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ABSTRACT

To move toward meeting the needs of the pupils at Carey the following goals have been developed: (1) to challenge each child's ability by diagnosing his strengths and weaknesses and then individualizing instructional activities for him as much as possible; (2) to concentrate on positive methods of control and reinforcement in all activities; (3) to provide sequential learning activities which develop and improve the child's reading skills, subsequently reinforcing them in other academic areas; (4) to create an atmosphere of continuous open communication between teachers and parents so parents will demonstrate a willingness to participate in their child's academic activities; (5) to provide opportunities for each child to be more acutely aware of his immediate environment; (6) to provide opportunities for positive social and academic interaction experiences among the children; and (7) to make the Parent Teachers Association aware of the children's health needs. The Title I Elementary Secondary Education Act Program provides one counselor-lead teacher, four educational aides, and some funds for materials and supplies. Individual assistance is available to Carey teachers through a Comprehensive Instructional Program resource teacher and through inservice activities for selected teachers.
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RESEARCH AND DEVELOPMENT REPORT

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AN INSTRUCTIONAL PLAN TO ENHANCE
PARENT-PUPIL-SCHOOL INTERACTIONS

JOHN B. CAREY ELEMENTARY SCHOOL
1972-73

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I. RATIONALE

John Carey Elementary School is located in the northwest quadrant of the city in a community composed primarily of low density housing, mostly single family dwellings. In the past year a number of apartment units have been constructed and occupied but the number of units is a small minority of the total. The community contains some commercial areas, food stores, and similar neighborhood shopping facilities, but no heavy industry.

The rate at which families move in and out of a community has been shown to be related to success in school activities. Using the school enrollment and attendance figures, a mobility index has been computed to reflect the rate of movement of families. Carey's mobility index over a three-year period is shown in Table 1. It indicates that the community as a whole must have been stabilizing as there has been a steady decline even during the addition of the apartment housing units.

School attendance figures indicate that efforts to improve school attendance have been fruitful. The per cent of attendance increased from 90 per cent in 1970-71 to 92 per cent in 1972-73. This has been accomplished without the aid of social workers, and in spite of the fact of a large attendance zone requiring youngsters to travel greater than average distances to school along roadways without pedestrian walkways. Of families in the Carey district, approximately 55 per cent are of low-income such that the school qualified for aid through Title I activities. Of the 516 pupils enrolled at the beginning of the 1972-73 school year, 96 are receiving the compensatory activities supported by funds from Title I, ESEA, Public Law 89-10. Eighty-three per cent of the pupils enrolled received free lunch.

TABLE 1
ENROLLMENT, MOBILITY, AND
ATTENDANCE RATES

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Enrollment	603.00	572.00	537.00
Mobility	.25	.23	.20
Attendance	90.3	90.4	92.00

II. NEEDS

According to the predicted achievement data compiled by the Division of Research and Development of the Atlanta Public School System, Carey School is effective in helping children learn, considering the handicap imposed upon them by their environment. However, pupils scored below the national norm on standardized academic achievement tests indicating the need to develop stronger skills in academic subject areas. Concurrent with the needs for academic skills there is a need to improve in the affective domain of educational objectives. The need for more positive attitude toward self and school is evident in part by the lack of high levels of success in school subjects.

The staff, in examining ways to develop greater portions of pupil potential, has identified a need for consistency of attitude and support between home and school.

Acknowledging that no child can perform to his maximum intellectually who has physical health handicaps, the need for basic diagnosis and treatment of health needs is recognized.

III. GOALS

To move toward meeting the needs of the pupils at Carey the following goals have been developed:

- A. To challenge each child's ability by diagnosing his strengths and weaknesses and then individualizing instructional activities for him as much as possible.
- B. To concentrate on positive methods of control and reinforcement in all activities.
- C. To provide sequential learning activities which develop and improve the child's reading skills, particularly visual and auditory discrimination and phonetic skills, subsequently reinforcing these reading skills in all other academic areas wherever possible.
- D. To create an atmosphere of continuous open communication between teachers and parents so parents will demonstrate a willingness to participate in their child's academic activities at home, or in the classroom or both.

- E. To provide opportunities for each child to be more acutely aware of his immediate environment through observation, discussion, and understanding.
- F. To provide opportunities for positive social and academic interaction experiences among the children in order to enhance each child's attitude toward self and school.
- G. To make the Parent Teachers Association aware of the children's health needs (example: eye examinations and hearing examinations including follow-through services after diagnosis) and the school's needs in health services such as first aid supplies in school clinic.

IV. BEHAVIORAL OBJECTIVES

The following objectives were set forth by the staff to guide the school's program activities for the year. The extent to which these objectives were accomplished is the basis of evaluating pupil progress and program implementation.

- A. At least 65 per cent of all pupils enrolled in the second and third grades will increase their reading skills in word knowledge, word analysis and comprehension at the rate of at least one month's gain for one month of instruction measured by the Metropolitan Achievement Tests (MAT).
- B. Seventy per cent of the first grade pupils will successfully complete with 80 per cent accuracy, Comprehensive Instructional Program (CIP) diagnostic reading tests A_1 through A_4 during the time span between the beginning year and the administration of the third CIP tests.
- C. Seventy-five per cent of the first grade pupils will successfully complete with 90 per cent accuracy B_1 and B_2 as measured by the third CIP test.
- D. Twenty-five per cent of the first grade pupils successfully complete with 90 per cent accuracy, all CIP diagnostic reading tests through C_2 , as measured by the third CIP test.
- E. At least 25 per cent of the parents from each classroom, grade levels one through three, will contribute their services assisting in class activities.

- F. Based on pre and post tests during the year a longitudinal study of pupils in grades one through seven will show an improvement in attitudes as measured by the Self-Appraisal Inventory (SAI) and the School Sentiment Index (SSI).
- G. Upper elementary teachers will have a personal conference with at least 75 per cent of the parents during the school year.
- H. Vision and hearing tests will be administered to all Title I children and treatment obtained when needed.

V. CRITICAL VARIABLES

A. Reading skills (grades two and three)

- 1. Word knowledge
- 2. Word analysis
- 3. Comprehension.

B. Reading skills (grade one)

- 1. Auditory discrimination
- 2. Matching letters
- 3. Visual discrimination
- 4. Alphabet skills
- 5. Sight vocabulary
- 6. Phonetic skills.

C. Parent involvement in school activities.

D. Attitude toward school.

E. Health services delivered.

VI. STAFF AND FACILITIES

Twenty-two full-time members of the instructional staff work at an overall teacher-pupil ratio of approximately one to thirty. The ratio is slightly less in grades K through three and slightly higher in grades four through seven.

In the primary grades teachers work in self-contained classrooms, while the older grades are departmentalized. In grades four through seven, each teacher teaches reading and one other subject, either social studies, science, math, or language arts.

In addition to regular classroom teachers, grades K through seven, there are two special education teachers, a librarian, Title I lead teacher, and part-time teachers for vocal music, art, and band.

Inservice

A teacher chairman on each grade level serves as liaison between that grade and the principal and conducts an informal meeting held in the grade level group for planning and evaluation. Written reports are made by some groups describing the problems discussed or instructional activities planned. This year a curriculum revision committee has worked toward "a fresh statement of objectives." Statements by this group in the first report include:

Each child deserves the opportunity to develop his own individual interest and abilities to the greatest extent. This should be possible without feeling pressures from teachers, the curriculum, or the threat of successive failures during his educational career. The program is designed to:

1. Provide for individual differences through independent work and individualized instruction.
2. Provide initial learning experiences which are success oriented and will help each child gain a positive image of himself as a learner and as a person of worth and dignity.
3. Guide each child toward self-discipline with the supervision of a teacher who raises questions and gives assistance when needed, thus encouraging the child to become an independent learner.

For greatest development of personality, character, and intellectual ability the individual possesses:

1. The ability to read, speak, write, and listen.
2. Knowledge and understanding of mathematics .
3. An understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas, and information.
4. An understanding of and respect for himself, his abilities, interests, values, aspirations, and limitations; and uses this understanding to set personal goals.

A new plan proposed by this committee involves dividing the upper half of the school into eight groups of 27 pupils and organizing the day into blocks of time varying from two hours in the morning to 40 minutes in the afternoon in order to teach groups according to their particular need for amount of time and for activities.

VII. SUPPORTIVE PROGRAMS

The Title I Program provides one counselor-lead teacher, four educational aides, and some funds for materials and supplies. The lead teacher performs in a variety of ways:

- A. Helps identify pupils for and in need of Title I services.
- B. Works with aides in resource rooms to:
 1. Prepare record folders for each Title I pupil.
 2. Select material for aides to use in working with Title I pupils.
 3. Assist aides in giving standardized tests to Title I pupils.
- C. Works with pupils individually and in small groups instructing and assessing progress.
- D. Directs testing program in the school
 1. Is contact person for Area IV Office.

