilities and training) and of course, the motivation of the children (which is dependent both on the teachers and parents).

Where many teachers are in charge of classes with populations over 25, some without aides, many with a large proportion of non-English speaking children or children with limited English speaking ability, the effectiveness of the teachers diminishes accordingly, even given the teachers' best intentions. As previously stated, in many cases the allocation of teaching positions has served merely to fill gaps created by the loss of funding from sources other than SEC. While without the SEC positions the situation would be worse in terms of class size, the positions cannot be said to have strengthened early childhood education in the participant schools where first and second grade class sizes remain over 25 and teachers have no aides. This can be seen particularly in the second grades where MAT scores were generally low (as compared with high PRA scores in kindergarten), where fewer than 60% of the principals found reading progress to be excellent or good, and where the evaluators observed discouragement on the part of even those they believed to be excellent teachers.

C. Coordinators

Most teachers in schools served by an SEC Coordinator believed this position to be a valuable addition to the school staff and most teachers in schools without a coordinator believed there to be a need for this position. Unfortunately, this position can only be created at the expense of a possible teaching position so that few of the schools feel they can afford to have a coordinator.

III. MAJOR BENEFITS OF THE PROGRAM

A. Educational Assistants

The greatest benefit of the SEC program, according to the observations of teachers, principals and the evaluators, is the additior of educational assistants to the teaching staff. These assistants make possible more efficient, creative, and flexible methods of teaching, improved academic achievement and social behavior of children and establish valuable ties betweeen the communities, homes and schools served.

B. Teachers

The second major benefit of the program is the allocation of teaching positions and the concomitant reduction of adult-pupil ratio and in some cases reduced class size. But again, it should be noted that these positions, in the present situation of reduction in other sources of funding, serve in many cases to keep class size from becoming absolutely unmanageable, rather than to strengthen in a positive way the education of the children involved.

C. Materials

Between 41% and 48% of the sample principals and teachers believed that the materials funded by the program were a major benefit of the program. However, most of the teachers were not aware of having received these materials and most of the school SEC administrators reported receiving only half the materials ordered by the District Early Childhood Supervisor. More than ½ the teachers consider the lack of materials to be a serious problem in achieving the goals of the SEC program. Because of these factors, the evaluators conclude that the materials that were received served, like the funded teachers, more to help achieve a sort of subsistence level than to actually improve a situation that could be considered even minimally sound in terms of educational theory.

It should also be noted that only a small percentage of the materials ordered were designated for use by second grades. This further indicates that in important ways, the second grades are being neglected.

IV. MAJOR PROBLEMS IN THE ACHIEVEMENT OF PROGRAM GOALS

The evaluators conclude, on the basis of teacher and principal responses to questionnaires, and on the basis of their own observations, that the most serious obstacles to the achievement of program goals are class size, lack of materials, lack of parental involvement, lack of sufficient teaching personnel (teachers and educational assistants), and the high percentage of children in the participant schools who do not speak fluent English. Teacher and pupil turnover are also serious problems, but are not within the province of this particular program.

V. PROGRAM ACTIVITIES

Kindergarten

Small group patterning is the rule in the kindergartens observed and aides are working effectively as small group instructional leaders. The curriculum appears to be well integrated and children are working in a variety of activities with sound educational aims. Music is being used in several kindergarten classes with a high percentage of non-English speaking children with great success in the area of language objectives. The evaluators noted, however, that an unsuitably small proportion of work time was allocated to the very important area of language comprehension, which included activities in memory, cause and effect and vocabulary areas. Of all the comprehension areas, vocabulary was stressed most and very few or no activities related to cause and effect relationships were observed. This was true at all grade levels.

Most kindergarten classrooms, although not outwardly equipped with materials funded under the program, had many interesting materials which were well utilized and well arranged.

Kindergarten teachers are for the most part very happy to have educational assistants and the classwork shows very advantageously the results of planning and instruction and care by two adults.

First Grade

First grades were more similar in effective functioning to kindergartens than to second grades. Aides were not used quite as effectively as in kindergarten, but were very helpful and the grouping pattern seen was satisfactory.

The increased formality observed in classroom situations was not compensated for in more academic learning, and reading continued to be taught in itself, rather than in other subject areas more interesting to the child and necessary to his development as, for example, science, social studies, and mathematics. Music activities were lacking and again, there was a smaller proportion than to be expected of comprehension (and especially cause and effect) language activities.

VI. TESTING

Children considered by their teachers to be at the readiness level (first graders, for the most part), showed a high ability to recognize basic sight vocabulary words on an original test instrument designed to measure this ability.

Kindergarten children, excepting a small number considered to be too immature to be tested, performed at a level above the city-wide normative sample of children in reading readiness activities as measured by the New York City Pre-Reading Assessment Test. Second grade children received as a group, scores below those of the national normative sample of second grade children as measured by Metropolitan Achievement Test. These results are not supnising in light of the assessment made by the evaluators of second grade classes observed in comparison to kindergartens and first grades.

Children in the 13 funded district schools showed a significant amount of difficulty in their ability to order the events of a story sequentially, as measured by an original evaluation instrument.

In their abilities to finish tasks assigned, the majority of the sample of children tested showed a high level of improvement between October, 1970 and June, 1971.

CHAPTER 5

RECOMMENDATIONS

The evaluators believe that the SEC program provides valuable services to the schools and students in District 1 and therefore should be recycled, if possible with funds sufficient to provide aides in all K-2 classes, and enough teachers to reduce the pupil-teacher ratio as well as class size to a level that could be considered a positive strengthening of early childhood education.

The evaluators also recommend that the following steps be taken to insure the efficient functioning of the program as it now stands:

District Administration

1. Teachers and educational assistant positions should be distributed equally among the schools served by the program on the basis of some definite criteria (e.g. population, percentage of non-English speaking children, etc.).

2. No school should receive more aides than established by the program proposal's formula, until all other schools have been allocated their minimum number.

3. The basis for the distribution of teaching positions should be made clear in the proposal, and these positions should be distributed equally among the schools on this basis.

4. The distribution of materials funded by the program should be strictly supervised so that all schools are equally benefitted. Perhaps the best way to insure that all participant schools benefit equally from the materials is to allow each school to order materials individually. In this way there would be no danger of duplication and school administrators would know what was to be received and could take the necessary steps to insure that what is ordered is received.

If the SEC supervisor continues to order materials, SEC personnel in each of the schools should be consulted in advance of this, and a list of expected materials should be sent to each SEC school administrator.

Also, second grades should be allotted a proportion of the funded materials equal to that allotted to kindergarten and grade one.

5. Clear and specific goals should be set for the program by district administrators, and the appropriate steps should be taken to insure that all participating personnel are aware of these goals and are given what-even aid, advice or supervision is necessary to achieve them.

6. Especially those teachers who feel training would be helpful, and possibly all teachers who have aides, should be trained to work efficiently with their aides in order to meet the goals of the program. Joint training/discussion sessions with both teachers and aides would be helpful. The SEC administrator in each school should be, perhaps, officially responsible for initiating and carrying out these sessions during the school year.

7. Training sessions for educational assistants as they are now conducted on a district level should be continued.

8. Educational assistants should be allotted at least two official periods per week for planning with their teachers. They should be encouraged to plan by both the teachers and their school administrators.

9. If the goals of the program are to be fully achieved, SEC funds for teaching positions must be used as supplements to and not replacements for other sources of funding.

10. The roles of teachers involved in the program should be defined clearly. A decision should be made as to whether or not bilingual instruction and developing or acquiring materials "appropriate to the cultural background of the children" are to be an official responsibility of the aides. If so, steps should be taken to hire a larger proportion of bilingual aides and to train aides in the use of both bilingual and culturally oriented materials and to coordinate their use with daily classroom activities.

Effectiveness of SEC Personnel

1. The allocation of educational assistants, as the most significant aspect of the program, should be continued, if possible with an aide allocated to all regular K-2 classes in the participant schools, so that the first and second grades can benefit equally with the kindergartens.

2. The reasons for the apparently less effective use of aides in grades one and two should be more fully investigated and appropriate training or supervision should be instituted to remedy this situation.

3. For the sake of maximum teaching efficiency, an effort should be made to secure enough teaching positions to reduce class sizes to below 25 pupils.

4. A consistent approach should be followed in the teaching of children who speak little or no English. Some clear guidelines are needed in this area.

5. The roles of school SEC coordinators should be defined, and the position continued where classes are small enough to allow for the addition of this position in lieu of an additional teaching position. If possible, sufficient funds should be allocated to create the position in schools that do not have a coordinator at the present time.

Program Activities

1. Coordination of activities should exist among district SEC schools. Teachers and coordinators should become aware of the program as it exists in other schools, and provision should be made for teachers, especially new teachers, to observe K-2 "master teachers" in their own or other schools.

2. K-2 curriculum should emphasize, to a greater degree than is evidenced at present, activities in the area of language comprehension (viz. memory, cause and effect and vocabulary). Special attention should be devoted to providing activities in the most neglected of these areas - cause and effect relationships.

3. The curriculum in grades one and especially grade two should allow less time for specific "reading" activities. Reading lessons should be incorporated into science, mathematics and social studies lessons. Music and art should be used more creatively and to a greater extent in teaching reading on grade levels one and two.

4. More culturally oriented materials and lessons should be in evidence in K-2 classes.

5. Second grade teachers should utilize their aides to a greater extent than at present, in leading small groups of children on instructional and non-instructional levels.

6. Second grade teachers should make less use of standard texts and more use of audio-visual materials.

7. Teachers in grades one and two should attempt to make classroom settings more informal and especially in second grade provide a physical and social environment conducive to learning.

APPENDIX A

STRENGTHENING EARLY CHILDHOOD

DISTRICT I

SCHOOL PRINCIPALS' QUESTIONNAIRE

SCHOOL NUMBER _____ PRINCIPAL _____

1. How many teachers are on your staff in the following grades?

   K _____ 1 _____ 2 _____

2. How many educational assistants are on your staff in the following grades?

   K _____ 1 _____ 2 _____

3. How many pupils attend your school in these grades?

   K _____ 1 _____ 2 _____

4. How many regular classes do you have for ?

   K _____ 1 _____ 2 _____

5. Please list any special classes or sub-groups which meet regularly on these levels:

	Name of Class	No. in Class	Subject
Kinder.			
1st Gd.			
2nd Gd.			

6. Please indicate the number of classes on each grade level to which pupils were assigned on the basis of:

Grouping:	Kinder.	1st Gd.	2nd Gd.
Homogenous grouping (reading ability)			
Homogenous grouping (other area ability)			
Homogenous grouping (adjustment)			
Homogenous grouping (age)			
Heterogenous grouping			
Other - specify _____			

(Appendix A continued)

(SCHOOL PRINCIPALS' QUESTIONNAIRE)

7. Please list the names of the teachers and educational assistants in your school funded under the Strengthened Early Childhood Education Program:

Teachers	Special Title if any	Grade
1.		
2.		
3.		
4.		
5.		

Educational Assistants	Grade
1.	
2.	
3.	
4.	
5.	

8. Please attach a copy of each of these staff members' weekly working schedules including the number of hours worked and the type of work done during those hours.

9. If any of the funded teachers holds a position other than regular classroom teacher, please describe the duties involved and give a critical comment of the position (e.g., coordinator, teacher trainer, cluster).

10. How would you describe the main function(s) of the teachers funded under the Strengthened Early Childhood Education Program?

11. Please check the areas in which the educational assistants make a significant contribution:

_____ Assisting in giving a small group instruction.
_____ Relieving teachers of routines (milk, etc.)
_____ Assisting in working with children at centers of interest.
_____ Helping keep official records.
_____ Assisting in maintaining wholesome classroom atmosphere.
_____ Helping in the general office if necessary.

TEACHING & LEARNING

(SCHOOL PRINCIPALS' QUESTIONNAIRE)

_____ Assisting in selection of cultural materials.
_____ Keeping the classroom neat.
_____ Assisting in use of audio-visual materials.
_____ Supervising at games and on trips.
_____ Planning daily lessons.
_____ Giving bi-lingual instruction.

Comment _____

12. Please rate the quality of training received by the educational assistants in your school.

Excellent _____ Good _____ Fair _____ Poor _____

Comment: _____

13. If possible, give the number of educational assistants actively working toward a degree in the Career Ladder program in your school. _____

Do you encourage this and how ? _____ Yes _____ No

14. Considering each grade separately, what aspects of the program have shown the most improvement in your school? Please rate E (excellent), G (good) F (fair):

	K	1	2
General academic progress of children			
Social behavior of children.			
Relationship between school and parents			
Instructional techniques of teachers			
Teacher control of class			
Instructional materials used			
Individualization of instruction			
Creative expression of children			
Reading progress			
Other			

15. Which of the following aspects of the program has been most beneficial in your view?

	K	1	2
Reduced class size			
Enthusiasm of teachers and other staff members			
Assignment of ratio of cluster teachers			

(Appendix A continued)

(SCHOOL PRINCIPALS' QUESTIONNAIRE)

	K	1	2
Educational assistants	___	___	___
Extra materials	___	___	___
Parent involvement	___	___	___
Closer community ties throug. paraprofessionals	___	___	___
Service to program and children by district ECE coordinator	___	___	___

16. Check items which have presented significant problems in organization and implementation of the program this year:

Classroom and other space	___
Materials	___
Parent relations	___
Community relations	___
Staff relationships	___
Teacher training (methods)	___
Teacher training (management & discipline)	___
Lack of withdrawl of funding in other areas	___
Curriculum	___
Teacher turnover	___
Pupil turnover	___

Comments: _____

17. If an early childhood teacher in your school had a professional problem through what hierarchy of positions would this problem generally be channeled ? Please fill in titles.

Teacher, _____, _____, _____, _____

18. Have you received any special materials from the Strengthened ECE program ?
Yes _____ No _____ When were these received? _____
How are they distributed or apportioned? _____
_____

19. What suggestions do you have for the improvement of the SECE program ?
_____

20. Please list the standard tests used in your school during the current academic year.

	K	1	2
Name of test	_____	_____	_____
Date (approximate) of administration	_____	_____	_____

APPENDIX B

STRENGTHENING EARLY CHILDHOOD

DISTRICT I

TEACHERS' QUESTIONNAIRE

TEACHER_____ SCHOOL_____

GRADE_____ DATE_____

CLASS REGISTER_____

AIDES NAME (If any)_____

Working Hours
(of aide) M_____ T_____ W_____ T_____ F_____

APPROX. NO. OF HRS. PER DAY OF CLASS TIME DEVOTED TO READING AND/OR LANG. ARTS_____

NAME OF READING PROGRAM (If any)_____

READING EXPECTANCY OF AVERAGE STUDENT IN GRADE JUNE 1972_____

NUMBER NON-ENGLISH CHILDREN SEPT._____ JAN._____

AMOUNT OF TIME FOR SPECIAL HELP M_____ T_____ W_____ T_____ F_____

TITLE OF HELPER (If any)_____

ARE YOU A CLUSTER TEACHER YES_____ NO_____

SUBJECT OR SUBJECTS TAUGHT IN THE CLUSTER:

Monday_____

Tuesday_____

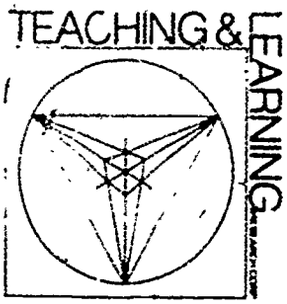
Wednesday_____

Thursday_____

Friday_____

1. Have you received any communications from your school administration to make you aware of the existence and function of the SEC program?

Yes_____ No_____



(Appendix B continued)

(TEACHERS' QUESTIONNAIRE)

2. To your knowledge, have you received or will you receive any materials funded under the SEC program? YES ____ NO ____

   If so, please describe: _____

3. Please fill in the following schedule with your daily activities under the days of the week, and the time they are performed in the left hand column.

Period	MONDAY	TUESDAY	WED.	THURS.	FRIDAY
1					
2					
3					
4					
5					
6					
7					

Total teaching hours per week _____ Total administrative hours per week ____

Please describe any non-scheduled duties you perform _____

TEACHING & LEARNING

(TEACHERS' QUESTIONNAIRE)

4. Did you, or do you receive any special training (e.g. seminars, work shops, discussion groups) to work as an SEC teacher? YES_____ NO_____

   If so, please describe: _____

5. Do you see any need for special training? YES _____ NO_____

   If so, what kind? _____

6. Please check the following areas in which the Educational Assistant, if any, makes significant contributions:

   a) Small group instruction _____
   b) Working with children at centers of interest _____
   c) Relieving teacher of routine duties (milk, etc.) _____
   d) Maintaining good classroom atmosphere _____
   e) Keeping classroom neat _____
   f) Selecting materials appropriate to the cultural backround of the students _____
   g) Working in general office, if needed _____
   h) Bilingual instruction _____
   i) School monitor duties _____
   j) Using audio-visual materials _____
   k) Planning lessons _____
   l) Supervision at games or on trips _____
   m) Clerical or administrative duties _____
   n) Improving communication between school, home and community _____
   o) No significant contribution _____

7. If you do not have an assistant, would you like one? YES _____ NO _____

   If so, hou would you make use of his/her services? _____

8. Is there an Early Childhood Coordinator in your school? YES _____ NO _____
   How often do you have professional contact with this person? _____

   In what way does this person help you? _____

   Do you think this position should be continued? YES _____ NO _____
   Why or why not? _____

9. If there is not an Early Childhood Coordinator in your school, do you think there should be one? YES _____ NO _____

(Appendix B continued)

(TEACHERS' QUESTIONNAIRE)

10. Please describe what you see as the major benefits of the SEC program:

a) Reduced class size ____
b) Cluster teachers ____
c) Enthusiasm of teachers and other staff ____
d) Aid of paraprofessionals ____
e) Additional and improved materials ____
f) Increased involvement of parents ____
g) Other (please describe) _____

11. What do you see as the major problems in the program?

a) Classroom space ____
b) Class size ____
c) Lack of individual instruction ____
d) Materials ____
e) Involvement of parents ____
f) Staff relationships ____
g) Discipline ____
h) Emphasis on reading too much ____ too little ____
i) Other _____

12. How would you rate the effect of the SEC program on your students' reading readiness or reading achievement?

Excellent ____ Good ____ Fair ____ Poor ____ None ____

13. What are the 2 or 3 main learning difficulties in your present class?

_____

_____

_____

What special aids are needed, if any? _____

Has SEC provided any of this help? YES ____ NO ____

14. As an SEC teacher, what do you see as the most important goals for the children in your class to achieve?

a)

b)

c)

(Appendix B continued)

(TEACHERS' QUESTIONNAIRE)

15. With which administrative personnel do you deal if you have a professional problem with materials, discipline, class over-load, curriculum? (Please write in the problem area after the personnel titles)

a) SEC Coordinator _____

b) Early Childhood Assistant Principal _____

c) Principal _____

d) District Early Childhood Supervisor _____

Do you see any need for improved communication with any of these people? YES_____ NO _____ Title (s) _____

16. COMMENT (if desired):

APPENDIX C

Strengthening Early Childhood

District 1

Educational Assistant Interview

1. How many years of school have you finished? _____

2. Are you currently enrolled in a college degree program? yes ___ no ___

3. Do you plan to complete it? yes ___ no ___

4. How long have you worked as an educational assistant? _____
   With the present teacher? _____

5. Are you a resident of this community? yes _____ no _____

6. Are you a parent of a student in this school? yes ___ no ___

7. Do you have contact with students and/or parents outside school? yes ___ no ___

8. Please list in order of importance the contributions you have made in the classroom to help the children and/or teacher:
   Which of the following areas have you made contributions in?

_____ Small group instruction _____
_____ Working with children at centers of interest _____
_____ Relieving teacher of routine duties (milk, etc.) _____
_____ Maintaining good classroom atmosphere _____
_____ Keeping classroom neat _____
_____ Selecting materials appropriate to the cultural background of the students _____
_____ Working in general office, if needed _____
_____ Bilingual instruction _____
_____ School monitor duties _____
_____ Using audio-visual materials _____
_____ Planning lessons _____
_____ Supervision at games or on trips _____
_____ Clerical or administrative duties _____
_____ Improving communication between school, home and community _____
_____ No significant contribution _____

Other _____

_____

(Appendix C continued)

(Educational Assistant Interview)

10. Is there any way in which you could help the children more? _____

11. How valuable was the training you recieved at the Auxiliary Educational Career Unit?

_____

_____

12. Would you have preferred to have a larger training period? yes ___ no ___

APPENDIX D

STRENGTHENING EARLY CHILDHOOD

READINESS LIST

Teacher's Name _____

School _____ Grade Level _____

Please list all the children in your class who you would classify at the "readiness" level at the beginning of the school year.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

APPENDIX E

SIGHT VOCABULARY TEST

May 11, 1972

Dear Teacher,

One of the objectives of the Strengthening Early Childhood Program (under which classroom paraprofessionals are funded) is that children at the readiness level begin to develop reading skills. Here is a very brief measure of beginning reading skills to be adminstered to those children you designated as being at the readiness level in October. These will be collected on May 19.

DIRECTIONS: Please read the following words to the child, giving him sufficient time to find the correct choice after each word.
(approximate administration time: 7 minutes)

1. car
2. go
3. look
4. fat
5. for
6. school
7. baked
8. mend
9. man
10. girls

(Appendix E continued)

STRENGTHENING EARLY CHILDHOOD

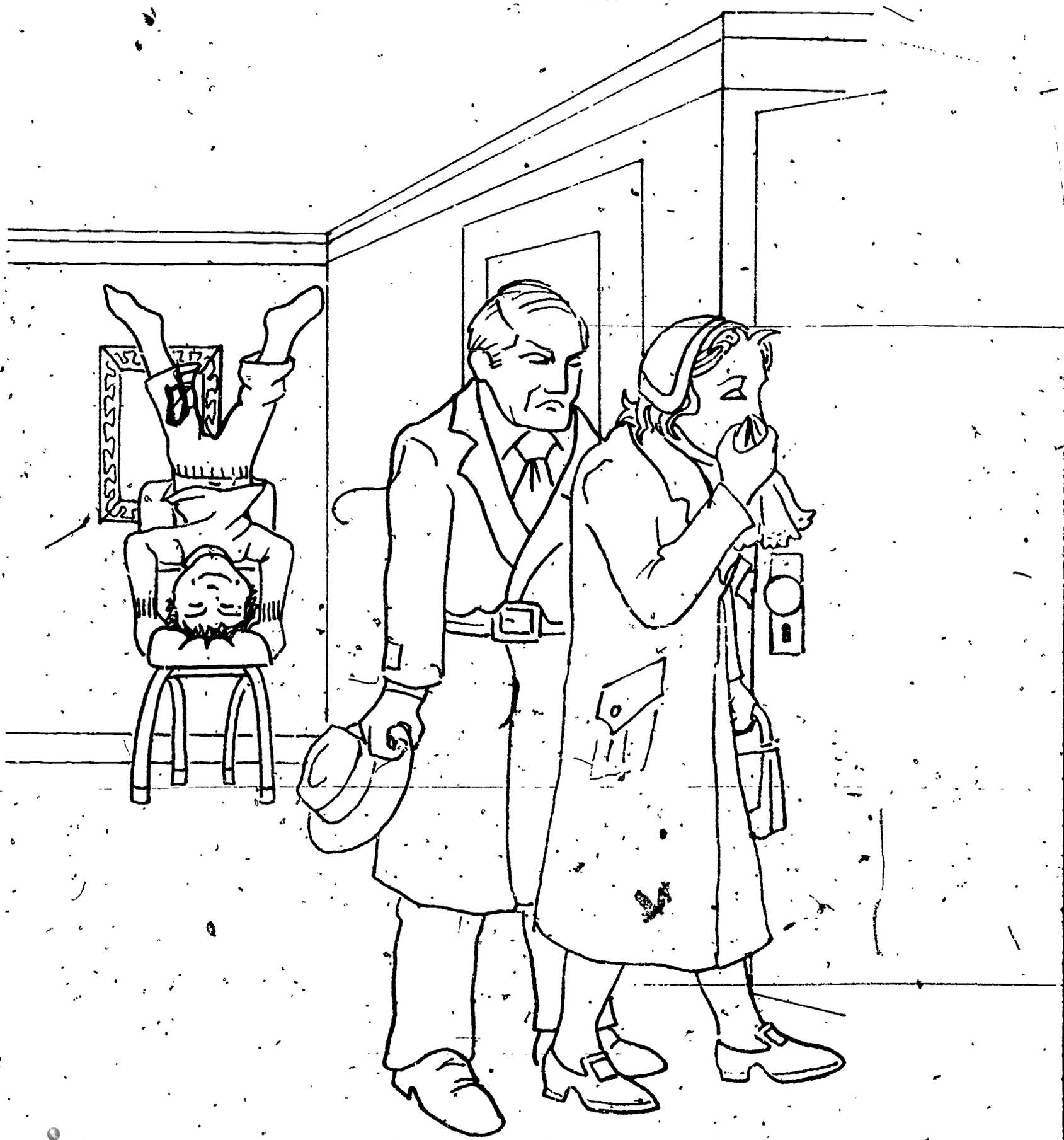
WORD EXERCISE

NAME _____ CLASS _____

1.	car	day	it	fly
2.	so	home	so	do
3.	house	look	come	book
4.	feed	fall	fat	fed
5.	more	for	bore	soar
6.	lunch	work	people	school
7.	bake	baked	baking	bakes
8.	send	bend	mend	fend
9.	mail	man	men	sky
10.	girl	girls	boy	boys

APPENDIX F - SEQUENCE TEST

(Appendix F continued)



(Appendix F continued)

(Appendix F continued)

(Appendix F continued)

APPENDIX G - MATERIALS CHECKLIST

June 25, 1972

Dear SEC Supervisor,

Would you please check off those items on the following list which you received during the current school year? We are not finishing our final report on the Strengthening Early Childhood program and would like to ascertain whether the ordered materials were actually received. Please feel free to make any comments in this area. We want to thank you again for your generous cooperation during the year.

Sincerely,

Patricia Paone
Carolyn Zaloom
Teaching & Learning Research Corp.

_____ Flip Flop Math Program - 1 set
_____ Flip Flop Reading Program - 1 set
_____ "Magnets" - GB Book (Science) - 1
_____ Arithmablocks: Math, manipulative - 1 set
_____ Manipulative Books - q set (8 books, 1 teacher's manual)
_____ Early Childhood Sound Filmstrips - 1 set
_____ Kindergaren: Mother Goose Songs kit
_____ Mother Goose Songs Filmstrip - 1 set
_____ At the School Set - 1 set
_____ You Tell Me Books - 1 set
_____ Color Dominoes - 1 set
_____ Mix and Match Blocks - 1 set
_____ Fold-Out Books - 1 set
_____ Put Together Boards
_____ First Grade: Rhythms to Reading - 1 set
_____ By The Tall Houses - 1 set
_____ Put Together Boards - 1 set
_____ Fold-Out Books - 1 set
_____ You Tell Me Books - 1 set
_____ Pathfinders - 1 set
_____ Second Grade: Early Childhood Series - 1 set
_____ In The Clinic - 1 set
_____ See Through Games - 1 set

APPENDIX H

STRENGTHENING EARLY CHILDHOOD

DISTRICT 1

Observation Form

School _____ Teacher _____ Aide _____

Observer _____ Date _____ Time _____

Class _____ Register _____ Attendance _____ Person Observed _____

Time:

No. in group:

Teacher activity:

Degree of Oral Communication:

Degree of Rapport with Children:

Children Activity:

Degree of Oral Communication:

Materials:

Tasks assigned:
Tasks completed:

Degree of Rapport Teacher-Aide:

FUNCTION NO. 33-21-605

EARLY GRADES BILINGUAL BICULTURAL PROGRAM IN CONJUNCTION WITH TITLE VII

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List of Tables

I. INTRODUCTION

The Bilingual-Bicultural program in District 1 is jointly funded under a Title VII grant, and a Title I Component submitted under the District 1 umbrella proposal. The program is in its initial year. The Title 1 portion supported 4½ bilingual teaching positions.

The Bilingual-Bicultural program has particular relevance in a district which has nearly eighty percent of enrolled children from the Puerto-Rican and Chinese homes. The program also is developing in a school district which has substantial problems in teaching all of its children to read. For some time the academic achievement of its students has ranked in the lower half of the distribution of students in New York City.

The Bilingual-Bicultural program is an attempt to use the dominant language of its students in the early grade instructional sequence while gradually assisting the student in acquiring language skills in his/her non-dominant language.

The original plan stipulated that two Bilingual-Bicultural classes were to be formed at each of three grade levels in three elementary schools. The grade levels to be served were kindergarten through grade two.

Substantial administrative difficulties caused the project to be substantially revised. Instead of two classes at each grade level, one was formed. The team teaching approach was also modified because some regular teachers refused to participate in the bilingual instructional program.

II. EVALUATION ACTIVITIES

A major assessment of this program is being conducted by the Psychological Corporation. Its evaluation includes analysis of standardized achievement tests, therefore this evaluation focused on tests specifically designed to measure the development of language and arithmetic skills of the students in the bilingual program.

A. Method and Procedures

All students who were enrolled in the Bilingual program were tested early in the school year. The tests were administered individually or in small groups by college students or graduate students who were proficient in both Spanish and English. The students who were still enrolled in the program were retested in May.

B. Data Analysis

The tests in mathematics consisted of 39 items which measured achievement in the following areas:

1.	Numeration	10 items
2.	Place Value	3 items
3.	Addition and Subtraction	11 items
4.	Geometry	2 items
5.	Fractions	2 items
6.	Money	4 items
7.	Time	3 items
8.	Measurement	4 items

The statistical analysis of the mathematics skills developments consisted of a series of correlated t tests which assessed whether the change in total score during the school year was statistically significant.

For language development the following skills were measured:

1.	Auditory	Initial sounds and sound blening
2.	Visual	Letter names
		Initial consonants
		Word forms
		Sight Vocabulary
3.	Writing	Letter shapes
		Sentence writing

Ratings of performance were made on a poor-fair-good continuum. The number of students who fell into each category on the initial and final testing was caluclated, and a chi-square analysis was performed for each of the language areas.

III. RESULTS

A. Mathematics

During the year the bilingual classes at P.S. 134 experienced a great turnover in student enrollment. This is evident in the following table in which the means, number of students tested and statistical tests are presented.

Table 1

The Means, Number of Students Tested and Correlated t Ratio for Mathematics Scores of Students in the Bilingual Program

School	Grade	Pretest N	Pretest $\bar{X}$	Post-test N	Post-test $\bar{X}$*	Students taking both tests	t ratio
134	1	23	15.2	9	18.6	5	not calculated
20	1	16	12.6	16	17.1	13	4.50
63	1	22	11.0	14	15.3	13	5.47
134	2	53	26.4	15	33.1	13	6.45
20	2	16	26.2	14	32.1	12	4.22
63	2	22	29.2	26	33.6	18	4.49

* The test for the first grade consisted of 20 items. The second grade test contained 39 items.

The other schools had a fairly stable student population with the classes at P.S. 20 retaining the largest percentage over the course of the school year.

The mathematics achievement changes in each school over the year are quite consistent and are statistically significant. For the first grade the mean increase averaged about four points on a total possible score of twenty, and the second grade attained a mean increase of about six test score points out of thirty nine possible points.

