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ABSTRACT

The A.R.T.A. Project has completed three years as a Title III, 1965 Elementary Secondary Education Act funded project. The overall goal was to establish "in house" performance contracting to make teaching more effective via an incentive payment system to teachers for above average gains of students, considering achievement, daily attendance, attribution, and self-concept. Thirty eight teachers in Minco, El Reno, and Yukon participated in the project in 1971-72, 31 in 1972-73 and 30 in 1973-74. A target population consisting of grades two and five, eighth grade math and tenth grade language involved 1600 scholastics in 1971-72, 1200 in 1972-73 and 994 in 1973-74. The defined parts of "target population" were realistically evaluated in terms of measurements with a high degree of success as well as positive reinforcement of the staff for continuation and expansion. Considering the present status of the project, all tests have been administered and students' gains and teacher payments have been established for each teacher's class. In-service training sessions have been held to assist the teachers in preparing for parental conferences and the ideographic learning characteristics of students. Conferences with teachers have been held to explain the purposes of the program. (Author/JM)

PROJECT A.R.T.A.

A Road To Accountability

E.S.E.A. Title III

FINAL REPORT: July 1974

A ROAD TO ACCOUNTABILITY

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El Reno Public Schools
Leslie Roblyer, Superintendent

Yukon Public Schools
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INTRODUCTION

Background

The following is a quote by an eminent educator, Siegfried Engleman, concerning the need for one immediate change in educational practice—teacher accountability:

> "All children who fail in school have one thing in common. They are all products of prior teaching that has failed. The reasons for failure are irrelevant. Perhaps the teaching was below average in intensity; perhaps it was above average in intensity. In either case it has failed. The educator must bring the child up to the level of standard performance for children of his age. He must do so quickly and efficiently. He must take the problem that is given him and solve it. Although the role of the remedial educator is quite similar to that of the remedial engineer, the educator has somehow failed to use the kind of hardnosed, product-oriented reasoning that characterizes the engineer.[1]

Performance contracting by teachers within the system may offer hope for instilling this kind of reasoning in the classroom to bring the child up to the level of standard performance, considering end-products of achievement, daily attendance, reduced attrition, and improved self-concept.

Although the NEA and AFT organizations have summarily opposed performance contracting, Donald Rumsfeld, former Director of the Office of Economic Opportunity, defends performance contracting experiments as follows:

> . . .by conducting the experiments, the Agency will be in a position to provide the educational community with concrete data on which to base decisions . . .One would expect, therefore, that news of the experiments would be greeted with enthusiasm among educators who for years have been voicing their concern about education and the poor. . . I find it strange that individuals who claim to be dedicated to advancing the frontiers of learning oppose legitimate efforts to improve methods of transmitting knowledge to children.[2]

In a research report by the Oklahoma State Department of Education, titled Educational Problem Areas in Oklahoma Schools, Oklahoma school administrators were reported to view "effective evaluation techniques" as the primary innovative practice needed in this state, and "performance contracting" was ranked tenth. Surely these Oklahoma school administrators are striving to find new and innovative methods for improv-

ing education throughout the state, and they are desirous to have reported to them how evaluation techniques and performance contracting can be a needful part of this.[3]

The El Reno Teacher Senate Committee, popularly elected by teachers, have stated formerly their desire for a general increase in salaries, but resources within the community for a general increase have greatly diminished. The administration decided that salary incentives for teachers whose students achieve above normal levels would be more receptive to the community, and additional funds might be raised for such an innovation. A pilot study concerning this problem would indicate to administrators in other cities what could be done to raise salaries of deserving teachers. This may cause teachers to be more professional in their relationship with students and parents, and unprofessional teachers would no longer be protected by a general salary increase.

There are several known studies in progress which pay teachers and/or students for specified gains in certain behavior. The following are unique examples.

In Stockton, California, 327 elementary and 300 junior high school students participated in a study in which their teachers were paid for achievement gains of students from 0.8 to 1.6 grade levels per class. Students were given prizes for the successful completion of specific tasks, attendance, and non-disruptive behavior. Teachers could obtain a bonus of either 6% or 12% of their salary, depending upon whether they taught math and/or reading.

The Virginia Project was a Title I contract with Learning Research Associates of New York City, which had guaranteed to improve reading skills by an average of 1.7 grade levels for $85 per student. The contract was for educational services in the form of technical assistance and software; teachers employed locally by the school boards were being used. Student incentives were awarded at the teacher's discretion and were limited to such items as books and released time to make tape recordings. No teacher incentives were reproted.

These two projects had rewards or incentives to teachers and/or pupils for specified gains. The Stockton, California project was the nearest one, considering objectives and physical distance, to the one being proposed in the present paper. The purpose of all such studies has been summarized by Russell W. Paterson, Governor of the State of Delaware, as follows:

> When a child fails to learn, school personnel have all too often labeled him "slow," "unmotivated," or "retarded." Our schools must assume the commitment that every child shall learn. Such a commitment must include the willingness to change a system that does not work, or to find one that does; to seek causes of failure in the system and its' personnel, instead of focusing entirely on students.[4]

In January, 1971, Mr. Raymond Roblyer, Director of the Canadian Valley Regional Educational Laboratory, and Dr. Charles Sandmann, Director of the Educational Planning Section of the State Department of Education, met to discuss methods to improve education via incentive pay to teachers. This began the planning on the present subject. A preliminary position paper on the subject was written in February by Mr. Roblyer and Dr. Sandmann to be presented at the March 9, 1971, meeting of the State Planning Meeting, which generally approved the study and included the following attendees:

Administrator	Organization
Bob Allen	State Department of Education
Jack Beeson	Yukon Public Schools
James Casey	State Department of Education
Bruce Carter	Governor's Office
Gene Rochelle	Oklahoma Education Association
Charles Sandmann	State Department of Education
Lederle Scott	Oklahoma Education Association
Mrs. Evan L. Davis	State P. T. A. President
Melvin L. Mackey	Minco Public Schools

Following this meeting, a Local Planning Meeting was held concerning the project on March 18, and the following administrators approved of the innovative nature of the study and concluded to give it further consideration:

Administrator	Organization
M. A. Barron	Union City
Jack Beeson	Yukon
J. R. Gilliland	Canadian Valley VO-Tech School
William H. Henderson	Piedmont
Leonard Harper	Bethany
Charles Holleyman	Mustang
Melvin L. Mackey	Minco
Leslie Roblyer	El Reno
Raymond Roblyer	CAVAREL
Lawrence Sasser	Calumet

This group has served as the primary consultative committee for the development of the project and its implementation.

[1]Siegfried Engleman, Preventing Failure in the Primary Grades, Simon and Schuster, (New York, 1969).

[2]In a speech before the San Francisco Chamber of Commerce in September, 1970.

[3]James L. Casey, "Educational Problem Areas in Oklahoma Schools," Oklahoma State Department of Education, Research Section (January, 1971).

[4]Russell W. Paterson, Governor of the State of Delaware and Chairman, Education Commission of the States; from a speech at the EOS Conference, (Denver, July, 1970).

St. John's School, Yukon, a member of CAVAREL, a prior Title III project, had been involved in this project from it's inception and was a member of the Local Advisory Committee. This committee was needed to provide valuable advisory assistance concerning needs groups, to coordinate with their publics and determine needs; and to represent all regional, cultural and ethnic groups.

GOALS AND OBJECTIVES

The overall goal of this project was to establish "in house" performance contracting to make teaching more effective via an incentive payment system to teachers for above average gains of students, considering achievement, daily attendance, attrition, and self-concept. Teachers had not been held responsible or accountable for achieving truly effective instruction. According to the authors quoted previously, it may take a new impetus and environment for change. This could be accomplished by offering a positive reward to teachers in terms of incentive pay for specified student gains, i.e., performance contracting. Teachers are impediments to changes in learners when being unprofessional in handling learning problems; accountability leads to greater professionalism and is a positive incentive to needed changes.

COGNITIVE DEVELOPMENT

Teachers are the deciding influence in getting students to learn by setting goals that meet idiosyncratic needs of students, establishing a positive learning environment, focusing upon individual learning problems, and establishing follow-up procedures to determine whether the class is progressing at least at an average rate. The cognitive skills of students can be improved when these factors are professionally handled by teachers, and a measure of achievement gains will determine the success of teachers in getting their classes to make above average gains.[5]

These gains should be measured with respect to the abilities of students by determining the I.Q. and achievement levels at the beginning of the school year; therefore, gains of students were compared with their own abilities and not to students in other classes. The teacher, therefore, received incentive pay according to how well students achieved above expected levels on a standardized achievement test (to be discussed in more detail in the evaluation section).

ATTENDANCE GAINS

A teacher received incentive pay for ADA levels which exceeded those of her students during the previous year. ADA was decreased for all unexcused absences from class, and the primary concern was whether teachers would effectively increase the present ADA of her students when offered a monetary incentive.

ATTRITION

It was determined that the teacher would be concerned also with lowering the attrition or dropout rate from her class. Her incentive pay for the first year only was decreased for each student he or she lost, excluding those whose parents have moved from the community. This variable was dropped due to excessive community gains of students invalidating any comparisons.

AFFECTIVE DEVELOPMENT

Starting with the second year of the project, improvement in self-esteem of students as related to peers, self, and school was measured. See Coopersmith Self-Inventory and Schnee Secondary School Self-Esteem Inventory for instruments used and their objectives, Chapter II.

FOCUS ON IDIOGRAPHIC CHARACTERISITCS OF LEARNERS

According to Rogers, concentrating on individuals instead of the group leads to more empathic understanding, acceptance, and realness in the teaching process. Acting accordingly, the teacher is focusing on the values, self-esteem, and attitudes of the learner to find new approaches to adapting the instruction to meet his needs. Helping the individual also helps the rest of the group to learn; Hedegard states that the attitudes and drives of students can be focused to support group learning. The teacher should also become more aware of the social processes in the classroom which can support learning (Biddle and Adams). More personal interaction with the classroom aids the teacher in adapting the instructional press to the learner's drive pattern (Siegel and Siegel). Thus, by becoming more involved with individual and group needs than ever before, the teacher can make positive changes in the student's cognitive and affective domains.[6]

[5]Herbert J. Walbert and Gary J. Anderson, "Classroom Climate and Individual Learning," Journal of Educational Psychology, Vol. 59, No. 6, p. 414-419, (1968).

[6]Lawrence, Siegel, ed. Instruction, Some Contemporary Viewpoints

OVERVIEW OF GOALS, OBJECTIVES, ACTIVITIES, and EVALUATION

Goal:

1.0 To make teaching more effective by "in house" performance contracting with salary incentives for student cognitive and affective development.

Objective:

1.1 During all the 1973-74 academic year, 1300 students in grades 2, 5, 8th grade math, and 10th grade language will be provided classroom instruction to improve cognitive achievement that exceeds gains for one year's growth.

Activities:

1.1.1 In August, 1973, a select group of teachers will be selected/chosen to provide classroom instruction.

1.1.2 During August, 1973, approximately 30 teachers will attend one pre-service session for orientation and identification with the project.

1.1.3 During the week of September 16-20, 1973, all students will be administered a pretest standardized achievement test and all tests will be administered by classroom teachers.

1.1.4 In September, 1973, all participating teachers will set goals for classes and individual students.

1.1.5 By November 15, 1973, teachers will evaluate achievement test results to program or restructure individual curriculums appropriately.

1.1.6 From September, 1973 through May 1974, teachers will make home visitations and hold conferences with students' parents.

1.1.7 In April, 1974, during the week of April 21-25, all students will be administered a posttest, Stanford Achievement Test, Form W.

1.1.8 During the Academic year 1973-74, all participating teachers will provide classroom instructions appropriate to the local school district's goals and prescribed regulations set forth by local districts and State Department of Education.

1.1.10 A consultant/evaluator will be contracted by August, 1973, to provide detail program evaluation procedures and submit an outside evaluation by July 30, 1974.

Evaluation:

1.1.1.1 Note commensurate dates, location, and activity.

1 1.2.1 Note pre-service, outlines of program.

1.1.3.1 Note pretest dates and administered by whom.

1.1.4.1 Note teacher-classroom goals and individual activity.

1.1.5.1 Date, test evaluation, diagnosis, restructure curriculum.

1.1.6.1 Note parent conferences, open house, visitations.

1.1.7.1 Note posttest, dates, and forms.

1.1.8.1 Note pre-service and in-service dates.

1.1.9.1 Note prescribed goals and continuity, local, state regulations.

1.1.10.0 Compare gains with initial capabilities. Evaluation results (continuing contract).

Objective:

1.2 To increase average daily attendance over the previous year's average daily attendance for target population of 1300 students in grades 2, 5, 8th grade math, and 10th grade language.

Activities:

1.2.1 In the academic year 1973-74, teachers will identify all students by recording names and submit a roster, same as permanent register, to Project ARTA Central Office by September 21, 1973.

1.2.2 During the academic year 1973-74, teachers will make additional home visitations and hold parent conferences.

1.2.3 During the academic year 1973-74, teachers will communicate with parents/students during illness or excessive absenteeism of students.

1.2.4 Teachers will have previous year's attendance (1973) by January 1, 1974, to compare ongoing attendance with present year's attendance and submit present school attendance record by May 28, 1974.

1.2.5 During the academic year 1973-74, teachers will submit a list of all new students (to project ARTA Central Office by April 16, 1974)

to include previous school attended and location.

1.2.6 Teachers are to encourage better attendance than previous year's attendance and may use a reward system.

1.2.7 Teachers are required to keep an active anecdotal record on each student and is to be submitted to Project ARTA Central Office by May 28, 1974.

Evaluation:

1.2.1.1 Note required register and due date.

1.2.2.1 Note required home visitations and conferences.

1.2.3.1 Note methods of communication.

1.2.4.1 Note attendance comparision and due date.

1.2.5.1 Note new students and geophysical location.

1.2.6.1 Note variable reward systems.

1.2.7.1 Note anecdotal record and date due.

1.2.8.1 T-Test of significant differences will be used.

Oblective:

1.3 To improve self-concept for target population of 1300 students in grades 2, 5, 8th grade math, and 10th grade language.

Activities:

1.3.1 To administer Self-Esteem pretest during the week of September 16-21, 19 .

1.3.2 To provide individual attention academically to instill confidence.

1.3.3 To hold parent conferences throughout school year to relate success at school.

1.3.4 To help develop successful attitudes—self-concept as related to home, peers, self, and school.

1.3.5 To keep anecdotal record through school year.

1.3.6 To administer posttest in April, 1974.

Evaluation:

1.3.1.1 Note self-esteem pretest inventory dates.

1.3.2.1 Counsel student-peer, home-school attitudes.

1.3 3.1 Note anecdotal record requirements.

1.3.4.1 To evaluate posttest gains over pretest.

1.3.5.1 Observations.

Objective:

1.4 To reduce attrition and prevent dropouts for target population of 1300 students in grades 2, 5, 8th grade math, and 10th grade language.

Activities:

1.4.1 To record all students' entries and withdrawals.

1.4.2 To record and identify all students to Project ARTA Central Office by September 16, 1974.

1.4.3 To hold counseling sessions with school Psychologist and Psychometrist regarding students.

1.4.4 To have parent conferences.

1.4.5 To provide Project ARTA with a classroom record for all students for the year and submit data to Project ARTA by May 28, 1974.

1.4.6 To keep anecdotal record for academic year.

Evaluation:

1.4.1.1 Note required identifiable date to Project ARTA.

1.4.2.1 Note dates of entries and cut-off.

1.4.3.1 Note conferences with other departments.

1.4.4.1 Note anecdotal record.

Chapter II

DESCRIPTION OF PROJECT A.R.T.A. ACTIVITIES

Target Population

The A.R.T.A. Project, "A Road to Accountability," has completed three years as a Title III, E.S.E.A., funded project. Thirty-eight teachers in Minco, El Reno, and Yukon participated in the project in 1971-72, 31 in 1972-73, and 30 in 1973-74. Second and third years of operation were decreased in number of teachers because of decrease in appropriation. Twenty-five teachers were retained during 1972-73 with six new teachers being added.

A target population consisting of grades 2 and 5, 8th grade math, and 10th grade language, involved 1600 scholastics in 1971-72, 1200 in 1972-73 and 994 in 1973-74. The target groups were selected to represent all levels of elementary and secondary education. The curriculum areas selected also represented basic skills, which led to more valid generalizations of the effectiveness of the program. The defined parts of "target population" were realistically evaluated in terms of measurements with a high degree of success as well as positive reinforcement of the staff for continuation and expansion. In the overall structure the attempt was made to design a system that does take in the community goals and board of education goals as well as district objectives, school objectives, individual teacher objectives, and student objectives.

Considering the present status of the project, all tests have been administered and students' gains and teacher payments have been established for each teacher's class. In-service training sessions have been held to assist the teachers in preparing for parental conferences and the idiographic learning characteristics of students. Conferences with teachers have been held to explain the purposes of the program, and classroom visits by Mr. Roblyer have helped to increase understandings by all. Questionnaires have been used with teachers in an attempt to determine bibliographic characteristics, methods of teaching, changes in the learning situation, etc.