2. Cooperates with teachers in administering school-wide achievement test, Dolch Basic Sight Vocabulary Tests, and diagnostic tests.
- E. Assists in providing health and psychological services
1. Gives vision tests.
 2. Makes referrals to central office for re-testing.
 3. Takes children for dental examinations.
 4. Provides screening for psychological testing.
 5. Counsels with Title I children who have problems impeding their progress or who are disruptive in classrooms.
- F. Promotes parent involvement
1. Recruits parents of Title I children for involvement in school activities.
 2. Reports pupil progress to parents by telephone contacts and home visitations.

Educational aides work in the resource room for Title I children for 45 minute periods to carry out the recommendations of the teachers and lead teacher. Their work is under the supervision of the lead teacher.

Comprehensive Instructional Program

Individual assistance is available to Carey teachers through a Comprehensive Instructional Program (CIP) resource teacher and the Area IV Office and through inservice activities for selected teachers in order to utilize the diagnostic findings of the CIP program. Through this program pupils in the first, second, and third grades are diagnostically evaluated in reading and in the fourth, fifth, and sixth grades in math, three times during the year.

VIII. EVALUATION

To measure progress made in achieving the goals and objectives, formal and informal measures were used. The achievement tests are instruments validated on nationwide norm groups according to accepted statistical practices.

Therefore, they can be depended on for a high degree of reliability and validity. However, the attitude tests and the questionnaires are extremely limited as dependable measuring instruments. They can, however, give some insights into the factors which contribute to a school's overall effectiveness.

Both kinds of tests, however, must be recognized as having the limitation always imposed by standardization. That is, the unique characteristics of the pupils, teachers, parents, and the local community were not reflected in the test construction. Therefore, interpretation of test results must reflect the population's features that differentiate it from the norm. The Division of Research and Development has generated a Predicted Achievement Quotient which may be considered to reflect the limitation. It will be discussed in Section X.

Achievement

To verify changes in achievement levles, the pre and post measures of the Metropolitan Achievement Tests (MAT) were utilized. Published by Harcourt, Brace, and World, Inc., the subtests Word Knowledge, and Reading, 1959 Revision were used. The test series' first edition appeared in 1932 and a second edition in 1947-1950. Norms were established in 1958 for the edition used. The sample for establishing the norms was 500,000 pupils tested in 225 school systems stratified for four geographic regions, and seven categories of population number. Reliability coefficients ranged from .81 to .95 on the various subtests.

In addition, scores for Iowa Tests of Basic Skills (ITBS) were analyzed. The Iowa Tests of Basic Skills (ITBS) prepared at the University of Iowa under the direction of A.M. Hieronymus and E.F. Lindquist is used for state-wide testing as well as in the local system. They were standardized with a norm group of 127,265 pupils stratified for geographic region, size of city, and percentage of population in total. In Georgia, the norm group was represented by pupils from Atlanta, the Atlanta Diocese of Catholic Schools and Quitman County. The scores on the ITBS are reported as grade equivalents, meaning that the raw score of any one pupil is the same as that made by a typical pupil at the grade level of his grade equivalent score. The grade equivalent should be regarded as an estimate of where the pupil is along a developmental continuum, not where he should be placed in the graded organization of the school.

The tests measure only a part of the outcomes sought in schools -- only the basic skills which are amenable to objective measurement.

Self-Concept and School Sentiment

The School Sentiment Index from Instructional Objective Exchanges provided data from which estimates of growth in the affective areas were made.

This index is an inventory of thirty questions read orally by the tester. Pupils mark their papers yes or no on specially designed sheets. The primary level version has special picture-keyed response sheets. The questions concern several aspects of school attitudes: teacher, learning climate, peer, and general. Administered outside the regular classroom by an objective tester (not the teacher) and in complete anonymity, the test asks straight-forward questions such as, "Do you like the other children in your class?" Results are reported as the percentage of positive responses.

At the beginning of the year both School Sentiment Index (SSI) and Self-Appraisal Inventory (SAI) were administered. However, when a correlation coefficient was computed, it was found that the two were related at a level above .90. Therefore, it was decided to administer only the School Sentiment Index (SSI) as a posttest and consider the findings to be a reflection of both self-concept and school attitude. It is likely that there is considerable interaction between the two.

Teacher Attitudes

The Opinionnaire On Attitudes Toward Education was administered to a sample (N=9) of the teachers in Carey School.

It is a fifty-item scale constructed by H.C. Lindgren and G.M. Patton in 1958 to measure attitude toward child-centered policies and practices in education. The statements are concerned with the desirability of understanding the behavior of students, the desirability of the teacher's using authoritarian methods as a means of controlling the behavior of students, the desirability of subject-matter-centeredness as contrasted with learner-centeredness.

The reliability coefficients range from .64 for a short form to .82 for the fifty-item form, and .99 for a Portuguese version used in Brazil.

Parent, Pupil, and Teacher Opinion

Questionnaires were sent out soliciting the opinions of pupils, teachers, and parents regarding the effectiveness of the instructional program and requesting suggestions for programs and procedures which might enable school personnel to reach the goals identified. (See Appendix for questionnaire form.)

IX. PROGRAM

The Carey staff, working through regular and special programs to reach the stated goals, utilized, in addition to the traditional textbook centered activities, the following techniques: (1) After diagnosis of reading development,

instruction was individualized in the regular classroom as well as with the lead teacher utilizing commercial and teacher made materials such as charts, flash cards, puzzles, and games, to develop and reinforce skills, while instructional aides worked with the Title I children in a resource room on an individualized basis as well as in small groups; (2) Audio-visual materials were utilized such as film and filmstrip projector, opaque projector, overhead projector, language master, record player, and recorder; (3) Pupils were encouraged to take home materials prepared by teachers and aides to be used with parents along with supplementary reading textbooks; (4) Pupils were encouraged to utilize library facilities and services regularly in addition to the 30 minute sessions scheduled weekly for each class; and (5) Study trips were taken to various community resources: (a) the planetarian at Harper High School, (b) Kennesaw Mountain Battle Field area, (c) Kennesaw Environmental Study area, (d) Theatre Atlanta's performance of "Man of LaMancha", (e) the monastery at Conyers, Georgia, and (f) Rich's Department Store.

Parental Involvement

Constant contact is sought and maintained with the homes through notes sent home describing the school program and activities and suggesting ways the home may reinforce the school activities. These activities include a reading contest with prizes of special Saturday outings: a trip to Rich's Department Store, lunch at Underground Atlanta, a ride on the Regency elevators, a view from the top of the First National Bank Tower, a visit to Atlanta Art Center Museum for the shapes exhibit, and an excursion to North Lake Mall, along with ice cream treats.

Parents are kept informed through a newsletter providing news of special interest including a listing monthly of top honor students. One issue mentioned the formation by one parent of a girl scout troop.

Telephone and personal conferences are usually initiated by teachers, but parents are encouraged to call a teacher's home to discuss a child's progress if such cannot be arranged during school hours.

All parents are invited to observe in classrooms and to provide assistance under the direction and guidance of teachers. Various volunteer activities at the school are encouraged.

Self-Concept

In an effort to encourage the development of a wholesome self-concept these provisions are made:

- A. Young pupils engage in activities which will develop both an awareness of the physical self and an understanding of personality.

- B. Pupils' work is displayed in halls and classrooms.
- C. Classroom activities are designed to allow each child to experience success.
- D. A positive atmosphere prevails in classrooms.
- E. Parent volunteers are sought to help pupils gain confidence and move toward successful experiences.
- F. Token and positive social reinforcements are used in a program of behavior modification.

Environmental Awareness

Efforts are made to stimulate pupils' awareness of their environment through a variety of activities such as: educational trips, charts, posters, discussions, and other classroom activities related to units of study in the formal curriculum.

Socialization

Emphasis is placed on providing opportunities for children to work together in small groups and to utilize instructional games to develop skills for personal interaction and for leadership and responsibility.

Health Needs

- A. Pupils were screened for identification of specific deficiencies in vision, hearing, and dental care.
- B. Help of the Parent-Teacher Association (PTA) was given for provision of first aid supplies. The school does not have space available for a clinic.
- C. Topics were included in the planned units of study which would inform pupils of personal hygiene and basic health care.

X. FINDINGS

Achievement - Predicted

The Division of Research and Development generated the Predicted Achievement Quotient through a regression equation using the following factors:

- A. Number of free lunches (as an indication of socio-economic status).
- B. Pupil-teacher ratio in the school .
- C. Per cent of attendance .
- D. Pupil mobility.
- E. Previous test performance .

