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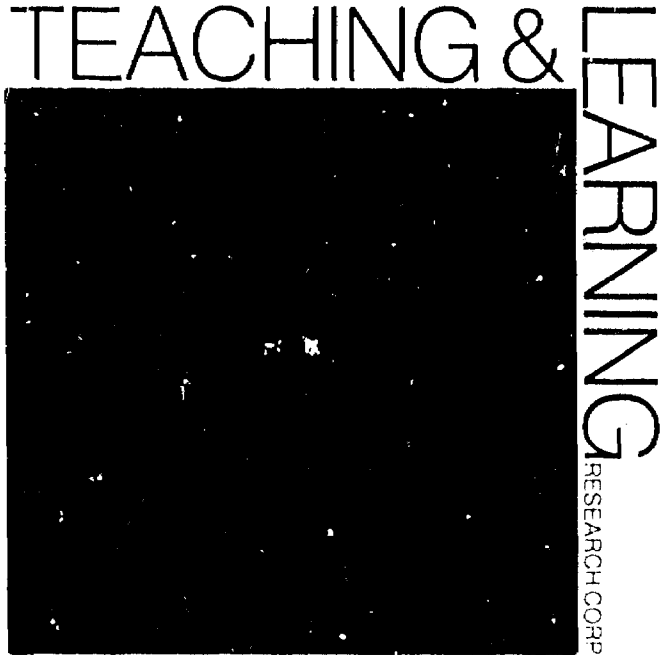
## ABSTRACT

This report reviews 13 programs funded under Title I of the 1965 Elementary Secondary Education Act. The Bilingual-Bicultural Program was also funded under Title VII of the ESEA. The Elementary bilingual program promoted academic achievement, English competence, and exposure to cultural heritage. The Chinese bilingual program served pupils in grades 4-6. The secondary bilingual program was designed to meet the academic needs of Spanish-speaking students. The Strengthening Early Childhood Program reduced the adult-pupil ratio in K-2. Operation Return was a within-school alternative program operating at both secondary and primary levels. The Educational Alliance Mini-School was an alternate school activity for the children of Junior High School 56. The Auxiliary Educational Career Unit Program provided inservice support to paraprofessionals. The Special Reading Services Program operated a clinic for pupils entering the third and fourth grades. Homework Helper Program was an afterschool tutorial program. The Prevention and Remediation of Reading Disability Program's activities were carried out primarily in three District 1 schools. The Columbia Street Preparatory Program was a minischool. The Nonpublic Schools Program placed 14 paraprofessionals in the nonpublic schools of District 1 during the 1972-73 school year. (Author/JM)

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AN EVALUATION OF THE  
ESEA TITLE I PROGRAMS  
COMMUNITY SCHOOL DISTRICT 1

Board of Education of the  
City of New York

FINAL REPORT

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FINAL REPORT  
 AN EVALUATION OF THE  
 ESEA TITLE I PROGRAMS  
 COMMUNITY SCHOOL DISTRICT 1  
 NEW YORK CITY BOARD OF EDUCATION

- Bilingual - Bicultural Program with Title VII
- Elementary Bilingual Program
- Chinese Bilingual Program
- Secondary Bilingual Program
- Strengthening Early Childhood Program
- Operation Return Program
- Educational Alliance Mini-School Program
- Auxiliary Educational Career Unit Program
- Special Reading Services Program
- Homework Helper Program
- Prevention and Remediation of Reading Disability Program
- Columbia Street Preparatory Program
- Non-Public Schools Program

An 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 1972-73 school year.

Teaching & Learning Research Corp.  
 91-31 Queens Boulevard/Suite 611  
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BILINGUAL - BICULTURAL PROGRAM WITH TITLE VII

## BILINGUAL-BICULTURAL PROGRAM

## PROGRAM DESCRIPTION

## 1. INTRODUCTION

The Bilingual-Bicultural Program has completed its second year of operation and was funded jointly by Title I and Title VII. Its purpose was to teach Spanish dominant children, English, and English dominant children Spanish. In addition, both were to receive Puerto Rican Culture.

## A. Sites

The program was located in P.S. 20, P.S. 63, and P.S. 134. These schools were chosen according to location. Each school had 4 classes; K-3. The physical plant for the program's children was not reported as different from that offered non-program children in the district or in the host schools. The program thus had 12 classes district wide.

## B. Staff

Lines of authority for the program devolved from the community superintendent, through the Title I coordinator to the Bilingual-Bicultural coordinator. The coordinator reported herself or was observed to be :

1. Providing general administrative oversight for the program
2. Providing liaison with host schools
3. Preparing and training of teachers and support personnel
4. Constructing broad administrative objectives guidelines and proposals
5. Evaluation of program output on a continuous basis.

The director of the program is well versed in the program, and while she was formally interviewed she seemed capable, and helpful in her responses to questions. She discharged her duties in an extremely competent manner.

The coordinator was assisted by a teacher trainer. New to the program her duties were to:

- provide workshops for teachers and assistants

The coordinator was further assisted by two staff assistants: the Spanish Program Coordinator and English Program Coordinator. Duties of the Spanish program coordinator were the:

1. creation of Puerto Rican Culture Units
2. maintaining records for Spanish reading progress
3. developing strategies for teaching Spanish.

The development of Puerto Rican culture units and teaching of Spanish as a second language has reportedly been not as successful as projected. Emphasis on further development of these two areas has been made for the next year.

The main duties of the English program coordinator were to:

1. train ESL teachers
2. evaluate the current oral English program
3. develop an instrument for measuring English competence for diagnostic, placement and evaluation purposes.

Discharge of the duties noted above has been assessed as satisfactory. The coordinator spoke of the need for a Bilingual coordinator in each school. This recommendation is concurred. As this person can be seen as the outside resource to provide the administrative and training support needed for the 4 classes in each school. This person could also provide liaison more immediately and effectively with the host school principals.

The program has 3 ESL teachers, one for each school. They teach the 4 classes of each school for the various periods of time noted below, under curriculum and materials.

There are 12 Bilingual teachers, 1 for each class. One of the 12 has a substitute and the remaining 11 have regular Bilingual Common Branches licenses. One teacher was a regular common branches licensed teacher but has since acquired the regular Bilingual Common Branches license. Six of the 12 teachers are graduates of the Bilingual Recruitment and Training Program. Nine of the 12 teachers have gone to graduate school part-time since being with the program. Including the 3 ESL teachers, 4 of the total of 15 teachers have masters degrees. The program has provided for tuition payments for courses at Hunter College for masters degrees in Bilingual Education. Seventeen teachers are reportedly enrolled during the current year.

The program is also assigned cluster teachers by the host schools. These teachers have reportedly served as relief teachers for the Bilingual teachers. Only one, at P.S. 63, was bilingual in Spanish.

Bilingual assistants were appointed one for each class. They provided supportive instructional services within bilingual classes. They were reported by other staff as having satisfactorily performed their duties.

The program had 2 family assistants both of whom worked through the district bilingual office. They provided services to parents. One operated most effectively with home contacts. The other conducted parent workshops in

the district office on a regular basis. One successful outcome to these efforts was the establishment of the Federacion De Padres Pro-Educacion Bilingue.

An additional role of parents has been to conduct their own program in the district's Bilingual conference. They prepared this program from February until April 7th presentation. Parents at this time are participating in selection of the program's teachers. This represents a maximum level of parental involvement and is a resounding success for this program.

### C. Materials

The bilingual-Bicultural program pre-dated all bilingual programs in the district and has served as a research and development center for methods and materials. Thus it has developed use of the IPI Math program, Houghton-Mifflin program, and the Laidlow program, among others for use as Bilingual materials. The project coordinator feels that sufficient materials have been developed thus far, requiring only refinement of their use.

### D. Student Population

The program served 285 students. 70% of its students are Spanish dominant and 30% English dominant, roughly reflecting the district's proportion of Spanish speaking children. Kindergarten children were starters in the host schools. Volunteers were selected from these letters and children were then assessed on the amount of English or Spanish Dominance. Among English dominant children both Spanish surnamed and non-Spanish surnamed children were chosen. The proportion of Spanish to English dominant children school-wide, and thus proportions between schools varied. Children in grades 1-3 were continued from the previous year. There was, therefore, continuity with a cadre of children who had had a year's experience in the program.

### E. Curriculum and Methodology

The program had a curriculum which reflected the NYC curriculum for K-3 in Spanish or English with the addition of Puerto Rican culture for all students and English as a second language (ESL) or Spanish as a second language (SSL).

Puerto Rican culture included the History, Geography, Art and Music of Puerto Rico. Units were prepared in those areas. Trips were used to further supplement these areas as exemplified in trips to the Museo del Barrio and the Puerto Rican exhibit at the Museum of Natural History.

The program teaches Second Language on a graduating scale. Thus kindergarten children get one period (30 min.) of ESL or SSL daily. First graders get one ESL or SSL class and one content class daily in the second language. The content class is taught by the bilingual teachers in the second language. The particular area is decided by the consensus of the teacher trainer, coordinator and teacher herself based largely on the teacher's competence in a particular content area. At the second grade the ESL or SSL class is supplemented by an additional content class in the second language for a total of two content classes, or 120 minutes of second language instruction. By grade 3 and with the additional requirement that the child



is reading at the 3.0 grade level in his dominant language, the student is taught for half his academic day in the dominant and half in the second language. The student, moreover, is expected to begin reading in his second language at this point.

The long range goal of the program is to provide ESL and SSL to allow the student the second language in its native accent. In the words of the program's report, "students in the project who started the program in kindergarten or first grade level will be able to speak both English and Spanish fluently and with a native accent." The need for speaking unaccented English or Spanish appears somewhat unnecessarily stringent since there are few if any natives of the culture named who speak the non-dominant language without accent - regional or otherwise.

## Results

## Kindergarten

In the kindergarten classes in the three schools, students were tested with the New York City Prereading Assessment test. This test measures both language and visual discrimination. The student identifies perceptual objects with spoken descriptions and also identifies similarities and differences in words and letters. The test is used to give evidence for readiness to begin reading. It is ordinarily used on first grade children but was used here to assess the growth in readiness skills which occurred during the kindergarten years.

The pretests were administered three months into the program and the post-tests were administered at the end of May. Table 1 presents the means and standard deviations of the kindergarten sample.

Table 1

Means, Standard Deviations and Statistical Tests For Kindergarten Students at P.S. 20, 63, and 134 on the New York City Prereading Assessment

School	Pretest Mean	S.D.	Posttest Mean	S.D.	t ratio
P.S. 20	29.8	3.9	42.8	11.4	2.54
P.S. 63	31.7	6.5	49.4	17.7	8.79
P.S. 134	38.9	9.6	48.6	9.8	4.53
	N	N= 47			N= 62

All the classes achieved substantial improvement in these language and visual discrimination skills. The most pronounced changes occurred at P.S. 63, but all changes were statistically significant. In addition it is clear that the majority of students would now be classified in the "high average to low average" categories of the interpretative ratings supplied by the test publishers. In fact the mean post-test scores approach the "above average" categories of the normative ratings. This would indicate that a large percentage of these students will be able to enter systematic reading instruction when they enter first grade in the Fall.

## First Grade

The Interamerican Series of reading tests was used to assess progress in reading for students in the first, second, and third grades of the Bilingual-Bicultural program. The test was chosen because it has both a Spanish and English version which are presumably equivalent. The first level contains vocabulary and comprehension subtests. In Table 2, the results of the testing of students on the Spanish version of the test are presented.

Table 2

Means Standard Deviations and Statistical Tests for First  
Grade Students on the Interamerican Series, Reading Level 1

School	Pretest Mean	S.D.	Posttest Mean	S.D.	t ratio
P.S. 20	13.2	9.5	41.7	23.4	7.13
P.S. 62	14.3	14.1	24.4	19.8	1.78
P.S. 134	8.4	3.9	30.8	13.0	8.24
TOTAL	11.9	10.0	32.9	20.3	8.13

There is great variability in the results obtained, both for schools and for individual students. The variances of the scores are unusually high indicating that several students performed very well, and some very poorly. Overall the increases in reading scores are substantial and statistically significant, except for P.S. 63.

The Technical Manual\* provides some interpretative information on these tests, but for level 1 it provides only normative information for percentiles of scores for grade 1 in Puerto Rico, apparently from a Fall administration of the test. (see pages 23, and 49) If one considers the CE and CE's forms to be roughly equivalent, the mean pretest score of the first grade group is down near the second percentile for students in their sample of English speaking students in thirteen cities. The post-test mean score moves to the nineteenth percentile.

However when the normative sample in the first grade Spanish speaking group in Puerto Rico is considered, then the pre-test mean falls near the fifteenth percentile (page 49). The post-test score however changes nearly thirty percentile points to the fifty fifth percentile. What is quite evident is that these students begin the Fall term in a very disadvantageous position compared to their peers in public schools in the U.S. and Puerto Rico; and they gain considerably during the year, reaching the average position of Fall term first grade students in Puerto Rico.

### Second Grade

The students in the second grade were tested with the Spanish version of the Interamerican Series, level 2. The results of this testing is presented as Table 3.

\* MANUAL - Tests of General Ability and Tests of Reading, Interamerican Series Forms CE and DE, CE's and DE's, Herschel T. Manuel Guidance Associates 1967.

Table 3

Means, Standard Deviations and Statistical tests of Second Grade Students at P.S. 20, 63, and 134, on the Interamerican Series, Level 2 Reading

School	Pretest Mean	S.D.	Posttest Mean	S.D.	t ratio
P.S. 20	35.8	13.6	60.4	10.7	5.84
P.S. 63	14.2	24.4	24.4	16.8	4.31
P.S. 134	26.7	16.6	34.5	16.6	3.01
TOTAL	25.1	14.5	44.0	20.7	6.40

All the gains in total reading scores are substantial and statistically significant. The reading level changes at P.S. 63 and P.S. 134 are about the same magnitude, but the changes in the class at P.S. 20 is more than double the other classes.

When compared to students in the normative samples of the public schools of Puerto Rico, the Fall semester scores of the second grade are at the 34th percentile of the second grade, and the posttest scores are at the 28th percentile of the third grade groups. In considering the shorter time period which elapsed between the testing in District 1, this is quite similar progress (see page 30, Table 44 of Manual). Although the pretest and posttest means are lower than the fiftieth percentile, the relative position in Spanish reading abilities is maintained. This occurs even though substantial amounts of time are delegated to enhancing English reading ability. The curricular emphasis in the public schools of Puerto Rico is not known, but it is likely that such a bilingual emphasis was not quite as predominant.

One other bit of evidence is available from the manual which helps interpret these Interamerican reading scores. The CE's edition was administered to third grade Spanish speaking pupils in New York City by the Bureau of Educational Research (Date and Sample size unknown). The pretest mean score of 25.1, falls at the 40th percentile and the posttest mean near the 80th percentile. According to those normative data, these second grade students are performing at a much higher level than the Spanish speaking students did in New York City at the time of this testing.

Some second grade students were also tested as part of the city-wide testing using the Metropolitan Reading Test. These results are presented as Table 4.

Table 4

Means and Standard Deviations of Second Grade Bilingual Classes at P.S. 63 and 134 on Metropolitan Reading Tests, Compared to District Average

School	Mean	S.D.	N
P.S. 63	2.28	.51	10
P.S. 134	2.38	.50	8
TOTAL	2.32	.50	18
DISTRICT AVERAGE	2.48	.93	

The two classes at P.S. 63, and P.S. 134 attain somewhat lower scores in total reading than the average of all second grade students in the district. It is apparent that the bilingual program is somewhat more successful in its Spanish component than in its English component. This is understandable because many of these second grade students are undoubtedly more facile in Spanish than in English.

### Third Grade

In the third grade students at P.S. 134 were tested with the Spanish version of the Interamerican Series and the other schools classes were tested with the English. These results are contained in Table 5.

Table 5

Means, Standard Deviations and Statistical Test of Third Grade Students at P.S. 20, 63, and 134 on the Interamerican Reading Tests

School	Pretest Mean	S.D.	Posttest Mean	S.D.	t ratio
P.S. 20	26.3	11.3	56.6	11.9	5.79
P.S. 63	43.4	26.4	50.2	22.3	1.76
P.S. 134	54.8	16.8	55.1	18.2	0.05
TOTAL	41.2	22.6	54.4	18.8	

The results indicate that substantial improvements were made in English reading at P.S. 20, but that the students at P.S. 134 were reading Spanish as well as the others were reading English. The mean posttest scores, although widely divergent at the beginning, were quite similar at the May testing period. The overall changes in reading for the total group were statistically significant, although the results at P.S. 63 and P.S. 134 were not.

The posttest level in Spanish reading at P.S. 134 was equivalent to the 55th percentile of all students tested in the third grade at all schools in Puerto Rico, in March 1967. (see table 49, page 55 in manual) If these results are relevant to the present situation these students can be considered to be as facile in Spanish reading as Puerto Rican third grade students are in Spanish.

The two English tested groups can also be compared to English reading groups in the New York City schools. The Bureau of Educational Research of the Board of Education of New York City also tested English speaking third grade students with form CE of the Interamerican Series (time, date and sample size unknown, see table 33, page 39, Manual) and the mean score of 53 also compares to the 51st percentile of this normative group. Apparently here too, the English reading ability compares favorably to students in schools which contain both English and Spanish speaking students.

Several of these students were also tested during May in the city-wide testing program, with the Metropolitan Reading Tests. These results are contained in Table 5.

Table 6

Means and Standard Deviations of Third Grade Students at P.S. 20, 63, 134, on the Metropolitan Reading Tests

School	Posttest Mean	S.D.	N
P.S. 20	2.68	.88	15
P.S. 63	4.27	1.49	10
P.S. 134	2.50	.39	11
TOTAL	3.07	1.22	36
DISTRICT AVERAGE	2.96	1.08	

The English reading abilities of these students as measured in grade equivalent scores indicate that there is a severe English reading problem in both the district and in these classes. The bilingual class averages are slightly better than in the other district schools in both the third grade and second grade however, the term-end level in English reading is increasingly under the national normative average.

#### SUMMARY

Students in kindergarten classes served by the Bilingual-Bicultural program have made satisfactory progress and the classrooms on the average would appear to be ready for formal reading instruction when they reach first grade this fall.

Students in the 1st, 2nd, and 3rd grade have made significant progress in their Spanish reading skills. The second and first grade made the most progress, but the terminal levels achieved seemed most favorable for the Spanish speaking students in the third and second grade.

In English reading the third and second grade students compare favorably to the district average but fall far below the national norms. The third grade English reading students compare favorably, however, to other students in a similar normative group in New York City.

## EXECUTIVE SUMMARY

The Bilingual-Bicultural Program was a program in its second year of functioning. It taught Spanish as a Second Language to English dominant children and English as a Second Language to Spanish dominant children. Operating in three schools, it had four classes in each school, K-3. The program serviced 285 children.

Headed by an able coordinator the program had a teacher-trainer, a full complement of bilingual teachers, educational assistants and family assistants.

Kindergarten classes were administered the New York City Pre-Reading Assessment and found to have made significant improvement. Students in grades 1-3 were administered the Interamerican in English or Spanish. Gains in Spanish reading achievement were found to be significant to exceed English reading achievement. This finding was further confirmed by MAT's administered as post tests to 2nd and 3rd graders where English Reading achievement for the program equaled the district's performance for the 3rd grade but lagged somewhat in the 2nd grade. The district itself lags somewhat behind national norms on both grades.

It is recommended that the program have a Bilingual Coordinator assigned to each school. It is also recommended that a family assistant be hired for each school with specific responsibility for meeting the needs of the program's parents in that school. Lately in view of the program's continued success, it is recommended that it be refunded.

## Appendix A

## BILINGUAL PROGRAM

## MATH TEST FOR SKILLS 1 (1-6) (7-10)

What number comes just before 2? Do the rest of the problems the same way.

\_\_\_\_\_, 2                  \_\_\_\_\_, 40

¿Qué número viene antes del 2? ¿Y de los otros?

\_\_\_\_\_, 98                  \_\_\_\_\_, 33

What number comes just after 2? Do the rest of the problems the same way.

2, \_\_\_\_\_                  59, \_\_\_\_\_

¿Qué número viene después del 2? ¿Y de los otros?

30, \_\_\_\_\_                  99, \_\_\_\_\_

Mark the smallest number in each box.

16	19	15
----	----	----

96	69	99
----	----	----

47	67
----	----

Marca el número más pequeño en cada grupo.

Write  $>$  or  $<$  to show whether the first number is greater or lesser.

16  $\bigcirc$  61

Escribe  $>$  o  $<$  para indicar si el primer número es más grande

98  $\bigcirc$  89



ELEMENTARY BILINGUAL PROGRAM

## ELEMENTARY BILINGUAL PROGRAM

## INTRODUCTION

The conceptual basis of this program is to provide education to all subjects in the native language of children who speak little or no English as well as provide cultural heritage exposure and English instruction to insure at the same time academic achievement, English competency and adequate self-esteem.

## I. PROGRAM DESCRIPTION

## A. Sites

The program was located in P.S. 188, P.S. 64, and P.S. 140. Criteria that went into selection of a school were:

- 1) percentage of Spanish Speaking children
- 2) percentage of non-readers in English
- 3) expressed concern of community

Each school had two classrooms which were given the Bilingual Program. Most of these rooms were seen to be adequate to accomodate its 20 children, and exhibited some evidences of teacher creativity in utilizing culturally relevant posters and learning reinforcers were liberally spread around the room. The physical support of the plants in which the program was located were generally not different from the physical supports of light, heat etc. available to other children in the district.

## B. Staffing

Each class was staffed by a bilingual teacher and educational assistant. Each school had an ESL teacher. The program had a family assistant and bilingual professional assistant assigned and paid for by the Bilingual Recruitment and Training Program.

Lines of authority for the program devolved from the Community, District Superintendent through the Title 1 Coordinator through the Bilingual Coordinator to the assistant coordinator who was given administrative oversight for the program. His duties included:

- 1) planning and development of program materials
- 2) providing staff training
- 3) acting as liaison with host school principals
- 4) assisting the coordinator in program evaluation
- 5) ordering and distributing materials
- 6) making recommendations on hiring of new staff.

He was observed discharging all of these duties to the best of his capacity. Moreover, he participated actively in the organization of parents for effective involvement in their children's education. In personal contacts he was found to be helpful and fully responsive to all questions asked.

The eight bilingual teachers were also bilingual with mastery of both Spanish and English. Because enough bilingual teachers could not be found in the district in the beginning of the program, some were recruited from Puerto Rico. All, however, have college degrees, some have had prior teaching experience and all are licensed either as common branches teachers or bilingual interim common branches teachers. Three have been reported as having regular licenses. Four were taking graduate courses. Some are graduates of the bilingual and recruitment training program. One teacher resigned in March, 1973, and was replaced by another that same month. Five teachers reported as having had excellent ratings by their host school principals.

Educational assistants were assigned the program with the following duties:

- 1) under supervision, provide instructional support
- 2) help in individual and small group instruction
- 3) clerical, monitorial and escort duties
- 4) assist in preparation of materials.

All assistants were local residents, some with children of their own in district schools. They tended to be older than the teachers and often provided a maternal influence in the classes.

The family assistant's main job was to make home contacts for all families but particularly those with attendance problems. The performance of the assistant has reportedly been less than satisfactory as evidenced by the 30% turn out of parental meetings with only the chapter at P.S. 188 and 64 being really active.

ESL teachers were assigned by the host schools to teach the children English. Each class has one period of ESL on a daily basis. One teacher was observed teaching by use of everyday objects which children are likely to encounter in the environment and giving the English words for these objects. Children respond eagerly and seem to quickly learn the English that was being spoken by themselves and their teacher. One problem with ESL component was the lack of coordination between that component and the bilingual component. Thus while children were on a particular unit the ESL teacher was often unaware of this and her teaching was not in concert with the rest of the school day thus presenting an unnecessary discontinuity. This problem could be solved by having the bilingual program have its own ESL teacher who would work as part of the team.

### C. Materials

The program has adopted most of its curriculum and hardware from the Title VII Bilingual-Bicultural Program already experienced in the district. The program made use of the Laidlow Reading Program in Spanish, the Preperandose Para Leer Reading Readiness program in Spanish and IPI math program and some texts which were purchased in Puerto Rico for use in this program. Materials did not all arrive during the first few months of the program making for a need for constant evaluations of materials throughout the program year. However, this learning experience is part of the start up problems to be expected in any new program.

### D. Student Population

Each site had 3 classes: one first grade and 2 half-day sessions of Kindergarten. Mechanics for student selection were:

- 1) letters were sent to all Spanish surname children in the host school
- 2) teachers made referrals based on Spanish dominance
- 3) coordinators and host school principals set up a screening system for all children who were parent or teacher referred. They were classified as:
  - a. totally bilingual
  - b. 75% Spanish dominant
  - c. 100% Spanish dominant
- 4) parents were interviewed prior to selection.

Preferences were given to those without kindergarten experience for first grade and without Pre-K experience for kindergarten. All children were chosen from the 100% Spanish dominance category except for P.S. 140 where there were insufficient applicants to make screening possible.

### E. Curriculum

There were some initial problems with disciplinary problems being assigned as opposed to language problems. While it is understood that the latter can cause the former, the program was designed as a language-cultural intervention. The coordinator felt that where his screening system had enough applicants to be feasible the program was most effective.

The program has had an enriched curriculum providing the basic academic training with the addition of ESL and cultural heritage experiences. Thus each child received all classes with the exception of ESL in Spanish. Reading, arithmetic, science and ESL were all taught for one period daily. In addition art was taught for one period, twice weekly. Puerto Rican and Latin American history and culture were also taught for one period, twice weekly. Each school had its own program and the use of units was encouraged by the coordinator. Teachers were taught planning on a regular basis in sessions led by the program assistant coordinator from 3:30 to 5:00 p.m. Thus teachers were encouraged and volunteered to come on their own time.

Spanish programs were held for Columbus Day and Puerto Rican Day. Each school gave a program on those days. Additionally, all children and teachers were given certificates of achievement upon completion of the program of June 1973.

Another part of the program mentioned above was the Bilingual Chapter of the parents association. This was to provide for parental input for parents who speak only Spanish and who don't feel comfortable in the schools regular parent association for whatever reasons. It was an essential attempt to get more parents involved in their children's educational process. This had only mixed success for a host of reasons including less than successful family assistant outreach and parental reticence as well.

## II. PROCEDURES

### A. Observations

Classes were observed to see the quality of teacher-pupil interaction and mode of pedagogical operation. As noted above, teachers were observed to be young, enthusiastic and involved with their children.

### B. Interview

The assistant coordinator was interviewed formerly on three occasions and informally on numerous occasions. The first was to share understanding of the evaluation design. The second was to assess the interim progress of the program and the last was to get a final summary of the program's effect.

### C. Questionnaires

An administrative questionnaire was given the assistant coordinator prior to the final interview and may be found as Appendix I.

### D. Achievement

The evaluation design called for the following objectives:

- 1) 50% kindergarten children will score at or above the city median on the NYC Pre Reading Assessment Test (Spanish Form)
- 2) 70% of first graders will read on level as measured by the Inter-American Reading Series
- 3) 60% of kindergarteners will attain lesson 10 of Laidlow and 50% will pass a test at that level
- 4) 60% of first graders will attain lesson 15 of Laidlow and 50% will pass the competency test based on that level
- 5) 70% of kindergarteners will attain a score of 70% or more on an IPI math test and 70% of first graders will attain scores of 50% or higher of their IPI math test.

### III. RESULTS OF ACHIEVEMENT TESTING

#### A. Reading Readiness

The New York City Pre-Reading Assessment test was used as the measurement of reading readiness. The kindergarten classes at PS 15 and PS 188 were tested on a pre and post basis. The results of this testing are presented as Table 1.

TABLE 1

Means of NYC-Reading Assessment Testing  
at PS 15 and PS 188

School	Language Mean			Visual Discrimination			Total	
	Pre	Post	t ratio	Pre	Post	t ratio	Pre	Post
PS 15	15.5	25.5	4.62	9.2	17.4	5.22	2.49	42.9
PS 188	17.1	27.5	4.72	10.6	19.2	5.46	27.7	46.7
TOTAL	16.2	26.4		9.8	18.2		26.0	44.6

The achievement gains at both schools was quite similar, with the kindergarten class at PS 15 attaining somewhat higher gains during the year and also achieving the highest total score at the end of the year. The gains for both classes on both subtests were statistically significant.

On the pretest, both classes scored in the "Below average to poor" category on the test manual readiness rating. However, at the end of the year the mean score for language was at the upper end of the "High average to low average" category which located this group near the seventy-fifth percentile of the New York City normative group. The visual discrimination mean was located slightly lower in the "High average to low average" category, very near the fiftieth percentile. These ratings are, of course, ordinarily made for entering first grade students so these students should be considered to be in a good position versus their first grade status, and many of them would probably be judged to be ready for first grade reading instruction. The objective of assisting these kindergarten students to a median level on this test seems to have been achieved.

#### B. Reading

The first grade students at PS 15 and PS 188 were tested with the Interamerican Series, level 1, Reading Spanish version. (Lectura, CES). The results of this testing are presented in Table 2.

TABLE 2

Means, Standard Deviations and Statistical Tests  
for First Grade Students at PS 15 and PS 188 on the L-1 CEs

School	PreTest Mean	S.D.	PostTest Mean	S.D.	t Ratio
PS 15	10.5	11.2	33.3	16.7	5.12
PS 188	2.4	0.9	26.8	14.0	5.99
TOTAL	6.9	9.2	30.4	15.6	7.82

The students in these two classes gained significantly in their Spanish reading ability during the school year. Many students at PS 188 were not able to respond to the tests at the pre-testing session. The post-test scores can be interpreted by comparing them to their peers in Puerto Rico, and to other students in District 1. Compared to students in Puerto Rico these first grade students achieved a post test level of around the fiftieth percentile (see Table 43, page 48, Manual for Interamerican Series). They began the year at around the second percentile, and changed substantially in their standing during the year. In comparison to other students in District 1, they also performed quite well.

### C. Mathematics - Kindergarten

The bilingual programs in District 1 have developed several useful mathematics tests. The diagnostic and achievement measurements were combined in a twenty skill bilingual test which was administered to the students on a pre and post test basis. The test measures the concepts of size, similarity, one-to-one correspondence, empty and full, number sets, counting, number and object matching and division into halves. The results of this testing is presented in Table 3.

TABLE 3

Means, Standard Deviations and Statistical Tests  
Kindergarten Level Mathematics Test  
for PS 15, PS 64, PS 140 and PS 188

School	Pre Test Mean	S.D.	Post Test Mean	S.D.	Correlate t Ratios
PS 15	10.6	5.5	15.1	6.1	3.83
PS 64	9.4	3.9	15.8	6.8	6.38
PS 140	7.9	2.5	13.8	3.8	5.35
PS 188	8.6	2.8	16.6	3.2	6.20
TOTAL	9.8	4.5	15.2	6.6	6.29

The results at all schools was statistically significant. The highest possible score was attaining competence in twenty skills and several students reached maximum performance.

One of the objectives of the program was that seventy percent of the students should attain competency in seventy percent of the skills measured. There were ninety-one students who were tested at the end of the school year. Of these, sixty-one, or sixty-seven percent, reached criterion performance. While this figure does not attain the seventy percent objective, it is not statistically different.  $\chi^2 = 0.34$

#### D. Mathematics-First Grade

A similar test to the one previously described in which items are presented either in Spanish or in English, was also administered to all the First Grade students in the Elementary Bilingual Program. This thirty-nine item test contains assessments of number sequence, place value, adding and subtracting, identification and drawing of geometric shapes, sets, counting of money, and time and measurement.

The results of this testing are presented in Table 4.

Table 4

Means, Standard Deviations, and Statistical Tests  
of First Grade Mathematics Scores  
for Students at PS 15, PS 64, PS 140 and PS 188

School	Pre-Test Mean	S.D.	Post-Test Mean	S.D.	Correlated t ratios
PS 15	19.9	9.6	26.4	9.5	4.01
PS 64	11.0	7.2	27.3	6.7	11.64
PS 140	10.8	3.6	14.8	8.3	1.97
PS 188	8.3	6.1	25.3	3.3	8.64
TOTAL	12.8	7.8	25.2	8.8	6.81

All the classes gained significantly in Mathematics skills except the class at PS 140. There were, however, only five students in the class who were available for pre and post testing and the large turnover in the class may have made the instruction more difficult in this particular classroom. The overall achievement indicates that these students acquired several new mathematics skills during the school year.

The evaluation objective stated that seventy percent of the students should attain a score of fifty percent or higher on the terminal test. Of the sixty students who were available for the post-test, forty-three attained a score of twenty or over the post-test. This is seventy-one percent, which is slightly higher than the criterion.

#### IV. SUMMARY

The Elementary Bilingual Program has just completed its first year, and it has successfully attained nearly all of its objectives in reading readiness, writing and mathematics. It did this in spite of having a high pupil turnover,



which made instruction more difficult to coordinate. It is recommended that the program sponsors should make efforts to keep the kindergarten children, who are enrolled in this year's classes, in the first grade program next year. The situation at PS 140 should also be examined. The poor achievement in mathematics, and the high pupil turnover indicates that some efforts might have to be made to keep a stable class in this specially funded program.

## EXECUTIVE SUMMARY

The elementary Bilingual Program was located in three schools with three classes per school; one first grade and two sessions of kindergarten. Children were taught the New York City curriculum with the addition of English as a Second Language as well as Puerto Rican culture. The aim of the program was to promote academic achievement, English competence and exposure to cultural heritage.

The program was staffed by an assistant coordinator, a full complement of bilingual teachers, a bilingual professional assistant, educational assistant and a family assistant.

Kindergarteners were evaluated by means of the New York City Pre-Reading Assessment Test and found to have made significant gains in reading readiness. First graders were found to have made significant gains in Spanish Reading ability on the Interamerican. Both kindergarten and first graders made significant gains in the IPI math tests. The achievement objectives seem to have been attained.

It was found that there was high pupil turnover which indicated that achievement scores were possibly affected. It is recommended that kindergarteners be returned for 1973-74 in the first grade to afford a cadre of experienced students. Likewise first graders should be returned for the 2nd year in the expanded program.

There was need evidenced for an English as a Second Language teacher assigned to the program to provide greater continuity between components of this program. An additional family assistant might be hired to meet the needs of the program's parents at a more intensive level. The screening system adopted last year should be continued and refined to the advantage of what was learned the previous year. In view of the programs success it is recommended for refunding 1973-74.

CHINESE BILINGUAL PROGRAM

## CHINESE BILINGUAL PROGRAM

Sept. 1972 - June 1973

in District 1, Manhattan

## PROGRAM DESCRIPTION

The program was Chinese and was geared to the special needs of Chinese-speaking pupils from grades 4-6 who had difficulty in learning prescribed curriculum with English as the sole medium of instruction.

A. Sites

The program operated during the regular school hours from September 1972 to June 30, 1973. It was housed in P.S. 63 and P.S. 160, the two schools which had the highest proportion of Chinese-speaking pupils who spoke little or no English. Each school had one class of approximately 25 pupils for a total of 50 pupils serviced. Pupils were selected on the basis of poor language competence, teacher and guidance counselors' referrals, class records, reading scores test results and interviews. Parents were consulted prior to placement.

B. Staffing

The staff consisted of one assistant coordinator, two bilingual Chinese teachers, two educational assistants/teachers aides, one family assistant/or family worker and 2/5 of a secretary for one day a week. The family assistant was assigned to the district Bilingual Program Office and served both schools where needed.

The assistant coordinator was responsible for the direct implementation and administration of this program but was assigned to the District Bilingual Program Office and was under direct supervision of the Bilingual Program Co-ordinator who has overall administrative responsibility for coordination of all Bilingual Programs. The assistant coordinator was bilingually competent in both English and Chinese. He was responsible for the implementation of this program, and he planned and developed curriculum materials. He provided the necessary training and orientation of staff at periodic intervals or whenever necessary through staff meetings, workshops and evaluations.

The assistant coordinator also related to the principals to develop the proper climate for the operation of the program. Supervision of staff was provided in cooperation with the cooperating principal of the host school. He planned with the staff for the requisitioning and allocation of instructional materials. He was responsible for the maintenance of inventory, records, expenditures and the accurate reporting of payroll service reports. He observed the staff and suggested methods of improvement. He was responsible for encouraging parental involvement which is one of the weakest areas of community-school relationship. He and his staff met regularly with the parents to assist them in understanding the objectives of the program and to assist them in social, health and other problems usually encountered by newly arrived immigrants. The bilingual teachers were licensed teachers

competent in providing instruction in the standard Cantonese dialect. They provided instruction in the major prescribed subject areas. Although the bilingual teachers aided in the instruction of English to the pupils to upgrade their basic English skills, they did not supplant the services of the on-site tax-levy teachers who provided instruction in English as a second language for the non-English speaking pupils in the target classes.

The educational assistant or teachers aide assisted the bilingual teacher in individualizing instruction or in working with small groups under the direction of the classroom teachers. She participated in planning instructional activities with the teacher and she also helped the teacher in planning the requisitioning of instructional materials. She contributed to the enrichment of the program by utilizing her own special talents and skills. She also aided the teachers in classroom management, clerical and other related activities.

The family assistant for family worker was available to serve both housing schools. She worked as liaison person between family and school by making home visits, providing necessary escort service for pupils to and from school, clinics and appointments. She aided the staff in encouraging parents to become active participants in parent activities in the school. Since she serviced the needs of both schools, she had a flexible schedule.

In addition, the staff of the Chinese Bilingual Program were available as a resource information unit to serve the needs of other district schools having a large number of Chinese-speaking pupils. They performed necessary translation and interpreting services as needed to aid the non-English speaking parents and children.

The budget provided for substitute teacher service, instructional supplies, textbooks and carfare for the family assistant and the assistant coordinator. Regular classroom supplies and services usually provided to every pupil in the school were provided to pupils in this program by the school.

### C. Materials

Instruction in the major subject areas prescribed by the Board of Education such as language arts, social studies, mathematics and science were given in English and explained flexibly both with the standardized Chinese language--Mandarin, and the Cantonese dialect dominant with the Chinese--speaking students (the Chinese written language is the same). Chinese language, culture and history were also an integral part of the instructional program. Flexibility was permitted to allow for adaptation to the needs and pedagogical techniques. Opportunities for interaction and contacts with English-speaking students were provided through participation in the regularly scheduled classes in music, art, health education, school trips and assembly programs.

#### D. Student Population

The most recent district statistics indicated a growing registration of Chinese-speaking students 547 in the elementary schools and 400 in the secondary schools, which is an increase of over 8% since 1970. Most of them are recent arrivals in this country with little or no knowledge of English. In P.S. 63 and P.S. 160, Chinese students were selected from each class to attend the program.

In P.S. 63 there were 128 students, in P.S. 160 there were 60 students.

#### E. Curriculum

Courses were planned according to need. Six classes were organized at P.S. 63. Assignments were made on the basis of chronological age, academic achievement and special needs. Table I presents the distribution of children in the various classes.

TABLE I  
DISTRIBUTION OF CHILDREN ACCORDING TO  
CLASS AND SCHOOL

Class	Number	School
English (ESL)	15	P.S. 160
English (ESL)	25	P.S. 63
Cantonese (Chinese culture)	33	P.S. 160
Cantonese (Chinese culture)	51	P.S. 63
Mandarin (Chinese culture)	12	P.S. 160
Mandarin (Chinese culture)	52	P.S. 63
TOTAL	188	

Table II presents the schedule of a typical day at P.S. 160.

TABLE 2

## CLASS SCHEDULE FOR ALL GROUPS AT P.S. 160\*

Class	8:40 9:25	9:25 10:00	10:00 10:55	11:00 12:00	12:00 12:50	1:05 1:50	1:55 2:40
Monday P.P.	ESL	Lang. Arts	Lang. Arts	Lunch	Mandarin	Cantonese	
Tues. P.P.	ESL	Reading	Reading	Lunch	Cantonese	Cantonese	
Wed. P.P.	ESL	Penmanship Spelling	Penmanship Spelling	Lunch	Mandarin	Mandarin	
Thur. P.P.	ESL	Reading	Reading	Lunch	Cantonese	Cantonese	
Fri. P.P.	ESL	Math. & Other	Math. & Other	Lunch	Mandarin	Cantonese	

\* A.M. Grades 4-6 for Non-English speaking children.  
P.M. Grades 1-6 Chinese classes for American born children.

TABLE 3

## CLASS SCHEDULE FOR ALL GROUPS AT P.S. 63\*

Monday	Tutoring Math. & English	Chinese culture	Lunch	Cantonese (Chinese culture)	Mandarin (Chinese culture)
Tues.	ESL	Math. Social Science, & Chinese culture	Lunch	Cantonese (Chinese culture)	Mandarin (Chinese culture)
Wed.	ESL	Math. Social Science, & Chinese culture	Lunch	Tutoring Math. & English	Mandarin (Chinese culture)
Thur.	ESL	Math. Social Sciences, & Chinese culture	Lunch	Tutoring Math. & English	Tutoring Math. & English
Fri.	ESL	Math. Social Sciences, & Chinese culture	Lunch	Tutoring Math. & English	Tutoring Math. & English

\* 2 teachers at this school, teacher A for upper level, teacher B for lower level, each class is divided into upper and lower level.

TABLE 4  
 Comparison of Anticipated and Post M.A.T.  
 Reading Scores  
 (N = 47)

	X	S.D.	t
Pre	3.11	.92	
Anticipated	3.40	1.09	2.66
Post	4.27	1.01	

Table 4 shows that the gains made in reading achievement were significant at the .05 level. This criterion, therefore, has been met.

2. The program's second objective was met. Table 8 summarizes those results.

TABLE 5  
 Pre and Post Scores on Michigan  
 Self-Concept Scale  
 (N = 130)

	X	S.D.	t
Pre	6.90	.20	
Post	7.43	.18	3.19

Table 5 shows that the obtained t is significant at the .05 level of significance. This objective has therefore been met.

#### SUMMARY AND RECOMMENDATIONS

The program had two objectives: a cognitive and an affective one. The cognitive has been met and this is by far the more difficult to achieve. The affective objective has also been met.



## PROGRAM OBJECTIVES

As stated in the original proposal, the Chinese Bilingual Program for Chinese children in District 1 had the following major objectives:

1. English as a Second Language: to maintain, reinforce and increase children's English in order to follow the regular class.
2. Cultural enrichment: to teach the Chinese children Chinese culture and history to help them to identify and form an improved self-concept.

## PROCEDURES

1. The program's first objective was to significantly increase the English reading abilities of all students. To assess this objective the MAT was administered in November and again in May 1973 on a pre-post basis using a real vs. anticipated design. Significance was set at the  $p \leq .05$  level of significance.

2. The second objective was to significantly increase the self-concept of all students. To assess this objective the Michigan Self Concept of abilities scale administered on a pre-post basis in both English and Chinese. Mean differences were compared by means of a correlated t set at the  $p \leq .05$  level of significance.

## RESULTS

The program is geared to the special needs of Chinese-speaking pupils from grades 4 to 6 (actually from grades 1 to 6) who have difficulty in learning the prescribed curriculum with English as the sole medium of instruction. Cultural enrichment and English-as-a-Second Language are the goals of this program. It is anticipated that students will gain self-confidence and proficiency in English by attending this program.

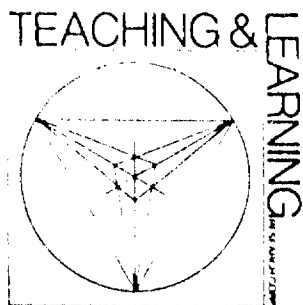
The assistant coordinator and the teachers planned the program and curriculum, got the books and other teaching materials in book stores in Chinatown, through donation or self-made, the teachers had to make stencils handwritten and mimeographed to distribute to students as workbooks.

The assistant coordinator is herself an experienced, well-trained bilingual teacher. She is very cooperative and greatly interested in the well-being of the pupils. The teachers and educational assistants are experienced bilingual teachers. They commend well in the classes, stimulate interest in the students and help them to learn according to their levels.