The examination of the separate areas of the test indicated that three areas continued to present problems to the students on both the initial and final tests. These were Measurement, Time, and Money. The areas of Place Value and Addition and Subtraction posed the least learning problems.

Discussion

The fact that students in the mathematics sequence of the Bilingual program attained significantly higher scores at the end of the school year indicates that the bilingual instruction did not interfere with the acquisition of skills outside the language area. The tests were direct measures of the instructional content of the mathematics aspect of the program and the scores attained by the students give support to the contention that the program was effective. Its effectiveness however, is less pronounced in the areas listed above and more attention to the practical aspects of mathematics should be considered.

B. Language

The participating first grade classes were tested rather than both the first and second grade level. Thirty five students were tested on both testing periods. Table 2 presents the number of students who attained higher, the same, or lower ratings on the post-testing as compared to the pretesting.

Table 2

Changes in Ratings of First Grade Students in Various Language Areas

Language Area	Ratings Improved	Ratings Remained Same	Ratings Decreased
Initial Sounds	14	19	2
Sound Blending	22	10	3
Letter Names	19	16	0
Initial Consonants	21	14	0
Word Forms	8	26	1
Sight Vocabulary	29	6	0
Letter Shapes	26	8	1
Sentence Writing	24	11	0

The changes in ratings in all areas is quite evident. A factor which should be taken into account in interpreting changes in the various areas is the rating on the pretest. Because a preponderant number of students were rated "poor" on the pretest, they had no chance of receiving lower ratings on the post-test. Conversely, students rated "good" on the pretest could not improve their ratings. Table 3 presents the percentages of students who received various ratings on the pretest.

Table 3

Percentage of First Grade Students in Four Rating Categories on the Language Pretest

Language Area	Poor	Fair	Good	No Performance
Initial Sounds	80%	14%	0%	6%
Sound Blending	14%	6%	11%	69%
Letter Names	66%	17%	17%	0%
Initial Consonants	75%	11%	6%	8%
Word Forms	3%	14%	75%	8%
Sight Vocabulary	28%	0%	3%	69%
Letter Shapes	61%	0%	11%	28%
Sentence Writing	75%	11%	3%	11%

A more detailed analysis of each area follows.

Initial Sounds

The performance of students on initial sounds is not very good. Eighty six percent of the students received "poor" or "no performance" ratings and yet less than half of the ratings improved. Even with such

low initial ratings, two students received lower post-test ratings. There is not much evidence for overall discrimination of initial sounds.

Sound Blending

Here the improved performances are due almost entirely to a change from "no performance" to "poor" or higher. The percentage which improved is very similar to the percentage which changed from "no performance" to higher ratings.

Letter Names

The evidence for changes is somewhat more convincing in this area, although 66% were rated as "poor" on the pretest. There were however 34% who received "fair" or "good" ratings which make the improved ratings more substantial.

Initial Consonants

The improved ratings on this area are strongly influenced by the 83 percent who received "poor" or "no performance" ratings on the pretest. There is some evidence for change but not as much as in letter names.

Word Forms

On this test nearly all students who could improve did so. Because 75 percent of the students had already received the top ratings the change toward satisfactory scores was almost complete.

Sight Vocabulary

The acquisition of sight vocabulary words was particularly pronounced. Although only three percent received "good" or "fair" ratings on the pretest, most of these students were rated as "good" or "fair" on the post-test.

Letter Shapes

There was some evidence for attainment of language objectives in this language area. It was, however, less pronounced than in sight vocabulary and nearly ninety percent received low ratings on the pretest. thus making the high percentage of chance somewhat more likely. There was more of a change from "no performance" to "poor" than in the sight vocabulary area.

Sentence Writing

In this area there was also evidence of substantial positive change. Although 75 percent received "poor" ratings on the pretest, there were several "good" and "fair" ratings on the post-test.

IV. SUMMARY AND CONCLUSIONS AND RECOMMENDATIONS

The program as it was originally proposed was not fully implemented. The changes made seemed to be more in scope than in procedure, and in two of the schools, a first and second class were eliminated or combined with an existing class. The mobility of the population in this district makes it somewhat difficult to retain students in the program. Although two of the three schools appeared to serve stable populations of students.

Students in the first grade were administered a language test by a bilingual person in his/her dominant language at the beginning and end of the school year. The areas in which greatest progress occurred appeared to be in the visual discrimination area. The auditory discrimination areas seemed to present greater difficulties to these first grade students. First and second grade students were administered mathematics tests which encompassed a variety of skills. Adding and subtracting, and "place value" appeared to present the least difficulties. "Measurement", "Time" and "Money" posed difficulties both at the beginning and end of the school year.

The institution of the Bilingual-Bicultural program is a significant undertaking by the district. It is recommended that greater attention be paid to the difficulties of team teaching. The coordinator could perhaps hold additional in-service workshops prior to the opening of the school year to allay some of these difficulties.

The instructional program could be strengthened by more practical application in the field of mathematics and by increased practice in auditory discrimination.

FUNCTION NO. 332-21606

SPECIAL READING SERVICES CLINIC

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EXECUTIVE SUMMARY

The Special Reading Services Clinic was established in 1959 in what is now District 1, Manhattan. This year's program was supported under Title I funds. According to the Project Director the major goal of the project was to seek out those children who were significantly retarded in reading and to diagnose their reading performance in order to determine those factors interfering with the child's reading performance and to find appropriate learning methods for each child including programs of language stimulation and perceptual training. The project therefore aimed to provide requisite skills for success in reading, thereby raising reading levels as evaluated by an individually administered standardized oral reading test, (Spache Diagnostic Reading Scales), and for a group of selected sixth grade pupils, evaluation by the Metropolitan Achievement Test.

The major educational problems to which this project was directed were the factors contributing to reading retardation. These factors may include English being a second language, limited cognitive development, perceptual lag, undetected physical problems, and teaching that is not specific enough.

The official caseload of the eight elementary schools involved during the 1971-72 school year was 194 children, ranging in age from 8 to 11. The children were screened on the basis of referral and were assigned to the program on a yearly basis. These pupils usually had problems of a multiple nature, requiring instruction in a small group on an individual basis in addition to work in a regular classroom.

Additional services associated with the program were paraprofessional workshops, school volunteer assistance, demonstrations of commercial materials, a program organized with the Optometric Center Program, teacher training, association with a Right to Read Program at P.S. 97 and association with other related school personnel.

Materials were considered to be generally adequate by the program director. The allotment for the projects was $1500 to be used for books, instructional devices, audio-visual supplies, equipment, and general office supplies.

The evaluator conducted approximately 20 observations of the Reading clinicans in the Special Reading Services Clinic rooms and schools. "In-Service" workshops were visited. Grade level conferences, teacher conferences, and a conference with a representative of an educational publisher were observed. A Teacher Training Evaluation questionnaire, designed by the Project Director was distributed and collected at the end of the school year. At mid-year there was a project director questionnaire. One hundred and fifty two pre and post scores of Spache Diagnostic Reading Test were collected. The results showed a 2 month gain on the average for every month a student participated in the program.

On the basis of observations and other data acquired during the course of the study it can be asserted that the Special Reading Services Clinic rates high in effectiveness.

Strong organization and good communication across professional roles is characteristic of the program. Not only is the program producing a substantial impact on remedial reading problems, it is also serving as a vehicle for the in-service training of teachers and para-professionals. Strong ties with other community educational and medical agencies were also evident. An unusually high level of support from school personnel who are involved in some way with the clinic was evident.

It is recommended that this program be re-cycled. The only issue that might be raised is the degree of compatibility between the supplementary aims of Title I and the integral nature of this program in the educational system. In other words, is this the type of project which should be funded under Title I rather than tax-levy funds? One might assert that an expansion of this service beyond pre-1965 levels would be compatible with the ESEA. Probably such an expansion would be warranted since the total diagnostic and remediation caseload was 194, a small portion of District 1 students with reading disabilities.

I. PROGRAM DESCRIPTION

A. Schools

The Special Reading Services Clinic was established in 1959 in what is now District 1, Manhattan. This year's program, which was supported under Title I funds, began on Sept. 13, 1971 and terminated on June 30, 1972. Prior to this year seven elementary schools were involved: PS 4, 20, 140, 97, 160, 64, and 34. Serving as the District Clinic Center was PS 20. In the 1971-72 school year PS 15 was added to the program. The April 1971 Metropolitan Achievement Test results showed PS 15 to be one of the lowest ranking schools in the City in academic achievement and requested that SRSC give its assistance in preparing and maintaining an effective remedial reading program in that school.

B. Student Population

Except for PS 15, which will be discussed separately, children were generally selected for screening through referrals by principals, teachers and guidance counselors. In a few instances an entire class was screened (for example a very low third or fourth grade class might have been screened at the request of a principal or teacher) but typically screening was done on a referral basis. In schools 134, 20 and 4 principals requested that the counselors work with children in upper grades (5th or 6th) as well as 3rd or 4th. But the bulk of the caseload was 3rd and 4th grade students.

C. Screening

In September and October of 1971 approximately 200 children (excluding PS 15) were tested or retested (follow-ups from last year) with one or more of the following diagnostic tests being used to determine their total reading difficulties. This screening included the subskills of reading and some perceptual areas:

- -Diagnostic Reading Scales by George D. Spache
- -The Slingerland Screening Test for Specific Language Disabilities
- -The Roswell-Chall Auditory Blending Test
- -The Roswell-Chall Test of Phonetic Skills
- -Informal tests devised by the Clinic staff

Approximately 20-25 children from each school for a total of 160 were selected for either group or individual intensive remedial reading instruction.

Children who were suspected of either having learning, visual or physical deficits were referred to the Optometric Center, the League for the hard of Hearing, Beth-Israel Hospital, New York Eye and Ear Clinic or Bellvue Mental Hygiene Clinic.

D. Scheduling

Testing was completed by mid-October and classes began at that time. During the morning children were usually seen in small groups of seven to nine, twice weekly, for one hour. In the afternoons most of the clinicians worked with the more difficult cases on an individual basis twice weekly in hourly sessions as well.

Throughout the year teachers, principals, guidance counselors and parents made requests for a diagnostic reading evaluation of various children. The clinicians evaluated these children and prepared reports of their findings. In some cases the children were included in the program if space was available and in other cases suggestions for improving the childs reading skills were made to teachers or parents.

E. P.S. 15

When the request was made to include PS 15 in the SRSC program, the four counselors began the task of team diagnosing the reading problems of the entire 4th grade (identified by the principal as the grade needing the most help). Wednesday mornings were spent testing these children using the instruments mentioned previously and every Wednesday afternoon was devoted to test scoring, analysis and deciding on the most appropriate procedures to aide the teachers and children of the school. A complete file containing the tests administered and scored by the Reading team was prepared for each child. Comments about the children with regard to possible further testing, retesting, referrals or other possible methods for solving reading and school problems were also made. These files were made available to all the teachers in the school and they were encouraged to go through them. In one case a very comprehensive chart was prepared for the teacher of the lowest class, showing in detailed profile the test scores, various instruments used, etc. for each child.

The addition of PS 15 brought the official caseload to 194, clearly an overload for all the Reading Counselors and especially the Program Director. In February permission was granted to hire another Reading Specialist to relieve this overload. The Program Director and the new Reading Specialist held several teacher conferences in P.S. 15 to discuss which children to include in the Clinic and the best scheduling times for this. In addition they covered helpful classroom remedial techniques and suggestions for more effective grouping.

F. Description of Additional Services

Paraprofessional Workshops: Special Reading Services coordinator conducted a workshop for paraprofessionals in the district. Each workshop (given 5 times) was attended by approximately 25 paraprofessionals making a total of 125. The workshops dealt with topics of diagnosis and remediation. Many techniques of instruction were demonstrated. Teacher-made instructional devices were demonstrated. A folder of sample diagnostic tests was distributed to each paraprofessional who attended sessions.

School Volunteer Assistance: S.R.S. coordinator maintained close relationship with the P.E.A. School Volunteer Program at P.S. 20 throughout school year. Assistance consisted of:

a) recommendation of pupils to be serviced by the Volunteer Program.

b) diagnosis and prescriptive remediation for many of the pupils in the Volunteer Program.

Demonstrations - Commercial Materials: S.R.S. invited school personnel, supervisors and staff to attend several demonstrations of new materials at the reading center at PS 20. Representatives of various publishing houses were invited to present these innovative programs. Among the companies represented were:

a) Educational Developmental Laboratories

b) Random House. Criterion Reading. Stern Structural Program.

c) J. C. Lippencott

d) Ginn and Company. Language Developmental Program.

e) Encyclopedia Britannica Language Program.

f) Spoken Arts.

g) Sonocraft. Fountain Valley Diagnostic Program.

Optometric Center: Special Reading Services organized with the Optometric Center program for the PS 15 class plus other selected pupils in fourth grade. A parents' workshop was held to explain this program and to secure parent involvement. After the visual screening of 42 pupils at PS 15 by the Optometric Center Staff, those children who required further evaluation were bused to the Optometric Center. Glasses were prescribed for those children who required them, while others were being considered for a visual training program.

In addition to PS 15, S.R.S. staff initiated and continued the Optometric Center Program in the following schools: PS 97, 140, 64 and 20. This program involved the following steps:

a) Parent workshops.

b) Visual screening at schools.

c) Arranging bus transportation to Optometric Center for more intensive evaluation.

d) Treatment and follow-up.

Teacher Training - Cluster Teachers: During the course of the year, the teacher training program was considerably extended to include the training of paraprofessionals and cluster teachers not directly involved in our program.

At PS 97 and PS 140, the reading counselor organized a supplementary remedial reading program utilizing 4 cluster teachers at each school to work with children who were potential hold-overs. At PS 97, the children involved were fourth and fifth graders whereas at PS 140, the children were sixth graders.

Right to Read: Two Special Reading Services staff members were actively involved in an advisory capacity in the Right to Read Program at PS 97. Materials of instruction were recommended and suggestions as to the nature of proposed program were made. S.R.S. staff member was part of the Unit Task Force.

Other School Personnel: In all 8 schools serviced, S.R.S. staff worked closely with the following school personnel:

a) Bi-lingual Teacher

b) Guidance Counselor

c) Supervisory Personnel

d) Bureau of Child Guidance Personnel

e) School Nurse

Pupils were referred to the SRS clinicians for diagnosis by these members of the school staff and where necessary, suggestions for referrals to outside agencies such as Bellevue, Optometric Center, New York Eye and Ear were made.

G. Changes in the Program Design

The SRS Program began with four clinicians in September and during the year two part-time clinicians were added to the staff. The program director, having substantial experience in the NYC system, was able to locate highly experienced and semi-retired reading specialists able to enter the SRS program in mid-year. One of the part-time clinicians relieved the program director from her teaching duties in PS 20 two days per week, thus enabling the Director to concentrate on providing a better reading program for the entire district. As was noted in the interim report the program director was requested to assume some of the responsibilities of the District I Reading Consultant who retired mid-year.

The other part-time clinician added to the staff taught in PS 15 two days per week to relieve the other clinicians of the overload existing from September through February.

II. METHOD

A. Observations

1. Small Group and Individual Classroom Instruction

Throughout the year observations of the Reading clinicians were made in the Special Reading Services clinic rooms at PS 20, and in the clinic schools PS 4, PS 15, PS 34, PS 64, PS 97, PS 140, and PS 160. Small group teaching units usually contained five to eight children for a duration of 55 minutes while individual sessions of instruction lasted 30 minutes. Approximately 20 observations of Special Reading Service activities were made.

The observations were divided into three segments. The first involving the following checklist.

a) Where was the class being instructed?

b) How long did the session last?

c) What was the seating arrangement?

d) How many children were present and absent?

e) Who was teaching?

f) What topic or topics were discussed?

g) What special materials (if any) were used?

h) How was the classroom prepared for learning?

i) Did the children participate?

Secondly, the observer relied heavily on her educational experience, knowledge and training to evaluate: the learning atmosphere; the responsiveness of the children; the familiarity of the teacher with her materials; the cooperation with the Classroom Teachers; the Counselor's understanding and concern for children and their needs; and the clinician's appropriate use of good educational techniques.

The third part of the observation entailed a brief interview with the clinician concerning the Special Reading Services Program. Typical questions were as follows:

a) What other services do you provide in this school?

b) What changes if any would you like to see made in the Special Reading Services program?

2.Grade level conferences were observed

3.Teacher conferences were observed

4."In-Service" workshops were visited

In the case of observing the above activities the techniques involved were basically the same as the first 2 parts mentioned under Small Group and Individual Instruction with the exception that where "children" are referred to "teachers" would be substituted.

5.Conference with a Representative of an Educational Publisher

The observational technique in this instance again relied rather heavily on the educational experience, knowledge and training of the observer. She attempted to determine the purpose of the conference, the quality of questions asked by the Counselors and the usefulness of school time for this purpose.

B. Questionnaire

The Teacher Training Evaluation questionnaire, designed by the Project Director, was distributed and collected at the end of the school year. A copy is reprinted in Appendix A . The purpose of this questionnaire was to elicit responses to questions concerning the effectiveness and acceptance of suggestions during the weekly informal conferences between the teachers and the reading counselors. Three teachers in each of the eight schools (totalling 35) were given the questionnaire and twenty were returned by mail.

C. Pre and Post scores of Spache Diagnostic Reading Test.

The pre and post test scores of 159 children enrolled in the program were collected. Any discrepancy between this figure and

the official caseload total of 194 is accounted for by the fact that the remaining students moved out of the district. As was noted previously, diagnostic tests were administered by the project clinicians.

D. Project Direction Questionnaire

At mid-year, the project director was asked to respond to a series of questions pertaining to the goals, organization, target population, professional roles, and typical operating procedures use in the conduct of the program.

III. RESULTS

A. Observations

1.Small Group and Individual Classroom Instruction

The enthusiasm of the Reading Counselors and children was immediately noticeable upon entering the site. The high quality of rapport between the Counselors and children should be credited to the long experience, dedication, concern and thorough subject matter knowledge of the Counselors. The lessons observed were always interesting, at the appropriate level and presented cheerfully and clearly. The atmosphere was relaxed, exciting and ready for learning.

During the classroom observational visits in the SRSC Program it was always noted that a great deal of care was given to presenting materials and techniques that would not only foster the improvement of reading skills but would also promote language development and comprehension and encourage oral expression. It was also noted that the children and teachers reacted to the program with enthusiasm.

A good example of the first case was seen in a classroom with six children seated around a few desks grouped in a horseshoe shape. The clinician, with the use of an Overhead Projector, showed pictures of several objects and asked for their names, i.e. "lasso" or "sailboat". Next she wrote the words beside the pictures and on an easel located near the children. Finally, the words were discussed with everyone adding bits of information or relating stories. This lesson was given as part of the preparation for reading a new story. The children were thoroughly familiar with the new vocabulary words when the time came to read, and had in some cases probably added one or two new words to their oral vocabulary and comprehension.

An example of the second case could be seen during any evaluational visit or conference with the Reading Clinicians in the SRSC Program. Children and teachers were continually coming in to speak to the Clinician about reading problems or conferences. The degree of informality and friendly attitude of the Clinicians seemed to encourage people to come for help or relate triumphs. The SRSC Reading Clinics were very vital parts of their host schools.

2. Library Materials

In all of the schools served by the SRS program, the Clinic Reading Room had a substantial library; about 100 books in some schools, and as many as 200 in others. These books appeared to be a very important part of the reading program. Every session began with an exchange of Library books. In most cases the selection of a book and signing it "IN" or "OUT" was performed independently and vigorously by all the children. In several instances it was observed that if a child related having enjoyed a certain book very much the Clinician would then direct the child to books that were similar and might also be enjoyable reading. Frequently during the regular reading lesson, if a child exhibited certain interests, the Clinician would suggest to the child that he or she would probably enjoy reading a special book or series of books.

Maintaining a Library in each of the Reading Rooms seems to be a valuable asset of the Remedial Reading Program. Encouraging and teaching children (especially children with severe reading difficulties) the use of a library is a skill that will undoubtedly be useful during an entire lifetime. From a remedial point of view, using Library books not only promotes more reading but is also a good technique for increasing vocabulary and comprehension.

3. Other Materials

Throughout the year it was observed that the SRS clinicians had devoted much of their time to the design and preparation of classroom materials. Every SRSC classroom contained a great variety of interesting and challenging teacher-made materials, all of which the children seemed to enjoy using. There were also several commercial machines and materials in each classroom and they were also frequently used. The Clinicians appeared to have a philosophy of using teaching devices to provide variation and to make learning less difficult. Apparently this was appreciated by the children and reflected in their enthusiasm for attending the Reading Class.

In some instances it was noted that the Clinicians made a practice of leaving some of their materials in the teachers' classroom. The teachers were encouraged to go through them and use whatever they found appropriate for their needs.

4. Grade Level Conference

A Clinician was observed conducting a Workshop for all the third grade teachers in a school during a lunch hour break. Materials and Diagnostic Tests were distributed and explained in detail. The teachers were encouraged to try using the tests in their classrooms for diagnosing possible problems, better grouping and determining teaching sequence. Some background information and material was given regarding subskills necessary for good reading

and individual classroom problems were discussed. The teachers appeared intensely involved in the conference and actively participated in the discussions. Nearly all of them requested copies of various tests they felt were relevant to their students. The Clinician offered to assist in administering the tests or to demonstrate their administration. The teachers requested another Workshop and asked for help in remedial techniques with specific reading and perceptual problems. The Reading Specialist had prepared material for the teachers and presented it in a manner that encouraged the teachers to expand their knowledge of reading instruction.

5. Teacher Conference

Another facet of the services provided by the Special Reading Services Clinicians conference was observed with a Teacher-Trainer and a classroom teacher who was having difficulty teaching reading to her low achieving third grade class. The Clinician had been observing the teacher in her classroom during the morning and this was a follow-up conference during the lunch period. The Clinician began her comments and suggestions with a highly positive, sympathetic, and supportive statement to the teacher about what she had observed. Even though she was about to, in a sense, critically assess the teacher's techniques, the teacher never became defensive, but rather appeared to feel that she was meeting people who understood her problems and could provide creative suggestions for coping with and improving the situation. Eventually both the Teacher-Trainer and the Clinician offered at least 6 concrete suggestions for changing routines, etc., and the clinician offered to observe again to see if more suggestions could be made. At the end of the conference the teacher appeared very encouraged and anxious to try out suggested changes.

This clinician, besides having knowledge of her subject matter and teaching techniques also had the feeling for the presentation of her ideas and their effect on those she was trying to change or help. This is a very unique ability.

6. "In-Service Workshops"

It was noted in an Interim Report that a fifth Reading Counselor was added in February to the program and the Project Coordinator would then have somewhat more time to fill the many requests for Reading Workshops from other District I teaching and administrative personnel. A member of the Evaluation Team observed one of these Workshops and found it to be an extremely informative and valuable

presentation. The Workshop was conducted for the Auxiliary Educational Career Unit (a training program for Educational Assistants in the classroom). The Coordinator emphasized the need for ongoing diagnosis of the reading level and difficulties of children within a classroom. She stated that, "We must frequently use Reading Tests in the classroom to determine two things. First, we want to determine where the children are in the development of their reading skills and secondly, we can then determine what to teach next". This is good advice to convey to anyone teaching children and seems especially appropriate for reading. A folder containing copies of 14 Reading Diagnostic Tests was given to every Educational Assistant at the Workshop, and each test was explained in terms of administration, procedures, scoring as well as an explanation of the various abilities or subskills being examined.

For example, it was explained that the Horst Reversal Test which asked the child to match words or groups of 2 letters would aid in determining whether or not the child was seeing the letters in the right order. The Roswell-Chall Auditory Blending Test was explained as indicating whether a child is hearing words from "left to right" which is a necessary subskill for good reading.

Certain behavior in children that could appear to the untrained eye as misbehavior or laziness was described to the Educational Assistants, then possible explanations were given. The notion of not condemning too hastily was mentioned several times throughout the Workshop. For example, a child who is constantly slow to copy work from the board may not be just lazy but may have a visual coordination, perceptual or motor coordination problem. The Coordinator at one point said "It's a mistaken philosophy to say if he doesn't know it that's just too bad! Rather we as teachers or teaching assistants of children should say, 'if he doesn't know it what went wrong?'. Let's see if another approach will work better." This is obviously very wise advice for people who are learning to teach children.

The basics of teaching reading were reviewed with the Assistants. Vocabulary building, teaching sounds of letters, rhyming words and decoding words were all topics covered in the Workshop. Many teacher-designed and commercial materials were used by the Program Director to illustrate and demonstrate these basic principals. The evaluator, for example, noted from her vantage point in the SRS Clinic room at least 35 teacher-designed reading devices or activities decorating the walls, tables, boards and shelves. There were countless other teacher-designed materials in cupboards etc. around the room. Also on the conference table before the Program Director there were at least 30 more reading devices or activities which were all demonstrated during the Workshop.

This Workshop was well planned. Questions from Educational Assistants during the Workshop indicated that the Program Director was well understood. She encouraged them to copy the materials, use the tests and "reach 1 or 2 children in the class that aren't keeping up with the group."

7. Conference with a Representative of an Educational Publisher

The SRS Clinicians throughout the year frequently invited representatives of newly published educational programs or materials to present their wares. This is a fine technique for keeping abreast of the newest ideas etc. in reading that could possibly be useful in the clinics or their schools. The Clinicians were constantly on the alert for new materials, programs or parts of programs that would fit specifically their schools needs.

A member of the Evaluation Team observed a conference with the Clinicians and a representative from Encyclopedia Britannica Educational Corporation. The Clinicians asked probing questions and attempted to evaluate the Language Experiences in Reading program for its appropriateness in their schools.

8. Teacher Questionnaire Responses

As was described in the "Method" section of this report, a questionnaire for teachers to respond to was prepared by the Program Director and distributed by mail to 35 teachers in the eight participating schools. These were teachers who had been directly involved with the program through having class members as recipients of remedial services. Twenty (20) questionnaires were returned near the end of the school year.

The first question pertained to whether or not the teachers thought that they would use an ongoing diagnostic program in the area of reading with subsequent classes. To this question 100 percent of the teachers responded, "yes". A typical reason for this was their feeling that the procedures they had seen or used led to a quick identification of problems so that appropriate steps could be taken toward a solution.

There was also complete (100%) agreement that the time spent in conferences with the reading counselor has helped provide a better understanding of specific problems children encounter. Many of the teachers noted in the questionnaire that they wished that they had had more time to spend in conferences with the reading counselor. The feeling was also expressed that they were working as a team to solve children's problems more efficiently.

Two further questions were asked:

1)Did you find the suggested diagnostic and/or teaching techniques helpful with other children in your class?

2)If you have received diagnostic or developmental materials, have they been helpful?

Again, to both of these questions, all (100%) of the teachers answered affirmatively. (It should be paranthetically mentioned that this is the first time in the experience of the evaluators in New York City that such an overwhelmingly favorable response was elicited from teachers by a program).

As has been frequently noted by evaluation agencies with respect to other projects, teachers allude to the lack of materials. A number of teachers took the trouble to note that although the materials they received were helpful, they were still insufficient in quantity, from the teachers' standpoint. One of the more vehement responses to the question concerning the usefulness of diagnostic and developmental materials was: "Yes! Yes! Yes! With all the budget cuts let's hope it won't happen to the Special Reading Services."

C. Spache Diagnostic Reading Results

One measure of the direct impact of the remedial effort on student performance was pre and post intervention scores acquired through the administration of the Spache Diagnostic Reading Test. The data summaries which follow are expressed as grade equivalents and are based on the "Individual-Oral" reading component.

Students exposed to the program showed an average gain of one year and three months (1.34) on that variable over an average in-program time of 6.7 months. This amounts to exactly 2 months gain on the average for every month in the program. Sex differences in gain were slight but in the expected direction 1.2 years for boys and 1.4 years for girls. The variation in gain was broad as would be expected with a range of 0 to 3.2 years for boys and .1 to 3.7 years for girls. Correlated "t" tests as pre and post scores yielded a ratio of 25.99 statistically significant at beyond the .05 alpha level.

A second analysis was conducted for the purpose of attempting to answer the question "To what extent does length of time in the program and sex explain variation in post scores?"

$$Y = a_0u + a_1x_1 + a_2x_2 + e$$

where

Y = post - test score

x_1 = months in program

x_2 = dichotomous sex vector

$a_0 \ldots a_2$ = least squares regression weights

u = the unit sector, when multiplied by a_0 yields the regression constant

e = an error vector

Prediction resulting from this model was low and not statistically significant. The proportion of variance (individual differences in post-test scores) explained by x_1 and x_2 combined was less than four percent

(R^2 full = .036 vs. R^2 = 0 n.s. at alpha .05)

Two possibilities are relevant here: First, low variability was noted in length of exposure to the program, most students having received 7 or 8 months of instruction. Such a condition will tend to result in lower R^2 values. A seemed possibility is that the rate of gain is faster during the first few months of exposure to the program. Either or both of these conditions might account for the above result.

D. Project Director Questionnaire

The following section contains responses of the Project Directors to a series of questions dealing with the question of the program.

AREA I: GOALS OF PROGRAM

1. What is the major goal of your project?

1. To seek out those children who are significantly retarded in reading and to diagnose their reading performance in order:

   a) to determine those factors interfering with the child's reading performance.

   b) to find appropriate learning methods for each child which will include programs of language stimulation and perceptual training.

2. To provide requisite skills for success in reading, thereby raising reading levels as evaluated by an individually administered standardized oral reading test (Spache Diagnostic Reading Scales, published by California Testing Bureau).

For a group of selected sixth grade pupils, reading level improvement will be evaluated by the Metropolitan Achievement Test in reading.

2. To what major educational problem is your program directed?

The problem of reading retardation is very serious in the school population in District 1. The factors contributing to this retardation are varied and may include - English as a second language, limited cognitive development, perceptual lag (auditory, visual, kinesthetic), undetected physical problems, and teaching that is not specific enough.

We are addressing ourselves namely to that group of pupils whose progress in reading has been insignificant and who, in fact, may be total non-readers. The reasons are usually of a multiple nature. Frequently these children may have developed inappropriate behavioral attitudes towards school. They require instruction in a small group or on an individual basis in addition to work in regular classroom.

3. What do you expect the outcome of the program to be?

In most cases we expect pupils to show gains in Spache Diagnostic Test or MAT (depending on which evaluating tool used). In addition, we expect improvement in most cases in the following areas:

Question 3 - continued:

1. Ability to correlate sound and symbol and to blend (decoding).
2. Skills of comprehension - both oral and written
3. Use of English language
4. Attitudes towards school and reading in particular.
5. Interest in borrowing and reading books from reading room and school library.
6. Auditory and Visual Perception.
7. Relationships with peers. Ability to work cooperatively in group situation.

4. Is there any special problem that you face?

With children such as we service who have multiple learning handicaps, four day a week service would be preferable to two sessions per week. In two schools physical space is limited.

5. Are the overall program goals fairly well understood by program professionals: teacher, supervisors, counselors, paraprofessionals, parents?

Yes.

AREA II: POPULATION SAMPLE

1. What is the exact nature of target population: location, age, ethnicity?

The target population is located in District 1, lower East Side, extending North and South from 14th Street to Cherry Street. We service children from the following schools:

PS 20, 4, 15, 64, 97, 134, 140, and 160.