The Predicted Achievement Quotient is a ratio of the actual scores to the predicted scores. A score of 100 would indicate that the actual score is the same as predicted. The highest score of all schools reported was 123 indicating that the school's composite score on the ITBS was 23 per cent higher than was expected considering its conditions in the categories listed above.

Tables 2 and 3 give the results of the Achievement Quotient Survey for Carey School. In Table 2, the predicted quotient of 99 indicates that the school, overall, came very close to expected levels of achievement and the system percentile indicates that it ranks in the upper half of all the schools in such activity. Table 3 shows grade level performance, all of which are relatively close and follow expected patterns.

TABLE 2
COMPOSITE ACHIEVEMENT QUOTIENT
CAREY SCHOOL
1972-73

<u>Predicted Quotient</u>	<u>System Percentile</u>	<u>National Norm Quotient</u>	<u>Percentile (System)</u>
99	56	72	31

TABLE 3

IOWA TESTS OF BASIC SKILLS
APRIL, 1973
 CAREY SCHOOL

<u>Grade</u>	<u>Grade Equivalent Score</u>		<u>Summary Indices</u>	
	<u>Actual</u>	<u>Predicted</u>	<u>Predicted</u>	<u>National</u>
READING TEST DATA				
2	1.8	1.8	105	69
3	2.8	2.5	117	78
4	3.1	3.1	99	65
5	3.8	4.0	90	63
6	4.7	4.6	103	70
7	5.1	5.1	99	66
		Average	102	68
MATHEMATICS TEST DATA				
2	2.3	2.0	115	88
3	2.6	2.8	94	70
4	3.3	3.3	98	70
5	4.0	4.3	92	70
6	4.8	5.0	98	73
7	5.5	5.6	98	71
		Average	99	73
COMPOSITE TEST DATA				
2	2.2	2.0	110	83
3	2.8	2.7	107	77
4	3.3	3.3	98	70
5	3.8	4.2	89	68
6	4.7	4.8	97	70
7	5.2	5.4	98	68
		Average	98	72

Achievement - General

In April of 1973, all pupils were given the Iowa Tests of Basic Skills (ITBS) to assess the level of accomplishment in the basic cognitive areas of school achievement goals. The test battery includes subtests in reading and math for all grades; and additionally for grades three through seven there are spelling, capitalization, punctuation, and usage in the language skills area, and map, graph, and table reading as well as use of reference materials in the area of study skills.

Findings of these tests are summarized in the graphs (Figures 1, 2, 3, and 4). The graphs indicate a level of attainment relative to a national norm.

The dotted line indicates the level of attainment expected at the time of year at which the test was administered.

The other lines represent the level achieved by the highest and lowest fourth of the pupils in each grade level, and the mean score of the whole group.

An interesting observation to be made from these results is that in this school as well as in others (see Figure 5) the point at which scores break away from the national norm is at 3rd or 4th grade. This presents a number of points about which one may speculate.

One might consider that a school is less effective the longer a pupil remains in it. This appears to be true. But it may be due less to anything the school does than to various factors in the pupil's subculture of peers, and interaction with communication media. Once the pupil reaches 8 or 9 years of age his allegiance changes from an attachment to parents and other adult authority figures to a regard for status persons and symbols in the "main stream." If reading, math, standard language patterns, and other school learning activities are not highly important to these status people and not obviously necessary to the acquisition of status symbols, then it is quite unlikely that the pupils will concentrate a large portion of their personal attention and resources on school tasks.

In spite of the speculation that may take place regarding cause and effect, it can be observed that pupils' scores do continue to move in a direction generally parallel to that of the national norm indicating that progress is taking place even though the rate slows markedly at certain points.