The Chinese Bilingual Program is offered for the first time to help the Chinese children in District 1, Manhattan. Six classes were organized at P.S. 160 and eight classes at P.S. 63. The entire staff of assistant coordinator, teachers, educational assistants and family assistant showed a high degree of competency in planning, organizing and implementing an effective program for the Chinese bilingual children. The staff members were warm, friendly and sensitive to the needs of the students and as a result a learning climate was created that was conducive to personal, social and cognitive growth.

The following recommendations are made for future programs:

1. This program should definitely be continued.
2. A larger classroom should be provided for each of the two classes in PS 63.
3. There is a need for a bilingual professional librarian as consultant to help in the selection of books and other reading materials for the future program. Funds should be provided to avoid depending on donated books which may be inadequate.
4. It would be ideal to build a centralized program to help the Chinese pupils throughout the schools in the city. There are many more Chinese pupils having the same difficulty in other schools but get no help. They become potential dropouts. This program is an effective strategy for making school relevant to these children.



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 good 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

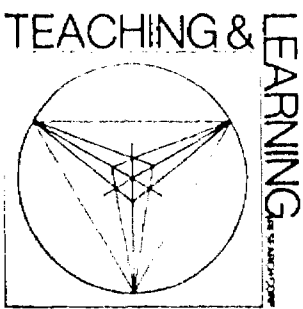
Self-concept questions to be administered only to intermediate classes

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



姓名  
學校

教員  
考試員

## 自我能力測驗

1. 和你目前交的朋友們比較一下，你的閱讀能力是  
比他們好，相等，或不如他們？

- a) 更好
- b) 相等
- c) 不如

2. 和你同班的同學比較一下，你的閱讀能力是  
比他們好，相等，或不如他們？

- a) 更好
- b) 相等
- c) 不如

3. 學校畢業時，你的閱讀能力是正是最好的一等，  
中等，或不太好？

- a) 最好
- b) 中等
- c) 不太好

4. 不必管教員的評分,你認為你的功課作業成績應得什麼分數?

- a) 作.好
- b) 可以過得去
- c) 不太好

5. 和你的朋友們比較,你是否經常去圖書館,和他們一樣,比他們少去?

- a) 經常去
- b) 和他們一樣
- c) 比他們少去

6. 你在家裡看書嗎,和你的朋友們比較,你比他們更多看書,和他們一樣,比他們少看書?

- a) 多看書
- b) 一樣
- c) 比他們少看書.

7. 你認為,教員感覺到,你學到他們所教的功課嗎?

- a) 多數學到
- b) 有時學到
- c) 從來沒有

8. 你認為你可以念完中學嗎？

- a) 可以念完
- b) 可能念完
- c) 不可能

9. 如果你上大學的話，你認為你可能是最好的  
一個，中等的，或成績很低的學生？

- a) 最好的
- b) 中等
- c) 成績很低的

SECONDARY BILINGUAL PROGRAM



## SECONDARY BILINGUAL PROGRAM

## I. PROGRAM DESCRIPTION

The Secondary Bilingual Program was designed to meet the academic needs of the Spanish-speaking students in District 1, Manhattan. The students who were selected for this program were experiencing serious learning difficulties in conventional English-speaking classrooms and a significant number of them had developed strong negative attitudes toward school. Over 75% of the pupils in the district are Spanish-speaking and their progress in regular classes is severely limited by their lack of skill in English. As a result, many students enter the junior high school classified as non-readers in English and a significant number are non-readers even in Spanish. In addition to their academic deficiencies, a number of these students had begun to present serious behavioral difficulties in school as well as in the community. The Secondary Bilingual Program was therefore developed to meet some of the special needs of these junior high school-age boys and girls. Instruction in the major content areas of the curriculum were conducted in Spanish and English was taught as a second language. In addition, Puerto Rican and Hispanic culture was included as an integral part of the instructional program. Opportunities for interaction and contacts with English-speaking students were provided through participation in the regularly scheduled classes, such as industrial arts, music, art, and physical education.

The program was conducted at Junior High School 22, Junior High School 60 and Junior High School 71. Each school has two classes in grades seven and eight with twenty children assigned to a class for a total of 120 students. Each class operated as a self-contained classroom in the major subject areas with emphasis on a small group approach. The three ESL teachers assigned to the program met with the classes in their respective schools for one period a day and, in addition, were involved in tutorial sessions with those students needing special help. The ESL teachers also served as liaison persons with the coordinator and the assistant coordinator of the total program. The six bilingual teachers and the three ESL teachers were all regularly licensed. In addition, the program was serviced by six educational assistants who were all high school graduates and resided in the neighborhood. During the course of the year, several students in the Bilingual Recruitment and Training Program were assigned to the Secondary Bilingual Program for field service experience.

A family worker served as a liaison person between the program and the parents. Home visits were made in every case where a student was absent without an excuse or in situations where behavior problems could not be resolved in the school. The project was administered by the bilingual project coordinator who also had the responsibility for an Elementary Bilingual Program and a Chinese Bilingual Program. The direct coordination and supervision of the Secondary Bilingual Program was the responsibility of an assistant coordinator.

In-service training was conducted by the assistant coordinator on Thursday afternoons between 3:30 P.M. and 5:00 P.M. with all staff members in attendance. In addition, the assistant coordinator regularly visited each school to observe the classes and to confer with individual teachers.

Students were referred to the program by their classroom teachers and building principals. The students as well as their parents were interviewed by the coordinator to determine whether there was a likelihood of the pupils benefitting from the program and whether the parents would agree to having their children placed in bilingual classes. Students were selected on the basis of individual needs and parental consent. There were far more children who were eligible for the program than could be accepted.

The course of study generally followed the traditional junior high school curriculum with the major subject areas taught separately. The program, however, did differ in that academic subjects were taught in Spanish in a self-contained classroom, English was taught as a second language and emphasis was placed on Puerto Rican and Hispanic culture.

The curricular materials selected for the program were either texts prepared by Spanish authors or English texts that had been translated into Spanish. Some of the material used in the program had been recommended by Puerto Rican educators.

## II. EVALUATION PROCEDURES

The program was evaluated by observing classes; attending in-service training programs; interviewing the bilingual project coordinator, assistant coordinator and teachers; and formal testing.

The following major objectives had been developed for this program:

1. Participating students classified as non-readers in Spanish at the beginning of the year will be able to read at a first grade level in Spanish at the end of the year.

In order to determine if this objective had been met, all students classified as non-readers in Spanish were tested at the conclusion of the program using the Inter-American Achievement Tests.

2. 80% of all Spanish speaking students who are classified as readers (Spanish) will increase their reading achievement.

In order to determine if this objective had been met, all students classified as readers in Spanish were administered the Inter-American Achievement Test on a pre-post basis. A correlated "t" test was performed to test the hypothesis that the post score-pre score is greater than one. Significance was set at the .05 level.

3. Students enrolled in the program (both readers and non-readers) will exhibit significantly more positive attitudes toward school at the end of the year than at the beginning.

In order to determine if this objective had been met, a modification of the "My School" questionnaire was administered on a pre-post basis. Both the original English and a translated Spanish version were used, in written form for those who could read and orally for the non-readers. Correlated "t" tests were used to test the difference. Significance was set at the .05 level.

4. Students participating in the program will have a better attendance record this year than last year.

In order to determine if this objective had been met, attendance rates from 1971-72 were compared to those of 1972-73, using a correlated "t" test. Significance was set at the .05 level.

### III. RESULTS

#### A. Staff

The project coordinator and the assistant coordinator were extremely cooperative in this evaluation. They expressed a real commitment to the success of the program and their statements relating to staff or students were consistently positive. Relationships with teachers were generally informal and on a first name basis and there was an atmosphere of genuine cooperation and concern.

The teachers demonstrated a high degree of patience and understanding in working with students as reflected in their willingness to listen and explain even as students continued to have difficulty in particular learning situations. There was a general atmosphere of a kind of large family unit rather than a typical junior high school classroom climate. The value and cultural conflicts that exist in many inner city schools between teachers and students did not have to be dealt with in the bilingual program. In addition, the phenomenon of cultural shock which results so often in teacher contempt and rejection of children as well as strong feelings of self-doubt in teachers was not a factor in this situation. This does not imply that value and cultural conflicts are inevitable in inner city schools or that bilingual teachers of other ethnic backgrounds could not be equally effective.

#### B. Program

Although each classroom was a self-contained unit, the program followed the pattern of the more traditional junior high school with a subject matter curriculum and an expository teaching approach. It is recognized that curricular innovation was not an objective of the Secondary Bilingual Program, nevertheless, if the curriculum is viewed as a means to behavioral ends, then it follows that greater emphasis must be directed toward identifying more specific performance objectives and methods of obtaining these objectives. Most educational authorities recognize the deficiencies and limitations of the subject matter curriculum and the need for exploring alternate approaches in

education. Likewise, there is a general acknowledgement that an expository approach to teaching seldom encourages students to become active participants in the learning situation.

Within the limits inherent in the subject matter curriculum, the staff made a real attempt to continually improve their effectiveness. Meetings were conducted weekly at which time teachers could share experiences, obtain feedback and plan their programs. The use of simulation as an in-service experience was also observed and, although its effect on the teachers could not be determined, it suggests a willingness to try some new approaches to self improvement.

According to the coordinators, the instructional program was seriously handicapped by the inadequacies of the budgetary allocation of only \$1200 for texts for 120 students and because of the poor quality of curricular materials available for bilingual programs. In addition, since the program was not approved until October, orders for books were delayed and it became necessary for the teachers to develop a good deal of their own materials in order to conduct classes. The ESL program is definitely in need of more audio-visual materials as well as a library for recreational reading. The coordinators reported that the allotment for library books was approximately \$2.00 per child.

The use of the ESL teachers as liaison persons between the individual school and the coordinators contributed significantly in integrating the total program. Problems that could not be handled at the local school level could be immediately referred either to the family worker or to the coordinators for appropriate action.

The establishment of school chapters of parents was also an effective approach in reinforcing the idea that the bilingual program did reflect community needs and aspirations and not something imposed by the school. Meetings were held bi-weekly and attendance was reported averaging 15 parents at each meeting. This would indeed reflect high interest on the part of the parents of secondary school students.

Mention must be made of the physical facilities assigned to this program. Some of the classrooms were definitely too small for the number of pupils and small group work was almost impossible in these situations. This would become an even more important factor if curricular changes are introduced in the future.

There is some question regarding the relationship of the bilingual program to the regular program of the school. It seemed to exist almost as a separate entity even though the students did participate in certain activities with other children in the regular school program. Nevertheless, there was a feeling among some staff members that the secondary bilingual program was more of an appendage than an integral part of the junior high school.

One of the major objectives of the program was to improve the reading achievement (Spanish) of the Spanish-speaking students. The Inter-American Achievement Test was used to determine change. Table 1 presents an analysis of the findings.

TABLE 1  
MEANS, STANDARD DEVIATIONS AND SIGNIFICANCE  
OF DIFFERENCE ON PRE AND POST TESTS OF READING

	M	S.D.
Pre	26.6	14.9
Post	32.7	17.2

$t=3.89^*$

\* A "t" of this magnitude is significant at better than one percent level of confidence.

The results indicate that there was a significant growth in reading achievement during the school year and that one of the major objectives of the program had been obtained. Because of the many factors associated with getting a new program underway, the initial testing was not accomplished until January. It would be reasonable to assume that the growth in reading achievement was probably greater than is reflected in the data presented in this report.

The second objective of the program was to promote positive change in the attitude of the students toward school. A modification of the "My School" questionnaire was used to assess these attitudes. An analysis of the findings is presented in Table 2.

TABLE 2  
MEANS, STANDARD DEVIATIONS AND SIGNIFICANCE  
OF DIFFERENCES ON PRE AND POST TESTS

	M	S.D.
Pre	20.0	3.3
Post	18.2	3.6

$t = -1.98$

A "t" of this value is significant between the 10 percent and 5 percent levels of confidence. Therefore, although the raw scores show a slightly more negative attitude toward school at the end of the program, the difference is not considered significant. Here again, the fact that the original testing was not done until January may obscure any positive changes that occurred from the beginning of the school year until almost the middle of the school year.

#### Summary and Recommendations

The Secondary Bilingual Program was designed to meet the needs of Spanish-speaking students in District 1, Manhattan. Instruction in the major content areas of the curriculum was conducted in Spanish, and English was taught as a second language. Puerto Rican and Hispanic culture was included as an integral part of the instructional program. The program was conducted at J.H.S. 22, J.H.S. 60, and J.H.S. 71. Each school had two classes in grades seven and eight with twenty children assigned to a class for a total of 120 students.

The program was successful in improving the reading achievement (Spanish) of Spanish-speaking students but it did not quite attain the objective of improving student attitudes toward school. One possible explanation for this lack of positive attitudinal change is the lateness of the original testing which may have obscured significant favorable growth. Observation of staff and students showed friendly and warm relationships in an atmosphere that was generally informal and rather atypical of the traditional junior high school.

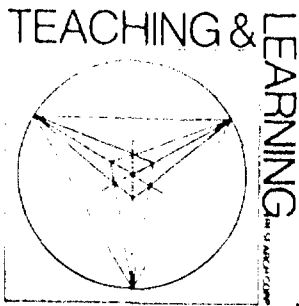
The following recommendations are made for future programs:

1. This program should definitely be continued and extended to cover the ninth grade.
2. Greater emphasis must be directed toward identifying more specific performance objectives for students.
3. There is a real need for exploring other curricular approaches since there is a serious question as to whether the subject matter curriculum can best meet the needs of these students.

4. This program should have greater integration with the total school program. During the past year, it has been more like an appendage to the regular program.

5. Allocations for textbooks, library books and audio-visual aids were inadequate and should be increased. The extensive heterogeneity in achievement requires a greater variety of materials than was available during the past year.

6. Some of the classrooms assigned to the program were too small for the number of students. If a more individualized program is to be conducted, there is a definite need for more room.



## Appendix A

## 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 |





"MI ESCUELA"

Nombre \_\_\_\_\_ Salon \_\_\_\_\_

P.S. \_\_\_\_\_

- |   |              |
|---|--------------|
| 1. Los maestros en esta escuela quieren ayudarte.               | SI AVECES NO |
| 2. Los maestros en esta escuela esperan que trabajes demasiado. | SI AVECES NO |
| 3. Los maestros en esta escuela estan interesados en ti.        | SI AVECES NO |
| 4. Los maestros en esta escuela saben explicar claramente.      | SI AVECES NO |
| 5. Los maestros en esta escuela son justos.                     | SI AVECES NO |
| 6. Los ninos y ninas en esta escuela pelean mucho.              | SI AVECES NO |
| 7. El edificio de esta escuela es agradable.                    | SI AVECES NO |
| 8. El principal en esta escuela es amistoso.                    | SI AVECES NO |
| 9. El trabajo en esta escuela es demasiado dificil.             | SI AVECES NO |
| 10. Lo que estoy aprendiendo me sera util.                      | SI AVECES NO |
| 11. El viaje desde la casa a la escuela es demasiado lejos.     | SI AVECES NO |
| 12. No quisiera tener que venir a la escuela nunca.             | SI AVECES NO |
| 13. Esta es la mejor escuela que conozco.                       | SI AVECES NO |
| 14. El trabajo en esta escuela es demasiado facil.              | SI AVECES NO |
| 15. Yo trabajo demasiado en la escuela y no adelanto.           | SI AVECES NO |
| 16. Yo he aprendido mas este ano que los anos anteriores.       | SI AVECES NO |

STRENGTHENING EARLY CHILDHOOD PROGRAM

## EXECUTIVE SUMMARY

I. PROGRAM

The Strengthening Early Childhood Program serves sixteen schools in District 1, Manhattan: PS 4, 15, 19, 20, 34, 61, 63, 64, 97, 110, 122, 134, 137, 140, 160, and 188. Its primary purpose is to reduce the adult-pupil ratio in kindergarten, first and second grades, in these schools, through the funding of 22 ratio teachers and 115 educational assistants. A total of \$5,000.00 was allocated among the ratio teachers for the purchase of instructional materials.

## A. Staff Positions

The staff positions were allocated according to the following criteria: Educational Assistants: (1) Each kindergarten class was to have one educational assistant; (2) The remaining assistants were to be distributed to each school according to the total K-2 population and the percentage of non-English speaking children in the school; (3) An additional assistant was to be allocated to each school where fifty percent or more of the second graders tested as reading below grade level; (4) An additional assistant was to be allocated to each school where the families of fifty percent or more of the children served were judged to be at or below a pre-determined "poverty level".

Current allocation of SEC personnel was (1) 166 teachers, (2) 4686 students, (3) 115 educational assistants, and (4) 22 ratio teachers.

## B. Staff Roles

The educational assistants were to aid their supervising teachers.

The ratio teachers were to instruct small classes or groups of pupils identified through formal or informal testing or faculty recommendation as being "educationally disadvantaged". They could provide, if possible, bilingual instruction. They worked with the paraprofessionals in planning individual and small group remedial and instructional activities and in meeting the emotional needs of the children.

## C. Evaluation Objectives and Results

1. 70% of the children at the readiness level will attain beginning reading levels in sight vocabulary. This goal has been met.
2. 70% of the children served will be able to order the principle events of a story or poem in proper sequence. This goal has not been met.
3. 50% of the children served will achieve gains in reading equal to that of a national normative sample. This goal was met by K-1; not met by second grade.
4. 70% of the children will significantly improve in the proportion of completed tasks. This goal was met by K-1; not met by second grade.

## D. Evaluation Procedures

1. Classroom Observations
2. Questionnaires
3. Interviews and Meetings
4. Testing

### I. OBSERVATIONS

Two classroom observations were conducted between January 1973 and April 1973 in 23 SEC classrooms (one kindergarten, one first grade and one second grade) chosen at random from eight randomly selected SEC schools.

Specific observations using a standard observation format evaluated the teacher, educational assistant and student interactions in (1) activity/subject; (2) groups/groupings; (3) child arrangement; (4) child role; (5) adult role; (6) adult position; (7) materials; (8) interest centers; (9) interaction analysis.

1. Kindergarten children seemed more active and involved in classroom activities and working with adults in the room, than children in the first and second grades.

2. Individual and small group instruction was practiced at the kindergarten level, while the first and second grades relied primarily upon whole group and larger groupings for instruction at the expense of close individualized adult-child contact.

3. Kindergarten classes were grouped flexibly and in interest centers. Flexibility of child and class arrangements occurred in a few classes at the first and second grade level but were primarily structured in a traditional manner.

4. Kindergarten encouraged independent activities both physical and mental for children's roles. First and second grade were more group and goal oriented and less independent.

5. Kindergarten teachers and educational assistants played more flexible roles in building a cooperative learning environment for both adults and children. Kindergarten students seem more enthusiastic than their counterparts in first and second grades. First and Second Grade teachers and their educational assistants had more specific and traditional classroom adult roles and seemed less cooperative and flexible to adjust classroom learning to the needs of children.

6. Kindergarten classes had more interest centers and more materials for their children than their colleagues in grades one and two.

7. For the most part teachers and educational assistants exhibited positive behavior with no destructive behavior patterns noted. However, in some cases, and particularly in the second grade, adult behavior had a greater tendency to control children's behavior and learning activities.

### III. RATIO TEACHERS

Eight SEC schools with Ratio Teachers were randomly selected and the Ratio Teachers observed and interviewed in May 1973.

25% of the schools used their Ratio Teachers as regular classroom teachers contrary to the intent of SEC proposal and program.

76 Ratio Teachers met with individual and small groups of children for intervention, remedial and corrective types of instructional activities, usually in the area of reading. The response from observations and interviews was that the Ratio Teacher concept is functioning and providing a needed service.

### IV. RECOMMENDATIONS

The Strengthening Early Childhood Program provides vital services to the target population, and should be recycled, preferably with funds adequate to provide all first and second grade classes with educational assistants.

## CHAPTER 1

## PROGRAM DESCRIPTION

I. Goals

The Strengthening Early Childhood program serves sixteen schools in Manhattan District 1: PS 4, 15, 19, 20, 34, 61, 63, 64, 97, 110, 122, 134, 137, 140, 160, and 188. Its primary purpose is to reduce the adult-pupil instructional ratio in kindergarten, first and second grades through the funding of 22 ratio teachers and 115 educational assistants. The added adults are to provide more individual and small group instruction within regular classes than is possible with usual staffing. Although specific goals for the target population are not outlined in the current program proposal, they are described in a central Board of Education Service Bulletin as follows:

- 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.

II. Sites

The 16 schools served by the Strengthening Early Childhood program are all located on Manhattan's Lower East Side, a poverty level area composed of a large percentage of non-English speaking students and parents largely representative of Black, Puerto Rican and Chinese, and other minority populations in New York City.

The schools-themselves vary considerably in the size and quality of their physical plants and the size of their student populations. More than half the schools are housed in run-down, dark, unattractive buildings. Several are housed in newer buildings providing more adequate facilities and a more pleasant physical environment. However, without exception, these schools are located in neighborhoods which make strong security measures necessary--only one door in each school remains open during the school day, and this is guarded by at least one adult monitor. In one school all doors are locked after classes begin.

The participating schools had a total of 166 classroom teachers for 4686 students. Since kindergarten teachers are in charge of two separate AM and PM classes each day, they should be counted twice, bringing the figures to 199 teachers for 4686 students. The project's overall average class size is 23 students per teacher. When averaged by grade level, kindergarten teachers have an average of 20 students per class; both first and second grade teachers have an average of 25 students per class. Kindergarten classes range from 14 to 25 students; first grade classes range from 18 to 31; and second grade classes from 20 to 32. These classes do not receive differential treatment-in terms of the SEC program.

TABLE A-1

N=166(T) Teachers  
N=4686(S) Students

TEACHER-STUDENT POPULATIONS IN SEC SCHOOLS

<u>School</u>	<u>Number</u>	<u>K**:</u>		<u>1:</u>		<u>2:</u>		<u>TOTALS</u>	
		<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>	<u>T</u>	<u>S</u>
	4	1	44	2	48	2	46	5	138
	15	2	96	6	154	6	143	14	393
	19	1	48	2	62	2	64	5	174
	20	3	116	6	136	7	143	16	396
	34	2	77	3	81	3	96	8	254
	61	3	100	4	106*	4	105*	11	311
	63	3	120	7	183	5	135	15	438
	64	3	139	8	221	8	221	19	581
	97	2	90	4	118	4	105	10	313
	110	1	39	2	36	2	45	5	120
	122	1	33	2	51	3	44	6	128
	134	2	44	3	76	3	75	8	195
	137	1	50	3	62	3	69	7	181
	140	2	69	4	104	4	110	10	283
	160	2	63	3	67	3	67	8	197
	188	<u>4</u>	<u>154</u>	<u>8</u>	<u>227</u>	<u>7</u>	<u>204</u>	<u>19</u>	<u>585</u>
TOTALS		33	1282	67	1732	66	1672	166	4686

\* mixed classes

\*\* includes two classes (one morning, one afternoon) per teacher



TABLE A-2

## AVERAGE CLASS SIZE BY GRADE AND SCHOOL

School Number	K	1	2
4	22	24	23
15	24	26	24
19	24	31	32
21	19	23	20
34	19	27	32
61	17	26	26
63	20	26	27
64	23	28	28
97	23	30	26
110	20	18	23
122	17	26	14
134	14	25	25
137	25	21	23
140	17	26	28
160	16	22	22
188	19	28	29

### III. Student Population

The target student population includes "all eligible educationally disadvantaged children" in kindergarten, first and second grades in the 16 participating schools. These students can be generally characterized by several factors which indicate the need for additional language and reading experiences. The students are for the most part from poverty level homes, and many speak little or no English. Twelve principals replied to our questionnaire requesting information about the non-English population in SEC. Of a total population of 4010 students in these 12 schools, 933 or 24% were judged by their principals to speak little or no English. By grade, this represented 36% of the kindergarten students, 24% of first grade and 12% of second grade students.

As in many inner city poverty areas, the principals indicated that the academic achievement of SEC children was behind grade level. The New York Times reported in November 1972 and March 1973 that city-wide standardized reading tests show more than 70% of the elementary students in these schools are reading below grade level (this does not include non-English speaking children). Also, median scores for second grades show these students to be reading from 2 months (e.g. PS 19) to 7 months (e.g. PS 140) behind the national norm.

The population in several of the schools is highly unstable and mobile--especially where there has been demolition of housing--and attendance in classes is frequently irregular (the average absentee rate among 16 class sessions chosen at random was 16%).

### IV. Staffing

#### A. Hierarchy

On a district level, the SEC program operates under the supervision of the District 1 Director for Special Programs who is the SEC Project Coordinator. In the schools, the principals or early childhood assistant principals are responsible for the day-to-day operation of the program. The project coordinator and principals supervise between one and two teachers and between three and 11 educational assistants who have been assigned to each funded school. These personnel are assigned to the schools on the basis of criteria specified in section C below. The Auxiliary Educational Career Unit is a participating program which is responsible for training educational assistants, but operates under its own coordinator.

#### B. Staffing Roles (as defined in the program proposal)

Project Coordinator: Although this position is not funded under SEC, the coordinator is responsible for the overall administration of the program, including recruitment and selection of personnel in consultation with the community superintendent and the principals of the target schools. She develops goals and procedures for orientation and training of teachers and observes and evaluates program operation in the schools.

In consultation with early childhood supervisors and ratio teachers, she is to plan workshops involving parents. She is to work with the coordinator of the Auxiliary Educational Career Unit in planning training for educational assistants. Finally, she is responsible for planning selection and distribution of the materials funded under the program.

Ratio Teachers: According to the proposal, the ratio teachers are to instruct small classes or groups of pupils identified as "educationally disadvantaged" based upon being one or more years retarded on standardized reading tests and/or faculty screening recommendations. They are to provide instruction in corrective reading, English as a second language, and, if possible, bilingual instruction. They work with the paraprofessionals in planning individual and small group remedial and instructional activities and in meeting the emotional needs of the children.

In January 1973 these guidelines were revised to specify that the ratio teachers should work with groups of no more than eight to ten students.

Educational Assistants: These personnel are paraprofessionals assigned to regular classes to aid the classroom teacher and students in the following areas:

- a. individual and small group instruction
- b. serving as a role model for the children
- c. classroom management
- d. maintaining a wholesome classroom atmosphere
- e. preparation of instructional materials
- f. planning for pupil development
- g. evaluation of instructional effort
- h. selection of experiences, activities, materials and resources
- i. bilingual instruction or special help for non-English speaking children
- j. clerical, monitorial and escort duties.

### C. Allocations of Teaching Personnel

The staff positions were to have been allocated according to the following criteria: Educational Assistants: 1. Each kindergarten class is to have one educational assistant; 2. The remaining assistants are to be distributed to each school according to the total K-2 population and the percentage of non-English speaking children in the school; 3. (This and the following item 4 formula are not stated in the proposal but were developed by the Title 1 Coordinator in consultation with the District Advisory Council.) An additional assistant is to be allocated to each school where 50% or more of the second graders tested as reading below grade level; 4. An additional assistant is to be allocated to each school where the families of 50% or more of the children served were judged to be at or below a predetermined "poverty level."

"Ratio Teachers" 1. There is no formula in the proposal for the distribution of these teaching positions. However, each of the participant schools received either one or two positions, depending upon the size of the K-2 population and second grade reading achievement scores.

The following allocations of teaching and educational assistant positions were made for the 1972-73 school year:

TABLE A-3

## CURRENT ALLOCATION OF SEC PERSONNEL

School	Ratio Teachers	Student Pop.			Educational Assistant assigned on basis of:		Total EA's
		K	1	2	Reading Level (Low) 1,2	Poverty Level 1,2	
4	1	1	1	1			3
15	2	2	3	2	2	1	10
19	1	1	1	1		1	4
20	2	3	3	3		1	10
34	1	2	1	1	1		5
61	2	3	2	2	1	1	9
63	1	3	3	3	1	1	11
64	2	3	4	4	1	1	13
97	2	2	2	2	1	1	8
110	1	1	1	1		1	4
122	1	1	1	1	1	1	5
134	1	1	1	1		1	4
137	1	2	1	1		1	5
140	1	2	2	1	1	1	7
160	1	2	1	1	1	1	6
188	2	4	3	3		1	11
Totals	22	33	30	28	10	14	115

#### V. Materials

The program budget provides \$5000 for instructional materials. At the discretion of the project coordinator, these funds were divided equally among the 22 ratio teachers who then selected materials. Purchase of the selected materials was subject to the program coordinator's approval.

#### VI. Curriculum

There is no prescribed curriculum for the SEC program. Educational Assistants work in regular classes where the curricula are determined by the individual teachers and/or principals. The proposal states that ratio teachers will "conduct instructional activities which will provide for small group instruction, corrective reading, English as a second language, and, if qualified, bilingual instruction," but other subjects, e.g. arithmetic, language development, are not prescribed.

## VII. 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 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 illustrations based on that story.
- c) 50 percent of the participating students would attain achievement gains in reading equal to that of a national normative sample. The test results of kindergarten children taking the Prereading Assessment Test and first 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.

## VIII. Evaluation Procedures

### a. Classroom Observations

Observations were made in one kindergarten, one first and one second grade class in eight of the participating schools. Schools and classes were selected at random. Each observation lasted between 30 and 50 minutes, depending on the complexity of the classroom situation. Two observations between January and April were conducted in each of the sampled classes for evaluation.

### b. Questionnaires

Teachers, principals and educational assistants were asked to answer questionnaires assessing the positive and negative aspects of the SEC program, and factors which might hinder its success. The major part of the Principals questionnaire was distributed in early December. Twelve had been returned. A supplementary questionnaire was issued at the end of the school year to obtain more detailed analyses of the program.

### c. Interviews and Meetings

Interviews were held in November with the Title I Coordinator and the Program Coordinator for Strengthening Early Childhood to discuss the admini-

stration of the program. Nine schools were visited by the evaluators to explain evaluation procedures and to obtain information from teachers and principals. An interview and observation of eight randomly selected schools with ratio teachers was conducted in May.

#### D. Testing

The following testing data was collected to determine whether or not the above objectives have been met:

1. An elementary sight vocabulary test was administered to all children served by the program whose teachers judged them to be at the reading readiness level in September.
  2. Story sequencing tests were administered to one kindergarten, one first, and one second grade in each participating school.
  3. Standardized reading tests were administered to one kindergarten, one first, and one second grade in each school (pre- and post-tests).
  4. Task completion surveys were administered to four children in one kindergarten, one first and one second grade in each school (pre and post).
- (The pre test for items 3 and 4 above were administered during December and January, and reading readiness lists were requested from all teachers with educational assistants in December.)

Following are the results of these evaluation procedures in order:

1. Classroom Observation of Regular Teachers and Ratio Teachers
2. Principals Questionnaire
3. Teachers Questionnaire
4. Educational Assistants Questionnaire
5. Test Results and Surveys
6. Summary and Recommendations

## CHAPTER II

## CLASSROOM OBSERVATIONS

I. Classroom Visitations

Classroom visits were conducted to observe the SEC program in its day-to-day operation. For this purpose 23 classes with educational assistants and one without (the only first grade class available in one school) were chosen at random--i.e. one kindergarten, one first, and one second grade class in each of eight schools (PS 19, 20, 34, 61, 63, 122, 140, 188). These were the same classes that were used in gathering testing data. Between January and April, two observations were conducted in each of these classes, lasting between thirty and fifty minutes depending on the complexity of the classroom situation. A standardized format (see Appendix A) was used for the observations so that performance in areas of particular significance to the SEC program could be recorded and analysed. The general areas considered were the functioning of the educational assistants, and the extent to which the goals for the target population mentioned in Chapter I were being achieved.

Specific observations were made in the following areas of classroom activity involving teachers, educational assistants, and children:

1. Activity/subject: The subject being taught, or the activity engaged in by the class. Because of the language objectives of the program, language arts activities were especially noted and were categorized as phonics, comprehension, listening skills, speaking skills, reading and bilingual instruction.
2. Groups: The number of separate groups in each class, and the number of children in each group.
3. Child arrangement: Where in the room children were and whether they were sitting or standing, at desks, in rows, in a circle or other arrangement.
4. Child role: The method of interaction with the adult(s) in charge and/or other types of roles required by the children's activities.
5. Adult role: Method of interaction with the class, and/or other activities.
6. Adult position: Where the adult sat/stood in relation to the children.
7. Materials: What kinds of materials were in use at the times of observations.
8. Interest centers: The physical equipment of the classroom, beyond desks and other basics, which would encourage a child to pursue specific activities.
9. Interaction analysis: Description, involving 16 categories, of the quality of interaction among the adults and children present in the classroom.

## II. Classroom Teachers

### A. Observation Findings

1. Activity/subject: The percentages in the following table are based on the frequency with which a given subject was observed taught by both teachers and educational assistants in the sample. Though attempts were made to observe each adult in the sample twice, due to absences from the classroom there were less than 32 adult observations on each grade level. In kindergarten there were 30 observations, in first grade 22 and in second grade 20.

TABLE A-4

#### Subject/Activity Observed in SEC Classes

Subject/Activity	Kindergarten	First	Second
Language Arts			
Reading	13%	55%	62%
Phonics			
Audio	10%	18%	14%
Visual	13%	14%	7%
Comprehension			
Memory	0	9%	21%
Cause- Effect	0	5%	14%
Vocabulary	13%	18%	28%
Listening Skills	3%	0	0
Speaking Skills	0	0	0
Bilingual	3%	0	0
Arithmetic	23%	36%	24%
Science	3%	0	3%
Social Science	0	5%	0
Health/Hygiene	0	0	7%
Arts/Crafts	23%	5%	0
Sensory	13%	14%	0
Free Play	53%	18%	0
Music Rhythm	3%	0	0
Rest	0	0	0
Snack	7%	0	0

Kindergarten classes pursued the most varied activities. The greatest number of adults were observed supervising free play activities which included all activities chosen voluntarily by the children (these were often some of the other categories listed on the table above; e.g. in one class reading, and in others art were considered free play). Phonics and vocabulary were the language arts areas most stressed, but these were less in evidence as separate activities than arithmetic, arts and crafts, and free play. Within several of the kindergarten classes the activities changed two or three times which seemed to engage the children's interest more than the longer sessions on one subject observed in the other grades.



In both first and second grade the heaviest emphasis lay on reading as a subject in itself (i.e. most of the groups observed were reading from standard readers). 55% of first grade and 62% of second grade adults observed were teaching reading at one time or another during the observations. Other language arts activities were also stressed, especially learning vocabulary. Arithmetic was the subject most frequently observed after reading. There was very little emphasis on other subjects. Bilingual instruction was observed in only one class.

Kindergarten children in general seemed much more involved in their activities than children in the other two grades. Perhaps the varied activities they were encouraged to pursue accounts partially for this. It seems that language arts as formal subjects (especially reading) are over-stressed in first and second grades--though in the area of comprehension the study of cause-effect relationships was notably lacking. Science, social science and health could be used to teach reading as well as the formal readers, and the children's interest and general knowledge might be improved. The other less "academic" subjects could be used to advantage also.

## 2. Grouping Patterns

TABLE A-5

### Grouping Patterns Observed in SEC Classes

Kind of Group	Kindergarten	Second Grade	First Grade
Individual	74%	45%	16%
Small Group Total	48%	73%	53%
2- 5 children	29%	18%	13%
6-10 children	19%	23%	20%
11-17 children	10%	32%	20%
Whole Group	13%	45%	37%

The chart above indicates the percentage of the adults observed who were at one time or another in the observations teaching or supervising a given size group. Since the major goal of the SEC program is to provide individual and small group instruction through the service of educational assistants, it is most important to note these two categories.

Kindergarten: Counting each adult observed twice where there were two observations, there were 31 adults observed in kindergarten. Most of these (74%) were giving individual instruction at one time or another during the observations. 48% gave small group instruction, for the most part with groups of 2-5 children. Only 13% of the adults observed were instructing or supervising the whole group. This pattern meets the goal of the SEC program in providing close contact between adults and children to further the academic, social and emotional goals of the program. The pattern is partially made possible by the small size of most kindergarten classes in comparison with first and second grades, and by the lack of strictly formalized curricula in this grade. Yet it also seemed that a greater effort was made to reach the children in personal manner than in the other grades.

First Grade: Counting each adult observed twice, there were 22 adults observed teaching or supervising in the first grade. In contrast to kindergarten, only 45% were seen giving individual instruction. 73% were involved in small group instruction but most of these groups (32% of the total) were composed of 11-17 children. 45% of the adults supervised or instructed the whole group. The latter two-figures together show 77% of the adults taught or supervised groups ranging from 11 children up. This contrasts with the 23% of kindergarten adults. Despite the marked increase in whole group and the largest category of small group instruction, individual and small group instruction are still most important in this grade.

Second Grade: In second grade 30 adults were observed teaching. In contrast to both kindergarten and first grades, individual instruction was given by very few of the adults (16%). Small group instruction is emphasized here, but as in first grade, groups of 11 to 17 comprise almost half the total of small groups. Again as in first grade, whole group instruction and instruction of groups of 11 to 17 played the most significant part (57%) in the classroom, while 37% of the adults gave whole group instruction. This pattern is least satisfactory in terms of SEC goals.

Summary: The grouping pattern which emerged from classroom observations indicated that the individual and small group instruction posited as goals of the SEC program are being accomplished most effectively in kindergartens, while in the other two grades larger and whole group instruction are increasingly relied on at the expense of intimate contact between children and adults.

### 3. Child Arrangement

TABLE A-6

#### Child Arrangements

Arrangement	Kindergarten	First Grade	Second Grade-
Desks/Tables Alone	13(38%)	12(50%)	15(50%)
Desks/Tables with Adult	2(6%)	3(13%)	5(17%)
Circle	4(12%)	3(13%)	5(17%)
Seats in Front of Room	0	1(4%)	0
Stand	3(9%)	1(4%)	3(10%)
Sit on Floor	5(15%)	1(4%)	0
Varied	7(21%)	3(13%)	2(7%)
TOTAL	34	24	30

Kindergarten: 34 groups were observed in this grade. The largest number (13 or 38%) were working at tables without an adult, but most were arranged in a variety of other ways. Six groups moved freely around the room, two were at tables with adults, three were standing (e.g. singing or dancing), five were sitting on the floor, and four were in a circle. The pattern was one of flexibility in this grade.

First Grade: Twenty-four groups were observed. Of these 12 (50%) worked at desks or tables without an adult. Four groups were arranged in circles, three moved freely, three were at tables with adults, and the last three were respectively standing, sitting on the floor, and sitting in rows in front of the room.

Second Grade. Thirty groups were observed. As in first grade, 50% were sitting at tables or desks without adults. For individual help five were sitting at tables with adults. Five groups were arranged in a circle, three groups were standing and two moved freely.

Summary: Kindergarten children were arranged in the most flexible ways. This corresponds to the greater variety of activities and the greater emphasis on individual and small group instruction in this grade. A greater percentage of the groups observed in first and second grades were arranged in the traditional manner working alone at desks or tables, but there was some flexibility here too.

#### 4. Child Role

The various roles played by each group of children in the SEC classes observed were noted to determine to what extent the program goals were being furthered by the method of interaction between children and adults.

TABLE A-7

#### Childrens Roles

Site	Listen Listen	Respond	Wait	Discuss	Manipulate Materials	Follow Direction	Self Direction	Confused	Read Aloud	Other
K	0	17(25%)	0	2(3%)	23(34%)	8(12%)	14(21%)	0	0	3(4%)
1	0	25(45%)	0	2(4%)	8(14%)	8(14%)	3(5%)	0	9(16%)	1(2%)
2	0	27(43%)	0	2(3%)	4(6%)	13(20%)	2(3%)	2(3%)	12(19%)	2(3%)

Kindergarten: The kindergarten classes exhibited the most varied roles, and the most even distribution among the roles. The most prominent (34% of the roles noted) seemed to be manipulating various materials (art, blocks, puzzles, etc.), which allowed the children to explore and discover independently or with help from adults as needed. The second most frequently (25%) noted was "listen-respond" which reflected the teachers' question-answer techniques. This was the most structured role observed. 21% of the roles noted were classified as "self-direction," i.e. the children were involved in a definite goal-oriented activity, but were not guided by an adult. Only 12% of the roles were classified as following formal directions. Other categories were of little significance.

First and Second Grades: The roles in these classes were much more structured than those in the kindergarten classes. In first grade 45%, and in second

less than one quarter as many "self direction" roles. The "follow direction" category was noted about the same percentage of times in kindergarten and first grade (12% and 14% respectively), but the percentage rose in second grades (20%). Reading aloud was important in both first and second grades.

Summary: Kindergartens were the least structured and the most encouraging of independent activity (both physical and mental) in regard to the roles played by the children, though 20% of the roles were categorized as the more formal "listen-respond". This seemed a positive balance in terms of SEC program goals. In first and second grade, however, the balance tipped in favor of more structured and mechanical roles such as answering questions, following directions and reading aloud. However, none of the classes required a "sit-listen" response from the children. Give and take discussion was a role very little in evidence in any grade.

### 5. Adult Role

The roles played by adults in the classroom were noted under 15 categories. These correspond in part to the various categories of children's roles, and cover adult activities other than teaching or supervising.

TABLE A-8

#### Adult Roles

	Teacher	K	1	2	Aide	K	1	2
Show		0	0	0		0	0	0
Tell		0	1	1		1	0	0
Demonstrate		1	0	2		0	0	0
Discuss		1	2	1		1	0	1
Individual Attention		12	3	5		11	7	8
Lead		2	1	1		1	0	0
Question		7	12	13		6	4	9
Resource		0	0	0		0	0	0
Clerical or Housekeeping		0	0	3		2	4	2
Discipline		0	0	0		0	0	0
Supervise		11	7	10		11	5	4
Monitor		0	0	0		2	1	2
Observe		1	0	0		2	0	3
Direction		3	2	1		1	0	1
Oral Reading		1	1	0		0	0	0
TOTAL		39	29	37		38	21	30

Kindergarten: As might be expected from the analysis of children's roles above, the most frequent roles played by both teachers and aides in this grade were giving individual attention and supervising. This generally

indicated that the children were engaged in independent activity, with the teacher or aide available for help as needed. The third most important role played by teachers and aides was using the question-answer method of instruction, thus providing a balance between structured and unstructured approaches. Kindergarten teachers seemed more flexible in their teaching roles than those in other grades.

First and Second Grades: In correspondance with the analysis of children's roles above, the roles most frequently played by teachers in these grades were asking questions and supervising their students. While supervising in kindergarten usually indicated that the children were directing their own activities, in first and second grades it usually indicated that the children were doing a written assignment, that is, following the teachers' directions, perhaps with individual help given by the aides (this was the aides' most frequent role), and occasionally by the teacher. It is significant that most of the aides' roles in kindergarten correspond in frequency with the same teachers' roles, indicating that teachers and aides were working together most of the time. In the more structured settings of first and second grades this was not as often observed. the aides tended to work with individuals, either in the classroom or outside, while the teachers took the predominant role in running the whole class. Also, the lesser total number of roles indicated for first and second grades indicates less flexibility in approach.

Summary: Kindergarten teachers and aides play more flexible roles in relation to their classes than do their counterparts in first and second grades. There is a greater balance between structured and nonstructured approaches to learning in kindergarten than in the higher grades with the result that the students seem more enthusiastic about learning.

## 6. Adult Position

In each classroom the positions of the adults in relation to the students were noted to determine the intimacy of contact between children and adults.

TABLE A-9

### Adult Position in Relation to Students

Teacher	Next to	Near	Midst	Fringe	Out	Moving	TOTALS
K	2	0	1	3	1	8	21
1	2	1	1	9	0	5	18
2	3	0	3	6	2	6	20
Aide							
K	1	0	5	3	3	10	22
1	3	0	4	0	3	4	14
2	4	0	4	1	1	4	14

Kindergarten: Kindergarten teachers and assistants took the most varied

and the most intimate positions with their students. Over two thirds of the positions noted were "midst" (i.e. the adult was in the midst of a group of children, probably seated in a circle or at a table), and "moving" (i.e. moving from child to child probably giving individual help).