Ages: 8 - 11

Ethnicity: 85% Spanish; several Slavic and Chinese

2. Are there any special characteristics of the children served?

Many of the children we service have multiple handicaps: limited language, learning disabilities, and lack of experiences which develop cognitive abilities.

3. Are there any special testing procedures used in the assignment of children to the group?

The following tests were administered to all children in the Program:

1. Spache Diagnostic Reading Scales.
2. Roswell-Chall. Part or complete depending on pupil.
3. Harris Graded Word List.
4. Screening tests for Identifying Children with Specific Language Disability - Beth Slingerland/Tests:-Visual Discrimination and Test for Visual Memory.
5. Tests to establish handedness.
6. Informal test of English language functioning.
7. Informal test to determine Auditory Discrimination Ability.

The Metropolitan Achievement Tests were administered to all sixth grade pupils in place of Spache Diagnostic.

Question 3 - continued:

In addition, the following tests were administered during the course of the year where the need was indicated - (on selective basis).

1. Roswell-Chall Auditory Blending Test.
2. Illinois Test of Psycholinguistic Abilities (Digit Span only).
3. Wepman-Auditory Discrimination.
4. Informal tests to determine ability to categorize, and ability to note similarities.
5. Test of Geometric Designs.
6. Figure Drawing.
7. Copying test, near and far, from Slingerland S.L.D. Screening Tests.

4. Are children assigned to this program on a permanent basis? If not, explain re-assignment procedures.

On a yearly basis - unless child is transferred from school. If pupil is transferred to another school in district which is being serviced by S.R.S., he is picked up by Reading Counselor there.

AREA III: PROFESSIONAL ROLES.

1. Who designed the original program?

The project coordinator and two members of the staff.

2. What is your overall role in the program?

The project director coordinates all activities. This includes:

a) Instructional program

b) Preparation and distribution of instructional materials (rexs, mimeos of stories, comprehension and decoding exercises, etc.)

Question 2 - continued:

c) Requisitioning and distribution of commercial materials-(books, teaching devices, audio-visual supplies, equipment, etc.).

d) Maintaining statistical records of all children in caseload in Central Office and preparation of final statistical summary of progress for entire caseload.

e) Arranging for demonstrations of new materials for members of Special Reading Services Staff plus other school personnel.

f) Maintaining contact with Title I Office and District Superintendent.

g) Arranging and conducting workshops for teachers, paraprofessionals and supervisors.

3. Who supervises the instructional programs?

The project coordinator.

4. Are the funded positions in this project already filled?

Yes.

5. Were teachers, counselors, paraprofessionals, etc. assigned or were they selected through interviews with someone associated with the program?

The S.R.S. staff has been functioning as a team for the past 10 years. The additional personnel assigned this year were selected by project coordinator through interview and recommendation.

6. Is there central planning or are teachers allowed to formulate their own program?

The instructional program involves both central planning, (guidelines) and individual formulation by reading counselors to meet the specific needs of the children in their caseloads.

7. Are there any special requirements that must be met by professionals to fill roles?

They must be specialists in the reading field and must have experience working with children who are retarded in reading.

AREA IV: TYPICAL OPERATING PROCEDURE

1. What special materials have been funded for this program?

The allotment for the project was $1500. This sum was used for books, instructional devices, audio-visual supplies, equipment, and general office supplies.

2. How are they requisitioned?

All material was requisitioned by Project Coordinator on R.P.O. forms.

3. Are they sufficient?

Additional audio-equipment in the outside schools would have enhanced program but was not a necessity. Materials were generally adequate, since project has acquired and maintained supplies for the past 10 years.

4. Did you get them when needed?

There was some delay.

5. Are they to be used differently than they would be in a regular school program?

The materials ordered are for the most part not available in the regular classroom.

6. Are there any in-service training features associated with your project?

Weekly Staff workshops are held for the purpose of sharing and evaluating new techniques and materials. Plans for instruction are also formulated at these sessions.

All staff members are responsible for sharing new ideas and methods with faculty and supervisors in outside schools thru group conferences and faculty presentations.

7. Could you outline a typical day for a student in your program?

The students who participate are seen twice a week in hourly sessions. Sample hourly schedule:

a) Library Activities: Return library books that were borrowed from reading room at previous session. Elicit comments about books. Make new selections of library books and make proper "in and out" entries on library cards.

Question 7 - continued:

b) Group Sessions - where developmental language is stressed and children are encouraged to verbalize questions and responses.

c) Skills are introduced to entire group or part of group. Perceptual development activities necessary to successful mastery of reading skills are included here.

d) Individual work to reinforce skills - utilizing equipment and materials as indicated.

e) Evaluation and planning for following session.

AREA V: FEEDBACK

1. How long has this project been in operation?

One year, 1970-71 on Title 1, and 12 years on City Tax Levy Funds.

2. Was there a previous evaluation of this program (last year)?

Yes.

3. Did you read it?

It was presented to me on April 17, 1972.

4. Was anything modified on the basis of the evaluation?

Obviously the date of submission made that impossible.

5. What is the role of parents, community groups, and students in planning?

The children may be given choices of activities within a framework during sessions and are involved in planning activities for following sessions, but because of the specific nature of our pupils handicaps, the reading counselors and project coordinator are responsible for long range and specific planning.

Through individual and group parent workshops, parents are involved in the program of diagnosis and instruction. Parents are encouraged to follow up referrals to outside agencies. The instructional program is shared with the parents, and where possible, they are guided to utilized appropriate instructional activities at home.

Parents are encouraged to visit the reading room to confer with the reading counselor or to observe their children.

E. Official Program Statistics — School Year 1971-72

1. Scope of Program:

Total number of children serviced	Boys	Girls	Total
Official Caseload (Diagnosis & Remediation)	125	69	194
Partial Service-Individual Diagnosis			173
Total			367

Pupils on Official Caseload According to Grades:

	Boys	Girls	Total
Grade 3	60	42	102
Grade 4	37	10	47
Grade 5	17	5	22
Grade 6	11	12	23
Totals	125	69	194

Schools Serviced
PS 20, 4 15, 64, 97, 134, 140, 160 — 8

Total number of classroom teachers Participating directly in the program — 35

2. Reading Retardation at Beginning of Service (194 Pupils - Official Caseload)

Reading Retardation in Years	Official Caseload		
	Boys	Girls	Total
5.6 - 6.5			
4.6 - 5.5	5		5
3.6 - 4.5	9	4	13
2.6 - 3.5	37	21	58
1.6 - 2.5	68	37	105
.6 - 1.5	6	7	13
Below		0	0
Totals	125	69	194
Median Retardation	2.4	2.1	2.2

Special Reading Services

3. Reading Achievement on Admission Compared with Results in June 1972

	Reading Achievement on Admission		Reading Achievement, June 1972	
	Range of Grade Scores	Medians	Range of Grade Scores	Medians
Official Caseload N.R.				
Boys	-1.0 - 4.9	1.6	1.2 - 6.5	3.3
Girls	-1.0 - 4.3	1.6	1.6 - 6.5	3.3
Total	-1.0 - 4.9	1.6	1.2 - 6.5	3.3

4. Reading Gain Shown by Tests, June 1972

	Range of Reading Gains	Median Reading Gain
Boys	0 - 3.2	1.2
Girls	.1 - 3.7	1.4
Total	0 - 3.7	1.3

IV. CONCLUSIONS AND RECOMMENDATIONS

On the basis of observations and other data acquired during the course of the study it can be asserted that the Special Reading Services Clinic rates high in effectiveness. Strong organization and good communication across professional roles is characteristic of the program. Not only is the program producing a substantial impact on remedial reading problems, it is also serving as a vehicle for the in-service training of teachers and paraprofessionals. Strong ties with other community educational and medical agencies were also evident. An unusually high level of support from school personnel who are involved in some way with the clinic was evident.

1. It is recommended that this program be re-cycled. The only issue that might be raised is the degree of compatibility between the aims of Title I and the nature of this program. While Title I was designed to provide supplementary services, a category into which this project certainly fits, the long history of operating prior to the inception of Title I suggests that it is an integral part of the education system; a part whose contribution is so substantial as to be considered necessary. In other words, is this the type of project which should be funded under Title I rather than tax-levy funds? One might assert that an expansion of this service beyond pre-1965 levels would be compatible with the ESEA. Probably such an expansion would be warranted since the total diagnostic and remediation caseload was 194, a small portion of District I students with reading disabilities.

Appendix A

Teacher Questionnaire

SRSC Program

1. Do you think that with future classes you will use ongoing diagnosis as a basis for planning your reading program?

2. Do you find that the time you spent in conference with the reading counselor has helped you understand better the specific porblems of the children directly involved in the reading program?

3. Did you find the suggested diagnostic and/or teaching techniques helpful with other children in your class?

4. If you have received diagnostic or developmental materials, have they been helpful?

FUNCTION NO. 33-21-607

HOMEWORK HELPER PROGRAM

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I. INTRODUCTION

The Homework Helper Program has been fully operational since October 4, 1971 functioning as an after-school tutorial service for under achieving children in the lower East Side of Manhattan. At the centers tutors work with students from grade levels three through eight in order to develop academic skills. From three to five P.M. on Mondays, Tuesdays, Wednesdays and Thursdays tutors work directly with students. Once per month, on a Friday, a training seminar is scheduled for master teachers, tutors, and aides.

A. Location and Staffing

Seven public school buildings served as the physical centers for the program: P.S. #'s 15, 19, 61, 64, 140, J.H.S. 22, and J.H.S. 56. Except for some temporary mid-year shifts the program was fully staffed. Each center employed a master teacher, two aides and a part-time secretary.

Some turnover occurred among the tutoring staff during the course of the school year. Three tutors left J.H.S. 22 to accept better paying jobs elsewhere. Replacements were attained for two of them. One tutor left J.H.S. 56 in order to accept a better job with the Board of Education.

Compensation for tutoring ranged from $1.60 to $3.10 per hour depending upon the tutor's experience and educational qualifications. College students with prior tutoring experience received approximately $3.10 per hour if they had completed 30 credits. One dollar and sixty cents was established as the base hourly rate for beginning high school students.

From five to seven classrooms were provided in each school for use in the after hours program. Materials were supplied to the tutors through the auspices of the funded program. In some cases these materials were supplemented by supplies from the host school.

B. Student Selection

Students receive a pupil's application form which is returned to their classroom teacher. After the student receives the form, the teacher checks the school records to determine if the reading score is one year below grade level. Upon acceptance, the student is sent to the Homework Helper office in the school. The parent is sent an acceptance form, and the classroom teacher receives a request for information. The information requested is the most recent reading and mathematics scores along with the following:

1. Reading: What specific reading skills should be emphasized?
2. Mathematics: What specific area of mathematics is most difficult for the child?
3. What subject/subjects is the child studying at the present time in which he needs remedial help?

After the student is enrolled in the Homework Helper program the teacher is asked to provide continuous feedback. Information from the classroom teacher is forwarded to the Homework Helper master teacher upon request. Each time the tutor works with a student data is recorded relating to progress made. Therefore, data acquisition does not stop at student selection, it is a continuing process.

C. Tutor Selection

Students who are recommended by counselors or teachers and who meet the following minimum requirements were considered for the role of tutor:

- Enrolled in ninth grade or above
- At least 14 years old
- Socially mature

D. Program Population

The original program proposal stated that the project would serve about 168 students. During the actual conduct of the program, however, about 198 students, 18% more than the projected figure, were served.

Table 1

Program Population:
Students, Master Teachers, Tutors, and Aides (March, 1972)

School	Students	Master-Teachers	Tutors	Aides
P.S. 15	23	1	12	2
P.S. 19	32	1	12	2
P.S. 61	35	1	12	2
P.S. 64	30	1	12	2
P.S.140	28	1	12	2
JHS 22	15	1	12	2
JHS 56	35	1	12	2
TOTALS:	198	7	83	14

II. RELATED LITERATURE

The use of children in teaching each other dates back to the one room school house where due to the age differences between children the teacher required older students to teach the younger ones material that they themselves had already mastered.* Today there has been rapid development in this area resulting in the establishment of many federally and state subsidized programs concerning the effects of learning through teaching on both tutor and tutee. Youth Tutoring Youth, a branch of New York's Mobilization for Youth Program where older children tutor younger children in many academic areas has resulted amongst other things, reading gains of 6.0 months for the tutees and as much as 3.4 years for tutors (Riessman, Gartner and Kohler, 1971). The overwhelming success of this program has promoted the development of similar programs in Philadelphia, Detroit, L.A., Washington D.C., Chicago and many other cities across the country (Cloward, 1967; Thelen, 1969; Hunter, 1968).

Another program involves 68 children from high school, junior high school and elementary school tutoring and being tutored in areas ranging from sewing to math and Latin vocabulary. Significant academic gains have been made by the younger children in the program while greater class participation, greater effort, extra work done, better attendance, greater attentiveness and more self respect has resulted in the behavior of those doing the tutoring (Riessman, Gartner and Kohler, 1971).

The learning through teaching method has not only been promoted on the primary and secondary levels but on the college level as well. Hunter, 1968, used this approach in a teacher training course at the undergraduate level. College students, themselves training to be teachers, tutored ten year olds, who in turn tutored seven year olds. This method, Hunter found, provided twice the number of students with tutoring aid; boosted the self esteem of the older students, gave assistance to regular classroom teachers and provided the college students with microcosmic learning situations (Hunter, 1968; Hunter 1968).

While the tutees benefit academically from programs such as MFY and YTY, the tutors not only make gains academically but they also obtain a great deal of social and emotional benefits from learning through teaching. By reviewing and reformulating material in an attempt to teach the younger student, the tutor is not only reinforcing concepts previously learned, but also he is learning to organize facts in a new way and to seek out the basic structure of the material which often results in a better understanding of the material for himself. However, even more important than these cognitive developments is the social and emotional progress obtained from learning through teaching. LTT helps to build the self ego, respect and confidence of the older students, especially those who haven't themselves experienced much, if any, success in school. The special and high status of being a tutor is also often a major incentive for these students. Another benefit of a learning through teaching program is that the tutor can become better adjusted, develop a sense of responsibility, of seriousness of purpose, of greater motivity, of better understanding of individual differences.

* Montessori also furthered the method in the direction of learning through exploration and discovery and eventually promoted the idea of learning through teaching.

III. METHOD

A. Achievement

Metropolitan Achievement Test (Reading) scores were collected from school records on a pre (Spring, 1971) and post (Spring, 1972) basis. Grade equivalent scores were used in a correlated "t" test of the following hypothesis:

1. Students receiving tutorial services will attain reading achievement scores significantly greater (alpha = .05 one-tailed) than scores they attained during the previous year of school attendance.

The record cards of students being tutored were reviewed to determine those who were and were not promoted a grade within the system. A pre-set level of acceptance was used as a test base as described in the following hypothesis:

2. Seventy (70) percent of the students receiving tutoring will be promoted to the next grade.

B. Attendance

Attendance data for both tutors and students served by the Homework Helper Program were collected for the 1971 and 1972 school years. Correlated "t" tests were spplied (alpha = .05 one-tailed) to test the following hypothesis:

3. Students receiving tutoring will demonstrate higher average attendance in the 1971-72 school year than in the previous year (1970-71).

4. Tutors employed in the Homework Helper Program will demonstrate higher average attenance in the 1971-72 school year than in the previous year (1970-71).

C. Parent Responses

A parent questionnaire was prepared by the program director and sent home with students receiving the service (see Appendix A). A random sample (N=50) of 18 percent of the respondents was taken to provide a basis for a descriptive analysis of parental perceptions of the program.

In addition, site visits and interviews with the Project Director, master teachers, and tutors were conducted.

IV. RESULTS

Table 2

Pre and Post Metropolitan Achievement Test (Reading)
Grade Equivalent Scores: Students Receiving Service

Variable	N	Mean	SD	t
Reading Score (May, 1971)	208	3.749	1.628	5.630*
Reading Score (May, 1972)	208	5.082	3.771	

* Statistically significant at .05 level or beyond

Results shown in Table 2 support the intended outcome of this project. Students showed an average growth of 1.33 years in reading achievement over the duration of the project. Post scores were significantly higher than pre in a statistical sense. A greater variability of post scores reflected in the higher SD value demonstrates a widening of within-group achievement differences. This points to a differential in effectiveness according to recipient of the service.

Table 3

Proportion of Students Receiving HHP Service
Who Were Promoted (1972)

Category	N	%
Promoted	193	91.46
Retained	18	8.54

It had been stated in the original proposal that a seventy (70) percent promotion record would be considered positive evidence of attainment of program objectives. Table 3 shows that this rate was exceeded by 21.46 percent.

Table 4

Attendance Results for Students Receiving HHP Services
(N=233)

Variable	$\bar{x}$	SD	"t"
Days Absent 1970-71	10.17	8.81	
Days Absent 1971-72	6.91	7.05	6.91*

* Statistically significant at the .05 level or beyond

A statistically significant drop in absenteeism rate was noted among the recipients of the service. The absolute mean difference was 3.26 days. Evidence of the attainment of a program objective is provided by this data.

Table 5

Comparison Between Average Report Card Markings
(1970-71 and 1971-72 school years)
For Tutors in the HHP (N=72)

Variable	$\bar{x}$	SD	"t"
Average Report Card Grades (1970-71)	79.69	9.06	
Average Report Card Grades (1971-72)	82.90	6.29	4.32*

* Statistically significant at the .05 level or beyond

Table 5 shows that average report card ratings by teachers for tutors in the HHP improved from 79.9 percent to 82.9 percent during the year of the program. Reflected here is both a probable change in performance but also a noticeable change since teachers take into account a number of factors when awarding grades in school subjects. It is likely that some positive behavioral changes also accompanied functioning as a tutor. No direct evidence was collected relevant to this, however.

Table 6

Attendance Results for Tutors in the HHP Program
(N=75)

Variable	$\bar{x}$	SD	"t"
Days Absent 1970-71	8.76	10.77	
Days Absent 1971-72	4.89	4.67	4.14*

* Statistically significant at the .05 level or beyond

Attendance results for tutors parallel those recorded for recipients of the service. In both cases, attendance was improved on the average during the project year. For the tutors, a decrease of about four days in absenteeism was noted. Mean attendance rates were significantly higher (statistically) during the current year. The data, however, again supports the contention that the program attained certain basic objectives that were initially set forth.

Parent Questionnaire Data

The following table summarizes dichotomous responses of parents and students receiving tutorial assistance to a number of questions concerning their impressions of their child's progress during the program.

Table 7

Percentage of Parents Responding Favorably to Questions Concerning Their Child's Progress in Program (N=50)

Item	% Responding Favorably
1. Does he/she like to attend the Homework Helper Program?	.98
2. Does he/she like his tutor?	.94
3. Does he/she talk about the Homework Helper Program at home?	.86
4. Has he/she shown any progress in his school work since he has been attending this program?	.96
5. Does he/she think he/she will be promoted?	.94
6. Does he/she believe that he/she is doing better in school?	.88

(continued on next page)

(continued from preceding page)

Item	% Responding Favorably
7. Does your child's attending the program help you in any way?	.90
8. Has he/she improved in attendance?	.88
9. Has he/she improved in reading?	.88
10. Has he/she improved in mathematics?	.88
11. If there is a Homework Helper Program next term, will you let him/her attend?	.90
12. Do you ever visit the school?	.78
13. Would you like to visit the Homework Helper Program?	.80
14. Would you attend a meeting with other parents who have children attending the Homework Helper Program?	.72
15. Would you join a Homework Helper Program School Committee?	.58

The data in the above table supports the statement that parents perceive their children as benefitting from the Homework Helper Program. It should be noted that even if one were to discount the effects of assumed response bias (a reluctance for respondents to negatively evaluate programs has been noted in some sociological studies), parental responses still are favorable to the program.

Some reluctance to participate directly in the program is noticeable, with only 58 percent of the parents expressing a willingness to join a Homework Helper Program School Committee. The lower incidence of favorable responses to the question asking for a commitment to direct involvement in contrast with evaluations of program impact would tend to be consistent with observed parental behavior patterns. As such, this is evidence for the validity of the questionnaire.

Tutor Interviews

The tutor was a female who graduated from Washington Irving High School and was taking an accounting program at Manhattan Community College. She arrives at 3:00. At this time the students are having cookies and juice and she meets them at 3:10. The tutor works with 3 students who first do their homework and then they are given work in mathematics or English. In this case, the tutor has been with the program for 3 years and she has worked with 2 of the students for about 3 years. She first worked with these students in the third grade and they are now in grade five. Even though she worked with the two students for a few years she has not met their parents. The tutor feels the supplies are adequate and by following a text she is able to explain lessons to her students. This tutor attended the Homework Helper Program herself while in elementary school.

The evaluator interviewed another female tutor, age 16. She is a high school student in her junior year at Washington Irving High School. This tutor started working for the program at age fourteen. Her tutor training with the program has been concentrated in the area of perception and the understanding of relationships with students and peers. She plans to continue with the program. Her salary is $1.75 per hour and her only complaint is that she feels underpaid.

Her original plans were to study nursing, but her interests have changed since she became affiliated with the Homework Helper Program. Her new vocational goal is to enter the field of teaching. This demonstrates an interesting factor involving the homework helper program because vocational influence may be a secondary benefit to tutors even though this is not an explicit goal of the program. She has met the parents of her students and she feels a need for more materials. Her schedule calls for working with two children on Tuesday and Thursday and two other students on Monday and Wednesday. She finds it difficult to work with two children at the same time. Her preference is for tutoring a single student. She has been with one student for two years. Sometimes teachers send her notes identifying select problems or sometimes she communicates with teachers in order to relate how the students are progressing.

Master-Teacher Interviews

One teacher had no specific problems although he needed additional supplies. He has been with the program for five years and he feels the following has been accomplished:

1. Students feel less pressure because they are helped with their homework. Some students get difficult assignments and they get easily frustrated, but they know the Homework Helper Program will aid them. The master-teacher will often get in touch with the classroom teacher to discuss the assignments.
2. Students gain a sense of accomplishment.
3. The program plays a remedial role. If students complete their homework, the tutors are directed to help in reading and mathematics; this work is closely supervised by the master-teacher.
4. The program contributes to attitudinal changes. The tutor acts as a go-between; e.g.

   Teacher - tutor - peer

   The tutor is almost a helping friend, but not quite that young; he is also a teacher, but not quite that old. Besides attitudinal changes among students, the tutors also benefit because they are learning how to motivate pupils.

The only problem mentioned by this master-teacher is that because the tutors themselves are quite young and have emotional or academic problems of their own they need close supervision.

The evaluator interviewed another master-teacher who concentrated on reading disability problems. This master-teacher has had training in remedial reading and he diagnoses the problem which contributes to the student's academic disability. In evaluating the program the master teacher felt that there should be no more than one student per tutor and more tutors should be added to service more students. He feels that the goals of the program are being reached and he did not have any negative perceptions. He feels that tutors are also benefitting from the program and he would like to add more visual training equipment to the program.

Interview with Project Director

The Project Director perceives the program as having met the original goals. If he could make two changes for next year he would:

1. Request that two college students be assigned to supervise fourteen tutors. The purpose is for someone to be there all the time to find out how the tutors and students are performing. The two college students would be supervised by the master-teacher.
2. He would hire 14 year old tutors. The 16-18 year old group often find other jobs for more money. By hiring younger tutors, they should stay with the program longer, thus there would be more experienced tutors continuing with the program.

V. CONCLUSIONS AND RECOMMENDATIONS

The results obtained in the current evaluation are consistent with a number of other findings cited in the related studies section of this report. In brief, benefits for both tutors and recipients of the service were noted. Gain in academic achievement and attendance were observed along with parental response favorable toward the program. This evidence, along with interviews and professional judgements of the evaluator support the conclusion that the project has attained the measurable objectives initially set forth.

The program has operated efficiently with no major problems this year. However, during the last few years the tutorial staff has declined from 15 per school to 12 per school due to budget reduction.

Recommendations

1. The program is in need of more tutors because there are more applicants for the program than can be accommodated. One school has a waiting list of 155 students and some additional schools have requested that a Homework Helper Program be added to their program. The project director also estimated that some schools could use at least twenty additional tutors.

2. Master teachers should be informed of the specifics of the evaluation at the beginning of the year. There should be a group meeting between the evaluator and the master teachers regarding the evaluation.

3. Parent involvement is uneven. It might be helpful if a city-wide parent handbook was developed. This handbook could include resource materials for parents in order to facilitate their involvement in the tutoring process.

4. There should be a budgetary allocatic for audio-visual equipment. Some students could work with self-directed learning equipment. This would increase the effective use of tutor time.

5. The program should be re-cycled.

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APPENDIX A

PARENT QUESTIONNAIRE

Homework Helper Program

Dear Parent,

Your child _____ has been attending the Homework Helper Program from 3:00 to 5:00 P.M. for two days each week. We would like you to answer the following questions in order that we may be able to evaluate your child's experience in the program.

	PLEASE CHECK	
	YES	NO
1. Does he/she like to attend the Homework Helper Program?	___	___
2. Does he/she like his tutor?	___	___
3. Does he/she talk about the Homework Helper Program at home?	___	___
4. Has he/she shown any progress in his school work since he has been attending the program?	___	___
5. Does he/she think he/she will be promoted?	___	___
6. Does he/she believe that he/she is doing better in school?	___	___
7. Does your child's attending the Program help you in any way? Explain: _____ _____ _____	___	___
8. Has he/she improved in attendance?	___	___
9. Has he/she improved in reading?	___	___
10. Has he/she improved in mathematics?	___	___
11. If there is a Homework Helper Program next term, will you let him/her attend?	___	___
12. Do you ever visit the school?	___	___
13. Would you like to visit the Homework Helper Program?	___	___
14. Would you attend a meeting with the other parents who have children attending the Homework Helper Program?	___	___

	PLEASE CHECK	
	YES	NO
15. Would you join a Homework Helper Program school Committee?	___	___

Thank you very much for your cooperation.

Yours truly,

James H. Smith
Program Coordinator

FUNCTION NO. 33-21-608

PREVENTION AND REMEDIATION OF READING DISABILITY IN THE PRIMARY GRADES TITLE I

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I. PROGRAM DESCRIPTION

A. Overview

This program was an innovative attempt to use theoretical knowledge in the field of reading and perception and apply it to a large number of school children in District 1. By instructing teachers in the use of perceptual retraining techniques, the use of these techniques was expanded for the three participating members of the Learning Disorders Unit to perhaps more than seventy five teachers who have received some instruction in the use of these techniques.

The Learning Disorders Unit serves as a consultation service for children in grades 1, 2 and 3 of the schools in District 1. Referrals of children having difficulty in learning to read were initiated by the teacher who wished to improve her effectiveness in working with the child. This referral was processed by the school guidance counselor, or other person designated by the principal, as the school's contact with the Learning Disorders Unit. The services of the Learning Disorders Unit were explained to the child's parents in a conference at school. The parents were asked to give written consent to the referral.

Diagnostic testing was performed in the child's school building by the Learning Disorders Staff.* If, on the basis of these tests, the perceptual stimulation approach appeared to be appropriate for the child, further appointments were scheduled at the Learning Disorders Unit. These appointments attempted to obtain neurological and psychological data in addition to those aspects of language, cognitive and perceptual functioning which are involved in learning to read. These data were used as the basis for an individual program of remediation, tailored to the child's needs. The basic teaching approach is that of perceptual stimulation of deficit areas, on a one-to-one basis between a teacher and student.

The purpose of these methods is to enhance the neurophysiological maturation of those functions needed for reading. This approach postulates that a total remedial program would include teaching at three levels: (1) an accuracy level to develop accuracy of perception within a given modality, (2) an intermodal level to relate two or more perceptual modalities, (3) a verbal level to insure the transfer of perceptual skills to the learning of the language arts. Training techniques at the accuracy level are directed toward deficits revealed in perception of visual, auditory, tactile, and kinesthetic stimuli and in awareness of body orientation in space. Teaching utilizes a single channel input, before attempting to teach intermodal relationships. The priorities are based on previously standardized performance norms gathered by the Language Research Unit in several years of study of primary school children.

* Two teachers and a psychologist from the Learning Disorders Unit, a teacher from P.S. 61 and volunteers.

Teaching proceeds through three stages: (1) a matching-discrimination stage, (2) a copying stage, (3) a recall stage. Each step was mastered before the next step was taken. If this was difficult at any stage, cues within the same modality were offered. There was immediate feedback (always within the same modality) so that the child was immediately aware of the progress he was making.

A pool of techniques was collated in an instruction manual which describes the purpose, materials, procedure, and master criteria for each retraining technique. Not every technique was appropriate or necessary for each child, however, and the methods in the manual were illustrative of the kinds of procedures which have proved effective. One expectation of the program was that during the training process, teachers would learn how to devise new techniques or to modify established ones to meet the child's learning needs and to apply techniques to groups.

The perceptual retraining activities were done in his own school by the participating teacher. Teaching supervisors from the Learning Disorder Unit's staff interpreted diagnostic findings, planned teaching priorities and demonstrated teaching techniques in their visits to the child's school. The participating teacher kept records of her work with the child so that she could discuss progress with the teaching supervisor during the school visits. The teacher-aide assisted the supervising teacher and covered the participating teacher's class during conferences with the teachers from the Learning Disorders Unit staff.

B. Remediation Activities at P.S. 61

Each child in the first grade of P.S. 61 has been studied by the supervising teacher. This study was done with the examination battery devised and refined by means of computer analysis to detect potential reading disability. The "search" battery examination, done only with the parents' consent, was conducted at the school and it took approximately 40 minutes for each child. Where indicated, further clinical study was done. These data were used as the basis for an individual program of remediation, tailored to each child's needs. Decisions concerning the nature of the remedial program and the teaching priorities were made in joint conferences of the Learning Disorders Unit and target school staff.

The basic teaching approach at P.S. 61 was that of perceptual stimulation. It was done in a small classroom. Children needing special training were seen individually or in small groups for periods of 20-30 minutes each day. Teaching was done by a teacher from the target school staff (funded under the project) and with a supervisor from the Learning Disorders Unit, working together in full time assignments in P.S. 61. These teachers also reviewed with the child's classroom teacher the diagnostic findings and remedial approaches in school, necessary to coordinate this program with the regular program of each child.

In addition, case conferences involving psychologist, psychiatrists, teachers, social workers, were held under the auspices of the Learning Disorders Unit. These conferences were used to review diagnoses, and plan program for the children in the program. They were held in schools and at New York University Medical Center on an alternating procedure.

C. Testing Activities at P.S. 61 and P.S. 15

Two schools were most directly involved in this project, P.S. 61 where intensive testing and intervention occurred, and at P.S. 15 where comparison testing was conducted.

At P.S. 15 one hundred and sixteen students were tested on the Search Battery during the first part of the school year. The Gates-McGinitie reading tests were administered to a sample of about one hundred in June. In addtion, this same sample took the WRAT - Oral Reasoning test also in June.

One hundred and twenty seven students at P.S. 61 were administered the Search Battery in the early periods of the school year, and twenty one were readministered the Search Battery in June. Similarly to P.S. 15, about one hundred students were tested on the Gates-McGinite reading tests in June.

The testing program was quite extensive and exceeded the expected number outlined in the Title I proposal. There were apparently fewer students in the intensive program at P.S. 61 than were planned for in the original proposal. Forty first grade students were expected to participate, while only twenty one participated for the full year.