1973-1974 FORMULAS FOR INCENTIVE PAYMENTS

The formulas for incentive payments were as follows:

Elementary: $\$=[2400\ (a)+13.3(b)+100(c)]\ \times d$
Secondary: $\$=[2400\ (a)+32.0(b)+100(c)]\ \times d$

Variable (a) is the net achievement term from the table of incentive payments (presented later). It is calculated by subtracting the expected gain from the attained achievement gain. This term is then multiplied by $2400, the dollar-weighted constant for achievement gains.

Variable (b) is the net self-esteem term from the table obtained by subtracting the expected gain of 10.00 for elementary or 3.50 for secondary from the attained self-esteem growth. This net self-esteem is then multiplied by the dollar constant of 13.3 for elementary or 32 for secondary. These constants are different due to having different test instruments.

Variable (c) is the net average daily attendance (ADA), which is obtained by subtracting the mean ADA for 1972-73 from the mean ADA for 1973-74. $100 is the constant for ADA.

The final term in the equation, (d), gives the fractional part of $2000 for which the class is worth. For example, one section of mathematics (or any other curriculum) could earn $400 for the teacher if maximum gains occur. Since $400 is 1/5 of $2000, the term (d) for any one section is 1/5 or 0.2.

The equation is computed for each section that a teacher entered into the project, and then the dollar gains, if any, of each section are added for the teacher's total payment. Five class sections are valued at $2000 because 5 x 0.2 ($2,000) = $2,000. Also, any self-contained classroom, e.g., second grade, could have attained the maximum payment if the reading and arithmetic gains (worth 0.5 of $2,000 each), along with attrition and attendance, were high enough.

These three constants were changed from year-to-year for two reasons: (a) to equalize numerically between the typical gains made achievement, self-esteem, and average daily attendance: (b) to make each of the trhee aforementioned factors have dollar weights of 60%, 20%, and 20%, respectively. Dollar Weights must be pre-determined for each factor in order to set the minimum net gain allowed for maximum incentive payments. Each factor is set so that approximately 25% of the teachers with highest net gains will receive maximum payment on any or all factors.

The row total in dollars may exceed the maximum allowed row payment if a teacher had a net gain greater than the minimum net gain for maximum payment. Maximum row payments depend upon the payment factor (d) for the section or class. For example, the maximum row payment is $1,000 in a self-contained class for reading achievement with a payment factor of 0.5. A math teacher with five sections of math could receive $2,000 maximum for the five sections; each section would have a payment factor of 0.2 and be worth $400 as a row maximum.

PARENTAL CONFERENCES

Teacher conferences with parents were determined as necessary for learning the histories of individual students, which leads to individualizing activities for cognitive and affective gains. Needs and attitudes of students can be determined from home backgrounds, and the teacher and parents can combine efforts to motivate the child. There were several attempts on the teacher's part to improve the learning environment in the home. The parents came to understand that the school is doing much more than previously to meet students' needs. Ideal places for the conferences in order of preference were a central meeting place, school, and student's home.

The results of these conferences were maintained on the Anecdotal Record form (See chart). This form was also used to record other information about the student to aid in diagnosing learning problems.

DESIGN AND METHODOLOGY

The first year's operation was submitted to an on-going evaluation during the year as well as the format being presented to the evaluation assessment of the adequacy of three stated objectives of the project:

Objective 1: To provide classroom instruction to improve congitive achievement that exceeds gains for one year's growth.

The normal gain for all classrooms is established nationally as 1.0; therefore, the same criteria was used in the present evaluation. The Stanford Achievement Test was used on a pretest and posttest basis to determine individual gains in all four grade levels.

It was decided that the teachers would administer the tests, which were made available to the classroom teachers one day before the tests were to be administered. Make-up tests for those students absent were permitted as soon as the student returned to class. Central A.P.T.A. office personnel did all of the scoring on the instruments, thereby eliminating teacher responsibility. Preventive measures were taken to keep the test scoring out of the realm of any false prejudices or accusations from outside sources.

Test score results were returned to the classroom teacher for general use to assist her in identifying the weaknesses and strengths of her students. By early diagnosis, the teacher could then structure her daily curriculum material to benefit the child through individualized instruction as well as group instruction.

The Stanford Achievement Test was used on a pretest-posttest basis to determine individual achievement gains in all four grades.

Grade	Level
2	Primary I
5	Intermediate I
8 (Math)	Advanced Arithmetic Test
10 (English)	High School English and Spelling Tests

The project did not provide significant amounts of material (soft or hardware) for the classroom teacher, nor was there any instructional guidelines presented to the classroom teacher. Each teacher taught her classes in accordance with the school district policies and procedures that have been in effect for the past year, and she was free to cover the grade content material of instructions appropriate for their sections or levels of instructions.

Objective 2: To increase Average Daily Attendance over the previous year's Average Daily Attendance.

In order to increase daily attendance, the teachers were requested to make additional home visitations and to hold conferences. It was evidenced through anecdotal records which each teacher kept on her students that additional conferences were held, and some outstanding records reflected greater concern for students' welfare and educational growth.

A retrieval method was used to obtain last year's attendance records for new students to the district, as well as those who were not new to each system. Permanent registers were used as the official source to obtain this data. Sixteen percent of all students participating were

migrants from other school districts outside of the three participating schools. Only those students who were given the pretests were used in comparing their previous attendance with this year's attendance.

Objective 3: To reduce attrition and prevent dropouts.

Each teacher was charged with any attrition which occurred with her student population, which included losses, gains, transfers, drops, and expulsions. Permissive transfers for excessive problems concerning teacher/student relations was not of a significant factor; however, a few were identified.

The attrition factor or variable, being chargeable to the teacher, proved to be beyond the teachers' ability for an effective control. However, the variable has merit, and it is recommended for continuation in the project but not be chargeable for monetary incentive payment.

Objective 4: To improve self-esteem.

This variable was not included for 1971-72 but was implemented for the school year 1972-1973. Teachers have reacted very positively to the self-esteem pretest item analysis of their students and have gained considerable insights of individual students.

Chapter IV contains in-service training materials used in three to four evening workshops during each school year to assist teachers in meeting the objective for improved self-esteem of their students. The workshops provided theoretical and practical solutions for establishing a classroom environment that facilitates a student's perception of himself as related to school success, peer relations, and general self-concept.

Changes in students self-esteem were determined by the Coopersmith Self-Esteem Inventory (grades 2 and 5), and Schnee Secondary School Self-Esteem Inventory (grades 8 – 10) which measures the self-concept of the person in relation to school, peers, and general self. The instruments and the objectives around which they were developed are on the pages which follow.

PROJECT A.R.T.A.
Anecdotal Record

Name _____ Grade _____ Year _____

Previously Retained: Yes _____ No _____
(If Yes, what grade? _____)

ATTENDANCE:
Regular _____ Irregular _____

1. Parent Visitation:
   Home _____ visits
   Phone _____ visits
   P.T.A. _____ visits
   Social _____ visits
   Open House _____ visits
   Others _____ visits
   (Give number of times or frequency)

Achievement: Performs best by:
_____
_____

2. Peer Relationship:
   Good _____ Bad _____ Indifferent _____
3. Teacher/Student Relationship:
   Good _____ Bad _____ Fair _____
4. Referred Behavior:
   Principal _____ Psychiatrist _____ Parent Letter _____ Psychologist _____ Counselor _____ Dean _____
5. Parent Reaction to Conferences:
   Good _____ Bad _____ Indifferent _____ Defends Action Taken _____ Cooperative _____
6. Parent Feedback:
   Immediate Action _____ No Reaction _____ Receptive _____ Defends Students Actions _____
7. Environmental Status: (Home)
   Good _____ Average _____ Fair _____ Poor _____
8. Students Health:
   Good _____ Fair _____ Average _____ Malnutrition _____ Chronic Illiness _____
9. Physical Appearance: Include Clothing
   Good _____ Average _____ Fair _____ Poor _____
10. First Impression of Student:
    Good _____ Others _____
    Last of Year Impression of Student:
    Good _____ Others _____
11. Professional Recommendations:
    _____
    _____
    _____
    _____

COOPERSMITH SELF-ESTEEM INVENTORY
(Confidential)

Score _____

Name _____ School _____

Teacher _____ Grade _____ Date _____

Sex _____ Age _____ Race _____

INSTRUCTIONS: If the statement describes how you usually feel, put a check ( ) in the column "LIKE ME." If the statement does not describe how you usually feel, put a check ( ) in the column "UNLIKE ME". There are no right answers. Words or phrases in parentheses add meaning to the statement.

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.		
2.	I'm pretty sure of myself.		
3.	I would rather be myself than anyone else.		
4.	I'm easy to like.		
5.	I enjoy talking in front of the class.		
6.	I wish I were younger.		
7.	There are many things about myself that I would change if I could.		
8.	I can make up my mind without too much trouble.		
9.	I'm a lot of fun to be with.		
10.	I'm happy with (proud of) my school work.		
11.	Someone usually has to tell me what to do.		
12.	I can adjust to (get used to) new things easily.		
13.	I seldom do things that I am sorry for later.		
14.	I have many friends my own age.		
15.	I do the best work that I can in class.		
16.	I don't give in easily when I think I'm right.		
17.	I can take care of myself.		
18.	I'm usually happy.		
19.	I would rather play with children younger than I am.		
20.	I don't like to be called on in class.		
21.	I have reasons for the things that I do.		
22.	Things are all mixed up in my life.		
23.	I can make up my mind and stick to it.		
24.	Kids like my ideas.		
25.	I'm not doing as well in school as I'd like.		
26.	I really like being a boy (or girl).		
27.	I'm not ashamed of what I am.		
28.	I like the way that I look.		
29.	I like being with other people.		
30.	I seldom feel upset (uneasy) in school.		
31.	If I have something to say, I say it.		
32.	I don't care what happens to me.		
33.	I think I'm doing O.K.		
34.	Kids pick on me.		
35.	My teacher likes me.		
36.	I really get upset when I'm fussed at (scolded).		
37.	Things usually don't bother (upset me) for very long.		
38.	I can be trusted.		
39.	Other people are liked better than I am.		
40.	My school work makes me feel discouraged (hopeless).		

ITEM ANALYSIS FOR ELEMENTARY SELF-ESTEEM INVENTORY

I. TERMINAL OBJECTIVE – The student demonstrates behaviors which indicate regard of himself as a person of worth and value.
   A. Objective: Chooses own courses of action (adequacy)
      11. Someone usually has to tell me what to do.
      13. I seldom do things that I am sorry for later.
      23. I can make up my mind and stick to it.
      32. I don't care what happens to me.
   B. Objective: Selects and defends a position
      2. I'm pretty sure of myself.
      8. I can make up my mind without too much trouble.
      16. I don't give in easily when I think I'm right.
      21. I have reasons for the things that I do.
      31. If I have something to say, I say it.
   C. Objective: Accepts his perception of himself in general.
      1. I spend a lot of time daydreaming.
      3. I would rather be myself than anyone else.
      6. I wish I were younger.
      7. There are many things about myself that I would change if I could.
      12. I can adjust to (get used to) new things easily.
      17. I can take care of myself.
      18. I'm usually happy.
      22. Things are all mixed up in my life.
      24. Kids like my ideas.
      26. I really like being a boy (or girl.)
      27. I'm not ashamed of what I am.
      28. I like the way that I look.
      33. I think I'm doing O.K.
      37. Things usually don't bother (upset) me for very long.
      38. I can be trusted.
   D. Objective: Accepts failure and success
      36. I really get upset when I'm fussed at (scolded).

II. TERMINAL OBJECTIVE – The student assumes a positive role in interpersonal relationships.
   A. Objective: Understand and accept one another (peers)
      4. I'm easy to like.
      9. I'm a lot of fun to be with.
      14. I have many friends my own age.
      19. I would rather play with children younger than I am.
      29. I like being with other people.
      34. Kids pick on me.
      35. My teacher likes me.
      39. Other people are liked better than I am.
   B. Objective: Assumes various roles in goal-oriented groups.

III. TERMINAL OBJECTIVE – The student demonstrates behaviors which indicate positive adjustment to the school environment.
   A. Objective: Confidence in front of others
      5. I enjoy talking in front of the class.
      20. I don't like to be called on in class.
      30. I seldom feel upset (uneasy) in school.
   B. Objective: Pride in school work
      10. I'm happy with (proud of) my school work.
   C. Objective: Achieves at highest level possible.
      15. I do the best work that I can in class.
      25. I'm not doing as well in school as I'd like.
      40. My school work makes me feel discouraged (hopeless).

ITEM ANALYSIS FOR SECONDARY SELF-ESTEEM INVENTORY

I. TERMINAL OBJECTIVE – The student demonstrates behaviors which indicate regard of himself as a person of worth and value.
   A. Objective: Chooses own courses of action (adequacy)
      1. I can usually make up my mind about something without asking anyone first.
      10. Someone usually has to tell me what to do.
      19. I seldom do things that I am sorry for later.
      27. I don't care what happens to me.
      33. I can make up my mind and stick to it.
      39. There are many things that I would like to do, but I usually go along with what others want.
   B. Objective: Selects and defends a position.
      2. I don't give in easily when I think I'm right.
      11. I have reasons for the things that I do.
      20. If I have something to say, I say it.
      28. I like to debate my ideas.
      34. I think I can help to change things.
   C. Objective; Accepts his perception of himself in general
      3. I would rather be myself than anyone else.
      12. I can take care of myself.
      21. There are many things about myself that I would change if I could.
      29. I can be trusted.
      40. I think I'm doing O.K.
      43. I'm not ashamed of what I am.
   D. Objective: Accepts failure and success.
      4. I really get upset when I fail at anything.
      13. I don't make a big deal out of being right.
      22. I learn from my mistakes.
      30. When I'm wrong, I like for people to tell me.
      36. When nice things happen to me, it is only good luck and nothing I did to deserve it.
      41. When bad things happen to me, it is usually someone else's fault.

II. TERMINAL OBJECTIVE – The student assumes a positive role in interpersonal relationships.
   A. Objective: Understand and accept one another (peers)
      8. I'm easy to like.
      17. People like my ideas.
      25. People often embarrass or hurt me.
      31. Other people are liked better than I am.
      37. My interests are shared by other students.
      42. I have many friends my own age.
      44. I like being with other people.
      45. I try to be friends with another person even if he isn't friendly to me.

B. Objective: Assumes various roles in goal-oriented groups.
   9. I like to be the leader in all activities.
   18. Getting along with others is more important to me than always being first.
   26. I like to share leadership responsibilities with others.
   32. I would rather work with only my close friends in school activities.
   38. I can seldom make other people do things I want them to do.

III. TERMINAL OBJECTIVE – The student demonstrates behaviors which indicate positive adjustment to the school environment.
A. Objective: Confidence in front of others
   5. I enjoy talking in front of the class.
   14. I don't like to be called on in class.
B. Objective: Pride in school work
   6. I recheck my school work to make sure that it is neat and correct.
   15. I'm proud of my school work.
   23. I'd be pleased to have examples of my classwork displayed during open house.
C. Objective: Achieves at highest level possible.
   7. I do the best work that I can in class.
   16. I'm not doing as well in school as I'd like.
   24. My school work makes me feel discouraged.

DETERMINATION OF INCENTIVE PAYMENTS

The first step in determining incentive payments was to list the teachers involved, their subject areas and grade level, and the number of sections that each teacher had entered into the evalution for payments. Table I, gives the ARTA and control group teachers, along with the other information needed.

Table II gives the distribution of Project teachers by years of experience and age. Although these data did not enter into actual incentive payment calculations, thay did describe the range of ages and experiences involved.

The memorandum on page 32 gives the 1973-1974 pretest results for each teacher, along with the statistically determined expected gains established for each section. After the pretest level was determined, the expected gain in achievement was set such that a class of average students would be expected to gain only at the national average. This average gain in grade equivalent scores would be a gain of 1.0 year. A class of lower ability students would not be expected to gain as much.

SCHNEE SECONDARY SCHOOL SELF-ESTEEM INVENTORY (1972)
(Confidential)

SE Score _____

Name _____ School _____
Teacher _____ Grade _____ Date _____
Sex _____ Age _____ Race _____

DIRECTIONS: If the statement describes how you usually feel, put a check ( ) in the column "LIKE ME." If the statement does not describe how you usually feel, put a check ( ) in the column "UNLIKE ME."
If IBM answer cards are used, fill in the bubble in the first column for "LIKE ME," and fill in the bubble in the second column for "UNLIKE ME." Make no marks in the two right-hand columns.

REMEMBER: There are no right or wrong answers. The answer which comes to mind first is probably the best one.

		LIKE ME	UNLIKE ME
1.	I can usually make up my mind about something without asking anyone first.		
2.	I don't give up easily when I think I'm right.		
3.	I would rather be myself than anyone else.		
4.	I really get upset when I fail at anything.		
5.	I enjoy talking in front of the class.		
6.	I recheck my school work to make sure that it is correct.		
7.	I do the best work that I can in class.		
8.	I'm easy to like.		
9.	I like to be the leader in all activities.		
10.	Someone usually has to tell me what to do.		
11.	I have reasons for the things that I do.		
12.	I can take care of myself.		
13.	I don't make a big deal out of being right.		
.....			
27.	I don't care what happens to me.		
28.	I like to debate my ideas.		
29.	I can be trusted.		
30.	When I'm wrong, I like for people to tell me.		
31.	Other people are liked better than I am.		
32.	I would rather work with only my close friends in school activites.		
33.	I can make up my mind and stick to it.		
34.	I think I can help to change things.		
35.	I wish I were younger (or older).		
36.	When nice things happen to me, it is only good luck and nothing I did to deserve it.		
37.	My interests are shared by other students.		
38.	I can seldom make other people do things I want them to do.		
39.	There are many things that I would like to do, but I usually go along with what others want.		
40.	I think I'm doing O.K.		
41.	When bad things happen to me, it is usually someone else's fault.		
42.	I have many friends my own age.		
43.	I'm not ashamed of what I am.		
44.	I like being with other people.		
45.	I try to be friends with another person even if he isn't friendly to me.		

