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AUTHOR Hunt, Barbara
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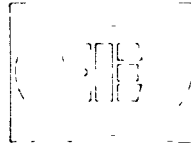
ABSTRACT

In 1972-73, 288 of the 339 school districts in Oregon took part in efforts funded under Elementary Secondary Education Act Title I to provide a concentration of resources of educationally disadvantaged students. This report is compiled from project evaluations submitted by these participating school districts. Title I does appear to be helping educationally disadvantaged students: 60 percent of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects. Districts report that the majority of Title I students fully achieved district performance objectives. For example, 55 percent of the 22,221 students in regular term reading projects fully achieved district performance objectives in reading. The small sub-samples of achievement data indicate that Title I students make cognitive gains of 1.5 to 2.5 months in grade-level achievement for each month of instruction. Plans for future action include the following: (1) continue to exercise greater vigilance on division of compensatory education responsibilities; (2) continue tightening the feed back loop for project evaluations and audits and monitoring reports; (3) collect data on results of the new fiscal year 1974 monitoring techniques; (4) provide inservice to districts on a regular basis, and (5) improve management of classroom learning programs. (Author/JM)

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**OREGON TITLE I
ANNUAL EVALUATION
REPORT**

**ELEMENTARY
AND SECONDARY
EDUCATION ACT
FISCAL YEAR 1973**



**OREGON STATE
DEPARTMENT OF EDUCATION
SALEM, OREGON 97310**

**JESSE V. FASOLD
SUPERINTENDENT
PUBLIC INSTRUCTION**

**BARBARA HUNT
DIVISION OF
COMPENSATORY EDUCATION**

**Cover photograph:
Ben Kerns, Senior
South Eugene High School**

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PREFACE

Two hundred and eighty-eight Oregon districts took part in 344 Title I, ESEA funded projects in FY 1973. This report is compiled from project evaluations submitted by these participating LEA's.

Title I does appear to be helping educationally disadvantaged students.

- Sixty percent of the districts report changes in their regular instructional programs as a result of dissemination from Title I projects.
- Districts report that the majority of Title I students fully achieved district performance objectives. For example, 55 percent of the 22,221 students in regular term reading projects fully achieved district performance objectives in reading.
- The small subsamples of achievement data indicate that Title I students make cognitive gains of 1.5 to 2.5 months in grade-level achievement for each month of instruction.

This report has been compiled by Barbara Hunt, Coordinator of Planning and Evaluation, Compensatory Education. It is hoped it will provide information to the districts for improving their projects and pinpoint areas that require assistance from the State Department of Education. If you have questions about, or need additional assistance with Title I programs, please contact Gilbert Analdue, Director of Compensatory Education, or Fred Buehling, Coordinator of Title I.

Donald E. Egge
Deputy Superintendent
Elementary/Secondary Education

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BASIC INFORMATION

A School District Participation in Title I, Elementary and Secondary Education Act (ESEA)

1 Participating School Districts

In 1972-73, 288 of the 339 school districts in Oregon took part in Title I, ESEA funded efforts to provide a concentration of resources for educationally disadvantaged students. About one fifth of the participating districts (57 out of 288) pooled their allocations to form 15 cooperative projects * (See Chart 1.)

The 1972-73 school year was the last full year for allocations to be based on the 1960 federal census figures. The 1973-74 school year is transitional, using 1970 federal census figures for the final allocation only. The impact of 1970 census figures on school district allocations will be realized more fully in 1974-75, providing Title I, ESEA is continued by the Congress in its present form. According to 1970 federal census figures, there are 4,350 fewer low income children in Oregon than in 1960, a decrease of 18%. Compared to a national low income census decrease of 47% between 1960 and 1970, Oregon's relatively small decrease could result in additional Title I funds to the state. However, new federal legislation pertaining to the education of disadvantaged children may alter the basis of Title I appropriations.

2 Non Participating School Districts

Fifty-one Oregon school districts did not participate in Title I projects during 1972-73. 11 had no Title I allocation, 38 did not apply for their allocations, and 2 did not complete negotiations for an approved project (See Chart 1.)

The 11 districts with no Title I allocation were located in areas where there are no "formula children." This formula determines maximum basic grants to local school districts under Title I, ESEA for a given fiscal year, it is based on the number of children in low income families that reside in each district, determined by (1) the number of children in institutions for the neglected and delinquent, (2) the number of children in foster homes, (3) the federal census figures for children in families with an annual income of \$2,000 or less, and (4) the number of children in families receiving \$2,000 or more each year from Aid to Families with Dependent Children (AFDC).

Almost half of the districts that did not make use of

*Two of these districts divided their Title I funds between cooperative and independent projects.

their Title I allocations would have received less than \$500. Data on the size of allocation for these eligible, but nonparticipating, districts follows:

| Size of Allocation | Number of Districts |
|---|---------------------|
| Less than \$500 | 17 |
| \$500 - \$999 | 6 |
| \$1000 - \$1999 | 7 |
| \$2000 - \$4999 | 6 |
| Over \$5000 | 2 |
| Total eligible, but nonparticipating, districts | 38 |

Superintendents of intermediate education districts were asked to conduct interviews to determine why eligible local districts had not applied for their 1972-73 Title I allocations. Eleven of the 38 districts had filed applications by November 1973, requesting that their 1973 funds carry over to FY 1974, several other districts intend to request carryover funds for summer projects. Some districts with small allocations combine Title I funds for two fiscal years to allow for more meaningful programs in alternate years. Nineteen districts (including two that did not complete applications) indicate that their allocations are too small to justify spending time on application and evaluation forms. Some of these districts are considering cooperative projects, but others are too isolated to make this feasible.

B. Types of Title I Projects in Oregon

During 1972-73, there were 344 Title I projects in Oregon, located in 288 of Oregon's 339 school districts. These projects are classified as follows:

Title I, ESEA Projects in Oregon by Type (FY 1973)

| | |
|---|------------|
| Regular Term Projects | 241 |
| Summer Term Projects | 84 |
| Projects in Institutions for Neglected and Delinquent Children Funded Through Districts | 19 |
| TOTAL PROJECTS | 344 |

Because summer projects tend to be different from regular school year projects, regular and summer term data is tabulated separately in this report.

Fifteen of the 344 Title I projects are cooperative.

efforts involving 57 local districts (2 to 14 cooperating on a single project). Geography, small allocations, and/or similarity of educational needs prompt districts to organize cooperative efforts. Cooperative members administered 10 of the 15 projects, the remaining 5 were administered by intermediate education districts.

The 19 projects at institutions for neglected and delinquent children are considered separately in this report, because their objectives differ from most regular and summer term projects in school districts. The Portland school district is considered separately in this report because it has a large concentration of funds and participants in a relatively small number of

projects. The seven Title I projects in Portland drew 25% of the Title I funds, 27% of the regular term participation in public schools, and 37% of the summer term participation.

C. A Description of the Report Sample.

1 Characteristics of the Sample

Data for this report was compiled and tabulated from a stratified random sampling of the project data completed by district project personnel and returned to the Oregon State Department of Education. The

CHART 1

Participation of Oregon School Districts in Title I, ESEA, FY 1973

Participating School Districts

| | |
|--|-----|
| Districts with one or more projects | 231 |
| Districts participating in 15 cooperative projects | 57 |
| | 288 |

Non-Participating School Districts

| | |
|---|------------|
| Districts with no allocation | 11 |
| Districts that made no application | 38 |
| Districts with uncompleted applications | 2 |
| | 51 |
| TOTAL OREGON SCHOOL DISTRICTS, FY 1973 | 339 |

sample is selected from 12 stratified categories for Title I projects. These categories are defined by two characteristics: (1) the student population within each district, and (2) the geographic location of the district. The sample has been stratified in order to facilitate analysis of the data, note the trends relating to district size and location, and provide for a fair representation of districts in the sample.

Student population figures are based on the estimated resident average daily membership (ADM_r) for each district. The ADM_r figures are stratified into four categories: (1) 1 to 499 ADM_r, (2) 500 to 999 ADM_r, (3) 1000 to 2999 ADM_r, and (4) 3000 and over ADM_r.

Geographic locations are stratified into the four categories frequently used in Oregon statistics: (1) Eastern Oregon, (2) Western Oregon, (3) metropolitan areas, and (4) Portland. The division between Eastern and Western Oregon is the Cascade Mountain Range. The metropolitan strata include school districts in Multnomah, Washington and Clackamas counties. The Portland stratum allows for the separation of the state's largest school district (117 schools, 64,021 ADM_r) from the rest of the report sample (See Chart 2.)

School districts participating in Title I are categorized according to sample stratification in Chart 3, which also shows the distribution of summer and regular term projects. The 19 Title I projects in institutions for neglected and delinquent children are not represented in Chart 3.

A sample of 20% of the 237 regular term projects was selected from each of the stratified categories in Chart 3 (excluding Portland). The actual report sample represents only 19% of all regular term projects because three evaluation reports were not received in time for tabulation. A sample of 40% of the 81 summer term projects was selected from each stratified category in Chart 3 (excluding Portland). The actual report sample represents only 38% of all summer term projects because one evaluation report was not received in time for tabulation.

The 20% and 40% sample sizes were selected because they guarantee at least 30 projects in each term's sample, a number which could be used as a valid statistical sample if desired. A larger percentage was also used for summer projects because they are smaller in number and reflect more educational diversity than regular term projects.

In order to avoid distortion of the report sample, data from the relatively large Portland school district is presented separately in this report and represents 100% of their Title I projects. Data from the 19 projects in

institutions for neglected and delinquent children is also separated and reported in total Report data does not include state institutions for neglected and delinquent children (MacLaren, Hillcrest, and Wynne Watts).

2. Analysis of the Sample.

The stratified sample in this report provides a proportionate representation of Title I districts according to size and location. The school districts in the sample enroll 178,600 students or 38% of the total ADM_r in Oregon, of which an estimated 44,007 are student participants in Title I projects.

The Western strata have the largest number of Title I projects and participating school districts. The area includes many small suburban and rural school districts in the Willamette Valley and on the Oregon coast, as well as larger districts in the urban areas of Eugene, Springfield, Salem, and Corvallis.

The Eastern strata represent the largest geographic area in the sample, with the lowest population density. Consequently, the Eastern sample contains the largest proportion of small school districts (75% with ADM_r less than 1000).

The metropolitan strata reflects the proximity of Portland to the three metropolitan counties in the proportion of large districts it contains (25% ADM_r over 3000). However, the size of these counties and the nature of their geography is such that an equal number of small school districts (ADM_r under 500) is represented in the metropolitan strata.

3. Limitations of the Sample

The main limitation of the report sample is that the sample size severely limits tabulations of sufficient data from subsamples within it. Subsamples affected by this limitation are: (1) achievement data, (2) nonpublic school participation, and (3) performance in some academic or skill areas.