II. METHODS AND PROCEDURES

After discussions with the staff from the Learning Disorders Unit, New York University Medical School, it was clear that the original evaluation design needed to be modified. The following are the revised objectives and procedures:

Evaluation Objective 1:

To assess whether students participating in the intensive first grade program at P.S. 61 will attain significantly higher reading scores at the termination of the program than a non-serviced control sample.

The samples consisted of all first grade children at P.S. 61 who are attending consistently the perceptual retraining program, and a control first grade at P.S. 15, who were matched in age with the P.S. 61 group.

All sample children were pretested with the Search Battery and post-tested with the Gates-McGinitie reading test, and Search Battery.

Statistical comparisons were made between intervention and control groups on all relevant variables. In addition, the Search Battery variables were combined with the program variables in a multiple regression analysis with the post-test reading scores as the dependent variable. The hypothesis tested was that the beta weight for intervention and control condition would be non-zero, i.e. that after all the influence of the other predictors was removed, the experiment would influence the reading scores of the sample children.

The pretest Search Battery was administered in the fall and spring and the Gates McGinitie was administered in June.

Evaluation Objective 2:

To assess whether teachers trained in this program will attain greater proficiency in diagnosing reading disabilities.

There were over seventy teachers who received training in diagnosis by the Learning Disorders Unit staff. The two supervising teachers and the clinical director developed a diagnosis proficiency examination. This examination focused on skills needed to accurately identify children with reading disorders, and to identify appropriate remedial procedures. The teachers scores on the two administrations were analyzed by a "t" ratio of correlated samples.

III. RESULTS

Several discrete events must occur if the Prevention and Remediation Program is to be successful in influencing students' reading achievement. First, the perceptual deficits which are hypothetically implicated in students' reading failure must be validly measured. Secondly, the perceptual retraining program must influence performance on these perceptual variables, i.e. students must actually improve in their performance to some optimal level. Finally, these changes must lead to changes in reading achievement. This evaluation is an attempt to discover whether some of these events have occurred.

The first event cannot be fully examined in this evaluation.

Some evidence from previous studies by the Language Research Unit seems to indicate that these perceptual variables are stable and their testing procedures are quite reliable.

A. Perceptual Score Changes of Intervention Group

The second event can be partially analyzed from data supplied by the Language Research Unit on perceptual testing of students in the first grade at P.S. 61. Perceptual Scores were collected on twenty two students at the beginning and end of the school term. The results of this testing is presented in Table 1.

Table 1

The Means, Standard Deviations and Correlated t Ratios of Students on Search Battery Tests 1971-72

Perceptual Test	Pre-test mean	S.D.	Post-test mean	S.D.	Correlated t ratio
Koppitz Bender	14.23	3.98	18.55	2.70	6.14*
Rate Sequencing	1.14	1.20	5.95	2.65	9.43*
Lamb Chops Matching	4.62	2.38	7.48	.93	5.96*
Lamb Chops Recall	2.67	1.49	5.14	1.80	5.37*
Intermodal Dictation	.71	1.82	6.38	4.14	6.55*
Monroe Auitory Discrimination	13.33	3.83	17.81	2.11	6.43*
Articulation	32.05	2.14	43.05	6.78	6.56*
WRAT-Oral Reasoning	.49	.49	1.88	.99	8.36

* Significant at the .05 level, one tailed test

These mean score changes are strong evidence that the perceptual retraining program is improving the performance of P.S. 61 first grade students on these perceptual variables, although the possibilities of a strong testing effect cannot be discounted entirely.

B. Reading Achievement of Intervention and Control Samples

A sample of children at P.S. 15 were selected from the total first grade population and were matched in age to the P.S. 61 sample. They were also tested on the Gates-McGinitie battery at the end of the school term. The mean scores of the intervention and control sample are presented in Table 2, along with the post-test scores on the wide range achievement test.

Table 2

Means and Standard Deviations of Gates-McGinitie Subtests of Intervention and Control Students

Gates-McGinitie Subtests	Intervention Mean	S.D.	Control Mean	S.D.	t ratio
Visual Discrimination	21.00	3.42	18.55	6.54	1.50
Auditory Discrimination	18.48	2.35	17.23	2.89	1.49
Blending	10.10	3.35	6.90	2.62	3.45*
Vocabulary	20.55	11.29	15.86	6.46	1.67
WRAT	1.88	.99	1.33	.34	2.45*

* Significant at .05 level, two tailed

While the performance of the intervention sample exceeded that of the control sample on all reading tests, the difference was statistically significant only for the WRAT-Oral Reasoning and the Blending tests. These differences moreover cannot be attributed to characteristics of the intervention and control samples prior to intervention procedures. The pretest perceptual scores of both groups were analyzed and the control group attained higher scores on all but two of the Search Battery scores. These two were the Intermodal Dictation and the Articulation tests. On the most logically related score, the Oral Reasoning test of the Wide Range Achievement Test, the pretest score of the control sample was substantially higher than that of the intervention group.

C. Relationships of Reading Scores to Changes in Perceptual Battery Scores

To assess whether changes in the perceptual Battery variables were asspciated with reading achievement, correlations were computed between the Gates-McGinitie subtest and Search Battery change scores. A more complete analysis would have been the relationship of change in perceptual variables to change in measured reading achievement. The Gates-McGinitie however was not administered at the beginning of the school term and this analysis was not possible. The present analysis yields some evidence that these perceptual score increases are associated with end-term reading achievement. These correlations are presented in Table 3.

Table 3

Correlations of Search Battery Change Scores with Gates-McGinitie Subtest Scores

Search Battery Variable	Gates-McGinitie Vis. Disc.	Aud. Disc.	Blending	Vocab.
Koppitz Bender	.020	-.099	-.048	-.36
Rote Sequencing	.395	.206	.554	.654
Lamb Chops Matching	-.371	-.342	-.193	-.322
Lamb Chops Recall	.185	.163	.442	.418
Intermodal Dictation	.387	.460	.691	.577
Monroe Auditory Discrimination	-.620	-.086	-.288	-.231
Articulation	-.086	-.408	-.148	-.259
WRAT-Oral Reasoning	.426	.489	.543	.788

The pattern of correlations by itself does not indicate that changes in perceptual variables are associated highly with end-term achievement. Fifteen of the correlations are negative, which would seem to lead to a conclusion that change is a negative factor. The Lamb Chops Matching, the Monroe Auditory Discrimination and the Articulation test have negative relationships with all Gates-McGinitie subtests, while the Koppitz Bender has a negative relationship with three of the four subtests. Very high positive relationships occur between the Intermodal Dictation and the WRAT-Oral Reasoning tests and the subtest scores of the Gates-McGinitie.

An examination of the actual performance of these students leads to a different conclusion than that positive change is a negative factor. Each of the Search Battery subtests which related negatively had ceiling scores which were reached by several students. In addition, the students who attained the ceiling scores had very high scores on the pretesting administration of the test. This meant either that the tests involved were not sensitive at the upper level and real change could not be measured, or that a gain in score at the upper level was indicative of greater real performance increase, than a gain in score at the lower level. For this evaluation study the meaning is quite clear. Changes in Search Battery performance was positively and substantially related to higher reading achievement at the end of the school term, and this fact gives great credulity to the validity of the perceptual retraining program. What is even more surprising was that these highly positive relationships occur between reading variable and gain scores, when gain scores are usually quite unreliable. This unreliability ordinarily attenuates the correlation between two variables.

D. Teacher Performance on the Diagnostic Test

One of the major facets of the Prevention and Remediation Program is the training of teachers in the use of the methodology for perceptual development. This training focuses both on the theoretical basis and its practical application in a school setting. To assess whether this training has influenced the teachers' knowledge of these techniques, a twenty five item test was developed by the N.Y.U. Learning Disorders Unit staff, and was administered to teachers twice during the school year.

There were ninety four teachers who participated in the program on some basis, and sixty nine of these were present at both testing periods.

The mean score for the pretest was 12.91 and 17.85 for the post-test. A statistical comparison yielded a highly significant correlated t ratio of 12.23. This yields strong evidence that the teacher training program is very effective.

E. Consultative and Case Conference Activity

The Learning Disorders Unit carried out several activites in conjunction with their perceptual stimulation activity. Although only 22 students formed the nucleus of the intervention group, seventy one new referrals were examined from the fourteen participating schools. These referrals were tested on the Search Battery or were examined with other psychiatric or neurological techniques. The ninety five teachers who participated to any extent in the prevention and remediation activities, met for over one thousand times with the Learning Disorders Unit staff. These ninety five teachers were serving one hundred and twenty nine students.

In addition to the extensive teacher training activities, the Learning Disorders Unit sponsored sixty case conferences. Many of these were major, involving psychiatrists, psychologists, teachers and other school personnel, while others involved smaller groups with a more limited scope and purpose.

The amount of testing, diagnosis and planning is quite extensive and its impact can be expected to be even greater in the future as these teachers generate new teaching procedures in their classrooms.

IV. SUMMARY

The Prevention and Remediation Program was a highly professional endeavor which was conducted with excellent rapport between the N.Y.U. staff, the participating teachers, and the students. Although the goal of serving intensively forty first grade students at P.S. 61 was not fully met, the goals of teacher training and consultation activity were exceeded by a wide margin. In so doing, student participation was even greater than expected.

The study of student achievement in reading following the school year Prevention and Remediation Program strongly suggests that: (1) the perceptual stimulation activity leads to real change in student perceptual deficits (2) that elimination of these perceptual deficits leads to higher student reading achievement. Because this is the crux of the whole program, it is recommended that the program be expanded so that a larger more comprehensive study of its effects can be made.

A larger study is needed with more control of bias because some features of the program may be responsible for the results obtained.

The intensive test-like atmosphere which is maintained in the remedial activity may lead to higher reading test scores without real corresponding changes in student reading achievement. This test sophistication may lead to both higher perceptual testing scores, and to higher reading achievement scores. Controls can be built into the procedures to assure that all comparison groups receive equal amounts of testing time.

Finally, it is recommended that the case conferences be more structured and pre-planned. Several members of the teaching, guidance, and psychology staffs in the public schools attend these sessions. The purpose of and usefulness of these conferences for all these individuals should be ascertained. For persons completely familiar with the theory and methodology the administrative staff of the project could perhaps plan more comprehensive conferences, ones in which actual testing was not done, but ones in which more cases were handled. This is perhaps a minor criticism, but the presence of fifteen to twenty professionals at several two and three hour sessions should be justified.

The conclusion of this evaluation is that this program is a highly beneficial program for the District 1 school system, and has high payoff for the monies expended. It is recommended therefore that the program be expanded and modified slighly for the reasons stated above.

APPENDIX A

Case Studies For Teacher Training

Case Studies

Learning Disorders Unit
New York University School of Medicine

Joyce Sisters is a well built nine-year-old girl who is verbal and alert. She has difficulty playing Simon Sez, Cats Cradle and the Hokey Pokey. The art teacher reports that Joyce has difficulty drawing people even though her portraits show all facial features and body parts. The body however, leans toward the left and arms emerge from the chest rather than the shoulders. In sewing group, her teacher wanted to borrow a pen, but Joyce handed her a pin. She told her teacher that she wanted to learn "shocray" instead of saying "crochet". Joyce also had trouble remembering the order or routine in the classroom. In her reading she substitues "pan" for "nap" and "line" for "home".

Goldie Bugle is a petite ten-year-old girl who seems shy and quiet. She can copy a square but finds it impossible to draw a triangle. Goldie listens to her teacher when she tells her to go to the blackboard and draw a circle. She, however, finds it too difficult to follow more complex commands. Goldie knows a couple of sight words, but cannot remember how to write her full name. When writing, she holds her penci in a tight fist grip. Her drawing of a person is a head with two dots for eyes and a line for a mouth. Two sticks extend out of the head representing arms. When Goldie's teacher asked her how a peach and apple were alike, she said "red".

APPENDIX B.

Learning Disorder Unit
Department of Psychiatry
New York University Medical Center
560 First Avenue - Millhauser Lab
New York, New York

M & M Test of Diagnostic Teaching Skills

Please blacken the correct response on the separate answer sheet ONLY.

Questions 1-13 are based on the following four cases.

Case A. Speero A. is a small, well-cared for, eight year old boy whose speech is garbled and difficult to understand. He can perform two-part commands, and he can copy a circle well. He, however, rounds off the corners when drawing a square. He knows several letter names, but he cannot remember how to write his name. He holds his pencil between his index and third finger when he writes. His drawing of a person is a head with lines extended for arms and legs.

Case B. Mouth Mitchell is a talkative eight year old girl, who often tells her teacher about the children wanting to take her pencils. She writes with her right hand, sucks her left thumb and kicks alternatively with her left and right feet. Questions must be repeated several times before Mouth responds with an answer that is related. For example, "What did you eat for breakfast?" was answered first with "Billy hit me.", then after repetition with "I hate him" and finally with "Oh, eggs." In her reading she substitutes such words as "sick" for "nice", and "cut" for "sleep".

Case C. Rap X. is a tall, slim eight year old boy, who is quiet and draws well. His portraits of people are detailed, but on a slant. He writes and draws with his left hand, however he sometimes confuses left and right. In his speech he substitutes "aminal" for "animal" and "pisghetti" for "spaghetti". He has trouble remembering the order that things happen. In reading, Rap substitutes "pat" for "tap" and "here" for "home". Rap is noted to be restless during his reading period.

Case D. Millhouse is a chubby-looking, well-coordinated eight year old boy, whom the teacher reports has mixed-dominance. He draws and throws with his right hand but crosses his left thumb over his right, when folding his hands. He is well-behaved and very quiet. He looks directly at the teacher when she speaks to him, but often doesn't respond to directions unless the teacher demonstrates. His speech is poor and he says "I ee oo" for "I see you" and "I on oh bah-oo" for "I want to go to the bathroom". He doesn't participate in any reading group, but does well in penmanship. He does significantly better on performance tasks than on verbal ones.

M & M Test of Diagnostic Teaching Skills
New York University Medical Center
560 First Avenue, New York

1. The Case that would be most appropriate for referral to a learning disability clinic would be

   A. Case A
   B. Case B
   C. Case C
   D. Case D

2. The tasks that Case A performs are

   A. appropriate to his chronological age level.
   B. below his chronological age level.
   C. above his chronological age level.
   D. not indicative of his functioning.

3. Case A's drawing of a person indicated

   A. immature body image.
   B. emotional difficulties.
   C. poor visuo-motor coordination.
   D. organicity.

4. Case A's pencil grip

   A. hinders his handwriting.
   B. reflects emotional problems.
   C. indicates organicity.
   D. is not important to note.

5. The description of handedness and footedness in Cases B and D demonstrates

   A. lack of established cerebral dominance.
   B. confused cerebral dominance.
   C. nothing in regard to cerebral dominance.
   D. fluctuating cerebral dominance.

6. In Case B the repetition of questioning could indicate poor

   A. auditory organic development.
   B. auditory acuity.
   C. auditory discrimination.
   D. auditory focusing.

7. Case B's reading error "cut" for "sleep" indicates confusion in

   A. association.
   B. sequencing.
   C. figure-ground.
   D. configuration.

M & M Test of Diagnostic Teaching Skills
New York University Medical Center
560 First Avenue, New York

8. Case C's reading error "pat" for "tap" indicates confusion in

   A. association.
   B. sequencing.
   C. figure-ground.
   D. configuration.

9. Case C's reading error "here" for "home" indicates confusion in

   A. association.
   B. sequencing.
   C. figure-ground.
   D. configuration.

10. Case C's artistic ability indicated a child with

   A. good potential.
   B. emotional problems.
   C. artistic talent.
   D. an equilibrium disorder.

11. Articulation in Case C demonstrates poor auditory

   A. discrimination.
   B. sequencing.
   C. memory.
   D. acuity.

12. Articulation as demonstrated by Case D mainly shows problems in auditory

   A. discrimination.
   B. sequencing.
   C. memory.
   D. acuity.

13. Case D's lack of response to his teacher's directions could indicate poor auditory

   A. focusing.
   B. acuity.
   C. discrimination.
   D. organicity.

14. Bernadette D. has good visual perception and poor auditory discrimination. A teaching plan for Bernadette should stress

   A. a visual approach to reading.
   B. visual sequencing and memory tasks.
   C. auditory discrimination tasks.
   D. a sound-symbol approach to reading.

M & M Test of Diagnostic Teaching Skills
New York University Medical Center
560 First Avenue, New York

15. Cerebral dominance can be most centrally determined by handedness and

A. footedness
B. eyedness.
C. thumb overlay in hand clasp.
D. arm elevation.

16. Mrs. Kate Mallet, a first grade teacher can help children in her class who confuse left and right by playing Simon Sez as

A. she faces the class, moving body parts on the same side as the children.
B. she faces the class, moving body parts on the opposite side as the children.
C. she has her back to the class, moving body parts on the same side as the children.
D. she has her back to the class, moving body parts on the opposite side as the children.

17. Nina Hershfield has a figure-ground problem. The best task for her would be working with

A. parquetry.
B. mazes.
C. puzzles.
D. pegboard.

18. Yoko Nono has an auditory discrimination problem. The best task for her would be

A. oral reading of words that differ in one phoneme.
B. oral reading of words that differ in several phonemes.
C. listening and choosing words that differ in one phoneme.
D. listening and choosing words that differ in several phonemes.

19. Ringo R. Rats, a six year old, has a severe auditory sequencing problem. The best task to begin him with would be

A. buzzer board with child listening and imitating short and long sounds.
B. learning songs and nursery rhymes.
C. learning the sequence of the alphabet.
D. buzzer board with the child imitating only long sounds.

20. Miss Noitall knows when a child has mastered a task when he gets it right _____

A. one time.
B. five times in one session.
C. four times daily for two sessions.
D. three times daily for three sessions.

21. Henri Mateus has a spatial orientation problem. The best task for remediation would be

    A. pegboard.
    B. puzzles.
    C. jacks.
    D. lotto.

22. Jackson Polrack has a visuo-motor coordination problem and has not yet established cerebral dominance. The best remedial technique for him would be

    A. rhythmic writing.
    B. crawling activities.
    C. using the balance beam.
    D. proprioceptive facilitation.

23. Pablo Spicaso has a problem displacing body parts when he draws. A good technique to begin remediation would be

    A. cutting out paper dolls.
    B. assembling mannequin puzzles.
    C. drawing mirror portraits.
    D. drawing shapes.

24. Mr. Horton Dyslexia has a few children with learning disabilities in his class. The best method to teach reading would be

    A. the approach that stresses configuration.
    B. multi-perceptual modalities (VAKT).
    C. basal readers.
    D. sound-symbol.

25. Steph O. Symbolia has a specific learning disability. He would be best evaluated by

    A. an optometrist.
    B. an audiologist.
    C. a school psychologist.
    D. a pediatrician.

Function No. 33-21-609

YOUNG AUDIENCES PROGRAM

TABLE OF CONTENTS

I. PROGRAM OBJECTIVE

The Young Audience Program was provided to all District 1 schools. Each program was designed to be conducted as assembly programs or in similar settings, i.e., classrooms, instrumental workshops, or experimental projects, depending on the particualr needs of the school. The program's emphasis was on audience participation. This was implemented through a "dialogue" approach, designed to lead children to listen and then to verbalize their reactions.

The New York Committee of Young Audiences contacted the schools to set up schedules of visits and to establish a format designed to meet most effectively the needs of each school. The District paid for 3 programs in each of 8 participating schools. The remaining 8 District schools were similarly serviced through funds matched by the Young Audiences Committee.

Approximately 400 children per school participated in the program. They were supposed to be prepared for their musical experience with the help of the booklet entitled "Ideas for Before the Concert". They were also to be exposed to follow-up experiences after the concert.

II. PROGRAM OBJECTIVE: BEHAVIORAL

1. Seventy percent of the children participating in the programs will indicate an interest in attending additional programs in public cultural centers in New York City.

III. EVALUATION OBJECTIVE

1. To determine whether 70% of a 25% random sample of program participants in each school indicate an interest in attending additional programs as ascertained by their responses to a questionnaire.

IV. METHODS AND PROCEDURES

At the beginning of the evaluation we distributed questionnaires to 25% of the program participants in each school, randomly selected on a class basis (i.e., of 8 classes attending a concert, two would receive questionnaires). The questionnaire was designed by TLRC in conjunction with the program coordinator. Since we had been informed that the program participants were primarily 4th graders, many with reading and writing problems, we designed a simple 3 item questionnaire (See Appendix A).

Another part of the evaluation consisted of program observations. An account of a sample program was given in the interim report of February 15th. A schedule of visits to the programs appears in Appendix B.

V. MODIFICATIONS OF THE EVALUATION DESIGN

Due to the overwhelmingly positive responses to the concerts as evidenced by the questionnaire responses we decided that further administrations were unnecessary. The results of the questionnaire are reported below in Table I of Section VI (Results).

In abandoning our focus on the children's responses to the program, we decided to focus instead on the nature of preparation for - follow-up of the programs. To this end we chose a sample of schools at random and interviewed the personnel in each sample school responsible for coordination of the programs in his school. Personnel were interviewed in P.S.15, 20 and 61. The results of these interviews are reported below.

VI. RESULTS OF THE EVALUATION

A. Questionnaire Results

Table I below, reports the questionnaire results.

TABLE I: Results of the Young Audiences Questionnaire in 5 Schools in District I.

Public School	63		15		61		20		97	
	N=55		N=66		N=55		N=48		N=28	
	Y(%)	N(%)	Y(%)	N(%)	Y(%)	N(%)	Y(%)	N(%)	Y(%)	N(%)
Question #1	55 (100%)	-	65 (98.5%)	1 (1.5%)	55 (100%)	-	47 (98%)	1 (2%)	28 (100%)	-
Question #2	55 (100%)	-	61 (92.4%)	5 (7.6%)	52 (94.5%)	3 (5.5%)	43 (91.8%)	5 (8.2%)	27 (96.5%)	1 (3.5%)
Question #3	55 (100%)	-	65 (98.5%)	1 (1.5%)	54 (98.2%)	1 (1.8%)	45 (93.7%)	3 (6.3%)	28 (100%)	-

Clearly all schools sampled showed well above the 70% positive response criterion of the evaluation design. This response was further confirmed in observations of performances. By and large the children were attentive, enthusiastic and eager to participate.

B. Results of the Interviews

1. The first school was visited on April 14th. The interviewer spoke with the music coordinator of the school, who also happened to be the only music teacher in the school. He had been in charge of arrangements for the Young Audience programs in this school for 3 or 4 years. This entailed scheduling the programs, inviting classes to attend, planning seating arrangements, as well as preparation for and follow-up of each program.

   Since Young Audiences specified that a maximum of 150 children (approximately 5 classes) attend the concerts in this school, third through sixth grade classes were invited on a rotating basis to maximize exposure. These always included the music class (a sixth grade class this year).

Young Audiences informed the school by mail of what each program would be. When the program was first introduced in the school, the booklet "Ideas for Before the Concert" was given to the music coordinator. He did not feel the need to use the booklet because of his sound musical knowledge and his familiarity with Young Audiences. However, he did say that he felt that the booklet is useful for teachers with little or no musical background.

Although the coordinator was unable to say whether preparation and follow-up was being done by the classroom teachers, he said that he went around to classes invited to the forthcoming concerts and gave a lesson on the fundamental musical concepts (e.g., softness, loudness, beat) relevant to the concert. Even if he couldn't get to all the classes in advance, he would enter the classes the day of the concert and prepare the children for what they were about to hear and see.

In his own classes (he taught approximately 10 regular classes aside from his music class) he attempted to correlate music with reading skills and other curricular areas. For example, if he gave Haydn's birthdate he would place him historically by having the class note that Haydn was a contemporary of George Washington.

This year students at this school saw the String Quartet, the Brass and String Quartet, and the Woodwind Quintet. Both the music coordinator and the principal expressed the desire to have more concerts. (The coordinator mentioned that he would especially like to have the Vocal Group and the Percussion Group.)

The music coordinator felt that the children should be exposed to a broad range of musical experiences, since just being aware that various kinds of music exist can enrich the child's understanding. Once he is exposed to various types of music the child is free to decide which kinds he prefers, according to the coordinator. He also stressed that good follow-up is crucial to the children's music appreciation, since a child may easily forget a particular piece of music, but the concepts he learns in the follow-up stay with him much longer.

The music coordinator further noted that he had not one discipline problem in the concerts. He attributed this to the careful planning of the concerts. The seating arrangements enabled all the children to sit near the musicians. (They were seated in tiers on the stage, as well as in the first few rows of the auditorium and in chairs facing the musicians in between the stage and the auditorium seats.) Because of this format, the atmosphere was unlike an assembly. Also, the concerts themselves were highly structured. The coordinator remarked that the students participated very intelligently when the program called for it.

Both the music coordinator and the principal of the school felt that the musicians related well to the children and vice versa. They also agreed that there should be more concerts in the school. The principal stated that in-depth learning would be more likely to occur if concerts could be held more frequently in the school.

The music coordinator said that he had suggested to Young Audiences that they could save money and time thereby performing more concerts and increasing their exposure, if the children came to them. He said that, while he appreciated Young Audiences coming to the school, he thought that, from the viewpoint of accommodating more students, traveling to the schools is the less efficient way to organize the concerts. The music coordinator also noted that it would be helpful to have a copy of the group's total repertoire a month or so in advance of a concert so that the children could be prepared for specific pieces. He cautioned that such a list could be misused if a teacher played the pieces so often that children became bored, but that if used intelligently, such a list would be a boon to the curriculum.

2. Another school was visited April 17th. Since there was no one designated as music coordinator in this school, the interviewer met with an assistant principal (the acting coordinator). His primary musical function in this school is heading the glee club. Although there is a music teacher for the lower grades in this school, there is none for the upper grades. There is a band in the school led by the district coordinator.

When asked who made arrangements for the concerts, the acting coordinator replied that the district assigned the programs and recommended dates. He himself invited all classes in grades 4-6 (approximately 375 children) to attend each concert. He said he had never received preparation materials of any kind from Young Audiences. Teachers were therefore unable to prepare children for the concerts, since they were unfamiliar with the contents of Young Audiences programs. However, the acting coordinator did request that teachers discuss music with their classes, especially in the context of some movies shown in school. Otherwise, music is not incorporated into the curriculum in this school, especially since there was no music cluster provided this year.

The programs shown in this school this year were: the Singing Group (a capella), the Percussion Group, and the Brass Ensemble. The acting coordinator said he felt that the children became restless during the Singing Group's performance. He remarked that the repertoire, which included Gregorian chants, was too sophisticated for children of this age group. Once the children became bored, discipline problems ensued. He said that the primary considerations of the programs should be to put on an entertaining performance - to give a "good show".

3. The last school was visited June 26th. The music teacher in charge of arrangements was unavailable for interviewing, so the assistant principal who supervised her provided the information for the evaluation.

   She said the school had never received "Ideas for Before the Concert". She believed that such preparatory material was unnecessary in this school anyway, since the school is musically oriented. She said that the school had an orchestra and a band led by the music teacher and a gym teacher along with the district coordinator. Children were able to take home instruments and they receive a broad exposure to music in general.

   Eleven classes, or at least 250 children from classes in grades 4-6 (and the highest 3rd grade classes) attended each concert. All the music classes saw the concerts and many non-music classes were invited on a rotating basis.

   The concerts heard in this school were: the Brass Quintet, the Opera, and the Jazz Ensemble. The assistant principal said that the musicians seemed to relate easily to the students and that all the programs had a good reception. Despite her initial misgivings about the Opera program, it too, was quite a success.

VII. CONCLUSIONS AND RECOMMENDATIONS

1. In view of the overwhelmingly positive reponse (far exceeding the 70% criterion) of the program participants to the questionnaire, it is recommended that the Young Audiences program be re-cycled next year.

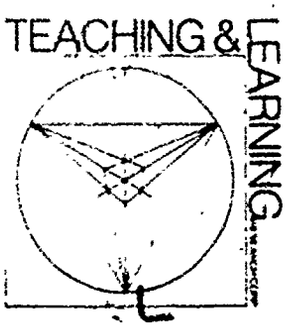
2. Many discipline problems could be avoided through creative planning, as exemplified by the first school visited for interview. Schools who used assembly formats invariably seemed to suffer from disruption, whereas there was no problem in the above school, where space was imaginatively utilized to seat the children close to the musicians creating an intimate atmosphere. It is therefore recommended that schools make greater efforts to plan suitable seating arrangements for the concerts.

3. Discipline problems also arise when programming is too sophisticated for the children.* It is therefore recommended that efforts to refine and improve the various repertoires continue.

   * This happened only rarely, evidently, so previous efforts to eliminate pieces that proved tiresome to the children must have been successful.

4. Although most of the school personnel commented that the musicians had made considerable improvements in communicating with the school children, a few mentioned that the musicians should make more conscientious efforts to speak slowly and use simpler language. It is recommended that the musicians continue in their largely successful efforts.

5. Two out of three coordinators interviewed were unfamiliar with "Ideas for Before the Concert". All three coordinators express the desire to receive more specific information concerning the content of the programs scheduled further in advance. It is therefore recommended that "Ideas for Before the Concert" be mailed to the schools as a matter of course instead of upon request and that this be done as early in the school term as possible. It is further recommended that the complete repertoire of each group be detailed and available to the schools upon request.



Appendix A

YOUNG AUDIENCES PROGRAM

STUDENT QUESTIONNAIRE

1. Did you enjoy the program?

YES ☐ NO ☐

2. Would you like the other students to go to this program if it were to be given again?

YES ☐ NO ☐

3. Do you think there should be more programs like this?

YES ☐ NO ☐

Appendix B

Schools in Sample	Dates of Programs Visited	
P.S. 15	12/10/71	1/7/72
P.S. 20	11/30/71	12/21/71
P.S. 34	12/6/71	1/10/72
P.S. 61	12/10/71	1/10/72
P.S. 63	12/10/71	1/7/72
P.S. 97	11/29/71	12/20/72
P.S. 134	12/16/71	1/20/72
P.S. 140	12/16/71	1/20/72

FUNCTION NO. 33-21-610

NON-PUBLIC SCHOOL PROGRAM

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EXECUTIVE SUMMARY

The non public schools in District 1 serve a frequently transient, ethnically heterogeneous population. With a large percentage of the student body newly arrived from Puerto Rico and a substantial number of Polish immigrants, fifty percent of the pupils in each school need help in learning English. Consequently, a considerable portion of the educational program must be directed toward teaching English as a Second Language (ESL). Within each school are numerous children in need of remedial help in mathematics, reading and speech as well as guidance services. Title I teachers have been assigned to the schools in an effort to provide small group instruction to the children who are showing poor achievement in these areas.

The Title I specialists select children for their classes on the basis of teacher recommendation, informal textbook tests and standardized test scores. Pupils range in educational retardation from six months to two years depending upon the school. In each of the schools the principal has hired a staff of paraprofessionals (varying from two to four). These workers are local neighborhood residents who serve five and one half hours per day under the supervision of the school principal, the classroom teacher and the Title I teacher.

The idea that slower children could benefit from some intensive instruction in weak areas through the use of teacher aides who would work with them individually or in small groups was the basic premise of the program.

The evaluators aimed to determine if the program is being effectively implemented to meet these goals: 1) Are children with learning problems in the areas of speech, reading, math and English being assisted by the paraprofessionals? 2) Are paraprofessionals receiving supervision by Title I teachers? 3) Has there been improvement in these areas for the children involved? Another aim was to determine how the paraprofessionals have specifically contributed toward alleviating some of the educational problems of the school through: 1) their relationship with the pupils; 2) their relationship with classroom teachers; 3) their relationship with the Title I teacher.