TABLE I
1973-1974 TEACHER ENROLLMENT
IN PROJECT ARTA, TITLE III, E.S.E.A.

School Year 1973-1974

Name	School	Grade	*Semi-Departmentalized Subject Area	Total Students
EL RENO TEACHERS				
Donnie Asbury	Hillcrest	2	Contained	26
Donna Posey	Lincoln	2	Contained	24
Vickie Patterson	Rose Witcher	2	Contained	24
Sharon Adams	Hillcrest	5	*Math-Read (3)	(66)
Joan Baker	Hillcrest	5	*Lang-Sci. (3)	(66)
Merrilee Brookshire	Webster	5	Contained	33
Dorothy Almond	Rose Witcher	5	Contained	28
Gladys Cordray	Lincoln	5	Contained	23
Judy Tackett	Jr. High	8	Math (5)	143
MINCO TEACHERS				
Janie Moroz	Minco	2	Contained	14
Betty Jones	Minco	2	Contained	15
Martha Vickrey	Minco	5	Contained	18
Marilyn Hahn	Minco	5	Contained	17
Yvone Hatcher	Minco	8	Math (2)	50
Bruce Treadaway	Minco	10	English (1)	14
Evelyn Albers	Minco	10	English (1)	29
YUKON TEACHERS				
Gladys King	Myers	2	Contained	21
Peggy Piersall	Central	2	Contained	22
Elbert Vaughan	Shedeck	5	*Math (8)	(192)
Mary Lou Ford	Shedeck	5	**Lang. Arts (2)	50
Diane Gray	Shedeck	5	*Soc. Stud. (8)	(192)
Patricia McDaniel	Shedeck	5	**Lang. Arts (2)	47
Verna Umfleet	Shedeck	5	**Lang. Arts (2)	47
Janice Weller	Shedeck	5	**Lang. Args (2)	48
B. James McCoy	Jr. High	8	Math (5)	139

2nd Grade:	Students
El Reno	74
Minco	29
Yukon	43
Total	146

5th Grade:	Students
El Reno	150
Minco	35
Yukon	192
Total	377

8th Grade:	Students
El Reno	143
Minco	50
Yukon	139
Total	332

10th Grade:	Students
El Reno	0
Minco	43
Yukon	0
Total	43

CONTROLLED GROUP

2nd Grade
Diane Stout – 6
Paula Ellison – 20
(Yukon)

5th Grade
Jamey Hedgecock – 28
(El Reno)

8th Grade
Carolyn Williams – 19
(Yukon)

10th Grade
Charles Cosgrove – 23
(Yukon)

Total Controlled Group – [illegible]

Total – 898

Grand Total – 994

TABLE II
DESCRIPTION OF TEACHER POPULATION
"A.R.T.A. PROJECT"

Grade	Number of Teachers	Project Area
2	7	Contained Classroom
5	5	Contained Classroom
5	8	Semi-Departmentalized and Departmentalized
8	3	Math
10	1	English
	24 Total Teachers	

El Reno 9 Teachers
El Reno — 9 Teachers
Minco — 6 Teachers
Yukon — 9 Teachers

19 – BS Degree 5 – MS Degree

Years of Experience	Number of Teachers
2	4
3	3
4	1
5	3
7	2
8	2
9	1
14	1
15	1
17	3
26	1
34	1

AGES OF TEACHERS	
61	2
47	1
45	1
43	1
41	2
40	2
38	1
37	1
35	1
34	1
33	1
30	3
28	1
27	2
26	2
25	2

MEMORANDUM October 1973

To: Raymond Roblyer, ARTA Project Director

From: Ron Schnee, Evaluation Consultant

Subject: 1973-74 Pretest Results

TABLES I-IV give the achievement and self-esteem pretest means and expected gains for each teacher. Expected gains in achievement vary according to the grade level or standard score mean, but expected gains in self-esteem are fixed for elementary and secondary teachers, as follows:

Grades	Expected %-tile Gain in Self-Esteem
2, 5	10.00
8, 10	3.50

SECOND GRADE PRETEST RESULTS

District	Teacher	Subject	%-tile Mean	Grade Score Mean	Expected Gain
El Reno	Asbury	Reading	56	2.2	1.06
		Math	50	2.1	1.03
		Self-Esteem	41		
El Reno	Polay	Reading	43	2.0	1.00
		Math	39	1.9	.97
		Self-Esteem	40		
El Reno	Patterson	Reading	31	1.8	.94
		Math	44	2.0	1.00
		Self-Esteem	63		
Minco	Jones	Reading	62	2.3	1.09
		Math	50	2.1	1.03
		Self-Esteem	35		
Minco	Moroz	Reading	56	2.2	1.06
		Math	70	2.4	1.12
		Self-Esteem	45		
Yukon	King	Reading	68	2.4	1.12
		Math	64	2.3	1.09
		Self-Esteem	59		
Yukon	Piersall	Reading	47	2.1	1.03
		Math	44	2.0	1.00
		Self-Esteem	42		
Yukon	Ellison (Control)	Reading	19	1.7	.91
		Math	39	1.9	.97
		Self-Esteem	43		
	Stout (Control)	Not enough in Class			

FIFTH GRADE PRETEST RESULTS

District	Teacher	Subject	%-tile Mean	Grade Score Mean	Expected Gain
El Reno	Adams	1-Reading	46	4.9	.97
		1-Math	26	4.3	.79
		1-Self-Esteem	54		
		2-Reading	37	4.6	.88
		2-Math	24	4.2	.76
		2-Self-Esteem	41		
		3-Reading	37	4.6	.88
		3-Math	34	4.5	.85
		3-Self-Esteem	36		
El Reno	Baker	1-Language	36	4.4	.82
		1-Science	44	4.9	.97
		1-Self-Esteem	54		

District	Teacher	Subject	%-tile Mean	Grade Score Mean	Expected Gain
		2-Language	36	4.4	.82
		2-Science	40	4.7	.91
		2-Self-Esteem	41		
		3-Language	35	4.3	.79
		3-Science	44	4.9	.97
		3-Self-Esteem	36		
El Reno	Stanley (Control)	1-Social Science	34	4.5	.85
		2-Social Science	40	4.7	.91
		3-Social Science	38	4.6	88
El Reno	Brookshire	Reading	35	4.5	.85
		Math	18	3.9	.67
		Self-Esteem	41		
El Reno	Almond	Reading	28	4.2	.76
		Math	21	4.1	.73
		Self-Esteem	50		
El Reno	Cordray	Reading	34	4.4	.82
		Math	34	4.5	.85
		Self-Esteem	57		
El Reno	Hedgecock (Control)	Reading	31	4.3	.79
		Math	21	4.1	.73
		Self-Esteem	36		
Minco	Hahn	Reading	35	4.5	.85
		Math	24	4.2	.76
		Self-Esteem	51		
Minco	Vickrey	Reading	51	5.1	1.03
		Math	31	4.4	.82
		Self-Esteem	67		
Yukon	Ford	1-Reading	68	5.8	1.24
		1-Language	48	4.9	.97
		1-Self-Esteem	50		
		2-Reading	51	5.1	1.03
		2-Language	42	4.6	.88
		2-Self-Esteem	27		
Yukon	McDaniel	1-Reading	51	5.1	1.03
		1-Language	50	5.0	1.00
		1-Self-Esteem	28		
		2-Reading	41	4.8	.94
		2-Language	36	4.4	.82
		2-Self-Esteem	32		
Yukon	Umfleet	1-Reading	52	5.2	1.06
		1-Language	44	4.7	.91
		1-Self-Esteem	46		
		2-Reading	41	4.8	.94
		2-Language	41	4.5	.85
		2-Self-Esteem	27		
Yukon	Weiler	1-Reading	52	5.2	1.06
		1-Language	50	5.0	1.00
		1-Self-Esteem	32		
		2-Reading	39	4.7	.91
		2-Language	35	4.3	.79
		2-Self-Esteem	37		

EIGHT GRADE PRETEST RESULTS

District	Teacher	Subject	%-tile Mean	Grade Score Mean	Expected Gain
El Reno	Tackett	1-Math	30	6.9	.67
		1-Self-Esteem	40		
		2-Math	44	7.9	.97
		2-Self-Esteem	49		
		3-Math	42	7.8	.94
		3-Self-Esteem	53		
		4-Math	40	7.7	.91
		4-Self-Esteem	60		
		5-Math	47	8.0	1.00
		5-Self-Esteem	59		
Minco	Hatcher	1-Math	30	6.9	.67
		1-Self-Esteem	39		
		2-Math	22	6.4	.52
		2-Self-Esteem	39		
Yukon	McCoy	1-Math	34	7.2	.76
		1-Self-Esteem	61		
		2-Math	27	6.7	.61
		2-Self-Esteem	41		
		3-Math	35	7.3	.79
		3-Self-Esteem	29		
		4-Math	30	6.9	.67
		4-Self-Esteem	27		
		5-Math	44	7.9	.97
		5-Self-Esteem	52		
		6-Math	29	6.8	.64
		6-Self-Esteem	52		
Yukon	Williams (Control)	1-Math	29	6.8	.64
		1-Self-Esteem	20		

TENTH GRADE PRETEST RESULTS

District	Teacher	Subject	%-tile Mean	Standard Score Mean	Expected Gain
Minco	Albers	1-English	24	43	2.8
		1-Self-Esteem	53		
Minco	Treadaway	1-English	43	48	3.0
		1-Self-Esteem	48		
Yukon	Cosgrove	1-English	25	43	2.8
		1-Self-Esteem	23		

Chapter III

INCENTIVE PAYMENTS AND EVALUATION RESULTS

FORMULAS FOR INCENTIVE PAYMENTS

he formulas for incentive payments for 1973-1974 were as follows:

(1) Elementary: [2400 (a) + 13.3 (b) + 100 (c)] x d
(2) Secondary: [2400 (a) + 32.0 (b) + 100 (c)] x d
Variable (a) is the net achievement term calculated by subtracting the expected gain from the attained achievement gain. Variable (b) is the net self-esteem term obtained by subtracting the expected gain of 10.0 for elementary or 3.5 for secondary from the attained self-esteem growth of a teacher's students. Variable (c) is the net average daily attendance, which is the difference between current A.D.A. of students and that of the previous year. The final term of the equation, (d), gives the fractional part of $2000 (a teacher's maximum incentive payment for 1973-74) for which the class was worth.

One part of the formula was changed since 1972-73. The expected self-esteem growth of elementary students was raised from 3.5 to 10 percentiles because high gains (and higher standard errors) during the last two years had made the lower figure invalid. The present formulas were held constant in respect to assigning the achievement, self-esteem, and A.D.A. factors weights of 60%, 20% and 20%, .espectively.

ACHIEVEMENT

As indicated in Table III, the overall mean achievement growth during 1973-74 was 1.61 grade scores, as compared to 1.60 for 1972-73 and 0.96 for 1971-72. Very little improvement was seen in the program over the previous year since most of the improvement had occurred between the first two years of the project. The second grade gains continued to decline, whereas, the fifth graders continued to improve. All grade levels made positive gains during 1973-74 and 1972-73.

The net achievement gains (attained minus expected) are shown in Table III, row II. The overall net achievement gain increased to 0.63 from the previous year. This means that the achievement scores exceeded the nationally normed growth of 1.0 grade equivalent score by 0.63, which is six months growth above the expected norm.

It would appear that the achievement gains during 1973-74 were no better than during 1972-73; in some respects, they were slightly worse. But Project ARTA still continued to meet its achievement objective, i.e., to make achievement gains which were above the national norm.

Table IV gives the mean achievement growth scores in self-esteem and the academic areas for each grade level and District. This is not a part of the formal evaluation but may be of use to administrators.

SELF-ESTEEM

Table III also presents the net self-esteem gains during 1973-74 and 1972-73. The overall net gains per teacher averaged 12.8 percentiles, as opposed to 13.2 for the previous year (no significant difference). The fifth and tenth graders improved in net gains, while second and eighth graders declined from the previous years.

Net self-esteem scores indicate that ARTA students continued to score higher
in self-esteem than expected. Expected levels were set in relation to a norming group sampled in 1970-71. Therefore, the self-esteem objective for Project ARTA was attained.

AVERAGE DAILY ATTENDANCE

According to Table V, the overall A.D.A. of ARTA students declined slightly from the previous year but exceeded the A.D.A. of the first year of the project. The overall net A.D.A. of Table I, row III, of 1.07 indicates that during 1973-74 the students in the project improved their daily attendance by about one student per class over their previous year's attendance.

TABLE IV

1973-1974 MEAN ACHIEVEMENT GROWTH BY DISTRICT AND GRADE

District	Grade	Subject Area	Pre Mean	Post Mean	Achievement Growth
El Reno	2	Reading	2.00	3.08	1.08
		Math	2.00	3.59	1.59
		Self-Esteem	48	86	38.0
Minco	2	Reading	2.25	2.87	0.62
		Math	2.25	2.70	0.45
		Self-Esteem	40	45.5	5.5
Yukon	2	Reading	2.25	3.23	0.98
		Math	2.15	3.59	1.44
		Self-Esteem	51	77	26.0
El Reno	5	Reading	4.60	6.10	1.50
		Math	4.26	5.60	1.34
		Language	4.37	6.11	1.74
		Science	4.83	7.68	2.85
		Self-Esteem	48.0	67.7	19.7
Minco	5	Reading	4.80	6.67	1.87
		Math	4.30	5.93	1.63
		Self-Esteem	59.0	75.5	16.5
Yukon	5	Reading	5.09	6.92	1.83
		Language	4.68	6.54	1.86
		Math	4.78	6.18	1.40
		Social Science	5.51	6.91	1.40
		Self-Esteem	34.88	65.75	30.87
El Reno	8	Math	7.66	8.88	1.22
		Self-Esteem	52.2	47.4	–4.80
Minco	8	Math	6.65	8.96	2.31
		Self-Esteem	39.0	41.5	2.50
Yukon	8	Math	7.13	9.53	2.40
		Self-Esteem	43.67	47.50	3.83
Minco	10	English	45.5	45.6	0.10
		Self-Esteem	50.5	61.0	10.50

NOTE: Methods of reporting are as follows:
Achievement in grades 2, 5, 8: grade equivalent scores
Achievement in grade 10: percentiles
Self-Esteem scores: percentiles

TABLE III

COMPARISON OF AVERAGE STUDENT GAINS BY YEAR AND GRADE LEVEL

		Grade Level 2	5	8	10	Overall Gains Per Student
I.	Achievement Growth (Grade Scores):					
	1973-74	1.07	1.74	1.93	0.15	1.61
	1972-73	1.19	1.72	2.24	1.67	1.60
	1971-72	1.60	1.18	1.65	−1.12	.96
II.	Net Achievement (Grade Scores):					
	1973-74	.07	.74	.93	−2.75	.63
	1972-73	.22	.80	1.37	−1.20	.54
	1971-72	.76	.40	.76	−4.04	−0.19
III.	Net. A.D.A. (Students/Class):					
	1973-74	1.73	.75	1.20	3.00	1.07
	1972-73	3.89	.99	1.75	−3.10	1.85
	1971-72	2.18	−1.19	−1.40	−0.06	−0.58
IV.	Net Self-Esteem (%-tiles):					
	1973-74	15.4	16.5	− 2.3	7.0	12.8
	1972-73	19.0	13.3	0.2	6.3	13.2

TABLE V

1973-1974 AVERAGE DAILY ATTENDANCE BY GRADE AND DISTRICT

District	Grade	1973-1974	1972-1973	1972-1971
El Reno	2	168.0	168.6	165.1
	5	166.5	170.0	168.0
	8	167.7	168.3	167.3
	10	–––	165.5	168.8
Minco	2	168.2	170.9	165.4
	5	171.1	172.1	167.1
	8	172.2	173.4	171.8
	10	168.0	169.9	171.9
Yukon	2	166.7	167.7	164.2
	5	168.1	168.3	168.7
	8	168.0	170.2	167.5
Overall	2	167.8	169.1	164.9
	5	167.9	170.1	167.9
	8	168.6	170.6	168.9
	10	168.0	167.7	170.4

The A.D.A. of tenth grade English students increased almost three students per class during 1973-74. This is a remarkable improvement for these tenth graders, and it is hoped that the efforts of the English teachers caused the improvement.

Because the overall net A.D.A. improved (1.07) by about one student per class over their previous attendance, the project met its A.D.A. objective for a positive net A.D.A. score. All grade levels had positive scores in net A.D.A.