D. A Survey of Information Contained in This Report.

1. Sources of Information.

Title I evaluation reports from school districts and records of the State Department of Education are the main sources of information for this report. Evaluation reports are completed by district personnel and returned to the State Title I Office within 30 days after the project terminates. The evaluation instrument, developed by the state office in cooperation with local

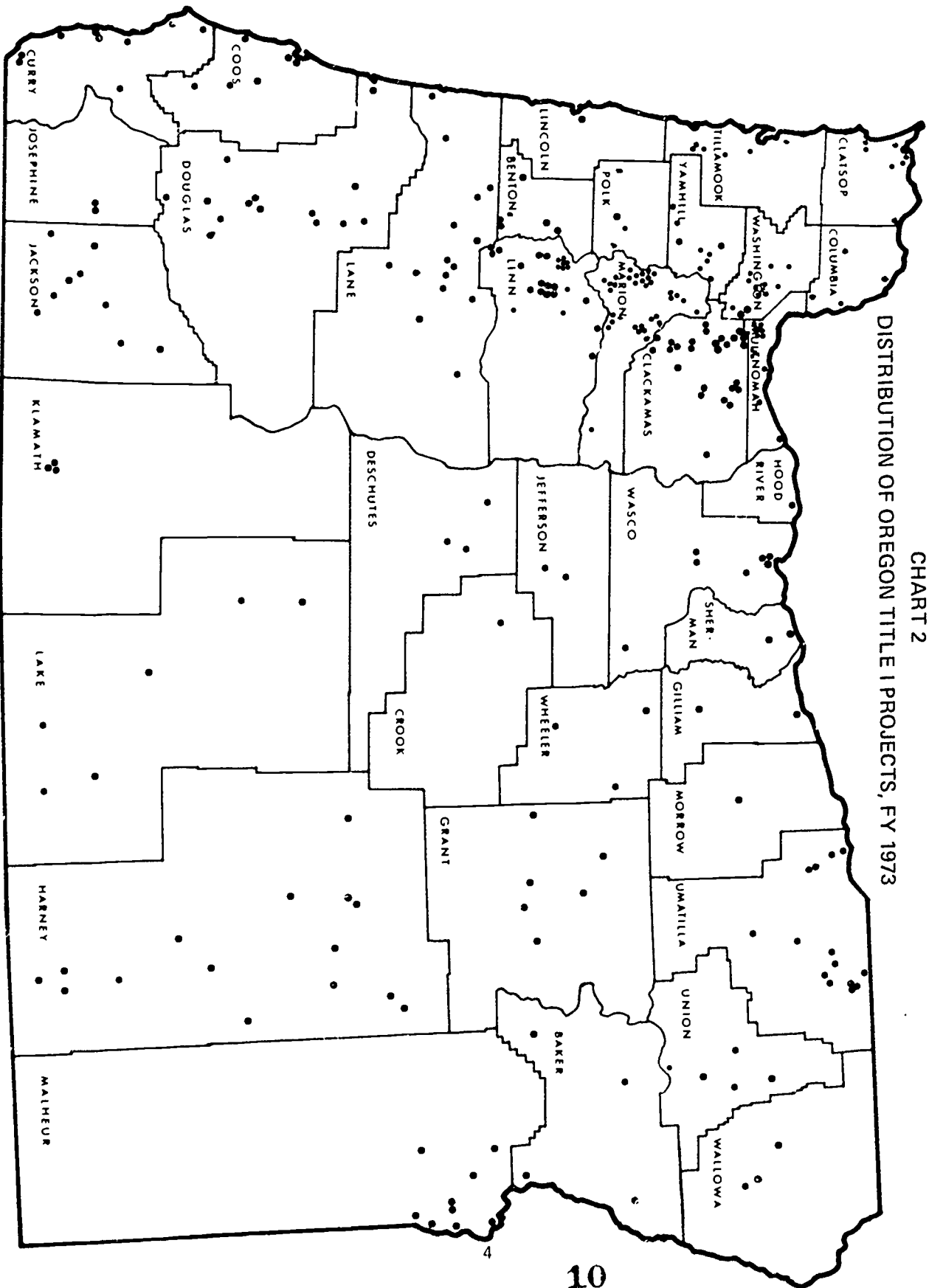
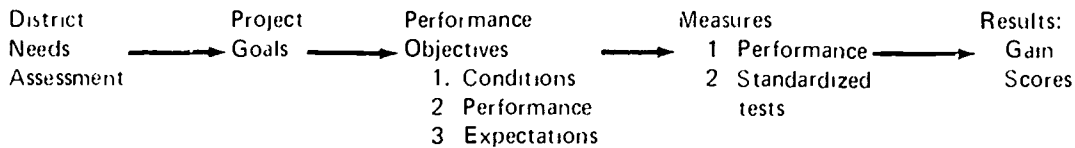


CHART 2
 DISTRIBUTION OF OREGON TITLE I PROJECTS, FY 1973

districts, collects both evaluative and descriptive information. (See Appendix I.) The diagram below shows the framework for Title I evaluation that is built into application and evaluation procedures:



2 Types of Information.

The major categories of information in this report are (1) the relationship of Title I projects to educational priorities of the Oregon Board of Education, (2) attainment of student performance objectives, (3) gains in student achievement (including the relationship of achievement to student potential), (4) statistics on student participation, project personnel and community involvement, and (5) basic federal funding and district expenditure data.

Most evaluative and descriptive information in this report has been quantified, tabulated and presented in the form of graphs. A statistical analysis of the data has not been done. Data from regular and summer term projects are compiled separately and plotted on the same graph to allow for comparisons.

Further explanation of the five information categories and their limitations appear below.

3. Relationship of Title I Projects to State Educational Priorities.

This year, for the first time, Title I data is analyzed in relation to instructional priorities of the Oregon Board of Education and the educational objectives of the Division of Compensatory Education.* Chart 4, "Hierarchy of Educational Objectives," presents these priorities and objectives, as well as the number of Title I projects in various instructional areas. Analysis of Title I data according to state planning statements provides a basis for determining whether or not education of the disadvantaged in the State of Oregon is a fragmented educational effort localized at the district level, or an educational effort integrated into a state-recognized plan of good education for all children in the state.

*See "Dignity and Worth," a planning statement of the Division of Compensatory Education, Oregon Department of Education, 1970.

4 Attainment of Student Performance Objectives.

Project goals and performance objectives, designed to meet the assessed needs of educationally disadvantaged children in the district, are written by district personnel as they define their project. Goals outline the general aims of the project, performance objectives describe student accomplishments that can be measured. Performance objectives include: (1) the conditions under which the student performs, (2) the performance required of the student to demonstrate achievement, and (3) the expectations for the level of proficiency demonstrating achievement of the objective.

Performance objectives vary considerably throughout the state because they are written to meet the assessed needs of disadvantaged students in the individual school districts. The value of data on the attainment of performance objectives is limited because many of these objectives are poorly written and are not sufficiently specific to provide a measure of student achievement. At times, on the other hand, objectives are so specific it is difficult to categorize them for state-level reporting.

5 Gains in Student Achievement.

Student achievement data is provided by standardized achievement and subject matter tests, and by nonstandard measures such as case studies, teacher made tests and teacher observations. The standardized test scores validate the district reports on the attainment of district performance objectives, they also measure pre project and post project performance, and achievement gains (or losses) for individual students.

One additional dimension is provided by Title I project teachers' ratings of student potential on a five point scale: low, low average, average, high-average, and high. This information is tabulated into three categories in this report (low, average, and high)

and related to the academic growth of Title I students.

Student achievement data is the most difficult to compile. Because many different types of tests are used by individual districts, samples from similar tests are too small to justify statewide generalizations. Data on pre- and post-testing is sometimes invalid because districts have used different test instruments for each testing session, or because transient students have missed one of the testing sessions. Further, the recording of scores is not consistent; although grade level scores are requested, a variety of different kinds of scores are reported, making it difficult to tabulate results. An additional problem is that some test instruments do not relate to performance objectives for the project.

6. Statistics on Student Participation, Project Personnel and Community Involvement

Basic statistical information in this report includes: (1) the number of project students according to breakdowns of public, nonpublic, regular term, summer term, subject area and support service participation; (2) the number and type of project personnel and in-service programs; and (3) information about local advisory committees, dissemination of project information, and local contributions to Title I programs.

7. Basic Federal Funding and District Expenditure Data

Basic federal funding figures include the total Oregon appropriation and allocations to each district, based on the current distribution formula. Information on district expenditure is obtained from state office business records and district reports of expenditures (primarily program personnel salaries).

**CHART 3. Distribution of Participating School Districts,
According to Sample Stratification*
(Title I, ESEA, FY 1973)**

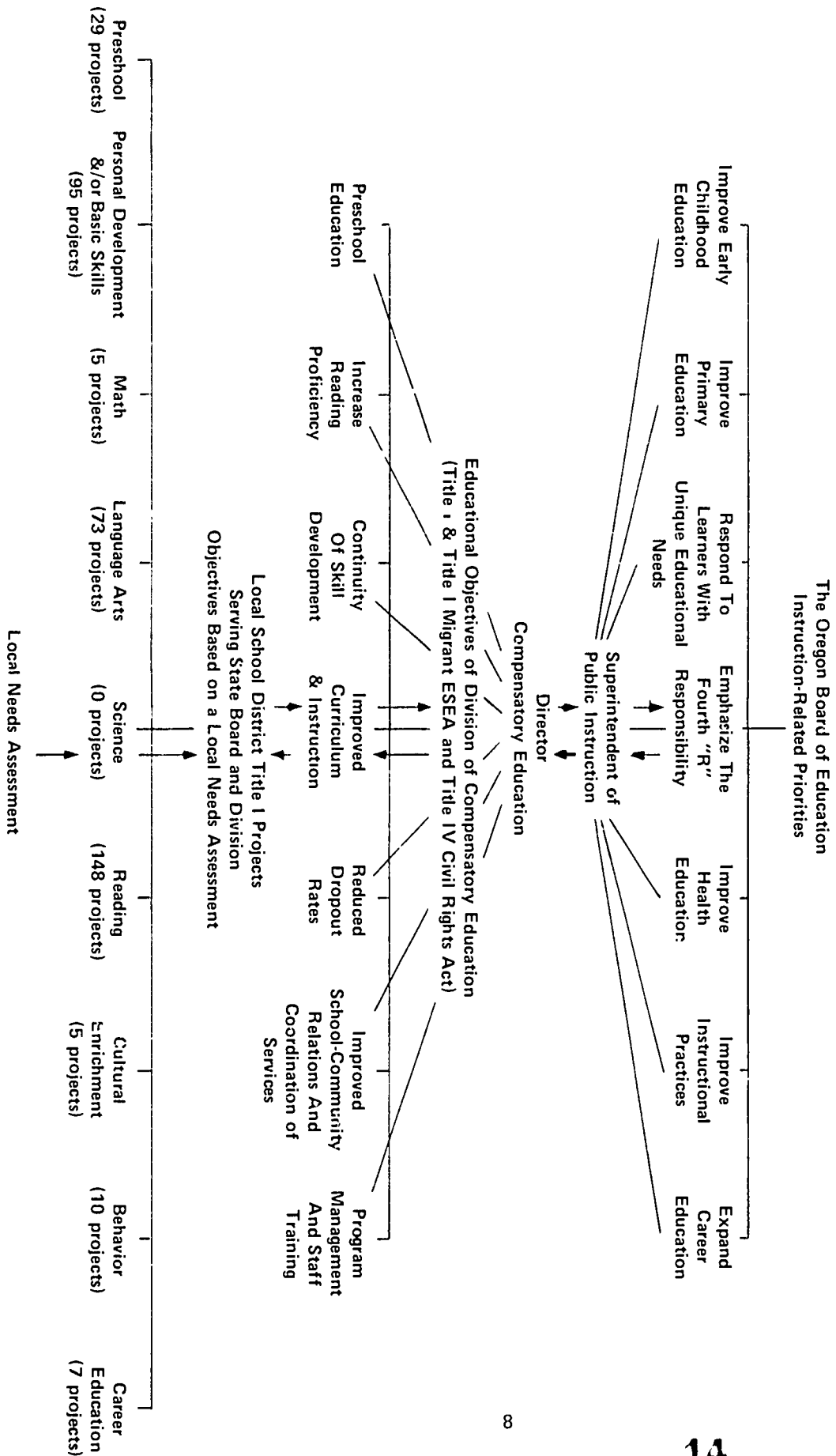
| Resident Average Daily Membership (ADM-r) | Eastern Oregon | Western Oregon | Metropolitan Oregon | Portland** |
|---|--|--|---|--|
| 1 - 499 | 40 districts: 28 regular term projects 7 summer term projects (including 3 cooperative projects involving 10 districts) | 67 districts: 56 regular term projects 9 summer term projects (including 3 cooperative projects involving 10 districts) | 15 districts: 11 regular term projects 1 summer term project (including 1 cooperative project involving 4 districts) | |
| 500 - 999 | 24 districts: 11 regular term projects 3 summer term projects (including 1 cooperative project involving 14 districts) | 29 districts: 26 regular term projects 6 summer term projects (including 2 cooperative projects involving 4 districts) | 11 districts: 10 regular term projects 5 summer term projects | |
| 1000 - 2999 | 17 districts: 11 regular term projects 7 summer term projects (including 1 cooperative project involving 5 districts) | 39 districts: 38 regular term projects 19 summer term projects (including 2 cooperative projects involving 5 districts) | 11 districts: 9 regular term projects 4 summer term projects (including 1 cooperative project involving 3 districts) | |
| Over 3000 | 4 districts: 4 regular term projects 2 summer term projects | 17 districts: 18 regular term projects 11 summer term projects (including 1 cooperative project involving 2 districts) | 13 districts: 15 regular term projects 7 summer term projects | 1 district: 4 regular term projects 3 summer term projects |