First and Second Grade: The "fringe" position took precedence here for teachers. That is, most teachers maintained direct contact with the students but stood in front of the class or took another formal stance. In contrast, the aides here, as in kindergarten classes, maintained intimate spatial relationships with the students. 11 of 14 and 12 of 14 positions noted in first and second grades respectively were "next to," "midst" and "moving."

## 7. Materials

Materials in use at the times of observations were noted to see to what extent the goals of the SEC program were being encouraged through creative selection and use of resources.

TABLE A-10

### Materials in Use

	A-V	Art	Music	Books Workbooks	Blocks Games Puzzles Tools	Puppets Dolls	Other	TOTALS
K	5	10	1	8	10	2	5	41
1	4	3		10	3		6	26
2	6			11	1		1	19

Kindergarten: The greatest and the most even balance of types of materials were observed in this grade. Standard formal academic materials (audio-visual and books or workbooks) were observed about one third of the time, while about half of the time greater creativity was encouraged through the use of art materials, blocks, games, puzzles, tools, and in one class music. The children were also encouraged in role playing through the presence of toy cars/trucks, playhouses, dolls and puppets.

First and Second Grades: The grades had progressively fewer creative materials and progressively more of the standard academic materials (audio-visual, books and workbooks). In first grade only three classes, and in second grade none, used art materials during observation time. Few classes used manipulative materials such as blocks, puzzles, tools, and none used role playing materials such as dolls or puppets.

## 8. Interest Centers

Areas of the classrooms especially set up for a specific kind of activity

or set of activities were considered to be "interest centers." These were noted during observations to determine what activities were encouraged by the physical environment, and how varied these activities were.

TABLE A-11

Interest Centers in SEC Classrooms

	<u>K</u>	<u>1</u>	<u>2</u>
1. Conversation			
Communication			
a. store			
playhouse			
dolls,			
dressup	8	4	1
b. drama	6	0	0
c. book center	5	5	8
d. language			
activity	2	0	0
2. Inquiry			
a. academic	0	0	1
b. sensory			
manipulation	0	0	0
c. collections	0	0	0
3. Construction			
Doing	8	6	2
4. Artistic			
Expression	<u>8</u>	<u>5</u>	<u>5</u>
TOTALS	39	22	17

Kindergarten: Kindergartens showed the greatest number of interest centers (39), and the widest variation of types. Of the eight classrooms observed, all eight had "conversation-communication" centers--including 14 play areas (e.g. store, dolls), and five book areas. All had "construction-doing" and "artistic expression" centers, and two rooms had pianos.

First and Second Grades: The number and variety of interest centers diminished as the grade level rose, so that second grades had less than half the number of first grades, and both first and second grades had five kinds of centers as compared to seven in the kindergartens. Several first grades had non-academic interest centers--there were four store/playhouse areas, six construction-doing areas, and five artistic expression areas. Five had book centers. All second grades had book centers and five had artistic expression centers, but there were few centers of other kinds.

As in the other subjects considered above, the number and kinds of interest centers present in these grades reflects the increasing emphasis on formal learning and academic subjects as grade level rises.

## 9. Interaction Analysis

The observer checklisted a range of specific behaviors of educational assistants, teachers and children on a three point scale. Generally the lower numbers represent behavior which emphasized control, while the higher numbers indicate-behavior that tends to facilitate instruction. An exception is, for example, "hostile-docile" where a rating of 2 would be most desirable. Educational assistants' and teachers' behavior are separated, and in each case the behavior described is in relation to the children.

It was sometimes impossible to make an adequate judgment on a specific behavior during observation time, either because of absences, or because the behavior was not observed or was irrelevant in the specific context. Because of these factors the numbers of times a behavior is charted in the tables below may not equal the number of observations made.

Kindergarten: The teachers at this level exhibited behavior characterized as most facilitative for learning at least two-thirds of the time in each category. One teacher exhibited a slightly hostile attitude toward her students, though it was obvious she viewed herself as having the best intentions. The other seven teachers observed conducted their classes in ways and with attitudes most calculated to benefit the children, though there were variations in mood and personality which account for most of the marks in the "2" column.

The majority of educational assistants in this grade were rated on the positive end of the behavioral scales. All the assistants observed seemed to be on terms of equality with the teachers in actively participating in classroom activities, and in being alert and responsive to the needs of the children.

TABLE A-12

### Kindergarten Interaction Analysis

Behavior Range	Educational Assistants			Teachers		
	1	2	3	1	2	3
Negative-Neutral-Positive	Neg.	Neutral	Pos.	Neg.	Neu.	Pos.
1      2      3						
Ignore-Listen			5			7
Reject-Accept			14			15
Challenge-Cooperate			14		3	14
Callous-Sensitive		7	6		5	11
Hostile-Docile		13	1	1	15	
Ridicule-Praise		6	9		2	14
Tell-Ask		2	5		3	9
Direct-Follow	4	9			11	
Reprimand-Redirect		3	10	2	4	13
Discourage-Support		4	12		4	12
Silent-Talkative	3	14			12	5
Control-Instruct		4	9	2	0	14
Tense-Relaxed		1	14		2	13
Lethargic-Energetic	2	3	7		1	13
Loud-Quiet		11	3		15	
Rigid-Flexible		1	8	2	1	13
Passive-Active		7	9		2	14



First Grade: Though the majority of first grade teachers' ratings were on the "3," or positive end of the scale, the emphasis began to shift slightly toward control rather than instruction. The tendency was not strong in the total scale, yet, for example, more teachers were rated "1" in the direct-follow scale than the more desirable "2".

In general the aides here exhibited the same positive supportive attitudes toward the children as kindergarten aides, but conducting the class seemed less a mutual venture with the teacher and children than in kindergarten. The aides were clearly subordinate to their supervisors.

Though here, as in the kindergartens, the overall impression was favorable, there were three classes of the eight observed that had an air of frustration and some negative interpersonal feeling.

TABLE A-13

## First Grade Interaction Analysis

Behavior	Educational Assistant*			Teacher		
	1	2	3	1	2	3
Ignore-Listen			3			6
Reject-Accept		1	7	3		11
Challenge-Cooperate		1	7	3		12
Callous-Sensitive		3	6			9
Hostile-Bocile		9	1	1	13	
Ridicule-Praise		3	6		5	10
Tell-Ask		2	6			13
Direct-follow		7	1	6	5	
Reprimand-Redirect		2	5	1	4	10
Discourage-Support		2	7		3	11
Silent-Talkative		8			13	
Control-Instruct			7		4	11
Tense-Relaxed		1	7		3	11
Lethargic-Energetic	1	2	6		3	10
Loud-Quiet		6	3		13	1
Rigid-Flexible		1	5		6	9
Passive-Active	1		7		2	12

\* 3 aides not present for observations

Second Grade: The second grade teachers exhibited the greatest number of negative behaviors. In 13 of the 16 categories there were ratings on the negative end of the scales, and there was a greater number of "2" ratings than in the other grades. One teacher seemed almost totally destructive in relation to the children--shouting at them, ridiculing, setting up a competitive learning situation in which children who could not answer her questions were humiliated. Three teachers of the eight seemed very well-meaning, but frustrated and unable to manage the children effectively; and two teachers seemed perfectly competent and positive in their attitudes, but relied on control-oriented teaching methods (this may have been necessary and effective in their particular classes).

The educational assistants behaved for the most part like the assistants in other grades. There was no absolutely destructive behavior noted here, and the greatest number of behaviors were rated as positive. However, as might be expected from the analysis of teacher behavior above, there was a greater tendency toward control behavior than in other grades, and two of the aides were passive in relation to their teachers. The sense of active concern and enthusiastic participation on the assistants' parts in kindergarten was not as often present in second grade classes.

TABLE A-14

## Second Grade Interaction Analysis

Behavior	Educational Assistant			Teacher		
	1	2	3	1	2	3
Ignore-Listen			4		2	5
Reject-Accept			13	1	7	11
Challenge-Cooperate		1	11	2	8	6
Callous-Sensitive		2	10	4	8	9
Hostile-Docile		13		4	16	
Ridicule-Praise		6	8	4	9	8
Tell-Ask		5	7	3	1	12
Direct-Follow	1	8	3	5	7	1
Reprimand-Redirect		2	10	5	8	8
Discourage-Support		5	9	2	8	9
Silent-Talkative		1	2	1	14	1
Control-Instruct		2	10	4	6	9
Tense-Relaxed		1	12	4	4	10
Lethargic-Energetic		8	7		6	11
Loud-Quiet		8	4	1	16	
Rigid-Flexible		1	7	3	4	8
Passive-Active	2	5	10		3	12

### III. Ratio Teacher Observations - Interviews

#### A. Selection of Ratio Teachers

From a list of the sixteen SEC schools in the district, eight schools were chosen at random from the total to form the basis of our evaluation of ratio teachers. The coordinator, who was informed of the schools chosen, then contacted the respective schools and made appointments for the evaluation team to visit the schools. The same evaluation instrument previously used to observe regular classroom teachers in the SEC program was used as an aide and standard format in observing the ratio-teachers and their assistants. (See Appendix A)

In mid-Jay, each of the eight schools were visited once for a period lasting between 1½ hours to 2 hours. A school with only one ratio teacher was visited for a period lasting approximately 1½ hours. In schools with two ratio teachers, an attempt was made to visit each teacher for at least 45 minutes. All of the teachers, except one, were informally interviewed.

From the sample population described above, the evaluator worked with eight of the schools. Two first grade classes were observed, eight second grade classes, and one combined class of first and second graders. Ratio Teachers worked principally with first and second grade students.

The sample of classes were chosen from the following schools: PS 10, 20, 34, 61, 122, 134, 140, and 188. In schools with two ratio teachers, an attempt was made to evaluate both of the classrooms.

### 9. Observation Format

One observation lasting between 1½ to 2 hours was made of the ratio teachers at each of the eight schools in mid-May. In instances where there was one ratio teacher per school, an observation lasting approximately 1½ hours was made. In instances where there were two ratio teachers per school, an attempt was made to evaluate each teacher for approximately 45 minutes. A total of ten teachers were observed. Nine of these teachers were informally interviewed.

Specific observations were made 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.

### C. Ratio Teacher Observation Findings

Two of the eight schools observed (25%) used their ratio teachers (3 teachers) as regular classroom teachers to serve children identified under the program guidelines. This practice is contrary to the basic intent of the project which was to utilize the ratio teachers for intervention and ameliorative instructional programs for small groups of children taken from regular classes. The sizes of these three classes were as follows: register 18, attendance, 15; register 15, attendance 13; register 12, attendance 10. All three of these classes had an educational assistant. None of the other seven ratio teachers observed had an educational assistant.

#### 1. Grouping

Table 1 shows the average classroom registers and the average classroom attendance of the classes observed.

TABLE B-1

AVERAGE CLASSROOM REGISTERS AND ATTENDANCE

Classroom Register	11.27
Classroom Attendance	8.72

The classroom registers in the classes observed ranged from seven children to eighteen children. The three classes that used their ratio teachers as regular classroom teachers had three of the largest class registers (18, 15, 12). The average classroom register was 11.27 children. Excluding the three classes that used their ratio teachers as regular teachers, the class registers ranged from seven to twelve.

The attendance in the classes ranged from one child to fifteen children. The average classroom attendance was 8.72 children.

The grouping-of the children within the classroom varied a great deal depending on the teaching style of the teacher and the space limitations of the classrooms. The number of groups observed within the classroom ranged from one group (whole class) to five smaller groups (2-3 children). Eight of the classrooms observed were grouped as one large group. The remaining three classes were arranged in from two to five smaller groupings depending on the-number of children present.

Two of the classrooms observed were too small to allow for comfortable small group arrangement of the children within the classroom. One of these classrooms had been converted from an office to a classroom. The desks were arranged in a line-almost touching each other and only allowed enough space for one person to comfortably move about at a time.

The amount of time spent by ratio teachers with various sub-groupings of the total class is listed below in Table 2.

TABLE B-2

AVERAGE AMOUNT OF TIME RATIO TEACHERS SPENT WITH GROUPS OF DIFFERENT SIZES

No Children	1.0%
Individual	19.7%
Small Group (2-4)	15.8%
Whole Group	63.5%

Summary

The whole group patterning which emerged suggests that the teachers are meeting the objectives of working with small groups. The class-registers reported were between seven and eighteen children. Three of the largest classrooms (18, 15, 12 children) had an educational assistant to reduce the student to adult ratio.

2. Adult Activity

The types of activities being engaged in by the ratio teacher was observed. A summary of the percent of time spent on various activities is presented in Table 3.

TABLE B-3

TEACHER ACTIVITY IN THE CLASSROOM

Teaching	55.0
Supervising	33.2
TOTALS	88.2
Disciplining	7.0
Observing	0.0
Monitoring	2.3
Clerical Work	.5
Supportive Role	.3
Housekeeping	.3
Absent	0.0
TOTALS	100.0

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. (etc. - same description as p. 18, 1972 report)

The housekeeping observed occurred after activities during which the children and adults had a "clean up" time.

The teachers spent the major part of their time instructing the whole group (50%) and giving individualized or small group instruction to a segment of the class, while supervising the remainder of the class (33.2%).

The majority of the teachers (6) spent only from 0 to 5% of their time on discipline. The remaining 4 teachers spent from 7 to 30% of their time on discipline. In one instance, the classroom used was very small causing the children to be placed within inches of each other. The closeness of the children created many discipline problems that probably would not exist in a larger, more well equipped classroom.

Two of the other teachers observed spent 20 to 30% of their time respectively on discipline problems. Both teachers were in the same school. One of the teachers revealed in an informal interview after the class that several disturbances had occurred throughout the day in the school contributing to the unusually agitated behavior of the children. Based on one visit to this school, it is impossible to say whether the amount of disorder observed was due to the unusual conditions described by the teacher or was a part of the regular day-to-day activity.

Three of the classrooms observed had an educational assistant. The assistants spent an average of 65% of their time on individualized instruction, 15% of their time monitoring, and 20% of their time observing.

### 3. Degree of Oral Communication

The following table illustrates the degree of oral communication observed between the ratio teachers and the students.

TABLE 3-4

ORAL COMMUNICATION PATTERNS  
OBSERVED BETWEEN TEACHERS AND STUDENTS

Kind of Communication

Lecture	8.8%
Question-Answer	52.5%
Conversation	19.3%
Drawing	12.5%
Directions	<u>7.4%</u>
TOTALS	100.0%

The format most frequently used between teachers and the students was question and answer. 52.5% of the time observed was devoted to this format. 19% of the time was devoted to conversation between the students and the teachers.

The majority of time was devoted to academic subjects. Only about 5% of the time was devoted to non-academic subjects.

#### 4. Degree of Rapport

The teachers were rated on the degree of rapport they had with the children in their classes. Five of the teachers had excellent rapport with their students, three of the teachers had good rapport, one teacher had fair to good rapport, and one teacher had poor rapport with her students. The ratings of rapport were based on student reactions to the teacher and also on how well the teacher responded to the needs of the children. Reactions that were looked for in the children towards the teacher were degree of trust, respect, familiarity, and security.

#### 5. Children's Activity

The amount of time spent by the children on various activities was checklisted. Table 5 below presents the breakdown of the activity.

TABLE B-5  
CHILDRENS ACTIVITY

Type of Activity	
Language Arts	
Phonics-Audio	6.5%
Phonics-Visual	12.5%
Phonics-Total	<u>19.0%</u>
Comprehension-Memory	9.0%
Comprehension-Cause-Effect	11.0%
Comprehension-Vocabulary	17.5%
Comprehension-Total	<u>37.5%</u>
Listening Skills	4.0%
Speaking Skills	15.5%
Reading	24.0%
TOTAL	<u>100.0%</u>

Language arts activities were broken down into the following categories: (1) phonics (the printed word), (2) comprehension, (3) listening skills and (4) speaking skills.

In the classrooms observed, approximately 95% of the time was spent on language arts. 19% of the time was spent on phonics, 37.5% on comprehension, and 43.5% on listening and speaking. It was also reported that several children needed more intensive, individualized instruction than was allowed for in the present structuring of the program.

Several teachers reported that there was not enough co-ordination between what was being done in their classes and the regular classes of the children. More reinforcement between the ratio classes and the regular classes would certainly be beneficial to the students.

## 6. Allocation of Materials - Space

Several of the teachers interviewed indicated that they had not yet received supplies although they had made several requests. Many of the teachers had to bring some of their own supplies from home. Many of the teachers who did receive supplies did not receive them until May.

Several teachers interviewed had classrooms of inadequate sized or rooms that they had to share with other classes. In order to perform at their optimal, it is necessary that the teachers have large, well equipped classrooms that do not have to be shared. This would allow the teacher to set up displays and other learning aids that would enhance the learning atmosphere of the classroom.

## A. Summary and Conclusions

### 1. District Planning

The SEC coordinator holds monthly meetings with the ratio teachers and the educational assistants. These meetings are devoted to training and other aspects of the program. The coordinator also communicates with the principals of the various schools on aspects of the program.

At the present there is very little to no coordination of hiring practices between the SEC coordinator and the principals on hiring of ratio teachers. Since the SEC coordinator is responsible for total coordination of the program, she should have some voice in the selection and screening of teachers for the program.

### 2. Ratio Teacher Service

On the basis of the observations and interviews it can be concluded that the ratio teachers are giving a valuable service to the children involved in the program. The degree to which the children are being benefitted varies with the teaching style and experience of the teacher and with the environmental problems that interfere with the administration of the program.

Many of the teachers reported frequent truancy on the part of many the students which interfered with the progress of the child in the classroom.



3. Thirteen of the sixteen schools reported loss of funds from all sources other than SEC which could effect the SEC program. Losses included twenty-eight fewer regular teachers; twelve fewer special teachers; twelve fewer educational assistants; "More Effective Schools" funds decrease; fewer materials; and funds for materials.

4. Some confusion exists among the principals regarding both the criteria and procedural process being used to select educational assistants. Many of the principals felt that the principal alone or the principal with teachers and parents should select and/or recommend the educational assistant for the community school board.

5. According to the principals, the overall responsibility for the general supervision of the SEC program within each school was assumed by either the building principal or the assistant principal.

6. Many of the principals said that their school provided training opportunities for teachers on classroom procedures for working with educational assistants. These training sessions were held by a 15-minute, monthly or bi-monthly basis.

7. The principals provided training sessions or discussion rooms for teachers and aides could discuss material problems and educational concerns related to their classroom relationships.

8. Information from SEC Program - Principals' Views

Table 1-1

Characteristics of the SEC Program

Number of Principals

Characteristic	Number of Principals
1. SEC program is a part of the school program	13
2. SEC program is a separate program	3
3. SEC program is a part of the school program	13
4. SEC program is a separate program	3
5. SEC program is a part of the school program	13
6. SEC program is a separate program	3
7. SEC program is a part of the school program	13
8. SEC program is a separate program	3
9. SEC program is a part of the school program	13
10. SEC program is a separate program	3
11. SEC program is a part of the school program	13
12. SEC program is a separate program	3
13. SEC program is a part of the school program	13
14. SEC program is a separate program	3
15. SEC program is a part of the school program	13
16. SEC program is a separate program	3
17. SEC program is a part of the school program	13
18. SEC program is a separate program	3
19. SEC program is a part of the school program	13
20. SEC program is a separate program	3
21. SEC program is a part of the school program	13
22. SEC program is a separate program	3
23. SEC program is a part of the school program	13
24. SEC program is a separate program	3
25. SEC program is a part of the school program	13
26. SEC program is a separate program	3
27. SEC program is a part of the school program	13
28. SEC program is a separate program	3
29. SEC program is a part of the school program	13
30. SEC program is a separate program	3
31. SEC program is a part of the school program	13
32. SEC program is a separate program	3
33. SEC program is a part of the school program	13
34. SEC program is a separate program	3
35. SEC program is a part of the school program	13
36. SEC program is a separate program	3
37. SEC program is a part of the school program	13
38. SEC program is a separate program	3
39. SEC program is a part of the school program	13
40. SEC program is a separate program	3
41. SEC program is a part of the school program	13
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44. SEC program is a separate program	3
45. SEC program is a part of the school program	13
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49. SEC program is a part of the school program	13
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51. SEC program is a part of the school program	13
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53. SEC program is a part of the school program	13
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79. SEC program is a part of the school program	13
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85. SEC program is a part of the school program	13
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87. SEC program is a part of the school program	13
88. SEC program is a separate program	3
89. SEC program is a part of the school program	13
90. SEC program is a separate program	3
91. SEC program is a part of the school program	13
92. SEC program is a separate program	3
93. SEC program is a part of the school program	13
94. SEC program is a separate program	3
95. SEC program is a part of the school program	13
96. SEC program is a separate program	3
97. SEC program is a part of the school program	13
98. SEC program is a separate program	3
99. SEC program is a part of the school program	13
100. SEC program is a separate program	3

## Major Problems of SEC Program - Principals' Views:

### Table C-2

#### Problems of the SEC Program

<u>Limitations</u>	<u>No. of Principals</u>
a. Lack of Parent Involvement	6
b. Lack of Material	5
c. Staff Relations	3
d. Discipline	3
e. Communications with District Administration	1
f. Staff Incentive	1
g. Class Size	1
h. Lack of Individualized Instruction	1
i. Need for Increased Educational Assistant	1

## II. TEACHERS QUESTIONNAIRE

The questionnaires were mailed and 78 were returned (See Appendix E). The breakdown of the grades of those teachers who responded is as follows:

Upper-elementary	1
First grade	24
Second grade	17
First and Second Grades combined	2
Third	1
Fourth	1
Elementary combined	1
High school level	1
Elementary and high school combined	1

### Teacher Population

The following table shows the breakdown of the teachers who responded to the questionnaire by grade level:

Upper-elementary	1
First grade	24
Second grade	17
First grade and second grade combined	2
Third	1
Fourth	1

The average classroom-register reported is summarized below in Table D-1.

TABLE D-1

The Mean Classroom Register Reported

Grade	Number of Classrooms	Mean Classroom Register	Range of Scores
Kindergarten	37	20.25	14 - 25
First Grade	24	26.50	19 - 30
Second Grade	10	25.31	13 - 31
First and Second Grade Combined	7	25.50	24 - 27

Main Contributions of the Educational Assistants:

Each teacher was requested to indicate the area in which their educational assistant had made significant contributions. 68 of the teachers responded to this question. The results are summarized below in Table D-2.

TABLE D-2

Teachers' View of Contributions of Aides

<u>Contributions</u>	<u>Number of Teachers</u>
a. Individual and small group instruction	64 (94%)
b. Working with children at centers of interest	45 (68%)
c. Relieving teacher of routine duties	56 (82%)
d. Maintaining good classroom atmosphere	54 (79%)
e. Keeping classroom neat	63 (93%)
f. Collecting materials appropriate to the cultural background of the students	22 (32%)
g. Working in general office, if needed*	11 (16%)
h. Additional instruction of special help for non-English speaking children	39 (57%)
i. School monitor or lunch-noon duties*	26 (38%)
j. Preparing audio-visual materials	21 (31%)
k. Planning lessons	27 (40%)
l. Supervising at home or on trips	56 (82%)
m. Clerical, monitoring, and escort duties	21 (31%)
n. Promoting communication between school, home, and community	52 (76%)
o. Serving as a role model for the children	41 (60%)
p. Preparation of instructional materials	48 (71%)
q. Planning for social development	38 (56%)
r. Evaluation of instructional effort	34 (50%)
s. Selection of experiences, activities, materials, and resources	31 (46%)
t. Other significant contribution	( )

\* Educational assistants, according to self communication, were not to be counted for office and school duties outside the self classroom.

Summary: The teachers felt that the most significant contributions of the aides were in the areas of individual and small group instruction (94 ), relieving the teacher of routine duties (82 ), supervision at games and on trips (82 ), and maintaining a good classroom atmosphere (79 ). The ratings of the importance of these four areas of contribution are in agreement with the ratings given by the educational assistants on their view of their significant contributions.

Non-English Speaking Children

A factor of the teachers were requested to indicate the number of non-English speaking children in their classes. 320 non-English speaking children were reported for January, and 329 non-English speaking children were reported for February. Of those children, 241 were reported to be receiving special help. The mean number of hours per week of special help reported for these children was 2.75 hours. The range of hours per week reported by the teachers is fifteen hours.

21 of the 73 teachers reported that they themselves spent on the average 11.7 hours per week on reading and language arts.

Helping Early Childhood Program

46 (63%) of the teachers reported that they had received communication from their school administration, asking for a part of the lengthening early childhood (SEC) program. Conversely, 41 of the teachers had not received SEC information indicating a possible lack of communication or coordination in dissemination of materials.

In addition, 41 (56%) of the teachers felt that there was a need for special training courses for all teachers. 17 (23%) of the teachers reported that they had received special training to work as a SEC teacher.

Teachers (41%) of 20 teachers indicated that a total of 200 children had been placed in the program involving all primary level children abstracted from the other teachers. These students were rated on their growth as a result of instruction by the team teachers. The teachers' ratings are listed below.

\_\_\_\_\_

excellent or good. 80 (29%) of the children were rated as fair, and only the group of 37 (14%) of the children were rated as poor.

**EFFECT ON READING READINESS:** The teachers' ratings of the effect of the SEC program on the reading readiness or reading achievement of their children is as follows:

Excellent	5 (6%)
Good	20 (37%)
Fair	14 (18%)
Poor	3 (4%)
None	6 (8%)
No response	21 (27%)
TOTAL	78

**SUMMARY:** 34 (44%) of the teachers felt that the effect of the SEC program on the reading readiness or achievement of their children was excellent to good. 14 (18%) of the teachers felt the effect of the program was fair. 3 (4%) of the teachers felt that the effect of the program on their children was poor to none.

#### **COORDINATION BETWEEN RATIO TEACHERS AND CLASSES:**

43 teachers responded to a question asking them to indicate whether they thought the efforts of the ratio teachers were sufficiently coordinated with the work being done in their classrooms. Of these 43 teachers, 32 (74%) felt that there was sufficient coordination and 11 (26%) felt there was not.

#### **MAJOR BENEFITS OF THE SEC PROGRAM:**

The 78 teachers were asked to indicate what they thought were the major benefits of the SEC program. 65 teachers responded to the inquiry on the major benefits of the program. The results are summarized below in Table B-4.

**TABLE B-4**

Benefit	Teacher's Disagree	Teacher's Do Agree	Percentage
a. Reduced class size*	28 (36%)	37 (47%)	13 (17%)
b. Ratio teachers	22 (33%)	43 (53%)	13 (17%)
c. Efforts of teachers and other staff	28 (36%)	37 (47%)	13 (17%)
d. Aid of para-professionals	41 (52%)	24 (30%)	13 (17%)
e. Additional instructional material**	13 (17%)	52 (69%)	13 (17%)
f. Increased involvement of parent/guardian	13 (17%)	52 (67%)	13 (17%)
g. Other	4 (5%)	61 (75%)	13 (17%)

\* A major objective of the SEC teacher-ratio teacher was not to reduce class size but rather to provide special instruction for selected children in a regular classroom.

\*\* All materials were not provided for classroom teachers, only for ratio teachers.

The teachers' views on the major problems in the SEC program are summarized below. 62 teachers responded to this question.

TABLE D-5

## Teachers' Views of Major Problems in the SEC Program

Problem	Teachers Who Agree	Teachers Who Disagree	% Response
a. Classroom space	27 (35%)	35 (45%)	16 (20%)
b. Class size	24 (31%)	38 (49%)	16 (20%)
c. Lack of individual instruction	17 (22%)	45 (58%)	16 (20%)
d. Materials	34 (44%)	28 (36%)	16 (20%)
e. Involvement of parents	26 (33%)	36 (46%)	16 (20%)
f. Staff relationships	6 (8%)	56 (72%)	16 (20%)
g. Discipline	13 (17%)	49 (63%)	16 (20%)
h. Other	6 (8%)	--	16 (20%)

Summary: The aid of the paraprofessionals was rated as being the most beneficial aspect of the SEC program. Reduced classroom size, enthusiasm of the teachers, and at one staff, and ratio teachers are ranked next in importance as being major benefits.

Lack of materials, inadequate classroom space, and non-involvement of parents were indicated as being problems.

## TEACHERS' SUGGESTIONS FOR CHANGES IN RATIO TEACHER PROGRAM

As indicated by ways available, they would like to change the ratio teacher program. Several of the teachers made the following suggestions:

1. Several of the teachers felt the ratio teacher could be used more efficiently if he were given a regular class in order to help reduce the class size registers for the other teachers.

2. Several of the teachers felt that the duties of the ratio teacher should be set more concrete in order to eliminate the use of the ratio teacher in roles outside of those specified in the guidelines, e.g., administrative, supervisory, substituting for regular teachers.

3. It was suggested that the ratio teacher be given normal grade, and classroom. It was also suggested that more attention be given to the teachers.

4. Several teachers felt that there are some communication problems between the ratio teacher and the regular teachers.

## TEACHERS' ASSOCIATED RESPONSIBILITIES

The results of a questionnaire administered to all of the educational staff members of the program are summarized in the following table.

Educational Background: The years of schooling completed by the assistants is represented below in Table E-1.

TABLE E-1

The Number of Years of Schooling Completed by the Educational Assistants

<u>Years</u>	<u>Number of Aides</u>	<u>Percentage of Aides</u>
9 years	1	2
10 years	1	2
11 years	1	2
12 years	26	56
13 years	6	12
14 years	3	6
15 years	3	6
16 years	1	2
No response	1	2
TOTAL	50	100

46 (92%) of the educational assistants completed 12 or more years of schooling. 25 (50%) of the aides reported that they were currently enrolled in a college degree program. All 25 reported that they had plans to complete their programs.

Work Experience: The 50 educational assistants interviewed reported that they had worked in the position of aides for the following lengths of time:

1 year: 1  
 2 years: 1  
 3 years: 1  
 4 years: 1  
 5 years: 3  
 6 years: 2  
 7 years: 1  
 8 years: 1

Residence: 46 (30%) of the aides interviewed reported that they were residents of the community in which their school was located. 13 (26%) reported that they had children in the school in which they worked. 40 (60%) of the aides reported that they had contact with students and parents outside of school.

Contributions to the Job: A question asking the aides to indicate the areas in which they made significant contributions produced the following results:

- 1. Individual and all group instruction.
- 2. Working with children at centers of interest.
- 3. Relieving teacher of routine duties, books, etc.
- 4. Maintaining good classroom atmosphere.
- 5. Keeping classroom neat.
- 6. Collecting materials appropriate to the cultural background of the students.
- 7. Working in school office, if open.
- 8. Individual instruction or special help for non-reading or low-achieving children.
- 9. School monitor or lunchroom duties.
- 10. Using audio-visual materials.
- 11. Planning lessons.
- 12. Supervision at games or on trips.
- 13. Clerical, monitorial, and escort duties.
- 14. Improving communication between school, home and community.
- 15. Serving as a role model for the children.
- 16. Preparation of instructional materials.
- 17. Helping the rapid development.
- 18. Evaluation of instructional aides.
- 19. Subjects of experiments, activities, material and equipment.
- 20. Significant contributions.

It is noted that the aides listed the following as their most significant contributions: individual and all group instruction; working with children at centers of interest; maintaining good classroom atmosphere; keeping classroom neat; supervision at games or on trips; and preparation of instructional materials.



## CHAPTER IV

## TEST AND SURVEY RESULTS

I. SIGHT VOCABULARY TEST

With regards to a child's beginning sight vocabulary development it was projected that 70% of the children served by SEC program, who were at the reading readiness level in September 1972 (as determined by an informal readiness inventory by classroom teachers), would obtain their beginning reading levels in sight vocabulary by May 1973. An original sight vocabulary testing instrument was designed (See Appendix E), utilizing an informal reading inventory selection process to identify a range of forty sight words from the Bank Street pre-primer vocabulary list. The final sight vocabulary instrument was edited and approved by the District I, Coordinator of Special Programs - Director SEC.

In addition to some basic sight vocabulary words, specific words were identified which would analyze and measure three initial and final consonant and vowel symbols, and sight configurations held to be pre-reading prerequisites by the Bank Street authors and reading specialists:

The sight vocabulary instrument contains forty selected words in ten groupings of four words each. The teacher provides the child with information about ten words (one from each group) by reading a word to the child. The child must then identify the words on the test in sequential order.

In addition to sight vocabulary measurement, individual items were analyzed to measure phonetic recognition and other word analysis skills.

In October teachers were asked to list the names of those children in their classes whom they evaluated to be at the readiness level of beginning reading. In May these readiness lists were returned to the teachers and they were asked to administer the sight vocabulary test to those children so identified in October.

The classes and students involved in the sight vocabulary development and readiness determination were primarily first graders. Most second grade teachers felt that the vast majority of their children were above the readiness level in October and therefore too advanced for the sight vocabulary test. Several kindergarten teachers, although they projected sight vocabularies for their children in October, did not feel their children were ready for evaluation in May. They refrained from administering the test to selected kindergarten children, thereby negating most of the kindergarten results.

In late April and early May the sight vocabulary test was administered by all of the SEC kindergarten, first and second grade teachers who had educational assistants and who had identified readiness students in October.

The sample of children taking the sight vocabulary test included 107 kindergarten children; 456 first grade children; and 161 second grade children for a total of 724 taking the test. Representation by grade level of students at the readiness level was 15% of the sample from kindergarten; 63% from the first grade and 22% from the second grade. The results of the testing are as follows:

TABLE F-1

## Scores of Children on Sight Vocabulary Test

May 1973

N=724

Percentage of Words Correct- Test Score	Numbers (Percent) of Children			Totals	Totals: Percent
	1	2	3		
10 = 100	13	153	65	231	30
9 = 90	19	123	50	192	27
8 = 80	13	88	20	119	16
7 = 70	8	46	15	69	10
6 = 60	15	28	4	47	7
5 = 50	15	15	4	34	5
4 = 40 (or below)	24	9	3	36	5
TOTALS	107	456	161	724	
Median-District	5 (50%)	7 (70%)	8 (80%)	= beginning levels of reading	
	2.68	3.44	9.07		

The test results indicate that the projected goal of 70% of the children, who were at the readiness level in September 1972, would obtain beginning reading levels in sight vocabulary by May 1973 was achieved.

The beginning reading levels as determined by district median scores were five correct words, or 50%, for kindergarten, seven correct words, or 70%, for first graders and eight correct words, or 80%, for second graders and each grade level both independently and collectively achieved the projected goal of at least 70% of the readiness children achieving beginning reading sight vocabulary levels in May.

77% of the kindergarten children recognized 50% or more of the sight vocabulary words, 78% of the first grade children recognized 70% or greater of the sight vocabulary words, and 72% of the second grade children recognized 80% or greater of the sight vocabulary words.

In addition to the sight vocabulary scores, an item analysis of the phonic and phonetic structure of the words used in the tests indicated success with certain types of words and weaknesses in identification of other types of words.

TABLE F-2

Analysis of Phonetic Items on Sight Vocabulary Test  
May 1973

N-724

word	Phonetic Item	N	Item Correct		Total
			1	2	
eat	e	72	439	148	652
go	g	97	433	164	696
foot	f	96	420	194	670
fat	f	94	419	155	666
for	f	90	428	141	659
school	sh	90	372	140	568
and's	nd	83	167	78	267
tree	t	41	205	109	436
one	n	40	446	139	726
		197	456	161	713

It appears that the words eat, and and school were the most difficult for the kindergarten, first and second-grade children to identify, not only because these words require some additional perception of both beginning middle and end phonetic identifications and configuration analysis by students. More reading experiences and exposures to these types of word, in context, in stories, as whole words and with experience charts in classrooms would help to correct and analyze all of these words as part of a sight vocabulary.

#### 4. RECALL SEQUENCE TEST

In addition to comprehension, classification, sequencing, discrimination and other non-operational cognitive skills involved in reading, it was projected that 75% of the students served by the 300 program would be able to order in proper sequence the major events of a story, by listening to the selected story read by their classroom teacher. The children's task was to place in sequence a set of six (6) specially prepared illustrations based on the story of Pierre (see Appendix F).

In May, 1973, one kindergarten, one first grade and one second grade classroom out of the 300 program schools were chosen at random for administration of the selected story test. The classroom teachers of the randomly selected classes read the story "Pierre" to their children in their classrooms. The children were tested for recall by sequencing the six illustrations sequentially following the reading. (See Appendix F for illustrations and sequence.) An order was required for passing. The classroom teacher was to be notified of the results of the test.

Table 3-1

State Spelling Test  
Fall 1973

Word	1st Grade	2nd Grade	3rd Grade	4th Grade	Total
1. correct	31 (34)	37 (13)	33 (13)	33	134
2. correct	22 (10)	31 (11)	17 (7)	28	98
3. correct	30 (1)	28 (8)	17 (7)	28	103
4. correct	27 (11)	26 (9)	17 (7)	28	98
5. correct	25 (11)	25 (9)	17 (7)	28	95
6. correct	25 (11)	25 (9)	17 (7)	28	95
7. correct	25 (11)	25 (9)	17 (7)	28	95
8. correct	25 (11)	25 (9)	17 (7)	28	95
9. correct	25 (11)	25 (9)	17 (7)	28	95
10. correct	25 (11)	25 (9)	17 (7)	28	95
11. correct	25 (11)	25 (9)	17 (7)	28	95
12. correct	25 (11)	25 (9)	17 (7)	28	95
13. correct	25 (11)	25 (9)	17 (7)	28	95
14. correct	25 (11)	25 (9)	17 (7)	28	95
15. correct	25 (11)	25 (9)	17 (7)	28	95
16. correct	25 (11)	25 (9)	17 (7)	28	95
17. correct	25 (11)	25 (9)	17 (7)	28	95
18. correct	25 (11)	25 (9)	17 (7)	28	95
19. correct	25 (11)	25 (9)	17 (7)	28	95
20. correct	25 (11)	25 (9)	17 (7)	28	95
21. correct	25 (11)	25 (9)	17 (7)	28	95
22. correct	25 (11)	25 (9)	17 (7)	28	95
23. correct	25 (11)	25 (9)	17 (7)	28	95
24. correct	25 (11)	25 (9)	17 (7)	28	95
25. correct	25 (11)	25 (9)	17 (7)	28	95
26. correct	25 (11)	25 (9)	17 (7)	28	95
27. correct	25 (11)	25 (9)	17 (7)	28	95
28. correct	25 (11)	25 (9)	17 (7)	28	95
29. correct	25 (11)	25 (9)	17 (7)	28	95
30. correct	25 (11)	25 (9)	17 (7)	28	95
31. correct	25 (11)	25 (9)	17 (7)	28	95
32. correct	25 (11)	25 (9)	17 (7)	28	95
33. correct	25 (11)	25 (9)	17 (7)	28	95
34. correct	25 (11)	25 (9)	17 (7)	28	95
35. correct	25 (11)	25 (9)	17 (7)	28	95
36. correct	25 (11)	25 (9)	17 (7)	28	95
37. correct	25 (11)	25 (9)	17 (7)	28	95
38. correct	25 (11)	25 (9)	17 (7)	28	95
39. correct	25 (11)	25 (9)	17 (7)	28	95
40. correct	25 (11)	25 (9)	17 (7)	28	95
41. correct	25 (11)	25 (9)	17 (7)	28	95
42. correct	25 (11)	25 (9)	17 (7)	28	95
43. correct	25 (11)	25 (9)	17 (7)	28	95
44. correct	25 (11)	25 (9)	17 (7)	28	95
45. correct	25 (11)	25 (9)	17 (7)	28	95
46. correct	25 (11)	25 (9)	17 (7)	28	95
47. correct	25 (11)	25 (9)	17 (7)	28	95
48. correct	25 (11)	25 (9)	17 (7)	28	95
49. correct	25 (11)	25 (9)	17 (7)	28	95
50. correct	25 (11)	25 (9)	17 (7)	28	95

From item 13, class 100, the second test (1973) is being  
 re-issued (re-issued 72) in second grade). The difficulty of this item  
 was varied by grade level in the number of pictures which were required  
 to be drawn (one - four pictures, four pictures in order, eight pictures  
 in order, eight pictures in order, eight pictures in order).

The illustration (100, 100) in the 1973 test is being  
 re-issued in 1973. The illustration (100, 100) in the 1973 test  
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### III. TASK COMPLETION SURVEY

In November, four children were chosen at random from the registers of the 39 sample teachers by one of the members of the evaluation team. The teachers were asked to assign a task to these children in one of the areas of (a) language, (b) reading, (c) measurement, or (d) creative activities, which would be appropriate to the grade level. (See Appendix G). Because of the diversity in abilities and objectives in k-2 classes, the type of tasks could be no more narrowly defined by the evaluators, and the four classifications were felt to be important concepts in all three grades involved. For example, a kindergarten teacher might ask her children to separate a number of animal 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 December and May. The names of the pre-tested children were returned to teachers in May, and they were asked to assign other tasks upgraded to a level appropriate to the increased experiences of the children involved in the categories of (a) language development, (b) reading development, (c) measurement (math) development, or (d) creative activities. A "t" test was performed on the mean pre and post test scores for each grade level to determine if the students had improved or decreased significantly in the proportion and nature of tasks completed. The results of the survey and conclusions are summarized below:

TABLE II-I

Mean Completion Test Means, Standard Deviation and t Test Scores for Kindergarten Children.

Subtest Area	Means	S.D.	t	No. of Children
Language Development	Pre-Test: 71.5	30.25	3.15**	40
	Post-Test: 80.15	26.15		
Reading Development	Pre-Test: 78.88	25.44	-0.47 (N.S.)	31
	Post-Test: 77.34	23.51		
Measurement Development	Pre-Test: 80.66	1.66	-20.90**	33
	Post-Test: 81.88	1.75		
Creative Development	Pre-Test: 91.63	11.79	-1.37**	29
	Post-Test: 90.79	19.90		

\*\*significant at the .01 level of confidence

\*not significant at the .05 level of confidence

The results for kindergarten indicated that the children increased in the percentage of tasks completed only in the area of language development.

This difference in growth, throughout the year, in kindergarten children's ability to complete language development tasks, was significant at the .01 level of confidence. The kindergarten children remained approximately the same in their reading development task completion performance without significant change from October to May. There was a decrease in the abilities of kindergarten children to complete tasks of measurement development and creative development. This decrease in performance for tasks completed was significant at the .01 level of confidence. This decrease in performance could possibly be attributed to a kindergarten curriculum that is language oriented, thus minimizing or negating measurements or creative development.

TABLE II-2

Test Completion Test  
Means, Standard Deviations, and t Test Scores for First Grade

Subtest Area	Means	S.D.	t	No. of Child
Language	Pre-Test: 68.54	26.15	4.40**	35
	Post-Test: 82.03	16.91		
Reading Development	Pre-Test: 76.80	23.53	1.47 n.s.	35
	Post-Test: 84.85			
Measurement Development	Pre-Test: 76.43	21.00	2.05*	32
	Post-Test: 84.13	12.73		
Creative Development	Pre-Test: 79.43	19.06	-0.82 n.s.	28
	Post-Test: 76.32	18.18		

\*Significant at the .025 level of confidence

\*\*Significant at the .01 level of confidence

n.s., not significant at the .05 level of confidence

The test scores for the first grade indicated that the first graders increased in the percent of tasks completed in the areas of language, reading and measurement development. The increase in language development scores was significant at the .01 level of confidence. The increase in measurement development scores was significant at the .025 level of confidence. Although there was an increase in the percent of tasks completed in reading development, this increase was not significant.

In the area of creative development, the scores indicated that there was a decrease in the percent of tasks completed although this decrease in scores was found to be not significant.