CAREY ELEMENTARY SCHOOL
READING ACHIEVEMENT
1972-73
Iowa Tests of Basic Skills

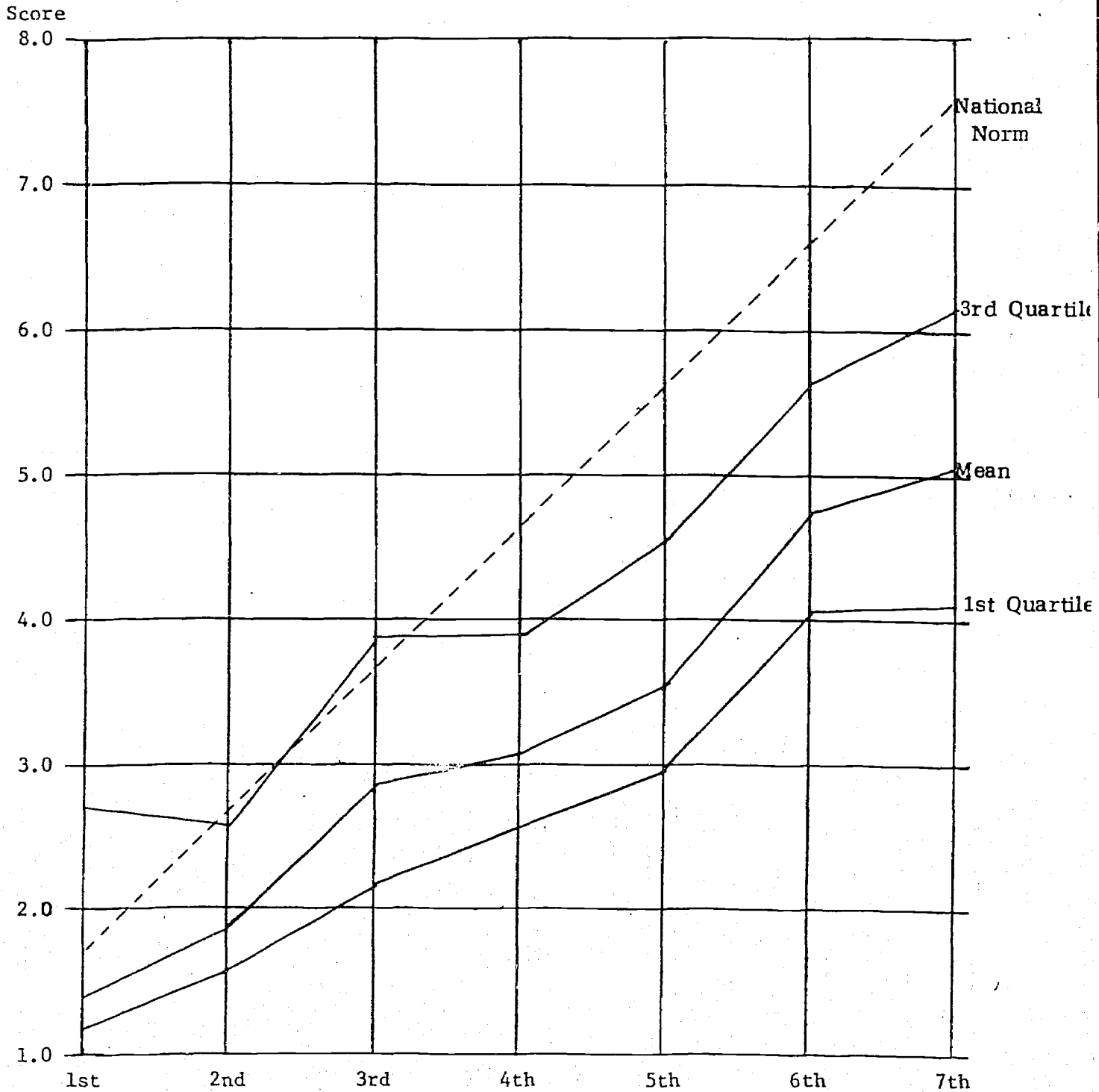


FIGURE 1

CAREY ELEMENTARY SCHOOL
MATH ACHIEVEMENT
1972-73
Iowa Tests of Basic Skills

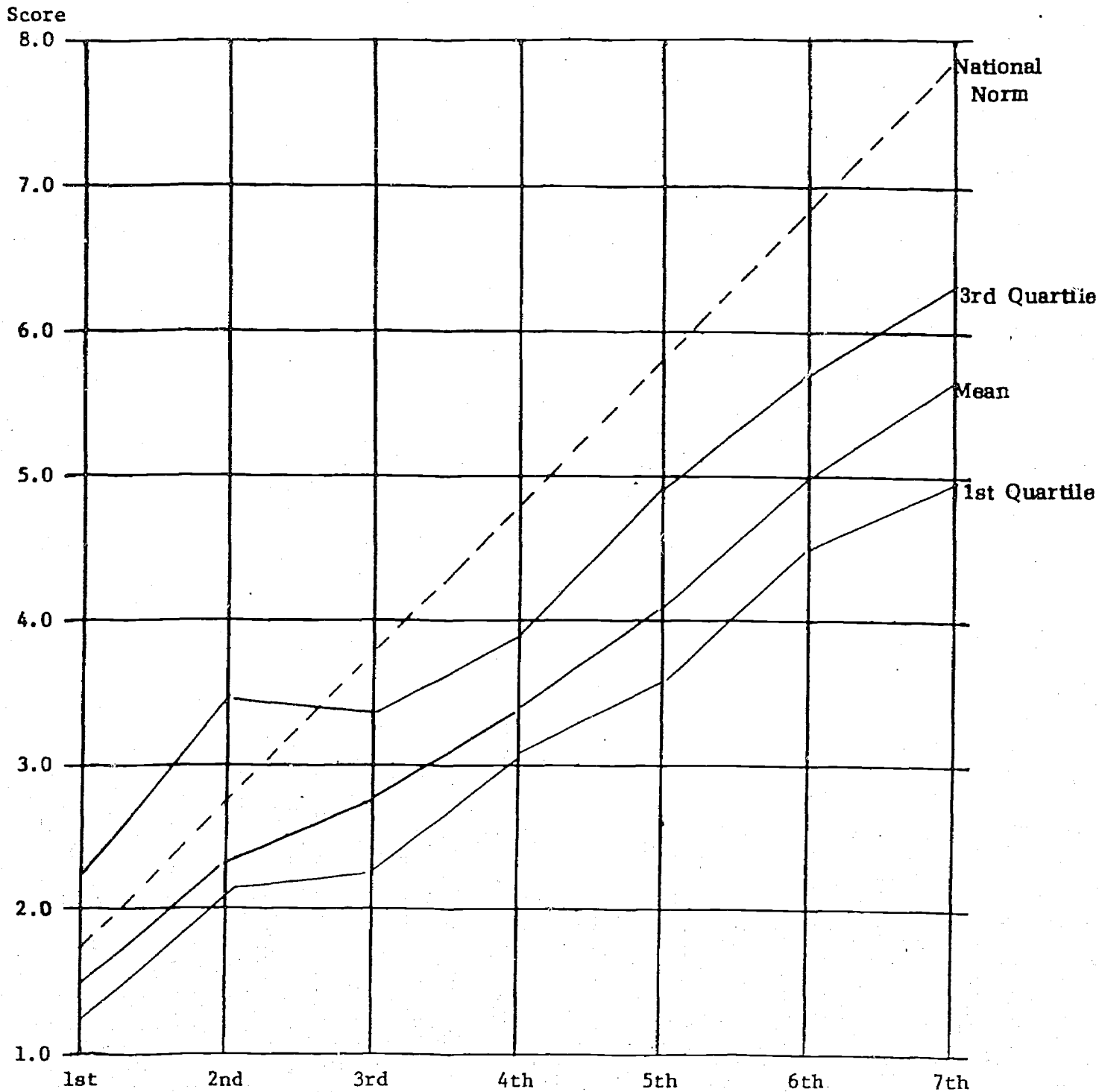


FIGURE 2

CAREY ELEMENTARY SCHOOL
 STUDY SKILLS ACHIEVEMENT
 1972-73
Iowa Tests of Basic Skills

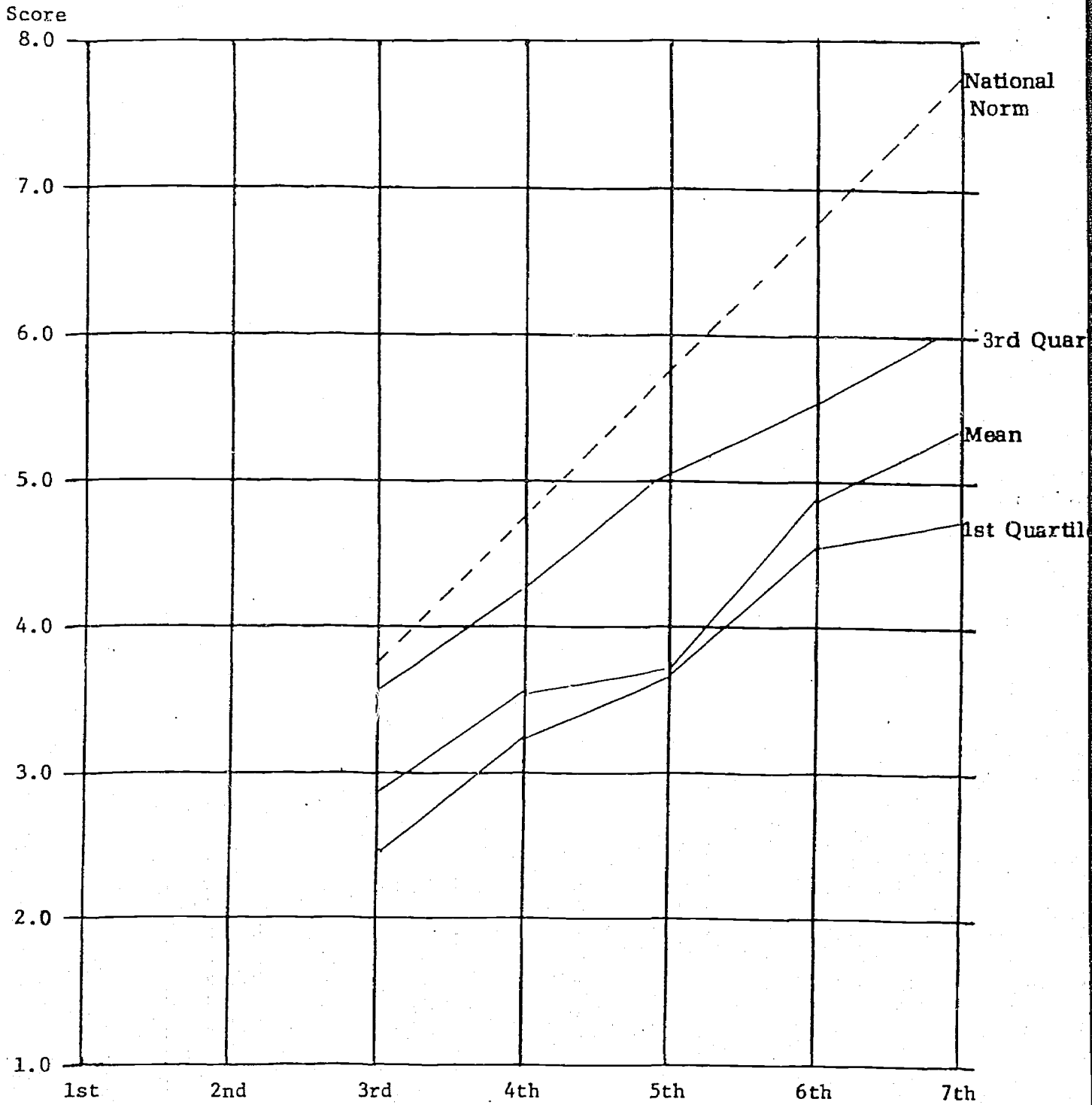


FIGURE 3

CAREY ELEMENTARY SCHOOL
 LANGUAGE USAGE ACHIEVEMENT
 1972-73
Iowa Tests of Basic Skills