*The number of projects in a cell is often greater than the number of districts in the cell because some districts had more than one project.
**The Portland school district is reported separately in this report; data represents 100% of their Title I projects. Consequently, the Portland stratum was excluded when the sample was drawn.

CHART 4. HIERARCHY OF EDUCATIONAL OBJECTIVES IN OREGON TITLE I PROJECTS

Purpose of Title I ESEA

"In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in Title I) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means which contribute particularly to meeting the special educational needs of educationally deprived children."



EVALUATION OF TITLE I PROGRAMS

Criteria for Title I program planning, project approval, technical assistance, and for measuring progress of Title I programs are derived from the following sources

1. Title I, ESEA law, regulations and guidelines
2. Instructional priorities of the Oregon Board of Education.
3. LEA assessment of the educational needs of disadvantaged students
4. Educational goals of the Division of Compensatory Education.

Awareness and acceptance of these guidelines promote the concept that education for disadvantaged students in Oregon is not a fragmented local district effort, but is integrated into a state-recognized plan of good education for all Oregon students.

A. The Relationship of Title I, ESEA projects to State Educational Priorities.

The purpose of Title I, ESEA, "to expand and improve...educational programs by various means which contribute to meeting the special educational needs of educationally deprived children,"* is supported by many priorities of the Oregon Board of Education (OBE) and the Division of Compensatory Education. All Title I projects relate directly to the OBE priority to "respond to learners with unique educational needs." Other OBE priorities and aligned Compensatory Education objectives are presented in Chart 5, with a count of corresponding Title I projects and components.

OBE and Division of Compensatory Education priorities are not always comparable. For example, one OBE priority ("emphasize the fourth 'R', responsibility") is not a specific Compensatory Education objective, although it is an underlying concept in many Title I projects.

There were 29 Title I preschool projects in FY 1973, less than the 44 in FY 1972, but still a substantial thrust in "improving early childhood education" for disadvantaged students. Districts report that many summer preschool projects were discontinued because: (1) they ran out of funds, (2) the financial future of Title I was uncertain; and (3) children identified to participate had moved away.

The main thrust of Title I in Oregon may be

*"Guidelines for Title I, ESEA," Oregon Board of Education, 1974, p. 1

interpreted as improvement of primary education since the majority of students enrolled are in the primary grades. Instructional emphasis at this level appears to be on increasing reading proficiency and continuity of basic skill development. From 1972 to 1973, the number of project components that focus on language arts and basic skills almost doubled, while the number of reading projects showed a slight decrease.

Indicators of improved instructional and management practices are the number of projects reporting new or improved instructional methods and management practices, and new hiring or improved utilization of personnel. Many of the indicators reported are nationally recognized as supportive to educationally disadvantaged students and have been tabulated in Oregon Title I projects for the first time in FY 1973. Staff training relates to improved instruction and is a strong component of Title I, with 149 projects conducting in-service sessions. All Title I projects employing aides are required to plan in-service.

The small number of Title I projects that reflect the OBE priority to expand career education (related to the Compensatory Education objective to improve curriculum) showed a slight increase from 1972 to 1973. Parent councils are required for all Title I projects, they apply to both the OBE priority to close the communication gap and the Compensatory Education objective to improve school-community relations.

B. Attainment of Student Performance Objectives.

Title I instructional programs are evaluated by relating student achievement data (primarily gain scores) to student performance objectives written in the project applications. These objectives are written by district personnel following an assessment of the district's educationally disadvantaged students and the selection of project participants. In the final project evaluation, districts report the number of children who accomplished these objectives as specified success levels: (1) high (100% success); (2) average (75-99% success); and (3) low (less than 75% success). The attainment of student performance objectives for Title I projects is presented in Chart 5, and the data is interpreted as follows:

1. Difficulties in Establishing Consistent Data on Performance Objectives

Establishing consistent performance objectives that allow for statewide generalizations about Title I projects has proved difficult because (a) districts may

**CHART 5. Progress of Title I Projects in Meeting
Instructional Priorities of the Oregon Board of Education and
Educational Objectives of the Division of Compensatory Education**

| BOARD OF EDUCATION Instruction-Related Priorities | DIVISION OF COMPENSATORY EDUCATION Educational Objectives | ARE OBJECTIVES BEING ACHIEVED? | | ALL EFFORT |
|---|---|--|---------|--|
| | | Indicator: Title I Projects and Project Components FY 1972 | FY 1973 | |
| Improve early childhood education. | Preschool education. | 44 | 29 | |
| Improve primary education. | 1. Increase reading proficiency. 2. Provide for continuity of skill development. | Reading projects: 179 Project components: --Language Arts 42 --Mathematics 17 --Science 2 --Basic Skills 53 | 148 | 73 |
| Respond to learners with unique educational needs. | DIVISION OF COMPENSATORY EDUCATION Reduce dropouts. | | | 6 |
| Emphasize the Fourth "R," Responsibility. | | | | 0 |
| Improve health education. | | | | |
| Improve instructional and management practices. | 1. Improve curriculum and instruction. 2. Improve program management and staff training. | Project components: --Teacher Aides 152 --Individualized instruction 141 --Volunteers 12 --Tutoring 16 In-service sessions: 149 | | |
| Expand career education. | | | | 4 |
| Close the communication gap. | Improve school-community relations and coordination of services. | | | 7 |
| | | | | Parent Councils required for all Title I projects. |

assess their needs in various ways, and sometimes performance objectives stated in the project proposal are inconsistent with the needs assessment, (b) the terminology used for performance objectives may vary among individual districts, making it difficult to categorize and tabulate similar results, and (c) participants are sometimes selected for reasons that are inconsistent with the assessed needs and performance objectives for the project

a. Informal discussion with Title I personnel across the state has revealed conflicting and/or diverse interpretations of the "needs assessment" requirement for Title I projects. Some districts contract with educational research organizations for their needs assessment, often resulting in sophisticated assessments of needs in specific skill areas, other districts may adopt national or state determinations of need, whether or not they pertain to the local district, still other districts may determine educational needs by consulting various sources—the judgment of teachers and administrators, achievement test scores, report card marks, and parental observations and judgments. During 1973-74, HEW auditors questioned the needs assessments of two Oregon districts with Title I reading programs, because their achievement test scores were lower in math than in reading. Similar questions might be asked in other districts

In an effort to interpret the concept of needs assessment, the Division of Compensatory Education has encouraged districts to develop a broad-based approach involving teachers, students, parents, community members, and administrators and using data from achievement tests, report cards, student self-assessment, and other pertinent information. When pressed for an example or instrument, Compensatory Education personnel have offered the Minnesota Needs Assessment format as a suggestion. The concept of needs assessment, however, needs considerable attention and further delineation in order to become an established tool in education

b. In order to analyze the attainment of student performance objectives on a statewide basis, the objectives for each district must be classified into activity categories. Because of inconsistency in the stating of performance objectives among districts, this is a difficult task. Some districts use overlapping terms in stating objectives. For example, "comprehension" is often a part of each of the district's objectives and is particularly repeated in reading projects.

The categories established for performance objectives may also vary between districts. For instance, basic reading skills may be variously labeled as commu-

nication skills, basic skills, language arts, and/or reading. Many districts, recognizing the interrelationship of the cognitive, affective and psychomotor domains in the learning process, wrote performance objectives which attend to all three areas. Achievement measurement in the affective area poses a difficult problem, however.

c. In some instances the selection of children to participate in the project was not valid and tended to skew the data. Children whose pretest scores failed to indicate disadvantage in the subject area were included in the project anyway. An intensive follow-up by the State Title I Office revealed that children often were selected for the project because of some other need. These districts have been reminded to set performance objectives for need; however they cite the difficulty in finding assessment instruments in the areas of actual need. For instance, several reading projects are primarily concerned with improving student self-concept and/or attitudes, but project personnel felt instruments measuring self-concept and attitudes were not valid. Other areas of student need assessed by the districts were parent response and/or support for the school program, and interpersonal student skills. Districts appeared to feel that although their objectives are valid, the available measurement instruments in these areas are not valid; often they measure achievement in an academic area rather than the assessed need.

2. Interpretation of the Data, Chart 6.

Performance objectives for all Title I projects are classified by type in Chart 6. The classification system for performance objectives was suggested by the newly adopted minimum graduation requirements and the hierarchy of educational objectives presented in Chart 4. Further information on categories for performance objectives and components of instructional programs may be found in Appendix II (A Taxonomy of Oregon Basic Education).

Reading appears to be the assessed educational need of most educationally disadvantaged students in Oregon. Improvement of reading skills is an aim of 316 separate projects, according to the following breakdown: 148 projects for reading alone, involving more than 26,000 students; 95 basic skills projects, and 73 language arts and/or communication skills projects. Three language arts projects are bilingual for Spanish and Russian-speaking children. Three projects for Indian children are classified in the basic skills area.