TABLE H-3

Task Completion Test

Standard Deviations, and t Test Scores for Second Grade

Area	Means	S.D.	t	No. of Children
Language Development	Pre-test: 77.52 Post-test: 79.35	21.03 21.35	.562 (n.s.)	23
Reading Development	Pre-test: 77.23 Post-test: 77.19	21.53 17.05	1.07 (n.s.)	25
Measurement Development	Pre-test: 61.44 Post-test: 57.70	52.03 70.07	-0.74 (n.s.)	25
Creative Development	Pre-test: 71.11 Post-test: 74.57	22.19 24.57	.28 (n.s.)	21

n.s. not significant at the .05 level of confidence

The test administered to the second grade indicated that there was an increase in the percent of tasks completed in the areas of language, reading, and creative development. Although there was an increase in these areas, a "t" test performed on the scores indicated that the increase was not significant (p < .05).

A decrease in the percent of tasks completed was found in the area of measurement development. This decrease in scores was found to be not significant at the .05 level of confidence.

For kindergarten children, the objective of a significant improvement in the proportion of completed tasks was met only in the area of language development. The other three areas evidenced a significant decrease, rather than an increase, in the proportion of completed tasks.

In the first grade, the objective of a significant improvement in the proportion of completed tasks was met in the areas of language and measurement development. Although there was an increase in the proportion of completed tasks in the area of reading development, this increase was not significant.

The objective of a significant improvement in the proportion of completed tasks was not met for second graders in any of the areas. Although there was an increase in the areas of language, reading and creative development, these increases were not significant. There was also a non-significant decrease in the area of measurement development.

CONCLUSIONS AND RECOMMENDATIONS

In order to begin to measure the reading readiness and reading development of kindergarten, first and second grade children in District I, it was projected that the children would be tested in the areas of language, reading, measurement and creative development. The test results indicated that the children in the first and second grades did not meet the objective of a significant improvement in the proportion of completed tasks in any of the areas. The children in the first and second grades did meet the objective of a significant improvement in the proportion of completed tasks in the areas of language and measurement development. The children in the first grade did meet the objective of a significant improvement in the proportion of completed tasks in the area of reading development. The children in the second grade did not meet the objective of a significant improvement in the proportion of completed tasks in any of the areas.

## The N.Y.C. Pre-Reading Assessment Test

### A. Test Sample

A random sample of seventeen kindergarten classes from the S.C. schools was selected for the New York City Administration of the New York City Pre-reading Assessment Test. The N.Y.C. Pre-reading Assessment Test was evaluated in two sub-categories: (1) language: vocabulary, concepts, and listening ability; and (2) visual discrimination: ability to distinguish between letters and words.

### B. Purpose of the Test

The New York City Pre-reading Assessment Test was developed in response to numerous requests from teachers and supervisors for a reading readiness test especially designed for use in the New York City public schools. They sought a test in which the items were largely suitable for urban children and whose norms were based on the first grade population of New York City's public schools rather than on a national population with a higher socio-economic status. In addition, the school personnel asked for a test that was not time-consuming; that could be given in one session and scored quickly.

This pre-reading test, as constructed, is to help first grade teachers judge each child's readiness for formal, systematic reading instruction. Teachers know full well that when children enter the first grade they differ greatly in their readiness in ability to participate in a structured learning situation. In the first place, there are to be at least a range of as much as one year in the child's life experience. In the second place, the children enter the first grade with varying degrees of prior experience. In the third place, the children are widely in age, and maturational maturity and intelligence in learning. Thus, some may be ready for formal instruction and others are not.

It should be stressed that the purpose of this test is not to classify children for placement in the first grade, but to identify children who may not be ready for formal reading instruction. The ceiling of the test is therefore relatively low.

### C. Nature of the Test

The test is administered by the first grade teacher with the child sitting at the desk in a structured group situation. The test procedure is designed to evaluate the child's vocabulary, and (2) a native to help in the observation of the child's

- a) language: vocabulary, concepts, and listening ability.
- b) visual discrimination: ability to distinguish between letters and between words.
- c) ability to follow requests: listening skills, subject of the teacher's day-to-day conversation of the child's behavior in the classroom.
- d) a test of the child's general level of general intelligence, general knowledge, and general



The New York City Pre-reading Assessment Test was devised especially for the children in the city's public schools. As far as possible, the items testing vocabulary and concepts were selected as likely to be known to urban children from both low and middle income families. The ubiquity of television in children's homes has, to some extent, made the task easier than it was twenty years ago.

D. Norris

Norms are given separately for the two parts of the test and are expressed as "Readiness-Ratings." These norms were developed using a representative sample of first grade children in the New York City public schools. The norming sample was selected to be representative both geographically and ethnically of the first grade classes in 1965, and included a very large disadvantaged group.

These norms are intended to be applied only to New York City children rather than to a national, largely middle-class population, as most all-known readiness tests do.

The norms developed for this assessment are based on a staining distribution. Standards are ordinarily presented in nine steps on the percentile range from one to ninety-nine. For ease in interpretation, they have been combined into five groups. Therefore, in this test, the category "Superior" represents only the highest four per cent of the children; "Above Average" represents the next nineteen per cent; "High Average to Low Average" the middle fifty-four per cent; "Below Average to Poor" the next lower nineteen per cent; and "Very Poor" the lowest four per cent. Note that the highest and lowest groups are very small. The High Average to Low Average group is very large. It is in this range that most care must be used in selecting those who are ready for systematic reading instruction.

#### Readiness for Reading Instruction

The decision of each child's readiness for reading instruction should be based on the basis of three criteria: (a) the child's readiness level as shown on each of the two parts of the test, and (b) the ratings in the Guide to Teacher Habits. This decision should be checked in the scale at the bottom of the left page of each test booklet. The comments in the Guide to Teacher Habits will be helpful in making the decision.

The two parts of the test should not be combined into a single rating. A child, for instance, may be "very poor" in language even though he is "below average" in visual discrimination. He probably needs any language activities before undertaking systematic reading instruction. A child rated "below average" in visual discrimination but "above average" in language may need a considerably shorter series of pre-reading activities than the child who is "below average" in both.

F. New York City Pre-reading Assessment Readiness Ratings

TABLE 1-1

Readiness Ratings and Interpretation of Ratings

N.Y.C. Norms Files	Raw Score - Part I	Raw Score - Part II	Readiness Ratings	Percentile Rank	Recommendations
35+	32	27-28	Superior	Above 95th percentile Rating 5	The highest four per cent of the first grade are in this group. These children appear to be ready for systematic reading instruction, and have an excellent chance for success.
76-94	28-31	24-26	Above Average	75th-95th percentile Rating 4	The next highest nineteen per cent of the first grade are in this group. Provided they show no severe deficits on the Teacher Judgment Scale, these children need few or no readiness activities before systematic reading instruction is begun; they have a good chance for success.
29-75	20-27	11-23	Below Average	24th-77th percentile Rating 3	The middle 54 per cent of the first grade is in this group. For these children entries on the Teacher Judgment Scale should be carefully studied in combination with the test scores. Those at the upper end of the "Average" group may soon be ready for systematic reading instructions, while those at the lower end may need more extended readiness activities based on weaknesses found. Many of this group will need from one to several months of pre-reading activities.

TABLE 1-1 (continued)

N.Y.C. Norms Files	Raw Score Part I	Raw Score Part II	Readiness Rating	Percentile Rank	Recommendations
5-24	17-19	8-14	Below Average to Poor	5th-23rd percentile Rating 2	This group includes the next nineteen per cent. It is not likely that these children are now ready for systematic reading instruction which may be delayed for a number of months. This period should not be considered a period of "waiting" but should have many planned activities based on each child's needs as shown by the test and by the teacher's observations, especially in concepts and vocabulary development. A very low score only in Part I or only in Part II may indicate a serious hearing or vision defect.
1-4	1-11	1-7	Very Poor	Below 5th percentile Rating 1	This group represents the lowest four per cent. These children are not ready for systematic reading instruction. They may need a generally informal school program. They should be carefully observed. Some of them may have severe emotional, visual, or hearing handicaps. A physical or psychological examination may be in order.

1. In interpreting the test results, it is important to be certain that each child is tested in a quiet, comfortable setting.

2. Children whose inadequate command of English prevents them from understanding test directions should not be tested.

3. In interpreting the N.Y.C. norms, it was established that the fifth percentile was equivalent to a Readiness Rating of 2. Therefore, a Readiness Rating was 1, 2, 3.

N.Y.C. Pre-Reading Assessment Test Results for Kindergarten,  
District 1

TABLE 1-2

## Mean Ratings District 1

Kindergarten: N.Y.C. Pre-Reading Assessment Test Results by School  
May 1973

C-283

District 1 Schools	No. of Children	Test I Language		Test II Visual Discrimination	
		Mean Percentile	Readiness Rating	Mean Percentile	Readiness Rating
PS 13	20	61	4.2	79	4.0
PS 15	23	44	2.1	35	2.3
PS 20	15	60	3.0	52	3.1
PS 34	18	74	4.0	77	4.1
PS 61	21	49	3.5	51	3.2
PS 63	13	74	3.8	65	3.4
PS 64	17	52	3.0	46	2.8
PS 37	24	48	2.9	22	2.2
PS 110	20	83	4.0	83	4.2
PS 134 a.n.	14	63	3.2	53	3.0
PS 134 p.n.	13	43	2.7	36	2.4
PS 137	19	56	3.0	57	3.1
PS 149 a.n.	12	49	2.7	72	3.5
PS 149 p.n.	8	52	2.1	64	3.6
PS 160 a.n.	12	56	2.8	40	2.6
PS 160 p.n.	15	34	2.4	18	1.8
PS 188	19	59	3.3	53	3.0
Total Means	283	57.66	3.11	52.6	3.06
$\chi^2$ District Results	283	10.74	31.0	17.96	21.16
		40	3.2	53	3.1

Mean Percentiles: represents the average percentile score of a school. The city-wide mean percentile is fifty. Therefore, a mean percentile score of eighty-seven is higher than average and thirty-four is lower than the average. Readiness Rating indicates the average rating of the class from 5, Superior, to 1, Very Low (See chart in previous section). 2.5 is the Mean (Average) Norm score. Scores above 2.5 have achieved a reading readiness above fifty percent of the student population of N.Y.C.

a. The kindergarten sample population achieved the projected goals of fifty percent of the kindergarten SEC children achieving reading readiness scores equal to N.Y.C. norms. The District 1 kindergarten reading readiness achievement mean, based upon 283 children tested, was (1) 57.86 percentile in Language Discrimination and (2) 52.6 percentile in Visual Discrimination exceeding the N.Y.C. norm group by eight percentile points and three percentile points in each sub-test category.

Therefore, the projected goal was achieved and those factors, activities and programs designed to accomplish this goal should be deemed successful from a district perception.

On an individual school basis, as reflected in sample classes, some classes did not attain the desired goal of fifty per cent achievement at the N.Y.C. norm level. Additional investigation and additional programmatic support may be desired in selected schools to achieve the fifty-percentile readiness goal in the future, in all schools.

### 3. Schools not achieving fifty percentile in Reading Readiness Goal:

TABLE 1-3

#### Schools Not Achieving Readiness Goal

School	No. of Children	Test I Language Mean Percentile	Readiness Rating	Test II Visual Discrimination Mean Percentile	Readiness Rating
PS 15	23	41	2.4	35	2.3
PS 41	21	41	1.9	--	--
PS 64	17	--	2.2	46	2.8
PS 77	21	48	2.4	22	2.2
PS 134 p.m.	19	43	2.7	36	2.4
PS 149 p.m.	13	55	2.1	--	--
PS 160 a.m.	13	42	--	41	2.6
PS 160 p.m.	15	83	2.4	183	1.8

## c. Schools achieving fifty percentile in Reading Readiness Goal:

TABLE 1-4

Schools Achieving Readiness Goal

School	No. of Children	Test I Language		Test II Visual Discrimination	
		Mean Percentile	Readiness Rating	Mean Percentile	Readiness Rating
PS 10	20	85	4.2	73	4.0
PS 20	15	60	3.6	52	3.1
PS 34	18	74	4.0	77	4.1
PS 61	21	74	3.8	71	3.2
PS 63	13	74	3.8	66	3.4
PS 64	17	52	3.0	57	3.1
PS 110	20	83	4.3	83	4.2
PS 134 a.m.	14	63	3.2	53	3.0
PS 137	19	57	3.0	57	3.1
PS 140 a.m.	12	57	3.0	72	3.5
PS 140 p.m.	8	52	2.9	64	3.6
PS 160 a.m.	12	52	2.9	57	3.0
PS 168	19	59	3.3	53	3.0

## Summary of District Kindergarten Readiness Results:

1. District 1, N.Y.C. Reading Assessment Kindergarten Mean on Language Test I, is fifty-eight percentile.
  2. District 1, N.Y.C. Reading Assessment Kindergarten Mean on Visual Discrimination Test II, is fifty-three percentile.
  3. District 1, N.Y.C. Reading Assessment Kindergarten Readiness Rating on Language is 3.2 (High Average to Low Average).
  4. District 1, N.Y.C. Reading Assessment Kindergarten Readiness Rating on Visual Discrimination is 3.1 (High Average to Low Average).
- If the 263 Kindergarten-children tested in Language Readiness: 23 children, or 34% of the population, scored below the N.Y.C. norm, fifty percentile; and 15 children, or 5% of the population, fell below the N.Y.C. norm of 2.5 Readiness Rating. Conversely, 184 children, or 66% of the population, scored above the fifty percentile on Language and 267 children, or 9% of the population, had a Readiness Rating above 3.5.

6. of the 283 children tested in Visual Discrimination: 91 children of the population, fell below the N.Y.C. norm fifty percentile in Visual Discrimination and 75 children, representing 27% of the population, scored below the Reading Readiness Rating norm of 2.5. Conversely, 192 children, or 68% of the Kindergarten population, scored above the fifty percentile N.Y.C. norm in Visual Discrimination; and 208 children, representing 73% of the population, had a Readiness Rating above the 2.5 N.Y.C. average.

7. In conclusion, the Kindergarten pre-reading assessment test results are significant as a positive trend and the goal of fifty percent of the District 1 Kindergarten children achieving at or above the N.Y.C. Language and Visual Discrimination-Reading Readiness levels was accomplished.

#### IV. THE METROPOLITAN ACHIEVEMENT TESTS - FIRST GRADE

It was projected that fifty percent of the 514 children in grades 1 and 2 would attain reading achievement gains equal to the national norms as established by the Metropolitan Achievement Tests Primary Battery for grade-one and lower Primary battery for grade two.

##### A. Test Sample

The first grade class was randomly selected from each of the sixteen schools, resulting a sample population of sixteen first grades for evaluation.

##### B. Evaluation Procedures

A pre-test using the Metropolitan Primary Achievement Battery was administered to the entire first grade population in November 1977. On the date of this test administration date (November) a one year-three months (1.3) normative starting base was established for growth evaluations and statistical analysis.

A post-test using the Metropolitan Primary Achievement Battery was administered to the entire first grade population in May 1978. On this date, the post-test date a one year-seven months (1.7) normative goal was established for growth evaluations and statistical analysis.

##### C. Test Results

The Metropolitan Achievement Test Primary battery contained three subtests which yielded four scores on test I - word knowledge; test II - word fluency; test III - word fluency; and test IV - a total Reading Score. Tests I and III were the only two scores which were statistically significant.

TABLE 1-5.

Mean Ratings - District 1

## First Grade Metropolitan Reading Achievement Test Results by School

Pre-Test - November 1972  
Norm 1.3 December 1972Post-Test - April, May 1973  
Norm 1.7

District #1 School	No. of Children		Test I - Word Knowledge		Test II - Word Analysis		Test III - Reading		Test IV - Reading		Total Reading	Growth Years*	Post-Test Difference from Nat. Norm.
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post			
Nat. Norm	--	--	1.3	1.7	1.3	1.7	1.3	1.7	1.3	1.7	+ .4	0	
P.S. 4	24	19	1.1	1.0	1.1	1.0	1.1	1.4	1.1	1.1	0	-.7	
P.S. 15	18	19	1.2	1.7	1.1	1.1	1.2	1.2	1.2	1.3	+ .1	-.5	
P.S. 19	23	27	2.2	2.7	2.2	2.5	2.1	2.9	2.2	2.8	+ .6	1.0	
P.S. 20	18	20	1.8	2.1	1.4	2.0	1.3	1.6	1.7	1.8	+ .1	.0	
P.S. 34	22	27	1.6	2.3	1.6	2.4	---	2.2	(1.6)	2.3	+ .7	+ .5	
P.S. 61	44	17	1.5	1.5	1.6	1.3	1.3	1.5	1.4	1.5	+ .1	.3	
P.S. 63	21	16	1.8	2.4	1.6	2.3	---	1.6	(1.6)	1.9	+ .3	+ .1	
P.S. 64	21	--	---	---	---	---	1.5	---	---	---	---	---	---
P.S. 97	23	20	1.4	1.7	---	1.8	---	2.0	(1.5)	1.9	+ .4	+ .1	
P.S. 110	18	19	1.5	1.8	1.4	1.7	1.6	1.6	1.7	1.7	.0	-.1	
P.S. 122	11	18	1.3	1.7	1.2	1.7	---	1.5	(1.2)	1.6	+ .4	-.2	
P.S. 134	26	26	2.7	---	1.6	---	1.7	2.0	1.7	(1.7)	.0	-.1	
P.S. 137	20	19	1.3	1.8	1.3	1.8	1.5	1.8	1.4	1.8	+ .4	+ .0	
P.S. 140	23	25	---	---	1.2	1.5	---	---	1.3	1.5	+ .2	-.3	
P.S. 160	14	22	1.3	1.5	1.1	1.4	1.4	1.3	1.4	1.4	.0	-.4	
P.S. 188	--	20	---	1.6	---	1.5	---	---	---	---	---	---	---
TOTALS	326	324	1.5	1.8	1.4	1.8	1.5	1.8	1.5	1.8	+ .3	+ .0	

\*Year is grade equivalent equal to 1.0 of ten months when each is .1 of a year.

## D. Metropolitan Achievement First Grade Test Results

The District-1 First Grade sample population statistically achieved their projected goal of fifty percentile level in Reading on the Metropolitan Achievement Test Primary Battery. The overall District's First Grade Means on Post-Tests in Total Reading is 1.8, as compared with the National Norm of 1.7 which on the surface (at first glance) indicates success. However, upon analysis it must be noted that the first grades inherited an advanced status over the National Norms from the kindergarten levels. For the five month period tested, it should be pointed out that the district reading scores only advanced three months growth instead of at a five month national growth rate. With an accumulated deficit this regressive effect could catch up with the group in the second grade, unless corrective measures of intervention instruction are undertaken in the weaker school areas immediately.



Another major factor in the statistical overall average success in the District 1 as compared to national norms is the fact that the results are skewed, with a few schools performing unusually well and far superior to the national norms thereby carrying the weaker schools and the district statistically in the averages.

E. Schools Performing At or Above the National Norms (1.7) in First Grade Total Reading Scores on the M.A.T. Primary Battery (April and May 1973)

P.S. 19: 2.8 mean (+ one year one month over National Norm)  
 P.S. 20: 1.8 mean (+ one month over National Norm)  
 P.S. 34: 2.3 mean (+ eight months over National Norm)  
 P.S. 63: 1.9 mean (+ two months over National Norm)  
 P.S. 97: 1.9 mean (+ two months over National Norm)  
 P.S. 134: 1.8 mean (+ one month over National Norm)

Schools Performing Below the National Norm (1.7) in First Grade Total Reading Scores on the M.A.T. Primary Reading Battery (April and May 1973)

P.S. 4: 1.1 mean (- six months below National Norm)  
 P.S. 15: 1.3 mean (- three months below National Norm)  
 P.S. 61: 1.5 mean (- two months below National Norm)  
 P.S. 81: 1.6 mean (- one month below National Norm)  
 P.S. 100: 1.5 mean (- two months below National Norm)  
 P.S. 107: 1.4 mean (- three months below National Norm)

District 1, First Grade 1983-84

1981-82

District 1, First Grade 1981-82 Pre-Test and Post-Test Results  
(Group 1) (Group 2)

Pre-Test	Test I Word Knowledge	Test II Word Analysis	Test III Reading	Test IV Total Reading
100% 100% 100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100% 100% 100%

The results of the four tests show that the students in District 1 performed very well on all four tests. The results are as follows:

Pre-Test: 100%  
 Test I: 100%  
 Test II: 100%  
 Test III: 100%  
 Test IV: 100%

The same pattern is shown in the four tests and results for the total reading score. The results are as follows:

Pre-Test: 100%  
 Test I: 100%  
 Test II: 100%  
 Test III: 100%  
 Test IV: 100%

However, Word Analysis is not one of the tests included in the Test III Reading or the IV Total Reading achievement score results which are the primary scores of the MAI test battery.

In Test III, Reading, the district's First grade reversed its reading growth from 20% below national norms and 30% above national norms at pre-test administration time to 54% below and only 46% above national norms at post-test time in May.

In IV, the Total Reading score results when analyzed by percentage of students above and below national norms, was equally negative, illustrating a 30% below national norms and 70% above national norms at pre-test administration with a decreased growth rate to 50% below and 50% above or identical percentile pattern with the MAI's national norms in May.

#### VI. METROPOLITAN ACHIEVEMENT TESTS - SECOND GRADE

It was projected that fifty percent of the SEC children in grade two would attain reading achievement gains equal to the national norms as established by the Metropolitan Achievement Tests Upper Primary Battery.

##### A. Evaluation Procedure

One second grade class from each of the SEC schools was randomly selected and a pre-test Metropolitan Achievement Battery was administered in November and December, 1972. On the basis of this test administration date a two year - three month (2.3) normative base was established for statistical analysis.

A post-test using the Metropolitan Upper Primary Achievement Battery was administered in May and April, 1973 to the same second grade sample population. Based upon this post-test date a two year - seven month (2.7) end of year norm goal was established for statistical analysis.

The MAI contained three sub-tests which yielded four (4) scores in Test I - Word Knowledge; Test II - Word Analysis; Test III - Reading and IVa Composite of I and III yielding a Total Reading Score.

The following table results are as follows:

TABLE 1-7

## Mean Ratings District #1

Second Grade Metropolitan Reading Achievement Test Results by School  
 Pre-test: November-December, 1972 (Norm 2.3) Post-test: April-May, 1973 (Norm 2.7)

District #1 School	No. of Children		Test I Word Knowledge		Test II Word Analysis		Test III Reading		Total Reading Test IV Reading		Growth Years	Difference from National Norms
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post		
Natl. Norm			2.3	2.7	2.3	2.7	2.3	2.7	2.3	2.7	+4	0
PS 4	20	14	1.5	2.0	1.4	*	1.2	2.0	1.3	2.0	+7	-7
PS 15**	16	--	1.5	--	1.4	*	1.5	--	1.6	--	--	--
PS 19	24	38	2.5	3.8	2.8	*	2.3	3.1	2.1	3.3	+12	+6
PS 20	14	20	1.7	2.2	1.8	--	1.6	2.0	1.7	2.1	+4	-6
PS 34**	27	--	1.5	--	1.5	--	1.6	--	1.6	--	--	--
PS 63	8	16	1.6	1.7	1.6	--	1.5	1.6	1.6	1.7	+1	-1.0
PS 97**	21	--	1.6	--	1.6	--	1.8	--	1.7	--	--	--
PS 110**	16	--	2.0	--	2.0	--	1.6	--	1.8	--	--	--
PS 122	11	13	1.9	2.5	2.0	--	1.9	2.5	1.9	2.4	+5	-3
PS 137	16	29	2.5	3.4	2.4	--	2.5	2.4	2.4	3.2	+8	+7
PS 140	25	33	1.4	1.7	1.4	--	1.4	1.7	1.4	1.7	+3	-1.0
PS 160	20	17	1.8	2.4	1.7	--	1.8	2.4	1.7	2.5	+8	-2
PS 188**	25	--	2.1	--	2.2	--	2.1	--	2.1	--	--	--
TOTALS	256	303	1.9	2.5	1.9	*	1.9	2.3	1.9	2.3	+4	-4

\*The District Wide Test administration decided not to use the Test II, Word Analysis as part of the MAT Test Battery because they felt it was not necessary information.

\*\*Note: Six schools did not return their MAT Achievement Test results or tests to the evaluators in time for this to be processed.

## Metropolitan Achievement Second Grade Results

The District 1, Second Grade sample population did not achieve their projected goal of fifty percent of the second grade population achieving at the national norm fifty percentile level in Reading.

The overall District's second grade Mean in total Reading is 2.3, which compared to the national norm of 2.7 indicates a four (4) month lag in reading achievement. This was an inherited lag from pre-scores which was apparently unchanged.

By comparison, the District 1, First Grade sample which achieved the goal of fifty percent of the students achieving at National levels in reading, were two months ahead of the national norm at the start of the evaluation period and only one month ahead of the National growth rate at the end of the one period in May.

1. Following is a list of schools with second grade classes performing at or above NAEP National norms (2.7) in total Reading scores.

- PS 19: 3.3 mean (+ eight months over National Norms)
- PS 137: 3.2 mean (+ two months over National Norms)

2. Following is a list of schools with second grade classes performing below NAEP National norms (2.7) in total Reading Scores.

- PS 4: 2.0 mean (- seven months)
- PS 20: 2.1 mean (- six months)
- PS 27: 1.7 mean (- one year)
- PS 172: 2.4 mean (- three months)
- PS 149: 1.7 mean (- one year)
- PS 160: 2.5 mean (- two months)

TABLE 1-2

District 1 Second Grade NAEP Test and Sustained Results (Grades 2-3) (NAEP 2.7)

	Test I Total Reading	Test II Total Reading	Test III Total Reading	Test IV Total Reading
National Norm	2.7	2.7	2.7	2.7
District Mean	2.4	1.7	1.8	2.4
No. of students in grade 2	10	7	6	20
No. of students in grade 3	14	24	21	21
No. of students in grades two and three	24	31	27	41
District Mean	2.4	2.04	2.13	2.4
National Norm	2.7	2.7	2.7	2.7
District Mean	2.4	1.7	1.8	2.4
No. of students in grade 2	10	7	6	20
No. of students in grade 3	14	24	21	21
No. of students in grades two and three	24	31	27	41
District Mean	2.4	2.04	2.13	2.4

11. In Table I-8 we see that the second grades achieved some forward, positive growth in reading from November to May, although they did not achieve their goal of fifty percent of the students achieving at the MAE National Norm Level.

1. Word Knowledge: In November 1972, at the pre-test date, there were 76% of the second grade students below the National norm of 2.3 in word knowledge and 24% above the National norm. In May 1973, a slight improvement is noted with 73% of the second grade students below national norms and 27% above the National Mean Norm in Word Knowledge.

2. Reading: In November 1972, there were 86% of the second grade students below the National Norm in Reading and only 14% above the national fifty percent rating. In May 1973, the trend had changed to a more positive picture with 65% of the students below the National average and 35% above the national fifty percent score in Reading.

3. Total Reading: In November, 75% of the second graders were below the National average in Total Reading and 25% were above the National Norm. In May 1973, 65% were below the National Norm and 35% were above the National fiftieth percentile in Total Reading.

In reading achievement on the MAE's in First grades and Second grades an encouraging picture has emerged with the first grades at the National Norms in Reading and the second grade teachers/program producing some positive forward reading progress towards national norms. If the first graders can retain their reading advantage over the summer and the second grade teachers can start the year off with an advanced group, the prospects of the District 1, Second graders reading at the MAE National Norm level may become a reality in 1974.

## CHAPTER V

## PRIMARY AND SECONDARY EDUCATION

## 4. PROGRAMS

The Strengthening Early Childhood program serves sixteen schools in District 1, Manhattan: PS 4, 18, 19, 20, 34, 61, 63, 64, 97, 110, 122, 134, 137, 140, 160, and 186. Its primary purpose is to reduce the adult-child ratio in kindergarten, first and second grades, in these schools, through the funding of 22 ratio teachers and 115 educational assistants. A total of \$6,000,000 are allocated among the ratio teachers for the purchase of instructional materials.

## A. Staff Positions

The staff positions were allocated according to the following criteria: Educational Assistants: (1) Each kindergarten class is to have one educational assistant, (2) The remaining assistants are to be distributed to each school according to the total K-2 population and the percentage of non-English speaking children in the school; (3) An additional assistant is to be allocated to each school where fifty percent or more of the second graders tested as reading at low grade level; (4) An additional assistant is to be allocated to each school where the facilities of fifty percent or more of the children served is judged to be at or below a pre-determined "poverty level".

Current allocation of SA personnel are (1) 165 teachers, (2) 4630 students, (3) 115 educational assistants, and (4) 22 ratio teachers.

## B. Duties

## 1. Educational Assistants

The educational assistants are to aid their supervising teachers in the following areas:

- a. Individual and small group instruction
- b. Acting as a role model for the children in classroom management
- c. Initiation of a discipline classroom atmosphere
- d. Preparation of instructional material
- e. Plans for pupil development
- f. Evaluation of instructional effort
- g. Selection of experiences, activities, material, and resources
- h. Individual interactions by the subject for non-English speaking children
- i. Plans for material, activities, etc.

## 2. Ratio Teachers

Ratio teachers are to instruct all classes at grade levels throughout the program. Instructional materials are to be developed and provided for the program. The program is to be evaluated, if possible,

bilingual instruction. They will work with the paraprofessionals in planning individual and small group remedial and instructional activities and in meeting the emotional needs of the children.

### C. Curriculum

There is no prescribed curriculum for the SIF program. Educational Assistants work in regular classes where the instructional program and responsibilities are determined by the individual teachers and/or principals.

### D. Evaluation Objectives (to assess whether:)

1. 70% of the children at the readiness level will attain bounding reading levels in sight vocabulary.
2. 70% of the children served will be able to order the principle events of a story or poem in proper sequence.
3. 50% of the children served will achieve gains in reading equal to that of a national normative sample.
4. 70% of the children will significantly improve in the proportion of completed tasks.

### E. Evaluation Procedures

#### 1. Classroom Observations

Observations were made in one kindergarten, one first and one second grade class in eight of the participating schools. Schools and classes were selected at random. Each observation lasted between 30 and 50 minutes, depending on the complexity of the classroom situation. Two observations between January and April were conducted in each of the sampled classes for evaluation.

#### 2. Questionnaires

Teachers, principals, and educational assistants were asked to provide questionnaires assessing the positive and negative aspects of the SIF program; and factors which might hinder its success. The major part of the Principal's Questionnaire was distributed in early December. To date, 12 have been returned. A supplementary questionnaire was issued at the end of the school year to obtain more detailed analyses of the program.

#### 3. Interviews and Meetings

Interviews were held in November with the State Coordinator and the Program Coordinator for Strengthening Early Childhood to discuss the administration of the program. Five schools were visited by the evaluators to explain evaluation procedures and to obtain information from teachers and principals. An interview and observation of eight randomly selected schools with native teachers was conducted in May.



### 4. Testing

The following testing data is included to determine whether or not the above objectives have been met:

1. An elementary sight vocabulary test was administered to all children enrolled in the program whose teachers judged them to be at the reading readiness level in September.
  2. Story sequencing tests were administered to one kindergarten, one first and one second grade in each participating school.
  3. Standardized reading tests were administered to one kindergarten, one first, and one second grade in each school (pre- and post-tests).
  4. Task completion surveys were administered to four children in one kindergarten, one first and one second grade in each school (pre and post).
- The pre test for items 3 and 4 above were administered during December and January, and reading readiness lists were requested from all teachers in the educational assistant in December.

### 5. Observations

The classroom observations were conducted between January 1973 and April 1974 in 23 different classrooms (one kindergarten, one first grade and one second grade) chosen at random from eight randomly selected SPS schools.

Classroom observations using a standard observation format evaluated the following educational assistant and student interactions in:  
 (1) activity subject; (2) groupings; (3) child arrangement; (4) child role; (5) child role of adult assistant; (6) materials; (7) interest centers; (8) interaction analysis.

1. Child-teacher interactions were active and involved in classroom activities and were characterized by a high level of teacher and student interaction.

2. Interactions between children were characterized at the kindergarten level, mostly in the form of parallel play, with some group play, group and partner play, and some interaction at the beginning of class individualized child-child contact.

3. Interactions between children were present throughout the day in interest centers. Flexibility of child-child interactions were observed in all classes at the first and second grade level but were more frequently observed in a traditional manner.

4. Interactions between children were present throughout the day in interest centers. Flexibility of child-child interactions were observed in all classes at the first and second grade level but were more frequently observed in a traditional manner.

5. Interactions between children were present throughout the day in interest centers. Flexibility of child-child interactions were observed in all classes at the first and second grade level but were more frequently observed in a traditional manner.

children. Many factors of development are interrelated, from their genetic  
make-up to their social and cultural contexts. Early and ongoing experiences, and the  
relationships with family, community, and health care providers, all play  
a role in the child's development and learning. It is essential to ensure learning  
opportunities for all children.

Children's development is a continuous process. It is important to monitor  
and support children's development from birth through adolescence and into  
adulthood.

For the majority of children, the early years are the most important for  
learning and development. Early experiences, such as language, literacy,  
numeracy, and social skills, are the foundation for later learning and  
achievement. It is important to ensure that all children have access to  
high-quality early learning and development opportunities.

Children's development is influenced by a variety of factors, including  
genetics, environment, and social interactions. It is important to understand  
the complex interplay of these factors and to provide support and resources  
to help children reach their full potential.

Children's development is a continuous process. It is important to monitor  
and support children's development from birth through adolescence and into  
adulthood.

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the complex interplay of these factors and to provide support and resources  
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Children's development is a continuous process. It is important to monitor  
and support children's development from birth through adolescence and into  
adulthood.

REFERENCES

Children's development is a continuous process. It is important to monitor  
and support children's development from birth through adolescence and into  
adulthood.

III. SIGHT VOCABULARY

77% of the kindergarten, First grade and Second grade children, who were at the readiness level in September 1977, achieved their goal of obtaining beginning reading levels in Sight Vocabulary in May 1978. 77% of the kindergarten, 76% of the first graders and 77% of the Second grade children achieved their beginning sight vocabulary goal.

III. STORY TEST

From the population sample 497 (373) of the children achieved the goal of identifying story illustrations in 1982 order of proper story sequence. The goal of 70% of the population achieving the comprehension skill of summarizing a story line was not achieved.

IV. LANGUAGE-READING ASSESSMENT TEST

Kindergarten: The kindergarten sample population achieved the projected goal of 50% of the kindergarten children achieving a reading readiness score equivalent to the 50th norm. 68% of the sample kindergarten children in District 1 exceeded the 50th norm scores fiftieth percentile in language comprehension.

V. INTERMEDIATE PRIMARY ACHIEVEMENT TEST

First Grade: The District 1 first grade sample population achieved their projected goal of 50% of the first graders achieving at or above the 50th National norm in Reading. The overall first grade mean in L.B. is equivalent to a 1.7 National norm, a one-point growth in years over the National norm.

VI. DISTRICT 1 SECOND GRADE ACHIEVEMENT TEST

Second Grade: The District 1 second grade sample population did not achieve their projected goal of 50% of the second grade student population scoring at or above the 50th National norm in Reading. The second grade District 1 score was 2.7, as compared to the National norm of 2.7, a parity situation. In total Reading, 50% of the second graders were at or below the national norm, and 20% were above the national fifty percentile reading level.

B. An attempt should be made to resolve tension and increase communication between school personnel and the district administrators of the schools.

C. All questions should be cleared up before the beginning of the school year so that personnel assignments within the schools can be settled.

D. Without administrative tension, to permit a fully developed program, the following guidelines should be made available to all staff to the needs of the individual schools.

E. Studies should be conducted in the program area of the school to determine the needs of the individual school, and the results are determined as to the actual utilization of the program.

F. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

G. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

H. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

I. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

J. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

K. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

L. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

M. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

N. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

O. The school should be tested and evaluated if possible for a period of time to determine the needs of the school and the program. The results of the study should be made available to the school and the district.

N. A source of funds should be found for adequate materials on all overemphasis on readers and workbooks.

O. Causes should be explored and remedies sought for the presence of control oriented teaching methods, and/or destructive behaviors and negative interpersonal relations among teachers and students, for the most part in second grade.

### Use of the $\chi^2$ Test in Statistical Analysis

A two-tail procedure was used in the determination of whether the objectives were met. Typically, designs required a particular level of growth or attainment. For example, teacher's attendance could indicate at least a five percent improvement. In this case, if the five percent improvement criteria was not met, no further statistical analysis was conducted. If the results were fully compatible with the a priori distribution, e.g., five percent improved in attendance and ninety-five percent did not, a chi-square value of zero would result. In cases where results exceeded criteria, a one-tail test (i-tailed) would reveal whether the program exceeded statistically significantly (i-tailed) levels of growth. Chi-square values are therefore only reported in cases where results exceeded initial criteria.

CHILD INTERACTION-BEHAVIOR ACTIVITY OBSERVATION FORM (CIBO)

Teacher

Paraprofessional

Teacher with Children with

Other Person Other Person Teacher Other

TEACHING

CLASSROOM MANAGEMENT

TEACHING STRATEGIES



- 1. Show
- 2. Tell
- 3. Demonstrate
- 4. Discuss
- 5. Indiv. Att.
- 6. Lead
- 7. Question
- 8. Resource
- 9. Clerical,  
or Housek.
- 10. Discipline
- 11. Supervise
- 12. Monitor
- 13. Observe
- 14. Oral read
- 15. Direction

- 1. Next to
- 2. Near
- 3. Midst
- 4. Fringe
- 5. Out

- 1. Art
- 2. Sci
- 3. Art
- 4. Mus. Inst
- 5. Bks, work bks
- 6. Games, puzzles  
blocks, tools
- 7. Dolls, puppets
- 8. Other (specify)

- 1. Convers. & comm.
  - a. playhouse, store
  - b. doll, dress up, drama
  - c. book center
  - d. lang. activity
- 2. Inquiry
  - a. academic subj.
  - b. sensory manip.
  - c. collections
- 3. Construction/Building
- 4. Artistic Expression
- 5. Misc. (describe)

Adult/  
Group

Adult/  
Role

Adult/  
Pos.

Materials

Interest Centers

TEACHING & LEARNING

STRENGTHENING EARLY CHILDHOOD

TITLE I (SEA # 33-3-1657

(UMBRELLA # 33-3-1650)

Appendix B  
(1 of 2 pages)

DISTRICT NO. 1, N.Y.C.

SCHOOL PRINCIPAL'S QUANTITATIVE

1972 - 1973

Note: (Please list your staff and class details for all personnel in Grades K, 1 & 2  
and 3rd. Proper names listed will be used for communications purposes only and  
will not appear in research reports.)

SCHOOL NUMBER  
SCHOOL PRINCIPAL  
SCHOOL TELEPHONE NUMBER

SCHOOL PRINCIPAL  
EARLY CHILDHOOD SUPERVISOR

STAFF LIST

TEACHER

EDUCATIONAL ASSISTANT

A. STAFF LIST (CONT'D)

STUDENT

NUMBER OF PUPILS IN CLASS	1. NO. OF THESE CHILDREN WHO SPEAK LITTLE OR NO ENGLISH (LIST LANG. AND NUMBER FOR EACH LANG.)	2. NO. OF THESE NON & LITTLE ENGLISH SPEAKING CHILDREN IN SPECIAL CLASS (LIST LANG. NAME OF) OTHER SPECIAL HELP (LIST NAME OF CLASS AND NO. OF KIOS)	OTHER COM- MENTS ABOUT THIS CLASS (attach another sheet)
BOYS GIRLS TOTAL			

K1-AM  
K2-AM  
K3-AM  
K4-AM  
K5-AM  
  
K1-PM  
K2-PM  
K3-PM  
K4-PM  
K5-PM

ADJUTANT GENERAL

ADJUTANT GENERAL (AG) -  
ADMINISTRATIVE SUPPORT

Name:

ADJUTANT GENERAL (AG) -  
ADMINISTRATIVE SUPPORT

WHERE IS FUNDED BY:

ADJUTANT GENERAL (AG) -  
ADMINISTRATIVE SUPPORT

DESCRIBE THIS PERSON'S DUTIES &  
RESPONSIBILITIES WITH STUDENTS,  
PARENTS & TEACHERS IN 100  
words. Please attach job descriptions  
if details on another sheet.

WHAT PERCENTAGE OF THIS PERSON'S  
TIME IS SPENT ON REC PROGRAM  
(0-100%)

COMMENTS: PLEASE ATTACH ANY OTHER  
JOB DESCRIPTIONS

## STRENGTHENING EARLY CHILDHOOD

## B. EVALUATION INFORMATION

1. a) Who assigns SEC funded teachers and educational assistants their duties?

- 
- b) Are you satisfied with this process? (please comment)

SCHOOL PRINCIPALS' QUESTIONNAIRE

1. Has your school lost SLC funded teaching or educational assistant positions since last year (1971-72)? Yes  No   
If so, please specify number and position

2. Has your school lost funding through sources other than SLC for the 1972-73 academic year (e.g. tax levy, special federal programs)? Yes  No   
Sources of lost funding:

3. If yes, did this loss reflect a reduction in % of the total staff?

A. Regular classroom teachers

B. Special teachers

C. Instructional assistants

D. Material

E. Other (please specify)

4. Which responsibility for the reduction in staff would you place on the school board?

A. The school board

B. The superintendent

C. The principal

D. The community

E. Other (please specify)

5. How do you feel about the reduction in staff?

A. Very good

B. Good

C. Fair

D. Poor

E. Very poor

6. Does your school or will your school provide any training for teachers in how to work effectively with aides?

Yes

No

If yes, please describe, including frequency of meeting

7. Does your school or will your school provide any training and or discussion groups where teachers and aides can discuss together problems related to their classroom relationships?

Yes

No

If yes, please describe (including frequency of meetings)

8. Is any training provided for teachers in methods of working with aides by the district administration of SED?

Yes

No

If yes, please describe, including frequency of meetings

9. Who is in charge of the SED program in your school?

Name

Title

10. Please list the standard tests that have been or will be administered in your school during the current academic year.

Name

of

test

Approximate

date

administration

11. We will be asking in detail about what you as Principal see as the major benefits and major problems of the SIC program, but if you have any preliminary comments or criticisms to make about the program's functioning this year, please do so below:



## STRENGTHENING EARLY CHILDHOOD

Supplementary Principals Questionnaire -- Spring, 1973

School Number \_\_\_\_\_ Principal \_\_\_\_\_ Date \_\_\_\_\_

1. Please name the ratio teacher(s) in your school who is funded under Strengthening Early Childhood. \_\_\_\_\_
2. On what date was this teacher appointed to the position of SEC ratio teacher? \_\_\_\_\_
3. On what date was her program set up and functioning? \_\_\_\_\_
4. When were you first notified by the district administration about the exact role the ratio teacher is supposed to perform under the 1972-1973 SEC program proposal? \_\_\_\_\_
5. Do you consider communication between you as principal and the district administrators of the SEC program adequate? \_\_\_\_\_

Comment: \_\_\_\_\_

6. Do you have any criticisms of the present guidelines for the role of ratio teacher? \_\_\_\_\_
7. How would you rate the services performed by the SEC program coordinator in helping you administer the program? \_\_\_\_\_
8. Do you have any suggestions about how the coordinator could be of more use to you? \_\_\_\_\_

What are the major staff problems that have impeded the program?

- a) overload/Class size
- b) ratio teachers
- c) enthusiasm of teachers and other staff
- d) aid of paraprofessionals
- e) additional and improved materials
- f) increased involvement of parents
- g) closer community ties through paraprofessionals
- h) service to parents and children by SAC program coordinator
- i) other (please describe)

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

- a) classroom space
- b) class size
- c) lack of individual attention
- d) materials
- e) involvement of parent
- f) staff relationships
- g) discipline
- h) communication with other staff members
- i) other

How well do you rate the degree to which you are satisfied with the following organizational arrangements?

Excellent      Good      Fair      Poor

Check the organizational arrangements that you are most satisfied with and check the organizational arrangements that you are least satisfied with.

Please attach copies of any descriptions you have developed for the program and materials developed by you or other staff. Title I and Literacy programs are particularly important to the organization of the program.