Observations and interviews were conducted with each school principal, each paraprofessional and about half of the Title I teachers. In each of the nine participating schools, data was collected using standardized achievement tests. On the basis of the data thus acquired, it is concluded that the goals stated above are generally being attained.

It is recommended that the program by re-cycled with consideration given to the following questions:

1. Is it necessary for paraprofessionals to work solely under the supervision of Title I teachers?
2. Are there advantages that might be gained in a particular school from expanding the follow-up work being done in the child's classroom?

3. Is it advisable to establish some maximum percentage of paraprofessional time that is to be made available for clerical duties?
4. Is it advisable to formalize arrangements for conference time so that teachers may meet regularly with paraprofessionals for the purpose of in-service training?

I. Introduction

The impact of automation and increasing population has tended to result in the creation of federal programs whose purpose is to provide employment opportunities for unskilled workers. Pressures of rising costs and enrollments in the public schools has made them potential sites for the employment of "paraprofessionals", community residents who are not trained teachers but who can be taught to assume some of the responsibilities allocated to teachers in a traditional system. Although paraprofessionals were used in education as early as the 1930's it was not until the mid 1960's that their use was given widespread and serious consideration by government officials and educators (Pearl and Reissman, 1965). Before educators are willing to commit themselves to assuming full responsibility for the recruitment and training of paraprofessionals a complete answer must be given to the question: "How much and in what way does the hiring of paraprofessionals improve the functioning of the schools?"

Recent studies in Minnesota, Colorado, and New York have examined the specific impact of using paraprofessionals on student learning (Reissman and Gartner, 1969). In the majority of instances the criterion measure was Metropolitan Achievement Test scores where considerable gains were shown in reading readiness a i number readiness..

The earlier tasks for which paraprofessionals were responsible included record keeping, money collection for banking, lunchroom helper, and management of student belongings. Minimal student contact resulted from these roles and one might characterize the interaction as rather impersonal. Today the shift to toward more actual teaching in one to one or small group situations.

In addition to freeing the classroom teacher for a greater instructional role, the paraprofessional may serve as a role model for the child; an individual representative of the community who can interpret the school to the children who enter what sometimes appears to be an enclave in a foreign land. The presence of the paraprofessional provides a vehicle for interpreting community values to school personnel and the official policies of the schools to the community.

It is thought that a kind of informality can exist between the paraprofessional and the child which is not always possible between the child and his teacher. The paraprofessional, although representing "authority", may be seen more in the role of "confidant." This more intimate relationship may provide an opportunity for the child to learn in a situation where he feels more acceptable. It should be mentioned, however, that some educators have raised questions regarding the appropriateness of community non-professionals as role models within the schools (Academy for Educational Development, 1967).

II. Description of the Program

The non public schools in District I serve a frequently transient, ethnically heterogeneous population. With a large percentage of the student body newly arrived from Puerto Rico and a substantial number of Polish immigrants, fifty percent of the pupils in each school need help in learning English. Consequently, a considerable portion of the educational program must be directed toward teaching English as a Second Language (ESL). Within each school are numerous children in need of remedial help in mathematics, reading and speech as well as guidance services. Title I teachers have been assigned to the schools in an effort to provide small group instruction to the children who are showing poor achievement in these areas.

The Title I specialists select children for their classes on the basis of teacher recommendation, informal textbook tests and standardized test scores. Pupils range in educational retardation from six months to two years depending upon the school. In each of the schools the principal has hired a staff of paraprofessionals (varying from two to four). These workers are local neighborhood residents who serve five and one half hours per day under the supervision of the school principal, the classroom teacher and the Title I teacher.

The idea that slower children could benefit from some intensive instruction in weak areas through the use of teacher aides who would work with them individually or in small groups was the basic premise of the program.

At the time of the initial site visits each separate program presented complications for evaluating the project as a generalized whole. As the term progressed and these problems were confronted, however, the programs became more uniform in structure across program sites. In most cases paraprofessionals were in direct contact with the children selected by the Title I teacher and those on waiting lists. The majority of the aides had been assigned to a specialist who they help teach small groups either by remaining close to one child in the group or teaching a small group assigned to them. Since the Title I teacher in any given area is in the school on the average of two days a week, the paraprofessionals follow-up her teaching with the same children on alternate days. Typically, children are taken out of classrooms for a review of vocabulary words, reading comprehension and/or drill in arithmetic problems. According to the guidelines and goals of the program, this procedure is a logical outcome although there are slight organizational variations across schools.

In one school an innovative program existed where speech and ESL programs are mainly directed toward reaching first graders. There the paraprofessional stays in the classroom for the entire day, working with small groups teaching reading, speech and ESL. She is in a position of continuous contact with the children and can reinforce skills stressed by the Title I teacher.

In another school, the program was organized according to guidelines until the middle of April when it underwent a transition. The principal felt that more children could be reached if the paraprofessional worked in the classroom with the slower learners under the direction of the classroom teacher. In this situation the paraprofessional can follow up the work of the remedial teacher and at the same time help the children as immediate problems arise.

A few isolated situations exist where the use of the paraprofessional as school librarian or office worker is not compatible with the design of the Title I project. For the most part, however, the project seems to function so that the services offered by the paraprofessionals provide maximum benefits to that portion of the student body which is in greatest need of remedial attention.

III. Objectives of the Paraprofessional Program

A. Major objectives

1. To provide extra services for children who need special assistance in the learning of math, speech, reading, English as well as those in need of guidance services.

2. To help those children improve more rapidly and with better results.

B. Procedural Objectives

1. To assist the Title I teachers by

   a. reinforcing skills that have been taught

   b. helping motivate children

   c. preparing teaching materials

   d. working with children on waiting lists

   e. accompanying children to assigned places

IV. Goals of the Evaluation

A. To determine if the program is effectively being implemented to meet its goals

1. Are children with learning problems in the areas of speech, reading, math and English being assisted by the paraprofessionals?

2. Are paraprofessionals receiving supervision by Title I teachers?

3. Has there been improvement in these areas for the children involved?

B. To determine how the paraprofessionals have specifically contributed toward alleviating some of the educational problems of

the school through:

1. their relationship with the pupils

2. their relationship with classroom teachers

3. their relationship with the Title I teacher.

V. Methods and Procedures

Staff - Each of the nine elementary schools are served by a centrally assigned group of Title I teachers (2,3, or 4) who visit weekly and specialize in Reading, mathematics, speech, English as a Second Language and guidance. Typically the reading and mathematics teachers visit most frequently and spend two full days in the school. The number of paraprofessionals range from 2 to 4 depending upon the school. In most cases they assist the Title I teachers by working with the slow learners during remedial group instruction and following up this work during the week. Small group instruction is conducted in the child's classroom as well as the school library or classrooms provided for this purpose.

Observations and Interviews - Observations and interviews were conducted with each school principal, each paraprofessional and about half of the Title I teachers. Principals were interviewed both in the early and latter part of the school year, typically in October and May. Paraprofessionals were interviewed at the same time and observed in various teaching situations. The paraprofessionals were seen while working in the classroom with the Title I teacher while others were observed working with individuals or groups of four and five. Many of the paraprofessionals were observed teaching reading, math or phonics lessons or in one particular case teaching English to a Polish speaking child.

In each of the nine participating schools, data was collected using standardized achievement tests. In some cases the Stanford Achievement Test was used and in others the Metropolitan Achievement Test. In one school the SRA test was used for testing mathematics achievement in May, while the September scores had been measured by the Metropolitan Achievement Test. One problem encountered was an inconsistency with respect to testing schedules. Specifically in one school testing took place in June 1971, December 1972 and May 1972. For the December group, it is difficult to find a comparison. In another school no MAT reading test was administered to the second grade in September 1971 although test scores were available for June 1972. In addition some of the children involved did not receive remedial assistance from the Title I teacher in mathematics but were selected from her waiting list and were assisted only by the paraprofessional.

It was found that scores comparing achievement of last year with this year were available in only one case. In some schools the scores were not available for the children who received assistance because they were in a different school the previous year or did not receive comparable assistance. Other groups involved first graders who were not tested during the previous

year. In all cases but one, scores were collected from pupils involved in the remedial program receiving assistance from the Title I teacher and the paraprofessional.

Table 1: Information Regarding the Collection of Data in the Nine Project Schools

School	Interviews	Observations	Questionnaires teachers principals paraprofessionals	Achievement test	Major Data Collection Problem
A	yes	yes	yes	MAT	MAT not administered in September to 2nd graders. Math scores not available for Sept.
B	yes	yes	yes	MAT	inconsistent test schedules
C	yes	yes	yes	MAT	math scores not available
D	yes	yes	yes	MAT SAT *	inconsistent testing schedule
E	yes	yes	yes	SRA MAT	2 different measures used pupils on waiting list
F	yes	yes	yes	MAT	only school where comparison scores were available 1970-71 1971-72
G	yes	yes	yes		scores not relevant to individual school program
H	yes	yes	yes		ogram concentrated first graders
I	yes	yes	yes	MAT	scores not available for June 1972

* Stanford Achievement Test

Questionnaires were distributed to the principals, paraprofessionals and Title I teachers in each school to be submitted anonymously.

VI. Results

A. On-site observations

In one school there were four paraprofessionals and three Title I teachers who visited the schools and specialized in Reading, Speech and ESL. The program was coordinated so that, there was constant communication between paraprofessional, Title I teacher and child. The children receiving assistance were mainly first graders who were grouped for each subject being taught. The program was highly individualized. Miss S spent most of her time with the first graders reinforcing the skills of the ESL and Speech teachers. In addition she worked with individual children, groups, and prepared materials. Many teaching materials were prepared by volunteers during the summer.

The classroom where the observer met Miss S and her group was organized for individualized instruction. Some children sat on mats, others on brightly colored milk boxes. The entire class had been divided into three groups according to learning ability. Miss S and five children were seated at a round table for a lesson on initial consonants. The children were handed rexographed sheets with a variety of pictures on them. The first picture was identified as a donkey and children were asked what beginning sound they heard, then to match the letter and sound. This procedure was followed for several other sounds and the children then colored the pictures. There appeared to be excellent rapport between the paraprofessional and pupils with interest being maintained.

For a speech lesson the children identified pictures of sounds which were troublesome to pronounce. There was a mirror in one corner of the room where children could watch their own mouths as they articulated sounds. Often they manipulated materials, emphasizing a sight, sound and touch method. A puppet theatre was displayed whose stage the children had painted and was used to help teach speech.

Another paraprofessional, Miss B, was reading with a group of first graders. They were trying to find pictures that began with the F sound using a process of elimination. The children were seated on mats around Miss B who was on a kindergarten size chair. Miss B spoke very clearly, and called each by name, managing skillfully to include the more quiet children in the lesson. The meaning of each word was carefully discussed. The F words included FLAG, FOOTBALL, FISH, FENCE, FEET. She asked, "Where do we play football?" "What color is a flag?" "Does anybody know another name for woods?", trying to prompt children to say "forest". Then each child repeated the word forest and spoke about some of the animals they might find in o[illegible]

In this school the speech teacher felt the follow-up program in the classroom was a very valuable part of the speech program. Because of the use of paraprofessionals this can now continue throughout the week instead of the single day of instruction she herself can provide. Conferences were held during lunch time. The paraprofessionals provided information about the child's classroom performance and also helped to make referrals.

In another school, the Title I math teacher worked with underachieving children in grades two through eight. In one third grade class, all of the children displayed severe problems in mathematics. Those on her waiting list were taken out of their classrooms in groups of four and five to receive instruction from one of the paraprofessionals. Four children were seen at one time for a session of approximately one hour in duration. Their achievement scores as of October, 1971 ranged from 1.0 to 2.6.

The children and paraprofessional in this group were seated around a table in the school library where they were learning more about fractions. The atmosphere in the room was very informal and an affectionate relationship appeared to exist between Miss P and the children. The children used concrete materials.

B. Questionnaire Data

Table 2: Frequency Distribution of Principals' Responses to Questionnaire N=9

Item	Response (f)				
1. Are you satisfied with the paraprofessional program as it is functioning in your school?	very satisfied	generally satisfied	not satisfied		
	5	3	0		
2. How many paraprofessionals are working in your school?	one	two	three	four	
	0	3	3	2	
3. What is your procedure for observing paraprofessionals?	no observations	observe every week	observe once in a while	other	
	0	2	4	2	
4. In what subject areas are paraprofessionals being used?	ESL	Speech	Reading	Math	Social work
	4	4	6	6	2
5. What is the criteria used for assigning children to the remedial teacher?	6 months retardation	1 year retard.	2 years retard.	Other criteria	
	1	3	5	1	
6. What is the criteria for assigning children to the mathematics teacher?	6 months retardation	1 year ret.	2 years ret.	Other criteria	No response
	1	2	3		2
7. On what basis are children assigned to the speech teacher?	classroom teachers' opinion	tests by speech teacher	no response		
	4	3	1		
8. What percentage of your pupils need help in learning to speak English?	50%	25%	10%	More than 50%	No response
	2	3	2		1
9. In your particular school, where do you feel the paraprofessionals could be used most effectively?	working only in Reading and Math	working in all subject areas	doing clerical work	other	
	3	5	1	2	

Table 2 - continued

Item	Response (f)			
10. How do the classroom teachers feel about assistance from the paraprofessionals?	very receptive 5	generally receptive 2	non-receptive	
11. What do you feel are the strong points of the program in your school?	enhances relationship between school and community 4	parapro. know the children in the school well 2	parapros. do follow-up work of Title I teacher 6	meets needs of individual children 7
12. Are test scores available for children working with paraprofessionals?	Metropolitan Achievement Test 5	Teacher-made tests 5	Tests by Other Title I teacher 6	1
13. How do you think the program as functioning in your school serves to meet the needs of the children in your school?	very satisfactory 4	generally satisfactory 2	unsatisfactory 1	
	no response: 1			

The principals were asked the following open-ended question:

14. If the program could be changed, what major changes would you want affected?

One principal of a rather large school made the following observation.

"I would like to see less rules regarding degree of retardation. Many children have problems which are outside the school but which do not affect their learning. They are not slow learners but because of outside tensions they cannot absorb as quickly as they showed. They often test high but are not consistent. I believe that these children can be salvaged often by just the smaller group situation or in one to one personal contact with the paraprofessional. I would like to see evidence of such thinking and understanding in the future."

A typical response was: "I would like to see them have the right to work under classroom teachers as well as Title I personnel.

Most of the open-ended questions indicated that the school principals felt they would like more flexibility in the use of paraprofessionals.

Summary of Principals' Responses - Half of the principals appeared to be very satisfied with the current program and felt it was well received by the teachers in their schools. The responses seemed to indicate that principals deserve a wider range of teaching duties for the paraprofessionals as indicated by the response to question nine and question fourteen.

Thirty percent used one year of retardation as a cut off point for assignment to a remedial teacher in reading and fifty percent used two years of retardation for mathematics. In all cases it appeared that children being reached by the paraprofessionals were those that showed retardation as measured by standardized tests. The child who is six months behind or the child who does well on the standardized test did not become involved in the program although he may be in need of individual assistance.

Table 3: Frequency Distribution of Paraprofessionals' Responses to Questionnaire
N=22

Item	Response (f)				
1. How do you receive your daily assignments?	Title I teachers	Other teachers	Principals		
	15	5	12		
2. What kinds of records do you keep on individual children?	Oral reports to Title I teachers	Individual folders	None	Plan books	No response
	3	2	7	7	3
3. Which children do you work with?	Same children as Title I teacher	Children on Title I waiting list	Other children in the school		
	19	10	9		
4. How many children do you work with at a time?	1	2	3	4	5
	8	3	1	1	18
5. Who do you speak with about the children's progress in the classroom?	Title I teachers	Other teachers	Principal	Parents	
	17	13	10	2	
6. How often does the teacher ask your opinion about the progress of the children in your class?	Once in a while	Sometimes	Very often	No response	
	4	2	14	2	
7. How much help do you feel you are giving the children in your class?	very much	some	not very much		
	20	2			
8. How well are you trained for the work you are doing?	not very well	fairly well	very well		
	1	9	12		
9. Does the Title I teacher leave instructions for you when she is not there?	yes	no	sometimes		
	16	5	1		
10. How many children do you feel most comfortable working with?	1	2	3	4	5
	6	5	2	2	12

Table 3 - continued

Item	Response		
11. Have you ever been in charge of classes when teachers are absent?	no 11	occasionally 4	in emergencies 7

12. How do you feel the educational program could be improved?

A few typical comments included:

"I would like to see better rapport with the remedial teacher."

"I would like to work with regular teachers also." About 20% felt they were completely satisfied with the present program.

Summary of Paraprofessional Responses - The responses seemed to indicate that the children being reached by the paraprofessionals were mainly the same population receiving remedial assistance from the Title I specialists.

The paraprofessionals appeared to feel comfortable in their teaching roles and apparently communicated with the Title I teacher about the progress of individual children.

The need to not be confined to the supervision of the Title I teacher was expressed in several responses to the open-ended question.

Table 4: Frequency Distribution of Title I teachers' Responses to Questionnaire
N=22

Item	Frequency							
1. What is your subject area?	Reading 7	Math 4	ESL 3	Speech 4	Social work & guidance 3			
2. How many days a week are you in school?	½ day 3	1 day 6	2 days 10	3 days	other 4			
3. How many groups of children do you work with a day?	1	2	3 1	4 14	5 2	other 2		
4. What grades do you work with? (check where appropriate)	1 12	2 18	3 19	4 18	5 17	6 17	7 5	8 6

Table 4 - continued

Item	Frequency			
5. How are children selected for your classes?	Principal's recommendation 10	Classroom teacher's recommendation 15	Tests (written or oral) administered by you 18	
6. Do you have a paraprofessional working with you?	yes 20	no 2		
7. Does the paraprofessional work in the classroom with you while you are in the school?	yes 12	no 6	occasionally 4	
8. What are her duties?	clerical work 7	working with individual children 18	working with groups of children 14	other (works with parents) 2
9. Do you assign follow up work to the paraprofessional for the remainder of the week?	yes 16	no 4		
10. Does the paraprofessional work with children on your waiting list?	yes 12	no 10		
11. Do you feel the children are benefitting from her assistance?	yes 19	no 0		
12. Do you plan to administer achievement tests to the children you work with?	yes 14	no 6		

Analysis of the Responses - The greatest use of remedial teachers seemed to be in the area of reading which is reaching largest numbers of children in grades three, four and five.

Most children are selected by tests administered by Title I teachers (81%). 93% of all Title I teachers are being assisted by a paraprofessional who generally works with individual children. All of the Title I teachers feel that the program has been beneficial to the children.

VI. C. Achievement Data - The following tables represent achievement scores of pupils who were identified as needing remedial assistance.

School A
Table 5: Standardized Achievement Data: By Individual, class and school 1971-72

School	Grade	Pre Score	Post Score	Testing Interval	Test	Gain
A	5	3.1	3.5	8 months	MAT	.4
		2.7	3.6		(combined	.9
		3.4	4.5		reading)	1.1
		3.3	4.6			1.3
		3.3	4.3			1.0
		2.4	3.3			.9
		3.2	4.4			1.2
		3.2	5.8			2.6
		2.9	3.8			.9
		2.5	4.2			1.7
		3.3	3.6			.3
		3.1	4.2			1.1
		3.0	5.7			2.7
		3.2	4.4			1.2
mean of pre Score		3.0	mean of post Score		4.34	mean gain 1.3

Table 5 - continued:

School	Grade	Pre Score	Post Score	Testing Interval	Test	Gain
A	7&8	4.2	5.2	3 months	MAT (combined reading)	1.0
		3.8	4.1			.3
		5.8	6.8			1.0
		3.5	3.4			-.1
		4.5	6.0			1.5
		4.9	4.5			.4
		5.1	6.7			1.6
		4.4	5.1			.7
		4.4	7.1			2.7
		4.7	5.9			1.2
	mean of pre Score	4.5 months	mean of post Score	5.4 months	gain	9.7 months
B	2	1.1	2.9	8 months	MAT (combined reading)	1.8
		1.1	2.9			1.8
		1.1	1.8			.7
		1.1	2.6			1.5
		1.0	3.0			2.0
	mean of pre Score	1.08	mean of post Score	2.6	gain	1 year 5 months
B	3	2.1	3.6	8 months	MAT (combined reading)	1.5
		2.2	3.3			1.1
		2.1	2.9			.8
		2.2	2.8			.6
	mean of pre Score	2.1	mean of post Score	3.1	gain	1.0 (1 year)

Table 5 - continued

School	Grade	Pre Score	Post Score	Testing Interval	Test	Gain
B	8	5.1	6.8	1 year		1.7
		5.6	6.7			1.1
		5.8	8.1			2.3
	mean of pre Score	5.5 months	mean of post Score	7.2 months		gain 1 year 8 months
C	3	1.2	2.0	6 months	MAT (combined reading)	.8 months
		1.1	2.6			1.5
		1.1	1.5			.4
		1.1	1.9			.8
		1.3	3.1			1.8
		1.3	2.2			.9
		1.0	1.6			.6
		1.1	1.7			.6
		1.2	1.7			.5
		1.2	1.8			.6
		1.4	1.6			.2
		1.7	2.2			.5
		1.7	1.8			.1
		1.5	2.4			.9
		2.0	2.8			.8
		2.1	2.6			.5
		2.1	2.6			.5
		2.4	2.9			.5
		2.1	2.5			.4
		2.9	2.9			0
	mean of pre Score	1.5 months	mean of post Score	2.2 months		gain 7 months

Table 5 - continued

School	Grade	Pre Score	Post Score	Testing Interval	Test	Gain
C	4	2.9	3.9	6 months	MAT (combined	1.0
		1.8	3.2		reading & math)	1.4
		2.7	4.1			1.4
		2.2	2.6			.4
		3.1	3.0			-.1
		2.2	2.6			.4
		2.6	3.2			.6
		2.3	3.1			.8
		2.0	1.9			-.1
		2.1	2.7			.6
		4.7	4.9			.2
		2.0	2.4			.4
		2.7	4.3			1.6
		2.8	3.8			1.0
		2.6	3.1			.5
		2.6	3.0			.4
		2.9	3.7			.8
		3.3	3.3			0
		3.7	4.6			.9
		2.4	3.3			.9
mean of pre Score		3.28 months	mean of post Score	2.68 months	gain	4 months

Table 5 - continued

School	Grades	Pre Score	Post Score	Testing Interval	Test	Gain
D	4&5	4.0	5.1	9 months	MAT (combined reading)	1.1 months
		5.7	5.3			-.4
		4.7	8.0			3.3
		3.9	4.9			1.0
		3.7	4.3			.6
		4.4	4.7			.3
		4.4	4.0			-.4
		4.4	6.6			2.2
		4.2	5.3			1.3
		3.9	4.9			1.0
		3.2	3.6			.4
mean of pre score		4.2 months	mean of post score	5.1 months	gain 9 months	
D	4	2.6	3.2	4 months	Stanford Achievement Test MAT	.6
		3.4	3.7			.3
		3.4	4.4			1.0
		3.1	3.3			.2
		3.4	5.1			1.7
		4.8	4.8			0
		5.5	5.6			.1
		5.7	5.9			.2
		4.7	5.9			1.2
		5.4	5.9			.5
		6.2	7.5			1.3
mean of pre score		4.4	mean of post score	5.0	gain 6 months	

Table 5 - continued

School	Grades	Pre Score	Post Score	Testing Interval	Test	Gain
D	5,6,7 & 8	2.7	4.0	9 months	MAT (math)	1.3
		3.9	5.3			1.4
		3.4	4.0			.6
		6.9	6.6			-.3
		7.3	8.2			.9
		7.6	9.7			2.1
		6.8	6.6			-.2
		4.3	6.0			1.7
	mean of pre Score 5.3		mean of post Score 6.3		gain 1 year	
E	3 & 4	2.6	4.6	9 months	MAT & SRA	2.0
		1.8	4.6			2.8
		1.9	4.2			2.3
		1.9	3.9			2.0
		1.7	4.5			2.8
		1.6	3.1			1.5
		1.9	3.2			1.3
		2.5	2.5			0
		2.3	2.7			.4
		1.3	2.5			1.2
		2.6	2.7			.1
		1.5	3.5			2.0
		1.9	3.2			1.3
		2.4	3.2			.8
		1.4	2.2			.8
		1.8	2.2			.4
		1.8	3.5			1.7
		1.6	3.2			1.6
		1.4	2.5			1.1
		1.8	3.2			1.4
		1.4	2.5			1.1
		1.9	2.7			.8
		1.6	1.4			-.2
	mean of pre Score	1.8	mean of post Score	3.1	gain 1 year 3 months	

Table 5 - continued

School	Grade	Pre Score	Post Score	Testing Interval	Test	Gain
		*	*			
E	5	3.1	3.5	9 months	MAT Form G	.4
		2.7	3.5		(combined reading)	.8
		3.4	4.5			1.1
		3.3	4.6			1.3
		3.3	4.3			1.0
		2.4	3.3	* (These are scores of waiting		.9
		3.2	4.4	list pupils. Both tests mea-		1.2
		3.2	5.9	sure mathematical concepts,		2.7
		2.9	3.7	shapes and knowledge of verbal		.8
		2.5	4.2	problems).		1.7
		3.3	3.6			.3
		3.1	4.2			1.1
		3.1	5.7			2.6
		3.2	4.4			1.6
				gain	1.3	
E	7	4.2	5.2	3 months	MAT (combined	1.0
		3.8	4.1		reading)	.3
		5.4	6.8			1.4
		3.8	3.5			-.3
		4.5	5.7			1.2
		4.9	4.8			-.1
		5.1	6.7			1.6
		4.4	5.1			.7
		4.4	7.1			2.7
		4.7	5.9			1.2
	mean of pre Score	4.5	mean of post Score	5.4	gain	9 months

F *		1970-71					1971-72				
School	Grade	Pre Score	Post Score	Teaching Interval	Test	Gain	Pre Score	Post Score	Teaching Interval	Test	Gain
F	3	1.1	2.3	9 months	MAT	1.2	2.3	3.4	9 months	MAT	1.1
		1.1	2.2			1.1	2.2	2.5			.3
		1.1	1.7			.6	1.7	2.0			.3
		1.1	2.1			1.0	2.1	2.7			.6
		1.1	2.0			.9	2.0	2.7			.7
		1.1	1.6			.5	1.6	2.5			.9
mean of pre score 1.1 mean of post score 1.9				gain 8 months			mean of pre score 1.9 mean of post score 2.6		gain 7 months		
F	4	2.5	3.1	9 months		.6	3.1	3.7	9 months	MAT	.6
		1.7	2.8			1.1	2.8	3.1			.3
		1.4	1.8			.4	2.8	2.4			-.4
		1.3	2.3			1.0	2.3	3.3			1.0
		1.7	2.7			1.0	2.7	2.7			0
		3.0	3.5			.5	3.5	3.5			0
mean of pre score 1.9 mean of post score 2.7				gain 8 months			mean of pre score 2.7 mean of post score 3.1		gain 4 months		

* This was the only school which enabled us to compare last years MAT scores with this years in reading.

Table 6 Testing Schedule

	Testing Interval	Schools Involved
Reading:	8, 9, 10 months	A, B, D, E
	6 months	C
	3 and 4 months	A
	Comparison of 1970-71 with 1971-72	F
Mathematics:	8 months	D
	9 months	D, E

Table 7 Testing Schedule/Gains

	Testing Interval	Average Pupil Gain
Reading:	8, 9, or 10 months	one year
	6 months	6.5 months
	3 or 4 months	9.7 months
Mathematics:	8 months	one year and one month
	3 months	5 months

D. Progress in Speech

On the basis of the Photo Articulation Test which was administered by the Speech teacher in one school to a group of first graders, the following progress was reported:

Pupil I - In September pupil X substituted th for all (s) sounds. In June he can now form (s's) in words and sentences.

Pupil II - Infantile Perseveration
In September pupil Y substituted c for s, d for z and sh. In June all sounds were used correctly and this child will not need remedial speech next year.

Pupil III - In September all s's and z's were lateralized. In June (s's) are correct and the child is graduating from the speech class.

Pupils IV, V, AND VI all could not produce a correct (s) sound in words in September and can now use (s) sounds in words and sentences.

All of these pupils saw the speech teacher one day weekly for an hour and were then assisted by paraprofessionals in the classroom who were able to do follow up work with them.

VII. Discussion

Administrators of schools participating in this program have expressed concern regarding the issue of what groups of students are to be allowed to benefit from the assistance of paraprofessionals. As the program is presently structural, students who are either participants in remedial instruction or candidates for this service are eligible for paraprofessional assistance. Obviously this arrangement excludes those students who might profit from additional assistance but whose performance on standardized tests is not sufficiently deviant to warrant special remedial interventions. Were paraprofessionals to allocate a greater portion of their time to working in the classroom context, a more general impact of their services might be noted.

Consideration might also be given to the question of to what degree adequate communication exists between classroom teachers, paraprofessionals, and Title I teachers. Working with a person who is functioning as a teacher aide may produce conflicts if this is viewed as an intrusion. If dissatisfaction prevails regarding an approach such as this and constructive communication is limited an uncomfortable atmosphere may result. It may be appropriate to determine at the outset whether any teachers are more willing than others to work with paraprofessionals and to take these preferences into account when making assignments.

It is also of importance to carefully delineate the respective responsibilities of classroom teachers, Title I teachers and paraprofessionals. Any difficulties that arise in this area might be dealt with as part of the in-service program, a program which this year enabled aides to acquire more effective teaching methods and ideas for teaching materials. Because of the organization of this program it is important that communication between teachers and paraprofessionals be stressed.

VIII. Conclusions and Recommendations

On the basis of data acquired through on-site observations, questionnaire responses, and standardized tests, it is concluded that the goals of the program are generally being attained.

A. The student population in greatest need of supplementary services has benefitted from the program.

B. Title I teachers are providing an adequate level of supervision of paraprofessional activities.

C. Test scores of students receiving the supplementary service improved beyond what would be expected to occur without additional intervention.

D. The paraprofessionals appear to have developed adequate working relationships with students and professional staff.

It is recommended that the program be re-cycled with consideration given to the following questions:

A. Is it necessary for paraprofessionals to work solely under the supervision of Title I teachers?

B. Are there advantages that might be gained in a particular school from expanding the follow-up work being done in the child's classroom?

C. Is it advisable to establish some maximum percentage of paraprofessional time that is to be made available for clerical duties?

D. Is it advisable to formalize arrangements for conference time so that teachers may meet regularly with paraprofessionals for the purpose of in-service training?

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OPERATION RETURN

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EXECUTIVE SUMMARY

Operation Return just completing its fifth year in operation in District 1, was designed to service those students who have been unable to function effectively in the normal school setting. Students included in the program were severely retarded in reading and found it difficult to adjust to the school setting and were disruptive because of psychological or emotional problems.

The program served approximately 30 students from all grades of elementary and junior high school and was located in four learning centers. The program operated five days a week from 8:40 a.m. to 2:10 p.m. with no staff lunch hour. Staff members were to have lunch with the students, making that time a continuation of the learning experience. The Pitt Street Operation differed considerably from the others.