INCENTIVE PAYMENTS

Table VI gives the average incentive payments for each grade level and year of Project ARTA. Since the maximum dollars, i.e., the budget for instruction, was decreased each year by the Title III Advisory Committee, the best comparison of yearly effectiveness in terms of money is row III, the percent of maximum dollars paid to teachers. As compared to 1972-73, which seems to be the year in which gains peaked, the percent of maximum dollars available for incentive payments decreased from 71% in 1972-1973 to 64% in 1973-1974.

The final level of incentive payments was average for the project if the three total percentages are averaged. The only grade level to receive an incentive payment equal to the previous year was the fifth grade. The reader should remember that the fifth grade was the only one which improved in achievement over 1972-73.

EXPERIMENTAL-CONTROL GROUP COMPARISONS

A control group of volunteer teachers was added to the evaluation during 1973-74. They were matched to the experimental group by grade level, subject taught, District, initial motivation (all volunteered), and in-service training. All testing in controlled groups occurred at the same time and under the same instructions as experimental classes (Project ARTA teachers). Table VII compares the gains of experimental and control groups.

TABLE VI

COMPARISON OF YEARLY INCENTIVE PAYMENTS BY GRADE LEVEL

		Grade Level 2	5	8	10	Total
I.	Incentive Payment ($):					
	1973-1974	5,197	19,323	3,325	0	$27,957
	1972-1973	14,693	20,362	3,942	114	39,111
	1971-1972	20,900	12,230	3,300	208	36,668
II.	Maximum Possible ($):					
	1973-1974	14,000	24,400	4,800	800	$44,000
	1972-1973	22,000	25,600	4,800	2,400	54,800
	1971-1972	22,000	25,600	6,000	6,800	60,400
III.	Percent of Maximum Dollars Paid to Teachers (%):					
	1973-1974	37	79	69	0	64%
	1972-1973	67	79	82	5	71
	1971-1972	95	47	56	3	60

TABLE VII

EXPERIMENTAL/CONTROL GROUP COMPARISON OF GAINS
1973-1974

		Grade Level 2	5	8	10	Overall Gain Per Teacher
I.	Achievement Growth (Grade Score):					
	A. Experimental	1.07	1.74	1.93	0.15	1.61
	B. Control	.72	1.10	.33	−7.10	.95
	C. A-B	.35	.64	1.60	7.25	.66
II.	Net Achievement (Grade Scores):					
	A. Experimental	.07	.74	.93	−2.75	.63
	B. Control	− .23	.13	− .31	−9.90	− .02
	C. A-B	.30	.61	1.24	7.15	.65
III.	Net A.D.A. (Students/Class):					
	A. Experimental	1.73	.75	1.20	3.00	1.07
	B. Control	−0.20	1.53	1.30	−10.50	−0.22
	C. A-B	1.93	− .78	− .10	−13.50	1.29
IV.	Net Self-Esteem (%-tiles):					
	A. Experimental	15.4	16.5	−2.3	7.0	12.8
	B. Control	−26.0	−11.0	−0.5	4.5	−11.4
	C. A-B	41.4	27.5	−1.8	2.5	24.2

ACHIEVEMENT

Row I of Table VII gives the growth means of achievement for the two groups, and the final column gives the overall gains per teacher. The A-B rows indicate the difference in growth between experimental and control groups; a positive number for A-B is a difference in favor of the experimental group (Project ARTA students). Project students had a mean achievement growth of 1.61, while controls gained only 0.95 grade equivalent scores. Therefore, the experimental group gain was 0.66 years more than the control group gain during 1973-74.

In row II, the net achievement of project students was 0.63 years vs. −0.02 years for controls. This means that project students scored 0.63 years above the nationally normed gain of one year, and controls scored .02 years below the one year gain. Therefore, Project ARTA students had achievement gains which exceeded those of the control group by 0.65 years.

AVERAGE DAILY ATTENDANCE

Row III, Table VII, gives the difference in A.D.A. of the two groups. Project students had a net difference over controls of 1.29 students per class. These advantages occurred mainly through the efforts of second and tenth grade teachers.

SELF-ESTEEM

The final rows in Table VII indicate the tremendous differences in self-esteem growth of the two groups. The net gain of the experimental group was 12.8 percentiles over expected levels, while controls scored 11.4 percentiles below the criterion of two standard errors gain. This made the experimental group's self-esteem growth to be 24.2 percentiles above the control group, which is equivalent to a year's difference in grade equivalent scores.

Two-way analyses of variances were performed on the four groups of data in Table VII. For each ANOVA, the independent variables were the treatment groups and grade level in school. The dependent variables were achievement growth, net achievement, net A.D.A., and net self-esteem.

All F-ratios between the experimental and control groups were significant at the .01 level of confidence. The F-ratios of between/within variance ranged in size from 6.98 to 14.71. An F-ratio of 6.85 or greater was required for significance at the .01 level with df=(1 and 120). Therefore, all gains of the experimental group were significantly greater than those of the control group at the .01 level of confidence.

SUMMARY AND CONCLUSIONS

1. Project ARTA met its objective in achievement: achievement scores exceeded the nationally normed growth of 1.0 grade equivalent score by 0.63 years, which is six months growth above the national norms.

2. The self-esteem objective was met: the overall net gain per teacher was 12.8 percentiles above the expected level of two standard errors.

3. The average daily attendance objective was also attained: during 1973-74, project students improved their A.D.A. over the previous year by 1.07 students per class. Assuming an average of 30 students per class, a 3% gain in A.D.A. school-wide would be a positive improvement in time and money, which absenteeism costs.

4. Incentive payments decreased 7% from 1972-73 which was the peak year for percent of maximum dollars paid to teachers with 71%. Therefore, 1973-1974 was an average year for teachers' receiving maximum incentive money,

5. The experimental group of Project ARTA students had significantly greater growth than controls in achievement, self-esteem, and A.D.A.

   a. Project students had achievement gains which exceeded the controls by 0.65 years.

   b. The self-esteem growth of project students was 24.2 percentiles greater than controls.

   c. Project students had a net gain in A.D.A. of 1.29 students per class over controls.

   It was interesting to note that ARTA teachers did so well as compared to the control group in 1973-74, even though ARTA teachers were having only an "average" year.

INCENTIVE PAYMENTS PER TEACHER

The detailed analysis of gains and the incentive payments for each teacher are included in Table VIII. The information from Table VII was used to develop the previous table in the evaluation report.

TABLE VIII

STATISTICAL ANALYSIS 1973-1974

GRADE 2

(a) Teacher	(b) District	(c) Section	(d) Curriculum	(e) Pretest	(f) Posttest	(g) Exp. Gain	(h) Achieve. Attained	(i) Net Ach.	(j) 1973 ADA	(k) 1974 ADA	(l) Net ADA	(m) Payment Factor	(n) Row Total	(o) $ Row Payment	(p) $ Teacher Payment
Asbury	El Reno	1	Reading	2.2	3.33	1.06	1.13	.07	163	165.2	2.6	.5	473	473	1473
			Math	2.1	4.08	1.03	1.98	0.95				.5	1530	1000	
			Self-Est.	41	90	10	49	39							
Posey	El Reno	1	Reading	2.0	2.73	1.00	.73	– .27	163.9	167.5	3.6	.5	62	62	964
			Math	1.9	3.3	.97	1.4	.43				.5	902	902	
			Self-Est.	40	81	10	41	31							
Patterson	El Reno	1	Reading	1.8	3.17	.94	1.37	.43	167.8	171	3.2	.5	776	776	1492
			Math	2.0	3.38	1.00	1.38	.38				.5	716	716	
			Self-Est.	63	88	10	25	15							
Jones	Minco	1	Reading	2.3	2.94	1.09	.64	– .45	168.9	169	0.1	.5	– 548	– 548	0
			Math	2.1	2.66	1.03	.56	– .47				.5	– 572	– 572	0
			Self-Est.	35	43	10	8	–2							
Moroz	Minco	1	Reading	2.2	2.79	1.06	.59	– .47	168.0	167.3	– .7	.5	– 646	– 646	0
			Math	2.4	2.73	1.12	.33	– .79				.5	–1030		
			Self-Est.	45	48	10	3	–7							
King	Yukon	1	Reading	2.4	3.46	1.12	1.06	– .6	166.8	157.3	.5	.5	79	79	
			Math	2.3	4.25	1.09	1.95	.86				.5	1183	1000	1079
			Self-Est.	59	88	10	29	19							
Piersall	Yukon	1	Reading	2.1	2.99	1.03	.89	– .14	163.3	166.1	2.8	.5	58	58	189
			Math	2.0	2.92	1.00	.92	– .08				.5	131	131	
			Self-Est.	42	65	10	23	13							

GRADE 5

(a) Teacher	(b) District	(c) Section	(d) Curriculum	(e) Pretest	(f) Posttest	(g) Exp. Gain	(h) Achieve. Attained	(i) Net Ach.	(j) 1973 ADA	(k) 1974 ADA	(l) Net ADA	(m) Payment Factor	(n) Row Total	(o) $ Row Payment	(p) $ Teacher Payment
Adams	El Reno	1	Reading	4.9	6.23	.97	1.33	.36	165.1	161.2	–3.9	.2	105	105	1269
			Math	4.3	5.90	.79	1.60	.81				.2	321	321	
			Self-Est.	54	68	10	14	4							
		2	Reading	4.6	5.94	.88	1.34	.46	169.9	170.2	0.3	.2	224	224	
			Math	4.2	5.41	.76	1.21	.45				.2	219	219	
			Self-Est.	41	50	10	9	–10							

(a) Teacher	(b) District	(c) Section	(d) Curriculum	(e) Pretest	(f) Posttest	(g) Exp. Gain	(h) Achieve. Attained	(i) Net Ach.	(j) 1973 ADA	(k) 1974 ADA	(l) Net ADA	(m) Payment Factor	(n) Row Total	(o) $ Row Payment	(p) $ Teacher Payment
Adams	El Reno	3	Reading	4.6	6.25	.88	1.65	.77	165.9	166.8	0.9	.2	435	400	
			Self-Est.	36	46	10	28	18							
Baker	El Reno	1	Language	4.4	6.64	.82	2.24	.42	165.1	161.2	−3.9	.2	614	400	1992
			Science	4.9	8.3	.97	3.40	2.43				.2	1099	400	
			Self-Est.	54	68	10	14	4							
		2	Language	4.4	6.03	.82	1.63	.81				.2	392	392	
			Science	4.7	7.74	.91	3.04	2.13	169.1	170.2	.3	.2	1026	400	
			Self-Est.	41	50	10	9	−1.0							
		3	Science	4.9	7.0	.97	2.1	1.13	165.9	166.8	.9	.2	608	400	
			Self-Est.	36	64	10	28	18.0							
Brookshire	El Reno	1	Reading	4.5	4.97	.85	.47	− .38	158.3	165.2	6.9	.5	15	15	1015
			Math	3.9	5.02	.67	1.12	.45				.5	1000	1000	
			Self-Est.	41	70	10	29	19							
Almond	El Reno	1	Reading	4.2	6.22	.76	2.02	1.26	170.6	171.2	.6	.5	1722	1000	2000
			Math	4.1	5.64	.73	1.54	.81				.5	1182	1000	
			Self-Est.	50	87	10	37	27							
Cordray	El Reno	1	Reading	4.4	5.86	.82	1.46	.64	166.4	164.3	−2.1	.5	703	703	1070
			Math	4.5	5.71	.85	1.21	.36					367	367	
			Self-Est.	57	73	10	16	6							
Hahn	Minco	1	Reading	4.5	6.03	.85	1.53	.68	170.7	170.3	− .4	.5	776	776	1121
			Math	4.2	5.28	.76	1.08	.32				.5	345	345	
			Self-Est.	51	58	10	7	−3							
Vickrey	Minco	1	Reading	5.1	7.30	1.03	2.20	1.17	173.1	171.8	−1.3	.5	1445	1000	2000
			Math	4.4	6.57	.82	2.17	1.35				.5	1662	1000	
			Self-Est.	67	93	10	26	16							
Ford	Yukon	1	Reading	5.8	7.59	1.24	1.79	.55	163.7	167.7	4.0	.2	347	347	1547
			Language	4.9	6.85	.97	1.95	.98				.2	553	400	
			Self-Est.	50	61	10	11	1							
		2	Reading	5.1	7.12	1.03	2.02	.99	168.8	166.8	−2.0	.2	456	400	
			Language	4.6	7.07	.88	2.47	1.59					744	400	
			Self-Est.	27	45	10	18	8							
McDaniel	Yukon	1	Reading	5.1	6.71	1.03	1.61	.58	168.4	169	.6	.2	407	400	1600
			Language	5.0	6.76	1.00	1.76	.76				.2	494	400	
			Self-Est.	28	82	10	54	44							

		2	Reading	4.8	6.48	.94	1.68	.74	168.2	170	1.8	.2	482	400	
			Language	4.4	7.23	.22	2.83	2.01				.2	1091	400	
			Self-Est.	32	76	10	44	34							
Umfleet	Yukon	1	Reading	5.2	7.02	1.06	1.82	.76	164.7	168	3.3	.2	484	400	995
			Language	4.7	6.33	.91	1.63	.72				.2	465	400	
			Self-Est.	46	76	10	30	20							
		2	Reading	4.8	5.89	.94	1.09	.15	165	167.7	2.7	.2	195	195	
			Language	4.5	5.07	.85	.57	— .28				.2	— 11	0	
			Self-Est.	27	63	10	36	26							
McComas	Yukon	1	Reading	5.2	7.61	1.06	2.41	1.35	167.5	167.3	— .2	.2	705	400	1600
			Language	5.0	6.97	1.00	1.97	.97				.2	523	400	
			Self-Est.	32	65	10	33	23							
		2	Reading	4.7	6.93	.91	2.23	1.32	167.3	168.0	.7	.2	677	400	
			Language	4.3	6.01	.79	1.71	.92				.2	485	400	
			Self-Est.	37	58	10	21	11							
Vaughan	Yukon	1	Math	4.8	6.33	.94	1.53	.59	164.7	168	3.3	.2	402	400	1691
			Self-Est.	46	76	10	30	20							
		2	Math	4.8	5.92	.94	1.12	.18	165	167.7	2.7	.2	210	210	
			Self-Est.	27	63	10	36	26							
		3	Math	4.9	6.47	.97	1.57	.60	167.5	167.3	— .2	.2	345	345	
			Self-Est.	32	65	10	33	23							
		4	Math	4.7	6.35	.91	1.65	.74	168.8	166.8	—2.0	.2	336	336	
			Self-Est.	27	45	10	18	8							
		5	Math	4.6	6.25	.88	1.65	.77	168.2	170	1.8	.2	496	400	
			Self-Est.	32	76	10	44	34							
Gray	Yukon	1	Soc. Sci.	5.4	6.49	1.12	1.09	— .03	164.7	168	3.3	.2	105	105	1423
			Self-Est.	46	76	10	30	20							
		2	Soc. Sci.	5.3	7.01	1.09	171	.62	165	167.7	2.7	.2	421	400	
			Self-Est.	27	63	10	36	26							
		3	Soc. Sci.	5.8	7.71	1.21	1.91	.67	167.5	167.3	— .2	.2	379	379	
			Self-Est.	32	65	10	33	23							
		4	Soc. Sci.	5.4	7.61	1.12	2.21	1.09	168.8	166.8	—2.1	.2	504	400	
			Self-Est.	27	45	10	18	8							
		5	Soc. Sci.	5.7	6.93	1.21	1.23	.02	168.4	169	.6	.2	139	139	
			Self-Est.	28	82	10	54	44							

(a) Teacher	(b) District	(c) Section	(d) Curriculum	(e) Pretest	(f) Posttest	(g) Exp. Gain	(h) Achieve. Attained	(i) Net Ach.	(j) 1973 ADA	(k) 1974 ADA	(l) Net ADA	(m) Payment Factor	(n) Row Total	(o) $ Row Payment	(p) $ Teacher Payment
GRADE 8															
Tackett	El Reno	1	Math	6.9	8.17	.67	1.27	.60	167.4	165.3	−2.1	.2	211	211	529
			Self Est.	40	38	35	−2	−55							
		2	Math	7.9	8.94	.97	1.04	.07	166.7	168.3	2.7	.2	52	52	
			Self-Est.	49	47	35	−2	−55							
		3	Math	7.8	9.02	.94	1.22	.28	168.0	167	− .2	.2	63	63	
			Self-Est.	53	46	35	−7	−10.5							
		4	Math	7.7	8.94	.91	1.24	.33	169.4	170.2	0.8	.2	37	37	
			Self-Est.	60	42	35	−18	−21.5							
		5	Math	8.0	9.33	1.00	1.33	.33	167.9	167.8	− .1	.2	166	166	
			Self-Est.	59	64	35	5	1.5							
Hatcher	Minco	1	Math	6.9	8.99	.67	2.09	1.42	171.9	172.3	1.4	.2	719	400	800
			Self-Est.	39	44	3.5	5	1.5							
		2	Math	6.4	8.92	.52	2.52	2.00	172.1	172	− .1	.2	936	400	
			Self-Est.	39	39	3.5	0	−3.5							
McCoy	Yukon	1	Math	7.2	10.3	.76	3.1	2.34	168.3	168.3	0	.2	1133	400	2000
			Self-Est.	61	66	3.5	5	1.5							
		2	Math	6.7	9.61	.61	2.91	2.3	160.8	166.1	5.3	.2	1200	400	
			Self-Est.	41	43	3.5	2	−1.5							
		3	Math	7.3	9.70	.79	2.4	1.5	169.4	170.9	1.5	.2	849	400	
			Self-Est.	29	48	3.5	19	15.5							
		4	Math	6.9	9.47	.67	2.57	1.9	166.8	166.6	− .2	.2	962	400	
			Self-Est.	27	39	3.5	12	8.5							
		5	Math	7.9	9.84	.97	1.94	1.94	157	168.2	1.2	.2	410	400	
			Self-Est.	52	43	3.5	−9	−12.5							
GRADE 10															
Albers	*Minco*	*1*	*English*	*43*	*42.6*	*2.8*	*− .40*	*−3.2*	*163.8*	*167.7*	*3.9*	*.2*	*−1480*	*0*	*0*
			Self-Est.	53	53	3.5	0	−3.5							
Treadaway	Minco	1	English	48	48.7	3.0	.7	−2.3	166.1	168.2	2.1	.2	− 950	0	0.
			Self-Est.	48	69	3.5	21	17.5							