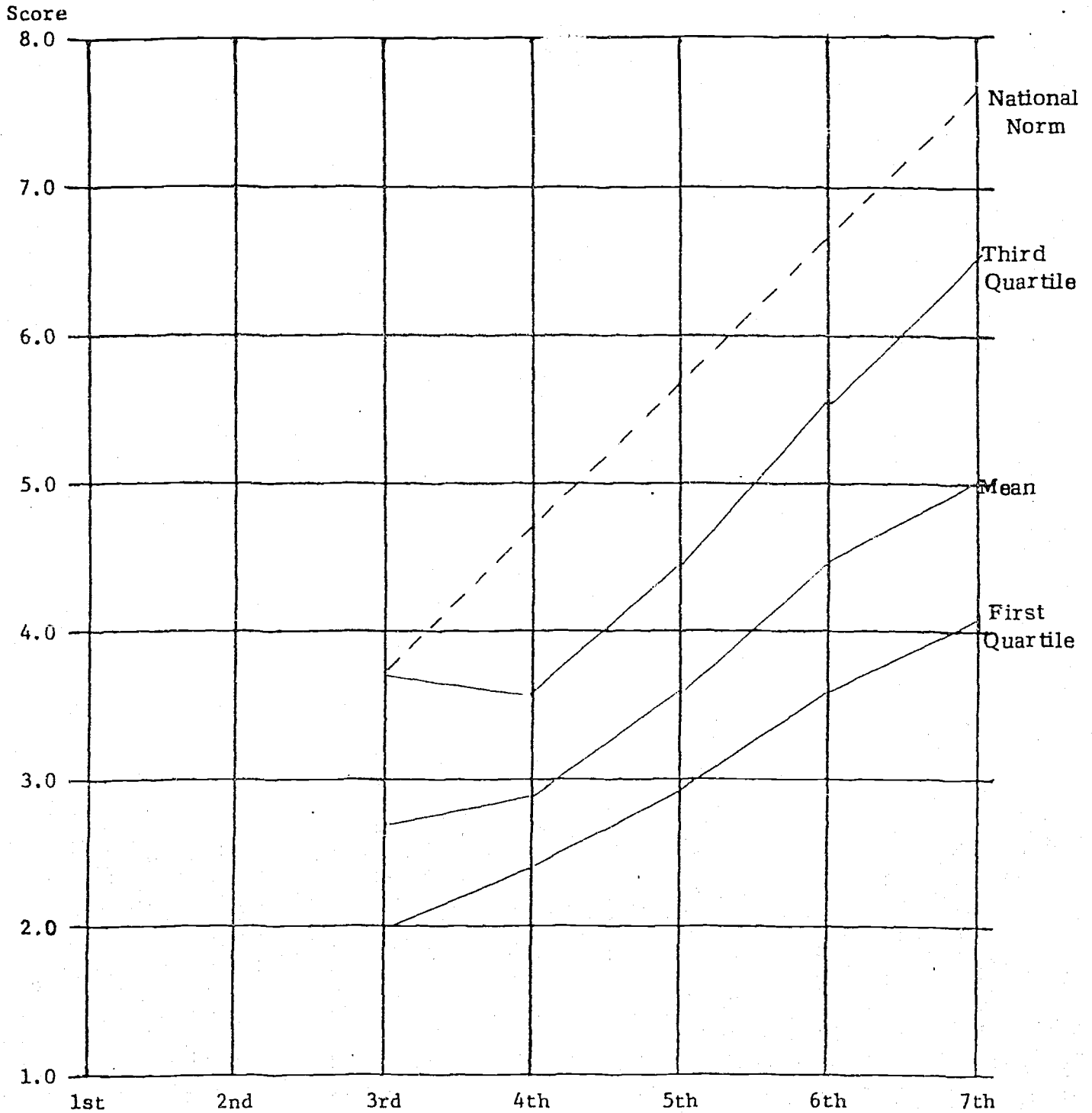
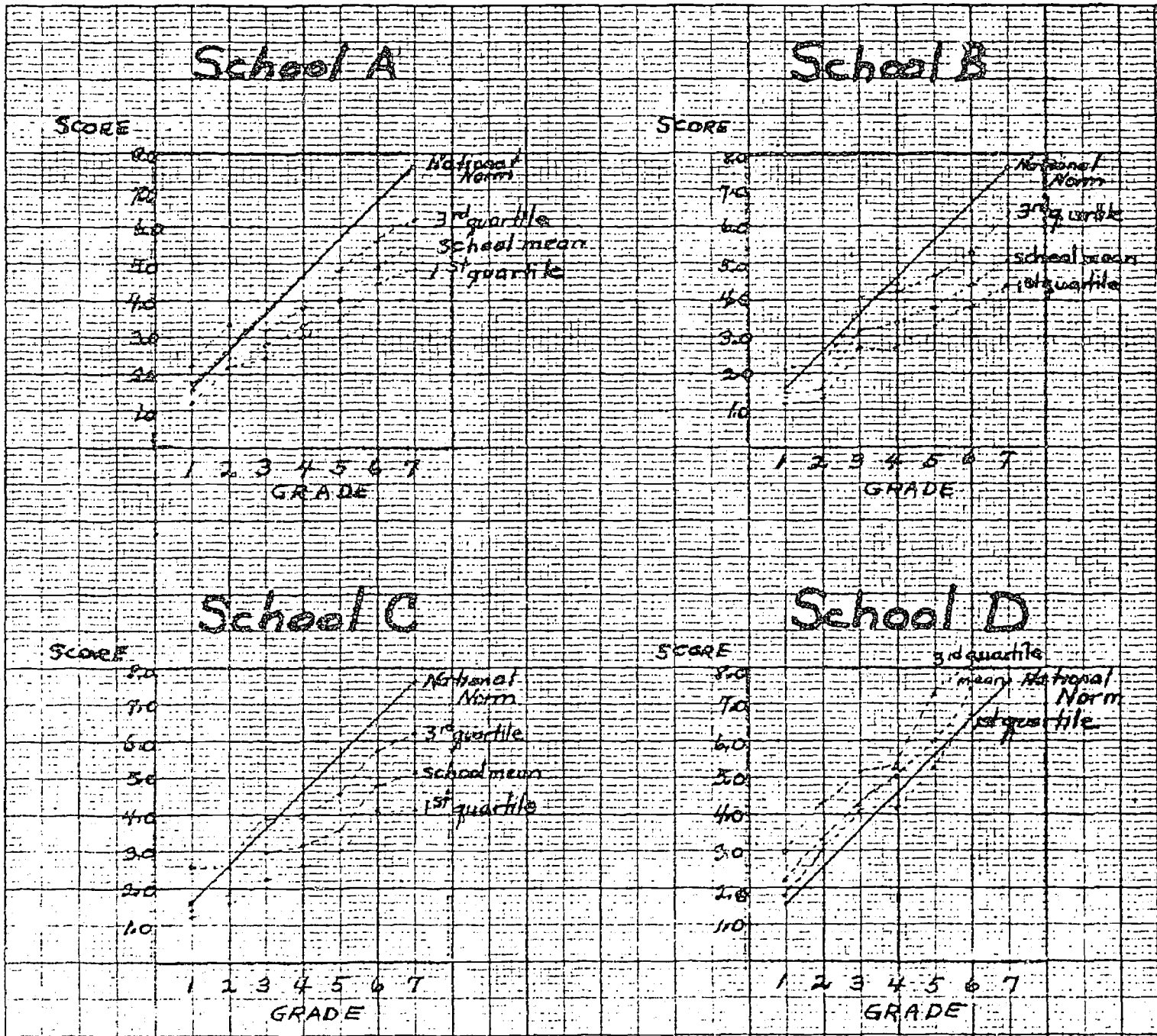


FIGURE 4

PATTERNS OF ACHIEVEMENT IN RELATION TO NATIONAL NORMS



Based on scores of reading subtest, Iowa Tests of Basic Skills, Atlanta Public Schools, March, 1973.

FIGURE 5

Achievement - ITBS Test Results

Figure 6 shows the mean grade equivalent scores for first and second grades on eight subtests indicating their relation to the norm. In reading skills, it appears that the second grade is closer to first grade standards than to the standards for second grade. However the mean performance of pupils in second grade spelling and math problem solving was closer to the national norm level. The first grade exhibited a highly consistent performance through all subtests except for the slight drop in spelling.

The third through seventh grade performance (see Fig. 7) does not follow the same pattern of consistency through subtests, though the trends are remarkably similar through all grades. One outstanding deviation is in math concepts at seventh grade level where pupils appear to be closer to the norm than in any other subtest. This suggests that pupils have learned more of the computational skills and number relationships than math problem solving skills as compared to national norms. All grades appear to exhibit less facility with problem solving than with computation. This may be related to the below-norm nature of reading and other language skills.

Achievement - Metropolitan Achievement Tests

According to the stated objective, teachers expected that 65 per cent of all pupils enrolled in second and third grades would increase reading skills in word knowledge, word analysis and comprehension at the rate of one month's gain for each month of instruction as measured by the Metropolitan Achievement Tests (MAT).

Table 4 shows the percentage by grade level of Title I pupils reaching the criterion level of performance. Grades four and five posttest scores were lost in the process of transmission to or from a contract scoring service. It can be seen that second grade attained the objective as stated.