Chart 6 shows the percentage of students achieving high, average and low success levels on district performance objectives for both regular and summer terms in

CHART 6

Percent of Students Achieving High, Average, and Low Success Levels on District Performance Objectives

| Objective Area | REGULAR TERM | | | | | | SUMMER TERM | | | | | | | | | |
|---------------------|--------------|-------|-------|---------|-------|-------|-------------|--------|-------|---------|-------|-------|-------|-------|-------|-------|
| | FY 1973 | | | FY 1972 | | | FY 1973 | | | FY 1972 | | | | | | |
| | High | Avg. | Low | N | High | Avg. | Low | N | High | Avg. | Low | N | High | Avg. | Low | N |
| Reading | 54.9% | 23.9% | 21.2% | 22,221 | 60.3% | 16.0% | 23.7% | 21,318 | 68.4% | 14.0% | 17.6% | 4,450 | 55.4% | 8.5% | 26.1% | 4,563 |
| Language Arts | 49.8% | 28.3% | 21.9% | 2,832 | 48.7% | 25.6% | 25.7% | 12,157 | 62.4% | 12.0% | 25.6% | 966 | 55.6% | 21.6% | 22.8% | 1,690 |
| Mathematics | 36.4% | 28.1% | 35.5% | 579 | 68.0% | 20.7% | 11.3% | 1,483 | 80.0% | .... | 20.0% | 158 | 59.3% | 21.3% | 19.4% | 1,321 |
| Physical Health | 68.3% | 18.4% | 13.3% | 2,290 | 47.0% | 44.5% | 8.5% | 1,241 | 74.2% | 14.7% | 11.1% | 592 | 65.5% | 14.0% | 20.5% | 378 |
| Mental Health | 50.9% | 28.9% | 20.2% | 3,932 | 45.0% | 11.0% | 44.0% | 322 | 52.1% | 8.1% | 39.8% | 1,242 | .... | .... | .... | .... |
| Attitudes | 47.6% | 20.4% | 32.0% | 1,758 | 59.5% | 19.5% | 21.0% | 4,665 | 92.9% | 7.1% | .... | 111 | 74.2% | 10.6% | 15.2% | 784 |
| Behavioral Change | 65.4% | .... | 34.6% | 274 | 8.0% | 19.5% | 32.5% | 2,536 | 86.2% | 9.2% | 4.6% | 287 | .... | .... | .... | .... |
| Cultural Enrichment | 67.6% | 25.4% | 7.0% | 374 | 41.0% | 26.5% | 32.5% | 991 | .... | .... | .... | .... | 57.5% | 26.5% | 16.0% | 1,141 |
| Basic Skills | 45.2% | 30.1% | 24.7% | 1,490 | .... | .... | .... | .... | 78.0% | 17.1% | 4.9% | 216 | .... | .... | .... | .... |

Chart 6 presents a tabulation of student achievement for the three major performance objectives reported by each Title I project in the sample (exclusive of Portland), comparing achievement in FY 1972 and FY 1973. "N" refers to the number of students included in the sample (a duplicated count of students enrolled in two or more areas in any one term). High, average, and low refer to student success levels on objectives.

FY 1973 and FY 1972 For FY 1973, districts report that the majority of students achieved at the high (100%) success level. This was especially noted for FY 1973 summer term projects, with a range of 52 to 93% of the students at the high success level. In regular term projects, 36 to 68% of the students attained the 100% level, a range considerably lower than for summer projects. The percentage of summer term students achieving the high success level is, in fact, consistently higher than for regular term students in most subject areas—especially in math, physical health, attitudes, behavioral change, and basic skills, with 74 to 93% of the students showing 100% success levels.

Attainment at the high success level by a majority of Title I students may appear to be an incredible performance for disadvantaged students. However, if project people are really attuned to student needs and have set realistic objectives for student performance, it is quite conceivable that students will, and should, perform at a high success level. Individual district reports varied in their determinations of student success and in many instances commented on whether or not the performance objectives were realistic. Often these comments related to the need for setting more astute performance objectives.

The greater percentage of student success in summer than in regular term projects may relate to a number of variables. During 1973, summer term enrollment was less than one fourth of regular term enrollment, providing a smaller population from which to draw the sample, however, the stratified random sample from which data has been drawn should control for this. An analysis of summer project reports and informal discussions with teachers suggest that summer programs may be more flexible and diverse, and are met with greater enthusiasm by teachers. Summer programs appear to be integrated around several needs of students, regular term programs may be more fragmented because of the confines of class scheduling. A number of summer programs made use of varied environments, scheduling classes at camp sites, relating field trips to core topics, and generally providing a more informal atmosphere. Summer classes were generally smaller, with a lower student teacher ratio. One factor may or may not be significant—summer school personnel tend to be chiefly credentialed teachers, while regular term programs are staffed chiefly by aides.

C. Student Achievement in Academic and Affective Areas.

The success of individual students in Title I projects

is measured by standardized instruments, achievement tests, and subject matter tests selected by districts as appropriate measures of student growth in relation to student performance objectives written by district personnel. In their final evaluations, districts report pre-test, post-test, and gain scores for each student, these scores validate district reports of student success levels on performance objectives.

Achievement data has been collected from a subsample of the sample, since the entire sample had too diverse a collection of tests and methods of reporting scores to make compilation feasible. Analysis of student achievement data has been limited to simple representation of the range of grade level gain scores reported in the subsample, there is no attempt to draw general conclusions or predict student scores beyond the subsample. Achievement scores for Portland projects are compiled separately.

The validity of achievement scores for statewide reporting is limited because Oregon does not have a uniform testing program which would produce comparable data. On the other hand, a state-adopted testing program might not be sufficiently versatile to measure the diverse areas specified in district performance objectives. Other factors which limit the use of achievement data follow:

1. Many types of tests are used. 15 different achievement tests were used for the 49 regular term projects in the sample, and 15 different tests for the 34 summer projects (including Portland). (See Chart 7.)
2. Some schools use different pre- and post-tests.
3. Some schools fail to administer an achievement test.
4. Test data may be reported incorrectly.

Achievement test gain scores for both regular and summer terms are represented on interquartile graphs, Charts 8 and 14. Interquartile graphs illustrate gain scores of the middle 50 percent of the children in the subsample. This approach eliminates the extreme cases at either the high or low ends of the achievement scale, focusing on the median range of scores. Scores for the interquartile graphs are derived from the Gates-MacGinitie Reading Test, the Metropolitan Achievement Test, and the Jastak Wide Range Achievement Test and are compiled according to two factors:

1. Grade levels (primary, intermediate, and upper).
2. School estimate of student learning potential (low, average, or high).

CHART 7
Achievement Tests Reported
in the Regular Term
Sample of 49 Projects

California Achievement Test
 Comprehensive Test of Basic Skills
 Durrell-Sullivan Reading Achievement Test
 Gates-MacGinitie Reading Test
 Gray Oral Reading Test
 Iowa Test of Basic Skills
 Jastak Wide Range Achievement Test
 McMenemy Measure of Reading Ability
 Metropolitan Achievement Test
 Metropolitan Readiness Test
 Peabody Individual Achievement Test
 Portland Elementary School Math Test
 Screening Test of Academic Readiness
 SRA Achievement Series
 Stanford Achievement Test

Achievement data for Portland Public Schools is presented separately from the interquartile graphs, this data compares the academic achievement of Title I and non-Title I students in FY 1972 and FY 1973 and also provides measures of the affective areas of student attitude and attendance.

1 Regular Term Achievement, Chart 8.

a Title I Projects Excluding Portland.

The interquartile graphs show that gain scores on the Gates-MacGinitie Reading Test ranged from 2 months to 2 years. In all instances but one, the students perform in relation to their predicted potential. Upper grade children with both average and high potentials show a gain of 1.9 years for 9 months of instruction at the upper limit of the interquartile range.

Metropolitan Achievement Test scores show student achievement gains from 3 months to 1.5 years, however, these gains are not always consistent with the low, average, and high potential designations. Primary children with both low and high potential show a maximum growth of 1.1 years for 9 months instruction. Intermediate children with both average and high potential show a maximum gain of 1.5 years for the school year.

Gains in Jastak Wide Range Achievement Test scores are inconsistent with the low, average, and high potential groupings at all levels but the primary. Gains

range from 5 months to 4.3 years for the regular term. The high potential group of upper grade students show exceptionally high gain scores of 2.1 to 4.3 years, with a median of 2.5 years.

b Portland Projects

Student achievement scores from Portland Area III projects are presented in Charts 9 and 10. These charts list achievement scores in reading and mathematics, comparing achievement gains for Title I and non-Title I students in 1972 and 1973.

Portland Area III evaluation reports contain measurements in the affective domain for both elementary and secondary school students. A 10-item attitude scale called "You and School" was developed for elementary students, with five statements about attitude toward school and five about self-concept. Surveys were taken in December and again in May from Grades 3, 5, and 7 at fourteen schools (7 Title I, 7 non-Title I). The results are shown in Chart 11. There was a slight mean decrease in positive attitude at each grade level in both school groups (with the exception of Grade 5 in Title I schools). Both groups tended to be less positive as the year progressed, possibly because students were tired and looking forward to vacation. In summary, the evaluation stated:

It has not been shown that the affective objectives have been met. There are two options available to the reader when viewing this data; one, that no real difference exists; and two, that the instrumentation is not sensitive enough to either changes or differences that occur.

On the secondary level, Portland Area III administered an attitude survey to a sample of 190 Title I students. Four categories for attitudes were identified, as shown in Chart 12. The results were reported as follows in the Portland Area III evaluation:

The Authority dimension shows that 63% of students consider school as a place with too many rules. Almost 47% think teachers treat them fairly while 37% think teachers care about them. Almost 39% are neutral or uncommitted on the question of teachers caring about them as students. 33% consider principals as being pretty hardnosed with respect to giving a kid a break.

In the area of Curriculum, students express the following opinions. Almost 88% consider what they learn in school as being important to them someday,

CHART 14

INTERQUARTILE* RANGES OF TEST SCORES FOR STUDENTS IDENTIFIED AS HAVING LOW, AVERAGE AND HIGH LEARNING POTENTIALS, REGULAR TERM.

*Middle 50% of Title I students tested.

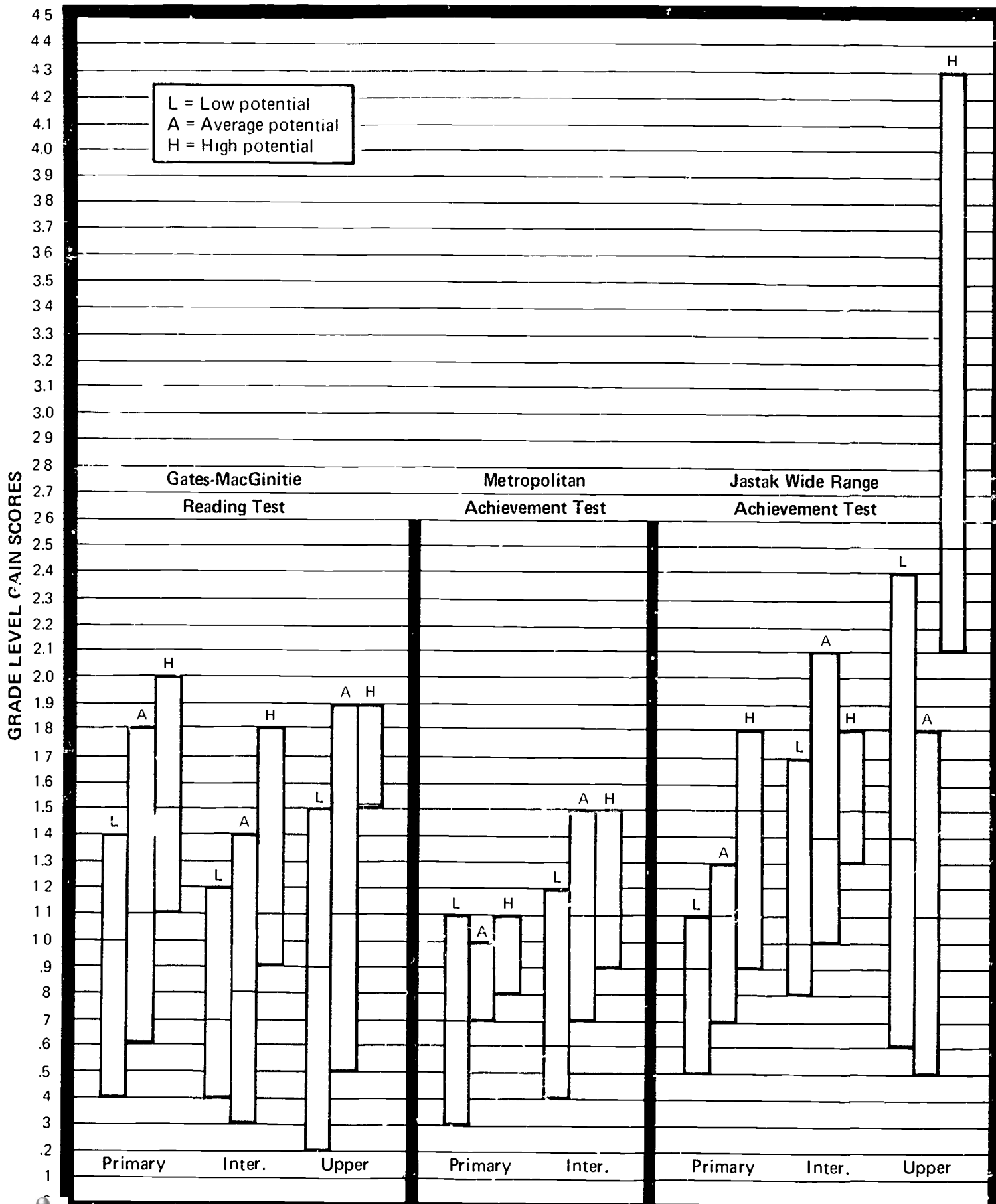


CHART 9

Mean Score Comparisons in Reading
 FY 1972 and FY 1973
 Portland Area III Schools