STRENGTHENING EARLY CHILDHOOD

DISTRICT 1

TEACHERS' QUESTIONNAIRE

NAME \_\_\_\_\_ SCHOOL NO. \_\_\_\_\_ DATE \_\_\_\_\_

TITLE: Regular classroom teacher Cluster \_\_\_\_\_ Ratio \_\_\_\_\_

GRADE(S) TAUGHT \_\_\_\_\_ CLASS REGISTERS \_\_\_\_\_

ALSO: Name \_\_\_\_\_ 2nd Language (if any) \_\_\_\_\_

Working hours: M \_\_\_\_\_ T \_\_\_\_\_ W \_\_\_\_\_ Th \_\_\_\_\_ F \_\_\_\_\_

NUMBER OF NON-ENGLISH CHILDREN IN YOUR CLASS (ES): Sept. \_\_\_\_\_ Feb. \_\_\_\_\_

NUMBER OF THOSE CHILDREN WHO RECEIVE SPECIAL LANGUAGE HELP \_\_\_\_\_

NUMBER OF HOURS PER WEEK SPECIAL HELP \_\_\_\_\_

ARE YOU RECEIVED BY A CLUSTER TEACHER? YES \_\_\_\_\_ NO \_\_\_\_\_

NAME OF CLUSTER TEACHER \_\_\_\_\_

NAME OF TRAINING PROGRAM AND PROVIDER \_\_\_\_\_

DO YOU HAVE A WORKING KNOWLEDGE OF SPANISH AND/OR GUARANANI? \_\_\_\_\_

ARE YOU AWARE OF THE DIFFERENCES BETWEEN SPANISH AND GUARANANI? \_\_\_\_\_

DO YOU RECEIVE ANY SUPPORT FROM YOUR SCHOOL ADMINISTRATION? \_\_\_\_\_

ARE YOU AWARE OF THE DIFFERENCES AND FUNCTIONS OF THE DIFFERENT TYPES OF SUPPORT? \_\_\_\_\_

DO YOU BELIEVE HAVE YOU RECEIVED ALL THE SUPPORT AND TRAINING YOU NEED TO TEACH THE STRENGTHENING EARLY CHILDHOOD PROGRAM? \_\_\_\_\_

PLEASE ADVISE HOW \_\_\_\_\_

## TEACHERS' PERCEPTIONS (continued)

17. How, if at all, do you describe any special training you received in the area of working with children with DISABILITIES (AKA "SPECIAL" children)?

If so, please describe:

18. Do you use any kind of special training?  Yes  No

If so, what kind?

Please check the following items to which you subscribe, in regard to educational methods of my "disability" category:

- Individual and small group instruction
- Working with children at "conforming" behavior
- Relieving teacher of routine duties (walk, etc.)
- Maintained good class room atmosphere
- Keeping class room neat
- Selecting materials, procedures, etc. to fit the needs of individual students
- Working in terms of individual needs
- Individual or structured social activities involving all children
- Structured and unstructured material
- Planning lessons
- Emphasis on direct instruction
- Material, materials, and student interaction
- Emphasis on materials to be used for individual and group work
- Emphasis on materials to be used for the subject
- Emphasis on student interaction
- Emphasis on social interaction
- Emphasis on instructional activities
- Emphasis on activities, activities, activities
- Emphasis on activities

8. Describe the value of each of the children mentioned in No. 7.

Please rate the growth of each of the children listed in No. 7 that you believe has resulted from instruction by the ratio teacher (excellent, good, fair, poor).

9. Is there any way in which you would like to give to the ratio teacher a reward?

10. Do you think that the effects of the ratio teacher are limited, or are they unlimited with the class, the school, and with your educational subjects?

11. Please describe the following: (a) the most important of the characteristics of the ratio teacher; (b) the most important of the characteristics of the ratio teacher's class; (c) the most important of the characteristics of the ratio teacher's school; (d) the most important of the characteristics of the ratio teacher's subjects.

- (a) the most important of the characteristics of the ratio teacher;
- (b) the most important of the characteristics of the ratio teacher's class;
- (c) the most important of the characteristics of the ratio teacher's school;
- (d) the most important of the characteristics of the ratio teacher's subjects.

Principal's Report

1. List of

- a) Name
- b) Title
- c) Date
- d) Material
- e) Involvement of staff
- f) Staff relationship
- g) Discipline
- h) Basis of requirements
- i) Other

2. How would you rate the effectiveness of the program in terms of student achievement, staff development, and community relations?

3. What are the major problems facing the school at this time?



TEACHERS' QUESTIONNAIRE continued

17. Do you know of or have you read the 1971-1972 evaluation of STRENGTHENING EARLY CHILDHOOD? / Yes

Current

18. If you have any suggestions for or criticisms of the STRENGTHENING EARLY CHILDHOOD program, please make them below.



## STRENGTHENING EARLY CHILDHOOD

## Educational Assistant Questionnaire

Name \_\_\_\_\_

Class \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_

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 \_\_\_\_\_ Please describe: \_\_\_\_\_
8. In which of the following areas do you feel you make a significant contribution?
  - Individual or small group instruction
  - Working with children at centers of interest
  - Relieving teacher of routine duties (bulk, 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 or material to be used in educating bilingual children
  - School monitor or lunchroom duties
  - Using audio-visual materials
  - Planning lessons
  - Supervision at quiet or on time
  - Clerical, nonclerical, and escort duties
  - Improving communication between school, home and community
  - Serving as a role model for the children
  - Preparation of instructional materials
  - Planning for pupil development
  - Evaluation of instructional effort
  - Selection of experiences, activities, materials, and resources
  - No significant contribution
  - Other \_\_\_\_\_



## STRENGTHENING EARLY CHILDHOOD

## Educational Assistant Questionnaire

9. Are there any ways in which you could help the children more?
10. How valuable was the training you received at the Auxiliary Educational Career Unit?
11. Would you prefer to have a longer training period? Yes  No
12. Are you dissatisfied with your classroom role in any way? Yes

Please explain

April, 1973

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 administered to those children you designated as being at the readiness level during the first term. Please return the enclosed tests within one week in the enclosed envelope.

Sincerely yours,

Arthur Bertoldi  
Carolyn H. Zalgon

Project Evaluators

DIRECTIONS: Please read the following words to the child, giving him sufficient time to find the correct choice after each word. (approximate administration time: 4 minutes).

1. car

b. school

2. up

c. naked

3. two

d. hand

4. fat

e. run

5. for

f. outside

STRENGTHENING EARLY CHILDHOOD

NAME

CLASS

SCHOOL

WORD EXERCISE

- |          |        |        |        |
|----------|--------|--------|--------|
| 1. car   | day    | it     | it     |
| 2. so    | home   | so     | do     |
| 3. house | look   | look   | book   |
| 4. feed  | fall   | fall   | fall   |
| 5. bare  | for    | bare   | soar   |
| 6. lunch | school | school | school |
| 7. bake  | bakes  | bakes  | bakes  |
| 8. feed  | feed   | feed   | feed   |
|          | sky    | sky    | sky    |
|          | boys   | boys   | boys   |

## STRENGTHENING EARLY CHILDHOOD

1972 - 73

## READING READINESS LIST

TEACHER

SCHOOL

GRADE

Please list in column A all the children in your class whom you would classify as having been at the reading readiness level at the beginning of the school year (i.e. all children who were not yet reading when they entered your class but whom you expect to have an elementary Sight vocabulary by May). Please list your remaining pupils in column B (i.e. those who are reading or who are not yet ready to learn to read). Please return this form in the enclosed envelope.

## A. CHILDREN AT READINESS LEVEL

B. CHILDREN ABOVE OR BELOW  
READINESS LEVEL

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

7.

7.

8.

8.

9.

9.

10.

10.

11.

11.

12.

12.

13.

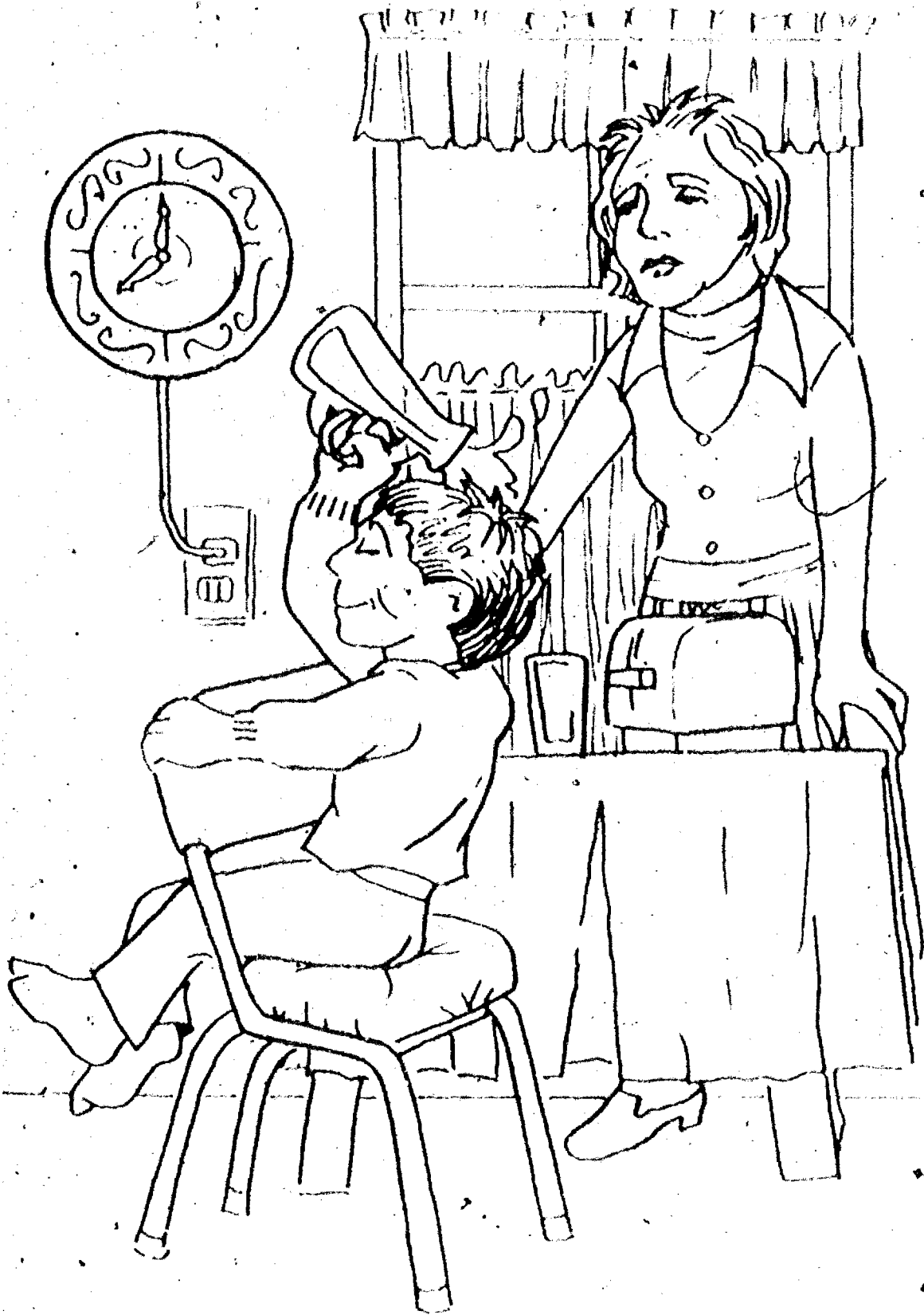
13.

14.

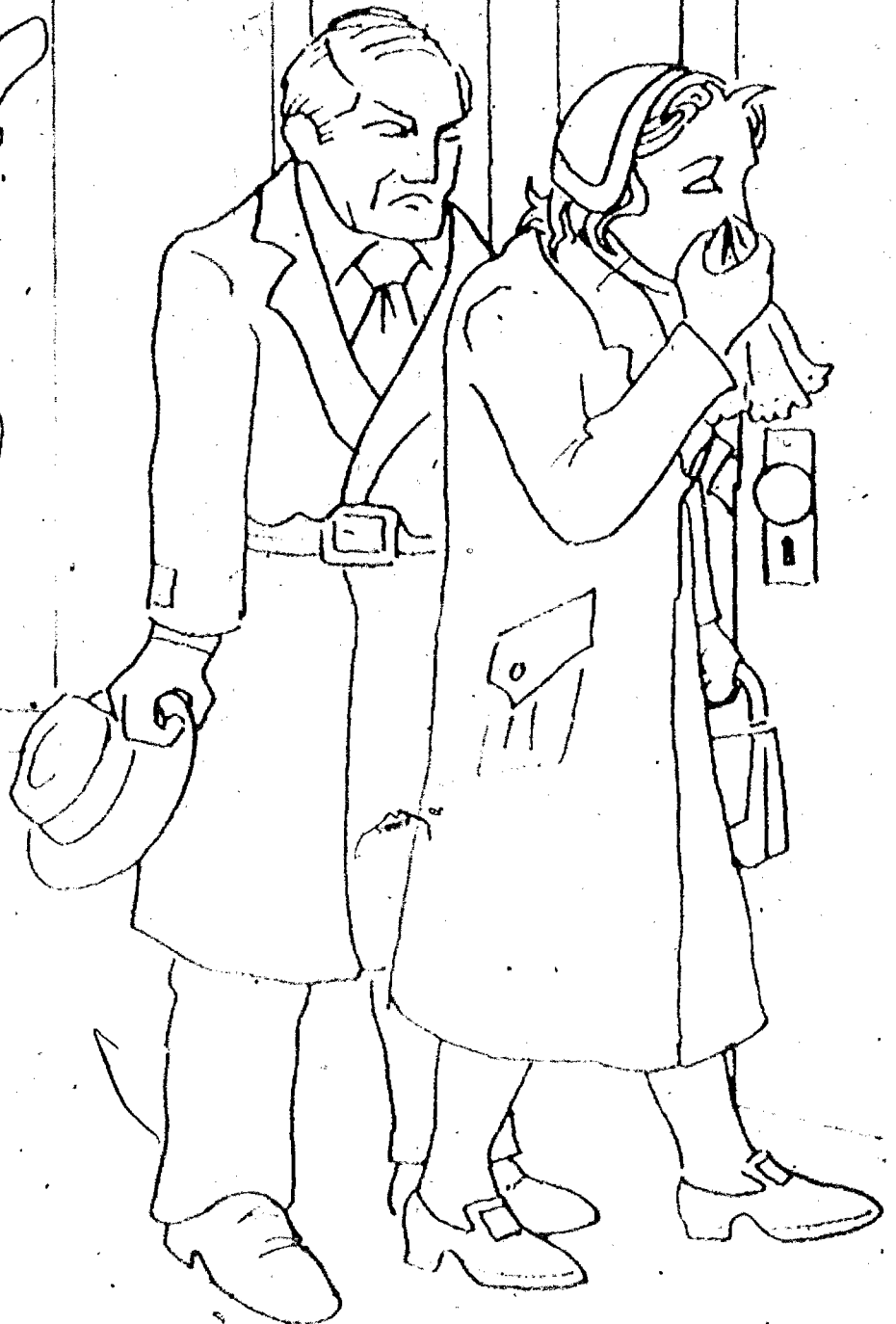
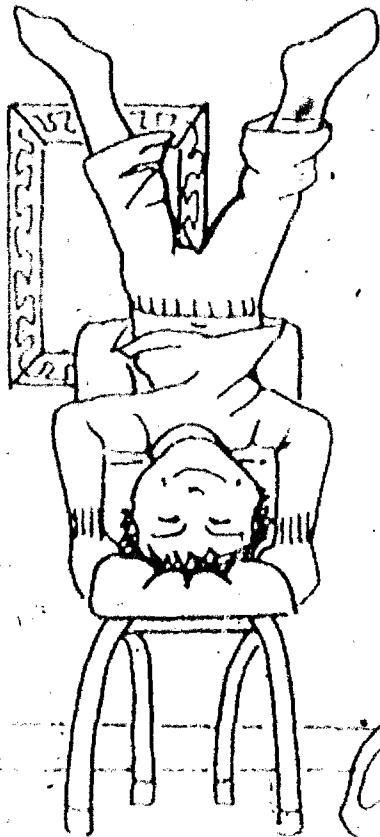
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15.

15.

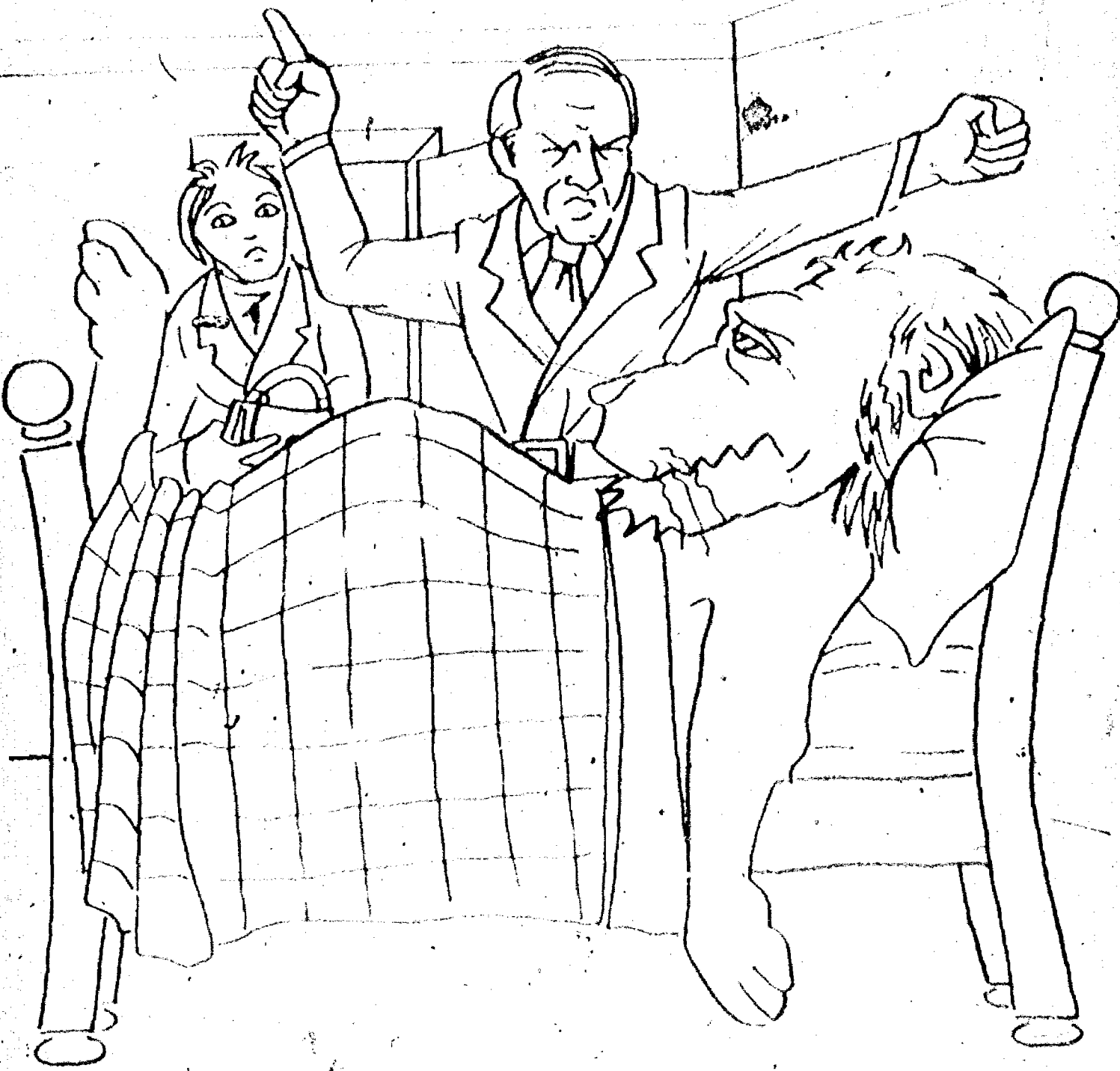


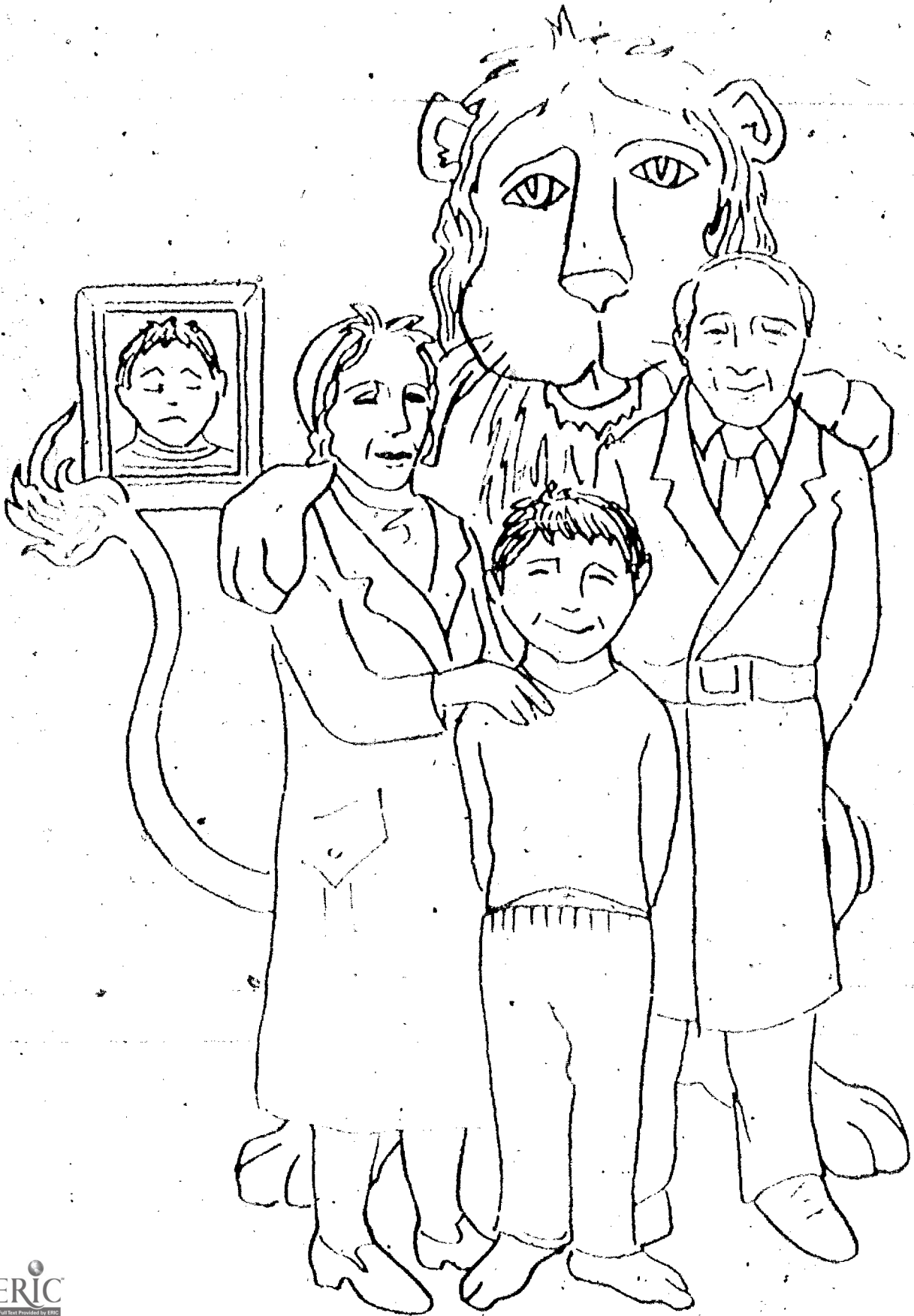












TEACHING & LEARNING

STRENGTHENING EARLY CHILDHOOD

1972 - 73

STATE OF CALIFORNIA

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE \_\_\_\_\_  
DATE \_\_\_\_\_ STUDENT TESTED \_\_\_\_\_

Please choose top 1st, 5th, 7th and 12th pupils from an alphabetical listing of your class and enter each child's name on a separate task completion form. Then identify 3 tasks in each of the 4 categories below that the child has been or will be assigned between Nov. 20 and Dec. 31, indicating what percentage of the task was completed in whatever time was allotted. Please return these forms in the enclosed envelope.

1. \_\_\_\_\_ completed \_\_\_\_\_  
2. \_\_\_\_\_ completed \_\_\_\_\_  
3. \_\_\_\_\_ completed \_\_\_\_\_  
4. \_\_\_\_\_ completed \_\_\_\_\_

5. \_\_\_\_\_ completed \_\_\_\_\_

6. \_\_\_\_\_ completed \_\_\_\_\_



EXECUTIVE SUMMARY

Operation Return was a within school alternative program operating at the secondary and primary levels, the latter further divided into upper and lower primary.

The secondary program served as the mini school #1 to service those children who were under-achieving school adjustment. It had a very difficult beginning but stabilized toward the end with the February, 1973 work program. Final results show significant achievement with two-thirds of its students actually having done some work for one month or more.

The primary program was a special program for children on a district wide basis who exhibited learning under-achievement in their home schools. This program utilized different methodologies of structure and less structure and had significant gains in reading achievement.

CONCLUSIONS

1. The operation of the program was a success in terms of providing an alternative program.

2. The program was a success in terms of providing an alternative program.

3. The program was a success in terms of providing an alternative program.

4. The program was a success in terms of providing an alternative program.

in high  
manifesting  
were more  
include  
reading and  
of that

of  
and/or  
very  
important

success  
primary

and

to the

## OPERATION RETURN

## INTRODUCTION

Operation Return is a within system alternative school program designed to meet the needs of children experiencing lack of academic achievement and poor school adjustments. The program has two components which will be presently described: secondary and primary.

## I. PROGRAM DESCRIPTION -- SECONDARY

## A. Site

The secondary component is operated at the Pitt Street Boys Club, some seven blocks from its home school Jr.H.S. 71. The Club is a fairly modern building kept in good repair and with good housekeeping standards. The program is located on the third floor of this building, having one large classroom and the use of a very large dayroom for another classroom. There is additionally an office where supplies and teachers' materials are kept. One small room on the floor is used for tutoring by an outside person and is therefore not part of the program space. During the first semester only one classroom was used for class teaching and the dayroom was used for tutoring. In the second semester, two separate classes were conducted making better use of available space.

## B. Staff

The program has ultimate authority vested in the University Superintendent delegated through the Title I Coordinator to the Principal of Jr.H.S. 71. He, in turn, has designated one of his three teachers assigned as coordinator. The coordinator was a young teacher who had had experience the previous year as a teacher in the program. He seemed to lack the necessary experience or support from his staff to do an effective job. When the program became totally disrupted in December, he requested reassignment to the home school and his request was honored.

One of the teachers at the time was a young teacher with good talent and creative approaches but who lacked enthusiasm for the time observed. Moreover, his attendance and punctuality became problematic. He was not asked to return the second semester.

The third teacher was a more experienced teacher who was not the best at Pitt Street. The teacher in the first semester had a number of children of poor attention and was not able to do the job. He was not asked to return the second semester. After the second semester was over, the third teacher retained and given the assignment. The coordinator, as coordinator, he was observed.

- 1. maintaining attendance
- 2. setting priorities for students
- 3. handling complaints about students
- 4. supervising staff
- 5. handling disciplinary problems

... contact, reports of children to telephone or ...  
 ... constant guidance ...  
 ... physical examinations, x-rays, and ...  
 ... personal expense to himself. The level of personal ...  
 ... gradually improved. Discipline ...  
 ... constant problem even the end of students and ...  
 ... the guidance counselor were heavily ...  
 ... the guidance counselor and coordinator are away from the ...  
 ... increased. The coordinator was additionally ...  
 ... children in the program, ...  
 ... severe ...  
 ... severe. The area of upgrading itself ...  
 ... under ...  
 ... of the student in the area of academic learning.

... beginning of the second semester. ...  
 ... in relation ...  
 ... teaching, and ...  
 ...

... and left ...  
 ...  
 ...  
 ...

... at the start of the second semester. ...  
 ...  
 ...  
 ...

Vocational guidance groups were conducted four to five times during the second semester. They were around the area of career choice, immediate work assignments, and work values. The guidance counselor has had much experience as a community worker on the Lower East Side. He was thus able to prove a valuable resource to the children as well as being a good role model. However, he had outside commitments requiring his being out a total of fourteen days during the second semester. He volunteered to resign when he saw that other commitments would interfere with his program activities, but it was felt by the coordinator that getting a replacement would be difficult or impossible and, since his input was so valuable while present, it would be best to retain him. He was observed to indeed be a very positive influence on the program.

The program had two paraprofessionals in September 1972, both of whom have been replaced. One was very effective and provided tutoring for the students who were slow learners. The other was a middle-aged man who had another job. The latter was reassigned to the home school and the former resigned in January 1973 for a job in private industry. Two others came with the program in the second semester. Both were observed doing tutoring, one handling all non-readers as a small group on a continuous basis while there was no regular teacher assigned. Both appeared committed and willing to be in need of supportive teaching help that was not provided.

#### C. Materials

The program seemed just adequate in materials used. There were SPA kits, the usual readers, and texts. Toward the end of the first semester cameras were found and some use was made of them in teaching photographic skills to interested children. The principal seemed willing enough to provide whatever was requested but apparently little was requested.

#### D. Student Population

The program originally was allotted 40 students as of April 3, 1973, reduced to forty-five students. Actual roll at the end of the first semester was twenty-six including transients. Students were originally selected to the program by teacher referral to guidance counselors and their referral to the principal. Students were then referred to the program where they and their families were interviewed prior to acceptance. This system apparently broke down during the first semester when four to five students were admitted without the principal's knowledge. After the first semester, adjustments were made with some students transferred out and others transferred in. The mix of students has been difficult with an earlier preponderance of students out disciplinary problems, that has been corrected during the second semester.

#### E. Conclusions

The program has been in operation since the first semester. It has been found that the program is a valuable resource to the children and their families. The program has been successful in providing a supportive environment for the students and in providing a positive influence on the program. The program has been successful in providing a supportive environment for the students and in providing a positive influence on the program.



As previously described, one teacher taught at a time during the 9:15 - 10:00 hour and the 10:00 - 11:00 hour. A one-to-one tutoring schedule was worked out for each child to have some time with a teacher individually. This did not proceed as planned. The program ran consistently from 9:30 to 11:00, with lunch and gym taking the balance of the day.

The second curriculum began under the new coordinator and ran thusly:

8:00 - 9:15	English - Social Studies
9:15 - 9:30	Breakfast
9:30 - 10:00	Social Studies - English
10:00 - 10:30	Math
10:30 - 11:30	Gym three times weekly or group guidance assemblies, etc.
11:30 - 12:00	Lunch
12:00 - 1:00	Working students work 12-3, not working have gym in the afternoon

Extra curricular activities include an estimated twelve assemblies including two on Puerto Rican culture, a fireman's lecture on rodent control, NFC football films and discussions around group disciplinary activities as the occasion demanded. Trips were made to the U.N., Hayden Planetarium, zoos, T.V. programs, Coney Island, aquariums, South Street Seaport Museum, and a bicycle outing.

Work became part of the program during the second semester. Students who were over thirteen years of age could qualify under the following criteria:

- 1) must volunteer for consideration
- 2) attendance
- 3) school work.

Students were assigned to schools or the District Office to do clerical or messenger work for which they were paid. Seventeen of the twenty-five enrolled as of June 28/66 had some work experience under the program, one additional with a job outside of the schools. Eight of that number worked one month or more.

## I. PROGRAM DESCRIPTION - PRIMARY

### A. Sites

The program had two sites: one at PS 19 for the lower primary group and another at the Tompkins Square Boys Club for the Upper Primary (grades 4-6). The PS 19 classroom was on the first floor making for easy access to parents and the coordinator. The room was well lit, cleanly kept and well furnished to more than adequately meet the needs of its seven to eight students. The Boys Club was in an older building but still solidly maintained with adequate lighting and heat. The program was located on the second floor, having four or five classrooms and the use of a large lounge. Adequate parking was available for both sites.

and are expected to be transferred to another group if the general conditions of the first day of training indicate a need for additional services in the second or third centers. They may be assigned or rotated for all week.

- 1. Identifying children's needs.
- 2. Obtaining parental information.
- 3. Identifying children's individuality.
- 4. Designing activities on an individual basis.
- 5. Referring to appropriate services.

The primary goal of the initial visit is to determine the nature of the child's behavior, the child's personality, and to plan for the second visit.

The primary goal of the initial visit is to determine the nature of the child's behavior, the child's personality, and to plan for the second visit. This is done through a variety of methods, including observation, interviews with parents and teachers, and the use of standardized assessment tools. The information gathered during this visit is used to develop an individualized treatment plan for each child. This plan is based on the child's strengths, weaknesses, and interests. The primary goal of the initial visit is to determine the nature of the child's behavior, the child's personality, and to plan for the second visit. This is done through a variety of methods, including observation, interviews with parents and teachers, and the use of standardized assessment tools. The information gathered during this visit is used to develop an individualized treatment plan for each child. This plan is based on the child's strengths, weaknesses, and interests.

The method of this classroom was behavioral control. Stress was placed on order. Students raised their hands to be acknowledged before approaching the teacher's desk. The student who fought, in class or out, would have his parents visited. A log was kept of all children's activities. Children themselves, when interviewed, said they liked the structure and discipline instilled this year as it made learning possible.

The second teacher, just as effective, had the opposite philosophy, seeing these children as needing a permissive atmosphere where acceptance would gradually defeat the need for disruptive behavior. He, too, had a point system based on individual competition. His was more of an operant conditioning approach as only positive behaviors were noted. A behavioral log was kept indicating a learning sample, achievement and affect. This was reviewed and followed up the by guidance counselor and psychologist. This teacher was a graduate of the Homework Helper Program. He introduced this concept into his class by having a small number of 6th graders come down and tutor those smaller children. The results appear beneficial but the teacher's imagination is most noteworthy. Additionally, much has been done with perceptual training with specific tasks assigned for specific difficulties, i.e., lock game for letter reversals. Much of this classes learning was around perceptual skills such that not only were the four directions labeled on the walls, but the days of the week and time locations as well. This teacher also made excellent use of materials available for this group of small children. Thus, animals were raised, and record players and tapes were played, listened to and discussed.

The paraprofessional at the Boys Club has had experience with the program. She is a local community resident and gives her phone number to mothers in the program so that she can be contacted at any hour. Observed tutoring and assigning lessons, she impressed as very competent.

The educational assistant at PS 19 was seen as warm and motherly. She worked with children by tutoring as well, but seemed to give little more than tender loving care, which at this age, is important. She blended well with the teacher whose method was affectionate.

The family assistant first observed doing classroom assisting solely at PS 19 was very energetic and, in fact, did well in helping present lessons and do individual tutoring sometimes at the instruction of the teacher and other times self-initiated. Clarification of her role during mid year result in her having more home visits and attending to the needs of both centers in that regard. Accordingly she was observed or reported herself as doing:

- 1) visiting homes of all children
- 2) taking children to appointments for examinations where necessary to substitute for the parent
- 3) assisted in classroom activities by providing individual tutoring
- 4) giving teachers feedback information
- 5) following up children returned to home schools.

The first part of the report is a summary of the work done during the year. It is followed by a detailed account of the work done in each of the four quarters. The report concludes with a summary of the work done during the year and a list of references.

The second part of the report is a detailed account of the work done in each of the four quarters. It is followed by a summary of the work done during the year and a list of references.

The third part of the report is a summary of the work done during the year. It is followed by a detailed account of the work done in each of the four quarters. The report concludes with a summary of the work done during the year and a list of references.

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The sixth part of the report is a detailed account of the work done in each of the four quarters. It is followed by a summary of the work done during the year and a list of references.

The seventh part of the report is a summary of the work done during the year. It is followed by a detailed account of the work done in each of the four quarters. The report concludes with a summary of the work done during the year and a list of references.

The eighth part of the report is a detailed account of the work done in each of the four quarters. It is followed by a summary of the work done during the year and a list of references.

The ninth part of the report is a summary of the work done during the year. It is followed by a detailed account of the work done in each of the four quarters. The report concludes with a summary of the work done during the year and a list of references.

The tenth part of the report is a detailed account of the work done in each of the four quarters. It is followed by a summary of the work done during the year and a list of references.



- a) observing teaching methods used
- b) observing mode of teacher-pupil interaction
- c) use of, and availability of, materials
- d) catching remediable negative regularities.

Observation revealed the contrasting methods used in the elementary program. These contrasts could have provided a basis for study had these differences been seen as equal in goal intent and sound methodology though opposite in approach. The commitment present in both components of the elementary program was the most glaringly absent in the secondary program during the first semester with slight improvement during the second semester. Teacher-pupil interaction varied from great adult strengths and directiveness in the upper primary to stunted non-directiveness in the lower primary. Use of materials equally good in the elementary component was poor in the secondary component. One reversible negative regularity seen in the elementary component as lack of communication between components had been corrected with both teachers later having a sense of program and a feeling of control of what happens to the program at large. The secondary component had, at the suggestion of the evaluator, made contact with the two other mini-schools in the district and attempted to learn from them as well as share their own experiences.

Interviews

The principal of the school, Mrs. [Name], and the two teachers interviewed, the former especially, and their views on the program are to be found as Appendix 1. The principal of the school interviewed at the beginning of the program only.

- 1. Interview with principal
- 2. Interview with teacher
- 3. Interview with teacher

Interviews were conducted at the following times:

Interview of principal was conducted on [Date] and the interviews of teachers on [Date].

- 1. Interview plan at initial interview
- 2. Interview observation
- 3. Interview observations and reflections
- 4. Interview styles and objectives

The interview plan of the principal and the two teachers was designed to explore the following areas: the nature of the program, the role of the principal, the role of the teachers, the role of the pupils, the role of the community, the role of the government, the role of the parents, the role of the church, the role of the media, the role of the other stakeholders.

Two students at the Tompkins Square Boys Club, both of whom had been there last year, were interviewed. Both felt that the Boys Club teacher brought discipline and that this was needed in prior years. They admitted, however, that when she was not there the discipline was not as good. The variety of activities was liked by both boys as well. Neither could understand the psychologist. They seemed unable to understand what the groups were supposed to be about. He appeared to be another teacher "telling you how to behave" in the words of one informant. One boy liked the coordinator because he had heard that she had bought another child a bicycle. The second child had not quite made up his mind about her.

## c. Questionnaires

A Parent Questionnaire in English and Spanish was sent to each parent. It is included as Appendix A. The Michigan State Self Concept of Abilities test was administered and reported under "Achievement." It may be found as Appendix C. The "My School" questionnaire was also administered and included as Appendix D.

## d. Achievement

The objectives for this program are that:

- 1) students will attain higher achievement gains in reading
- 2) students will acquire higher levels of confidence in their ability to perform.

The first objective was measured by the MAT Reading scores using city-wide tests administered in May 1972 and May 1973, for secondary components, a pre-test administered in January 1973 and June 1973 for the lower primary and June 1973 vs. district median scores for the upper primary, since no pre tests were given and an insufficient number of children had been tested in the city-wide testing program. Correlated "t" tests were calculated using a pre- vs. anticipated design.

The second objective was met by administration of the My School Questionnaire on a pre-test basis for the secondary components, administered during October 1972 and June 1973. Since no pre-testing was done on the primary component results are reported by item analysis.

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Table 3  
Secondary Individual Student  
District Medians

Grade	Number Score	District Median
7th	Invalid	
8th	2.6	3.33
9th	2.3	3.33
10th	2.3	3.75
11th	2.4	3.33
12th	2.4	3.33

Of the students tested (1 - 7), none had attained the District Median. However, the student the desired objective of these students are selected in part because they are high achievers. Since the tests had not been administered due to the coordinator's lack of cooperation, these are the only results available. An attempt was made to get prior year test scores from cumulative records. This resulted in only the prescores being made available.

Related work

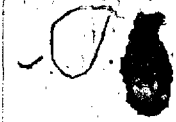
Other secondary and elementary instruments are included in the test manual. Unfortunately at reading, however, it is estimated, because the data obtained is not comparable.

It is recommended that the instrument be further investigated and the results of this study be reported.



... would be ... of the ... ..  
... ..  
... ..

... ..  
... ..  
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... ..  
... ..



5. If you go to the library, you, the supervisor, and the...

More  
The  
The

...of the ... the ...

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... the ...

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... the ...

... the ...

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Table 9 shows that only items 3, 8, 9, 15, and 16 showed significant differences in the direction expected. This finding might be summarized by stating that more pupils at the end of the program than at the beginning felt the teachers to be fair and interested, that the work was not too hard and that their effort was not without result. While significant differences were found for five of sixteen items there was not positive significant movement for nine items. The experiment therefore could not be said to have met this objective.

## EXECUTIVE SUMMARY

Operation Return was a within school alternative program operation at both secondary and primary levels, the latter further divided into upper and lower primary.

The secondary program served as the mini school for Junior High School 21 to service those children who were under-achieving and manifesting poor school adjustment. It had a very difficult beginning but became more stabilized toward the end with the 2/73 modification to include a work program. Final results show significant improvement in reading and 2/3rd's of its students actually having done some work, half of that number for one month or more.

The primary program was a special program to meet the needs of children on a district wide basis who exhibited lack of adjustment and/or under-achievement in their home schools. This program was marked by very different methodologies of structure and less-structure. This component also had significant gains in reading achievement.

1. Significant change in the case records of the secondary component is a result of the program.

2. Failure to complete assignments is an issue not local to the secondary component.

3. Teacher training and curriculum resources are at the secondary level.

4. Separation of the primary and secondary programs into separate programs is recommended.

Appendix A

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. If I wish I don'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 |

OPERATION MEASURES

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Self-concept of abilities \_\_\_\_\_

1. Think of your friends you and the \_\_\_\_\_ you can read better than me or less well than you can read.

- a) better
- b) same
- c) less well

2. Think of the students in your class \_\_\_\_\_ you think you can read better than me or less well than they can.

- a) better
- b) same
- c) less well



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

Self-concept questions to be administered only to intermediate classes

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

QUESTIONS TO ASK PARENTS

1. Do you think Operation Return was helpful?  
 ¿Le parece útil del programa Operation Return para su hijo/a?
  
2. Have you seen your child's teacher?  
 ¿Ha visitado al maestro de su hijo/a?
  
3. Do you have concerns about your child's school performance?  
 ¿Tiene alguna preocupación sobre el desempeño de su hijo/a?
  
4. How could the teacher better meet your child's needs?  
 ¿Cómo podría el maestro satisfacer mejor las necesidades de su hijo/a?

ADMINISTRATOR QUESTIONNAIRE

operation return

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_

1. Recruitment and hiring

a. How many teachers were selected prior to implementation?

b. Were all of your teachers hired prior to program implementation?

What qualifications did you look for in staff recruitment?

c. How many were hired?

d. How many were hired?

What was strategy for recruitment of your subject?

e. How many were hired?

f. How many were hired?

g. How many were hired?

7. What needed improvement and why? .....

8. Statistical Information

1. What was authorization date? .....

2. What was initial date program started? .....

3. How many students authorized? ..... actually enrolled?

4. What is your estimate of present level of program operation?

5. What needs improvement? .....

6. How many students authorized? .....

EDUCATIONAL ALLIANCE MINI-SCHOOL PROGRAM

EXECUTIVE SUMMARY

The program was designed to serve as a within-school alternative school to meet the needs of students who were having school adjustment and achievement difficulties. Established in a settlement home for purposes of getting increased supportive services, these services were somewhat late in getting coordinated with the academic function.

In terms of the program's objective evaluation, it met three of its objectives fully - reading, returning children to the regular program and improved work habits. One objective was only partially met as attendance didn't improve, though lateness did. It totally missed two objectives: anti-social behavior and passing of subjects. The criterion for the latter of 100% passing an average of 70%. The fact that close to 90% of students did pass all subjects and 70% late work, perhaps puts this mini-school's performance in a favorable perspective. There was high staff and administrative effort and a supportive climate for the children. It is felt that the effort was indeed worthwhile.