The program proposal called for the staffs of the centers to work as a team in cooperation with parents. Each center team was to develop, adapt, and implement individualized programs to fit the specific needs of each student. Home visiting, with the approval of the parents was to be an integral part of the program. Close cooperation with community agencies was to result in a coordinated approach to meeting health, recreational and social needs of the students.

Educational materials and supplies were to be furnished to meet the needs of the wide range of developmental levels of each student in the program.

The evaluators studied each learning center's physical setting, personal setting and program. Student interviews were conducted. Attendance and academic achievement in reading and mathematics was studied.

Operation Return seems to be meeting its goals for affective reeductaion. It is less clear that academic goals are being met which may be due to a variety of factors:

a. Many of the staff were trained in affective education. A psychologist, psychiatrist and guidance counselors are involved in the program, but no curriculum specialists are.

b. Inadequate numbers and uninteresting kinds of materials were available at the centers located in Boys Clubs.

c. By the time some of the students were referred to the program, they were so turned off to cognitive learning experiences that they were extremely difficult to reconvince that academic learning makes sense.

d. The staff sees a dichotomy between cognitive and affective goals and fears losing affective gains by imposing cognitive experiences.

The goal of returning children to the schools is met less often than the staff would like to see occur. Parental involvement goals are not being met. It is clear that this program is one of the last hopes for many students for whom adjustment to the regular system is impossible.

I. PROGRAM DESCRIPTION

A. Original Design of Program

Operation Return just completing its fifth year in operation in District I was designed to service those students who have been unable to function effectively in the normal school setting. Students were to be included who were severely retarded in reading and who found it difficult to adjust to the school setting and who were disruptive because of psychological or emotional problems.

Serving approximately 30 students from all grades of elementary and junior high school, the program was to be located in four learning centers. Three of these centers including the ones at P.S. 19, the Tompkins Square Boys Club and Madison Square Boys Club have been in operation for five years, while the fourth center at the Pitt Street Boys Club has been in existence for a year and a half.

The program proposal called for the staffs of the centers to work as a team in cooperation with parents. Each center team was to develop, adapt, and implement individualized programs to fit the specific needs of each student. Home visiting, with the approval of the parents was to be an integral part of the program. Close cooperation with community agencies was to result in a coordinated approach to meeting health, recreational and social needs of the students. At the P.S. 19, Tompkins Square, and Madison Square Boys Club centers, the staff for each center was to include two full time teachers, one guidance counselor, two educational assistants, one school psychologist (2½ days per week) and a stenographer (2 days per week). At Pitt Street, the staff was to be comprised of three teachers and four educational assistants.

Educational materials and supplies were to be furnished to meet the needs of the wide range of developmental levels of each student program and access to a telephone was to be assured for each center. -visual supplies which were to be provided included two overhead projectors, two overhead projector pacers, eight instamatic cameras, and photographic supplies including film, and developing supplies.

Testing supplies, car fare for home and clinic v isits, money for admissions on field trips, and cooking supplies for the Madison Square Boys Club were also to be provided.

The program was to operate five days a week from 8:40 a.m. to 2:10 p.m. with no staff lunch hour. Staff memb ers were to have lunch with the students, making that time a continuation of the learning experience.

B. Description of Program in Operation

As the pattern of funding suggests, there was considerable difference between the Pitt Street Operation and the operations at the other three locations. In order to examine the differences in program implementation,

the descriptions of program operation during 1971-1972 will be presented.

1. The Pitt Street Boys Club

a. Physical Setting

Part of the second floor of the Pitt Street Boys Club is used by Operation Return from the hours of 9am to 2pm. One large office, one classroom, game room as well as the first floor gym are used. Lunch is provided at JHS 71 in the regular cafeteria a few blocks away, where boys and staff go together. The classrooms were relatively devoid of materials except for a few books, table tennis and pool tables, a few tables and chairs, and a movable blackboard. Gym equipment was available for use. Despite its sparseness, the facility is relatively new and in contrast to the old deteriorating neighborhood around it.

For mathematics lessons, the students were taught in one group at the long classrooom table; for English they were divided into groups and both the classroom and classroom-gameroom were used. The office was generally used for staff conferences and for vocational guidance conferences between the coordinator and individual students.

Since Sept. 1971, no boys have returned to the regular schools. Two were elgigble to return but they preferred this program and were allowed to stay. In the fall of 1972, three boys intend to go on to high school.

b. Personal Setting

There are approximately 20 seventh, eighth, and ninth grade students in the program, all of whom had formerly been students at JHS 71. Described as academically and socially maladjusted, each of the boys was "nominated" for the program by an assistant principal, evaluated by the Guidance Counselor and Principal, who then sent them to Operation Return. The coordinator generally had no influence over which students came to the project and as a result, it was not unusual to receive students who spoke no English or who were brain injured.

There were five staff members at this center, four of whom were young men in their twenties and one who was probably in his late thirties. Their job descriptions fell into three categories: Coordinator, teacher (mathematics and English) and educational assistants.

The coordinator, a young man who taught for a few years at JHS 71 prior to his joining Operation Return in March 1971, was appointed by the principal of JHS 71. This Coordinator saw his role as a multi-faceted one involving the duties usually associated with principals, assistant principals, deans and guidance counselors. He was involved with helping the teachers plan their lessons; in being a liason with JHS 71 and its educational, vocational, and medical resources; and in seeking out community resources for special health or emotional problems. He also helped the boys to return to the regular school program and provided a transition for them. He saw the goals of the program as two-fold- (1) social adjustment and internalization of societal values, and (2) academic improvement.

The English teacher who had also been a public school teacher, saw his function as part teacher and part guidance counselor. Giving them success

experiences, developing a sense of confidence and teaching them language skills were part of his goals for the boys. He had little contact with the ongoing educational system at JHS71.

The mathematics teacher who undergraduate degree was in sociology had ha no former teaching experience. He was in the process of applying for a graduate program in guidance. He saw the goal of Operation Return as one of socialization so that the boys would be able to fit into the school system and learn academic skills. While his title was officially the mathematics teache he tried to build trust and respect between the students andstaff. He also taught small groups in remedial reading.

The educational assistants, while not involved in the planning of lessons, instructed individuals or small groups, especially in English and reading. One of the educational assistants also felt monitoring the boys' behavior and keeping order was his responsibility. Both educational assistants are pursuing degrees at night school-- one in computer technology and one in biology.

As of the Spring,1972, all five staff members expected to be coming back next year and will be working together without pay this summer to improve the curriculum of Operation Return at the Pitt Street Boys Club.

c. Program Description

The program was divided into academic and social concerns. Academically the boys received instruction in English and mathematics each day. During the English period, at least four and sometimes five adults worked with groups of students, although the work was basically planned by the English teacher. During the math period only the methematics teacher was involved in instruction. There seemed to be general agreement among the majority of the staff that the mathematics program needed to be improved in both content and teaching structure. Current events and interests of the boys were used as vehicles for motivation. There was no particularly interesting equipment such as tape recorders, cameras, or film strips, despite their inclusion in the proposed budget. The main media for learning were listening, talking and reading.

The social part of the program centered in two locations-- the gymnasium and the classroom-gameroom. Cooperative games such as basketball, pool and table tennis were played and the boys were encouraged to help one another and cooperate. They were encouraged to make decisions themselves and to tutor one another. The staff made a concerted effort to develop trust and inter-dependence between the group.

2. The Madison Square Boys Club

a. Physical Setting

The facilities used by the program here included an office and a small art room on the second floor and one large classroom and roof terrace on the top floor of the Madison Square Boys Club. Sometimes the second floor kitchen was used. Most of the student's day was spent in the large classroom where lessons were held. Equipment included a large movable blackboard, maps, books and a table and chairs with writing boards. For each subject area the

lesson was usually presented to the students in a large group, and later they divided themselves into smaller groups, each with an adult paraprofessional or teacher.

b. Personal Setting

There were approximately 14 students, 10 boys and 4 girls, enrolled during the major part of the school year. Most of the students were between 13 and 16 years of age. The students are referred to the program through the school administrations in much the same manner as previously described at Pitt Street. Many of the students were not referred until January 1972, and it was not infrequent for children to be referred sporadically to the center, necessitating continual adaptation to new members all year long.

The staff at this center included seven people: a guidance counselor, two teachers, two educational assistants, one family worker, and a part-time psychologist. Most of them were young people, although the guidance counselor had been working in the New York schools for some time.

The guidance counselor who had been with the program for three years saw her role as coordinator of this center and assumed the administrative responsibilities. She screened referrals, communicated with the Boys Club personnel, conferred with recruited students and was the liason with the guidance counselors in the schools which referred students to the Madison Square Center. She saw some conflict in the role which seemed to combine the job of principal and student advocate. She was usually located in the second floor office and saw the program's goals as both academic and behavioral.

The school psychologist spends two days a week at the Madison Square Center, one day a week at P.S. 19, and one day at the Tompkins Square Boys Club. There was no psychologist assigned to the Pitt Street Center. The role of the psychologist consisted mainly of giving projective and achievement tests, consulting with teachers who are having problems with particular students, handling referrals to outside agencies, individual and group counseling, initial screening, and parent conferences. She also worked as a liason with guidance counselors in the feeder schools by preparing the child and school for the student's return and following the child up after return to school. She usually sent written reports and recommendations to feeder schools.

The two teachers, both young men, assumed responsibility for most of the instructional planning. The mathematics teacher, who has been in the program since its beginning, worked as the gym director of the Boys Club after Operation Return ended in the afternoon. Some of his lesson planning was done collaboratively with the English teacher. During the actual lesson he would guide the educational assistants into each working with a group of slower learning children. The English teacher worked much in the same manner, both teachers evaluating and surveying the students' needs and planning individualized experiences for them. Each of the teachers provided an instructional role for the educational assistants and agreed on the two-fold academic and behavioral goals.

The two educational assistants spent their day in the classroom instructing individuals and small groups, especially those who were not learning very quickly.

The family worker was located in a small office/art room on the second floor. When she wasn't making family visits, she taught some of the girls sewing and art. Her role wasn't very closely tied to the rest of the staff and she seemed to function independently.

In addition to these seven staff members hired by Operation Return, the staff had the services on a "pro bono" basis of a psychiatrist from nearby Bellevue Hospital. Once a week the entire staff met with him at the center and discussed particular students' cases.

c. Program Description

The program at the Madison Square Boys Club shares the same goals as the Pitt Street Center; i.e., it included both academic and socio-emotional goals. However, the heaviest emphasis seemed to be placed on socio-emotional development. This surely reflects the fact that at this center the staff included a certified guidance counselor, a psychologist, and a volunteer consulting psychiatrist. In addition, one of the teachers had his earlier teaching experienc e with emotionally disturbed children. Socio-emotional gains were seen by the staff as the most important objectives of the program, and a student was likely to be counseled separately from the learning setting.

In the classroom context, the plans were made by the math or English teacher and both teachers and educational assistants were involved in instruction.

The guidance counselor, psychologist, and family worker were generally not an integral part of the instructional setting.

3. The Tompkins Square Boys Club

a. Physical Setting

One classroom served as the entire base of operation. It included classroom equipment and supplies which were stored in a cupboard. The necessity of using the room for all purposes, including making and receiving phone calls, lead to frequent interruption of the instructional sequence.

b. Personal Setting

Eight students, all boys, were enrolled at this center and all were between the ages of 11 and 13. The admission procedure was the same as described for the Madison Square Center and the difficulty with late referrals existed here as well.

The center staff included: one guidance counselor who was also responsible for coordinating the center at P.S. 19, one teacher and an educational assistant. The psychologist spent one day a week here.

c. Program Description

The educational program consisted of the use of SRA reading kits, McCall Crabbs reading workbooks, phonics workbooks. In addition, the Operation Return personnel collected equipment and materials from the Board of Education Materials Instructional Center, which included slides, records and record players.

The recreational program included Gym attendance five times a week, swimming once a week in the boys club, and frequent visits to Tompkins Square Park for basketball and other sports.

4. The P.S. 19 Center

a. Physical Setting

A first floor early childhood classroom is used at P.S. 19 for another Operation Return Center. The room is strikingly different from the other three centers located in Boys Clubs in that it was abundant in learning materials of all sorts. Plants, pegboards, cardboard clocks to manipulate, science materials, clusters of chairs and tables, a sink area and numerous examples of the students' work were in easy reach and plain view. Large wall charts noting each student's name and his successes, challenging questions on cards here and there, a Puerto Rican map and pictures of the students adorned the walls. There was no particular office here except the general school one used by other programs housed in the building and the recess yard was the major recreational facility.

b. Personal Setting

Similar to the programs at Pitt Street and Tompkins Square, the students at this center were all boys. They differed, however, from the populations of the other centers in that they were much younger, coming from first, second and third grades throughout the district. The eight children were served by a staff which included a teacher, an educational assistant, the psychologist for one day a week, and the guidance counselor who coordinated this class and the one at the Tompkins Square Boys Club. The teacher, a young man who had previous experience with young children, saw three goals for his class. First, to build a sense of trust and group cohesion so that the children will feel secure and turn their energies to learning; second, to help them progress academically; and third, to return the children as quickly as possible to the regular school setting. Of the eight children enrolled in the class, three will go on to third grade in 1972-1973. The teacher provided the leadership for the children and educational assistants, but all three adults were involved in instruction. A great amount of caring and acceptance was evidenced in the room, and this was coupled with planning and preparation of a stimulating learning environment for the children. The teacher expressed a feeling of satisfaction with and belief in the success of the program and felt that the individualized supportive learning environment was the direction in which all education should move. The teacher utilized the school guidance counselor at P.S. 19 and the Operation Return guidance counselor as resources and kept in constant touch with them. The staff seemed to feel they were a viable unit.

c. Program Description

The twin goals of academic and social/emotional growth seemed equally valued and the activities of the classroom reflected this. The materials which were prepared and arranged by the staff elicited activity from the students who were involved in motor, verbal, and nonverbal interaction with the human and nonhuman environment components. At times the children were brought together in small groups for instructional purposes and one-to-one teaching situations also were frequent. Emphasis in curriculum content seemed to be placed on reading, language skills, math skills and science skills. Sometimes the students were brought together in a "huddle" to talk

about their behavior and expectations of one another. There seemed to exist opportunities for the children to select and direct activities as well as to receive direction from the three adults.

II. RESULTS

A. Student Interviews

1. Conditions Leading to Enrollment in Program

Three major types of school problems were mentioned by students as precipitators of admission to Operation Return. In every case, attendance in the regular school program was mentioned. Truance was perceived as resulting from an inability to fulfill the academic expectations of teachers, personal conflicts with teachers and peers, and a "fear" of the competitive social environment of the regular school. Students frequently felt that they were the object of aggression by other students, or targets for blame by teachers. In one case, social pressures pertaining to the use of drugs and negative comments concerning the school by relatives who had been previously enrolled there led to a pattern of truancy which resulted in action by the school's guidance counselor.

Guidance counselors were generally responsible for initiating actions for placement in the special programs based on interviews of six students during the last week of school. An impression of having been well-prepared for the program change was given by the students. There was a general recognition that problems were existant in the previous school and a belief that transfer to the special program would be ameliorative. The final change was approved by parents and all the students recalled having discussed the move with the family. One student complained that there had been an inordinate amount of delay between having been referred to the special program and gaining admission to it.

2. Perceptions of the Operation Return Program

Students were unanimous in viewing the program favorably. A common theme was that the school work was more appropriate for their level of performance than it had been in the previous school. Apparently, a variety of materials were made available to the students and this, coupled with frequent changes in topics of student and schedule, resulted in a minimization of boredom. An unwillingness to tolerate repetition, systematization, and regulation seemed to characterize this group of students.

According to the students, the project personnel have created an environment in which minor personal idiosyncracies are acceptable and at the same time provides some formalization. Although students expressed repugnance at the presence of a locked gate which prevented their leaving the floor of the building on which instruction was conducted, they looked favorably upon provisions which permitted individuals who had completed assignments to leave the immediate area and to pursue personal interests. For example, the roof area is made available for students to use in their free time and this is viewed as a positive accommodation.

3. Isolation of Students

A common criticism of the program pertained to the fact that the program

is segrgated from the regular school. On one hand, the students were aware that their difficulties in their former regular placement resulted from conflicts with peers or teachers, but on the other hand, they "missed" the conventional changing of classes and routines associated with their previous placements. It should be noted that the trend in special programming is to attempt to maximally integrate the student into the conventional program while at the same time providing him with supplementary services. This organizational pattern was developed to help relieve these kinds of conflicts.

It should also be noted that nearly all of the students in the program saw the social climate at the program site as being favorable. This view is in sharp contrast to their perceptions of the influence of peers and of the social climate at the regular school. To determine whether or not this perception is a function of being in the program or of changes in the behavior of peers in the program, or merely the presence of a smaller group and a radically different setting was impossible to determine from student interviews.

4. Leaving the Program

Nearly all of the students interviewed spoke of having thought about either their occupational roles subsequent to school or returning to regular classes. Whether or not discussions of this type were planned for as a formal component of the classroom program was not clear. All of the enrollees, however, alluded to their weekly group sessions with the school psychologist. Apparently, discussions pertaining to relocation were held during those times.

Students frequently expressed the fear that were they to return to their prior schools, peer influences would be unfavorable. Former peers were seen as being rough, disorderly, and controlling, a serious threat to their school adjustment. These ideas produced a state of dissonance or conflict because balancing these fears of possible difficulties was a recognition that being in the regular program was more "normal."

None of the students interviewed who were ineligible for graduation this year (1972) indicated that they wanted to return to the regular high school next fall. A number preferred permanent placement in Operation Return and the minimal preferred continuing placement in the program was one year.

5. Student Identified Positive Program Components

1. Greater chance to run school equipment (e.g. gym)

2. Greater freedom of choice

3. Less regimentation in daily and weekly program

4. More opportunity to get outside the school building and into the community through extensive field trip program

5. Staff is easy to get along with

6. Can handle peer relationships easier

7. Academic tasks are more compatible with perceived aptitudes

6. Student Identified Negative Program Components

1. Locked gate to classroom area

2. Felt need for expanding work-study

3. Girls feel they don't have enough to do during gym

4. Need further instruction in relation to drugs

5. Not enough students in program

7. Student Perceptions of Staff

Both teachers and aides received high evaluations by students. It was generally felt that the staff at Operation Return was more receptive to the criticisms or comments of students and demonstrated a sincere concern for the welfare of the student. In part, their favorable perception was due to the fact that organizational patterns were such that one-to-one relations with staff members were possible. Frequently recounted was the feeling that the regular high school student-teacher relations were too formal and the students too anonymous. Although students typically expressed preference for a strong personal relationship with one teacher or aide, neither group was favored.

B. Academic Achievement and Attendance

The test scores in reading and in mathematics were available from the Madison Square Boys Club, the Tompkins Square Boys Club, and the P.S. 19 centers.

1. Achievement and Attendance at the Madison Square Boys Club

At this center, four students were enrolled in the program for the entire school year and others were added in as the year progressed. Table 1 presents the achievement scores in reading and mathematics, and the students' attendance records.

Table 1

Student Achievement and Attendance at Madison Square Boys Club

Student	Dates Tested	Grade Equivalent				Days Present	Days Absent
		Pre Reading	Post Reading	Pre Math	Post Math		
1	10/71-5/72	3.8	3.9	4.7	6.5	115½	65½
2	10/71-5/72	---	2.0	3.0	4.2	159	18
3	10/71-5/72	4.8	4.9	3.9	5.3	151	32
4	10/71-5/72	3.8	4.5	3.9	4.7	98	76
5	12/71-6/72	9.3	---	7.6	---	95	27
6	12/71-6/72	2.3	3.0	3.6	5.0	117	10
7	1/72-6/72	3.9	4.8	5.2	5.7	85	33
8	2/72-6/72	2.3	2.7	3.9	5.5	64	42
9	3/72-6/72	6.7	9.7	3.9	5.2	44½	18½
10	3/72-6/72	5.0	5.1	5.0	5.7	64	16
11	4/72-6/72	3.6	4.4	5.2	5.7	59	30
12	4/72-6/72	4.5	4.7	4.7	5.3	33½	11½
13	2/72-6/72	6.8	8.4	5.2	5.7	34	76
14	5/72-6/72	4.5	6.7	7.0	7.0	31	5
15	5/72-6/72	7.5	---	5.0	---	16½	13½

The post-test achievement clearly is below national normative performance. Most of the scores are still in the fifth grade and although these students are on the junior high school level, their performance equals that of middle elementary students.

For the five students whose pre-testing and post-testing spans the whole school year, the achievement gains are quite small in reading and somewhat greater in mathematics.

The attendance ratios are somewhat more impressive. Only two students attended less than fifty percent of the classes, and many attended eighty to ninety percent. Much of the low attendance was due to particular incidents such as a car accident and a psychiatric evaluation. Because school attendance or truancy was a major feature leading to enrollment, the attendance of students is a strong indicator of how students felt about this center's program.

2. Achievement and Attendance at the Tompkins Square Boys Club

Table 2 presents achievement and attendance information for the eight students at this center.

Table 2

Student Achievement and Attendance at Tompkins Square Boys Club

Student	Dates Tested	Grade Equivalent Pre Reading	Post Reading	Pre Math	Post Math	Days Present	Days Absent
1	2/72-6/72	2.2	2.5	3.6	4.7	73	70
2	5/71-6/72	N.R.*	P.P.*	Kg.*	3.9	166	19
3	2/71-6/72	0	2.5	3.6	5.2	178	7
4	10/71-6/72	1.7	2.5	3.9	4.5	132½	30½
5	2/72-5/72	2.5	3.8	2.2	3.2	38	61
6	3/71-6/72	N.R.*	2.9	2.0	4.5	125	59
7	1/71-6/72	1.6	8.9	2.8	5.7	134½	50½
8	11/70-6/72	3.7	6.0	3.6	5.5	150	35

*N.R. =non reader
P.P. =pre primer level
Kg. = kindergarten level

In this center there is also a pattern of higher mathematics achievement than reading achievement, although three students attained rather substantial gains in reading during the school year. In mathematics, many of these students are attaining scores close to the national normative performance. Attendance was also very high except for one case indicating that most of these students felt very comfortable in this program.

3. Achievement and Attendance at P.S. 19

Only three of the eight students at P.S. 19 attended school for the full year and most of the students were not capable of being adequately tested on admission to the program. Their end of year achievement was generally in the

high first grade, low second grade level with students performing substantially better in mathematics than in reading. School attendance was very high with only one student missing as much as thirty-eight percent of the classes, again attesting to the positive attitudes students hold toward the Operation Return program.

III. INTERPRETATION AND ANALYSIS

A. Physical Setting

In one sense the use of the boys clubs for three of the program centers is an excellent idea. Not only are the clubs relatively modern and well kept facilities offering recreational options, but they generally have positive associations among those boys for whom the regular school setting is associated with failure and rejection. On the other hand, the centers being separate from the schools encourages isolation from use of the schools' equipment and material resources. Little of the equipment and materials ordered by the staff actually arrived and as a result the discrepancy was great between the plentiful materials mentioned in the proposals and the scanty ordinary materials which were actually in use in the centers. The physical environment of the three centers in boys clubs was quite unstimulating. In contrast, the center located in P.S. 19 had abundant supplies, some of which were used during the regular school year. If the proposed materials are not available next year, it would seem important to reevaluate whether the program should be located in boys clubs or in schools. This is a crucial point, since Operation Return states as a major goal the individualization of its affective and cognitive learning sequences, and it is doubtful that this goal can be met without materials and educational supplies. If materials were in more abundance, the emphasis could be shifted from the ordinary formal teacher-- talk emphasis-- one which seems to have failed in the regular schools-- to a model in which the environment poses problems for the students to grapple with. Such an emphasis would seem to better support the staff's philosophy than the present physical arrangement.

Should some of the centers remain in the boys clubs, the staff must be supported by the program's administration by supplying the classes with stimulating and innovative materials or else the educational objectives will never be adequately met. At present, the most interesting pieces of apparatus are recreational ones or ordinary workbooks. It is not surprising to see the boys so frequently engaged in recreational activities since the distribution of equipment encourages it. The disproportionate amount of recreational equipment also makes it more likely that the staff unnecessarily spend a great deal of time trying to encourage the boys to do "work" and attempting to control their activity.

B. Personal Domain

This seems to be the strongest aspect of the program. Except for a few minor points of disagreement, there is general mutual acceptance and understanding of the program's goals within each center. Each of the four staffs relate well to one another and see themselves as a cohesive unit in collaboration for the interests of the students. The staffs see their roles as advocates for the students and take active steps to help the students fulfill their needs and goals. There is little doubt about the committment of the adults with the program nor about their ability to understand the wide variety of variables affecting the students' personal and social development. The

students are liked, supported and reassured by the staff and in turn have responded by returning that affection and respect. If there is one difficulty in the personal domain, it is inconsistency by center to center in the maximum use of the staff, particularly the educational assistants. To maximize the achievement program goals, all staff should be involved in instruction. It makes little sense to waste human resources by having some personnel "sit in" on a lesson or remain in the office. In some cases the staff is aware of this problem and are moving to correct it. For those centers who have not reevaluated themselves on this point it might make some sense to examine each role within the program and determine what percentage of the day they are actively involved with children individually or in groups.

While relationships seem excellent within centers, more resources could be assembled if all four centers saw themselves as a unit and approached planning in such a manner.

Also, it was not clear why some centers accept only boys and others accept only girls.

C. Program Domain

This seems to be the weakest component of the project. The staff needs to deal with the same problem which troubles educators everywhere, and that is goal setting and evaluation. It doesn't seem that the learning goals for each student are well defined nor are they broken into behavioral skills. There seems to be too much adherence to "more of the same" traditional methods of instruction in the academics despite the fact that the personal resources are available to provide a more stimulating and well organized learning sequence. It is in approaches to affective education that the staff excells. They have created a safe, supportive environment. While it is recognized that the most fundamental goal of the program is social and emotional development, this goal cannot be fully achieved if the student continues to feel incompetent. Rather than treat the academic and social/ emotional goals as mutually exclusive, the program would be greatly improved if more careful attention were given to the academic components.

When asked about the effectiveness of their program, 60% of the staff feel it's very effective and 40% of the staff felt it's at least partially effective. Most agree that the program produces considerable changes in behavior--including cessation of aggressiveness and teacher assaults, beginning of trust, dependence upon and support of each other and increased hope and willingness to try. The students' self images rose noticeably and they began to take personal pride in themselves. The staff seems to help them in developing life skills and alternate ways of behavior.

As to the quality of the learning experience, the staff feels it's a good one for many of the students, but is inadequate for others. Also, they see the program operating as a parallel one to the regular school system, rather than to return students to school. Even when the student's behavior does change, frequently the school conditions which set off the abberant behavior do not. The staff feels the schools are happy to see them leave and reluctant to have them back.

Despite the fact that parent involvement was a formally stated program goal, none of the centers reported more than minimal parent participation.

IV. RECOMMENDATIONS

1. Continue to look for ways to encourage more parent involvement and cooperation.

2. Individualize and broaden the curriculum, particularly the math (80% of the staff mentioned this change).

3. Work more intensely helping 9th graders make the transition to high school.

4. Broaden the age range of the program to extend both to younger and older students- for the latter as an alternative to high school.

5. Schedule gym for P.M., not A.M.

6. Consider relaxing some of the rules, shifting responsibility for decision making to the students. One such rule mentioned is the "No Smoking" rule.

7. Involve boys in their own evaluation by increasing use of self-kept charts and diagrams marking progress.

8. Institute a self-run court system of discipline.

9. Investigate more interesting use of space.

10. Fulfill rent contract made with the Boys Clubs (Board of Education left rent unpaid for 9 months which caused strain between program and facility.)

11. Provide regular physical examination for each student admitted to the program.

12. Improve method of recruiting staff, using qualifications for position as the criteria rather than position on the waiting list.

13. Provide the materials agreed upon in the proposal.

14. Investigate further ways for the four centers to work together, pooling their resources.

15. Investigate efficient use of staff in instruction and implementation of goals.

16. Consider assigning a curriculum specialist to the project.

V. CONCLUSIONS

Operation Return seems to be meeting its goals for affective reeducation. It is less clear that academic goals are being met which may be due to a variety of factors:

a) Many of the staff were trained in affective education. A psychologist, psychiatrist and guidance counselors are involved in the program, but no curriculum specialists are.

b) Inadequate numbers and uninteresting kinds of materials were available at the centers located in Boys Clubs.

c) By the time some of the students were referred to the program, they were so turned off to cognitive learning experiences that they were extremely difficult to reconvince that academic learning makes sense.

d) The staff sees a dichotomy between cognitive and affective goals and fears losing affective gains by imposing cognitive experiences.

The goal of returning children to the schools is met less often than the staff would like to see occur. Parental involvement goals are not being met. It is clear that this program is one of the last hopes for many students for whom adjustment to the regular system is impossible.

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AUXILIARY EDUCATIONAL CAREER UNIT PROGRAM

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EXECUTIVE SUMMARY

It is required by Federal Law that all educational assistants employed under Title I ESEA, receive educational training. Therefore, all public and non-public school paraprofessionals (N=165) in District 1, participated in the Auxiliary Career Training Program in 1971-72.

All participating paraprofessionals attended the monthly training sessions. Those educational assistants, however, who were attending college where they were enrolled in Teacher Education Programs, met once a month for a 2½ hour training session; the remaining non-college assistants met bi-monthly for a meeting of the same length.

Training for paraprofessionals was generally aimed at teaching educational techniques and theory. Therefore, reading and language skills were stressed. Other sessions were devoted to such topics as Narcotics and Health Screening. During part of each session, the educational assistants were given the opportunity to develop their teaching skills and lesson plans.

The personnel needed to implement the program consisted of a Trainer-Coordinator, two Auxiliary Trainers, and a part-time secretary. The Trainer-Coordinator prepared the training sessions and acted as a liaison between the educational assistants and the teaching staff in areas of human relations and problem solving. The responsibilities of the two auxiliary trainers consisted mainly in aiding the Trainer-Coordinator in the preparation of the materials and curriculum used in the training workshops.

On-site observations of training sessions made by Teaching & Learning staff, resulted in favorable conclusions as to the effectiveness of the content and structure of each of the observed sessions.

Teacher responses to questionnaires revealed that 81.5% of the teachers felt that the educational assistants were an aid to them as well as to the students. When asked in which areas were the para-professionals of utmost usefulness, the teachers responded, "Allows me to spend instructional time more effectively." And when asked, 72% of the educational assistants expressed that they considered themselves as being of "some" aid to the children.

It is recommended that the program be recycled.

AUXILIARY EDUCATIONAL CAREER UNIT PROGRAM

I. Program Description

A. Population

It is mandated by Federal Law that all local District Superintendents provide educational training for personnel employed under Title 1 ESEA as Educational Assistants (paraprofessionals). Thus every Educational Assistant in District 1 participated in the Auxiliary Career Training Program in 1971-72. There were 115 Educational Assistants teaching in grades K-2, 24 teaching in the non-public schools and 26 teaching in grades 3-6. In all, 165 Educational Assistants (divided into 8 classes with about 20 trainees per class) were included in the in-service training program.

> Educational Assistants are selected on the following basis: members of the District 1 community; affected by poverty; demonstrates a talent for working with children; and have a desire to perfect their skills. (Prior to September 1970 a high school diploma was required so approximately 95% of the Educational Assistants (those hired between 1967 and 1970) have high school diplomas.