(a) Teacher	(b) District	(c) Section	(d) Curriculum	(e) Pretest	(f) Posttest	(g) Exp. Gain	(h) Achieve. Attained	(i) Net Ach.	(j) 1973 ADA	(k) 1974 ADA	(l) Net ADA	(m) Payment Factor	(n) Row Total	(o) $ Row Payment	(p) $ Teacher Payment
CONTROLLED GROUP – PARTICIPATED – NOT FOR PAY *															
Grade 2															
Ellison	Yukon	1	Reading	1.7	2.57	.91	.80	– .11	163.5	163.3	– .2	.5	– 315	– 315	0
			Math	1.9	2.53	.97	.63	– .34				.5	– 590	– 590	0
			Self-Est.	43	27	10	–16	–26							
Grade 5															
Stanley	El Reno	1	Soc. Sci.	4.5	5.60	.85	1.1	.25	165.1	161.2	–3.9	.2	– 90	– 90	235*
			Self-Est.	54	68	10	14	4							
		2	Soc. Sci.	4.7	5.89	.91	1.19	.28	169.9	170.2	.3	.2	188	188	
			Self-Est.	41	50	10	9	–.10							
		3	Soc. Sci.	4.6	5.42	.88	. .82	– .06	165.9	166.8	.9	.2	37	37	
			Self-Est.	36	46	10	28	18							
Hedgecock	El Reno	1	Reading	4.3	5.26	.79	.96	.17	162.7	168.7	6.0	.5	431	431	431*
			Math	4.1	4.59	.73	.49	– .24				.5	– 61	– 61	
			Self-Est.	36	35	10	–1	–11							
Shimmer	Yukon	1	Science	5.1	6.58	1.03	1.48	.45	164.7	168	3.3	.2	335	335	1335*
			Self-Est.	46	76	10	30	20							
		2	Science	4.8	5.97	.94	1.1	.16	165	167.7	2.7	.2	891	400	
			Self-Est.	27	63	10	36	26							
		3	Science	[illegible]	6.61	1.00	1.61	.61	167.5	167.3	– .2	.2	350	350	
			Self-Est.	32	65	10	33	23							
		4	Math	4.6	5.01	.88	1.31	.43	167.3	168	.7	.2	250	250	
			Self-Est.	37	58	10	21	11							
		5	Math	6.0	6.92	1.30	.92	– .38	163.7	167.7	4.0	.2	– 100	– 100	
			Self-Est.	50	61	10	11	1.0							
Grade 8															
Williams	Yukon	1	Math	6.8	7.13	.64	.33	– .31	168.8	170.1	. 3	.2	– 155	– 155	0
			Self-Est.	20	23	3.5	3	–.5							
Grade 10															
Cosgrove	Yukon	1	English	43	35.9	2.8	–7.1	–9-9	164.6	154.1	–10.5	.2	– 656	– 656	0
			Self-Est.	23	31	3.5	8	4.5							

TOTAL $27,849.

OKLAHOMA

Title III, ESEA

PROJECT SELF-EVALUATION REPORT

(For use by Project Director and staff)

Project Title: ARTA—A Road To Accountability
Date of Evaluation: April 4, 1974, Evaluator: Raymond Roblyer/Dr. Ron Schnee

In the space provided please state each of your objectives. Below the stated objective, give a percentage estimate of achievement for the objective.

Basis for rating achievement could be: (1) percentage of gains made on measuring instruments or by participants; (2) percentage of participants who have fully accomplished the objective; (3) percentage of total quantity of outcomes expected; (4) a percentage of some other specified means of measuring the objective.

For each objective please give evidence to verify the achievement of the objective.

OBJECTIVE 1:

To provide classroom instruction to improve cognitive achievement that extends gains for one year's growth.

Percentage of achievement 75%.

BASIS: Final evaluation of cognitive gains will be made after April posttesting. Objective 1 will be completed at that time.

Measurement instrument used: Standard Achievement Tests

Describe the statistical date treatment: An average expected gain of 1.0 grade equivalent score was established for each class of each teacher.

EVIDENCE: (1) What was accomplished? (2) Who achieved what? (3) When? (4) How was it achieved? (5) Reasons for not achieving objective at expected level.

Teachers have used in-service training ideas and materials to improve instruction for individual students. The Stanford Achievement Tests were administered on a pre- and posttest basis and comparisons of gains were made with expected gain set for each teacher's class(es). If the teachers in the program were more successful than those across the nation in adapting instruction to individual students, then program gains will exceed the average expected gain of 1.0 grade level. Final determination of the program's success on objective 1 will be made in May, 1974. During the first two years of Project ARTA, program gains in achievement exceeded expected gains.

OBJECTIVE 2:

To increase average daily attendance of students over the previous year.

Percentage of achievement 75%

BASIS: Final evaluation of ADA gains will be made after May attendance rates are obtained; at this time, this report is only 75% complete.

Measurement instrument used: ADA reports obtained for LEA's.

Describe the statistical data treatment: Nominal comparison of 1973-1974 ADA and 1972-73 ADA rates for target students.

EVIDENCE: (1) What was accomplished? (2) Who achieved what? (3) When? (4) How was it achieved? (5) Reasons for not achieving objective at expected level?

Teachers made a concerted effort to improve student's attendance over previous years. They contacted students at home if necessary and attempted to keep students in class unless they were ill. During the previous year, ARTA student's ADA increased from 1971-72 to 1972-73 by almost two days per student.

OBJECTIVE 3

To improve self concept for target population fo 1300 students over criterion gains set for elementary and secondary classes.

Percentage of achievement 75%

BASIS: Classroom efforts by teachers to improve students' self-esteem is ¾ completed at the present time. Final evaluation will be made in May.

Measurement instrument used: Elementary and Secondary Self-Esteem Inventories.

Describe the statistical data treatment: Comparison of self-esteem gains with established criteria.

EVIDENCE: (1) What was accomplished? (2) Who achieved what? (3) When? (4) How was it achieved? (5) Reasons for not achieving objectives at expected level?

During 1973-74, teachers used special in-service training practices for improving students' self-esteem. Individual and group intervention programs were instituted in the classrooms. During the previous year,

students' gains in self-esteem exceeded the criterion by 13.18 percentiles. This was a most significant gain in self-esteem by elementary and secondary students in public schools.

(1) Please describe below the kind(s) of innovative or exemplary practice(s) occuring in this project:

a. Product (instructional materials, videotapes, learning machines, software/hardware, etc.)
Description: Improvement of self-esteem translated into specific classroom objectives with software and hardware support programs.

b. Practice(s): (Particular practices, pre/in-service training, youth-tutoring-youth, methodology, etc.)
Description: In-house performance contracting with teachers with student outcomes established for accountability.

c. Procedures: (special processes, systems spproaches, decision-making models, organizational development, etc.)
Description: An organization plan whereby teachers are given incentive payments for above average gains in achievement, ADA, and self-esteem.

d. Staff Configuration: (staff development and differentiation of functions, staff student ratios, use of aides, paraprofessionals, volunteers, private school personnel, etc.)
Description:

e. Unusual Applications: (utilization of traditional, unusual, or new materials and/or equipment in new or different ways.)
Description:

f. Educational Climate: (facilities, staff student interaction patterns, Interrelationships, uniquely trained leadership, etc.)
Description:

(2) Are outside consultants involved in the project? In which phases of the project? If so, who? When? What methods and criteria are being used? Dr. Ron Schnee – Oklahoma City Public Schools – Statistics & Evaluation, Mr. Gene Steiger – Oklahoma City Public Schools – In-service, Janet Shelden – Oklahoma City Public Schools – In-service, Betty Hwang – Oklahoma City Public Schools – In-service, Cam Byrd – Oklahoma City Public Schools – In-service.

In-service, Evaluation and Consultative Services
(If additional space is needed, attach additional copy to this page)

(3) DISSEMINATION

	Recipients or Participants Kind	Number
Statewide Diffusion (Ed/ Fairs, T.V., other) Activites	Brochures Educational Fair	1000
	Area Adm. Meetings	20
Civic clubs, P.T.A.'s etc., presentations	Lions Club	55
	P.T.A.	85
Individuals visiting your project	School Personnel	5
Potential adoptors given technical assistance	Broken Arrow, Cherokee, Sapulpa Sand Springs Bartlesville, Texas (SEA)	7
Schools that have adopted components of your project	New Hampshire	
Brochures & other printed materials sent out from project	Individual teachers of 3 LEA Districts	500
	Other School Districts	1000
Inservice training outside your school	none	0
Local inservice	Project Personnel	31
Community involvement (people on committees, advisory groups, co-ops, etc.)	Local advisory group Administrators	12 17
	Total	2832

(4) What action has been taken by the SCHOOL BOARD to support the continuation of the project? State Mandate Accountability – Minco Testing Complete School – Outside agency from Shawnee.
What are the specific plans for continuation of the program next year?

a. Relative to increased local funding (if project is in the first 2 years of Title III funding)
Third year

b. Relative to total non-federal funding (if project is in final year of Title III funding)
Administrators decision – component parts to continue.

(5) a. Which components of this project would you most readily recommend for adoption by others? why?
1. Holding teachers and school buildings accountable for producing certain student outcomes – reasonable outcomes.
2. Self-concept improvement as an objective which is as important as congnitive improvement.

b. What age level learner would each of the above components best serve?
   1. Beginning with kindergarten and up through grade 12

c. What modification would you recommend for the less readily adoptable components to make them more adoptable by others?
   1. Decrease incentive payments to several hundred dollars.
   2. Adapt the payment formula to local needs, priorities, and objectives -- for establishing variables.
   3. Give teachers and principals the opportunity to determine the student outcomes for which they will be held responsible.
   4. Incorporate into present accountability plans.

OKLAHOMA

Title III, ESEA

PROJECT EVALUATION FORM

(for use by Evaluation Team)

I. INTRODUCTORY INFORMATION

School or Institution: Minco Public Schools

Location: Minco -- El Reno -- Yukon

Title of Project: A Road to Accountability (ARTA)

Date: April 9, 1974

Team Member Evaluator(s): Keith Stone, Chairman; Bob Plumlee, Joe Bob Weaver, Don Rushing, Sarah Webb, Jim Cox, Sherman Garrison.

II. RATING

Instructions: Rate the following questions by placing a check ( ) in the appropriate box which indicates your feeling. A rating of 5 is the highest and a rating of 1 is the lowest.

Scale: 5 -- Superior, 4 -- Above Average, 3 -- Average, 2 -- Below Average, 1 -- Poor,) -- Not Appropriate.

Innovativeness:

		5 4 3 2 1 0
1.	Innovative and/or exemplary features of the project (as demonstrated by its operation are	x

Comment on innovativeness or exemplary features: Although the project is in the last year of funding, it still seems to be very innovative, and could serve as a model for implementation of accountability.

Effectiveness/Success:

			5 4 3 2 1 0
1.	Evidence that progress has been made toward solving stipulated critical needs is	1	x
2.	Statement of performance objectives in measurable terms (who is to do what, at what level of performance, and under what conditions?) is	2	x
3.	Cited evidence for the achievement of objectives is	3	x
4.	Proportion of objectives which can realistically be expected to be achieved is	4	x
5.	Instrumentation used to measure objectives is	5	x
6.	Availability and use of base line data are	6	x
7.	Analysis of the data is	7	x
8.	Evidence that the evaluation is being carried out according to the approved design is	8	x
9.	Extent to which previous evaluation recommendations have been implemented is	9	x
10.	Evidence that project activities have significantly improved participant behavior is	10	x
11.	As a significant contribution to the improvement of education this project is	11	x

Comment on effectiveness/success: Identify the stronger and weaker objective (as listed in the program self-evaluation report) state why and suggest improvements.

The number of variables that enter into ADA measuring objectives tend to make it unrealistic to achieve at a high level of accuracy. Reduce the variability in testing procedure.

Cost Effectiveness/Economy:

			5 4 3 2 1 0
1.	Proportion of costs being assumed by district as project progresses is	1	x
2.	Benefits derived from the project in relation to costs are	2	x

	Ability to implement the program from other funds is	3	x
4.	Maintenance of expenditure level as defined by 2.9 State Guidelines and Regulations governing Title III, ESEA programs (supplementing not supplanting) is	4	x
5.	Accounting procedure for the Title III, ESEA grant funds is	5	x
6	Extent to which costs are being related to objectives or components of project is	6	x
7.	Reports to the State Department in accordance with requirements have been	7	x
8.	Evidence that efforts are being made to continue the project's positive features after the termination of Federal funding is	*8	x
9.	General financial management appears	9	

Comment on cost effectiveness/economy: Identify budgetary discrepancies, (relationship of administrative cost to program cost, not exceeding budget functions approved, extreme costs). Note accounting deficiences, and comment on funding plans.

General financial management appears to be adequate. *8 Accountability aspect will probably be utilized by other districts. Incentive pay will not be continued.

Exportability and involvement:

			5 4 3 2 1 0
1.	Awareness of the project's purpose among other persons is	1	x
2.	Efforts aimed toward disseminating the project's purposes and results are	2	x
3.	Provision for participation of non-public schools is	3	x
4.	Compliance with Title VI of the Civil Rights Act and all regulations thereto is	4	x
5.	Board representation of the cultural and/or educational resources and their utilization are	5	x
6	Extent to which the project is documented and disseminated so others might replicate it is	6	x
7.	Extent to which non-specialized staff, their training, the materials, facilities, and equipment lend themselves to adoption by other districts is	7	x

Comment on exportability and involvement: Suggest particular involvement where lacking and recommend improvements for exportability.

Committee commends the project for the two publications (a) Accountability: Performance Contracting, and the (b) brochure "A Road to Accountability."

General:

		5 4 3 2 1 0
1.	General administration of the project is	1. x
2.	Among the staff, the understanding of the goals and objectives is	2 x
3.	The performance and efficiency of the staff is	3 x
4.	Extent to which staff utilizes systems analysis processes is	4 x
5.	Suitability of facilities and equipment to carry out the project is	5 x
6.	Existance of clear-cut separation of this project activity from regular district activity yet close coordination and association is	6 x
7.	Program management techniques used for needs assessment, planning, implementation and evaluation are	7 x

Comment on general: Suggest specific improvements for the administrator of the project to implement and list other comments you wish to make.

Write a final position paper for the total project inclusive of evaluation results for last year. If project is to be used as a model, consideration needs to be given to the full accountability process. Some method needs to be devised whereby someone other than the classroom teacher administers the pre-test and post-test. This would assure a more standarized testing situation and, hopefully, tend to make the tests more valid.

It is not feasible to assume the normal gain for all classrooms will be the national average of 1.0 grade level per year. A more extensive study of the expected gain of the various ability level students should be an integral part of the study.

CHAPTER IV

IN-SERVICE TRAINING MATERIALS FOR SELF-ESTEEM IMPROVEMENT AND THE DIAGNOSIS OF RELATED PROBLEMS

A.R.T.A. In-Service

September 5, 1972
October 24, 1972
December 5, 1972
February 13, 1973
April 17, 1973

ORIENTATION TO FOUR SESSIONS

"Classroom Management as a Tool for Increased Achievement and Self-Concept Development"

SLIDE – TAPE PRESENTATION

"How Educational Diagnosis Can Be Accomplished"

LARGE GROUP INTERACTION

1. How can educational diagnosis help improve achievement?

2. How can educational diagnosis help improve student self-concept?

SMALL GROUP INTERACTION

Leader	Teacher
Janet Shelden	Self Contained Elementary (2nd & 5th)
Gene Steiger	Departmentalized Reading (5th Gr.)
Betty Hwang	Departmentalized Math (5th & 8th Gr.)
Cam Byrd	English (10th Gr.)

EDUCATIONAL DIAGNOSIS

WHY IS DIAGNOSIS NECESSARY?

1. To determine appropriate objectives.

2. To select appropriate learning activities.

WHAT SHOULD BE DETERMINED IN DIAGNOSIS?

1. Student abilities and needs.
   a. Skills
   b. Knowledge
   c. Thinking
   d. Attitudes

2. Discover student learning patterns.
   a. Interests
   b. Learning Style
   c. Rate of Learning

HOW CAN DIAGNOSIS BE ACCOMPLISHED?