1. The on-site person should have responsibility for administrative oversight of the program.

2. More sensitive teaching materials and involvement of the child in the program, i.e. reading, writing, programs, etc.

3. The realistic evaluation objective of 100% of students reading and 70% should equal the average of the home school.

4. The program should be organized into a network of volunteers for it to be self-sustaining and cost-effective.

5. A student needs a personal contract to be worked out by the referring agency and the social workers, whereby the behavior or objectives are identified as conditions for return to the home school as improved.

6. Minimal involvement, or no involvement, difficult to sustain, especially for the home school.

EDUCATIONAL ALLIANCE MINI-SCHOOL

INTRODUCTION

The Educational Alliance Mini-School is an alternate school activity for the children of Junior High School 52 who were experiencing low achievement or adjustment problems in the regular school setting. It was envisaged as an alternative to provide the intensified teacher-pupil interaction afforded in smaller classes and the increased supported services available from trained social workers and para-professionals. Its major goals then became academic achievement and improved school adjustment.

The Mini-School is located in the Educational Alliance, a settlement house of a century's experience in delivering services to residents of the Lower East Side. The building seemed fairly modern with a pleasant facade, an elevator with security entrance to the entrance. The school itself was located on the first floor where it occupied three classrooms, another room for tutoring and was the site of a double day-care. Other concurrent activities on this were floor were a pre-kindergarten program. In the room, the office of the agency's social worker and office space for other agency personnel as well. While these rooms were used as classrooms, two were not originally constructed for that purpose, requiring the installation of portable classrooms. All rooms were well lit and adequately ventilated. Less important was available and verifiable. Because the building was so widely diversified activities and was constantly attending the needs of professionals, children of several age ranges and adults, it must be noted that not all of the children of children that would have social normal experience in a plant devoted exclusively to children, appeared right, non-attentive in setting with sufficient attention of their development for in the future, should they be there, a time to be with excellent and afforded to their school activities.

insisted that the teacher should lead the class in the  
relation. This was a large, self-contained unit with the teacher  
the primary responsibility for the instruction. The teacher  
were observed to bring scientific facts and to lead the class  
to learn its structure and functioning. The teacher's main  
teacher had instructional materials or working materials prepared  
school. There was constant activity in the classroom.

The teacher was the primary source of information  
and the class was a large, self-contained unit with the teacher  
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total staff involvement on a part-time basis or one staff member on a full-time (9 to 3) basis. Due to realities as then perceived, the former course was taken. This did require some earlier hours for social work staff on meeting days, and this was done. Social workers then took on the following activities:

- a) input into broad program policy
- b) class meetings of students
- c) girl talk groups and group counselling
- d) individual counselling of students
- e) teacher-social worker conferences around individual children and needs
- f) screening committee input.

The Interim Report recommended class teams of teacher, paraprofessionals, and social workers meeting together on a regular basis to discuss classroom issues. While there has been some regularity, the attempt to involve students has not proven so helpful. The need for social worker-teacher interaction has been met with some success with an increase in interdisciplinary planning evident during the second semester. Social workers can be most helpful in screening applicants for the next year and this activity did in fact take place. Another role might be behavioral contracts established for each child where all parties are aware of what changes will meet the contingency conditions for successful completion of the mini-school program. Working in small groups could be effectively done for the children given a restructuring so that a balance within groups can make for positive interaction. The expertise of social workers might additionally be brought to bear on family dynamics and community interactions known best to social workers. Therefore, their role in working with, and eliciting, the input and support of parents needs further exploitation.

In the new proposal the Alliance has volunteered the assignment of a Coordinator to oversee the smooth functioning of the program. This is certainly seen as a more efficient means of having a continuing influence in, and ongoing responsibility for, the program as envisaged in the second of the alternatives earlier discussed for the mode of agency support. An additional responsibility might be staff sensitivity experiences prior to the implementation of the program, whereby all staff will deal with how they see themselves and are seen by others. Because of the nature of student-staff ratio, the personality of each staff member becomes a critical ingredient in the program operation and areas requiring work can get group support at this early juncture. Moreover, mutual appreciation of strengths and weaknesses among staff may avoid some of the communication difficulties that are commonly part of the start-up impediments of such operations.

There is need for ongoing support in auxiliary staff operations in terms of a Policy Advising Committee and Screening Committee to be discussed below.

### C. Materials

The program's materials were adequate if not particularly innovative. Teacher-made materials and use of texts was always evident and showed high levels of preparation and creativity. SCOPE readers arrived in May 1973

Physical Education, always part of the program, continued on a regular basis during some afternoons. A basketball team was formed with inter-mini-school and other competitions played.

Group Counselling and rap sessions were the affective part of the curriculum as described above. Social workers played a major role in starting and maintaining these activities. Video taping has been participated in by some parties of children, and photography was also encouraged. Children attended shops over at the main school as well as all assemblies. It was felt that it would be important that their identification with Jr.H.S. 56 shouldn't be lost, and it was further buttressed by having lunch in the school for both students and staff.

Trips were part of the cultural enrichment. Trips were taken to the Museum of Natural History, the Bronx Zoo, the Cloisters, South Street Museum, the Halls of Science and the Aquarium. Additionally, children were taken ice skating at Hollman Rink, to the movie "Sounder", and to the circus and a rock concert. On hot days, children were taken to the park nearby for classes or recreation. Thus the mini-school has, in fact, during the second semester, made a strong effort to take advantage of the learning experiences available outside, as well as inside, the school building.

For the future, it is recommended that more vocational planning and exploration be utilized in trips. Thus, trips to a bank might be made with a personnel officer explaining what the jobs are and what skills are required. A trip to the City Transit system and an insurance company's head office might be utilized in the same manner. Greater exploration of city services might provide both career possibilities for students and civic education.

Since nearly all high schools in the city now have mini-schools of their own, some as cooperative programs, visits to some of these might provide additional motivation for the student who is contemplating a drop-out decision.

A success environment might also be explored where students can get points for being on time, being prepared, doing homework and classwork. While students were rewarded with prominent displays of work well done (which, for some children, must have been the first such recognition in their Jr.H.S. experience) a more formalized reward system might be worked out providing early dismissal or some other valued reward.

The inclusion of life skills in the curriculum, done now on an informal basis, can be supplemented by programs packaged for the disadvantaged learner. Such skills as job interviewing, asking for a raise, dealing with employers, and dressing might have relevance for many students who see themselves as young adults. A curriculum based on the reality demands of the school, the direction of student interest and the reality of their life status should include all of what has been done, what has been recommended, and more.

and were used. To meet the needs of basic literacy for a small group of students, Words in Color was introduced. However, the person assigned to its operation was a paraprofessional who was not given the ongoing specialized training necessary to utilize this material well. The full Distar Program might be introduced in the future with the services of a reading specialist as well. As previously noted SRA kits were evident as well as some games with educational uses. Some hardware, such as a reading pacer and tape and slide programs might also be appropriate after proper exploration. The services of the Reading Coordinator were elicited by the evaluator for all of the Mini-Schools, but unfortunately, it was too late in the year for his good offices to be seen as much of a resource. It is recommended that, in the coming year, his services be offered to all teachers, or those having responsibility for reading at the Mini-Schools, at the earliest possible time.

#### D. Student Population

The program had thirty students in three classes of grades 7, 8, and 9, evenly divided. Students were chosen on the basis of referral from teachers and Guidance Counselors from among those having adjustment and/or achievement problems. From this group, teachers then contacted parents and students in their homes. A list of 100 volunteers for the program resulted. Teachers then chose from that list the students they'd prefer for their classes. All children, then, in a sense, are self-selected, since they were chosen from a list of volunteers. There have been some transfers in and out of the program, as there should have been, as pupils' progress was monitored, and those whose achievement either improved, or whose deficiency wasn't that great, were transferred out. Some were dropped as having disciplinary problems too severe for the efficient management of the program. This ongoing re-assessment represents a positive and, in most cases, the collective decision-making of administrative, teaching and social work staff.

A more regularized method of screening for selection and exit has been initiated. Teachers and Guidance Counselors refer students and social workers do the investigations. It is recommended that, at this point, a Screening Committee composed of representatives of parents, teachers, social workers, school administration and community persons, as well as students, be formed to do the actual decision-making work of acceptance or rejection. Moreover, this committee may make similar decisions regarding the hiring of teachers and social workers for the program as well. In short, no employee or student should be allowed to participate in the program without the approval of the Screening Committee. The Screening Committee should itself be a sub-group of a larger Policy Advising Committee having the same make-up but with larger numbers. The PAC should establish broad guidelines for the type of program it would like to have as well as the criterion for entrance and exiting.

#### E. Curriculum

The program had, from its inception, taught language, math, social studies and science on three levels, from 7th to 9th grades. During January reassessments, it was felt that there was a need for greater innovation during the afternoons. During the second semester the staff themselves organized additional classes to include Black and Puerto Rican Studies, Sex Education, visits to the laboratory at Gouverneur Hospital and an Art class.

## II. PROCEDURE

### A. Observations

All classes were observed on repeated occasions to note:

1. overall functioning and atmosphere
2. nature of regularities existing in the system
3. readily observable strengths and weaknesses
4. areas of weakness which could be remediated.

Visits were on a weekly basis during the first semester and bi-monthly thereafter. Moreover, three staff meetings were observed and participated in. The nature of the input in the first was to explain evaluation procedures and the last, around mid-term, to participate in recommendations for restructuring of approaches. Observation of classes revealed strengths and weaknesses as noted above. Staff meetings have been seen to grow from defensiveness and mistrust on the part of teachers to genuine team functioning with the inclusion of social workers as part of that team. A truly interdisciplinary effort can now be said to have emerged.

### B. Interviews

The Principal was informally interviewed on three occasions: upon the initial program contact, mid-year and at the end of the year. The purpose of these interviews was to assess the general policy of the program, provide feedback information to him and elicit observations from him. He proved at all times open, complete in his assessments of policy and staff and generally level-headed in the way in which he saw the program and its operation. During a time of reassessment he permitted the staff to make whatever changes they deemed proper and provided whatever support was necessary.

The AP was interviewed on five occasions irregularly dispersed throughout the school year. Purposes of these interviews included closer looks at staff competencies, support services offered and curricula and material arrangements. While under some pressure about his own role and what could legitimately be expected of him in light of his other responsibilities, he was at all times responsive and attempted to be as complete as he could in those responses. His strength as previously noted, was in organizing program flow and the handling of administration details with minimal delay.

The Senior Social Worker was interviewed on three occasions on an informal basis at the beginning, middle and end of the program. The role that agency and workers were to play became clarified after the inception of the program, through no fault of her own, but through the oversight and lack of specificity in the proposal. She took part in the active management of the program despite many other duties and pressures pressing at the time. One social worker was also interviewed twice, during the middle and end of the program. His role has since evolved into the coordinator designate that the agency will furnish for the 1973-74 program.

Each teacher was interviewed on an informal basis at least twice, during the beginning and end of the program. Both 9th grade teachers had been

interviewed. Teachers were asked about their classes, materials, support they were receiving from administration and support personnel. Most felt that they needed help with the classes but were at first unable to define that help. They felt isolated at a time the administration felt they were being given freedom to improvise. Social workers were around, they felt, but their impact was hard to feel in the classroom. The school guidance counselor was known to them, but he was also known to have a huge case load and there was reluctance to add to his burden. Later many felt that the staff meetings helped when feelings were ventilated. The regular involvement of social workers led to a lessening of the isolation they felt. Concerted planning around afternoon interest activities released their creativity, some felt.

All paraprofessionals were interviewed around mid year. Their feelings about the program's functioning, their own roles and recommendations for improvement were explored. One noted that there seemed to be a mutual blaming during a time of crisis. This seems to have been somewhat alleviated. One felt that he was being well used and dealt with his teacher from a position of parity. The third was quite upset about his role and the program and felt isolation. Generally, the paraprofessionals were found to be open and in some cases willing to offer suggestions for change.

### C. Questionnaires

An Administrator Questionnaire was given to the AP. A copy may be seen as Appendix A. Other questionnaires used appear under Achievement and may be found in the Appendix.

### D. Achievement

The evaluation objectives extracted from the proposal, discussed and agreed upon with the program are:

1. 50% of the participants should return to their regular school at the end of the year
2. reading achievement should increase .1 grade equivalent for each month in the program
3. classroom work habits should improve for 60% of the students
4. attendance and cutting should improve for 1972-73 vs. 1971-72
5. Anti-Social Behavior of students shall improve
6. Each student will do passing work in each subject.

The first objective is measured by a report from the school on the disposition of each child. If a child went on the high school or was not recommended for retention, he is considered to have met this objective. The total number is computed and a percentage obtained. This was then compared to 50% expectancy to ascertain whether the goal was met.

The second goal is measured by obtaining the MAT Reading scores on the citywides administered in May 1972 for all students. That performance was compared with the May 1973 citywide MAT Reading scores. A real vs. anticipated gain design will then be applied to assess the significance of the difference using a correlated "t" set at  $p \leq .05$  level of significance.

The third goal was measured by comparing pre and post responses to a Rating of Habit Scale. This scale was devised by the evaluator with the consultation of the coordinator. It is included as Appendix II. The pre-tests were administered in October 1972. The post-tests in June 1973. Gain scores were compared and a "t" test applied to assess the significance of the difference with a  $p \leq .05$  level of significance.

The fourth objective was assessed by comparing days absent 1971-72 to days absent 1972-73. Differences between means was tested by means of a "t" test set at  $p \leq .05$  level of significance. Cutting was measured by afternoon absences and similarly treated.

The fifth objective was measured by a Rating of Anti-Social Behavior" devised by the evaluator with the consultation of the Coordinator and included as Appendix III. This scale had been administered as a pre and post basis in October 1972 and June 1973. Gain scores were obtained and compared using "t" to measure the significance of the difference with critical level of significance set at  $p \leq .05$ .

Finally, each subject had its percentage of pupils passed and average pupil average grades attained setting 65 as passing. Only students given failing grades were determined as having failed. Report card grades were the basis of tabulation. Expectency percentages for students passed all subjects is set at 100%.

### III. Results

The first objective was assessed by comparing actual number returned to regular school program to the estimated number set at 50%.

$\chi^2$  Table 1 Comparison of Actual and Expected numbers of students returned for 50% as criterion

	<u>Return</u>	<u>Retain</u>	
Actual	17	17	$\chi^2 = 0 \quad N = 34$
Expected	17	17	

Table I shows that the objective was met as exactly the number estimated were returned to the regular school program.

The second objective of reading achievement was measured by means of MAT reported below.

Table 2 Pre, Post and Anticipated Reading Scores

	<u>Mean</u>	<u>SD</u>
Pre	4.00	1.23
Anticipated	4.27	1.19
Post	4.76	1.40

Critical  $t_{.95} = 1.71 \quad t = 11.19 \quad N = 31$

The obtained  $t$  of 11.19 exceeded the critical  $t$  of 1.71. The program may be said to have achieved its objective.

The third objective, for 60% of students to improve on Rating of Habits was tested by means of  $\chi^2 = 3.8$  using  $N = 21$

Table 3 Comparison of Expected and Actual Improvement in Ratings of Habits

	<u>Improve</u>	<u>Unimproved</u>	$\chi^2 = 0.17$
<u>Actual</u>	13	8	
<u>Expected</u>	13	8	

The actual number of students improving equaled the expected number of  $\chi^2$  of 0.17. This is not significantly different from 60% as the actual was found to be 62%. The objective was therefore met.

The fourth objective was attendance, comparing 1972-73 to 1971-72. Lateness data, though not part of the design is substituted for cutting as the data was considered too unreliable for the latter.

Table 4 Comparison of Days Absent and Days Late for 1971-72 and 1972-73

	<u>1971-1972</u>		<u>1972-1973</u>		<u>N</u>	<u>t critical</u>	<u>t</u>
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>			
<u>Absent</u>	31.8	38.4	28.2	28.8	27	1.71	N.S.
<u>Late</u>	52.8	38.8	13.9	14.6	26	1.71	5.25

While there is no significant difference in Days Absent with an obtained t of 0.45, Days Late shows a very significant difference. This objective is therefore partially met.

The fifth objective is for significant pre and post differences in a Rating of Anti Social Behavior.

Table 5 Comparison of pre and post mean scores of Rating of Anti Social Behavior

	<u>Mean</u>	<u>SD</u>	$t = 0.65$	$N = 13$
<u>Pre</u>	3.85	2.27		
<u>Post</u>	3.08	4.46		

This objective was not met as the obtained t did not exceed the expected t.

The sixth objective was for all students to pass all subjects. This was done by setting 100% as the expectancy level and observing differences.

Table 6 Distribution of subjects and percent of students passing

	<u>Subjects</u>	<u>Percent of Students</u>
Social	Science	96
	Studies	95
	Math	96
Health	Education	95
	Reading	100
	Shop	85

The average number of students passing subjects was found to be 89.5%. Only one subject, Reading, had 100% of students passing. The objective as written, therefore not met.

#### IV. SUMMARY

The program was designed to serve as a within school alternative school to meet the needs of students who were having school adjustment and achievement difficulties. Established in a settlement house for purposes of getting increased supportive services, these services were somewhat late in getting coordinated with the academic function.

In terms of the program's objective evaluation, it met three of its objectives fully -- reading, returning children to the regular program and improved work habits. One objective was only partially met as attendance didn't improve though lateness did. It totally missed two objectives: anti-social behavior and passing of subjects. The criterion for the latter of 100% passing was somewhat high. The fact that close to 90% of students did pass all subjects which is quite high, perhaps puts this mini-schools performance in better perspective. There was staff and administrative effort and observable change in many children. It is felt that the effort was worthwhile.

#### V. RECOMMENDATIONS

1. One on-site person should have responsibility for administrative oversight of the program.
2. More innovative teaching materials should be employed, i.e. reading machines, programs etc.
3. A more realistic evaluation objective might be the number of students passing subjects should equal the average for the home school.
4. Trips should be organized into a career development format whereby vocational exposures can take place.
5. Each student needs a behavioral contract to be worked out by the referring home school and the social workers, whereby his behavior or objectives are clearly specified as conditions for return to the home school as improved.
6. Parental involvement, while admittedly difficult to achieve, might be more vigorously pursued.
7. The program should be allowed to develop by being recycled in 1973-74.



## ADMINISTRATOR QUESTIONNAIRE

Educational Alliance Mini-School

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_

## 1. Recruitment and Hiring

A. How many teachers were allotted your program? \_\_\_\_\_  
\_\_\_\_\_B. Were all of your teachers hired prior to program implementation?  
\_\_\_\_\_  
\_\_\_\_\_C. What qualifications did you look for in staff recruitment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_D. Were these met? \_\_\_\_\_  
\_\_\_\_\_

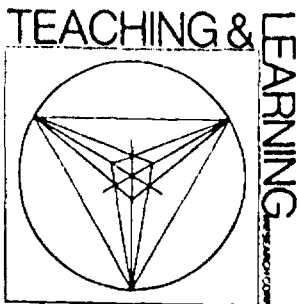
E. How many paras? \_\_\_\_\_

F. What was strength/weakness of their impact? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_G. List other support personnel (i.e. Guidance, Social Worker) \_\_\_\_\_  
\_\_\_\_\_

## 2. Program

A. What did you see as the most important goals of the program? \_\_\_\_\_  
\_\_\_\_\_

B. Were these goals met? \_\_\_\_\_



C. What needed improvement and why? \_\_\_\_\_  
\_\_\_\_\_

D. Statistical Information

1) What was authorization date? \_\_\_\_\_

2) What was actual date program started? \_\_\_\_\_

3) How many students authorized \_\_\_\_\_; actually enrolled \_\_\_\_\_

3. What was your opinion of present year program operation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What needs improvement? \_\_\_\_\_  
\_\_\_\_\_

What changes do you recommend? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix B

## EDUCATIONAL ALLIANCE MINI-SCHOOL

## OBSERVATION OF ANTI-SOCIAL BEHAVIOR

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_

1. How often does student get into fights?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

2. Does student destroy school property?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

3. Does the student get accused of stealing from his peers?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

4. On trips is the student boisterous and aggressive to outsiders?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

5. The student is prone to lies or evasions?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

6. Interruptions in class can be expected from the student?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

7. How often does the student verbally abuse peers without apparent cause?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

8. How often does the student verbally abuse teachers?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

9. The student is aware of his impact on others (positive)?

Never \_\_\_\_\_

Sometimes \_\_\_\_\_

Frequently \_\_\_\_\_

10. The student is generally thought to be emotionally mature?

Never \_\_\_\_\_

Sometimes \_\_\_\_\_

Frequently \_\_\_\_\_



## Appendix C

## TEACHER RATING OF HABITS

1. Is on time  
 always  usually  sometimes  seldom  never
2. Written work is neat  
 always  usually  sometimes  seldom  never
3. Organizes own work  
 always  usually  sometimes  seldom  never
4. Has to ask for materials  
 always  usually  sometimes  seldom  never
5. Asks questions about assignments  
 always  usually  sometimes  seldom  never
6. Personal hygiene is offensive  
 always  usually  sometimes  seldom  never
7. Attentive in class  
 always  usually  sometimes  seldom  never
8. Requests early excuses  
 always  usually  sometimes  seldom  never
9. Will complete assigned tasks  
 always  usually  sometimes  seldom  never
10. Focuses on and remains with assigned tasks  
 always  usually  sometimes  seldom  never
11. Tends toward distractibility  
 always  usually  sometimes  seldom  never

## TEACHER RATING OF HABITS (continued)

12. Returns from breaks punctually  
 always  usually  sometimes  seldom  never
13. Talks to classmates during teacher activities  
 always  usually  sometimes  seldom  never
14. Needs constant supervision  
 always  usually  sometimes  seldom  never
15. Tries hard at things attempted  
 always  usually  sometimes  seldom  never

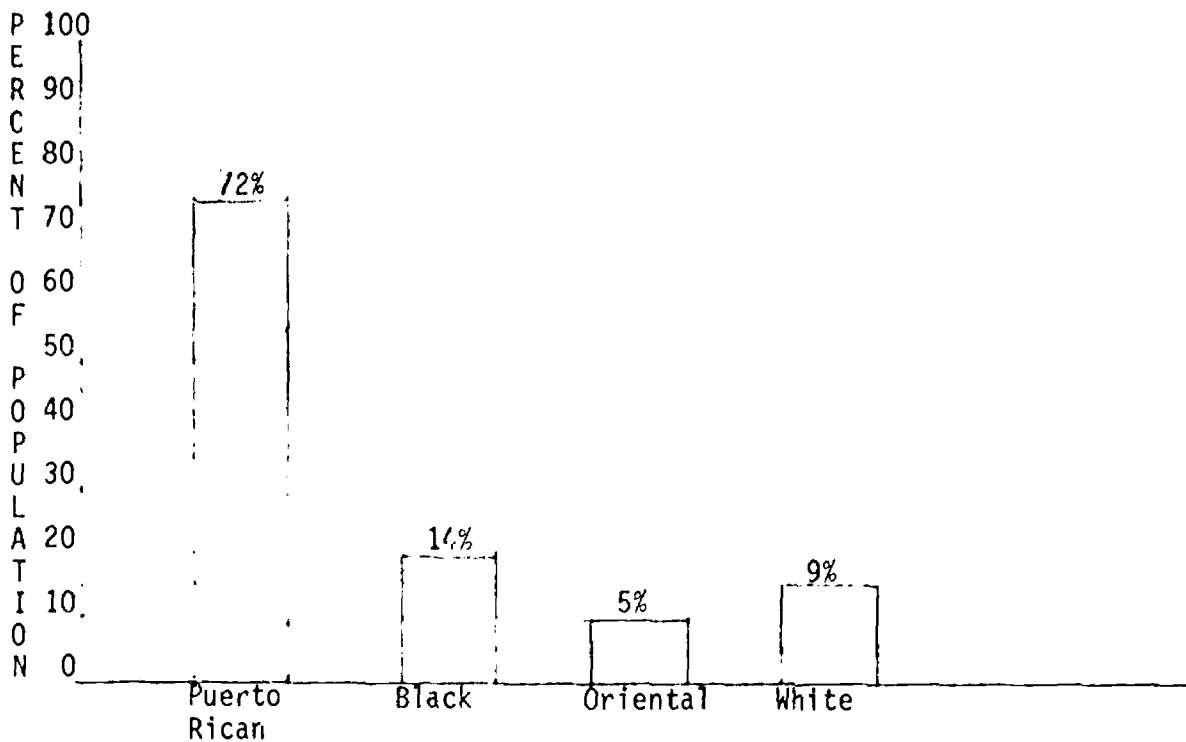
AUXILIARY EDUCATIONAL CAREER UNIT PROGRAM

## I. PROGRAM DESCRIPTION

District 1 consists of sixteen elementary schools. All are Title 1 schools with a total of 18,032 public school students of whom 12,970 are in low income level. Most of the pupils are two or more years below the national norms in reading, math, basic skills as measured by the fourth level on State PEP tests in reading or below the minimum language competence. The ethnic composition of the school student population is 72% Puerto Rican, 14% Black, 5% Oriental, and 9% White, with many who are non-English speaking.

Figure 1

Ethnic Make-up of School Population



This evaluation included educational assistants from the following schools: PS, 4, 15, 19, 20, 34, 61, 63, 64, 97, 110, 122, 134, 137, 140, 160, and 188 - all of the districts elementary schools.

The AECU program served approximately 200 paraprofessionals who were indigeneous to the community by District 1. All of them demonstrated a talent for working with children and a desire to improve their skills in implementing instruction in the classroom under the guidance of classroom teachers.

The paraprofessional personnel involved in the Auxillary Educational Career Unit served children in District 1's reimbursable programs and the improvement of their skills was designed to benefit solely the educationally disadvantaged pupils in the selected target areas. In accordance with the recommendations of the Community School Board, educational assistants were encouraged to utilize their bilingual skills to provide special assistance for bilingual children where applicable.



The purposes of the program were:

1. To provide in-service support to the paraprofessionals to the extent that they will significantly improve in the performance of their assigned duties.
2. To create a possible pool for the recruitment of new teachers.
3. To reduce social and cultural isolation by bringing diverse ethnic and cultural backgrounds together.
4. To develop an instructional team relationship where each person would know that she has a vital role in the education of children, and where the acceptance and appreciation of this role will generate a feeling of being involved, valued and committed and will encourage them to pursue a career ladder program.

In order to achieve the above goals each educational assistant participated in a training program which included seven sessions held at the Grand Street Settlement House. The content of each lesson is outlined below:

- Lesson 1: Classroom management and picture file  
 2: Distar  
 3: Evaluation of Distar, problem solving, reading readiness  
 4: N.Y.U. lecturers on learning disabilities  
 5: Reading skills  
 6: Community services  
 7: Discipline

The training personnel consisted of a teacher-trainer coordinator, 2 auxiliary trainers and a part-time clerk typist. The Coordinator worked a full school day and the auxiliary trainers worked a 5½ hour day for 211 sessions. In addition to her teacher-trainer duties, the Coordinator served as a liaison between administrative personnel, pedagogical staff and educational assistants.

The duties of each educational assistant in the classroom as outlined by the Board of Education were as follows:

Participates in daily and long range class planning  
 Assists the teacher with large group activities  
 Works with small groups or individual children  
 Reads stories to small groups or individual children  
 Contributes to enrichment activities by utilizing special talents and abilities (art, music, interpreting foreign languages, etc.)  
 Assists the teacher in guiding children to work and play harmoniously  
 Alerts the teacher to special needs of individual children  
 Serves as a source of affection and comfort to all children  
 Encourages and supports the non English speaking child  
 Performs related duties as required  
 Serves as a home-school liaison.

### Examples of Monitorial and Clerical Duties:

Keeping attendance and health records  
 Preparing instructional materials  
 Arranging displays and bulletin boards  
 Collecting monies and assisting with housekeeping chores  
 Checking, storing, and taking inventory of supplies and materials  
 Assisting children upon arrival and in preparation for dismissal  
 Escorting children (bus, office, toilet, playground)  
 Arranging for field trips  
 Translating and interpreting foreign languages.

From the duties stated above two summary evaluation objectives can be derived:

1. Paraprofessionals will improve in the performance of their assigned duties
2. As a result of the paraprofessional's training pupil achievement will improve.

## II. PROCEDURE

In order to evaluate the achievement of the above objectives the following methods of evaluation were established:

Hypothesis 1: Paraprofessionals in the AECU program will significantly improve in the performance of their assigned duties. The original design called for a 25% random sampling of the 200 paraprofessionals in the program. Mid year an additional twenty-four educational assistants were added and these were handled as a separate sample. Using a pre-post test design, the teacher with whom the paraprofessional worked was asked to rate the paraprofessional's performance on her assigned duties. A copy of the questionnaire appears in the Appendix. The pre test was given during Fall 1972 for the original sample and in January 1973 for the midyear additions. The post test was given in June for all participants.

Hypothesis 2: Reading achievement scores of pupils who are served by educational assistants will significantly improve. Data for this hypothesis was gathered by sampling Grades 3-6. This sampling represents approximately 1/3 of the total number of paraprofessionals participating in the AECU program. The city-wide MAT Reading Achievement Scores for May 1972 were compared to scores attained in May 1973 in a controlled vs. experimental design wherein the experimental classes were those with paraprofessionals and the control, without paraprofessionals.

## III. OBSERVATIONS AND INTERVIEWS

A series of interviews were held throughout the evaluation with the district's program coordinator of AECU. These sessions served to acquaint the evaluators with the scope of the AECU program, as well as to detail the contents of the actual training session.

In each of the participating schools conferences were held with the principal and/or the person in charge of paraprofessional activities. These

conferences revealed a general satisfaction on the administrations' part with the functioning of the educational assistants as well as an approval of the AECU training program. A problem brought up in the conferences was the issue of confidentiality - a point raised by the teachers. This referred to the rating of paraprofessionals by teachers which was required for the evaluation. The principals were assured that complete confidentiality of responses would be maintained and the teachers were informed of this as well.

Several observations were made in the classes served by educational assistants. In all cases the observed paraprofessional was performing one or more of the duties outlined by the Board of Education. Brief conferences with the teachers indicated a general satisfaction with the performance of the paraprofessionals.

#### IV. RESULTS:

Hypothesis 1: Paraprofessionals participating in the Auxiliary Educational Career Unit program will significantly (.05 level) improve in the performance of their assigned duties as rated by the teachers with whom they work.

Teachers were asked to evaluate their paraprofessional's on the following items on a scale of: Excellent, Very Good, Good, Fair, Poor, and can't evaluate. The items were:

1. Small group instructional ability
2. Remedial and tutorial work
3. Record keeping and clerical tasks
4. Employment of good motivational techniques
5. Ability to explain instructions clearly
6. Scoring tests and grading papers
7. Overall performance rating of the educational assistant.

Using a  $\chi^2$  design, the following statistical analysis was performed. The number of responses in each rating category (excellent, good, etc.) were totaled for the pre test. The results of this were considered to be the expected frequencies for the post test. After the post test was administered the actual observed frequencies were compared to the expected frequencies. The results are exhibited in Table 1.

TABLE 1

Comparisons of differences between observed and expected results in AECU Questionnaire (N = 38)

<u>ITEM</u>	<u>N = 38</u>	
1	2.08 *	
2	1.40 n.s.	
3	1.65 *	* significant .05 level
4	3.28 *	
5	3.29 *	
6	4.19 *	
7	3.03 *	

The data indicates that educational assistants participating in the AECU training program, significantly improved in the performance of their assigned duties in all areas except item 2 - remedial and tutorial work.

The results of the 25 midyear additions appear in Table 2.

TABLE 2

Comparison of differences observed and expected frequencies in AECU Questionnaire  
(N = 5)

<u>ITEM</u>	<u><math>\chi^2</math></u>
1	3.00 n.s.
2	1.33 s.n.
3	3.20 n.s.
4	3.33 n.s.
5	3.33 n.s.
6	2.00 n.s.
7	4.00 n.s.

None of the results for this group were significant. This may have been due to the following factors:

1. Small number of responses
2. The length of time between pre and post administration was too short to allow for changes to be measurably observable.

The responses however, for this group indicated a high level of satisfaction on the part of teachers with the performance of their educational assistants.

The small number of actual responses used in the analysis compared to the anticipated N, resulted from the failure of several teachers to respond to both the pre and post questions. Moreover, several educational assistant's dropped out of the program for various reasons.

The questionnaires also showed that most of the sampled participants have participated in the AECU program for at least three years. 100% of the teachers sampled said that they considered their educational assistants to be of help to themselves and the children.

Hypothesis 2: There will be a significant improvement in the reading achievement scores of children whose classes are served by educational assistants participating in the AECU training program.

The 1973 MAT scores of pupils served by educational assistants and those of a control group were compared with 1972 scores. The mean gain in months was determined and a t ratio was used to compare the mean gain experimental with the mean gain control using a  $p \leq .05$  level of significance.

The results appear in the Table below:

TABLE 3  
Mean Gains 1972 and 1973 in MAT Reading Scores - In months

P.S.	Grade	Experimental			Control			t	Sig.2
		Gain Mean	SD	N	Gain Mean	SD	N		
110	5	6.38	8.79	16	7.88	7.54	16	-0.52	
110	3	5.38	6.31	13	8.40	8.68	15	-1.04	
20	5	5.89	13.02	9	1.60	3.89	10	1.00	
61	4	0.0	4.35	7	-2.17	2.64	6	1.06	
61	5	4.88	4.97	8	6.33	5.77	3	-0.42	
97	3	2.43	3.20	14	6.26	3.05	23	-3.64	*
97	3	4.58	4.32	19	6.45	3.97	22	-1.44	*
97	3/4	2.50	7.18	6	6.64	3.90	22	-1.91	*
19	4	2.39	1.54	23	1.18	0.84	13	2.62	*
63	5	0.33	0.55	8	0.55	0.65	8	-0.74	
15	3	0.24	9.30	10	0.20	0.34	13	0.29	
15	3	1.25	0.82	26	0.71	0.30	15	2.49	*
137	3	0.47	0.74	20	0.68	0.31	16	-1.09	
137	5	1.11	0.78	22	0.82	1.19	18	0.91	
134	4	0.34	0.24	16	1.01	0.85	24	-3.04	*
134	3	1.93	1.58	6	0.28	0.56	8	2.77	*
134	3	0.92	0.56	18	0.52	0.37	10	2.04	*
134	5	1.23	0.70	22	1.28	0.41	17	-2.08	
4	4	0.70	0.38	20	1.10	0.71	24	-2.28	*
20	3	0.98	0.37	13	0.39	0.50	17	3.60	*
4	6	0.72	0.84	14	1.14	0.93	20	-1.35	
160	3	0.86	0.47	16	0.49	0.70	14	1.72	
160	3	0.66	0.49	19	0.41	0.66	14	1.21	
140	3	0.63	0.33	21	0.68	0.63	29	-0.30	
140	3	0.47	0.33	26	0.68	0.63	29	-1.55	
140	5	0.91	0.49	19	0.65	0.51	21	1.65	

The results indicated that in only five cases out of 26 did classes served by educational assistants achieve significantly greater than the control classes. In over 50% of the cases the control groups did better than the experimental, though not necessarily significantly. In five cases the control group did significantly better than the experimental.

The hypothesis was not supported.

## Conclusions and Results

The purpose of this study was to examine the effect of participation in the Auxiliary Educational Career Unit on a paraprofessional's performance of her assigned duties and to see whether such participation significantly improves reading scores of pupils served by that paraprofessional. The results indicate that in all areas rated by the teacher, educational assistants improved in the performance of their duties except in the area of remedial and tutorial work. This is a significant finding which indicates that while the program in general is a success and is a valuable asset to the teacher and paraprofessional, more time must be spent during the training sessions with remedial and tutorial methods. It would seem preferable to add on another session to deal with this problem rather than to eliminate one of the existing sessions.

The evaluation of reading scores indicated that students in classes served by educational assistants did not necessarily do better in reading than control groups. This is in keeping with the above findings that indicated the fact that paraprofessionals required more training in remedial and tutorial work. It is recommended that the additional training outlined above be specifically geared to diagnostic and remedial work in reading.

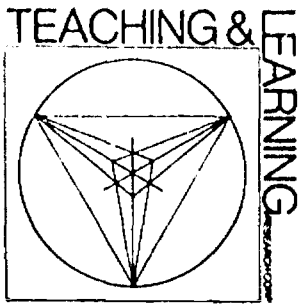
It would also be beneficial for the success of the program that paraprofessionals participate in an intensive training program in reading for one month prior to the start of the school year. This would give them a solid foundations before they entered the classroom, thus permitting them to be of immediate assistance.

While the objective of pupil achievement is necessary and proper, one other objective might be some means of measuring the affective impact paraprofessionals have on pupils. If school is made more home-like by the presence of a motherly person of one's own sub-culture, the long range result might well be drop-out prevention. If adult role models are provided which may perhaps be more readily identifiable because of geographic, class, or ethnic proximity, a more adequate self-concept might well be the result. While these possible outcomes were not measured by this evaluation, it might be well to include them in lending perspective to the apparent lack of attainment of the achievement objective.

It is the recommendation of this evaluation that the program should be refunded.

## AUXILIARY EDUCATIONAL CAREER UNIT

## 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 routine 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 EVALUATE

5. Ability to explain instructions clearly

EXCELLENT    VERY GOOD    GOOD    FAIR    POOR    CAN'T EVALUATE

6. Scoring tests, grading papers

EXCELLENT    VERY GOOD    GOOD    FAIR    POOR    CAN'T EVALUATE

- 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



SPECIAL READING SERVICES PROGRAM

## EXECUTIVE SUMMARY

The Special Reading Services program during the 1972-73 school year was a continuation of 12 years of service to pupils entering the third and fourth grades who were significantly below their expected reading levels of achievement--approximately two years retarded and non-readers. It served the following schools: P.S. #'s 4, 15, 20, 64, 97, 140 and 160. P.S. 20 served as the Special Reading Services Center and the office of the Director of the Program. The program began on September 1, 1972 and ran through the second week of June 1973, during the regular school hours.

The clinic functioned as a resource center for the diagnosis of the total child including his performance in the perceptual areas as well as the possession of the sub-skills of reading as detected by appropriate testing devices. The clinic determined the sources of reading problems and often referred children to outside medical and professional agencies.

Evaluation was made in order to assess whether students involved in the program attained a higher rate of reading achievement gain than that achieved in previous years.

Evaluation procedures included site visits and the assessment of pre and post test results.

Analysis of the data yielded the following findings:

1. On site observation of the program in progress revealed that the program seemed to be an efficiently operated program which has become an integrated part of the District's total reading program.
2. The pupils participating in the program made significant improvement in their word analysis skills and in prior oral reading abilities.
3. No significant gain was indicated for these pupils on the Metropolitan Achievement Test.

The conclusion was reached that the Metropolitan Test may not have been an appropriate instrument to use to measure the reading gains of the pupils serviced by this program.

Based upon the above evaluation of the Special Reading Services Program, the following recommendations are made:

1. The program should be recycled in its present form. The Coordinator and Reading Counselors are performing the roles for which they were funded in a highly successful manner. In addition, they are meeting the needs of additional pupils and teachers by offering their services beyond the scope of the program without sacrificing or compromising the program.

2. In the future, if a group standardized test is required, and because of the specific nature of their target population, the standardized test should be administered by the Reading Counselors in small groups upon entry into the program and at post-test time.

3. Instead of the Metropolitan Achievement Test, the staff of the program should explore the possibility of using some form of a group standardized diagnostic instrument such as the California Diagnostic Reading Test or the Stanford Diagnostic Reading Test.

## SPECIAL READING SERVICES PROGRAM

## 1. PROGRAM DESCRIPTION

The Special Reading Services program during the 1972-73 school year was a continuation of 12 years of service to pupils entering the third and fourth grades who were significantly below their expected reading levels of achievement--approximately two years retarded and non-readers. It served the following schools: P.S. #'s A. 15, 20, 97, 140, and 160. P.S. 20 served as the Special Reading Services Center and the office of the Director of the Program. The program began on September 1, 1972 and ran through the second week of June 1973, during the regular school hours.

The clinic functioned as a resource center for the diagnosis of the total child including his performance in the perceptual areas as well as the possession of the sub-skills of reading as detected by appropriate testing devices. The clinic determined the sources of reading problems and often referred children to outside medical and professional agencies.

Personnel for the program consisted of a coordinator and three full time and one half-time reading counselor and one stenographer. Three reading counselors served two schools each and the half-time counselor, one. They worked with small groups of children compatible with needs, level and abilities of the learners involved. The counselors were responsible for the diagnosis of each pupil accepted for remediation, planning a diagnostic-prescriptive corrective program, and clinical remedial programs. The counselors served as consultants to the regular classroom teachers and performed various roles related to the total school reading program.

The total Special Reading Services served as a resource center for other schools in the district which it did not specifically service by providing materials and introducing techniques in improving reading.

The total number of third and fourth grade pupils accepted for regular caseload by the counselors was 154. These pupils received diagnostic workups and intensive specific remediation in small group situations. However, as is evidenced by the information below, the counselors actually provided service for a great many additional students.

An additional 114 pupils in grades two to six received diagnostic prescriptive service and 11 sixth graders received end-term diagnostic evaluations.

The counselors provided reading program support for the classroom teachers of the pupils constituting their caseload. This brought them in contact with 42 teachers. In addition the counselors gave diagnostic-prescriptive service and instructional materials to the teachers of 101 pupils in grades two to six.

## ACTIVITIES OF THE READING COUNSELORS

In addition to maintaining a regular caseload in each of the two schools she serviced, the reading counselor carried out the following activities:

1. A diagnostic-prescriptive service was provided in each of the 7 schools serviced for pupils not on their regular caseload. These pupils were referred by one or more of the following: Supervisory Staff, Guidance Counselor, Bilingual Teacher, B.C.G. Personnel, Classroom Teacher.
 

A diagnostic folder was maintained for each child and findings were shared with school personnel. A prescriptive plan for instruction was supplied to the classroom teacher in each case. A total of 108 pupils were involved in this program.
2. Conferences with classroom teachers of pupils on regular caseload:
  - a) share diagnostic findings
  - b) plan prescriptive program to be followed in Reading Room in Classroom
  - c) share instructional and diagnostic materials
  - d) train in special remedial techniques
3. Conference with parents of pupils in regular caseload to discuss:
  - a) Special Reading Services Program
  - b) how work should be implemented at home
  - c) referrals to Community Agencies where necessary.
4. Parent Workshops - A total of 98 parents were seen at least once. Of this group, many parents were involved in several conferences.
5. Grade Conference Workshops - 3rd and 4th grade teachers conference topics:
  - a) Diagnostic teaching
  - b) Remedial techniques
  - c) Instructional materials - commercial and teacher-prepared
  - d) Informal Textbook Test and pupil checklist - guidelines were distributed

Folders of Diagnostic materials were distributed to all participating teachers.
6. In several instances, assisted classroom teachers in grouping pupils for reading instruction. Screened pupils and helped plan management system.
7. Made referrals to outside agencies for visual or auditory evaluation:

- a) Optometric Center
  - b) New York Eye and Ear
  - c) League for Hard of Hearing
  - d) Gouveneur Hospital
8. Maintained close contact with School Speech Therapist, Guidance Counselor, D.C.G. Psychologist and Social Worker concerning pupils on regular caseload and pupils for whom only diagnostic-prescriptive service was offered.

The Reading Counselor at P.S. 140 also assisted in coordinating "Project Vision" which provided for visual screening of 198 pupils by the Optometric center. She conducted Parent and Teacher Workshops related to this program.

At P.S. 97, the Reading Counselor was a member of the Unit Task Force, in an advisory capacity, of the "Right to Read" program. She provided a diagnostic service for 2nd grade pupils who were in the "Right to Read" program and who have special learning problems. She also participated in a P.S. 97 faculty conference--Topic: Techniques and Materials to Strengthen Comprehension Skills. She also maintained ongoing communication with the Grand Street Settlement Tutorial program.