B. Training Session Details

The program began on September 13, 1971 and terminated on June 30, 1972. Training sessions were held in a meeting room of the Grand Street Settlement House in District 1, Manhattan. The Educational Assistants were divided into 2 groups for training purposes, one group consisting of those enrolled in college and the second group consisting of those not enrolled in college. The college group met once a month and the non-college group met twice a month. The training sessions were two and one-half hours in length. It was necessary to provide two training sections because those Educational Assistants enrolled in a college program received released time from the classroom and left school early for college classes. It was also thought that since these assistants were enrolled in a Teacher Education Program they would be learning skills which would support their work with children.

Training Sessions 1971-72

1. Classroom Management - presented by the Trainer-Coordinator Film plus lecture. College and non-college groups.

2. Child Development - Special emphasis on the agressive child. Presented by psychiatrist and psychologist from the Beth-Isreal "I Spy" Program. Lecture plus film. College and non-college groups.

3. Language Arts (Reading) - Techniques and objectives in use of puppets, puppet theater, flannel boards. Presented by the Trainer-Coordinator. College and non-college groups.

4. Language Arts (Reading) - Specific activities to foster language development and teach reading skills. Presented by Trainer-Coordinator. Non-college group - Sessions 4 and 5 were combined for the college group.

5. Language Arts (Reading) - More specific activities to foster language development and teach reading skills. Presented by Trainer-Coordinator. Non-college group.

6. General Meeting

7. Phonics - Defining terms and presenting teaching techniques with special emphasis on consonants, consonant blends, diagraphs, etc. Demonstration of the use of poetry in teaching phonics. Presented by Trainer-Coordinator. Non-college groups.

8. Phonics - Continuation of Session no. 7.

9. Phonics - Emphasis on vowels, long and short sounds, rules for dipthongs, magic "e", etc. Presented by Trainer-Coordinator. Non-college groups.

10. Narcotics - Discussion of types of drugs, effects and drug problems with young children. Plus film. Presented by the Director of Pediatrics at Beth-Isreal Hospital. College and non-college groups.

11. Health Screening - Nutrition, immunization of babies, allergies, sickle cell anemia, lead poisoning. Director of Nursing, Beth Isreal Hospital "I Spy" Program. College and non-college groups.

12. Mathematics - Beginning number concepts. Film plus lecture. Trainer-Coordinator. Non-college group. Sessions 12 and 13 were combined for the college group.

13. Mathematics - Addition and its properties. Made materials to take back to use in the classroom. Presented by the Trainer-Coordinator. Non-college group.

14. Reading - Diagnosing reading difficulties and use of special materials, tests, and techniques used to correct various reading problems. Presented by Coordinator of the Special Reading Services Clinic in District 1. College and non-college groups.

15. Reading and Reading Materials - follow-up of session 14 teacher-designed and made materials, techniques for using these

materials explained and demonstrated. Workshop in which Educational Assistants will reproduce these materials for their own use in the classrooms. Presented by the Trainer-Coordinator. College and non-college groups.

16. Evaluation - general review of material presented in all training sessions. Presented by the Trainer-Coordinator. College and non-college groups.

17. General Meeting

From glancing at these topics and programs one can see that the training was generally aimed at teaching educational techniques and theory which would help the Educational Assistants be more effective, supportive personnel in the classrooms. Appropriately, a great deal of emphasis was placed on reading and related language skills. Some of the sessions such as the Narcotics and Health Screening were also aimed at meeting another important objective of this program, namely, to help Educational Assistants become more effective liaisons between their schools and their community.

The workshops conducted by the Trainer-Coordinator were usually balanced between theoretical and practical knowlege. The first half of each training session was devoted to an understanding of educational theory, and demonstrations of skills and materials already used in the classroom. The Trainer-Coordinator believed that it was important for the Educational Assistants to be familiar with and understand terms and language used by educators so it would be possible for them to read, understand, and use teacher's manuals and instruction books.

The second half of each training session was devoted to a practical workshop or forum in which the trainees were given an opportunity to develop their own lesson plans, skills, techniques and materials under the direction of the Trainer-Coordinator and Auxiliary Trainers. In some instances, such as the reading and mathematics workshops, the Educational Assistants made materials to take back to their classrooms.

C. Training Personnel

The training personnel required for this program consisted of one Trainer-Coordinator, two Auxiliary Trainers (as recommended in a previous evaluation study) and a part-time secretary.

Trainer-Coordinator

The Trainer-Coordinator was responsible for the format and actual content of the training workshops. From her knowledge of the aims and goals of the program in general and her teaching experience in the primary grades she prepared a specific curriculum designed to

meet these needs. She also had the responsibility for arranging times, dates, people and places for all the training sessions.

Twelve of the sixteen workshops were prepared and conducted by the Trainer-Coordinator. She arranged for 4 highly specialized Guest Lecturers to present a variety of educational programs, an achievement that should not be overlooked. There was no money available in the AECU budget for Consultants Fees and all of the lecturers therefore gave their time freely. To volunteer to lecture a single time without financial compensation is commendable but because of the desire of the Trainer-Coordinator to maintain small classes for more effective teaching and learning, every Guest Lecturer presented his or her program five to seven times. Achieving this kind of cooperation from busy professionals is a significant accomplishment.

The Trainer-Coordinator also acted as a liaison between the administrative personnel, the pedagogical staff and the Educational Assistants in instances of human relations, problem solving and trouble-shooting. She also spent a great deal of time visiting the schools and observing the Educational Assistants working in the classrooms. On each of these visits she and the auxiliary trainer met with the Principal, visited the classrooms, and then met for informal talks with the teachers and Educational Assistants giving comments, encouragement, or suggestions for improvement.

She also coordinated the administrative details involved with the Educational Assistants in the college program. For example, checking over applications, submitting applications to the City Board of Education, arranging for release time from the classroom and financial arrangements for the Educational Assistants were all details handled by the Trainer-Coordinator.

D. Auxiliary Trainers

The Auxiliary Trainers assisted the Trainer-Coordinator in ordering materials, keeping the office functioning, preparing the meeting room for the various lecture requirements and in the planning and preparation of the curriculum and materials used in the training workshops. They also participated in observing the Educational Assistants in their classrooms throughout the year. Another invaluable aspect of their work was attending conferences throughout the city and district and sharing their experiences and evaluations of the conferences with the Trainer-Coordinator.

Educational Background of the Trainer-Coordinator

The Trainer-Coordinator has had 14 years of early childhood

teaching experience in the Public Schools. She is a licensed Supervisor of Early Childhood Classes and has been the Trainer-Coordinator and supervisor of the AECU program for 5 years. She has recently received special training in group dynamics at the New Careers Laboratory, an affiliate of N.Y.U.

II. Paraprofessionals in the Classroom: An Overview

Typically, the function of the paraprofessional in the schools has been to relieve the teacher of responsibility from time consuming tasks which do not demand the exercise of her professional skills. A second important function is to provide additional role models for children. However, paraprofessionals have also been successful in promoting the intellectual, physical and social growth of both "disadvantaged" and "slow learning" preschool to youth aged children (Riessman and Gartner, 1969; Brievogel, et. al., 1970, Prioleau, 1970).

One Florida program involved using paraprofessionals to teach mothers of disadvantaged pre-schoolers to provide exercises for their children designed to develop cognitive and social skills (Riessman and Gartner, 1970). The results, as determined by the Griffith Mental Development Scale, showed that children whose mothers had been trained by a paraprofessional did better on all scales as compared with a similar group without the use of paraprofessional training. A similar New York program (STAR) using paraprofessionals to train mothers, found that Puerto Rican children, parentally tutored 1 hour per week, performed higher on nine different reading tests than did a control group of matched children who received 2 hours of remediation per week from professional reading teachers (Riessman and Gartner, 1970).

One kindergarten paraprofessional found that the slow learner benefited most from the teacher aide because more time could be devoted to the individual student (Prioleau, 1970). This enabled the children to progress at their own rates and eliminated a good deal of frustration. Another study involving kindergarten aged children found that pupil learning in reading as determined by scores on the MRRT, was 50% greater in kindergarten classes with a paraprofessional than where there was no aide (Riessman and Gartner, 1970).

By using paraprofessionals from the local community, the self-concept and feeling of control on the part of the children are likely to be enhanced. In a Youth Tutoring Youth project, operated by the National Commission on Resources for Youth, 14 and 15 year olds, themselves underachievers in school, successfully tutored elementary school children who were reading below grade level (Riessman, 1972). As a result not only did the children gain self confidence and respect which resulted in improved learning but they also were provided with realistic models with whom they could identify (Riessman, 1972; Riessman, 1972).

Usually training programs for teacher aides consist of lectures and workshops in some combination of the following: child development; schools as social institutions; school-community relations; teaching techniques; communication and language skills; and career development (Bowman, 1970). One approach centers training around the types of children with whom the aides would be working, anticipated management problems, and understanding individual differences. In other programs emphasis is given to group interaction involving teachers and aides. Discussions of planning, classroom occurences and the resolution of any conflicts that might exist have also been stressed (Bowman, 1970; Cruickshank, 1969). The training of special education techniques associated with specific jobs provides the basis for another program (Harris, 1970).

In general, it can be safely asserted that results stemming from the use of teacher aides has been favorable. Besides freeing the teacher from minor administrative duties thus allowing for a potentially greater proportion of teaching time, several programs have demonstrated that selecting the paraprofessional from the local neighborhood helped the child from the "disadvantaged" background adjust to the unfamiliar "world of the school". This staff member provided a realistic role model for the child and a means for interpreting the school's educational goals to the community and the community's needs and concerns to the school (Bowman, 1970; Brievogel, et. al., 1970).

III. Method

A. On-Site Observations

1. Training Sessions

Three staff members of Teaching & Learning Research Corporation were on the team of professional educators evaluating the Auxiliary Educational Career Unit program, the chief investigator being Dr. Louis Hofmann. One member of the Evaluation Team was a Research Assistant having an undergraduate, and graduate background in special education, three and one-half years of teaching experience in the classroom, and previous experience as an investigator. A second Research Assistant had undergraduate and graduate training plus two years of experience as an Assistant Investigator. All members of the Evaluation Team were employed exclusively outside the New York City school system. The Chief Investigator trained both of the Assistants in evaluation and observation techniques.

Four on-site observations were made of the Training Sessions at the Grand Street Settlement House. The fifth session took place at P.S. 20 in the Special Reading Services Clinic room. Two sessions

were observed during the beginning of the program, two sessions were observed at mid year and one session was observed immediately before the program terminated.

The observational format followed by the observers consisted of two main parts. The first was the following checklist:

(a) Where was the training session conducted?
(b) How long was the session?
(c) How many trainees were present?
(d) What was the seating arrangement?
(e) Who was leading the session?
(f) What was the topic of the session?
(g) What special materials (if any) were used?
(h) Did the trainees actively participate?

The second part was more subjective since more judgments were demanded. In this segment an effort was made to determine if the trainees (by the questions they asked, etc.) were understanding the material. Observers were required to gauge the atmosphere and conditions for learning as well as the appropriateness of the material presented. Observations of the Trainer were also made to determine whether she had an understanding of the materials she was using and the efficacy of her teaching techniques.

2. Classroom Observations

Approximately 25 classroom observational visits were made by the Evaluation Team at the following seven schools, P.S. 14, P.S. 15, P.S. 19, P.S. 34, P.S. 61, P.S. 140, and P.S. 160. The Educational Assistants were observed during a minimum half hour segment of their school day. Some Educational Assistants were observed a full school day and some for one-half day. The grades in which the Educational Assistants were observed ranged from kindergarten through four with a concentration in grades one and two, the level at which the majority of Educational Assistants are assigned.

The classroom observations were divided into three segments, the first being the checklist shown below:

(a) Number of children in the classroom
(b) Grade level
(c) Seating arrangements
(d) Number of teaching adults in classroom
(e) Materials used
(f) Activities performed by teacher
(g) Activities performed by educational assistant

The second segment of the observational techniques was directed toward the following:

(a) Was the Educational Assistant performing her given tasks properly?
(b) What was the response of the children, if any, to the educational assistant?
(c) How much cooperation was displayed between the educational assistant and the teacher?
(d) Were there any sophisticated or traditional educational techniques used by the Educational Assistant? For example, positive reinforcement, behavior modification, hierarchical grouping, judicious use of isolation, etc.

The third segment of the classroom observational visits was a short interview with the Educational Assistants when conditions permitted. Questions were asked relating to the training sessions and their relevancy to their classroom work. Some examples of questions asked at this time follow.

(a) Do you find the training sessions help you perform your responsibilities in the classroom more effectively?
(b) What sessions have you found the most valuable?
(c) Would you like to have more training sessions each month?
(d) Do you have any suggestions for new topics you would like covered in future training sessions?

In addition, the evaluation focused on finding indications of a climate for learning, a concern for and understanding of children and their needs, a rapport between the teacher and Educational Assistant, and an appropriate and effective use of materials.

B. Questionnaires

1. Auxiliary Education Career Unit Teacher Rating Scale

The Teacher Rating Scale, a copy of which is in Appendix A was designed to show how the teacher was interacting with the Educational Assistant. It should be noted that in each classroom the teacher decided how best to use her assistant. Next the questionnaire asked the teacher to comment on the training sessions and give his or her judgment of their effectiveness and content. In addition two questions elicited teacher reactions to the overall performance of the Educational Assistant. The questionnaire was distributed by mail at the end of the school year to a sample of 20 teachers in the program.

2. Paraprofessional Questionnaire

A copy of this questionnaire is located in Appendix B.

This questionnaire was an attempt to elicit responses from the Educational Assistants regarding the number of children they work with, communication with the teacher, value of the training sessions and suggestions for improvements in the program. It was distributed at the end of the year to 165 Educational Assistants.

IV. Results

A. On-Site Observations

1. Training Sessions

The training sessions typically had approximately 20-25 trainees in attendance, the groups being nearly exclusively composed of women. Only two of the 165 educational assistants were male.

The topics covered during training ranged from phonics to narcotics with special emphasis on language arts and reading. This choice of subjects for the training sessions seemed relevant and appropriate. In the primary grades reading is particularly important and eight out of seventeen sessions were devoted to teaching reading and related skills. The material presented by the guest lecturers seemed appropriate, particularly the reading and psychology lectures. In general it can be said that the content and structure of the sessions were compatible with recent practice in this area (see review of literature).

The trainer appeared knowledgeable concerning teaching and its objectives in the primary grades and shared her knowledge enthusiastically. The question and answer technique used in most lectures was effective with the group. It created a more informal, relaxed atmosphere in which apparently most of the trainees wanted to contribute and participate. No instances were noted in which negativism or hostility was displayed by the trainer or trainees.

Dividing each workshop into theoretical and practical segments was effective because it provided an opportunity to put into practice the educational theory presented during the theoretical segment. It also helped reduce boredom by providing a change of pace and structure.

Before beginning a lesson, the trainer provided an opportunity for the trainees to discuss school related problems. It was observed that many of the trainees took advantage of this

opportunity and their difficulties were often solved. At this point the trainer also took the time to relay any messages of praise or complaints. It appeared that an open dialogue was maintained to the benefit of all.

2. Classroom Observations

The evaluation team observed more actual teaching being conducted by the teaching assistants than they had expected to encounter. Teaching tasks conducted or monitored by the paraprofessionals included: reading, mathematics, language arts, and English as a second language. Such teaching typically took place while the classroom teacher was working directly with another group of children. In a few instances educational assistants were observed teaching entire classes.

In one special case the Educational Assistant taught all the children in a kindergarten class each morning because the entire class, except for one child, was Spanish-speaking. The teacher taught the afternoon class which was English speaking except for one or two and the educational assistant translated to the Spanish speaking children. Some educational assistants were responsible for small groups of Spanish speaking children for twenty minutes per day during which time they taught them English. Other educational assistants were observed changing classrooms for portions of the day to help other teachers with special difficulties.

When questioned about their reactions to having an educational assistant, the teachers responded most positively. One teacher's comment sums up the usual reaction of the many teachers questioned, "This (Educational Assistant's salary) is the best money ever spent by the Board of Education." The rapport between teachers and assistants was typically friendly and cooperative. In many schools teachers and assistants had formalized a teaching plan in the beginning of the year and cooperatively worked toward the achievement of this goal on a daily basis.

B. Questionnaire Data

1. Teacher Responses

Respondents to the teacher questionnaire disclosed that they had been working directly with an educational assistant for an average of 2.9 years, with a range of from one through four. Over eighty (81.5) percent of the teachers felt this was a valuable form of assistance to them and the children. This rate exceeded the 70% level proposed as the target.

Teachers were asked to identify areas in which the aides were of particular usefulness. Their selections resulted in the following order of importance (from high to low):

1. Allows me to spend instructional time more effectively.
2. Aids me in routine chores.
3. Improves the emotional and learning climate of the classroom.
4. Stimulates my own development as a teacher.

Teachers were also asked to rate the performance of their assistants on a scale from five (excellent) to one (poor). The following table shows the mean for seven items relating to aide performance.

Table 1. Teacher Evaluations of Performance of Educational Assistants

Item (Excellent=5, Poor=1)	$\bar{X}$
1. Small group instructional ability	4.5
2. Remedial and tutorial work	4.3
3. Record keeping and clerical tasks	4.3
4. Employment of good motivational techniques	4.2
5. Ability to explain instructions clearly	4.1
6. Scoring tests, grading papers	4.0
7. Overall performance of educational assistant	4.7

In the above situation, all performance areas evaluated by teachers exceed an item mean of 2.5 specified in the proposal as the target effectiveness floor.

With regard to the training sessions themselves, teachers had access to no direct information. However, because the teacher is in a good position to judge any changes in the assistant's performance over time, they were asked whether or not they felt the training sessions enabled their educational assistants to perform tasks more effectively than would have been possible without such training. Teachers were equally divided on that issue, 62 percent believing that the training was helpful. Seventy-four (74) percent of the teachers recalled having discussed the content of training sessions with their educational assistant only. Leaving for training during school hours was seen as disruptive by about one-third (37%) of the teachers.

2. Paraprofessional Responses

The following tables summarize responses to a number of questions relating to the training program which the paraprofessionals participated in: perceived quality, preferences, and demographic data. Because of the varying responses demanded by the questions, some items are tabled individually.

Table 2. Number of Years Employed as an Educational Assistant N=77

1	2	3	4	5	6
f %	f %	f %	f %	f %	f %
13 (16.9)	8 (10.4)	16 (21.8)	26 (33.7)	12 (15.6)	2 (2.6)

A normal distribution of number of years of experience is shown by the data in Table 2. More than one-half of the respondents indicated that they had completed three or four years of work as educational assistants, the modal value being four years. Approximately 17 percent would be considered beginners.

Table 3. Current College Enrollment of Paraprofessionals and Perceived Usefulness in In-Service Training Program N=77

Item	Yes f %	No f %	N.R. f %
1. Are you presently enrolled in the college program?	32 (41.6)	44 (57.1)	1 (1.3)
2. Do you feel the training sessions you receive are valuable to you in the classroom?	76 (98.7)	1 (1.3)	
3. Do you feel the training sessions have helped you become a more useful member of your community?	72 (93.5)	2 (2.6)	3 (3.9)

Slightly more than one-half (57%) of the respondents were enrolled in the college program for which they received released time, thereby reducing their number of exposures to in-service training sessions from two to one per month. Nearly unanimous approval was given to the training sessions' impact on classroom and community dimensions of the paraprofessionals' behavior. No differences between the college and non-college groups were noted in responses to the questions dealing with classroom and community impact.

Table 4. Preferences for Number of In-Service Training Sessions N = 77

Prefer Present No. of Training Sessions		Prefer an Increase in Training Sessions		Prefer a Decrease in Training Sessions	
f	%	f	%	f	%
59	(76.6)	15	(19.5)	3	(3.9)

Only a small proportion (4%) of the respondents would prefer fewer training sessions. The majority (77%) were satisfied with the number of sessions that were provided; one per month for college enrollees and two per month for non-college. Fifteen respondents (20%) indicated a desire to increase the number of training sessions. There was however, no association between college enrollment--non-enrollment and preference for increased training exposure (alpha .05).

Table 5. Training Session Topic Ranked According to Importance by Paraprofessionals N = 77

Session Topic	Percent Assigning Rank*							
	1	2	3	4	5	6	7	8
Mathematics	12.3	10.0	3.7	41.1	1.8	9.2	15.2	10.9
Drugs	14.0	0.0	5.6	3.5	7.1	5.6	26.1	36.4
Materials Preparation	14.0	10.0	25.9	15.5	17.9	16.7	0.0	3.6
Reading	24.6	18.0	25.9	5.7	14.3	5.6	13.0	1.8
Phonics--Language Arts	19.3	24.0	20.4	8.6	12.5	3.7	10.9	7.3
Health	3.5	6.0	7.4	10.3	10.3	25.9	15.2	9.1
Child Dev. Aggression	3.5	6.0	11.1	6.9	23.2	24.1	10.9	12.7
Class Management	8.8	26.0	0.0	8.6	12.5	9.2	8.7	18.2

* rank 1 denotes highest assigned importance rank 8, lowest

The data summarized in Table___ shows the relative importance assigned to various training topics by paraprofessionals. A line beneath a percentage figure indicates the largest proportion of subjects selecting a particular ranking for a topic. For example, 41.4 percent assigned an importance of 4 to the topic of mathematics; rank four would therefore be considered the modal ranking. By combining the data it is possible to identify topics considered most and least important. Higher importance appeared to be assigned to: materials preparation, reading, phonics--language arts, and class management. Low importance was assigned to the topics: drugs, health, and child development with an emphasis on aggression, and mathematics.

Despite the fact that training sessions on drugs were ranked low in "importance," about one-fourth of the subjects indicated that this was most helpful in response to the question "Which of the above sessions do you find most helpful in your community?" Next in line in response to this question was reading. The remaining subjects received scattered choices.

Another question attempted to determine what proportion of subjects would prefer a one or two week training program immediately

prior to the opening of the school. Responses to this question were fairly evenly divided, 40 percent stating a preference for such an arrangement with 54 percent opposed. The remainder were taciturn.

A second set of questions dealt with paraprofessionals' perceptions of their work experience with special emphasis being given to how they felt about working directly with children.

In response to the question, "How many children do you work with at a time?" the majority (45%) identified "five or more." About one-fourth of the respondents (26%) were working with three or fewer children at one time.

Being asked for an opinion regarding the progress of children with whom they were working occurred "very often" for 57 percent of the paraprofessionals. "Sometimes" or "once and a while" characterized the frequency of being asked for an estimate of student progress for 39 percent. The remainder did not respond to the item.

Nearly three-quarters (72%) of the paraprofessionals felt that they were being of "some" aid to the children with only 22 percent selecting "very much". Only four percent did not feel that their assistance was of value to the children.

A larger proportion (22%) felt that they were not adequately trained for the work they were doing with students. About three-fourths (72%) classified their training as adequate. Only two percent felt that they were "very well" trained for the job.

Again, nearly three-fourths (72%) of the paraprofessionals felt comfortable working with four or more children. Forty-six (46) percent felt comfortable in a helping situation involving five or more children. One or two students was identified as the comfort level by 16 percent of the respondents.

A final question concerned what proportion of the paraprofessionals had been awarded complete charge of a class in the event of a teacher's absence. Forty-four (44) percent recalled having done so while 53 percent had not.

V. Recommendations

1. Observations of the classroom performance by several members of the evaluation staff suggest that even more attention to psychological procedures in classroom management would be helpful to the trainees. Particularly useful to the educational assistants would

be a greater understanding of the use of positive reinforcement as a method of modifying children's disruptive behavior.

2. Because the assistant and teacher learn techniques from each other, the occasional switching of aides and teachers may maximize the ability of aides and teachers to profit from examples of good classroom management. In addition, switching might be used to reduce the interpersonal conflict which arises in a few cases.

3. More training sessions teaching English to Spanish speaking children.

Also more use of this asset in the schools.

4. Of the 165 Educational Assistants, only two are male. This distinct imbalance should be ameliorated through some direct efforts to recruit more males into the occupation. A fairly substantial body of sociological literature exists documenting the under-exposure of many disadvantaged children to male role models while the unusually strong influence of the female adult is felt. Second, using educational assistants is both an approach to improved education and avehicle for providing legitimate, needed occupations for disadvantaged population. Both the under-exposure of disadvantaged children to male role models and the obvious employment needs of males would be strong arguments for modifying the sex distribution.

5. Responses of teaching assistants to questions concerning the relative usefulness of various in-service topics show a preference for topics such as materials preparation, reading, phonics and classroom management. The more theoretical areas, such as drugs, health, and child development were not viewed as particularly helpful or important by the aides. Although client satisfaction is not the best basis for re-organizing curriculum, the results seem to be sufficiently consistent to warrant some consideration being given to a changing emphasis in the in-service program.

6. It is recommended that the program be re-cycled.

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APPENDIX A

AECU TEACHER RATING SCALE

A. 1. How long has your educational assistant been in the AECU program?

_____

2. Is the educational assistant of help to you and the children?

yes _____ NO _____

3. If "yes" please number the applicable items below in order of their importance to you, filling in the blanks with anything unmentioned.

_____ allows me to spend instructional time more effectively

_____ aids me in routime chores

_____ stimulates my own development as a teacher

_____ improves the emotional and learning climate of the classroom

_____ _____

_____ _____

B. Please evaluate the performance of your educational assistant using the categories below. Please circle the appropriate rating.

1. Small group instructional ability

EXCELLENT VERY GOOD GOOD FAIR POOR CAN'T EVALUATE

2. Remedial and tutorial work

EXCELLENT VERY GOOD GOOD FAIR POOR CAN'T EVALUATE

3. Record keeping and clerical tasks

EXCELLENT VERY GOOD GOOD FAIR POOR CAN'T EVALUATE

4. Employment of good motivational techniques (e.g., positive reinforcement)

EXCELLENT VERY GOOD GOOD FAIR POOR CAN'T EVALUTE

5. Ability to explain instructions clearly

EXCELLENT VERY GOOD GOOD FAIR POOR CAN'T EVALUTE

6. Scoring tests, grading papers

EXCELLENT VERY GOOD GOOD FAIR POOR CAN'T EVALUTE

C. 1. Do you feel that the training sessions enable your educational assistant to perform her tasks more effectively than would be possible without such training?

Yes _____ NO _____

2. Do you feel that it is unduly disruptive when the educational assistant leaves for training during school hours?

Yes_____ NO _____

3. Does the educational assistant discuss the content of her training sessions with you?

Yes _____ NO _____

4. Are there any areas in which you think the training sessions should be more emphatic or supply more information to your educational assistant? Explain.

D. How would you rate the overall performance of the educational assistant in your classroom? Circle one.

EXCELLENT VERY GOOD GOOD FAIR POOR

APPENDIX B

Educational Assistant Training Program Questionnaire

1. How many years have you been an educational assistant?

2. Are you presently in the college program?

3. Do you feel the training sessions you receive are valuable to you in the classroom?

4. Do you feel the training seesions have helped you become a more useful member of your community?

5. Would you like to have the number of training sessions

   a. remain the same
   b. increase in number
   c. fewer in number

6. Rank the following training sessions in order of their importance to you as an educational assistant:

   a. mathematics _____
   b. drugs _____
   c. materials preparation _____
   d. reading _____
   e. phonics - language arts _____
   f. health _____
   g. child development - the agressive child _____
   h. classroom management _____

7. Which of the above sessions do you find is most helpful in your community?

8. Would you like to have an intensive one or two weeks summer training program just before the beginning of school? (In addition to the training sessions you receive throughout the year.)

9. How many children do you work with at a time?

   a. 1 ____
   b. 2 ____
   c. 3 ____
   d. 4 ____
   e. 5 or more____

10. How often does the teacher ask you opinion about the progress of children in your class?

    a. once in a while ____
    b. sometimes____
    c. very often____

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11. How much help do you feel you are giving the children?

    a. very much ____
    b. some ____
    c. not very much ____

12. How well are you trained for the work you are doing with the children?

    a. not very well ____
    b. fairly well ____
    c. very well ____

13. How many children do you feel most comfortable working with?

    a. 1____
    b. 2____
    c. 3____
    d. 4____
    e. 5 or more____

14. Have you ever been in charge of classes when teachers are absent? How often?

FUNCTION NO. 33-21-632

MORE EFFECTIVE SCHOOLS

TABLE OF CONTENTS

I. INTRODUCTION

The community superintendent and the community school board of District 1 decided to recycle two MES schools in P.S. 137 Manhattan and P.S. 188 Manhattan, from the periods September 1971 to August 1972. Such a decision was undoubtedly based on the consistently supportive evidence assuring that the MES program offers sound educational guidelines and makes pupil achievement possible. Not only did frequent studies indicate that pupil achievement in reading resulted in a reduction in reading retardation but there were added expressions of support from educators, community people, and the youngsters themselves, attesting to the essential soundness and integrity of the MES program. Previous studies indicated that teacher morale is high and teacher mobility low, and that parent participation has increased in number and quality in MES schools. Such features then suggest that observers of MES schools would undoubtedly find a positive school climate essential to effecting teaching and learning.

II. PROGRAM DESCRIPTION

The program as developed herein reflects the thinking of the community superintendent, the community school board, heads of participating MES schools and the director of MES at the central board and community of District 1. A vital part of the MES program is the establishment of a maximum class size of 22 for grades 1 through 6, 20 for kindergarten, and 15 for pre-kindergarten. This study essentially looked at grades 1 through 6. The organization of the MES program for these grades follows.

Grades 1-6

1. Four teachers will be assigned for every 3 classes.
2. The teachers should work as a team.
3. Coverage for preparation periods will be arranged by the team using a team member so that continuity of instruction will be maintained.
4. The unique strength of each teacher will be utilized.
5. Cluster meetings will be held each week with the Assistant Principal assigned to a grade as an advisor to these teachers' sessions.

Special Personnel

O.T.P.'s Area specialists in Arts, Music, Science, A.V., and Health Education will not only be used to extend the curriculum but to provide coverage for teachers during cluster meetings. In addition to these specialists, an Administrative Assistant will be assigned to relieve the Assistant Principal for work with the cluster groups and to train school aides; a community relations teacher will be provided; a corrective reading teacher will provide remedial work and classroom assistance as

needed; a health counselor will act as a resource for all school personnel on matters pertaining to health status of children, and handle other necessary duties concerning children in meeting their health needs.

Other Personnel

Supportive Services will be provided by a Guidance Team (Guidance counselors, psychologists, psychiatrist, social worker and attendance teacher). A social worker will provide liaison with social agencies; para-professional relieve teachers of non-teaching duties; the Assistant Principal will give added support to the academic skills in each grade level as well as serve each cluster as a major resource person.

A. Pupil and Curriculum

1. The home class should be small and adequately supported. It should serve as the primary source for children with wide range of needs and abilities. Children should be encouraged to develop independent skills. Regrouping within the class group is essential so that individual needs may be more adequately met in all curriculum areas. The cluster teacher will provide coverage for preparation time and also assist the class teacher in teaching skills within the home classroom. Classes should be organized heterogeneously. Rooms should be attractively arranged and reflect a respect for the basic curriculum areas. New and innovative equipment should be evident. Small group and individual instruction should be evident. Children should be encouraged to actively participate in classroom activities. Language development should be emphasized at all times in every curriculum area, especially oral as well as written communication.