TABLE 4

PER CENT OF CAREY TITLE I PUPILS GAINING
5 MONTHS OR MORE ON SCORES OF READING
SUBTESTS OF METROPOLITAN ACHIEVEMENT TESTS

<u>Grade</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Overall</u>
Word Knowledge	.77	.16	--	--	.29	.66	.47
Reading Comprehension	.92	.29	--	--	.34	.60	.54

CAREY ELEMENTARY SCHOOL
PROXIMITY TO NATIONAL NORM OF MEAN ITBS SCORES
FIRST AND SECOND GRADES

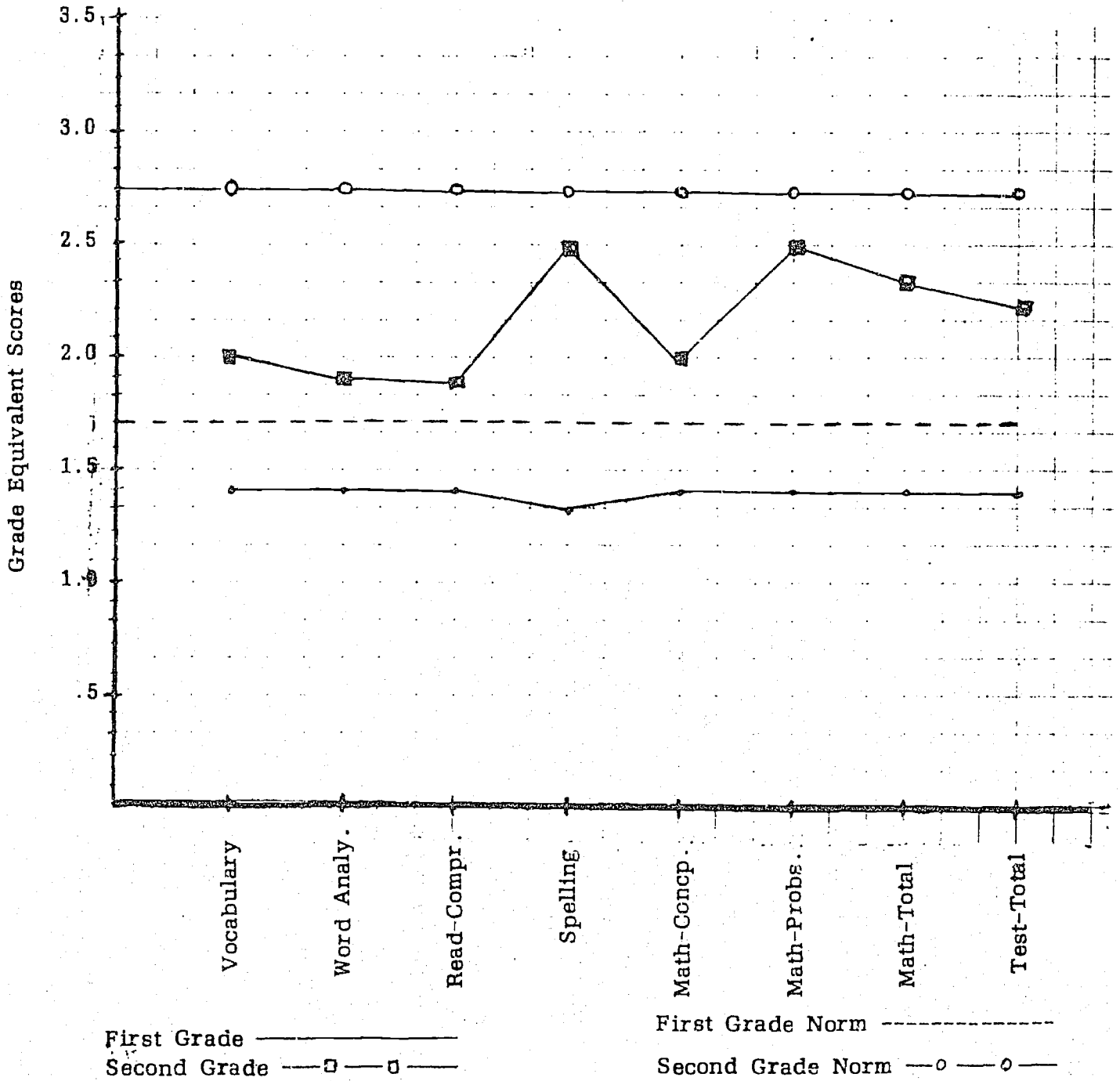


FIGURE 6

CAREY ELEMENTARY SCHOOL
 PROXIMITY TO NATIONAL NORMS OF GRADE
 MEAN ITBS SCORES 3rd-7th GRADES

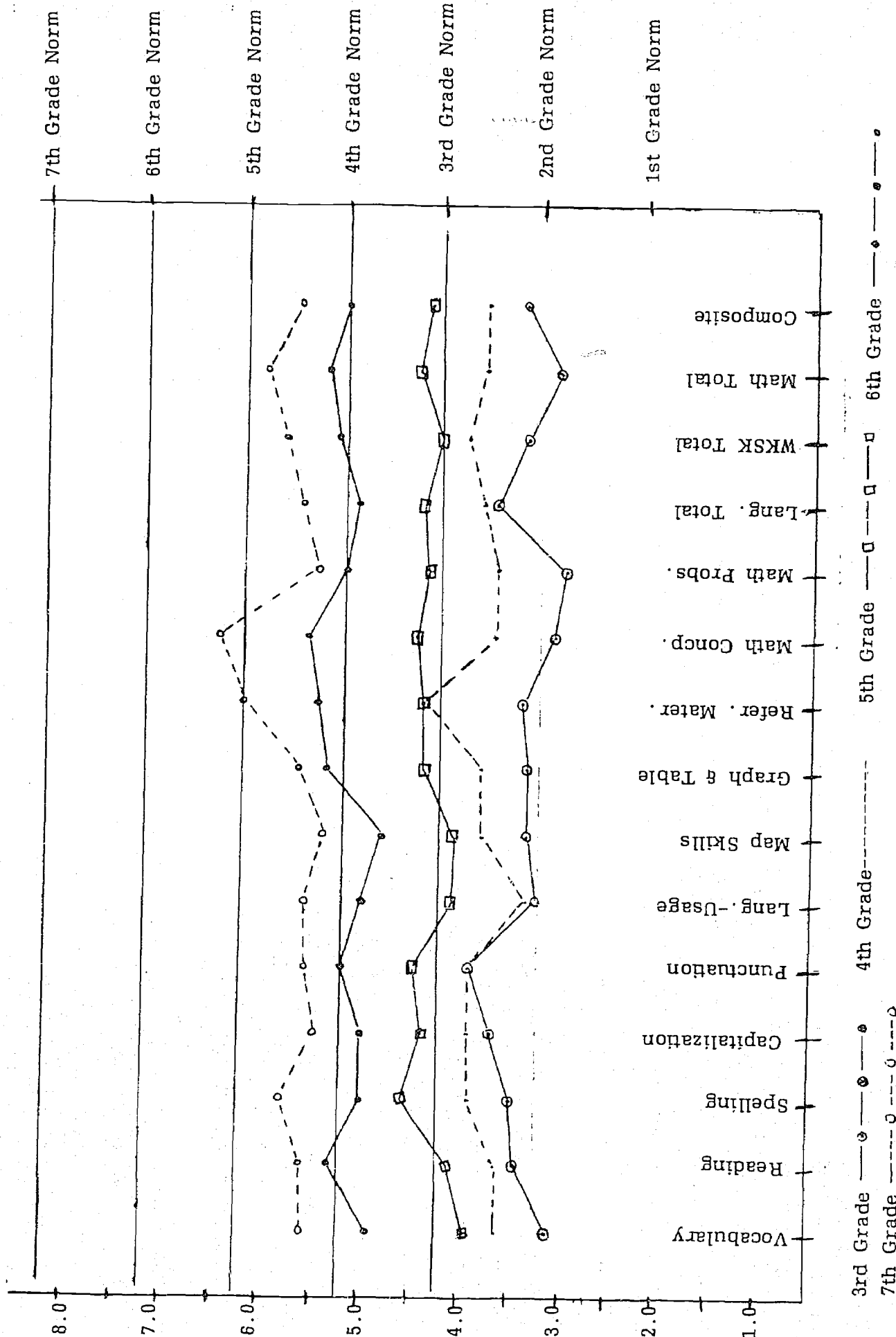


FIGURE 7



Table 5 shows pre and post scores gain by grade. The same patterns of achievement appear here as were reported above and shown in figures 1-5. (Greater gains in lower grades.)

Teacher Attitudes

As a part of a project to establish norms for Atlanta schools concerning teacher attitudes, the Opinionnaire On Attitudes Toward Education was administered to 18 Carey teachers along with teachers in 33 other schools, as well as to 85 teachers in preparation at Georgia State University. The results are compared with national norms below:

Preservice College Students

Elementary Female	43.7
Secondary Female	40.2
Secondary Male	38.8
Mean	40.9

National Norm

Elementary Female	37.6
Elementary Male	36.4
Secondary Female	33.8
Secondary Male	33.5

Atlanta Schools (34 Elementary Title I)

Highest	40.0
Carey	38.5
Lowest	34.1

The figures indicate that the teachers at Carey School rank above the national norm of elementary female teachers, but are not the highest ranking school in the Atlanta system. This suggests that they have an approach to planning activities that is more child-centered than subject-centered as compared to other groups tested. Such an approach should have a facilitating effect on the attitudes of pupils toward their teachers and their school.

TABLE 5

MEAN GAIN BY GRADE OF CAREY TITLE I PUPILS
ON READING SUBTESTS OF
METROPOLITAN ACHIEVEMENT TESTS

Grade	Word Knowledge			Reading			Average
	N	Pre	Post	N	Pre	Post	
2	14	1.55	2.36	14	1.40	2.42	.86
3	14	2.04	2.28	14	1.69	2.19	.35
4	23	1.98	--	23	1.64	--	--
5	10	2.91	--	10	2.26	--	--
6	9	3.04	3.01	10	3.04	3.02	-.03
7	8	3.28	3.42	8	3.20	3.38	.18

School Sentiment

Analysis of data from the School Sentiment Index (SSI) indicates that almost all categories were positive at the time of the pretest. However, of those which were negative, only three did not rise to a positive level during the school year. Of those three, two were in the category of climate in first graders and the other was in the fifth grade control group. (See Table 6.)