| | | FY 1972 | | FY 1973 | | Difference |
|---------|-------------|---------|------|---------|------|------------|
| | | N* | Mean | N* | Mean | |
| Grade 3 | Non-Title I | 1513 | 49.1 | 1349 | 51.4 | +2.3 |
| | Title I | 389 | 47.3 | 454 | 47.1 | - .2 |
| Grade 4 | Non-Title I | | ** | 1320 | 46.8 | |
| | Title I | 361 | 45.6 | 401 | 43.8 | - 1.8 |
| Grade 5 | Non-Title I | 1500 | 51.2 | 1372 | 50.4 | - .8 |
| | Title I | 338 | 44.3 | 431 | 45.9 | +1.6 |
| Grade 6 | Non-Title I | | ** | 1520 | 48.6 | |
| | Title I | 421 | 41.8 | 396 | 42.4 | + .6 |
| Grade 7 | Non-Title I | 1580 | 50.3 | 1542 | 52.2 | +1.9 |
| | Title I | 349 | 45.2 | 356 | 46.6 | +1.4 |

*N = Number of students tested.

**Metropolitan Achievement Test not administered to Non-Title I schools.

Tests: Grades 3, 5, and 7—McMenemy Measure of Reading Ability
 Grades 4 and 6—Metropolitan Achievement Test.

CHART 10

Mean Score Comparisons for Arithmetic Computation,
Problem Solving, and Concepts
FY 1972 and FY 1973
Portland Area III Schools

| | | | FY 1972 | | FY 1973 | | Difference |
|---------|-----------------|-------------|---------|------|---------|------|------------|
| | | | N* | Mean | N* | Mean | |
| Grade 3 | Computation | Non-Title I | 1576 | 48.1 | 1381 | 50.5 | +2.4 |
| | | Title I | 358 | 47.5 | 459 | 49.7 | +2.2 |
| | Problem Solving | Non-Title I | 522 | 48.8 | 1362 | 50.6 | +1.8 |
| | | Title I | 358 | 48.0 | 442 | 47.7 | - .3 |
| | Concepts | Non-Title I | 1544 | 49.2 | 1361 | 50.5 | +1.3 |
| | | Title I | 358 | 49.5 | 440 | 48.8 | - .7 |
| Grade 5 | Computation | Non-Title I | 1509 | 49.8 | 1402 | 49.5 | - .3 |
| | | Title I | 357 | 43.6 | 432 | 47.9 | +4.3 |
| | Problem Solving | Non-Title I | 1515 | 50.9 | 1401 | 49.9 | - 1.0 |
| | | Title I | 354 | 44.2 | 429 | 46.1 | +1.9 |
| | Concepts | Non-Title I | 1522 | 50.0 | 1395 | 49.8 | - .2 |
| | | Title I | 348 | 45.4 | 429 | 46.0 | + .6 |
| Grade 7 | Computation | Non-Title I | 1591 | 50.0 | 1566 | 49.4 | - .6 |
| | | Title I | 347 | 46.5 | 370 | 45.3 | - 1.2 |
| | Problem Solving | Non-Title I | 1585 | 50.2 | 1528 | 50.6 | + .4 |
| | | Title I | 347 | 46.3 | 368 | 45.6 | - .7 |
| | Concepts | Non-Title I | 1591 | 48.9 | 1527 | 49.2 | + .3 |
| | | Title I | 351 | 44.9 | 365 | 45.6 | + .7 |

*N = Number of students tested.

Test: Portland Elementary School Math

while only 26% say they like to do school work, and 35% say that the work is interesting. Approximately 49% of the students consider academic subjects are non-threatening or not scary. Almost 48% indicate that they often read just for fun

Peer relationships were considered and data show that students feel positively that they have friends in their classes (78%), that they can get help from classmates (51%), and that kids get along well together (56%). In their opinion about student fighting in school, 37% said that there was too much with 38% indicating the opposite point of view. Only 48% considered school spirit high with a little more than 25% indicating a less than adequate school spirit

The fourth dimension of Self in relation to school shows that students feel that they work well when allowed to work alone (75%) Approximately 40% said that they did well on assignments with only 23% indicating not doing well Only about 13% admit to not being careful about their work while approximately 46% admit to mistakes due to not listening to instructions, etc. Another 45% found it hard to remember things in school.

In conclusion, it could be said that there are no surprises indicated by these data. Students think that what they are supposed to learn is important, but they don't like to do it and don't find it very interesting. They consider school a place with too many rules and are not convinced that staff really care about them. They see themselves as having friends and as getting along fairly well. In addition, they think they do well when working alone, find it tough to remember things, are careful about their work but do make mistakes due to poor listening habits.

Area I of the Portland district compiled student attendance data to measure a major project objective—a 3 percent increase in the average attendance rate of Title I students The results, compiled in the final evaluation report, indicate that this objective was not achieved in any of the ten Title I schools. As shown in Chart 13, all four primary schools showed a slight increase in attendance rate, while the two high schools and one middle school showed small losses Jefferson, the school with the largest loss (-10.4%), had complete data on only 69 Freshmen students. The Area I evaluation concludes:

The staff in the project schools have put much effort into increasing attendance which seems to be improving slightly in primary grades. It is difficult to determine the degree to which low attendance rates are affected by illness as opposed to low school interest and motivation. However, a continued effort will be made to increase attendance rates among the identified Title I students

2. Summer Term Achievement, Chart 14.

The interquartile graph for summer term (Chart 14) shows smaller ranges of student gain scores than the regular term graph. Summer projects usually run from two to eight weeks, while regular term programs run from 18 to 36 weeks and for shorter daily instruction periods.

Achievement gains in Gates-MacGinitie Reading Test scores ranged from -.1 (one month loss) to a gain of 1.0 year Primary and intermediate students show a similar range in achievement gains except for high potential students at the intermediate level (with a higher range of 5 to 12 months). Again, the scores are not totally consistent with the low, average, and high potential designations The primary level children performed somewhat in reverse to their estimated potential according to achievement gain scores, although the lower limit and median of the ranges are consistent with estimated potential.

Metropolitan Achievement Test gain scores ranged from zero to 1.2 years Upper grade children show the greatest gains and are consistent with low, average, and high potential designations. Primary and intermediate children show smaller ranges in achievement gain and are consistent with low and average estimates of student potential, but inconsistent for the high potential designation.

3. Summary.

Achievement scores from the limited subsample of Title I projects show that student grade level gains ranged from approximately 1 to 2 months for every month in regular term programs. Summer term programs show 1.5 to 3.0 months grade level gain for each month of instruction

Students at all grade levels (primary, intermediate, and upper) show achievement gains in Title I programs. There does not seem to be any consistent pattern within tests or across tests to indicate that children perform according to their estimated ability potential. The regular term Jastak Wide Range Achievement Test

CHART 11

Mean Comparisons Between Title I and Non-Title I Schools
on Attitude Toward School and Self,
Portland Area III Schools,
December 1972 and May 1973

Grades 3, 5, and 7

| Group | Dimension | Grade | N* | Mean Dec. | Mean May | Difference |
|-------------|------------------------|-------|-----|-----------|----------|------------|
| Title I | Attitude Toward School | 3 | 325 | 10.5 | 9.8 | - .7 |
| Non-Title I | | | 337 | 10.4 | 8.9 | - 1.5 |
| Title I | | 5 | 286 | 8.2 | 7.7 | - .5 |
| Non-Title I | | | 348 | 9.1 | 8.0 | - 1.1 |
| Title I | | 7 | 253 | 7.0 | 6.3 | - .7 |
| Non-Title I | | | 356 | 7.2 | 6.5 | - .7 |
| Title I | Attitude Toward Self | 3 | 325 | 10.0 | 9.9 | - .1 |
| Non-Title I | | | 337 | 9.8 | 9.5 | - .3 |
| Title I | | 5 | 286 | 8.6 | 8.9 | + .3 |
| Non-Title I | | | 348 | 9.3 | 8.7 | - .6 |
| Title I | | 7 | 253 | 9.0 | 8.6 | - .4 |
| Non-Title I | | | 356 | 8.7 | 8.2 | - .5 |

*N = Number of students tested.

CHART 12

Student Responses in Percents to Questions Grouped into Four Categories Related to School and Self, FY 1973, Portland Area III Schools

(N=190)

| Category | Statements | Response Choices | | | | |
|----------------------------|--|---------------------|-------------------|-----------------------------------|-----------------|-------------------|
| | | Strongly Agree 1 | Mildly Agree 2 | Neither Agree or Disagree 3 | Mildly Disagree | Strongly Disagree |
| Authority | 1. There are too many rules in school | 39.6% | 23.4% | 16.9% | 8.4% | 11.7% |
| | 2. Principals never give a kid a break | 20.2% | 13.0% | 26.6% | 19.5% | 20.7% |
| | 3. Teachers treat kids fairly | 19.3% | 27.3% | 26.7% | 12.4% | 14.3% |
| | 4. My teachers care about me | 16.1% | 21.3% | 38.7% | 8.4% | 15.5% |
| | 5. Teachers try to make school interesting | 33.1% | 20.1% | 24.8% | 7.1% | 14.9% |
| Curriculum | 1. What I learn in school will be important to me some day | 62.6% | 25.2% | 7.1% | 1.9% | 3.2% |
| | 2. Academic subjects scare me | 9.7% | 23.2% | 17.9% | 17.9% | 31.3% |
| | 3. School subjects are interesting | 14.9% | 20.1% | 29.9% | 19.5% | 15.6% |
| | 4. I often read a book just for fun | 22.8% | 25.9% | 17.1% | 13.3% | 20.9% |
| | 5. I like to do school work | 10.3% | 15.5% | 21.9% | 15.5% | 36.8% |
| Peers | 1. I have many friends in my classes | 38.6% | 39.8% | 11.1% | 5.9% | 4.6% |
| | 2. Kids in my classes get along well together | 16.9% | 39.6% | 24.7% | 8.4% | 10.4% |
| | 3. School spirit is high in my school | 20.8% | 28.3% | 25.2% | 13.8% | 11.9% |
| | 4. When I need help I can ask a classmate | 23.3% | 28.3% | 21.4% | 10.0% | 17.0% |
| | 5. Kids in this school fight too much | 20.8% | 16.2% | 24.7% | 18.2% | 20.1% |
| Self in Relation to School | 1. I do well when I work alone | 35.7% | 39.5% | 13.0% | 8.0% | 3.8% |
| | 2. I do well on school assignments | 16.3% | 33.3% | 27.5% | 11.8% | 11.1% |
| | 3. I find it hard to remember things in school | 18.8% | 26.0% | 23.4% | 20.1% | 11.7% |
| | 4. I make mistakes because I don't listen | 16.5% | 29.1% | 24.0% | 13.3% | 17.1% |
| | 5. I am careful about my work | 22.4% | 38.5% | 25.7% | 9.6% | 3.8% |

and the summer term Metropolitan Achievement Test record exceptionally large gains for students in the upper grades.