1. Testing
   a. Informal
   b. Standardized

2. Interview
   a. Informal
   b. Structured

3. Observation
   a. Informal
   b. Structured (e.g., checklist)

WHEN SHOULD DIAGNOSIS BE DONE?

1. Continuously

2. May be emphasized more at times (e.g. at the beginning of a year or when beginning on a particular unit of work).

OBJECTIVES FOR DEVELOPMENT OF SELF-ESTEEM AND CLASSROOM ADJUSTMENT

Terminal Objectives

Three Terminal Objectives have been identified:

1. The student demonstrates behaviors which indicate regard of himself as a person of worth and value.

2. The student assumes a positive role in interpersonal relationships.

3. The student demonstrates behaviors which indicate positive adjustment to the school environment.

These terminal objectives are too broad to be measured directly. Therefore, each has been subdivided into enabling objectives which are described below as student behaviors.

Each student behavior is accompanied by a teacher behavior which should contribute to the accomplishment of the enabling objective. Both terminal and enabling objectives are outlined below.

Terminal Objectives and Accompanying Enabling Objectives

1. TERMINAL OBJECTIVE – The student demonstrates behaviors which indicate regard of himself as a person of worth and value.

   A. ENABLING OBJECTIVE
      1. Student Behavior: Chooses own course of action

2. Teacher Behavior: Presents courses and critique which will allow and encourage the student to choose his own courses of action

B. ENABLING OBJECTIVE
1. Student Behavior: Selects and defends a position
2. Teacher Behavior: Provides relevant topics for discussion

C. ENABLING OBJECTIVE
1. Student Behavior: Accepts his perception of himself in general. (satisfied with age, sex role, etc.)
2. Teacher Behavior: Provides for interaction with acceptable adult models of a child's sex role

D. ENABLING OBJECTIVE
1. Student Behavior: Expresses self adequately to others
2. Teacher Behavior: Encourages individual ideas and differences.

E. ENABLING OBJECTIVE
1. Student Behavior: Accepts failure and success
2. Teacher Behavior: Reinforces successes and, critiques failures, and initiates successful follow-up actions.

F. ENABLING OBJECTIVE
1. Student Behavior: Identifies proudly with own ethnic group
2. Teacher Behavior: Provides materials emphasizing the positive contributions of the student's ethnic group to society

G. ENABLING OBJECTIVE:
1. Student Behavior: Improves personal pride and acceptability to others (e.g., grooming, general health, etc.)
2. Teacher Behavior: Encourages individual pride and devises activities to emphasize good health and grooming

II. TERMINAL OBJECTIVE – The student assumes a positive role in interpersonal relationships.

A. ENABLING OBJECTIVE
1. Student Behavior: Understands and accepts others
2. Teacher Behavior: Provides opportunity for exchange of ideas and interests

B. ENABLING OBJECTIVE
1. Student Behavior: Plays with children (peer-group) of his own age and of other ages
2. Teacher Behavior: Encourages children to talk of home life, hobbies, goals, etc.

C. ENABLING OBJECTIVE
1. Student Behavior: Assumes roles in goal-oriented groups
2. Teacher Behavior: Provides for groups within the classroom with student activity leaders

D. ENABLING OBJECTIVE
1. Student Behavior: Interacts with many other students
2. Teacher Behavior: Plans activities that will permit the greatest number of interactions

E. ENABLING OBJECTIVE
1. Student Behavior: Assumes roles other than leader in group activities
2. Teacher Behavior: Encourages individual participation in various roles within group activities

F. ENABLING OBJECTIVE
1. Student Behavior: Shows appreciation of the contribution of all ethnic groups in our society
2. Teacher Behavior: Assigns tasks which expose students to the contributions of all ethnic groups

III. TERMINAL OBJECTIVE – The student demonstrates behaviors which indicate positive adjustment to the school environment.

A. ENABLING OBJECTIVE
1. Student Behavior: Shows confidence in front of others and with others
2. Teacher Behavior: Provides latitude for selection of topics, roles, activities, and presentations and provides positive reinforcement for student

B. ENABLING OBJECTIVE
1. Student Behavior: Shows pride in total school activities
2. Teacher Behavior: Recognizes and displays work done by students

C. ENABLING OBJECTIVE

1. Student Behavior: Achieves at highest level possible
2. Teacher Behavior: Encourages responsible effort and adjusts assignments to individual achievement levels

D. ENABLING OBJECTIVE

1. Student Behavior: Responds in class
2. Teacher Behavior: Provides students with the opportunity to react successfully and responsibly in front of others

E. ENABLING OBJECTIVE

1. Student Behavior: Recognizes personal strengths and uses them in school work
2. Teacher Behavior: Points out personal strengths to student and suggests ways he might utilize them

THE READING TEACHER

February 1972

Self-concepts

How one views himself is most important. In a sense, the individual's self-concept acts as a perimeter, as a boundary which defines the limits of his actions. Actions and thoughts which would lead to a new self-concept are limited by this perimeter and hence, changing one's self concept is a most difficult process. An individual will steadfastly protect the image he has of himself even though it may interfere with achieving goals to which he and the society in which he lives aspire.

Why is the self-concept so difficult to change? First, the time factor has to be considered. One's self-concept has been developed extremely well and over a long period of time. Furthermore, a negative self-image has prevented the individual from learning responses which would have helped him overcome inferior feelings. The ability to take actions contradictory to that image is blocked by the image itself. A negative self-image is its own defender.

What is a healthy, positive, self-concept, one that a teacher should help his pupils to develop? A person with a positive self-concept:

- is able to accept himself as a person of worth
- can realistically appraise his abilities and limitations
- recognizes both his good and bad points
- realizes he must be open to change both externally and internally
- can accept his shortcomings without endlessly blaming himself
- does not expect himself to be infallible
- has a certain pride in his own thoughts and inclinations
- feels he has a right to his individuality

In short, his self-concept has a degree of stability (Rosenber, 1965)

In one study pertaining to self-concept, a national sample of eleven to thirteen year old boys was taken (SRC,1960). As part of the study, the boys were given a self-rating device. They were asked how they perceived themselves and how they believed significant people in their lives – mothers, fathers, teachers, friends and club leaders – perceived them.

Only 19 percent of the boys had highly positive self-concepts. Thirty-nine percent were rather ambivalent about themselves, while 41 percent lived with definitely negative feelings concerning their own worth. Only 27 percent felt that their teachers perceived them in a positive light. Forty-seven percent of the group perceived their teachers' behavior and feelings toward them as negative. And it is the pupils' interpretation that makes the difference – not the teacher's judgment of his treatment of the pupils.

Removing Barriers

There is a happy note. Self-concepts can be changed no matter how difficult it is to do so. It is important for teachers to be aware of how they can help their pupils build positive, realistic self-perceptions Just how can the teacher help move more pupils to achieve this important positive view of themselves?

Perhaps first one should look carefully at the educational system itself, which seems to have a built-in program of failure. According to the system, a certain percentage of boys and girls are expected to fail. Unconsciously, through his own expectations, the teacher may be providing validity for this system.

As Lecky (1945) stated a quarter of a century ago, the mind is a unit, a system of ideas which must be consistent with each other. Resistance to ideas develops when the idea is incompatible with the organization of developed concepts. Boys and girls can develop such a resistance to any type of material, to any particular subject. Lecky found exceptional progress in all school subjects once pupils saw that certain learning tasks were in consonance with feelings about their own abilities to learn.

Furthermore, a teacher can inspire confidence. Unless the teacher is confident that his pupil will be successful, the child will probably not change his self-image of being a failure in reading or in any other school subject.

The Teacher's Challenge

It is very difficult to hide one's true feelings from children. Their perceptions of adult expectations are derived from very subtle cues through an astute and complex process. A child can tell when an adult really has faith in him and when he is only paying lip service to a belief.

A study reported in June, 1970 (Rist, 1970), tells of a kindergarten teacher placing children in groups which reflected the social composition of the class. The different manner in which the teacher behaved toward the various groups become an important factor in determing each child's achievement.

Without the availabiiity of any test scores or previous record of achievement, the children were placed at various tables on the basis of their supposed ability to learn. Children grouped at table one were designated as fast learners; those at table two were considered average; those at table three, slow learners.

Of course, once the teacher had seated the children on the basis of predicted learning ability, she was motivated to make these predictions come true. The children were informed of her expectations in the way in which they were treated. For example, the blackboard was long and opposite all of the tables. Nevertheless, all writing was done on the section opposite table one. One little girl at table three stood up to see as the teacher was demonstrating how to write an "o"; she was told to sit down. When she squirmed around to see the writing she was commanded to sit straight in her chair. This reprimand resulted in the child's looking away from the board and the demonstration. The little girl gave up completely and laid her head on the table.

By May of that year, during one full hour of teaching, one observer noted that all of the interaction was between the teacher and pupils at table one except for two exchanges. These two exchanges were directed at table three "Sit down!"

If there is a greater tragedy than being labeled a slow learner, it is being treated as a second class citizen. This teacher I am certain had no malice in her heart toward those designated as slow learners. Neighter was she a poor teacher; the quality of her instruction was high. But her efforts were not directed toward all pupils alike. Undoubtedly she would have been crushed had the devastating effect of such behavior on these children been explained to her. But the effect on the pupils was just as serious as if her objective had been to destroy them. As the children passed on to the other grades they tended to retain their original groupings. With time they perceived themselves as faliures and their lack of performance in reading and in other areas reflected their self-concepts.

Certainly the task of replacing a child's negative self-concept with a more positive image is most difficult, but obstacles to learning can be removed. It is the teacher and the teacher's belief in the pupil's success that can inspire such a transformation.

References

Lecky, P. Self-Consistency: A Theory of Personality. New York: Island Press, 1945.

Rist, R.C. "Student Social Class and Teacher Expectations" The Self-fulfilling Prophecy in Ghetto Education," Harvard Educational Review, 40 (1970), 411-51.

Rosenberg, M. Society and the Adolescent Self-Image. Princeton: Princeton University Press, 1965, P. 31.

Rosenthal, R., and Jacobsen, L. Pygmalion in the Classroom. New York: Holt, Rinehart and Winston, 1968.

Survey Research Center, Institution for Research. "A Study of Boys Becoming Adolescents: A National Study of Boys aged 11-13 in Room Grades 4-8 plus Other Boys in Grades 5-8." Ann Arbor: University of Michigan, 1960, p. 135.

GUIDE FOR IMPROVEMENT OF SELF-CONCEPT

Following are recommendations that, hopefully, will help enhance each child's self-concept and develop in each a feeling of well-being. When implementing these suggestions, the tutor should keep in mind that his or her underlying attitude and the room atmosphere are of utmost significance. Too, none of these activities must be allowed to become automatic or rote; the child should have some understanding of what he is experiencing.

1. Realistic, life-like materials should be used in helping children understand themselves and the concepts you are trying to develop.

   A. Cameras

   Use a Polaroid camera to take posed and candid pictures of the children. It is then possible to show the posed ones immediately. The candids can be discussed as a folow-up to the activity pictured. The children may need help in recognizing themselves and their peers. "How do you know that is you?" and "How do you know that is Jimmy?" are typical questions which can be used.

   B. Telephones

   — to help children with communication skill, telephone etiquette, verbalization, scientific inquiry.

   C. Interest Area

   — As you interact with the child, you will discover an area of interest, things he really likes or wants to do. Capitalize on this. Arrange for experiences to promote further learning in this area.

   D. Tape Recorder

   1. Let child speak into the tape recorder. In the beginning the play-back should be immediate so he can hear his voice. Afterwards discuss what was said, what would be another way of saying it. Record what was spoken.

   2. Have individual children learn the proper use of the tape recorder when they show a particular interest.

   E. Pictures of Ethnic Groups

   1. Provide pictures of people in various occupational roles.

2. Provide pictures of various everyday activities familiar to the children. The discussion prompted by these will provide opportunities for you to learn to know you.

F. Games

Games such as chess, dominoes, monopoly, etc., can provide opportunities for all kinds of interaction and learning experiences that can lead into skills schievement.

II. Human Resources and Attitudes

The tutor should serve as a central, stable adult figure at all times. A basic understanding of children is essential for all adults who work with them.

A. Male Image

1. Having the same male figure to visit with on a regular basis establishes with the children that they have a stable male who is interested in them and concerned about them.

B. Insights

1. Remember that the child is not fragmented into parts any more than his environment is fragmented into elements. He is an integrated whole, functioning in a coordinated, organized universe; he may be small but he is extremely important.

2. Recognize that how a person feels probably is more important than what he knows. Help the child to express and understand his feelings.

3. Be aware that the attitudes of significant adults impart an indelible impression on the child's concept of himself. Through his relationships with others, the child grows in awareness, sensitivity, and perception.

4. Realize that the child's development of a feeling of adequacy depends on his receiving support, reinforcement, and guidance during the period of early childhood.

5. Keep in mind that, in order to become self-reliant, a child must have numerous opportunities to make choices.

6. Know that developmental timing is extremely important. The child's sense of independence may be destroyed by pressuring him to do that for which he is not ready.

C. Precepts

1. Accept the child as he is.

2. Do not shame or embarass him

3. Do not cause him to doubt that he is a person of worth; respect him and his needs.

4. If behavior is an issue, let him know that you disapprove of his actions, not him.

5. Be firm but tolerant with him.

6. Meet any negativistic behavior with kind firmness, consistency, knowledge of what constitutes a problem to the child.

7. Prepare a stimulating environment based on sensitivity to the child's world.

8. Provide ample opportunity for each child to experience some success each session.

9. Listen to the child. Let him talk. Listen with your ears and your eyes.

10. Answer each child's questions honestly, attentively, and immediately whenever possible.

11. Make the child feel that he is wanted, that he belongs, and that he is free to make mistakes without penalty.

ACHIEVEMENT IN THE AFFECTIVE DOMAIN

SELF-CONCEPT DEVELOPMENT

The development of positive self-regard is one of the primary objectives of the Learning Center Project. Personalizing education implies a humanistic approach wherin a student feels good about himself, about his peers, about his family, and about his school. A great deal of recent research indicates that there is a definite correlation between self-esteem and academic achievement. A definition of self-esteem will be found in the terminal objectives identified below.

SOCIAL LEARNING MODEL

The Learning Centers have adopted a Social Learning Model as the theoretical base for promoting achievement in the affective domain. Briefly, the model is outlined as follows:

1. Identify Terminal Objectives (desired outcomes).

2. Identify Enabling Objectives (the sequence of behaviors which will lead to the accomplishment of the Terminal Objective).

3. Formulate student tasks which will promote development of the enabling behaviors (these are described as (a) Student Behaviors and (b) Teacher Behaviors).

4. Positively reinforce behaviors oriented toward the Enabling Objectives.

FORMULATION OF OBJECTIVES

Formulating behavioral objectives for the affective domain has proved to be one of the most difficult tasks faced by the consultative team, since there are no known models to follow. Specialists in the Research Department wrote a rough draft of objectives based on item analyses of various instruments which purported to measure self-esteem and classroom adjustment. These objectives were refined by Learning Center teachers and consultants during a workshop dealing with the affective development of students in the Learning Centers.

The objectives were further refined by the consultative team at a later date. The teacher and/or counselor will need to restate the Enabling Objectives in more precise behavioral terms since in their present form they offer, at best, a board description of the component areas of self-esteem and satisfactory interpersonal relationships.

No attempt has yet been made to arrange the objectives into a hierarchical continuum. Perhaps this will be attempted at a later time. It seems that, for the present, an objective should be written for an individual student at any level of development where a need is seen. The Coopersmith Self-esteem Inventory or other suitable instrument may be administered to determine specific areas where improvement is most needed. During the ensuing year, an attempt will be made to collect specific objectives for dissemination to all Learning Centers at a future time.

Recognition is given to the following sources, which proved useful in writing and refining the objectives:

Stanley Coopersmith, The Antecedents of Self-Esteem, San Francisco: W. H. Freeman Co., 1967.

Donald Dinkmeyer, Child Development: The Emerging Self, Englewood Cliffs: Prentice-Hall, Inc., 1965.

___ _____ Developing Understanding of Self and Others (Manual for DUSO Kit D-1), Circle Pines, Minn.: American Guidance Service, Inc., 1970.

Don E. Hamachek, Encounters With The Self, New York: Holt, Rinehart, and Winston, 1971.

David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Mascia. Editors, Taxonomy of Educational Objectives: The Classification of Edcuational Goals, Handbook II, The Affective Domain, New York: David McKay Co., 1964.

Virginia M. Macagnoni, Social Dimensions of the Self as an Open System: A Curriculum Design, Research Bulletin, Gainsville, Florida: Florida Educational Research and Development Council, 1970.

William R. Purkey, Self Concept and School Achievement, Englewood Cliffs: Printice-Hall, Inc., 1970.

MISCELLANEOUS NOTES ON "SELF IMAGE" or "SELF-CONCEPT"

From: Psycho-cybernetics, by Mazwell Malts, M.D.

"The 'self-image' is the key to human personality and human behavior."

"Expand the self-image and you expand the 'area of the possible'."

"The self-image is changed, for better or worse, not by intellect alone, nor by intellectual knowledge alone, but by 'experiencing'."