   Adequate provision must be made for the typical child. Special programs of enrichment and continued academic development must be provided for the high academic achiever. Special programs must be provided for children with emotional needs that cannot be met in the regular small class. Special attention must be focused on the curriculum and content of educational experiences in these small classes to be certain the individual needs of children are being met and thus lessen the emotional stresses that may foster emotional upset.

2. Special Placement

   At the end of the second grade, placement of each child should involve consideration not only of the child's academic achievement but also of his social, emotional, and physical maturation. In light of individual needs, special placement may be arranged.

3. Acceleration

   Pupils achieving at or above grade 4 academic level and possessing physical, emotional and social maturity may be accelerated to Grade 4.

4. Closed Junior Guidance

Classes should be formed to meet the needs of socially and emotionally disturbed children. The classes should be organized with a balance of passive and overt children to allow for effective functioning.

Classes should be closed-end, with a register of 8-12 pupils. Three Junior Guidance Teachers should be assigned to every two classes.

Full supportive guidance and other necessary services must be available.

5. Open Guidance

Classes should be formed to absorb children at any time during the school year while proper placement of these children is being determined.

Some children may be returned to regular classes after adjustment to a temporarily disturbing situation. A new class should be formed to accommodate a maximum register of eight as soon as a register is closed.

Full supportive services must be available.

6. Bridge Class

Pupils who lag in achievement (perhaps because of excessive mobility or other factors that prevented sustained attention to studies) but who show sufficient capacity to succeed in the third grade (if placed in a small group and given much individual help) may be placed in a "bridge class" with a register of 15 or fewer pupils.

The children may be returned to a regular class during the year upon the recommendation of the team consisting of teachers, supervisors, and guidance team.

7. Retention

Pupils showing a lack of ability to progress adequately and exhibiting social immaturity may, upon the recommendation of the team consisting of teachers, counselor, supervisors, and clinician, be retained for another year with the Early Childhood Program.

8. Referral

Pupils exhibiting marked slowness may be referred to a psychologist for possible special placement.

In all cases of special placement, the parents of the child concerned should be involved in and understand the reasons for the decision.

9. Evaluation

Children's academic needs in all curriculum areas should be diagnosed regularly.

Adequate programs should be planned to meet needs as evidenced through diagnosis.

For the most part both MES schools followed the general outline and intent of the program as described. The following exceptions were noted in one MES school:

Cluster meetings were held every two weeks. There apparently were no science or A.V. specialists, and it was noted that the community relations person assumed the role of the A.V. specialist. No special administrative assistant was assigned to the school; however, there were two assistant principals on staff. In addition, no permanent nurse or health counselor was available. In terms of supportive services, there was no guidance team at P.S. 137 since budget conditions at the beginning of the school year resulted in the loss of 2 guidance counselors. In addition no psychologist was regularly available, although the services of a psychiatrist were available, one day per week. In addition, a social worker was available once every two weeks, but there was no budget line for this position.

Factors relating to actual conduct of classes visited will be noted in a later part of this evaluation report.

B. Summary

This study attempted to evaluate the effectiveness of the program, More Effective Schools, by comparing two MES schools with two comparable schools in Manhattan along several dimensions. These dimensions included growth in reading and mathematics as measured by a comparison of Metropolitan Achievement test scores in these areas given in 1971 and again in 1972; achievement in the effective use of language as measured by teacher ratings of language proficiency; use of diagnosis and planning for student needs as indicated by specific reports for teachers; use of educational approaches consistent with the life styles and interests of the communities served by the school; development of positive attitudes toward school as expressed by students on two specially prepared questionnaires; and degree of participation in school functions by parents.

C. Description of the Schools

MES Schools

P.S. 188 Manhattan was built in 1904 and was formerly a junior high school. The student population was drawn from the Lillian Wald public low income housing project (85%), and local tenement housing (15%). The ethic distribution is as follows on the next page.

Puerto Rican	75.8%
Black	20.5%
Oriental	0.1%
Other Spanish	1.2%
Others	2.4%

P.S. 137 Manhattan is housed in a building approximately 10 years old. The population of students as per housing distribution is as follows: LaGuardia Houses, low income: 75%; Vladeck Houses, low income: 20%; Gouverneur Gardens, private middle income cooperative: 5%.

The ethnic distribution of students is as follows:

Puerto Rican	68%
Black	18%
Oriental	4%
Other	10%

Control Schools

P.S. 34 is housed in a small building approximately 11 years old. Population of students per housing distribution: Jacob Riis Public housing, low income: 80%; Hoven Plaza, Mitchell-Lama middle income - welfare subsidized: 15%; Co-op housing, ceiling income, privately owned: 5%.

Ethnic Distribution:

Puerto Rican	71.5%
Black	20.1%
Oriental	1.0%
Other Spanish	0.2%
Others	7.2%

P.S. 97 is in a small fairly old building. Student population per housing distribution: Baruch low income public housing: 100%.

Ethnic Distribution:

Puerto Rican	66.0%
Black	29.0%
Oriental	0.5%
Other Spanish	0.5%
Others	4.0%

The research associate's experience at each of the four schools is herein summarized:

P.S. 188

The school has a warm, free-flowing atmosphere. The teachers openly communicated their feelings to the principal and assistant principals. Parents were constantly entering the office to request either principal or teacher conferences or both.

The researcher was given a warm welcome in this school, and sometimes was consulted about other problems outside of her official jurisdiction (i.e., curriculum, Black history and culture, parental problems). During visits, the researcher had occasion to meet and have conferences with all of the auxiliary staff (reading specialist, bi-lingual, assistant principal, etc.). The para-professional staff attended some of the coffee sessions and were treated on an equal basis with everyone. The researcher was given a tour of the cafeteria and kitchen where she met some the custodial and maintenance help. They too were very friendly.

The children in the school seemed relaxed and very much a part of that family atmosphere that was so prevalent in the school.

P.S. 137

In this school, the researcher did not get the awareness of children, for most of the people encountered were adults. There were few children in the principal's office or in the halls. There was never any one in the nurse's room where the researcher usually did her work.

The only personal meetings were with the assistant principal, the office staff, the reading teacher, the union representative and the teachers involved in the testing. The principal allocated a great deal of responsibility to his assistant principals. The over-all atmosphere in the school was or can best be described as busy. Everyone seemed so busy and engrossed in his work that there was no communication.

One incident indicating possible racial tension between the blacks and Puerto Ricans in the school occurred when two children became involved in a fight. By noon, the principal's office was full of screaming and cursing people (relatives and neighbors of the fighting children). The mother of one child had to be physically conducted into the principal's office. The principal reamined calm and handled the situation very well.

P.S. 97

This school was not as open as the others. The researcher was introduced to the reading teacher because at the time they were conducting a training session for parents. The principal conducted a tour of the building when this session was taking place. Positive interaction between the parents, para-professionals and teachers at that session was observed.

There was tight control in this school. Therefore, there was very little traffic of children. The para-professional staff (mainly Puerto Rican) kept to themselves for the most part. Not much interaction between them and the teachers was observed.

P.S. 34

The atmoshpere in this school was warm and friendly. Everything appeared to be unstructured. However, a sense prevailed that orderly progress was being made. Many of the teachers met in the assistant principal's office. As a result, the researcher was able to meet and talk with many of them, namely the bi-lingual teacher, the reading specialist, the guidance teacher, and a social worker who was in for a conference with the principal.

Children freely moved in and out of the assistant principal's office, often interrupting conversation; this seemed to be an accepted custom because no one became upset about this. The teachers felt free to talk over their problems with the principal or assistant principal, and nothing was "hidden" from the researcher. (In 97 and 137, the impression was that they avoided discussing problems in the presence of visitors.)

Fewer para-professionals were observed in this school than in any of the others (only 3), and there seemed to be no interaction between them and the professional staff.

III. DESIGN OF THE STUDY

A. Objectives

The objectives of the MES program attempted to improve the teaching-learning climate along several dimensions:

1. The home class should be small and provide for children with a wide range of needs and abilities via instructional methods, materials available, diagnosis of student needs and abilities, emphasizing language development in a surrounding pleasant enough to be conducive to learning.
2. The provision of the above should enable students in MES schools to show increased achievement in reading and mathematics as measured by the Metropolitan Achievement tests given in the Spring of 1972.
3. The provision of those essentials in item 1 should result in positive attitudes towards school and in positive self-attitudes of those students in MES schools.
4. Parental participation in MES schools should be consistently high in number and quality.

B. Evaluation Design

In light of the above objectives, the following design for this study was devised.

Achievement in Reading and Mathematics

Hypothesis 1a.: After 1971 achievement scores in reading are controlled, students in MES schools will attain higher achievement scores in reading than will students in the Control schools.

a. Sample

100 students in each of the MES schools in each of the MES schools will be selected at random, and will be compared with 100 students from each control school. Selection of the control students will be done by matching them with MES students selected, on basis of grade level and achievement, from grades 3, 4, 5, and 6.

b. Methods and Procedures

The standardized achievement scores in reading for both MES and Control schools will be collected after their administration during the Spring term, 1972. Using last year's MAT score as a control, a multiple regression analysis will be used to determine whether assignment to an MES school is a valid predictor of present change in reading achievement.

Hypothesis 1b.: After controlling for 1971 achievement in mathematics, students in MES schools will attain higher achievement scores in mathematics than will students in the Control schools.

a. Sample
The 25 sixth graders in each of the MES schools will be compared with the 25 sixth graders in each of the control schools since this is the only grade to which the MAT mathematics test is administered in two successive years.

b. Methods and Procedures
The methods and procedures will be the same as those used to determine the validity of Hypothesis 1a.

Language Proficiency

Hypothesis 2: The language proficiency of students in the MES schools will be judged significantly higher than that of the students in the control schools.

a. Sample
Approximately 4 students in each of the 15 observed classes in each of the four schools observed will be rated by the teacher in terms of their language proficiency using a scale especially designed for this study. These students are a random sampling of the students used to test hypotheses 1a and 1b. The variation in number of the final tally (100 MES and 102 Control) was due to failure of some teachers in each of the schools to obtain all the ratings requested. Additional students were drawn from the population of grades 1-2.

b. Methods and Procedures
Teacher ratings of language proficiency were obtained from use of a rating scale devised for the study. A t-ratio was used to determine whether any noted difference between the means of MES and Control was significant. Administered April, 1972.

Diagnosis and Planning for Individual Students

Hypothesis 3: The teachers in the More Effective Schools will exhibit more diagnosis and planning for students' individual needs than teachers in the control schools as measured by reports requested from the teachers. The instructions for these reports called for statement of initial diagnosis of a need; if need found, pinpoint specific area; statement of long range planning, statement of short range planning, list of materials to be used, and list of goals for the student.

a. Sample
Two students from each class of the 15 teachers in the four schools were selected at random, and the teachers were asked to report as indicated above on each of these children. The actual number varies since one school was told that it was not mandatory to complete this aspect of the project in order to see that all other requests for information were garnered. Therefore all reports from MES schools were tallied together, and all reports from Control schools were

tallied together, for purposes of arriving at an effective analysis. The final analysis was conducted on the reports of 15 MES teachers and 18 Control teachers.

b. Methods and Procedures
An item count was made for each of the six items called for in the instructions given for reporting. Data was analyzed by means of chi-square analysis to determine whether any noted differences in the degree to which teachers in MES schools executed their diagnosis and remediation as compared with those of the control school teachers was significant. Reported April, 1972.

Appropriate Choice of Educational Approaches and Materials

Hypothesis 4: A significantly greater proportion of teachers in the More Effective Schools, compared to teachers in the Control Schools will use approaches consistent with the life styles and interests of the communities served by the schools.

a. Sample
15 teachers in each of the four schools participating in the study were visited by observers trained to use the developed form for observation (see appendix).

b. Methods and Procedures
Three observers visited each of the schools. None of them were informed whether the school being visited was designated MES or control. The final evaluation of the appropriateness of methods, materials in relation to the objectives of meeting the life styles and interests of the students being served was rated on a continuum of 1-7. The data were analyzed by means of a chi-square to determine whether any differences between MES and control school classrooms were significant. Observations were made late March and early April, 1972.

Student Attitudes Toward School

Hypothesis 5a: Students in MES schools will exhibit a more positive attitude towards school than will students in control schools.

a. Sample
Students in each of the 4th, 5th, and 6th grade classes in each school were administered the "My School" questionnaire.

b. Methods and Procedures
The Research Associate directed the teachers in each school on the administration of the questionnaire. Non-readers in the class were administered the questionnaire orally by the teacher. The data for all MES responses were compared to that

compiled from Control school responses and were analyzed by means of a chi-square analysis to determine whether any observed differences on each of the 16 items were significant. Administration was carried out in May, 1972.

Hypothesis 5b: Students in MES schools would show a more positive assessment of self than would students in the control schools as measured by results of responses to Self-Concept of Abilities Scale.

a. Sample
The Self-Concept of Abilities scale was administered to all students in all four schools who had been given the "My School" questionnaire.

b. Methods and Procedures
The research associate instructed the teachers on the administration of the Self-Concept of Abilities scale (see appendix). A t-ratio was obtained to determine whether any noted differences between the means of MES and Control students were significant. Administration took place in May, 1972.

Parent Participation

It was determined that parents of MES students would participate more readily both in quantity and quality of participation than would parents of students in control schools. A questionnaire (see appendix) was designed after the research associate spoke to administrators, faculty and parents at the schools to determine the nature of possible parent involvement activities.

IV. RESULTS

Hypothesis 1a.: After 1971 achievement scores in reading are controlled, students in MES schools will attain higher achievement scores in reading than will students in the Control schools.

Hypothesis 1b.: After controlling for 1971 achievement in mathematics, students in MES schools will attain higher achievement scores in mathematics than will students in the Control schools.

A multiple regression analysis was used with the post-test score in Reading (and Math) as the criterion and the Pre-test scores (1971 administration of MAT's) as one predictor of achievement (X_1) and assignment to MES or Control school (X_2) as a second predictor of achievement. The criterion will be denoted by Y.

The ss due to regression of Y on X_1 = 52.746
The increase to the ss due to adding X_2 = 0.736
Total m.r. = 53.428

The above indicated that the assignment of group (MES or control) had little effect on reading (or mathematics - 6th grade) acheivement scores in the 1972 test.

A further analysis of variance highlighted this finding.

ANOVA

Source	df	ss	m.s.	F	
Regression due to Pre-test - X_1	1	52.7	52.7	36.5	Significant at .01 level
Regression due to grouping - X_2	1	.74	.74	.5	Not significant
Residual - X_1	8	11.6	1.45	-	
Residual - X_2	10	65.0	6.56	-	

The analysis of variance above indicated that after controlling for 1971 score, the grouping had no significant effect on the criterion (post-test scores).

A look at the multiple correlations for each grade level in reading and the 6th grade in math show the same results across the board.

Reading		Math	
Source	MC	Source	MC
Grade 3	0.786	Grade 6	0.543
4	0.823		
5	0.858		
6	0.795		

Hypothesis 2: The language proficiency of students in the MES schools will be judged significantly higher than that of the students in the conrol schools as rated by the teachers of the classes in each school observed.

Source		n	Mean	s.d.
MES	X_1	100	4.490	1.625
Control	X_2	102	3.575	1.843
	Σ	202	4.028	1.793

$t = 3.738$
$P < 0.0005$

A t-ratio was obtained indicating a significant difference in teacher rating of language proficiency in favor of MES students. This finding is essential since it relates to a specific goal of the MES program: "Language should be emphasized at all times in every curriculum area especially oral as well as written."

Hypothesis 3: The Teachers in the More Effective Schools will exhibit more diagnosis and planning for students' individual needs than teachers in the control schools as measured by reports requested by the teachers. The instructions for these reports called for statement of initial diagnosis of a need; if need found, pinpoint specific area; statement of long range planning, statement of short range planning, list of materials to be used, and list of goals for the student.

The directions given by the research associate to the teachers for a report on each of two students selected at random were as follows:

1. Present your initial diagnosis of the student's ability in reading or mathematics.

2. If a deficiency is found - pinpoint the specific area.

3. Indicate any planning you have done for this student:
   a) long range - for rest of term
   b) short range - one, two, three weeks for specific problem

4. List materials to be used or that you have been using.

5. List or state goals for this student.

The results were grouped for all MES teachers and for all control teachers, since one MES school was told that this requirement was not mandatory.

These data were analyzed by means of chi-square analysis to determire if noted differences were significant.

Item	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	Source
1	11	10.59	0.41	0.1681	.016	MES
	9	9.41	-.41	.1681	.018	Control
2	26	27	-1	1	.037	MES
	25	24	1	1	.042	Control
3a	4	5.29	-1.29	1.6641	.315	MES
	6	4.71	1.29	1.6641	.353	Control
3b	28	23.83	4.17	17.3889	.730	MES
	17	21.18	-4.18	17.4724	.825	Control
4	22	23.29	-1.29	1.6641	.072	MES
	22	20.12	1.88	3.5344	.176	Control
5	8	9	-1	1	.111	MES
	9	8	1	1	.125	Control

$\chi^2 = \Sigma \frac{(O-E)^2}{E} = 2.820$ The χ^2 needed for significance at the .05 level with df = 5 is 7.78. Varaibles 1, 2, 3a, 3b, 4 and 5 are independent of whether a teacher was in the MES school or in the control school, as evidenced by the lack of any significant difference in reporting.

Hypothesis 4: A significantly greater proportion of teachers in the More Effective Schools, compared to teachers in the Control Schools will use approaches consistent with the life styles and interests of the communities served by the schools, as measured through observation of the 15 classes in each of the schools in the study via an observation protocol designed for this study.

The judgement of the appropriateness of methods and materials was rated on a 7 pt. continuum from 1 (low) to 7 (high). The results were analyzed using chi-square to test for significance of any noted differences.

Rank	O	E	(O-E)	$(O-E)^2$	$\frac{(O-E)^2}{E}$	Source
1	6	7.5	-1.5	2.25	.300	MES
	9	7.5	1.5	2.25	.300	Control
2	6	6	0	0	.000	MES
	6	6	0	0	.000	Control
3	4	4.5	-.51	.25	.566	MES
	5	4.5	.5	.25	.566	Control
4	4	4	0	0	.000	MES
	4	4	0	0	.000	Control
5	5	4.5	1.5	2.25	.300	MES
	4	4.5	-.51	.25	.566	Control
6	5	3	2	4	1.333	MES
	1	3	-2	4	1.333	Control
7	0	.5	-.5	.25	.500	MES
	1	.5	.5	.25	.500	Control
		.5			6.264	

$\chi^2 = 6.264$; not significant at .01 or .05 levels.

Hypothesis 5a.: Students in MES schools will exhibit a more positive attitude towards school than will students in control schools as measured by the "My School" questionnaire.

These data were analyzed using chi-square to test for significance of any differences noted.

Significant differences were noted as follows:
Item 7 - The school building is a pleasant place.

	Yes	Some	None
MES	72	32	19
Control	84	13	3

$\chi^2 = 18.41$
$P < .001$

The significant difference noted herein shows a more positive attitude on the part of control school children.

Item 11 - The trip to and from school is too long.

	Yes	Some	None
MES	9	10	103
Control	13	17	70

$\chi^2 = 6.72$
$P < .05$

The significant difference noted favored the MES children.

Item 12 - I wish I didn't have to go to school at all.

	Yes	Some	None
MES	18	29	75
Control	26	30	43

$\chi^2 = 7.85$
$P < .01$

The significant difference here indicated that the MES children looked forward to attending school.

Item 15 - I work hard in school but don't seem to get anywhere.

	Yes	Some	None
MES	22	34	67
Control	24	37	60

$\chi^2 = 4.91$
$P < .05$

The significant difference here favored the MES children as feeling that hard work got them results.

It should be noted that Item 5 - The teachers in this school are fair and square - while not producing a significant difference, did show a trend toward a more favorable attitude on the part of the MES children.

The data on the other items showing no significant differences will be found in the appendix. It should be noted, however, that both groups felt as follows:

Item 2: teachers generally made them work too hard.
3: teachers generally were interested in them.
4: teachers generally explained things clearly.
6: too much student fighting in the school.
8: the principal is friendly
9: the work at the school was sometimes hard and sometimes easy.
10: what was being learned would be useful to them.
14: work at school rated from somewhat easy to hard.
16: the children generally learned more this year than any earlier year.

Hypothesis 5b.: Students in MES schools would show a more positive assessment of self than would students in the control schools as measured by results of responses to Self-Concept of Abilities Scale.

Source		n	Mean	s.d.
MES	X_1	109	10.513	3.381
Control	X_2	106	10.405	3.238
	Σ	215	10.460	3.304

$t = 0.239$
$P < .10$ not significant

There was no significant difference in the self-concept of abilities between MES and control children.

Hypothesis 6: It was hypothesized that parents of MES students would participate more readily both in quantity and quality of participation than would parents of students in control schools. A questionnaire was designed to evaluate parent participation.

The data response to the questionnaires given to parents was so sparse that it was not possible to analyze them meaningfully. Perhaps time of year and/or mobility were responsible for the paucity of responses. The questionnaire however (there was an English and Spanish version - see appendix) was developed from interviews with a sampling of parents, teachers and administrators contacted by the research associate.

V. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to evaluate the effectiveness of the MES program, by comparing two MES schools with two comparable schools in Manhattan along several dimensions. These dimensions included growth in reading and mathematics as measured by a comparison of Metropolitan Achievement test scores in these areas given in 1971 and again in 1972; achievement in the effective use of language as measured by teacher ratings of language proficiency; use of diagnosis and planning for student needs as indicated by specific reports from teachers; use of educational approaches consistent with the life styles and interests of the communities served by the school; development of positive attitudes toward school as expressed by students on two specially prepared questionnaires; and degree of participation in school functions by parents.

For each of the above dimensions, hypotheses were posited indicating expected results in favor of MES schools. The results did not always support the hypotheses. In the areas of reading and mathematics, assignment of students to MES or control schools did not make any difference in relation to the noted improvement from 1971 to 1972 in these areas as measured by administrations of the MAT tests. This finding may possibly be accounted for in relation to some of the other findings concerning the nature of the educational experiences in both MES and control schools.

One explanation may be drawn from the results of the analysis of the classroom observations (hypothesis 4). Although the overall picture did not reveal any significant difference between classes in MES and control schools, a look at specific items on the observation protocol indicate that there were more attempts at innovative approaches made in the MES schools. However, this fact may have been negated by the fact that neither MES nor control schools had an overwhelming number of new materials or specific materials related to the life styles of the students being served. For example, there were more Puerto Rican children in most of the classes, yet in reporting on the special materials, most, if not all of them were materials relating to blacks. Other than posters and flags, there seemed to be little material useful to support instruction in reading that related to the Puerto Rican child.

Another finding relating to hypothesis 3 - diagnosis and planning for individual needs not only revealed no difference between the efforts of MES and control teachers on this dimension, but it also revealed that few teachers executed their own initial diagnosis (at least as reported by them), made long range plans for handling identified needs, nor did they state specific term goals for the children. These findings suggest that there may be a need for additional training in techniques for planning diagnosis and remediation or programming. Many of the reports indicated that teachers were well prepared to handle specific problems encountered, but their own reports indicated greater concern for "on the spot" remediation. Perhaps too, the pressures of daily needs were such that, in executing the reports, the teachers did not have time to indicate those items noticeably lacking.

In terms of the findings on hypotheses 5a and 5b, the children in both MES and control schools seemed to exhibit a positive self-concept and a generally positive attitude towards school. The MES children did show a significantly greater degree of wanting to attend school, and feeling that hard work seemed to get them somewhere as they considered their own achievement. All schools selected in this study seemed comparable in terms of generating a sense of caring about the progress of students in spite of the impression given to the research associate that one school pictured emphasis on its adult rather than its student population. Here again, achievement demanded under the conditions identified by the children in response to the My School and Self-Concept of Abilities questionnaires was emphasized, sought for and prized by children and school professionals alike, and may have accounted for the lack of any effect of assignment to MES or Control school on reading and mathematics progress.

Two additional comments may be made. Whereas special protocols were developed to test each of the hypotheses, this was not so for hypotheses 1a and 1b, which were tested by the Metropolitan Achievement tests. Perhaps these tests were not sensitive enough to indicate whether MES children were reading more than they were reading in previous grades, whether they were initiating more of their own reading experiences, or whether they were reading in other areas because of the additional help they may have obtained.

Secondly, when innovation takes place, some degree of preparation and/or training for the staff may well support and ensure the achievement of the objectives of the innovative program. There was no evidence that such training took place. In fact, some evidence indicated that budgetary reductions accounted for lack of certain specially trained personnel who might have given needed support to the classroom teachers.

Recommendations

1. The MES program needs promised support of specially trained personnel and materials.
2. Staff training in innovative methods other than organizational change (regrouping) may be necessary.
3. Instruments sensitive enough to discern changes in reading habits and attitudes towards reading need to be developed to assess the reading growth in children.
4. Evaluation should be ongoing and considered as part of constant and continual diagnosis of a program in order to insure that learnings, changes, material needs are being met during the implementation of the program.
5. The possibility of including parent representatives in the planning and ongoing activity of the program should be considered.
6. The support of hypothesis 2, indicating that language proficiency of MES students would be significantly higher than that of control students suggests that language development should be continued and emphasized as a goal of future programs.

APPENDIX A

CHILD'S NAME _____ AGE ____ TEACHER _____

MORE EFFECTIVE SCHOOLS

LANGUAGE RATING SCALE

Using your understanding of the typical child of this age, rate this child on the following activities by checking the appropriate box.

	PRE-SCHL	KGN	1	2	3	4	5	6	7	8
1. Expressing ideas clearly										
2. Understanding directions that are given him by the teacher										
3. Speaking clearly (enunciating)										
4. Telling a story and holding the attention of the class										
* 5. Writing ideas in an organized fashion										
6. Breadth of vocabulary										
7. Use of clues to decode new words										
8. Adjusting language so it is appropriate for different situations										
9. Ability to translate written ideas into oral language										

* May not be appropriate for kindergarten and first grade.

MES

APPENDIX B

CLASSROOM OBSERVATION SCALE

1. What is the ethnic distribution in this class?

2. Were any materials noticed pertaining to minority groups represented in the classroom?

3. Were any wall displays visible pertaining to these groups?

4. What materials were the children working with?

5. Did these materials seem appropriate to the ethnic distribution of the class?

   In what way?

6. What was the general teaching approach?

7. Did the approach seem especially geared for the children in this community?

8. Does there seem to be any evidence of special teaching techniques, materials, or curriculum?

   If so, what?

9. Overall rating of appropriateness of materials for ethnic groups represented in this class.

   Circle - 1 - 2 - 3 - 4 - 5 - 6 - 7

APPENDIX C

MY SCHOOL QUESTIONNAIRE

Name _____ Class _____

School _____

Circle the answer that tells how you feel.

1. The teachers in this school want to help you.	YES	SOMETIMES	NO
2. The teachers in this school expect you to work too hard.	YES	SOMETIMES	NO
3. The teachers in this school are really interested in you.	YES	SOMETIMES	NO
4. The teachers in this school know how to explain things clearly.	YES	SOMETIMES	NO
5. The teachers in this school are fair and square.	YES	SOMETIMES	NO
6. The boys and girls in this school fight too much.	YES	SOMETIMES	NO
7. This school building is a pleasant place.	YES	SOMETIMES	NO
8. The principal in this school is friendly.	YES	SOMETIMES	NO
9. The work at this school is too hard.	YES	SOMETIMES	NO
10. What I am learning will be useful to me.	YES	SOMETIMES	NO
11. The trip to and from school is too long.	YES	SOMETIMES	NO
12. I wish I didn't have to go to school at all.	YES	SOMETIMES	NO
13. This is the best school I know.	YES	SOMETIMES	NO
14. The work at this school is too easy.	YES	SOMETIMES	NO
15. I work hard in school but don't seem to get anywhere.	YES	SOMETIMES	NO
16. I've learned more this year than any earlier year.	YES	SOMETIMES	NO

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APPENDIX D

Student_____ Teacher_____

School_____ Tester_____

Self-concept of abilities

1. Think of your friends your own age. Do you think you can read better, the same or less well than your friends?

   a) Better
   b) Same
   c) Less Well

2. Think of the students in your class. Do you think you can read better, the same or less well than they can?

   a) Better
   b) Same
   c) Less Well

3. When you finish this school, do you think you will be one of the best. one of the average or one of the less goo readers?

   a) Best
   b) Average
   c) Not so good

4. Forget how your teachers mark your work. How good do you think your own work is?

   a) Very good
   b) O.K.
   c) Not too good

5. Do you go to the library more. the same as, or less than your friends?

   a) More
   b) Same
   c) Less

6. Do you read at home more than, the same as, or less than your friends?

   a) More
   b) Same
   c) Less

7. Do you think the teacher feels that you're learning the material that he is teaching?

   a) Most of the time
   b) Sometimes
   c) Never

8. Do you think you could finish high school?

   a) Yes
   b) Maybe
   c) No

9. If you go to college, do you think that you would be one of the best, average or poorest students?

   a) Best
   b) Average
   c) Poorest

APPENDIX E

CHILD'S NAME _____ MES ___
NON-MES ___

PARENT QUESTIONNAIRE

	YES	NO
1. In my child's school it is possible to: (Check as many as are applicable)		
a) Plan special programs with teachers	___	___
b) Give my opinions of:		
1. teachers	___	___
2. classes	___	___
3 activities for children	___	___
4. my child's progress	___	___
5. handling of discipline problems	___	___
6. handling children's study problems	___	___
c) Have extra-curricular activities like these:		
1. cultural meetings	___	___
2. social gatherings	___	___
3. athletics and/or clubs	___	___
4. PTA meetings	___	___
d) Have parent-teacher conferences	___	___
1. Planning time schedule by:		
Teacher only	___	___
Parent and teacher	___	___
Non-scheduled	___	___
e) Observe my child in class	___	___
2. Do you feel involved in the activities of the school?	___	___

3. How could the school personnel improve the relations between them and the parents?

APPENDIX F

NOMBRE DEL ESTUDIANTE _____ MES ___
NON-MES ___

CUESTIONARIO PARA LOS PADRES

	SI	NO
1. En la escuela de mi hijo(a) es posible: (marque la contestacion que Ud. crea es la correcta)		
a) Planear programas especiales con los maestros	___	___
b) Dar mi opinion sobre:		
1. maestros	___	___
2. clases	___	___
3. actividades para los niños	___	___
4. el progreso de mi hijo(a)	___	___
5. como tratar el problema de disciplina	___	___
6. como tratar el problema que tienen los niños para estudiar	___	___
c) Tener actividades extra-curriculares como:		
1. reuniones culturales	___	___
2. reuniones sociales	___	___
3. actividades atleticas y/o clubs	___	___
4. reuniones del PTA (Asociacion de Padres y Maestros)	___	___
d) Tener reuniones o conferencias entre padres y maestros	___	___
1. El horario es planeado por:		
La maestra solamente	___	___
Los padres y la maestra	___	___
El horario no es planeado	___	___
e) Visitar y observar mi hijo(a) en el salon de clases	___	___
2. ¿Se encuentra usted participando en las actividades de la escuela?	___	___

3. ¿Que se podria hacer para mejorar las relaciones entre los padres y las personas que trabajan en la escuela (el personal)?

EVALUATION STAFF

Dr. Louis Hofmann
Dr. Julian Roberts
Mrs. Margaret Hayes
Leonard Bryant
Jose Vasquez
Diane Rivera