Results from the Portland Area III subsample show substantial achievement gains in reading from 1972 to 1973 for Grades 5, 6 and 7, but achievement losses for Grades 3 and 4. In math, in comparison to FY 1972, gains were made in all three subtests for Grade 5, but losses are recorded on two of the three subtests for Grades 3 and 7.

The affective measures reported here were compiled by Portland Areas I and III. Improved student attitude and attendance are goals of many Oregon Title I projects, but as noted earlier in this section, project personnel report dissatisfaction with affective measures and/or measurement results.

D. Projects in Institutions for Neglected and Delinquent Children.

In FY 1973, 19 Title I projects in institutions for neglected, dependent and delinquent children were funded through school districts. A total of \$70,311 was allocated to these projects as follows: 9 of the grants were \$2,500 or less; 4 were \$2,501-\$5,000; and 6 were over \$5,000. Ten of the 19 institutional projects were located in the Portland metropolitan area. Participants totalled 484 in all projects (8 regular term, 7 summer term, and 4 year-round). The number of participants is distorted, however, by the high turnover in some institutions. Approximately 80% of the participants were in Grades 7-12, with the median at Grade 9.

Program objectives in these 19 institutional projects emphasized behavioral change and the improvement of self-esteem. Seven projects used arts and crafts programs or summer mini-courses to give participants the chance to succeed at tasks and build better intra-group relationships. Seven projects provided tutoring or summer courses in basic skills to attempt to break academic failure patterns. The least successful academic project was a tutorial program in which the study hall atmosphere was too structured to motivate boys who disliked school. One of the most successful was a summer language arts program in which good teacher-student rapport and a college atmosphere prompted one senior girl to register at a local college for an additional class. One project stressed improved school attendance, increasing the institution's average daily attendance from 51% in FY 1972 to 76% in FY 1973 through the use of full-time educational supervision, tutorial services, and mediation meetings between the

student, teacher, and liaison counselor. Many projects used field trips into the community as a vehicle for improving social behavior and motivating academic achievement or career awareness. Two projects planned highly successful longer trips, a three-day trip down the Oregon coast and a mountain climb, to introduce delinquent boys to new experiences and stress situations. One institution for neglected children ran a preschool with Title I funds, another changed its teaching approach for children with learning problems from one-to-one tutorials to a group school.

E. The Variety of Oregon Title I Projects.

The variety and flavor of Oregon Title I projects is not apparent in the statistical information of this report. In an effort to present these qualities, descriptions of some projects are included in this section. The Roosevelt High School project in Portland was selected to represent Oregon at the U.S. Office of Education "Education Fair 1973," held in Washington, D.C. in May 1973. Information about this exemplary project and its philosophy is presented at the end of this section.

PRESCHOOL

Program Goals:

1. To provide opportunities for the preschool student to develop a positive self-image, positive attitudes, and self-motivation for learning.
2. To provide activities to help correct remediable deficiencies that would hinder a child's ability to think and conceptualize in many areas of knowledge.

Program Description:

Twenty children are split into a morning and afternoon group and meet with one teacher and one teacher aide on three days of each week. Children are encouraged to participate in group activities and to share information with the class. For example: each child has a bulletin board for displaying his work; children also use manipulative materials such as puzzles and blocks. Study units and field trips on topics such as "the family" or "the city" are used to extend the children's experience. The teacher visits children's homes periodically, helping parents to correlate the child's home experience with preschool experience. A special education team serving the county assists in diagnosing learning problems.

CHART 13

Attendance Rates of Title I Students
for FY 1972 and FY 1973,
Portland Area I Schools

| School | Number of Students | 1971-72 | 1972-73 | Difference |
|----------------------|--------------------|---------|---------|------------|
| Applegate* | 63 | 90.2% | 92.0% | + 1.8% |
| Ball* | 140 | 89.3% | 90.0% | + .7% |
| Clarendon* | 237 | 90.5% | 90.9% | + .4% |
| Couch | 73 | 86.5% | 85.7% | - .8% |
| Humboldt* | 133 | 91.3% | 92.4% | + 1.1% |
| James John | 178 | 93.3% | 91.9% | - 1.4% |
| Ockley Green | 202 | 94.8% | 95.7% | + .9% |
| Portsmouth Middle | 336 | 88.5% | 87.5% | - 1.0% |
| Jefferson | 69 | 89.2% | 78.8% | - 10.4% |
| Roosevelt | 261 | 84.4% | 82.6% | - 1.8% |

Weighted Mean for Difference is -.7%

*Primary Schools

Wallowa School District No. 12
Wallowa County

Grant \$6,253
No. of Children: 20
\$/Child: \$313

ELEMENTARY RESOURCE TEACHERS

Program Goals:

1. To improve the student's self-concept.
2. To increase the student's enthusiasm for school.
3. To improve the student's basic skills (an implicit goal).

Program Description:

Elementary resource teachers provide services to children in Grades 1-6 who display unacceptable social behavior and whose deficiencies or low achievement in academic areas result in frustration or a poor attitude toward school. Resource teachers may provide counseling, diagnostic and prescriptive services, remedial education in an individual or small group setting, or help to expand a student's cultural experiences. They may also provide liaison between the classroom teacher, the child and parent, and other professional agencies whose specialized services are needed. Whenever possible, the resource teachers assist the regular classroom teacher in providing help to the child within the regular classroom setting.

Medford School District No. 549C
Jackson County

Grant: \$136,366
No. of Children: 771
\$/Child: \$177

ENVIRONMENTAL LEARNING CENTER

Program Goals:

1. To increase the student's reading level through daily, individualized reading instruction.
2. To increase the student's arithmetic achievement through daily, individualized instruction in basic fundamentals.
3. To improve the student's interest and attitude toward school, as demonstrated by more regular attendance.

Program Description:

An environmental learning center for "turned-off"

children in Grades 2-6 utilizes an ungraded approach, stressing individualized instruction in reading and math basics and attacking defeatist attitudes through a variety of high interest projects. A greenhouse, shop, kitchen and sewing room provide children with an opportunity to practice skills. For example, children use reading skills to follow building layouts, mechanics manuals and recipes; they use math skills for carpentry and cooking. Children experience success in a relaxed atmosphere; they begin to "turn on" to learning and believe they can learn.

Canby School District No. 86
Clackamas County

Grant: \$11,745
No. of Children: 37
\$/Child: \$317

IMPROVING COMMUNICATION SKILLS THROUGH DIAGNOSIS AND PRESCRIPTION

Program Goal:

To improve the communication skills of students so they can participate successfully in the total school environment.

Program Description:

This elementary school program includes a resource materials center, resource teachers, and teacher aides. Students who need help in reading or language development are referred to a resource teacher for diagnostic testing. After reviewing the findings, the classroom teacher and resource teacher prescribe the teaching strategy best suited to the student. A teacher aide, under the supervision of the resource teacher, is assigned to work with the student in a one-to-one or small group situation. The instructional time allowed each child will vary according to his needs and rate of progress.

Nyssa School District No. 26
Malheur County

Grant: \$53,247
No. of Children: 220
\$/Child: \$242

INDIVIDUALIZED READING PROGRAM

Program Goal:

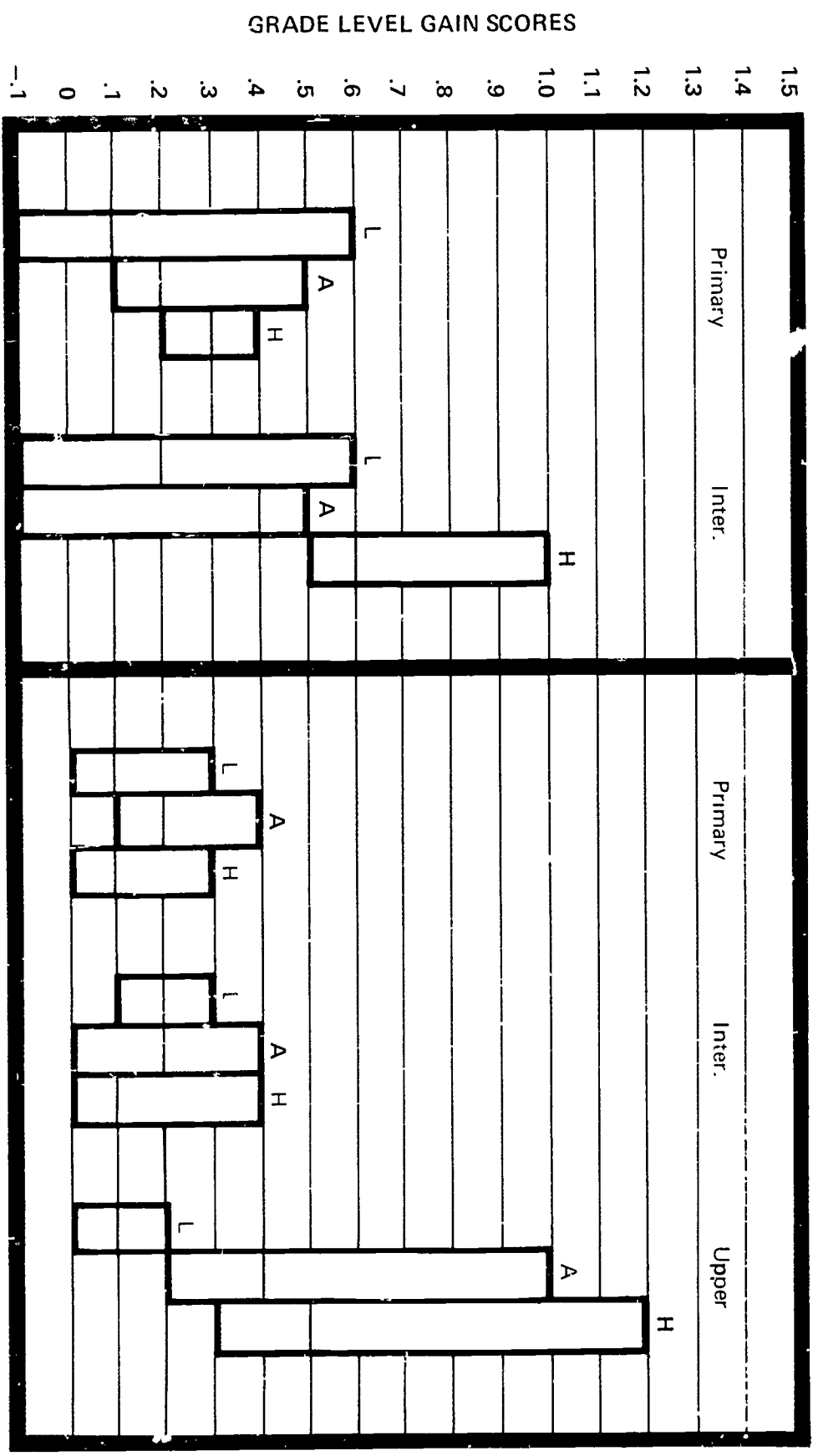
To assure that the student can read and compute to the best of his/her ability.