"This self-image is our own conception of the 'sort of person I am'. It has been built up from our own beliefs about ourselves. But most of these beliefs about ourselves have been unconsciously formed from our past experiences, our successes and failures, our humiliations, our triumps, and the way other people have reacted to us, especially in early childhood. From all these we mentally construct a 'self' (or a picture of a self)."

"Once an idea or belief about ourselves goes into this picture it becomes 'true', as far as we personally are concerned. We do not question its validity, but proceed to act upon it just as if it were true."

"All your actions, feelings, behavior – even your abilities – are always consistent with this self-image. In short, you will 'act like' the sort of person you conceive yourself to be. Not only this, but you literally cannot act otherwise, in spite of all your conscious efforts or will power."

"The man who conceives himself to be a 'failure-type person' will find some way to fail, in spite of all his good intentions, or his will power, even if opportunity is literally dumped in his lap. One who conceives himself to be a victim of injustice, one 'who was meant to suffer', will invariably find circumstances to varify his opinions."

"The self-image can be changed."

SOME WAYS TO CHANGE SELF-IMAGE

ROLE PLAYING – By solving problems in your mind, you know what to say and do when the situation comes upon real life.

IMAGINATION – Rehearsal of situations in the mind. Provides confidence. (Even a concert pianist can practice "in his head."

FINDING YOUR BEST SELF – Form a picture in your imagination of the self you want to be and "see your self" in this new role. This is a necessary condition to personality transformation." (Somehow,

before a person can change, he must see himself in a new role.)

DEHYPNOTIZATION – Programming of success

1. You are not an inferior person. (Not measuring up in some area does not make you inferior.)
2. You are a worthy person.

REINFORCEMENT

Robert E. Valett, Effective Teaching: A Guide to Diagnostic-Prescriptive Task Analysis (Belmont, Calif.: Fearon Publishers), 1970, p. 33.

I. SOCIAL REINFORCERS – Most effective basic motivators in human behavior

A. Interpersonal recognitions

B. Acceptance

C. Encouragement

II. TANGIBLE REINFORCERS – Effective, but must be carefully arranged for different children and varying age levels.

A. Foods

B. Toys

C. Trips

D. Special Privilges

III. SYMBOLIC TOKENS – Can be exchanged for activities or things of value

A. Money

B. Grades or Marks

C. Certificates

IV. INTRINSIC SELF-SATISFACTION AND AWARENESS

". . . desirable reinforcers for all children in the classroom although this type of reinforcement is not sufficient for most students with learning problems."

V. OTHER FACETS

Students can be reinforced at different times and places.

When a new learning task is presented – reinforce successful performance or its approximation.

Later on – reinforce on an intermittent or variable basis.

Students can also obtain reinforcement on a predetermined schedule (e.g. end of a time period, upon lesson completion, upon accumulation of a number of tokens.

WHAT TEACHER PRACTICES ARE CONSTRUCTIVE?

The schoolwork of teachers and pupils can be greatly facilitated by the right kind of classroom atmosphere. The setting the good teacher tries to establish discourages hostility in the classroom. One author has identified some of the practices that tend to increase or decrease hostility. A part of the list appears below.

Practices That Increase Hostility

1. negative statements by the teacher

Here are a few examples of ridicule, sarcasm, criticism, negative, and tension-producing statements made by a teacher. Such statements to children invariably lead to hostility, emotional disturbance, selfishness, fear, and criticism of others:
"I wish you would start acting like fourth graders instead of kindergarteners."
"Someone is whispering again, and I guess you all know who it is."
"Most fifth grade classes could understand this, but I am not sure about you."

2. excessively competitive situations

Fair competition in classrooms is highly desirable. It can stimulate good work, motivate children to do their best and help children learn those graces associated with winning and losing. It becomes undesirable when it is of the "dog-eat-dog" variety where each child is pitted against every other child whether the competitive situation is fair or unfair.

3. disregard for individual differences

Classrooms where some children are made to feel "this place is not for me" contribute much toward breeding hostility in children. Such rooms are characterized by one level of acceptable performance applied to all, uniform assignments, one system of reward, great emphasis upon verbal, intellectual performance.

Practices That Decrease Hostility

1. positive statements by the teacher

Friendly, constructive statements by the teacher tend to reduce tensions and hostility in the classroom. Here are a few examples:
"We will all want to listen carefully in order not to miss anything Sue is going to tell us."
"All of us did our work so well yesterday during our work period. Do you suppose we can do as well today?"
"It is really fun for all of us when you bring such interesting things for sharing."
"It's nice to have Bill and Sue back with us again. The boys and girls were hoping you would come back today."

2. successful cooperative enterprises

The successful achievement of cooperative activities, involving all members of the class, tends to reduce hostility within the group because it demands the combined efforts of everyone in the successful attainment of a common goal Children depend upon one another in such situations and, therefore, feel a need for one another.

3. recognition of and adaptations made in accordance with individual differences

In such classrooms, each child is challenged at a level commensurate with his ability. Each child feels that he "counts for something" in the classroom and that he belongs to it.

DIRECTIONS FOR TEACHER ACTION BASED ON "CHILDREN LEARN WHAT THEY LIVE"

1. Do you criticize students?
   List adjectives you used this week about students.

   List comments you made on student papers.

   Tape a class discussion and listen to your tone of voice.

2. Do you ever react hostilely to students?
   Ask students to write you a note if they hear you are being hostile to them.

3. Do you ridicule students?
   List any pet derogatory names you have for problem students.

   Use suggestion in No. 1.

4. Do you ever shame students?
   List an occasion on which you used a child as an example to the whole class.

5. List how you demonstrated tolerance this week.

6. List one way in which you encouraged or will encourage a student.

7. List a situation in which you did or will praise a student.

8. List a situation in which you did or will display fairness.

9. List a way in which you did or will provide security.

10. List ways in which you did or will show approval to students.

11. List ways in which you showed or will show acceptance of students.

POETRY ON SELF-ESTEEM

"CHILDREN LEARN WHAT THEY LIVE"

"If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns patience.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world."

"SELF-ESTEEM"

When the other fellow takes a long time, he's slow. But when I take a long time I am thorough.

When the other fellow doesn't do it, he's lazy. But when I don't do it, I'm too busy.

When the other fellow does something without being told, he's overstepping his bounds. But when I do it, that is initiative!

When the other fellow takes a stand, he's bullheaded. But when I do it, I'm being firm.

When the other fellow overlooks a rule of etiquet, he's rude. But when I skip a few rules, I'm original.

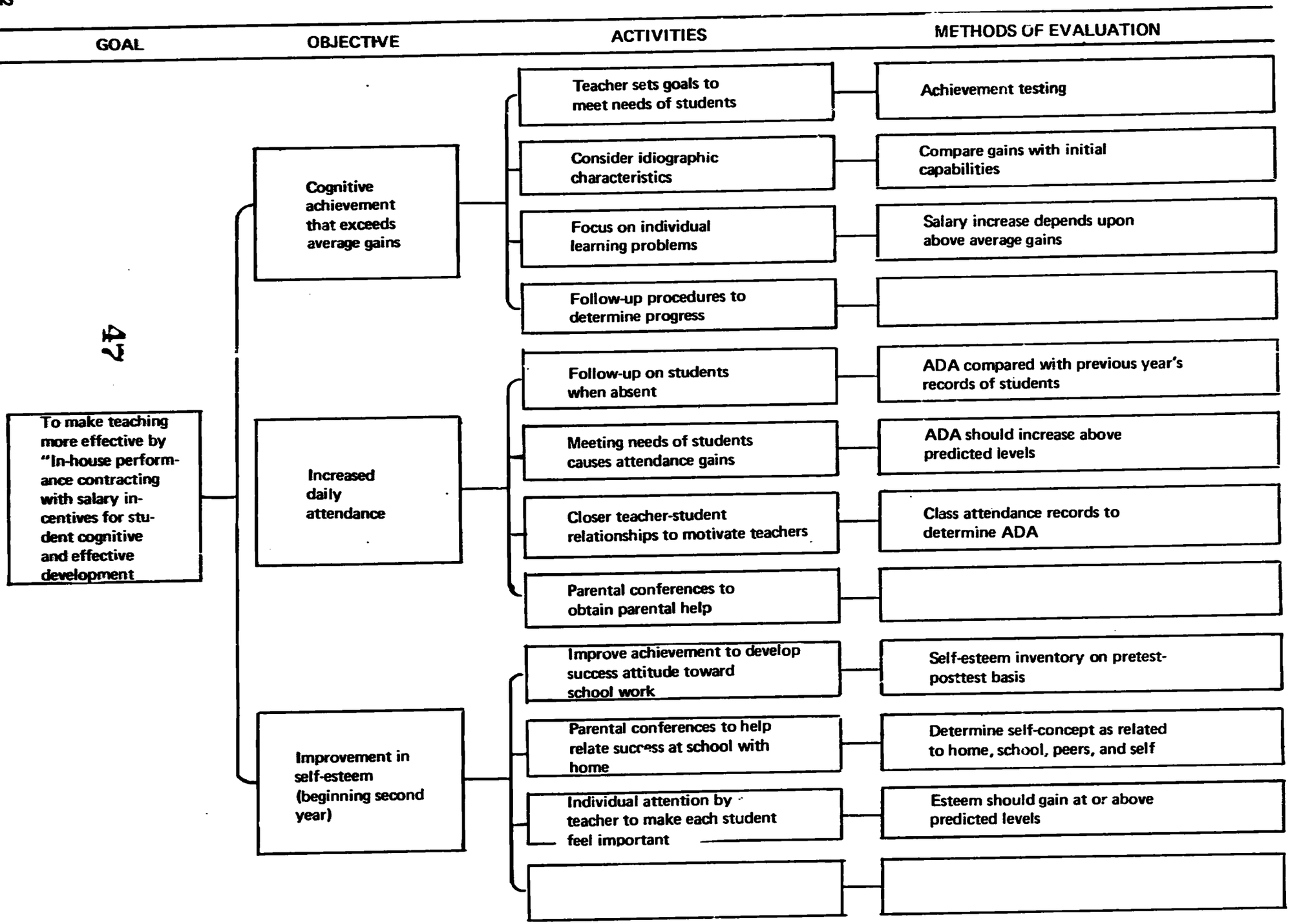
When the other fellow pleases the boss, he's polishing brass. But when I please the boss, that's cooperation.

When the other fellow gets ahead, he's getting the breaks. But when I manage to get ahead, it's hard work.

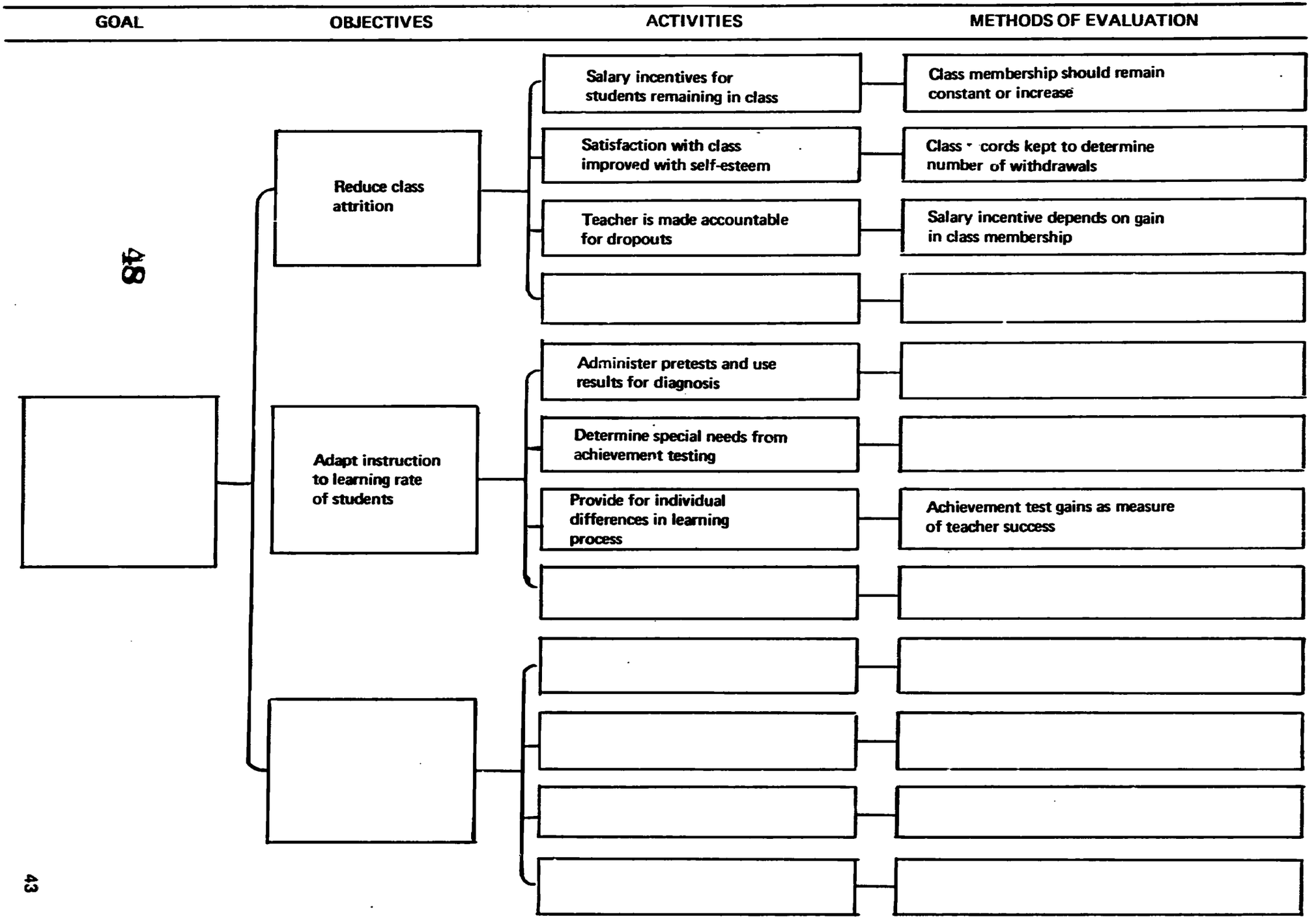
APPENDIX A

OBJECTIVE AND ACTIVITIES

PLANNING CHART



PLANNING CHART



ASSESSMENT OF NEEDS

PUBLIC	NEEDS	PRIORITIES	IMPERATIVE
School Administrators	Improve instruction and the general welfare of teachers	Improve instruction (Cognitive) (Affective) (Idiographic) (ADA) (Attrition)	To improve instruction for causing teachers to be accountable for student development; deserving teachers would receive salary incentives.
Teachers	Adapt instruction to the needs, capabilities, and history of learners		
Students	Improve cognitive development, affective development, ADA and negative attrition		
State PTA Organization	Maximize incentives for greater effort in the education process		
Oklahoma Education Association	Improve the level of professionalism within the teacher ranks	Increased professionalism. (Salary incentives) (Improved education process)	
El Reno Teacher-Senate Committee	Increase salary and other benefits for teachers; improve professionalism		
St. John's Catholic School-Yukon	Assess new methods for giving incentives for improved educational efforts		
Parents	Understand teacher efforts; help establish learning environment in the home		
Education cordination Committee		Improve teaching (Parental conferences) (Minority group needs)	

INCENTIVE PAYMENTS

Incentive payments during the second year rose from $36,668 to $39,111 while maximum dollars available for payments dropped from $60,400 to $54,800. Thus, only 60% of maximum dollars in payments were made to teachers during 1971-72, whereas, during the second year this percentage rose to 71%.

The increases in payments that teachers received during the second year can be typified by a fifth grade teacher who received only $400 in 1971-72 of a possible $2000; she explained that she wanted to see what would happen if she made no more effort than in previous years. During the second year she earned almost $1,600, which resulted from working much harder with her students to use in-service training suggestions for improving achievement, self-esteem, and ADA.

For Information Write To: *Raymond Roblyer*
Project ARTA Director
Box 806
El Reno, Okla. 73036

Participating Local Education Agencies:

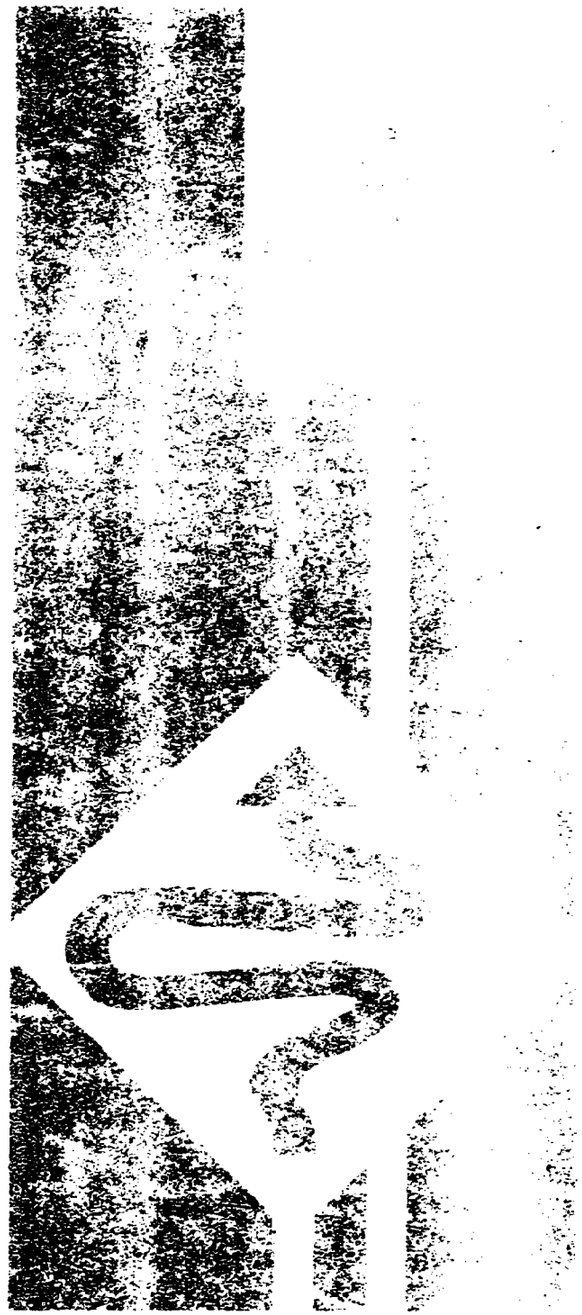
Minco Public Schools
Melvin Mackey, Supt.
El Reno Public Schools
Leslie Roblyer, Supt.
Yukon Public Schools
Jack Beeson, Supt.