#### ACTIVITIES OF COORDINATOR THAT WERE NOT DIRECTLY RELATED TO SPECIAL READING SERVICES PROGRAM:

Although only 7 schools received direct service by Reading Counselors, an attempt was made to reach out to all 20 schools in the district. The Coordinator was requested by Title I Coordinator to develop a comprehensive reading plan for the district for school year 1973-74.

1. In line with these goals, the coordinator arranged for 2 district-wide Reading Forums to which each school sent at least one representative. Members of both supervisory and teaching staff participated. These representatives then reported back to the entire faculty at a school conference.
2. A Reading Task Force was formed from participants at these 2 forums - to explore various reading programs, and to develop a comprehensive plan for the district.
3. a. The coordinator also arranged two visits to District 14 and 16 to observe the Distar program in action.
  - b. Initiated and organized a Distar Pilot study in three schools in District 1.
  - c. Arranged for a visit by District 1 personnel to Twin Parks schools in the Bronx to observe "Words in Color" program.

- d. Arranged for District 1 personnel to visit 2 schools in District 8 in the Bronx to observe High Intensity Skills Center.
- e. Arranged and maintained an ongoing exhibit of current publishers' materials at Special Reading Services offices. Held grade conferences with 3rd, 4th, and 5th grade teachers to discuss which materials were most suitable for our pupils.
- f. Represented District 1 at monthly city-wide Reading Coordinators meetings at Central Board.

## II. EVALUATION OBJECTIVES

Evaluation of the Program was made through site visits and the assessment of pre and post test results.

Evaluation was made in order to assess whether the students involved in the Program attained a higher rate of reading achievement gain than that achieved in the previous years.

The sample included all student participants. Data was collected from the city-wide 1972 and 1973 Metropolitan Achievement Testing collected for each participant in addition to the tests administered by the program staff. These latter tests included the Spache Diagnostic Reading Scales and the Roswell Chall Diagnostic Reading Test of Word Analysis Skills.

Using a real versus anticipated gain design, correlated "t" test was employed to test the null hypothesis which was set at the previous rate of achievement gain. Significance was set at the .05 level. The test data was collected and analyzed subsequent to the 1973 city-wide administration of the Metropolitan Achievement Tests and internally administered tests.

## III. GENERAL EVALUATION

Site visits were made on November 10, 1972, December 5, 1972, January 18, 1973, and April 10, 1973. From these observations of the program in operation in which the reading counselors were observed in a variety of situations, the general subjective evaluation of the investigator is that the Special Reading Services Program seemed to be an efficiently operated program which has become an integral part of the District's total reading program. The staff seemed to be well qualified, personable, totally involved in the daily functioning of the schools they serviced, completely devoted to the betterment of reading improvement in the students, and interested in their own growth as professionals.

## IV. EVALUATION OF PUPIL GAIN

The reading gains of the pupils in grades two and three participating in the program were analyzed by means of a "t" test of significance. Table 1 summarized the results of this analysis.

TABLE 1 Tests of Significance of Reading Gains

	Pretest		Anticipated Posttest		Actual Posttest		N	t
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
Roswell-Chall	36.1	19.8			76.6	18.7	140	27.16**
MAT	1.93	0.37	2.40	0.51	2.46	0.54	102 <sup>2</sup>	1.13
Spache <sup>1</sup>	1.53	0.64	1.76	0.67	2.78	0.91	139	19.53

\*\*  $p \leq .001$

<sup>1</sup>Spache - non-readers were given scores of 0.5 on pretest and 1.0 was used as anticipated posttest score.

<sup>2</sup>MAT - forty-six pupils were not tested in April 1972 for various reasons; these pupils' exclusion was not at the recommendation of the Special Reading Services staff.

The Roswell Chall Reading Test of Word Analysis Skills is a test administered orally and individually to each pupil. A correct response shows that the pupil can recognize and associate the appropriate letter sound relationships. Each correct response was credited with one point. The Spache Diagnostic Reading Scales is an individually administered oral reading test of a graded word list and graded paragraphs. The scores represent grade equivalents.

From these results it can be concluded that the pupils participating in the program made significant improvement in their word analysis skills and in their oral reading abilities. No significant gain was indicated for these pupils on the Metropolitan Achievement Test.

## V. DISCUSSION OF TEST RESULTS

Conferences involving the coordinator of the program, the reading counselors and principal investigator brought forth the information that a major emphasis of the program is on the development of word analysis skills. The philosophy of the staff reflects the belief that these are essential basic skills that must be acquired by a student in order for him to be an efficient reader.

The results of the Roswell Chall and Spache tests indicate that the staff was highly successful in developing these skills among the participating pupils. Based on this evidence, it can be concluded that the program met its basic goal.

There could be a number of reasons why this growth was not reflected in the scores of the Metropolitan Achievement Test. One could be that since the scores on this test reflect a more global reading task involving the answering of comprehension questions about paragraphs that are read silently, and this was



not a prime emphasis of the program, then the MAT was measuring a task for which the pupils were not trained.

Also, the pupils referred to Special Reading Services were severely disabled readers. 102 pupils were reading on a 1.6 level (Spache) or below. The reasons for their poor reading performance vary - but in many cases hyperactivity, short attention span, distractibility and low frustration level were contributing factors. Repeated failure during the first 3 or 4 grades of school may have produced "turned-off" unmotivated students. This condition was frequently compounded by serious deficits in perceptual functioning.

For this type of student, a group testing situation is a disaster - and no score is truly valid.

In addition the MAT scores of 4/72 and 4/73 assume that instruction took place for 10 months of the school year. Actually, most of the pupils received small group remediation from 11/1/72 on. The period from 10/15/72 to 11/1/72 was spent in diagnosing the pupils and organizing the instructional groups. The reading counselor who serviced P.S. 4 and P.S. 15 was new to the program. She couldn't be hired until 10/15/72. Because she didn't complete the testing at P.S. 15 before, the new counselor wasn't able to start the program at P.S. 4 until 11/15/72.

## VI. RECOMMENDATIONS

Based upon the above evaluation of the Special Reading Services Program, the following recommendations are made:

1. The program should be recycled in its present form. The Coordinator and Reading Counselors are performing the roles for which they were funded in a highly successful manner. In addition, they are meeting the needs of additional pupils and teachers by offering their services beyond the scope of the program without sacrificing or compromising the program.
2. In the future, if a group of standardized tests is required, and because of the specific nature of their target population, the standardized test should be administered by the reading counselors in small groups upon entry into the program and at post-test time.
3. Instead of the Metropolitan Achievement Test, the staff of the program should explore the possibility of using some form of a group standardized diagnostic instrument such as the California Diagnostic Reading Test.

HOMEWORK HELPER PROGRAM

## EXECUTIVE SUMMARY

Homework Helper Program is an after school tutorial program of some ten years experience. It operated in nine schools: seven elementary and two Junior High Schools. It focused primarily on those children having academic deficiencies. The program utilized peer-learning whereby tutors who are themselves secondary or college students with room for academic improvement are assigned on a 1 to 1 basis to students or tutees who are elementary or Junior High School ages. The program supplies materials, snacks, a Master teacher and two aids at each site. A coordinator and Auxiliary Trainer furnish general program supervision. All schools were found to be operating with total commitment and seriousness of purpose. The program's objectives were student reading achievement and attendance improvement and tutor school achievement and attendance improvement. All objectives have been met.

## RECOMMENDATIONS

1. Further development should be made in the area of establishing a Perceptual Unit for Homework Helper Program for those students not accepted in the day programs but diagnosed as needing same. The school with most competency in the area is PS 134.
2. The Mathematics program at Junior High School 71 was found to be strong largely due to the exceptional input of a capable paraprofessional. His skill might be further utilized by making that school the Mathematics Unit for the program.
3. The Reading Center presently located at PS 110 as part of Uplifting Skills might be made available to students deemed most able to benefit from this service. Tutors can be taught to use the hardware available.
4. Parental involvement begun with teas given at three schools, can be expanded to all schools on a once a semester basis to involve parents more fully in the program's activities. Moreover, parents should be invited to staff meetings to have policy input.
5. Staff meetings might be better organized with rotating responsibilities for methodology or material presentation. This would then serve as a review mechanism for new material and training to increase (repertory) of techniques.
6. Tutors should be allowed to make home contacts with students.
7. Tutor training time should be increased from once monthly to twice monthly. A full week should be allowed for training prior to start of program.
8. Since the program has had a continuous run in District 1 for ten years, organization for the program can begin in early September in order to allow all sites to begin at or closer to the authorization date.
9. The program's record of success and the evaluator's recommendation strongly urge refunding for 1973-74.

## HOMEWORK HELPER PROGRAM

## I. PROGRAM DESCRIPTION

## A. Sites

Homework Helper is an afterschool tutorial program that was originally assigned to seven schools. However, in an expansion of the program authorized on November 8, 1972, two additional schools were added for a total of nine--two junior high schools and seven elementary schools. Schools were chosen on the basis of need as defined by average reading deficiency, administrative request and community desire. Each school was to have assigned four classrooms to Homework Helper and secure office space for the Master Teacher and supplies. Criteria for classroom assignments were based on the host-school principal's assignment, availability of office space and proximity to classrooms of office space. The sites varied greatly from some having four or more light, airy classrooms on one of the lower floors of the school plant to a portion of a gym-cafeteria at one location which provided an open-corridor atmosphere. The sites covered most of District One's geography allowing all children to be within walking distance of the sites.

Table 1

## Site, Staffing and Population

Schools	Master Teachers	Aides	Tutors	Students
PS 19	1	2	14	23
PS 61	1	2	12	24
PS 64	1	2	13	33
PS 97*	1	2	10	47
PS 134*	1	2	11	27
PS 160	1	2	16	60
PS 188	1	2	13	41
Jr.H.S. 56	1	2	13	40
Jr.H.S. 71	1	2	12	31
TOTALS	9	18	114	326

\*schools added on November 8, 1972

## B. Staffing

The program was staffed by a Coordinator, whose duties were to select personnel and materials for the program. He was visited on several occasions and found to be discharging both duties well. The assignment of personnel often required the tactful handling of program requirements, principal's desires and varying personalities among staff from tutors to Master Teachers.

Tutors sometimes would prefer working with one teacher than another. One Master Teacher (PS 188) was out ill for some time requiring substitution. Another Master Teacher experienced difficulty in working with aides and needed replacement. These personnel types of problems were always handled with utmost tact, a minimum of bruised feelings and a good measure of efficiency. The ordering of supplies was also done by the Coordinator, usually, though not always, at the request of the Master Teachers who were free to order what they deemed useful. The Coordinator himself brought in materials for examination and was instrumental in assigning a stencil set to all schools desiring same. The Coordinator additionally visited each site on a regular basis and was observed to be well-known in the community-at-large. Monthly meetings were held with Master Teachers for purposes of training and information sharing. The training usually was informal, based on stated needs of individual Master Teachers and group resources for those needs. It is recommended that the Coordinator, in future, designate Master Teachers to be individually responsible for the conduct of more formalized training in such areas as applicability reviews of new resource materials and specialty area techniques (i.e. guidance, perceptual training and Individual Prescriptive Instruction). Unfortunately the Coordinator became ill during the Easter recess and was on sick leave thereafter. His slot was filled by a Master Teacher with the able assistance of the Auxiliary Trainer. An unresolved issue from the prior year has to do with whether the Coordinator's position should be full time or three hours daily. On the basis of demonstrated efficiency it appears that the Coordinator position can be filled on a part-time basis given the experience of the present Coordinator and the experience of the staff and support personnel.

There is one Master Teacher assigned each site and they are primarily chosen on the basis of seniority. This year's groups varied in experience from ten years to six months. At the program's inception the list of experienced Master Teachers available exceeded spaces available. However, as expansion developed, one other had to be sought. The criteria for selection are: seniority, host school principal's recommendation, teaching experience and school-wide pupil contact (i.e. reading specialist, guidance counselor). In the case of the one chosen this year, principal's recommendation was the most salient criterion among all others met. Master Teachers were found to be uniformly committed to the program, excellent teachers themselves and quite knowledgeable about their schools and their children. Most were working during the day in schools where the HHP site was located. The Master Teacher at PS 134 is an acting AP. The Master Teacher at PS 160 is a reading specialist and another a guidance counselor. The Master Teacher at PS 19 was found to have an excellent rapport with children and tutors with a particular strength in ability to teach reading pedagogy. The Master Teacher at Jr.H.S. 56 was found to be particularly efficient in having tutors and students work on task effectively and with a high level of inspiration. The Master Teacher at PS 134 was found to be particularly resourceful in bringing in Perceptual Training effectively. The Master Teacher at Jr.H.S. 71 used the talents of a gifted paraprofessional to great advantage making for very effective teaching of mathematics. Indeed, most Master Teachers were found to have specific strengths and general competence. This general competence was well known to them and there was a feeling of self-satisfaction and warmth evident in their meetings observed. While there was some resistance to suggestions for minor change, such as having more parental involvement in the program, three schools did, in fact, follow up in March 1973 when PS 97, 64 and 61 gave teas.

The program has been assigned an Auxiliary Trainer whose assigned duties are:

- 1) to assist the Program Coordinator in the overall supervision of the paraprofessionals
- 2) to help in conducting meetings with parents.

Because she has had a long-term working relationship with the Coordinator, she had more frequently than not acted as his deputy. She has been observed helping tutors getting processed for employment with the program, aiding in assignment of tutors and paraprofessional personnel, visiting sites as the Coordinator's representative and proving a real resource when, due to illness, the Coordinator had to go on extended sick leave after Easter recess. Moreover, this person has expedited the handling of administrative details, payroll, attendance records, and the like. The Auxiliary Trainer is a unique position in this program, ably filled by a uniquely competent person.

Each site and Master Teacher is assigned two educational assistants whose duties are:

- 1) assist the Master Teacher in facilitating instruction
- 2) instruction and registration
- 3) absentee and attendance checks.

With the exception of two, all assistants have day jobs in the school as paraprofessionals. All are experienced with an average of five years program experience. There is one male and others are parents who live in the district as well as work there. Routinely they have been observed in serving snacks to children, monitoring classes and tutor activities, keeping track of and collecting program materials used. An additional duty these paraprofessionals perform is to visit tutors' homes after absences have occurred, and have been known in the past to render invaluable assistance through this needed function. At Jr.H.S. 71 the male paraprofessional has college credits in mathematics and has been a remarkable resource in preparing children for math regents. His ability is widely respected in the school and district at large. Discussions with paraprofessionals have found them to be honest about the program's activities and totally committed to its objectives.

Tutors are assigned each school to work with two students weekly on a one-to-one basis. They are selected on the basis of:

- 1) district residence
- 2) program seniority
- 3) financial need
- 4) ability to relate and provide adequate role models.

An original part of the program's concept was to provide growth experiences for both tutors and students. Therefore, tutors were not chosen for academic excellence but, on the contrary, should have a capacity to grow. This criterion is somewhat in conflict with the seniority criterion and it would appear to be subordinate to it. This program has placed an emphasis on continuity and has produced teachers who now work in the District from the ranks of its tutors. Nevertheless, tutors are high school and college students in their first two

years. They are paid on an hourly rate varying from \$1.60 to \$3.10 depending on the level of education attained. Tutors receive monthly training in pedagogy from the Master Teachers. They tend to reflect, as do the paraprofessionals, the ethnic balance of the community. Where specific language needs exist for Spanish or Chinese speaking tutors, there has been little or no difficulty in meeting those needs. Tutor attendance has at times tended to vacillate, but hardly more than that of the students they teach. Since most are experienced, and absences are followed up, their regularity is probably better than that found in other employment utilizing persons of their age. Some tutors have demonstrated unusual competence as in the case of a tutor at PS 134 who has been well trained in perceptual training and has written a manual of exercises on the subject. Another tutor has been observed to show remarkable growth in his own attitude and self-confidence since being involved in the program. Some tutors have felt that the training on a monthly basis is not sufficient to slacken their thirst for knowledge about methods and materials for teaching their charges. Recommendation is made to double the training time provided tutors by Master Teachers with perhaps some rotation among the schools to derive the benefit of special competencies possessed by the several Master Teachers. Tutors now escort elementary school children to their homes but do not go in. Many helpful relationships appear to have been started with the older tutors "adopting" the younger students. This also presents an opportunity for those tutors who are interested in social work or psychology to become involved in family casework on a voluntary basis and with adequate supervision. It is recommended that this type activity be renewed in the future.

### C. Materials

The program has a ten year history and is rich in material. Stencil packages for all subjects, SRA kits, Sullivan Reading and Math programs as well as arithmetic materials have been observed. Additionally, Master Teachers brought in materials from their home school assignments and their personal material. The Coordinator has been more than generous with new materials being constantly open for examination with universal access. Despite the variety, however, most Master Teachers have found a repertoire of materials that appears most comfortable for their individual use. In fact, it has been asserted, and with some probable basis in fact, that the main effect of the program has been tutor-student interaction rather than particular program material used. Nevertheless, there are specialized programs requiring trained personnel which are available in the District, which can provide technological intervention with comparatively little investment in tutor training. The Reading Laboratory at PS 140, which is part of the Uplifting Skills Center, can be manned by trained tutors for an afternoon program. As the District implements its Reading Program for the District, Skills Centers can be manned by tutors in the HHP to extend their use to a wider number of students. The problem of over-choice of new and sometimes untested materials may perhaps be met by consultation with Educational Products Information, a publication which is a consumer's review of materials.

### D. Student Population

Pupils for each site were to have been selected on the following criteria:

- 1) reading retardation with preference for two years or more
- 2) those who will benefit most from individual tutoring
- 3) priority for 6th grade in public, and 5th and 6th grades in non-public schools.

The first criterion qualifies a larger population than the program can reasonably be expected to serve and the second criterion requires clinical judgement on the part of the referrer. The latter becomes somewhat arbitrary as reading difficulty becomes greater the farther the student progresses. The program recruited its students by means of letters to Guidance Counselors and Reading Specialists with request for students:

- 1) who were reading below grade level but not likely to improve without help;
- 2) who were not disciplinary problems.

Additionally, teachers within host schools were polled by the Master Teachers themselves for likely candidates for the program. Circulars were posted in schools throughout the District announcing the start and intent of the program. Parents were notified by notes sent home by the children announcing the program's activities. Interviews with the Coordinator revealed that 50% of the referrals were made by parents for their children, 35% came from teachers within host schools and 15% came from Reading Specialists and Guidance Counselors. If one makes the somewhat tenuous assumption that the parents expressed the will of the children, half of the program's children can be said to be self-selected. Since this is an after-school program with no material enticements, the fact that 326 children came to study and get help speaks both to the value of education to the parents and children and also to the reputation of this program as being one that provides effective service:

#### E. Curriculum

The program curriculum was based primarily around the children's homework, which tended most often to be reading and arithmetic in the elementary grades. The first mission of HHP is homework. A second mission was to provide remediation. Over the years, as aforementioned, the program developed a repertory of materials and teaching styles. These are concentrated approximately 90% in the area of reading. About 10% of the program's curricular activities are devoted to arithmetic. It has been found in the experience of this program that the thrust for children at the elementary and junior high level needs to be in the area of reading. Moreover, the stress on reading pressed by all levels of educational administration and the community-at-large gives it a central role in most current curricula. It would not be realistic to expect any program to be unaffected by such pressures. As noted above, the use of technology in the manner of pacers, computers and other hardware could increase productivity and efficiency if tutors could be adequately trained and maintained for an economical enough period of time to justify use of such material.

## II. PROCEDURES

### A. Observations

Each center was visited for purposes of ascertaining its functioning operation, observing the tutor-student interactions, methods of instruction



being employed, and the support being provided by staff. Additionally, two staff meetings were attended; the first in October 1972 to explain the evaluation procedures and note the reactions of staff to the evaluation design. After the Interim Report was written, an additional meeting was attended in February 1973 where reactions were noted and recommendations explained. Fewer visits were made during the second semester but follow-ups were made to three sites of particular interest and several administrative conferences were held with the Coordinator.

## B. Interviews

The Coordinator was interviewed informally before and during all observatic visits and formally during initial, Interim and final contacts with the program. On each of these formal occasions the Coordinator's feelings about the program were elicited around the areas of staff, materials and programming. He was found to be helpful at all times and open to suggestions for change. His own observations were found to be insightful and his opinions honest. He took complete responsibility for carrying out the evaluation methods and had so well set up the design for their execution that, even in his absence, the data was collected and available at a reasonable time. A final interview involved responses to the Administrator's Questionnaire - see Appendix.

Master Teachers were interviewed on informal bases as observations were being made in their centers. Questions were usually around the perceived strengths and weaknesses of their particular centers, program operation as they implemented it, tutor training needed and given as well as tutor resources available. Their responses were usually open and were found individually open to suggestions. An exception to this was found in the Master Teacher at PS 160 when the tutor-pupil ratio was found to go as high as 4::1. This was made known to her, resulting in her becoming indignant. A more open and receptive response is typified in the Master Teacher at PS 61, where it was suggested a perceptual unit be established and he took it upon himself to pursue the lines of communication further with the Prevention and Remediation Program.

Two paraprofessionals were interviewed at length on an informal basis. They were asked about their feelings about the program as it now operates, what changes would be helpful, what needs improvement, what is effective as it stands. Their responses were found to be honest. They felt the program has had a long period of success and really helps most children. They felt the snacks were particularly helpful as most younger children get tired during the late afternoons.

Two tutors were chosen at random and informally interviewed about what the program meant to them, how they felt it helped their students and what they thought needed improvement. The tutors prized the relationships they had with their students most and were next impressed by their own seriousness in their own school work as teaching became a learning experience. Neither saw career implications in their work though this is neither to generalize too far from a sample of two nor to imply that career implications cannot be found in the future as future job openings become available. Both felt that they would like to be able to do more but that they were not adequately equipped yet. Both felt confident in their future capability.

One student in each school was informally interviewed about what he thought the program was trying to do for him and if he felt it was successful. Most felt that it was. In the few cases where they did not feel the program was as helpful as it might be, they also admitted to not attending very often. Students generally looked up to their tutors and liked the Master Teachers. As further evidence of the popularity of the Coordinator, many students knew who he was and called him by name.

### C. Achievement

The evaluation designs based on the program's objectives for students and tutors are as follows:

- 1) The students receiving tutorial service will attain significantly higher reading achievement gains than the average gains they attained during the previous years of school attendance.
- 2) The students receiving tutoring will have significantly higher attendance rates this year than last year.
- 3) The tutors will attain higher report card grades and attendance this year than they attained the year prior to becoming tutors.

The first objective was measured by sampling the entire population of students for whom pre and post measures were available, some 94%. The measures used were Reading scores from the Metropolitan Achievement Test given on a city-wide basis to the students in May 1972 and May 1973. Data was collected from last year in January and the current year in May and June. A correlated "t" was applied on a real vs. anticipated gain basis to find significance between the gains attained at a  $p \leq .05$  level.

The second objective was again taken on the total population of students, comparing mean days absent in 1971-72 and 1972-73. This was elicited from report cards or school contacts made in January for 1972 and May and June for 1973. A "t" test was applied to the means for decrease of days absent using a critical "t" ratio at the  $p \leq .05$  level of significance.

The third objective was to measure the attendance and achievement of tutors. The total population was taken as the sample. Report card grades were taken and averaged for 1972 in October and in May and June for 1973. Since so many tutors have had more than one year experience with the program, tutors were broken down according to more than one year experience and inexperienced tutors. Means for grade point averages were computed and the differences compared on "t" ratios with  $p \leq .05$  level of significance being taken as critical. Attendance was similarly treated, again with total population and samples consisting of more than one year and inexperienced tutors. Days absent were averaged and means compared for 1971-72 and 1972-73, the differences being compared on "t" ratios with  $p \leq .05$  as the critical point.

## III. Results

1. The first objective, Reading Achievement was measured by the MAT administered on a pre-post basis with a real vs anticipated design.

Table 2a Reading Scores showing real vs anticipated gain by schools

School	Measure	N	$\bar{X}$	SD	t
P.S. 19	Pre	22	3.41	1.59	2.13
	Anticipated		4.13	1.96	
	Post		4.62	1.77	
P.S. 188	Pre	39	3.00	1.06	2.60
	Anticipated		3.58	1.32	
	Post		3.97	1.61	
P.S. 134	Pre	28	3.01	0.97	7.83
	Anticipated		3.50	1.14	
	Post		3.98	1.01	
P.S. 61	Pre	25	3.46	0.82	1.14 N.S.
	Anticipated		4.17	1.04	
	Post		4.00	1.14	
P.S. 64	Pre	34	3.12	0.86	3.87
	Anticipated		3.68	0.93	
	Post		4.00	1.02	
J.H.S.71	Pre	30	3.96	1.34	3.60
	Anticipated		4.39	1.52	
	Post		4.85	1.49	
J.H.S.56	Pre	38	6.13	1.88	0.72 N.S.
	Anticipated		6.96	2.14	
	Post		6.86	1.83	
P.S. 97	Pre	44	3.50	0.70	1.11 N.S.
	Anticipated		4.05	0.78	
	Post		4.16	0.76	
P.S. 160	Pre	46	3.00	0.80	2.22
	Anticipated		3.60	1.00	
	Post		3.90	1.20	

Table 2b Reading Scores by level and for total program for real vs anticipated gain

School	Measure	N	$\bar{X}$	SD	t
Elementary	Pre	238	3.22	0.97	5.22
	Anticipated		3.80	1.18	
	Post		4.08	1.24	
Secondary	Pre	68	5.21	1.97	1.55 N.S.
	Anticipated		5.83	2.28	
	Post		5.97	1.96	
Total	Pre	306	3.61	1.46	5.34
	Anticipated		4.25	1.72	
	Post		4.50	1.63	

Table 2a shows the performance of all schools. A critical  $t$  was taken at the  $p \leq .05$  significance level. Three out of nine schools did not meet that criterion. Table 2b examines the program by level and reveals the elementary portion meeting the criterion while the secondary fails. However, the size of the secondary  $N$  may not allow for sufficient randomization to reduce probability of type I error. Nevertheless, of central importance is the fact that the program as a whole (total  $N$ ) meets its criterion and in fact exceeds it. The objective has therefore been met.

2. The second objective calls for a significant improvement in students attendance for 1972-73 as compared to 1971-72. Attendance is measured by Days Absent as reported on school records or report cards. A  $t$  test was done set at the  $p \leq .05$  level of significance.

Table 3 Students attendance for 1971-72 vs. 1972-73 by school

School	N	Pre	SD	Post	SD	t	
P.S. 97	47	14.62	8.25	15.55	11.04	-2.21	H.S.
P.S. 188	41	13.09	9.14	5.36	3.20	6.57	
P.S. 19	23	9.98	6.92	9.30	7.38	0.36	H.S.
P.S. 61	24	15.04	13.15	10.79	7.73	1.50	H.S.
P.S. 160	60	10.82	11.59	9.93	9.28	.87	H.S.
P.S. 134	27	18.98	14.02	6.01	5.34	6.23	
P.S. 64	33	10.39	6.90	6.09	4.85	3.98	
J.H.S. 71	31	11.19	12.77	8.66	9.06	2.90	
J.H.S. 56	40	8.02	7.88	6.00	5.05	2.21	
Total	326	11.86	10.63	9.06	8.38	5.44	

Table 3 shows that the program had a significant  $t$  for the total number of students meaning that attendance did in fact improve. When attendance is examined by school, 4 of the 9 schools didn't show improvement. Two of the 4, P.S. 97 and P.S. 61, also didn't have significant improvement in reading. Nevertheless, the program as a total has met this objective by meeting the stated criterion.

3. The next objective tests tutor achievement by means of GPA and school attendance. Attendance is measured by Days Absent. Since these are to be effects of the program, tutors of one year or more experience are separated from those without experience. Experience  $\leq 1$  year.

Table 4a Experienced tutors are improved on GPA by level and totally

Level	Time	N	Mean	SD	t	
Primary	Pre	37	77.59	12.39	1.85	
	Post		81.31	7.93		
Secondary	Pre	7	82.85	5.97	1.89	H.S.
	Post		85.64	5.78		
Total	Pre	44	78.15	11.65	2.19	
	Post		81.07	7.07		

Table 4b Experienced tutors are compared on Days Absent by level

Level	Time	N	Mean	SD	t
Primary	Pre	36	8.83	3.00	1.95
	Post		5.33	0.76	
Secondary	Pre	10	4.30	1.86	0.08 N.S.
	Post		4.10	1.83	
Total	Pre	46	7.84	11.10	1.85
	Post		5.06	4.82	

Table 4c Inexperienced tutors are compared on GPA by level and totally

Level	Time	N	Mean	SD	t
Primary	Pre	41	77.14	1.36	3.10
	Post		80.27	1.01	
Secondary	Pre	15	81.84	1.63	3.16
	Post		85.41	1.45	
Total	Pre	56	78.40	1.11	4.09
	Post		81.65	0.88	

Table 4d Inexperienced tutors compared on Days Absent by level and totally

Level	Time	N	Mean	SD	t
Secondary	Pre	41	8.68	10.98	2.26
	Post		5.31	4.58	
Secondary	Pre	15	6.33	4.04	5.10
	Post		3.13	2.74	
Total	Pre	56	8.05	9.64	3.03
	Post		4.73	4.26	

Tables 4 a-b-c-d all show total improvement for school achievement and attendance for tutors as measured by GPA and number of Days Absent. Again the reversus to this general trend are at the secondary level and with small N's. Where the N increases as in 4c and 4d the performance also increases. The objective has been measured by t tests taken at the  $p \leq .05$  level of significance. It has met this criterion.

#### IV. Summary

Homework Helper Program is an after school tutorial program of some ten years experience. It operated in nine schools: 7 elementary and 2 Junior High Schools. It focused primarily on those children having academic deficiencies. The program utilizes peer-learning whereby tutors who are themselves secondary or college students with room for academic improvement are assigned on a 1:1 basis to tutors who are elementary or Junior High School ages. The program supplies materials, snacks, a Master teacher and two aides at each site. A coordinator and Auxiliary Trainer furnish general program supervision. All schools were found to be operating with total commitment and seriousness of purpose. The program's objectives were student reading achievement and attendance improvement and tutor school achievement and attendance improvement. All objectives have been met.

#### V. Recommendations

1. As already stated further development should be made in the area of establishing a Perceptual Unit for Homework Helper Program for those students not accepted in the day programs but diagnosed as needing same. The school with most competency in the area is P.S. 134.
2. The Math program at Junior High School 71 was found to be strong largely due to the exceptional input of a capable paraprofessional. His skill might be further utilized by making that school the Math Unit for the program, perhaps utilizing some of the hardware to be made available in Project Math in the day session of school. Thus all secondary children with Math deficiencies could be served by that school.
3. The Reading Center presently located at P.S. 110 as part of Uplifting Skills might be made available to students deemed most able to benefit from this service. Tutors can be taught to use the hardware available.
4. Parental involvement begun with teas given at three schools, can be expanded to all schools on a once a semester basis to involve parents more fully in the program's activities. Moreover, parents should be invited to staff meetings to have policy input.
5. Staff meetings might be better organized with rotating responsibilities for methodology or material presentation. This would then serve as a review mechanism for new material and training to increase reportory of techniques.
6. Tutors should be allowed to make home contacts with students. This can be done on a voluntary basis to give students with an interest in social sciences a chance to work with families and get a feel for delivering services.
7. Tutor training time should be increased from once monthly to twice monthly. In the case of centers having specialized services above, a full week should be allowed for training prior to start of program.
8. Since the program has had a continuous run in District I for ten years, organization for the program can begin in early September in order to allow all sites to begin at or closer to the authorization date.
9. The program's record of success and the evaluator's recommendation strongly urge refunding for 1973-74.

## ADMINISTRATOR QUESTIONNAIRE

Homework Helper

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_

## 1. Recruitment and Hiring

A. How many teachers were allotted your program? \_\_\_\_\_

\_\_\_\_\_

B. Were all of your teachers hired prior to program implementation?

\_\_\_\_\_

\_\_\_\_\_

C. What qualifications did you look for in staff recruitment? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Were these met? \_\_\_\_\_

\_\_\_\_\_

E. How many paras? \_\_\_\_\_

F. What was strength/weakness of their impact? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

G. List other support personnel (i.e. Guidance, Social Worker) \_\_\_\_\_

\_\_\_\_\_

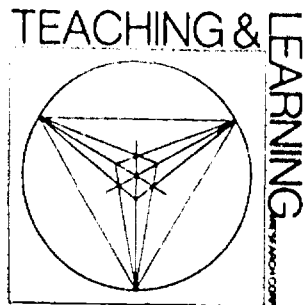
## 2. Program

A. What did you see as the most important goals of the program? \_\_\_\_\_

\_\_\_\_\_

B. Were these goals met? \_\_\_\_\_

\_\_\_\_\_



C. What needed improvement and why? \_\_\_\_\_  
\_\_\_\_\_

D. Statistical Information

1) What was authorization date? \_\_\_\_\_

2) What was actual date program started? \_\_\_\_\_

3) How many students authorized \_\_\_\_\_; actually enrolled \_\_\_\_\_

3. What was your opinion of present year program operation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What needs improvement? \_\_\_\_\_  
\_\_\_\_\_

What changes do you recommend? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PREVENTION AND REMEDIATION OF READING DISABILITY PROGRAM

## EXECUTIVE SUMMARY

The project's program activities were carried out primarily in three District 1 schools, PS 61 M, PS 110 M, and PS 188 M, as well as the Learning Disability Unit of the University Medical Center.

The project's full-time paid staff consisted of (a) two Supervisory Teachers, one of whom was on leave until February 1, 1973, (b) two Resource Room Teachers, (c) one Teacher Aide, (d) two Educational Assistants, and (e) one Psychologist.

The project's co-directors, a senior pediatric psychiatrist and a senior developmental psychologist, both of whom are noted specialists in learning disorders and their remediation, were not paid out of project funds.

The curriculum materials and techniques used were specially designed or modified ones based on the project's co-directors' many years of clinical experience in the fields of identification and remediation of learning disabilities in general, and reading problems in particular.

Some of the program materials and activities offered to the 95 children enrolled in the program (81 first-graders and 14 second-graders) were:

- (1) Reciting the days of the week to help develop auditory memory, auditory sequencing, and to teach the important concepts of "before" and "after".
- (2) Picture cards to teach vocabulary, auditory discrimination, initial sounds, final sounds, and various forms of word recognition.
- (3) Figure tracing, done at the blackboard, provided practice in the coordination of graphomotor skills, body movement and the learning of such key concepts as up, down, left, right, across, etc.
- (4) Lockplate figure matching. The child was provided with a cutout figure placed at a variety of angles. The child had to select by correctly matching one out of a field of several copies of the figure at various angles. This was designed to help the child with spatial relations perception, visual discrimination, and spatial memory.
- (5) Auditory Memory and Sequencing was taught with the use of a buzzer-board. The teacher or an assistant buzzed a pattern of sounds and the child had to repeat it.

Each child, seen individually or in a small group, was exposed to the same materials in a fixed succession of stages, moving on to increasingly more complex materials after having demonstrated competence at lower levels.

The evaluation utilized a total sample of 157 children for whom complete 1973 achievement post-test scores were available. Of these, 74 were in the control

group and 83 in the Experimental group. These two groups had been matched on the basis of their 1972 WRAT Oral Reading Scores and both had been judged as being at high-risk for reading disability on the basis of their 1972 Search Battery Performance.

The Experimental Group (who had participated in the program) and the Control Group (who had not participated in the program) were compared with regard to five post-test criterion measures. The Experimental Group scored higher on all five post-test measures, namely,

1. The Gates-McGinitie Auditory Discrimination
2. " " " Visual "
3. " " " Blending "
4. " " " Vocabulary
5. The Wide Range Achievement Test (WRAT)  
Oral Reading

These differences were statistically significant only for the Auditory Discrimination, Blending, and Oral Reading measures.

The project was judged successful in meeting the previously established performance criteria.

It is recommended that the project be refunded in the future.

## PREVENTION AND REMEDIATION OF READING DISABILITY

## I. PROGRAM DESCRIPTION

## A. Sites

The program's activities were carried out primarily in three District 1 schools, PS 61M, PS 110M, and PS 188M, as well as the Learning Disability Unit of the University Medical Center.

## B. Staff

The program's full-time paid staff were:

(a) Two Supervisory Teachers. One participated in the program all year and one was on leave until February 1, 1973. They visited all three program site schools and conducted conferences at the Learning Disability Unit.

(b) Two Resource Room Teachers. One was stationed at PS 188 and the other at PS 61.

(c) One Teacher Aide, who was positioned at PS 61 and who left the program midyear for personal reasons.

(d) Two Educational Assistants. One was stationed at PS 61 and the other was at PS 110 where she worked under the supervision of a third resource room teacher who was paid by another project's funds.

(e) One Psychologist who provided services at all three program site schools.

The Learning Disability Unit of University Hospital supplied additional staff services at no cost to the project. These included the services of the program's co-directors, a senior pediatric psychiatrist and a senior developmental psychologist, both of whom are noted specialists in learning disorders and their remediation.

## C. Materials and Curriculum

The materials and techniques used were specially designed or modified ones based on the program's co-directors' many years of clinical experience in the fields of the identification and remediation of learning disabilities, in general, and reading problems in particular. The major program materials and activities offered to the first and second grade reading-disabled children individually or in very small groups were:

(1) Reciting the days of the week. This activity was used to help develop auditory memory, auditory sequencing, and to teach the important concepts of "before" and "after".

(2) Picture Cards were used to teach vocabulary, auditory discrimination, initial sounds, final sounds, and various forms of word recognition.

(3) Auditory Blending was taught by the teacher or aide who spoke the component sounds of two or three syllable words (or nonsense words) and required the pupil to blend these.

(4) Sound Recognition Cards. The pupil was provided with six picture cards and was required to select that pictured object or activity word which had a particular initial or final sound.

(5) Figure Tracing was done at the blackboard. This provided practice in the coordination of graphomotor skills, body movement, and the learning of such key concepts as up, down, left, right, across, etc.

(6) Traditional spelling and writing from dictation were frequently employed.

(7) Lockplate Figure Matching. The child was provided with a cutout figure placed at a variety of angles. The child had to match it with the correctly matching one out of a field of several copies of the figure at various angles. This helps the child with spatial relations perception, visual discrimination, and spatial memory.

(8) Body - Image training was provided by having the child point to various body parts or by assembly of a life-size jigsaw puzzle depicting a child.

(9) Auditory Memory and Sequencing was taught with the use of a buzzer-board. The teacher buzzed a pattern of sounds and the child had to repeat it.

(10) Spatial Relations and Spatial Memory were also taught with the use of a Pythagoras jigsaw puzzle comprised of geometric shapes set in at different angles.

(11) Visual Sequencing was practiced with a set of picture cards which the child had to arrange in a logical sequence.

Each child, based on the results of the Search Battery, was begun on an individualized program of activities, the focus of which was the use of the materials described above. The selection of those and similar materials followed logically from the co-directors' theoretical and clinical emphasis on the neuropsychological aspects of reading disability.

Each child progressed at his own rate, moving on to increasingly complex materials after having demonstrated competence at lower levels. While

the rate of progress was individualized, all children were exposed to the same materials in a fixed succession of stages.

#### D. Student Population

A total of ninety-five children participated in the program. All had been identified last year, through the use of the program's own Search Battery, as potentially disabled readers. Eighty-one of the children were first graders and fourteen were second graders. Out of this total of ninety-five children, twenty-six were seen at PS 611, twenty-seven at PS 1101, and thirty-two at PS 1881.

## II. RELATED STUDIES

Since 1968, the Learning Disorders Unit of New York University Medical School had offered the present program's type of intervention services in District 1. A variety of data have been amassed by the program staff which tend to demonstrate the effectiveness of this intervention. In their proposal for this year's program, for instance, they supplied graphs indicating that, at PS 116, the 1970 Jastak Oral Reading Test scores of serviced first graders improved significantly over those obtained from these same children in 1969, in comparison to those of an untreated sample of children.

## III. PROCEDURES

### A. Samples and Achievement Measures

This evaluation design employed matched samples of a Control Group of unserved children and an Experimental Group of children who were offered the program's intervention services. Both groups' post-program achievements were measured in June of 1973 with the following tests:

1. The Gates-McGinitie Auditory Discrimination
2. The Gates-McGinitie Visual Discrimination
3. The Gates-McGinitie Blending
4. The Gates-McGinitie Vocabulary
5. The Wide Range Achievement Test (WRAT) Oral Reading.

The total sample consisted of 157 children for whom complete 1973 achievement test scores were available. Of these, 74 were in the Control Group and 83 were in the Experimental Group. These two groups had been matched on the basis of their 1972 WRAT Oral Reading Scores and both had been judged as being at high-risk for reading disability on the basis of their 1972 Search Battery performances.

The total sample of 157 children with regard to treatments, grades, and sex can be described in terms of the following table.

TABLE I  
SAMPLE SUBGROUP SIZES

<u>Treatments</u>	<u>Grades</u>		<u>Sex</u>	
	First	Second	Male	Female
Control (N=74)	56	18	43	31
Experimental (N=83)	65	18	41	42
Totals (N=157)	121	36	84	73

This evaluation procedure was suggested by the program's staff, who also took the responsibility of collecting and recording the research data. The Teaching and Learning Research Corp. staff supplied the statistical analyses and evaluations involved.

Several assumptions were involved in selecting this type of "matched groups post-test" research design. These assumptions were that:

(1) The control group and the experimental group were equivalent in regard to their reading skills, as measured by the five achievement tests, at the start of the 1972-73 school year.

(2) The control and experimental groups had identical educational experiences during this year, except that the Experimental group was exposed to the project's intervention program whereas the Control group was not.

Once these assumptions were accepted as having been met by the program staff and the evaluators, we then developed the following evaluation performance criteria.

#### B. The Evaluation's Performance Criteria

Based on our research design and procedures, it was the evaluators' opinion that the project's intervention program would be judged successful if (a) The Experimental Group's mean score on any three of the five achievement post tests was statistically significantly higher (at the .05 level of probability) than that of the Control Group; and (b) if none of the Control Group's achievement post test scores were higher than those of the Experimental Group.

## IV. RESULTS

## A. Staff

The program staff, including the project co-directors who were not paid out of Project funds, were entirely cooperative throughout all phases of this evaluation.

Site visits revealed that the program personnel were well integrated into the schools which housed them and their relationships with the students, classroom teachers, school administrators and parents were excellent.

Frequently, when we met with the classroom teachers of the intervention group children, they would spontaneously and enthusiastically endorse the program and make comments regarding the help they believed their students had been given by the program. These same classroom teachers also expressed chagrin when they heard "through the grapevine" that the program was not going to be funded for the next school year.

In each of the projects' resource rooms we observed hard working teachers and assistants vigorously applying their program's techniques in a dedicated and highly professional manner.

## B. Program

The major test of the program's effectiveness was, in accordance with the program staff's recommendation, a comparison between the Control Group's (N=74) and the Experimental Group's (N=83) performance on the following five achievement tests:

1. Auditory Discrimination (Gates-McGintie)
2. Visual Discrimination { " " " }
3. Blending { " " " }
4. Vocabulary { " " " }
5. Oral Reading (Wide Range Achievement Test)

It was decided that the program would be judged effective if the Experimental Group's mean score on any three of these five measures were found to be statistically significantly higher than those of the Control Group.

Table 2 lists the means (M) and standard deviations (SD) for the Control and Experimental groups on these five achievement tests.

Table 2  
A comparison of the Control Group's (N=74) and the Experimental Group's (N=83) Achievement Post-Test Scores.

Groups	Achievement Tests									
	Aud. M	Disc. SD	Vis. M	Disc. SD	Blending M	SD	Vocab. M	SD	Oral M	Read SD
Control	16.95	3.13	20.70	3.70	8.23	3.03	1.10	.77	1.59	.59
Experi- mental	18.29	2.92	20.79	3.74	9.35	3.40	1.29	.96	1.89	.97
t*	2.78		0.16ns		2.18		1.36ns		2.23	

\* significance set at  $p \leq .05$ .