TABLE 6
CATEGORIES WHICH WERE NEGATIVE
AT PRETEST

<u>Category</u>	<u>Grade</u>	<u>Group</u>	<u>Percentage Points of Change</u>
Teacher	5	Title I Boys	+ 3
Peer	3	Title I Girls	+12
Climate	1	Title I All	-12
		Control Boys	+50
		Control Girls	- 3
	3	Title I Boys	+12
		Title I Girls	+ 4
	5	Title I All	+ 7
		Control All	- 3

NOTE: Positive scores indicate the percentage points of change after reaching a majority of positive responses.

Table 7 indicates the categories in which a positive pretest declined during the school year to such an extent that the posttest registered a majority of negative responses. Here it can be seen that nine of the groups were Title I, and six were from the control population. Although the evidence is inconclusive, it may be speculated that Title I pupils, being less successful academically, lose their positive view of the school experience during the year. In the same proportion, girls more than boys respond in this manner.

TABLE 7

CATEGORIES WHICH CHANGED FROM
POSITIVE PRETEST TO NEGATIVE POSTTEST
SCHOOL SENTIMENT INDEX

<u>Category</u>	<u>Grade</u>	<u>Group</u>	<u>Percentage Points of Change</u>
Teacher	1	Title I Girls	-25
		Control Boys	-17
	2	Control Girls	-10
		3	Title I Boys
Peer	5	Control Boys	-18
School Subject	3	Title I Girls	-28
School Climate	1	Title I Girls	-12
		Title I Girls	- 3
	2	Control Boys	-15
		Control Girls	-40
	5	Control Boys	- 3
	6	Title I Girls	-19
General	3	Title I Girls	-23
	7	Title I Boys	-19
		Title I Girls	-20

An objective of the Title I program is to build a positive view of school through the pupils' program. Although such growth was observed, it was also seen among the control groups. Table 8 shows that the highest gains are spread across all groups in all categories, and all grades except fifth.

There were some instances, not shown in tabular form, in which a small gain or loss was noted. It may be assumed that this can be attributed to testing or scoring error, to some effect in the environment at the time of testing, or in the case of the positive scores which showed losses, to a normal weariness of children as the school year draws to an end.

TABLE 8

CATEGORIES IN WHICH GREATEST
GAIN WAS MADE ON SCHOOL SENTIMENT INDEX

<u>Category</u>	<u>Grade</u>	<u>Group</u>	<u>Percentage Points of Change</u>
Teacher	2	Title I Boys	+19
	2	Title I Girls	+11
Peer	1	Title I Boys	+16
		Control Boys	+24
	2	Control Girls	+16
		Control Girls	+34
	3	Title I Girls	+12
	3	Control Boys	+10
School Subjects	4	Title I Girls	+11
	6	Title I Girls	+26
		Control Boys	+13
	7	Title I Boys	+12
School Climate	1	Control Boys	+50
	2	Title I Girls	+29
	3	Title I Boys	+12
General	6	Control Boys	+10
	7	Control Boys	+16

NOTE: Fifth grade showed minimal or negative gains.

Comprehensive Instructional Program

Each first grade teacher keeps a chart of reading skills to be taught for each child in the class. As skills are taught, a symbol is placed on the chart indicating that instruction has begun and another symbol is placed on the chart to denote mastery of the skill when it is accomplished. By inspection of the charts and from the reports of teachers, it is concluded that:

- A. More than 70 per cent of the first grade pupils successfully completed, with 80 per cent accuracy, Comprehensive Instructional Program (CIP) diagnostic reading tests A-1 through A-4 during the time span between the beginning of the school year and the administration of the third CIP test;

- B. More than 75 per cent of the first grade pupils successfully completed with 90 per cent accuracy, B-1 and B-2 as measured by the results of the third CIP test; and
- C. More than 25 per cent of the first grade pupils successfully completed with 90 per cent accuracy, all CIP diagnostic reading tests through C-2 as measured by the results of the third CIP test.

Parent Involvement

From reports of upper grade teachers, two had personal conferences with less than 75 per cent of parents. Thus, the objective was not met. However, of these 8 upper grade teachers reporting, two reported conferences in person or by telephone with 100 per cent of the parents. In all, a good record of parental contact was made:

<u>Per Cent Contacted</u>		<u>No. of Teachers</u>
100	-	2
75 - 85	-	4
40 - 70	-	2

In the matter of parents contributing services to class activities, the record indicates the objective was not achieved. Although parents were encouraged to participate, and several did to a great extent, the number did not approach 25 per cent from each classroom in grade levels 1-3. The reason for this is most likely the fact that a great many of the mothers work away from home during school hours. Those who are at home generally have pressing responsibilities with very young children or aged relatives. A continued effort will be made to involve parents, but other avenues need exploration.

Questionnaires

Teachers responding to the questionnaire (N=20) pointed to two areas of concern, various sorts of thinking, and aspects of character development. Some specifically mentioned were: divergent thinking, critical thinking, and research behavior as sorts of thinking; and in the other category were independence, self discipline, high aspirations, tolerance, integrity, honesty, self-respect. They variously reported twenty per cent to ninety per cent success in achieving objectives related to behaviors in those categories.

Reported as the best characteristics of the school for supporting the objectives were:

- A. Title I .
- B. Free lunch and breakfast for pupils .
- C. Opportunities to plan experiences away from school .
- D. Behavior modification.
- E. Teacher/administrator relationship .
- F. Teacher set good examples .

Recommended as changes needed:

- A. Greater variety of materials .
- B. Teacher aides .
- C. Lunch break for teachers.
- D. Uniform code of behavior standards.
- E. Influx of stimulating new ideas .
- F. Smaller classes.
- G. Parent participation .
- H. Human relations (less emphasis on academic) .
- I. Community programs .
- J. Facilities for visual awareness.

Parents (N=24) reported most frequently that the best things about the school are (1) that it is close to home and (2) the teachers are faithful, patient, interested in the children, and develop interest in learning. Also mentioned as best about the school:

- A. Parents get to know the teachers .

- B. Good discipline.
- C. Breakfast .
- D. Parties for children .
- E. Play equipment .
- F. Art and music .

Almost unanimously parents responded that the worst aspect of the school was the meals in the cafeteria. One mentioned a need to improve restrooms, another suggested a need for integration, and another said the children do not learn to read well.

Concerned about the needs of the school, parents reported one item repeatedly, that of a need for more vigorous activity, that is, more homework, more "lessons," "more to do," too much films and television. Others listed were:

- A. Buses .
- B. Hot water, mirrors, and soap for restrooms .
- C. Stop going places so much .
- D. More materials .
- E. Classes for slower learners .

Pupils returned 128 of the questionnaires with copious comments, varied enough in nature to convince the recorder that pupils were surely open and earnest in their opinion and not coached or influenced by comments of others.

In the category of what is best about the school, there were a number of repeats, some highly predictable, such as recess, art, music, playground. Also included were numerous supportive comments about teachers. One said the best thing is "the pretty teachers." Other contributions were:

- | | |
|-------------------------|-----------------------|
| A. Nice people . | F. Parties . |
| B. Lunch . | G. Going on trips . |
| C. Plays on the stage . | H. Good band . |
| D. Library . | I. Good books . |
| E. Helps you learn . | J. Reading and math . |

Responses to the query about "what you would like to do:"

- | | |
|------------------------------------|-----------------------------|
| A. More recess . | H. Talk to the class . |
| B. Walk out when I want to . | I. Go home to eat . |
| C. Eat candy and gum in the room . | J. Have more trips . |
| D. Do bulletin boards . | K. Write on blackboard . |
| E. Helps each other with work . | L. Help teach class . |
| F. Sew . | M. More games and parties . |
| G. Be a cub scout . | |

Responses to, "What do you not like?":

- | | |
|----------------------------------|-------------------------------|
| A. Tests . | H. Food in cafeteria . |
| B. Math . | I. Music . |
| C. Stay in a hot room . | J. Reading . |
| D. Work for a long time . | K. Art . |
| E. Homework . | L. English . |
| F. Fighting . | M. Pick up papers in room . |
| G. Children disobeying teacher . | N. To have work interrupted . |

What the school needs, according to the pupils' opinions:

- | | |
|--|---------------------------------|
| A. More teachers like the
6th and 7th grades. | L. Water fountains . |
| B. Clean and paint school . | M. More bathrooms . |
| C. Teach manners . | N. Football teacher . |
| D. New furniture . | O. More rules . |
| E. More time to do work . | P. Not fight . |
| F. Clocks . | Q. Air conditioning . |
| G. More trips . | R. Rugs . |
| H. Clean restrooms . | S. A swimming pool . |
| I. Play equipment . | T. New rules against fighting . |
| J. Good lunch . | U. Clinic . |
| K. "Make the children be
friends ." | |

XI. COST ANALYSIS

Table 9 indicates the source of funds utilized in the instructional program at Carey School and the per pupil expenditure in each category. A comparison is shown of general funds with compensatory funds. Section V of the table shows the cost per unit of predicted achievement. The figures indicate that greater sums are expended where the rate of achievement is lower. This might be interpreted to mean that where more money is spent, a lower level of achievement is achieved. However, it is more useful to consider that the differences from grade to grade in the range of predicted score is due more to change or to other factors than to the amount of money spent. Therefore, the per unit expense reveals very little about the relation between achievement and expenditures. In fact, more money is usually spent where there is greater need, i.e., deficit in achievement. Hence, the relationship between more money and less achievement.