Oklahoma City Schools — Consultants
Ron Schnee, Evaluator
Gene Steiger, Curriculum

Project ARTA
Box 806
El Reno, Okla. 73036

APPENDIX B

A.R.T.A. BROCHURE



INTRODUCTION

The A.R.T.A. Project "A Road to Accountability," is an experimental accountability program to establish "in house" performance contracting to make teaching more effective via an incentive payment system to teachers for above gains of students. The variables of the project which were the basis for teachers' incentive payments were students' achievement, self-esteem, and average daily attendance.

FORMULAS FOR INCENTIVE PAYMENTS

The formulas for incentive payments were as follows:

Elementary: $ 2400 (a) 13.3 (b) 100 (c) x d
Secondary: $ 2400 (a) 32.0 (b) 100 (c) x d

Variable (a) is the net achievement term calculated by subtracting the expected gain from the attained achievement gain. Variable (b) is the net self-esteem term obtained by subtracting the expected gain of 3.5 for elementary or 3.5 for secondary from the attained self-esteem growth of a teacher's students. Variable (c) is the net average daily attendance, which is the difference between current A.D.A. of students and that of the previous year. The final term of the equation, (d), gives the fractional part of $2,400 (a teacher's maximum incentive payment) for which the class was worth. The constants in the formulas were set to give the achievement, self-esteem, and A.D.A. factors weights of 60%, 20%, and 20%, respectively.

OBJECTIVES

To provide instruction to 1,300 students in grades 2, 5, 8th grade math and 10th grade language arts which will improve cognitive achievement grade score gains beyond one year's growth.

To increase average daily attendance over the previous year.

To improve the self-esteem of the target population of students.

ACTIVITIES

The thirty A.R.T.A. teachers were given in-service training related to meeting individual learner needs; establishing a positive learning environment; improving the self-esteem of students as related to peers, self, and school; and having parental conferences with parents to learn the histories, attitudes, and needs of students.

EVALUATION RESULTS

As indicated in Table I, the overall grade equivalent score mean attained by the total sample during 1972-1973 was 1.6. The second year of Project A.R.T.A. was to have been deemed successful if the total sample gain equalled or excelled the national average of 1.0 grade equivalent score. The net achievement of A.R.T.A. students was 0.54 above the national average of 1.0 A.R.T.A.'s second year was much more successful than its first, where students' grade score mean gain in 1971-1972 was below the national average (See Table II).

According to Table I, the overall net average daily attendance was 1.85, which was a significant gain over the -0.85 of 1971-72. The net ADA of 1.85 for 1972-73 means that there was, on the average, an increase in attendance from the previous year of almost two days per student. Mostly due to the efforts of teachers in the project, the 1,300 A.R.T.A. students totalled 2,300 more days in school than during 1971-72.

Table I also gives the net self-esteem mid-percentile ranks for each grade level and for the total sample, which was 13.18. This value indicated that teachers were able to increase students' self-esteem by 13.18 percentiles above the value needed for a significant gain. Correlations between variables revealed that students' self-esteem scores correlated significantly with achievement in reading and math.

TABLE I

AVERAGE STUDENT GAINS BY GRADE LEVEL: 1972-1973

Grade	Achiev. Growth (Grade Scores)	Net Achiev. (Grade Scores)	Net ADA (Students/Class)	Net Self-esteem (Percentiles)
2	1.19	0.22	3.89	19.03
5	1.72	0.80	0.99	13.28
8	2.24	1.37	1.75	0.17
10	1.67	-1.20	-3.10	6.33
Overall Average Per Teacher	1.60	0.54	1.85	13.18

TABLE II

AVERAGE STUDENT GAINS BY GRADE LEVEL: 1971-1972

Grade	Achiev. Attained (Grade Scores)	Net Achiev. (Grade Scores)	Net ADA (Students/Class)	Net Attrition (Students/Class)
2	1.60	0.76	2.18	2.00
5	1.18	0.40	-1.19	1.42
8	1.65	0.76	-1.40	0.67
10	-1.12	-4.04	-0.06	-1.00
Total	0.96	-0.19	-0.58	-1.05

Note: Net Self-esteem replaced Attrition in 1972-1973.

APPENDIX C

TEACHER INFORMATION

GENERAL INFORMATION GUIDE FOR TEACHERS

"PROJECT A.R.T.A."

"A Road To Accountability"

General and specific information relative to the operation of Project A.R.T.A. for the school year 1973-1974.

General Information:

1. Each teacher who becomes a participant in Project A.R.T.A. has done so by volunteering.

2. Throughout the school year each teacher can expect to fill out some questionnaires relative to the project.

3. By State request a controlled group needs to be implemented for comparison to provide data on cost effectiveness, exportability as well as innovativeness. We would like to have at least 2 second grade, 2 fifth grade, 1 eight grade and 1 tenth grade teacher to volunteer for this controlled group. The controlled group would administer their tests, attend one meeting, August 28, 1973, and acknowledge pre and post testing dates as set forth by A.R.T.A.

4. Various organizations and committees may visit your classroom for observation -- seeking greater insight of the program.

5. To help the dissemination of the program, we are asking each teacher to share her knowledge of the program with their colleagues and any interested individual or group.

6. To enhance the program, we welcome all constructi) criticism as the program progresses. Keep in mind that you are a part of the program and the program can be only as affective as you the individual want to make it.

7. Payroll deductions: No payroll deductions will be withheld due to the nature of the program and it will become your responsibility to make your individual declarations for Internal Revenue and State Tax.

8. No additional Hardware or Software will be provided by the project for the teachers. The material that each school district supplies for their system will be of significant nature to supplement your teaching.

Specific Information:

1. Meeting Dates:

Meeting Dates:	Time:	Place:
August 28, 1973 (All teachers)	7:30 pm	ARTA Central Office - El Reno
September 6, 1973	7:30 pm	ARTA Central Office
November 29, 1973	7:30 pm	ARTA Central Office
January 24, 1974	7:00 pm	ARTA Central Office
April 18, 1974	7:00 pm	ARTA Central Office

2. Testing Dates:

Pre-Test: September 10-14, 1973. One (1) week allowance to administer the tests with make up tests to follow as soon as possible. Each teacher will administer her own test. Tests will be scored by ARTA personnel.

Post-test: April 22-26, 1974. All students shall be administered the test regardless if they took the Pre-test or not. The Pre and Post Tests will be picked up on the following Monday of each testing dates, i.e., September 17, 1973 and April 29, 1974.

3. Anecdotal Record:

Each teacher shall be asked to keep an anecdotal record of their students and this record will be picked up on May 28, 1974. Modified behavioral changes should constitute most of the Anecdotal record with any other commentary the teacher will want to make concerning her students.

4. Teacher-Parent Conference:

We are asking each teacher to make the necessary conferences with parents for greater identification with her students. Conferences may constitute a home visitation, conference at school, telephone, Open House, Social Activity, etc. Keep a record of your visitations.

5. Self Concept:

Self Concept shall carry a weighted monetary value of 20%.

6. Attrition:

We will keep attrition in the program but it will not have any monetary value.

7. Another chargeable variable of the program and will have monetary value of approximate 20%. Last year's attendance versus this year's attendance. School registers will be the official record. This record is due May 28, 1974.

8. Achievement:

Another chargeable variable with 60% monetary value. Pre test scores gains from Post test scores to reach expected gains.

9. Formula:

(1) The formulas for incentive payments are as follows:

Elementary: $ = [2400 (a) + 13.3 (b) + 200 (c)] x d
Secondary: $ = [2400 (z) + 32.0 (b) + 200 (c)] x d

(2)Variable (a) is the net achievement term from the table. It is calculated by subtracting the expected gain from the attained achievement gain. This term is then multiplied by $2400, the dollar-weighted constant for achievement gains.

(3)Variable (b) is the net self-esteem term from the table obtained by subtracting the expected gain of 3.25 for elementary or 3.50 for secondary from the attained self-esteem growth. This net self-esteem is then multiplied by the dollar constant of 13.3 for elementary or 32 for secondary. These constants are different due to having different test instruments and the fact that self-esteem declines with increasing age.

(4)Variable (c) is the net average daily attendance (A.D.A.), which is obtained by subtracting the mean ADA for 1972-73 from the mean ADA for 1973-74. $200 is the constant for ADA.

(5)The final term in the equation, (d), gives the fractional part of $2,000 for which the class is worth. For example, one section of mathematics (or any other curriculum) could earn $400 for the teacher if maximum gains occur. Since $400 is 1/5 of $2000, the term (d) for any one section is 1/5 or 0.2. The equation is computed for each section that a teacher entered into the project, and then the dollar gains, if any, of each section are added for teacher's total payment. Five class sections are valued at $2,000 because 5 x 0.2 [$2000] = $2,000. Also any self-contained classroom, e.g., second grade could have attained the maximum payment if the reading and arithmetic gains (worth 0.5 of $2,000 each), along with attrition and attendance, were high enough.

(6)These three constants might have to be changed from year-to-year for two reasons: (a) to equalize numerically between the typical gains made in achievement, self-esteem, and average daily attendance; (b) to make each of the three aforementioned factors have dollar weights of 60%, 20% and 20%, respectively. Dollar weights must be pre-determined for each factor in order to set the minimum net gain allowed for maximum incentive payments. Each factor is set so that approximately 15% of the teachers with highest net gains will receive maximum payment on any or all factors.

(7)The row total in dollars may exceed the maximum allowed row payment if a teacher had a net gain greater than the minimum net gain for maximum payment. Maximum row payments depend upon the payment factor (d) for the section or class. For example, the maximum row payment is $1,000 in a self-contained class for reading achievement with a payment factor of 0.5. A math teacher with five sections; each section would have a payment factor of 0.2 and be worth $400 as a row maximum.

10. Enrollment:

Your enrollment on September 10, 1973 will be the commencing date and all students on roll as of this date shall become chargeable to the program. Any student after this date is non-chargeable.

11. New Students:

All students who are new to the School District for the school year 1973-74 shall be identified as new and each teacher shall acquire the students' previous school of attendance as she submits here certified, alphabetized list of students to Project A.R.T.A.

Please ask the parent or student of previous attendance as we will need the following information to acquire the statistical data on each student: Name of School, Name of Town, Name of State: Zip Code. Also check to see if the new student may have attended more than one school. Check to see if the new student may have used any other name.

12. On Site Evaluation, State Department of Education:

The State Department of Education will conduct two (2) On Site Evaluations during the school year. The dates are to be selected by the State Department, usually in October and April.

13. Pre-Service and In-Service Meetings:

Each meeting will be two hours and each teacher will be paid $3.00 per meeting for their attendance.

14. Final Reports;

All reports on Attendance, Attrition and Anecdotal records shall be due on May 28, 1974

15. Final Payment:

Using school year 1973 as an example, we expect to pay around July 15, 1974.

16. School District Participation:

Each participating school district has given their permission-consent to participate in the program and are knowledgeable of the program.

Project A.R.T.A. does not intend or want to encroach upon any school district nor become a disruptive agent therefore it is our belief the cooperative venture can be well received as an Innovative and Exemplary program.

17. A.R.T.A. Central Office:

310 West Wade, P.O. Box 806, El Reno, Oklahoma 73036
Director: Raymond E. Roblyer, Secretary: Mrs. Betty Barton
Telephone: 262-6222

This office is available for speaking engagements pertaining to Project A.R.T.A.

PROJECT: A.R.T.A. TITLE III, E.S.E.A.

"TEACHER ACCEPTANCE CONTRACT"

School _____

Grade _____

Subject _____

I, _____,
hereby accept and/or volunteer to participate in "Project A.R.T.A." a Title III, E.S.E.A. Project, for the school year 1972-73.

_____
Signature

Maximum Possible Earnings: $ _____

PROJECT A.R.T.A.

Teacher Information

Name _____ Age _____

Address _____

Telephone _____

School _____

Grade _____

Experience: _____ _____
(Total Years Taught)

Latest School Attended: _____

Will you have an accelerated group? Yes_____ No_____

If yes, How Many Students? _____

How Many Sections? _____

Would you like to participate in the A.R.T.A. Program?

Yes _____ No_____

APPENDIX D

1973-1974 BUDGETS

Approved _____ Date _____ Negotiated Budget 1973-74

PROPOSED BUDGET OF TILE III ESEA FUNDS 1973-74
(Detail columns 3, 4, 6, and 8 on attached forms)

From October 1, 1973 to August 31, 1974

Expenditure Account		Expense Classification									Proposed Budget FY 19____	Proposed Budget FY 19____
		Salaries										
Functional Classification	Acc't. No.	Profes-sional	Nonprofes-sional	Con-tracted Services	Materials and Supplies	Travel	Equip-ment	Other Expense	Total Expendi-tures	Leave Blank		
1	2	3	4	5	6	7	8	9	10	11	12	13
Administration	100	15,000		1800	1500	1000	175	300			19,775	
Instruction	200	32,625	6200	1000	1000	200		200			41,225	
Attendance Services	300											
Health Services	400											
Pupil Transportation	500											
Operation of Plant	600							1800			1,800	
Fixed Charges	800							2200			2,200	
Food Services	900											
Student Body Activities	1000											
Community Services	1100											
Capital Outlay	1200	A Construction (sites, bldgs. & remodel										
		Instructional 1 Educ. Telev.										
		B Equipment 2. Audiovisual										
		1230 C 3 All other Instructional Equip.										
		C All Non Inst. Equip. – 1230 Except C										
Total		47,625	6200	2800	2500	1200	175	4500			65,000	

SECTION D

PROPOSED BUDGET OF TITLE III ESEA FUNDS 1974

(Detail columns 3, 4, 6, and 8 on attached forms)

REVISED BUDGET 1973-74

APPROVED _____

Expenditu Functional Classification	Account Acc't. No.	Expense Classification: Salaries Profes-stional	Salaries Nonprofes-sional	Con-tracted Services	Materials and Supplies	Travel	Equip-ment	Other Expense	Total Expendi-tures	Leave Blank	Proposed Budget FY 19____	Proposed Budget FY 19____
1	2	3	4	5	6	7	8	9	10	11	12	13
Administration	100	15,000		3,175.61	1,500	1,000	175.00	300.00	21,150.61			
Instruction	200	32,625	6,200	1,000	1,000	200		200.00	41,225.00			
Attendance Services	300											
Health Services	400											
Pupil Transportation	500											
Operation of Plant	600							1,387.71	1,387.71			
Maintenance of Plant	700											
Fixed Charges	800							1,534.56	1,534.56			
Food Services	900											
Student Body Activities	1000											
Community Services	1100											
Remodeling (If costs Total Less $2000)	1200c											
Total		47,625	6,200	4,175.61	2,500.	1,200	175.00	3,422.27	*65,297.88			
Leave Blank												

PART III
3 YEAR COMBINED EXPENDITURE REPORT
TITLE III, ESEA FUNDS

Expenditure Account		Expense Classification									Proposed	Proposed
Functional Classification	Acc't. No.	Salaries Profes-stional	Salaries Nonprofes-sional	Con-tracted Services	Materials and Supplies	Travel	Equip-ment	Other Expense	Total Expendi-tures	Leave Blank	Budget FY 19____	Budget FY 19____
1	2	3	4	5	6	7	8	9	10	11	12	13
Administration	100	47,050		6875	5111.45	3135.97	356.90	300.	62,829.32			
Instruction	200	104,256	19,249.98	1800	3034.99	200.00	—	1287.87	129,828.84			
Attendance Service	300											
Health Services	400											
Pupil Transportation	500											
Operation of Plant	600							4833.43	4,833.43			
Maintenance of Plant	700											
Fixed Charges	800							5187.60	5,187.60			
Food Services	900											
Student Body Activities	1000											
Community Services	1100											
Capital Outlay	1200	A Construction (sites, bldg. & remodel										
		Instructional Equipment	1 Educ. Telev.									
			2 Audiovisual									
		B 1230C	3 All other Instructional Equip.									
		C All Non-Inst.	Equip. — 1230 Except C									
Total		151,306	19,249.98	8675.00	8146.44	3335.97	356.90	11,608.90	202,679.19			