CHART 8
INTERQUARTILE* RANGES OF TEST SCORES FOR STUDENTS IDENTIFIED AS
HAVING LOW, AVERAGE AND HIGH LEARNING POTENTIALS, SUMMER TERM.

*Middle 50% of Title I students tested.

Gates-MacGinitie Reading Test

Metropolitan Achievement Test



L = Low potential
A = Average potential
H = High potential

Program Description:

The formula for an individualized reading program in an elementary school is: intensive, individualized instruction using a variety of high interest teaching materials, positive reinforcement techniques, and work on gross motor activities. Some older Title I students work one hour each week with first and second graders, boosting their self-image and freeing the teacher for individualized instruction. Parent interest is encouraged through meetings and home visits by the Title I teacher.

Central Point School District No. 6
Jackson County

Grant: \$27,150
No. of Children: 129
\$/Child: \$211

OPPORTUNITY SCHOOL FOR DROPOUTS

Program Goals:

1. Potential dropouts will attend a seminar class in social studies or language arts.
2. Potential dropouts will receive individual instruction at the high school for two hours weekly.
3. Dropouts will attend an Opportunity School for individual instruction.
4. Dropouts and potential dropouts will be offered counseling services

Program Description:

Potential dropouts are given special seminar classes at the high school, work is adjusted to their capabilities and interests, using materials and methods to motivate interest and individualized instruction in a particular subject. Students may attend an off-campus Opportunity School for dropouts without meeting the normal dress and attendance restrictions of secondary school. Individualized instruction at the Opportunity School offers short work units with a built in high success ratio to counteract students' poor self concepts. A special counselor provides services to both potential dropouts on the campus and dropouts enrolled at the Opportunity School, particular emphasis is placed on career orientation and job placement assistance.

Forest Grove School District No. 15
Washington County

Grant: \$23,492
No. of Children: 95
\$/Child: \$247

SUMMER CAMP

Program Goals:

1. To improve the student's self-concept
2. To improve the student's failure avoidance index

Program Description:

The program offers a two-week summer camp on the slopes of Mt Hood for children in Grades 3-6. Away from a school environment where children often face failure and may behave in an unacceptable manner, the camp provides a positive, loving environment where they participate in arts and crafts, physical education, and reading for enjoyment. Self-concept can improve as children have fun with teachers and peers.

Grant County Cooperative
Grant County

Grant: \$17,188
No. of Children: 84
\$/Child: \$205

PROGRAM FOR READING DEVELOPMENT

This project, located at Roosevelt High School in Portland, was one of 30 Title I and Title III projects in the nation selected to participate in the U.S. Office of Education's "Education Fair 1973" in Washington, D.C. The following description of the program's philosophy, written by the project director, Mrs. Audrey Wilson Brune, may help to explain why this reading program gets results.

**The "Wilson Approach"
in Teaching Reading
("Horse Sense Method")**

Our Philosophy. We believe that each student entering our program has the right to learn to read or improve his reading. Good control must be kept in the class so he CAN learn. Lack of materials is no excuse. It is the responsibility of the teacher to find and develop methods which will facilitate this type of student learning. The teaching act is the important factor. Past failures should be ignored with present success stressed. **We must get off the kid's back and stay off.**

A poor reader is extremely adept at picking up "body language" and a teacher's attitude toward him, therefore, is of utmost importance. The teacher must be genuine at all times during student-

teacher communication. Never let the student down when he makes a mistake, **unintentional** or not. Remain the same kind, considerate teacher. (He may be "testing" you to determine if he is in a place where he can make a mistake and not be criticized.) Poor readers must have a highly structured program, well-planned, with purpose, and balanced with a relaxed atmosphere including occasional student-oriented activities. Have a little fun—set a wastebasket in the center of the room and let everybody shoot their wadded up waste paper.

Prior understanding of the student's attitude toward reading, learning, and himself must be kept constantly in mind. A pleasant climate for learning is necessary. The teacher must help the student construct a new self-concept. The student needs reinforcement in the fact that his intrinsic worth and **success is equal to that of the "most important" person in the school.** What's wrong with "babying" him a little? Nothing at all—it may be what he needs.

In addition to the above, student success must be an integral part of each day's lesson so that any latent frustration does not prevent or slow his progress. **The teacher must recognize each student's belt line (which can be high) and provide in his class a place where the student does not feel threatened.** NEVER put him in a position where he can be laughed at. Never touch a sensitive area until it is "healed"! Find something constructive to say to the student each day. **BE SINCERE!** Grade him on attendance, effort, and attitude. He CAN earn an "A." **Give him a goal within his reach.**

The teacher must be willing to teach, test, and reteach the same material (with enthusiasm) until it is digested by the student. The teacher must understand that poor readers often have poor visual memory and need much repetition. **We believe that a student would read if he could, not could if he would.** Teachers must have a sense of humor and they must develop interesting lessons. They should take time to talk but not let talking supercede their true purpose. Know your student. **NOTICE HIM!**

Teachers should always teach and work just under their students' ability. Help the student avoid his frustration level. Keep the student relaxed and comfortable but **working all the time.** **TIME IS VALUABLE!** Look for and seek out the best in the student. Treat him as if he were the student you

know he can become. Take the pressure off. Remember, he has failed 1 hour per day, and more, for approximately 8 years. Would you be in school if you lived in a reading-oriented society where you failed every day? If takes tremendous courage to keep coming. **Make it worth his while.**

RESULT: The teacher will learn to really love, admire, and have tremendous respect for the student. Enjoy your work. Have a ball while you're doing it. Just think, you may be the person who "turns him on"—**only one chance in your lifetime!**

—Audrey Wilson Brune

Program Goals:

1. To improve reading skills, emphasizing an improvement in phonics skills
2. To help the student to feel comfortable about reading aloud.
3. To develop a healthy attitude toward learning.

Program Description:

This high school remedial reading program, dubbed "Right-on Reading" by student participants, operates under the philosophy that "success breeds success." Students coming to the reading laboratory are placed in groups and allowed to work at their own rates, using materials that they can read successfully at each level. An orderly, disciplined atmosphere is maintained in the classroom. Teacher aides relieve the teachers' work loads, some aides are former students who have improved sufficiently to help others. The program stresses student involvement in their own learning, a high degree of individualized instruction and warm human relationships based on mutual respect, trust, fairness, concern, love, and the philosophy of "working together."

Roosevelt High School
Portland School District No. 1
Multnomah County

| | |
|------------------|----------|
| Grant: | \$55,366 |
| No. of Children: | 168 |
| \$/Child: | \$222 |

SELECTED PROJECT DATA

A. Student Participation in Title I: Charts 15, 15a, 16.

In FY 1973, a total of 35,430 Oregon students were enrolled in Title I projects for the regular term and 8,577 for the summer term. An unduplicated count for the year is not available because some students were enrolled in both regular and summer term projects.

Chart 15 shows that Title I in Oregon predominantly enrolls students from the primary grades. Peak enrollment occurs in the first four grades, with a steady decline in enrollment from Grade 5 through high school. Public school enrollment in primary grades (excluding Portland) is distributed as follows for the regular term: 15% in Grade 2; 13% in Grade 3; and 11% in Grade 1. Summer term enrollment is most highly concentrated in Grade 1 (23%), with 18% in Grade 2 and 15% in Grade 3. Both regular and summer terms enrolled 9% fourth graders in Title I programs. In FY 1972, by contrast, the largest percentage of Title I students for both regular and summer terms was in the second grade.

The breakdown of Portland's Title I enrollment is consistent with other Oregon public schools for regular term projects; however, Portland's summer projects enroll a higher percentage of students in Grades 9-12, and a lower percentage in Grades 1-4 than other Oregon public schools. (See Chart 15a.)

Nonpublic school enrollment is almost all in Grades 1-8, with the majority of students enrolled in the first four grades. Peak enrollment occurs in Grade 3 (20%) for both regular and summer term projects. (See Chart 16.)

B. Percent of Students in Major Instructional Areas: Charts 17, 17a, 18.

Many Title I students participated in more than one instructional area and have been counted more than once. A larger percentage of summer term students participate in more than one instructional area than regular term students. In Portland Title I projects, participation in more than one instructional area is especially high, with 71% or more of the students participating in at least three instructional areas during the regular term, and four areas during the summer term. Because of the multiple participation in instructional areas by single students, the total percentage of participating students reported on the charts will not total 100.

In FY 1973, regular term projects (excluding Portland) enrolled a total of 81% of Title I public school students in reading (71%) and language arts (10%)—an increase of 5% over FY 1972. Enrollment in

all other instructional areas was 10% or less, as follows: 10% in cultural enrichment activities, 9% in vocational education, 5% in math/science, and 5% in preschool. In FY 1972, by contrast, enrollment was higher in cultural enrichment activities (19%) and math/science (8%), but lower in vocational education (8%). (See Chart 17.)

Portland enrolled over three-fourths of their Title I public school students in each of three areas: 89% in reading, 82% in language arts, and 76% in math/science, with about 44% in cultural enrichment activities. These percentages include the high rate of student participation in more than one instructional area. (See Chart 17a.)

Summer term projects (excluding Portland) enrolled 73% of Title I public school students in reading and language arts, in contrast to 81% in regular term projects. In FY 1972, almost 100% of Title I summer students were enrolled in these areas. Other instructional areas with relatively high summer term enrollment in FY 1973 are: 28% in math/science; 22% in cultural enrichment activities; and 37% in "other" activities—mainly art (16%), physical education (16%), and special activities for the handicapped (4%).