The table also indicates that salaries are the major item of cost in a school operation, except in the case of compensatory funds in this school where the salary and non-salary items are of similar amounts. The non-salary is actually greater for Title I funds in grades 2, 3, and 4.

TABLE 9
 COST ANALYSIS
 1972-73
 TOTAL AVERAGE DAILY ATTENDANCE (KDG. - 7) = 478

	Grades								Average
	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	
Average Daily Attendance	28	73	61	67	78	59	56	56	60
A. General Funds									
1. Regular									
a. Salary	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50
b. Nonsalary	49.86	49.86	49.86	49.86	49.86	49.86	49.86	49.86	49.86
c. Total	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36
2. CIP									
a. Salary	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-
b. Nonsalary	-0-	206.00	206.00	206.00	-0-	-0-	-0-	-0-	87
c. Total	\$ -0-	\$ 206.00	\$ 206.00	\$ 206.00	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 87
3. Total General Funds									
a. Salary	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50	\$ 620.50
b. Nonsalary	49.86	51.92	51.92	51.92	49.86	49.86	49.86	49.86	50.73
c. Total	\$ 670.36	\$ 672.42	\$ 672.42	\$ 672.42	\$ 670.36	\$ 670.36	\$ 670.36	\$ 670.36	\$ 671.23
B. Compensatory Funds									
1. Bankhead IV-A									
a. Salary	\$ 172.34	\$ 21.45	\$ 21.45	\$ 21.45	\$ 21.45	\$ 21.45	\$ 21.45	\$ 21.45	\$ 30.29
b. Nonsalary	162.58	20.24	20.24	20.24	20.24	20.24	20.24	20.24	28.58
c. Total	\$ 334.92	\$ 41.69	\$ 41.69	\$ 41.69	\$ 41.69	\$ 41.69	\$ 41.69	\$ 41.69	\$ 58.87
2. Title I									
a. Salary	\$ -0-	\$ -0-	\$ 21.72	\$ 21.72	\$ 21.72	\$ -0-	\$ -0-	\$ -0-	\$ 9.36
b. Nonsalary	-0-	-0-	158.26	158.26	158.26	-0-	-0-	-0-	68.21
c. Total	\$ -0-	\$ -0-	\$ 179.17	\$ 179.17	\$ 179.17	\$ -0-	\$ -0-	\$ -0-	\$ 77.22
C. Total Compensatory Funds									
1. Salary	\$ 172.34	\$ 21.45	\$ 43.17	\$ 43.17	\$ 43.17	\$ 21.45	\$ 21.45	\$ 21.45	\$ 43.15
2. Nonsalary	162.58	20.24	178.50	178.50	178.50	20.24	20.24	20.24	100.09
3. Total	\$ 334.92	\$ 41.69	\$ 221.67	\$ 221.67	\$ 221.67	\$ 41.69	\$ 41.69	\$ 41.69	\$ 143.24
D. Total Per Pupil Cost									
1. Salary	\$ 792.84	\$ 641.95	\$ 663.67	\$ 663.67	\$ 663.67	\$ 641.95	\$ 641.95	\$ 641.95	\$ 663.65
2. Nonsalary	212.44	72.16	230.42	230.42	228.36	70.10	70.10	70.10	150.82
3. Total	\$1,005.28	\$ 714.11	\$ 894.09	\$ 894.09	\$ 892.03	\$ 712.05	\$ 712.05	\$ 712.05	\$ 814.47
Predicted Achievement Quotient	---	---	110	107	98	89	97	96	99
Cost Per Unit of Predicted Achievement Quotient									
A. General Funds	\$ ---	\$ ---	\$ 6.12	\$ 6.29	\$ 6.84	\$ 7.54	\$ 6.91	\$ 6.99	\$ 6.78
B. Compensatory Funds	---	---	8.13	8.34	9.11	8.00	7.34	7.42	8.23
C. Total	\$ ---	\$ ---	\$ 14.25	\$ 14.63	\$ 15.95	\$ 15.54	\$ 14.25	\$ 14.41	\$ 15.01

XII. DISCUSSION

The findings of John Carey Elementary School indicate that, overall, the staff is providing a supportive climate for children. With a school plant that is marginal in the amount of space provided and very definitely substandard when compared to the air-conditioned, carpeted, luxuriously furnished newer buildings in the city, Carey School faculty have built a program that apparently inspires confidence in parents and pupils and hearty respect for the teachers and principals.

Academically, compared to other schools in the system, Carey does not rank as high as its prediction factors would indicate (free lunches, mobility, etc.) Therefore, it seems appropriate to consider ways to enhance academic achievement using extreme caution to avoid destroying the wholesome positive environment that seems to exist at present.

The key to greater academic development may lie in directing children's attention toward academic achievement through devices that are child like and appealing to a child's sense of adventure and play. Consideration might be given to greater use of games, contests, songs, banners, posters, and other such "fun" activities to call attention to Book Week, "study time," scholastic improvements, and attitudes of good citizenship and responsibility.

Further, the two areas of complaint, the food and the restrooms could be approached in a similar vein. In Health and Nutrition Week, students could plan the cafeteria menu, take opinion polls (and analyze them for math classes) to record reactions to the menu, and publicize widely the menu which resulted in the greatest number of "clean plates" as checked by a "committee" on duty in the cafeteria for the week.

Parent involvement might shift in emphasis from getting parents to come to school, to getting them involved with the childrens' schoolwork at home. Some techniques to use might include parent-child games to teach things like spelling, number facts, language skills. A checklist might be sent home to parents inviting record-keeping about: stories read to children, TV shows discussed together, school library books read and talked about at home, and trips taken. A bulletin board of photographs of child-parent leisure activities could promote such interactions and at the same time develop wholesome home-school relationships.

Whatever the techniques used, the many positive features identified in the Carey operation should be carefully preserved while moving toward the greater academic progress which can result from effective Parent-Pupil-School interactions.

A P P E N D I X

QUESTIONNAIRE FOR PUPILS

SCHOOL _____

To the Pupil: Please give us your really honest answers to the following questions so that we can help your school be one of the best. Do not put your name on this paper.

1. How old are you? _____
2. Are you a boy or a girl? _____
3. Do you like school? Yes _____ No _____
4. What is the thing you think is best about your school? _____

5. Is there something you want to be able to do in school that you cannot do? If yes, tell what it is: _____

6. What do you have to do in school that you do not like to do? _____

7. List some things you think your school needs to make it a better school.

QUESTIONNAIRE FOR PARENTS

SCHOOL _____

Parents: Please answer these questions about the elementary school your children attend. Do not put your name on the form. Put the form in the addressed, stamped envelope attached and put in the U. S. Mail. Please do this immediately, as we would like to use the information we get to help in planning for school for the coming school year.

1. How many children do you have in this school?

Boys _____ Girls _____

2. This school is good for my children.

Check one: Yes _____ No _____

3. The best thing about this school is _____

4. The worst thing about this school is _____

5. To help my children most, this school needs to _____

HMB:bb

4/18/73

QUESTIONNAIRE FOR TEACHERS

SCHOOL _____

To the Teacher: This questionnaire is an effort to get at a kind of evaluation that test scores and other statistics do not give. Please be frank. All responses will be kept anonymous.

A. What behaviors do you hope to develop in pupils other than those measured by standardized academic achievement tests?

1. _____

2. _____

3. _____

B. Approximately what per cent of your pupils achieved objectives related to the behaviors listed above? _____

Comments? _____

C. What factors about your school program aided in achieving the objectives in A above: _____

D. What factors need to be added to or deleted from your school program to help pupils achieve these objectives? _____

Please do not sign your name. Please return in school mail to Helen M. Branch, Research and Development, Administrative Building.