As can be seen from Table 2, the mean achievement test scores on all five criterion measures proved to be higher for the Experimental Group than for the Control Group. These mean differences were statistically significant for the Auditory Discrimination ( $t = -2.78$ ), Blending ( $t = -2.18$ ) and Oral Reading ( $t = -2.23$ ) measures but not significant for the Visual Discrimination ( $t = -0.16$ ) and Vocabulary ( $t = -1.36$ ) measures.

It can thus be said, without qualification, that the project's program was successful in meeting previously established performance criteria.

## 7. SUMMARY

The project, housed in PS 61<sup>st</sup>, PS 119<sup>th</sup>, and PS 188<sup>th</sup>, as well as in the Learning Disability Unit of the University Medical Center, provided a well-designed program of reading enhancement and remediation to ninety-five pupils who had been identified as high-risk disabled readers. Eighty-one of the children were first graders and fourteen were second graders.

Based on the project's co-directors approach to reading disability and remediation which places major emphasis on perceptual factors, the children, individually or in very small groups, were each given a curriculum utilizing materials designed or modified by the project staff. Each child progressed at his own rate, moving on to increasingly complex materials after having demonstrated competence at lower levels. While the rate of progress was individualized, all children were exposed to the same materials in a fixed succession of stages.

The evaluation design employed matched samples of a Control Group ( $N=74$ ) and an Experimental Group (83). These two groups had been matched on the basis of their 1972 WRAT Oral Reading Scores and both had been judged as being high-risk reading-disabled on the basis of the project's own "Search battery" Performance.

At the end of the 1972-73 school year, both groups were evaluated with the following achievement criteria post-tests:

1. Auditory Discrimination (Gates-McGinitie)
2. Visual Discrimination ( " " )
3. Blending ( " " )
4. Vocabulary ( " " )
5. Oral Reading (Wide Range Achievement Test)

The Experimental Group was found to have scored higher than the Control Group on all five of these criterion post-tests. The differences were statistically significant for three of these, namely, the Auditory Discrimination, Blending, and Oral Reading measures.

These results were accepted as having clearly demonstrated the program's success. It was recommended that the project be refunded in the future.

## VI. CONCLUSIONS AND RECOMMENDATIONS

The project's program, a well-designed, easily transmitted, program of

reading achievement enhancement techniques based on a predominantly perceptual approach to reading disability, worked well.

The techniques and materials employed appear too successful to be as limited in their use as they have thus far been. It is recommended that the project's co-directors and staff attempt to "package" their program and distribute it for widespread use in regular primary grade classrooms.

It is also recommended that the project be refunded in the future.

COLUMBIA STREET PREPARATORY PROGRAM



## EXECUTIVE SUMMARY

Columbia Street Prep was a mini-school established in September 1972 to service 60 children from Junior High School 22 who were experiencing poor school adjustments and deficient academic achievement. It was located in the Grand Street Settlement House and staffed by five teachers, a shop teacher and three para-professionals as well as a social worker and support personnel.

It provided standard curriculum subjects supplemented by interest activities including trips, art classes, Karate and other classes. There was medical screening, group counselling and individual counselling. There was a high staff and student morale observed.

The program had affective objectives of improved work habits, reduction of anti-social behavior and returning to regular school that were met. Attendance was not improved but cutting and lateness were. Reading achievement and number of subjects passed were not met, the latter largely due to a high expectancy.

## RECOMMENDATIONS

1. The math program should utilize some innovative approaches such as the use of calculators, Cuisenaire rods and a math program package. Such non-traditional approaches could result in increased achievement.
2. With the given number of staff people remaining constant a full complement of students might be considered to be 50-55 instead of 60 students.
3. The establishment of behavioral objectives for each student should be made at the student's point of entry into the program. Under such a contractual arrangement the student knows specifically what he must improve and the staff knows what the criteria for success for the particular students are.
4. The mini-school might be seen as a Research and Development Center for the home school. Thus its role might be less ambivalent and inter-communication can be encouraged for research on use of material and teaching strategies.
5. A program of trips should be planned to facilitate career development. Such trips might be to government service agencies, private industries and services and other places where awareness of different occupations and knowledge of pre-requisites for entry can be gained.
6. As an evaluation goal instead of 100% of students passing 100% of subjects, the number of subjects passed should be the same as the average number of subjects passed by students in the home school.
7. It is recommended that the program be refunded for 1973-74.

## COLUMBIA STREET PREP.

### INTRODUCTION

Columbia Prep is a mini school jointly run by the Grand Street Settlement House and Jr.H.S. 22, set up in the Settlement House to meet the specific needs of a group of children who had exhibited academic deficiencies and poor school adjustments. The mini school was to provide smaller teacher-pupil ratios and concentration of support services.

### I. PROGRAM DESCRIPTION

#### A. Site

The Grand Street Settlement House is an ancient building located one block from Jr.H.S. 22. It is a Settlement House which has a long tradition of services to its Lower East Side community residents. The building is in a state of disrepair largely due to age. Plumbing is uncertain, floors are creaky, lighting is barely adequate and heat is less than steady during winter months. As a new building is under construction across the street, little has been done to the old building as it is literally beyond economic repair. The school is located on the fourth floor of this building. Tables, desks and chairs are all well-worn and portable. Blackboards in the three medium-sized classrooms are also portable. The floor, given entirely for mini school use, has a lounge, workshop and social worker's office also for the school's use. The long distance between classrooms and building entrance has necessitated the posting of adult monitors - teachers or paraprofessionals - both at the street entrance landing of the staircase and the fourth floor landing, which gives access to the classrooms. Besides mini school activities, this Settlement House has other activities, including the offices of adult staff and a dental clinic located on the first floor. Staff has been alert to difficulties both potential and actual in such a physical arrangement and has usually acted in a preventative manner. On upper floors above the classrooms are a gymnasium used by the mini school and office space used by social workers and other volunteers for group or individual contacts. One floor below the mini school is a spacious cafeteria-auditorium with a stage and piano as well as complete kitchen. Lunches are eaten in common by staff and students in this room. Use is made of the kitchen for learning experiences described below. Given the age of the building and its relative lack of physical comforts, the success of the program can be attributed, on the most part, to the efforts of staff and the efficiency of their program concept as they themselves have designed and implemented it. The new building is expected to be completed by the start of academic year 1973-74. Location in a better physical plant can only be an improvement.

## B. Staff

Administrative responsibility for the program devolves from the District Superintendent, through the Title 1 Coordinator, to the Jr.H.S. 22 Principal. The original principal assigned an AP the task of administrative oversight for the program. There was a change of principals at mid-year, but the assignment of the same AP has remained uninterrupted. The AP has been observed discharging the following duties:

- 1) facilitating administrative articulation with Jr.H.S. 22
- 2) taking responsibility for ordering supplies and materials
- 3) providing administrative input into committee meetings
- 4) giving general support and direct supervision to pedagic personnel
- 5) facilitating the handling of administrative details.

The role of the Settlement House has indeed been an active one. Because the AP had other duties from which he could not be relieved, and because there was an administrative person from the agency on the site, the day to day operations were left to that administrator. The AP, however, at all times remained accessible to staff and students and offered broad policy inputs. As noted in the Interim Report, both this agency supervisor and the AP exhibited an uncommon amount of mutual respect and a complete absence of individual power needs, making for a smooth functioning relationship.

The on-site administrator was the agency's Chief Social Worker. A professional caseworker, he was observed nursing the following duties:

- 1) articulation of interdisciplinary activities
- 2) direct supervision of social work activities
- 3) formation and chairing of Policy Advisory Committees and Screening Committees
- 4) marshaling of community resources
- 5) facilitating articulation with agency activities and use
- 6) on-site, day-to-day policy implementation.

This mini school has had the services of this agency's Chief Social Worker, another social worker and coordinator paid by the agency. Additionally, there were five social work students, several nursing students, a medical student, Big Brothers and a host of services entirely recruited by the Chief Social Worker or encouraged by him. He has remained a constant source of new ideas and been open to new ideas from others. He has been observed visiting other mini schools to learn and observe as well. This Chief Social Worker has been a most facilitative administrator who has gotten the best from his staff by being an excellent role model himself.

The agency also furnished a full-time social worker mentioned herein above. Her duties have included:

- 1) providing casework and guidance services on an individual basis
- 2) taking part in Screening and Policy Advisory Committees
- 3) helping with training of MSW students
- 4) acting as the Chief Social Worker's deputy
- 5) aiding in high school applications
- 6) screening investigations of new students
- 7) referral to outside agencies for students needing same
- 8) relating with other agencies on behalf of students so involved.

The professional social worker assigned has been observed as being a most sensitive and perceptive worker who is able to relate to the children's needs. Because she is female and a minority member, she was particularly able to provide the kind of role model needed by the female students. Her tact and responsibility for follow-through made her a much sought after resource to the program. She has been observed relating to a child's family court probation officer the progress the child has made. She has followed through on referrals to foster care at Frazier House in the case of a female student whose home became very problematical. When the evaluator suggested high school mini-school resources, she followed through with referrals of individual children and trips to visit these settings. Overall, she was observed to be a young, bright worker with excellent potential for professional growth.

A third person paid by the agency and assigned to the mini-school was a reading coordinator. This person had an advanced degree and experience in teaching reading. She taught classes herself for students needing special help and provided methodological and material suggestions to school staff, most of whom also taught reading in their subjects. She was observed discharging the following duties:

- 1) actively participating in Screening and Policy Advisory Committees
- 2) acting as general coordinator for reading activities for the agency and program
- 3) developing contacts with an alternative high school - H.S. re-direction program
- 4) supervising activities of paraprofessionals.

While her first input was ubiquitous during the first semester, her influence was less evident during the latter semester. She was a constant source of new ideas and challenging positions.

The program was allotted three teachers in its final proposal, though it had originally requested five. Two additional teachers were assigned by the home school to bring the full complement up to five. Teachers were observed:

- 1) teaching classes by subject and level
- 2) participating in various student feedback mechanisms
- 3) participating in curriculum development both specifically by subject and program wide
- 4) Screening and Policy Advisory Committee participation
- 5) in some cases providing for the first line of administrative control of the program.

The original group of teachers had worked together as a team teaching "G classes" or essentially the behavior and underachievement sub-population of children within Jr. H.S. 22. Two teachers who had come over in September when the program started, within the first month, requested transfer back to the home school. Two additional teachers were then recruited, one from the home school but not a "G class," and a fifth from outside with experience in another school. The team then had all experienced teachers, usually two years or more, and a basic cadre of three teachers who had worked together previously as a team. The two male members of this basic core team provided the major planning and first line administration of the program. They usually, one or the other, took charge of the many formal or informal staff meetings.



They usually encouraged open discussion of most issues and entertained or offered many bright solutions to problems. An example was the matter of students floating in the hall. One teacher felt a student should have a quiet room to go to as an alternative to the classroom. There was general concern about students floating and being potentially disruptive. The resolution was that, if a teacher let a student leave the room, it was her responsibility to see that he did not become a problem for someone else. Between them, both of these core group male teachers taught mathematics and social studies as well. Lessons were found to be interesting with use of maps to identify continents, countries and regions. An appreciation for other cultures and a deeper perspective of our culture were given by readings which dealt with other civilizations in world history. The children seemed to enjoy these lessons though they had previously been identified as non-achievers.

Of particular note was the language class, which made great use of various materials, and at all times exhibited a selection of teacher-made materials among which students chose during any hour. Thus children would choose from SRA readings, crossword puzzles which were teacher-made, interpreting poems and readings that had been translated from Korean or Japanese in some instances, or wrote their own poems. The class was usually very free with a premium on self-expression. The teacher and her paraprofessional worked with individual children as they needed help. Little group teaching was done as the teacher's style was a combination of expressive and IPI with less in the way of prescription but more in terms of individual methodology. Towards the end of the program a new material was introduced, Alphablanks, which developed letter identification, vowel and consonant differentiation as meta-concepts in the meta-structure of grammar. This has had some popularity.

The science class had a late start as materials didn't arrive until mid-year, but became quite interesting to most students once the teacher became more comfortable with the children, the materials were plentiful enough to provide for variety and a program of science was pulled together around these other factors to engage student interest. Thus students were observed standing around an audio-visual body representation identifying parts of the circulatory, respiratory and skeletal systems. At the same time, since another student's interest was more mechanical, he was allowed to work with a motor kit where the principles of mechanics and electricity were taught by discovery techniques.

Towards the end of the program a sixth teacher was added. A woodshop had been completed during the second semester and children - both girls and boys - began using its facilities as an elective which could be taken either in the morning or afternoon. Children were engaged in making their own projects under the direction of a shop teacher who worked with them individually or in small groups. Some children seemed to be quite absorbed in their projects and getting real feelings of accomplishment.

The program has had the able assistance of three paraprofessionals. They are local residents and work with individual teachers. The two females have provided individual tutoring in on-going classes, and the one male has provided that as well as an affective support in working with the male students. Paraprofessionals have been observed discharging the following duties:

- 1) in-class tutoring
- 2) hallway monitoring
- 3) Screening and Policy Advisory Committee participation
- 4) informal student counselling.

One middle-aged lady, as a paraprofessional, provided a motherly balance in a staff noted for its general youth. Another, because of her youth, provided a role model as an older sister. The male was Spanish-speaking and so provided additional communication and role modeling possibilities. The role of paraprofessionals was not adequately defined in advance, but the support they had from a coordinator and the openness of teachers made their impact on classes effective. They began feeling their own capabilities and relations with teachers were from a position of parity with good results.

The program had the support of student social workers who handled most of the group work, special interest classes and took part in policy making. Nursing students took responsibility for physical examinations and hygiene classes. Volunteer tutors provided reading help in the afternoons. These kinds of extra-staff assistants gave the program a broader base of supportive services resulting in much environmental manipulation.

### C. Materials

The program, as noted above, suffered in its science portion because materials were late in arriving. However, these were put to excellent use upon arrival. Hampsters were raised in class. Plants of various types were grown. Charts and physical structures were used. A motor kit was used as well. The hardware of science teaching provided much of the impetus for improved teacher-pupil interaction observed toward the end of the program.

English, as previously described, was taught using mostly teacher-made materials. SRA kits and Alphablanks were used. Alphablanks were plugs of various colors and shapes keyed to vowel-consonant differentiations and letter formation, i.e. up letters are those formed above the line ("d"), and down letters are those formed below the line ("p"), as well as those on the line ("s"). Through this method, vowel rules such as "i" before "e" and transformations such as singular to plural were taught. Students seem to enjoy this as a game and master its skills quickly.

Social Studies relied mostly on texts but utilized current events as well. Texts with Black and Puerto Rican cultural inputs were used as well. Maps and globes gave added resources to their teaching.

Math appeared to have few materials other than texts. A good math program would be a recommendation for this program using some of the materials previously mentioned, such as Cuisinaire rods. The use of calculators might also present two uses: A) working of math problems, B) career orientation toward office machine operation for those so inclined.

### D. Student Population

The proposal allotted the program sixty students. Seldom has the program approached that number, working with frequently from forty-five to fifty students. With the total involvement, which is the goal of this program,

fifty to fifty-five may, in fact, be a more reasonable number of students to work with. Students were defined by the proposal as having been selected from the "G classes" that were ongoing and "the most disadvantaged with regard to school adjustment and achievement." "G classes" were then summarily transferred over in September 1972. As the program began, the problem of student mix became quickly evident as there was a need for role models within the student population, which was at first difficult to find due to the over-representation of discipline problems which were, in turn, the basis for original assignment to "G classes". There was, additionally, a great preponderance of ninth graders who have graduated in June 1973, leaving a cadre of only eighteen students who will be retained as role models for the September 1973 incoming class.

While the program was in operation, the Screening Committee was established and moved to functional operation. Students are now fed into the program on an individual basis and only after investigation to ascertain whether they can, in fact, benefit from the program. More emphasis will be given to remediation than discipline to provide for a better mix of students in future. The establishment of behavioral objectives for each student on an individual basis is still recommended with a strong emphasis on return to the home school.

The proposed intent of the program was to help students improve functioning and recycle them back to the home school. However, as staff became committed to their program, they began seeing their within system alternative as a rival to the home school. Of course, the increased services and smaller classes did make the home school appear factory-like in comparison. In building student enthusiasm for school, they unwittingly began enthusiasm for Columbia Prep, which did not generalize to the home school. The structure abetted this outcome as well - separate lunching facilities, assemblies, shops, and activities. Perhaps a more feasible approach to this mini school's legitimate role might be as a research and development function where new materials and methods are tried and later incorporated into the home school where feasible. Adjustment to a less than ideal system was never a goal accepted by the very enthusiastic and committed staff of this mini school.

#### E. Curriculum

Columbia Prep has two separate programs which all students participate in: academic and non-academic. The academic is, for the most part, confined to the mornings and ranges over four periods of thirty-five minutes each of Math, Science, Language and Social Studies. There is a fifteen minute breakfast period from 8:45 to 9:00 a.m. and a ten minute break between classes. The content of the academic portion has been described above. The non-academic portion of the program consists of interest classes of which each student must select two. These activities consist of gym on two afternoons where intramural and inter-mini school basketball has been participated in. Additionally, karate was taught by a group of professionals who volunteered their time from the community. Arts and crafts were taught on two afternoons including the co-ed workshop described above. A film club was meeting on one afternoon weekly where kids learned to critically view and learn from films. Silk screen was taught on two afternoons weekly. Typing was taught and provided by IBM at its downtown training facility. NYU offered office skills training on alternate afternoons. Cooking was offered using the kitchen described above, with girls making dishes which they then shared

with other program members. Girl talk and rap sessions were going on during some afternoons. Student government was a program which took politics as its subject matter and students learned by doing exercises in and manipulation of power. Some of the shorter activities were hospital activities at Gouverneur Hospital, African Dance, Singing and Video taping. Not all activities lasted all year, but most persisted as long as there was student interest and adult leadership available.

Trips were also part of the curriculum to enhance learning. Trips were taken to the zoo, aquarium, photography studio, South Street Seaport Museum, H.S. Redirection Program, and the Satellite Academies at Seward Park and Benjamin Franklin H.S. Students from the H.S. Redirection program visited CSP and gave students a confrontational and program descriptive assembly.

While there was evident imagination in the afternoon interest classes and trips, trips might be a bit more deliberative as career exposure experiences. The visits to Satellite Programs were certainly a beginning in that area as were the commercial training experiences. Additional vocationally significant trips might be to police and fire departments, a post office, an electronic firm, variously sponsored career days and the like. All trips don't have to have this kind of focus but a sequence of trips planned at the beginning of the year should. Work is needed to improve the math and social studies curricula as noted above.

## II. PROCEDURE

### A. Observations

The program was observed on a weekly basis during the first semester and bi-weekly thereafter. Observations were to ascertain:

- i) overall functional efficiency
- 2) regularities becoming evident
- 3) intended and unintended consequences of policy.

One concern was the frequency and lengths of breaks when attempting to achieve maximal learning. Breaks were prolonged by students in the beginning of the program, but observations towards the end showed orderly and sometimes eager return to succeeding classes after breaks. Individual teacher strengths and weaknesses were discovered and noted above. Pupil attitudes and activities outside of, as well as inside of, class were noted. One of the para learning activities was a free flowing rap session of students not assigned classes for whatever reasons. This rap session usually included the teacher who was on his break. These became, in effect, group guidance classes as experiences and feelings were shared in a non-threatening atmosphere of camaraderie.

Because the energy levels of the children needed some criterion against which to be measured, a regular class at the home school as well as two "G classes" were observed. Mini school children were then seen from the broader perspectives of student energy levels, attitudes and behaviors noted in the home school. They were found to differ little in behaviors from students in a bright class but greatly from the chaotic behavior of the "G class" observed.

Meetings of staff, Screening and Policy Advisory Committees were attended. The mechanism of policy formation, change and implementations were observed. Lines of authority were noted and explained above.

## B. Interviews

The principals at Jr.H.S. 22 were interviewed, the first briefly at the beginning and the second briefly on two occasions. The AP was more formally interviewed at the beginning, middle and end of the program. Elicited information was:

- 1) staff strengths and weaknesses
- 2) program goal definitions
- 3) amount of success of program.

The first meeting dealt more with the intended goals of the program and how clearly they were defined through the democratic process of committee function. The second meeting was a joint interview with the AP and Chief Social Worker where there was a presentation of the Interim Report and feedback from it. The final interview was again more formalized having to do with staff strengths, program strengths and weaknesses and his own assessment of the program - see Appendix I for Administrator Questionnaire. The AP felt that only one teacher and one para needed replacement, both for lack of commitment and poor punctuality and attendance. He felt the program was a general success and had amply demonstrated that a mini school with services can work well.

The Chief Social Worker was interviewed informally during the beginning and middle of the program. The initial interview concerned itself with:

- 1) what role the agency would play
- 2) how would support services be coordinated
- 3) what were long-range goals of the program.

The agency has, from the inception, elected to play a very active role with the subject of the interview being, in fact, the on-site administrator of the program. Coordination of services was seen as an ongoing dynamic whereby constant feedback and correction would find the optimal role alignments emerging. The goals of the program as he saw them were the proposal goals and the emerging concept of the group consensus.

The social worker was interviewed to ascertain her role and monitor the affective learning dimension of the program. Visits were as frequent as program visits. Her responses were usually quite open. Affective learning went on constantly both for students and staff through the dialectical apposition of ideas and feelings. Community resources were explored and evaluated as in the case of within-system alternative high school experiences for ninth graders and early screening of program replacements as noted above and in the Interim Report recommendations.

Teachers were interviewed on informal bases, each at least once since beginning of the program. Moreover, one paraprofessional was spoken to at some length about the effectiveness of the program from her perspective. One social work student was interviewed on several occasions about the

effectiveness of the program. All services agreed that the program functioned well but needed additional tightening up depending upon when the interview occurred. Earlier interviews spoke most often to this need.

The Agency Director was interviewed towards the end of the program. He acknowledged that his agency had researched the problem, found precedent and elected to take an active role in the mini school at no small expense to themselves. The condition of the building was readily acknowledged with fine hope of the September 1973 completion of the new building.

Two students were randomly chosen and interviewed on an informal basis during the beginning and end of the program. Both felt it had been a beneficial experience and that the staff was really committed to their welfare. They felt confident about their ability to function in a regular school.

### C. Questionnaires

Teacher Rating of Habits was devised to measure objective three below and may be found as Appendix II. Rating of Anti-Social Behavior was designed to measure objective five and may be found as Appendix III. Both rating forms were devised by the evaluator and presented to the assembled staff for reaction and feedback prior to use. Consensus was achieved on their use.

### D. Achievement

The program had the following objectives:

- 1) Fifty percent of the participants will return to their regular school at the end of the year.
- 2) To raise reading achievement by .1 grade equivalent for every month in the program.
- 3) Sixty percent of the students will have improved rating of work habits.
- 4) Attendance and cutting will be increased or decreased.
- 5) Anti-Social Behavior will improve.
- 6) Each student will pass each subject.

The first objective is measured by rating the disposition of each student at the end of the program as either Graduated, transferred to another school, reintergrated, or retained by the program. A student roster with the designations noted above will yield this information.

The second objective was measured by the results of the administration of the MAT on a citywide basis in May 1972 and May 1973. Mean reading scores were compared by a correlated "t" on a real vs. anticipated gain design using  $p \leq .05$ .

The third objective will be measured by the Teacher Rating of Habits administered in October 1972 and again in June 1973. Numbers of students showing improvement will be counted and their percentage compared to the sixty percent criteria utilizing  $\chi^2$  set at  $p \leq .05$ .

The fourth objective will be a comparison of days absent 1971-72 to days absent 1972-73. Means will be compared using a "t" test set a  $p \leq .05$  level significance. Cutting will be approximated by afternoon absences and compared above.

The fifth objective will be measured by a Rating of Anti-Social Behavior administered in October 1972 and June 1973 on a pre-post basis. Pre test figures will be the expected and a  $\chi^2$  will be applied using  $p \leq .05$  as the level of significance.

The sixth objective will be measured by obtaining grades in all graded subjects for each student. Percent passing each subject will be noted and percent subjects passed by each student shall be noted. The expectancy is one hundred percent for all students.

## III. Results

1. The first objective was for 50% of the students to return to their home schools. The actual number to be returned or graduated was found to be 35 out of 52, or 67%.

Table 1 Actual vs. expected frequencies of students returned to regular school program.  $N=52$   $\nu=1$  initial  $\chi^2_{.95}=3.8$

	returned	retained	
Expected	26	26	$\chi^2 = 6.23$
Actual	35	17	

The obtained  $\chi^2 = 6.23$  indicates that this objective has been met. All 9th graders were promoted to Senior High School. Those students who were 7th and 8th graders were retained not as unimproved but for programmatic purposes of having a cadre of experienced students around which to build a new program. In terms of the number who would be returned as improved without this consideration this would be 100%.

2. The second objective was to improve reading by .1 grade equivalent for every month in the program was measured by the MAT administered as a pre-test in Spring 1972 and post-test Spring 1973 using the advanced form.

Table 2 Pre, Post and Anticipated scores are improved with t results  $N = 25$

	Mean	SD
Pre	4.82	1.43
Anticipated	5.23	1.65
Post	5.48	2.15
Critical t	= 1.71	N.S.

Table II shows the critical t of 1.71 was not obtained. The obtained t = 1.03. The reading achievement objective was therefore not met.

3. The third objective was to assess whether 60% of students would have improved Ratings of Habits. Two measures were taken: t test to show improvement and  $\chi^2$  to test expected 60%. Pre tests were administered in October 1972 and post tests in May 1973.

Table 3 Comparison of pre and post test scores  $N=43$ , critical  $t_{.95}=1.68$

	Mean	SD
Pre	1.74	10.2
Post	6.40	8.3
t	3.34	

Table 3a Comparison of actual and expected scores on Rating of Habits  $N = 43$   $\nu = 1$  critical  $\chi^2_{.95} = 3.8$

	Improved	Not improved	
Expected	26	17	$\chi^2 = 4.17$
Obtained	30	13	



Tables 3 and 3a show that there was significant improvement in the mean scores and that the 50% criterion was met. This objective was therefore met.

4. The fourth objective was to measure the attendance and cutting rates for 1971-72 vs. 1972-73. Days absent are compared for attendance, half days as an approximation of cutting and lateness are also reported below.

Table 4 Comparison of mean days absent, cutting and lateness for 1971-72 vs. 1972-73

	Mean	SD	Mean	SD	N	t critical	t
Cutting	24.0	15.2	17.9	15.1	37	-1.68	-2.08
Lateness	36.4	22.9	20.2	19.1	36	-1.68	-3.56
Absent	33.0	29.1	26.5	27.3	37	-1.68	-1.27 N.S.

Table 4 shows that days absent were not decreased though cutting was. Lateness was substantially reduced. This objective was therefore partially met.

5. The fifth objective was improvement of mean scores on the Rating of Anti Social Behavior.

Table 5 Comparison of Pre and Post Mean scores of Rating of Anti Social behavior  $N = 43$  critical  $t = 1.68$

	Mean	SD	
Pre	9.16	3.62	
Post	12.02	2.61	$t = 4.85$

The obtained  $t$  value exceeded the criterion thus indicating this objective was met.

6. The sixth objective was that all students would pass all subjects.

Table 6a Distribution of students and subjects as Passed, Failed or Absent

	Pass	Fail	Absent
Math	41	1	10
English	38	5	9
Social Studies	17	14	21
Science	38	5	9

Table 6b Students by percent of subjects passed.

Percent of Subjects Passed	N
100%	27
75%	16
50%	0
0%	0
Absent	9

Total N = 52

The above table shows that the objective of 100% of students passing all subjects has not been met.

#### IV. Discussion

Three of the program's objectives were met: returning to regular school, improvement of work habits and improvement of anti social behavior. It partially met its attendance and cutting objective, meeting the cutting portion. There was an additional finding of improved lateness. It did not meet its reading achievement objective and number of subjects passed or two of its six objectives.

It is significant to note that the objectives that were improved were those in the affective domain, i.e. habits, attendance, those behaviors indicative of attitude and attitudinal change. Those measures that were strictly cognitive were not met. Further word about these cognitive objectives is indicated. Reading district wide is a progressively worsening problem. Students at the secondary level are generally even further behind than primary level students. The MAT which has good national standardization may not in fact be the best instruments for reflecting the language behavior of children whose learning styles are either less verbal or verbal in a different manner from that pre-supposed in the use of standard English. There is the possibility then, that change occurred and was not picked up for lack of proper instrumentation. An additional factor worth noting is that the real vs anticipated design assumes that learning takes place on a linear model. There is reason to question that assumption. There may in fact be readiness periods which precede spirals which would give a curvilinear model to actual learning. If this hypothesis is correct, it may in fact be that the affective gains had to precede the achievement gains thus resulting in a long range improvement not yet discernible.

The program set the goal of 100% of students passing 100% of subjects. This goal is patently unrealistic. A goal more in keeping with the performance of the home school classes might have been more appropriate.

The program set for itself the task of providing a within school alternative to learning. Its target population were students who were both low in achievement and high in acting out behavior. While achievement was an intended outcome, it presented little in the way of direct resources for this outcome as it was not its primary purpose. The affective quality of school persistence and prevention and treatment of anti social behavior was its main interested outcome and it succeeded well.

## V. Summary

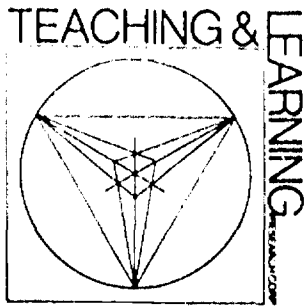
Columbia Street Prep was a mini-school established in September, 1972 to service 60 children from Junior High School 22 who were experiencing poor school adjustments and deficient academic achievement. It was located in the Grand Street Settlement House and staffed by five teachers, a shop teacher and three paraprofessionals as well as a social worker and a host of support personnel.

It provided standard curriculum subjects supplemented by interest activities including trips, art classes, karate and other classes. There was medical screening, group counseling and individual counseling. There was a high staff and student moral observed.

The program had affective objectives of improved work habits, anti social behavior and returning to regular school that were met. Attendance was not improved but cutting and lateness were. Reading achievement and number of subjects passed were not met the latter largely due to a high expectancy.

## VI. Recommendations

1. The math program should utilize some innovative approaches such as the use of calculators, Cuisinaire rods and a math program package. Such non-traditional approaches could result in increased achievement.
2. With the given number of staff people remaining constant a full complement of students might be considered to be 50 - 55 instead of 60 students.
3. The establishment of behavior objectives for each student should be made at the student's point of entry into the program. Under such a contractual arrangement the student knows specifically what he must improve and the staff knows what the criteria for success for the particular student are.
4. The mini-school might be seen as a Research and Development Center for the home school. Thus its role might be less ambivalent and inter-communication can be encouraged for research on use of material and teaching strategies.
5. A program of trips should be planned to facilitate career development. Such trips might be to government service agencies, private industries and services and other places where awareness of different occupations and knowledge of pre-requisites for entry can be gained.
6. As an evaluation goal instead of 100% of students passing 100% of subjects, the number of subjects passed should be the same as the average number of subjects passed by students in the home school.
7. It is recommended that the program be refunded for 1973-74.



## Appendix A

## OBSERVATION OF ANTI-SOCIAL BEHAVIOR

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_

1. How often does student get into fights?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

2. Does student destroy school property?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

3. Does the student get accused of stealing from his peers?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

4. On trips is the student boisterous and aggressive to outsiders?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

5. The student is prone to lies or evasions?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

6. Interruptions in class can be expected from the student?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

7. How often does the student verbally abuse peers without apparent cause?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

8. How often does the student verbally abuse teachers?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

9. The student is aware of his impact on others (positive)?

Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

10. The student is generally thought to be emotionally mature?

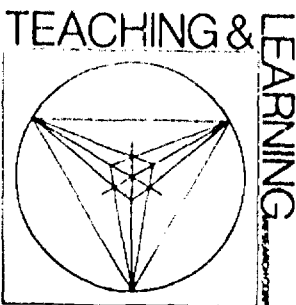
Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Frequently \_\_\_\_\_

Appendix B

TEACHER RATING OF HABITS

1. Is on time  
 always  usually  sometimes  seldom  never
2. Written work is neat  
 always  usually  sometimes  seldom  never
3. Organizes own work  
 always  usually  sometimes  seldom  never
4. Has to ask for materials  
 always  usually  sometimes  seldom  never
5. Asks questions about assignments  
 always  usually  sometimes  seldom  never
6. Personal hygiene is offensive  
 always  usually  sometimes  seldom  never
7. Attentive in class  
 always  usually  sometimes  seldom  never
8. Requests early excuses  
 always  usually  sometimes  seldom  never
9. Will complete assigned tasks  
 always  usually  sometimes  seldom  never
10. Focuses on and remains with assigned tasks  
 always  usually  sometimes  seldom  never
11. Tends toward distractibility  
 always  usually  sometimes  seldom  never

12. Returns from breaks punctually  
 always  usually  sometimes  seldom  never
13. Talks to classmates during teacher activities  
 always  usually  sometimes  seldom  never
14. Needs constant supervision  
 always  usually  sometimes  seldom  never
15. Tries hard at things attempted  
 always  usually  sometimes  seldom  never



## ADMINISTRATOR QUESTIONNAIRE

Columbia Street Preparatory

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_ Program \_\_\_\_\_

## 1. Recruitment and Hiring

A. How many teachers were allotted your program? \_\_\_\_\_

B. Were all of your teachers hired prior to program implementation?

C. What qualifications did you look for in staff recruitment? \_\_\_\_\_

D. Were these met? \_\_\_\_\_

E. How many paras? \_\_\_\_\_

F. What was strength/weakness of their impact? \_\_\_\_\_

G. List other support personnel (i.e. Guidance, Social Worker) \_\_\_\_\_

## 2. Program

A. What did you see as the most important goals of the program? \_\_\_\_\_

B. Were these goals met? \_\_\_\_\_



C. What needed improvement and why? \_\_\_\_\_  
\_\_\_\_\_

D. Statistical Information

1) What was authorization date? \_\_\_\_\_

2) What was actual date program started? \_\_\_\_\_

3) How many students authorized \_\_\_\_\_; actually enrolled \_\_\_\_\_

3. What was your opinion of present year program operation? \_\_\_\_\_

\_\_\_\_\_

What needs improvement? \_\_\_\_\_

\_\_\_\_\_

What changes do you recommend? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NON-PUBLIC SCHOOLS PROGRAM

## NON-PUBLIC SCHOOLS

PROGRAM DESCRIPTION:

There were fourteen paraprofessionals placed in the non-public schools of District 1 during the 1972-73 school year. The original coordinator of this program was replaced in January 1973. The paraprofessionals served five and one quarter hours per day in the following schools: Mary Help of Christians, Most Holy Redeemer, Our Lady of Sorrows, Saint Brigid, Saint Emeric, Saint Stanislaus, Beth Jacob, and Yeshiva Konvitz Schools. The paraprofessionals were assigned to these schools in support of a city wide project which assigns teachers who specialize in the area of corrective reading, corrective mathematics, and English as a Second Language. The paraprofessionals served under these city wide Title 1 teachers according to the needs of the individual schools.

Students were placed in classes as a result of being below the twenty-fourth percentile on the New York State Reading Test and/or below grade level on the S.R.A. Test. There were approximately 1075 eligible non-public school pupils on the elementary level. Selection from this group was made on the basis of reading and math scores, teacher referrals and tests. Pupils were also required to meet residency requirements for the economically disadvantaged.

Paraprofessionals in this program were provided with in-service training through the Auxiliary Career Unit. This training consisted of seven sessions covering the areas of classroom managements, use and evaluation of Distar, lectures on learning disabilities, reading skills, use of community resources and classroom discipline. This training was to enhance and facilitate the duties of the paraprofessionals in the non-public schools. These duties were, among others:

- 1) assisting in class planning
- 2) assisting teachers - large and small group activities
- 3) working with individual students
- 4) providing a cultural continuity for the child by interpreting and serving as a role model
- 5) providing feedback to classroom teachers
- 6) serving in monitorial or clerical capacities as needed.

Several conferences were held throughout the evaluation with the coordinator of non-public schools program. During these conferences the evaluators were kept informed of the activities of the program. In mid year when the coordinator was changed, the new coordinator was brought up to date with regard to the manner in which the evaluation was being conducted. She was most helpful in providing further information concerning the placement of children in classes served by educational assistants. The coordinator also served as the repository for all data collected in the district.

The objectives of this program were to enable students to achieve significant gains in reading, mathematics, and the study of English as a Second Language.

## PROCEDURE

In order to determine whether the above objectives were met the following procedures were used:

1. The 1972 Metropolitan Achievement Test Reading scores were compared to 1973 scores using a real vs. anticipated gain design. The anticipated gain was considered to be 10 months. A correlated t test was used (.05 level of significance).
2. The 1972 Metropolitan Achievement Test Mathematics scores were compared to the 1973 scores using a real vs. anticipated gain design. The anticipated gain was 10 months. Again, a correlated t test was used (.05 level).
3. The scores on the teacher-made English as a Second Language tests administered by the Title 1 teacher to her students in September 1972 were compared to the scores on a post test administered in May 1973. Differences were tested using a correlated t test of significance set at the .05 level.

## RESULTS

Hypothesis 1: With an anticipated reading gain of 10 months (1 yr.), a comparison of 1973 reading achievement scores with 1972 scores will demonstrate a significant gain in reading (.05 level) for students in corrective reading classes, a correlated t test was performed. Table 1 illustrates the results.

Table 1: Comparison of MAT Pre and Post Reading Scores in years

	Pre		Post		Difference		N	t	Sig.
	Mean	SD	Mean	SD	Mean	SD			
Yeshiva Kovvitz	2.41	0.83	4.18	1.66	1.77	1.27	16	5.60	2.43*
St. Stanislaus	2.28	0.57	2.95	0.68	0.67	0.54	45	8.45	
Beth Jacob	2.48	1.25	4.14	1.16	1.66	0.98	19	7.42	2.98*
Mary Help of Christians	2.02	0.82	3.20	1.28	1.18	0.78	26	7.73	1.16*
Our Lady of Sorrows	2.42	0.71	3.77	0.79	1.35	0.39	26	17.51	4.55*
Saint Emeric	2.63	0.85	3.70	1.36	1.22	1.80	38	7.80	1.40
Most Holy Redeemer	2.54	0.76	3.81	0.89	1.27	0.75	38	10.51	2.23*
Saint Brigid	2.32	0.44	3.16	0.38	0.84	0.29	19	12.44	
TOTAL	2.40	0.79	3.58	1.13	1.18	3.09	227	5.74	3.27*

The results indicate that in the following schools there was a significant increase in reading achievement among students served by paraprofessionals: Yeshiva Kovvitz, Beth Jacob, Our Lady of Sorrows, and Most Holy Redeemer. In the following schools the reading achievement gain was not significant: St. Stanislaus, Mary Help of Christians, Saint Emeric, and Saint Brigid. In Saint Brigid and St. Stanislaus, students failed to achieve a mean gain of the anticipated 10 months.

For the Non-Public schools in District 1 in general the reading achievement

gains for the pupils in corrective reading classes were significant.

Hypothesis 2: With an anticipated math gain of 10 months (1 yr.) a comparison of 1973 math achievement scores with 1972 scores will demonstrate a significant gain in mathematics for students in corrective math classes. (.05 level). A correlated t test was performed.

Table 2 illustrates the results.

Table 2: Comparison of MAT Pre and Post Math Scores in years

	Pre		Post		Difference		N	t	Sig.
	Mean	SD	Mean	SD	Mean	SD			
Our Lady of Sorrows	2.36	1.11	3.95	1.24	1.60	0.53	41	19.19	5.99*
Beth Jacob	4.36	2.21	5.73	2.31	1.37	0.74	20	8.36	2.27*
Mary Help of Christians	2.32	0.55	3.56	0.77	1.26	0.50	32	14.32	3.02*
Saint Brigid	3.71	1.52	5.34	1.95	1.63	1.03	50	11.98	4.32*
Yeshiva Konvitz	3.28	1.81	4.18	1.82	0.9	0.57	18	6.65	
Saint Emeric	2.76	1.04	3.83	0.94	1.06	0.54	36	11.90	0.80
TOTAL	3.06	1.52	4.42	1.71	1.35	0.75	197	25.51	7.28*

The results indicate that in the following schools there was a significant increase in math achievement scores among students served by paraprofessionals: Our Lady of Sorrows, Beth Jacob, Mary Help of Christians, Saint Emeric, and Saint Brigid. Yeshiva Konvitz was the only school in which the gain was not significant. The mean gain for the non-public schools in District 1 in general was significant for those pupils in corrective math classes.

Hypothesis 3: Students tested in English as a Second Language in May 1973 will do significantly better (.05 level) than they did in September 1972.

Letter grades from F to A+ which were given by the teacher were converted to numbers ranging from 0 to 16. The mean 1972 and mean 1973 scores were compared using a t test.

The results are illustrated in Table 3.

Table 3: Mean Converted Scores of ESL Test Results

	<u>1972</u>	<u>1973</u>
Mean	4.78	7.32
SD	2.43	2.41
N	129	129
t	16.98	

The results are significant at the .05 level. The program objective of increased competence in English as a Second Language had therefore been met.

## CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the achievement of classes served by educational assistants in reading, mathematics and English as a second language. The results indicate that with few exceptions, there was a significant gain in achievement in the evaluated classes. It is recommended that the project be continued since it has demonstrated itself to be a valuable asset. It would be worthwhile to examine the factors which inhibited progress in the classes which did not exhibit significant gains. Some of this may have been due to the change in the administration of the program or to the fact that in some cases the person in charge at a given school was new to the program. A second possibility may be that some assistants may need further training in individual and small group remediation in the areas of Reading, Mathematics, or English as a Second Language. Future programs should assess the initial levels of abilities of the educational assistants used.

Though it was not required in the original design, the evaluators distributed a Paraprofessional Questionnaire to the educational assistants in the non-public schools. Below is the result of this survey of fourteen educational assistants. (numbers on lines refer to the number of responses for that item. Total responses possible are 14)

1. How do you receive your daily assignments?

- 14 a) Title 1 teacher  
0 b) other teachers  
0 c) principals

2. What kinds of records do you keep on individual children?

Most respondents reported that the Title 1 teacher keeps the records. Some keep attendance records.

3. Which children do you work with?

- 14 a) the same children the Title 1 teacher works with  
0 b) children on the Title 1 waiting list  
0 c) other children in the school

4. How many children do you work with at a time?

- 0 a) 1  
4 b) 2  
7 c) 3  
0 d) 4  
1 e) 5 or more

\* Some gave more than one answer

5. Who do you speak with about the children's progress in the classroom?

- 14 a) Title 1 teacher  
0 b) other teachers  
0 c) principal  
0 d) parents

6. How often does the teacher ask your opinion about the progress of children in your class?

- 14 a) once in a while  
0 b) sometimes  
0 c) very often

7. How much help do you feel you are giving the children?

- 11 a) very much  
3 b) some  
0 c) not very much

8. How well are you trained for the work you are doing with the children?

- 0 a) not very well  
2 b) fairly well  
12 c) very well

9. Does the Title 1 teacher leave instructions for you for the time when she is not there?

- 14 a) YES  
0 b) NO

10. How many children do you feel most comfortable working with?

- 1 a) 1  
4 b) 2  
9 c) 3  
3 d) 4  
1 e) 5 or more

\*Some gave more than one answer

11. Have you ever been in charge of classes when teachers are absent? How often?

- 14 Never

One can conclude from the above survey that paraprofessionals in the Non-Public Schools tend to consider themselves as well trained, prefer working with small groups, and indeed get the opportunity to do just that. They receive their assignments from the Title 1 teacher and confer exclusively with that teacher about the children.