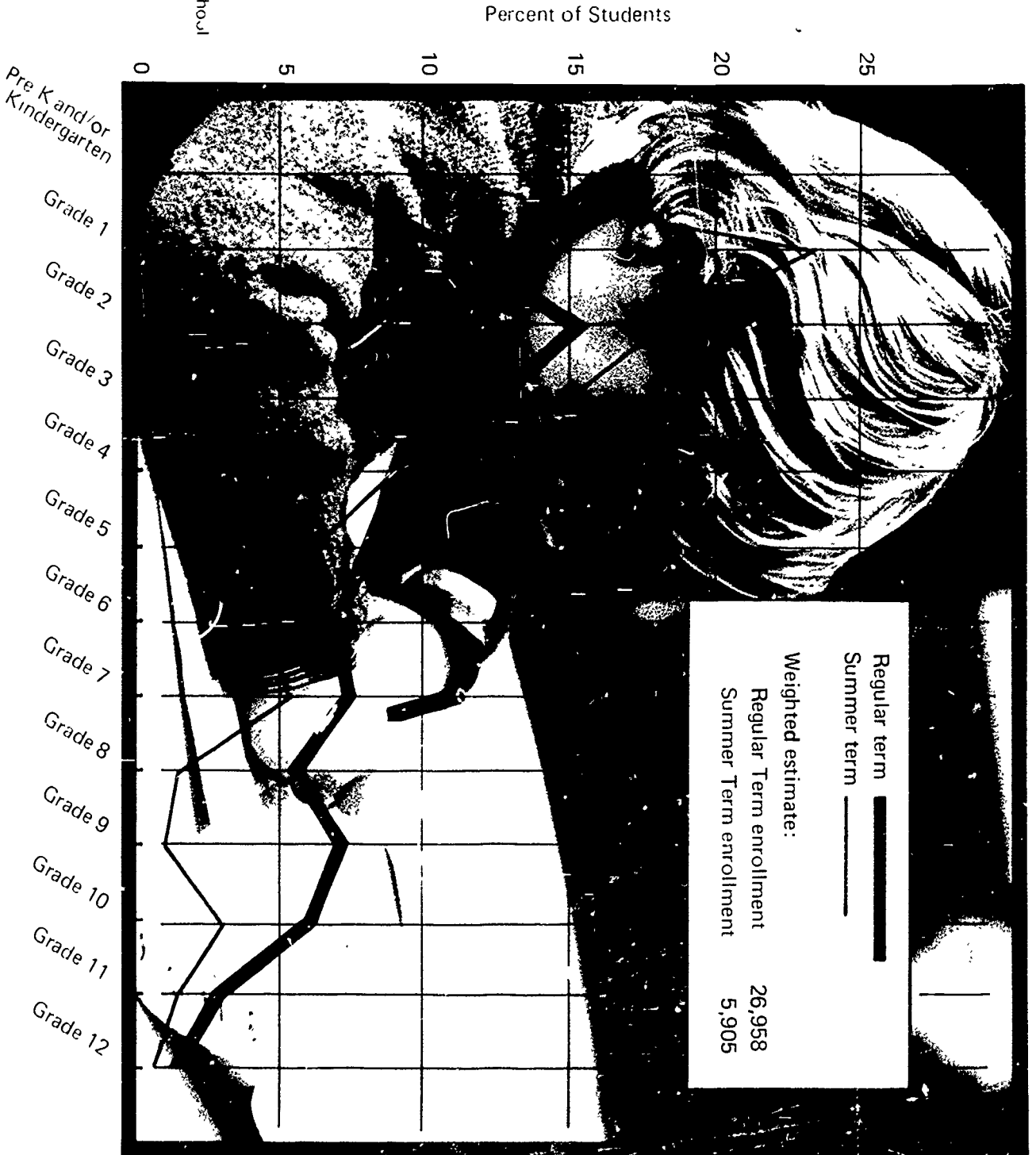
Portland enrolled a high percentage of Title I summer students in the three basic skill areas of reading (80%), language arts (73%), and math/science (75%). Other major concentrations of Portland summer enrollment were 71% in cultural enrichment activities and 23% in the "other" category, which was exclusively physical education. Again, these percentages reflect the high rate of student participation in more than one instructional area.

Nonpublic Title I students participated in three main instructional areas: reading/language arts, math/science, and cultural enrichment activities. (See Chart 18.) During the summer term, 42% of nonpublic Title I students were enrolled in physical education activities. Both regular and summer terms increased their enrollment in language arts (primarily reading) from FY 1972 to FY 1973. Cultural enrichment activities show a 9% drop for the regular term from FY 1972 to FY 1973, but a 13% increase in summer term enrollment.

C. Percent of Students Receiving Support Services: Charts 19, 19a, 20.

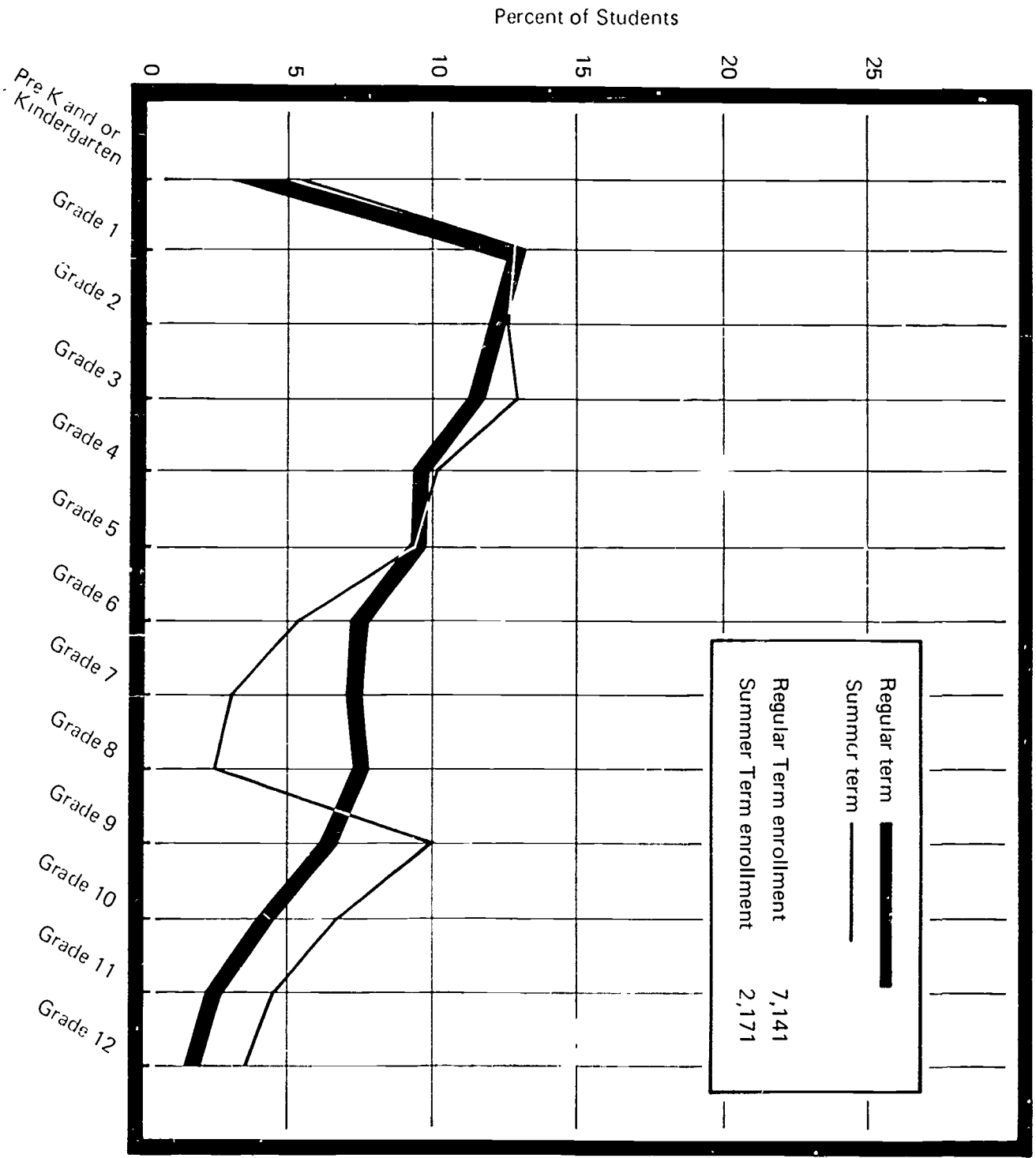
The percentage of Title I public school students receiving support services through FY 1973 regular term projects is most highly concentrated in the areas of transportation (31%), guidance counseling (13%), and social work (13%). (See Chart 19.) The remaining

CHART 15
PERCENT OF PUBLIC SCHOOL STUDENTS PARTICIPATING IN TITLE I BY GRADE LEVEL



Photograph by
 Ben Kerns, Senior
 South Eugene High School

CHART 15A
PERCENT OF PUBLIC SCHOOL STUDENTS
PARTICIPATING IN TITLE I BY GRADE LEVEL IN PORTLAND PROJECTS.



Regular term **█**
 Summer term **—**
 Regular Term enrollment 7,141
 Summer Term enrollment 2,171

CHART 16
 PERCENT OF NON-PUBLIC SCHOOL STUDENTS PARTICIPATING IN TITLE I BY GRADE LEVEL

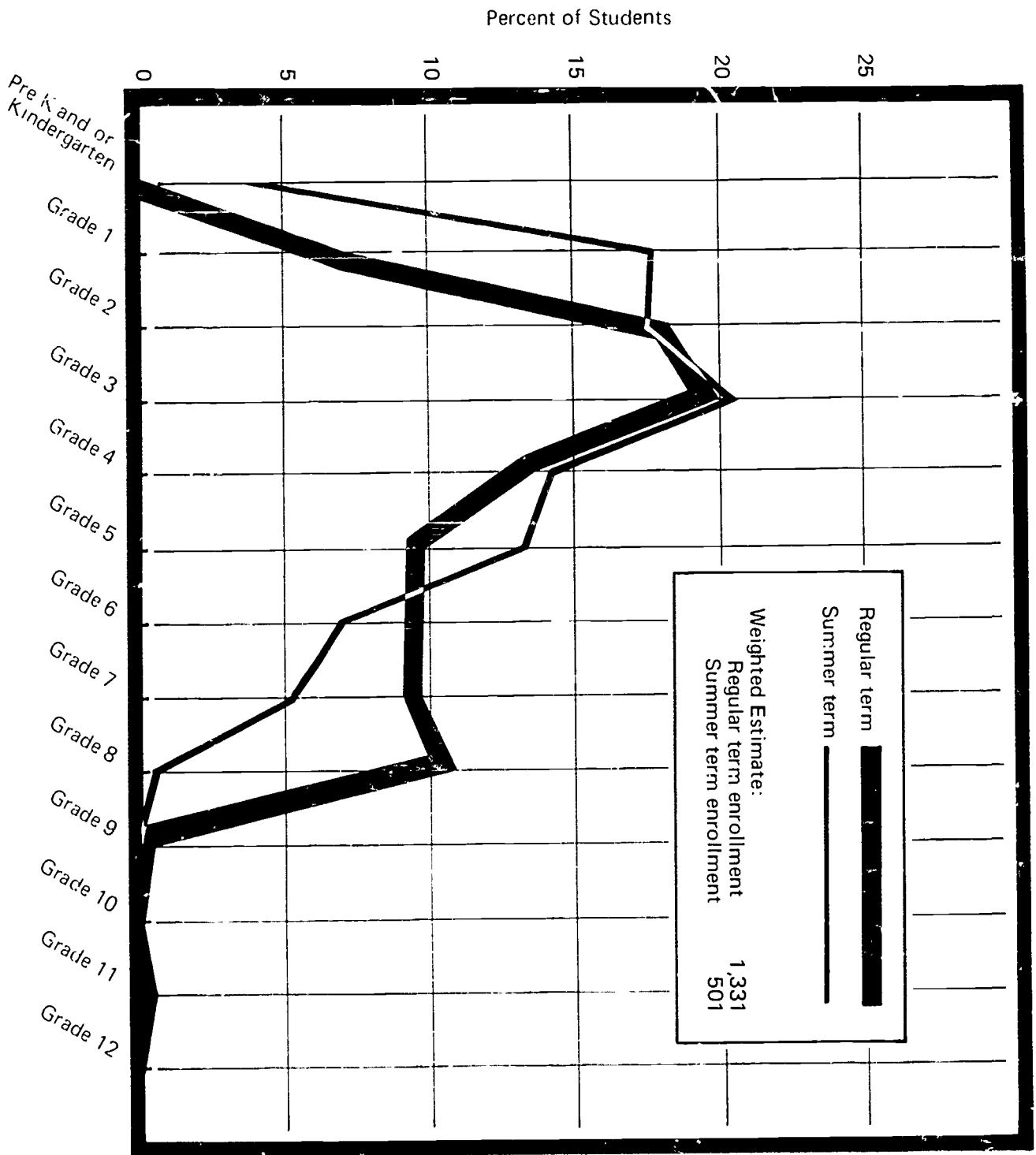
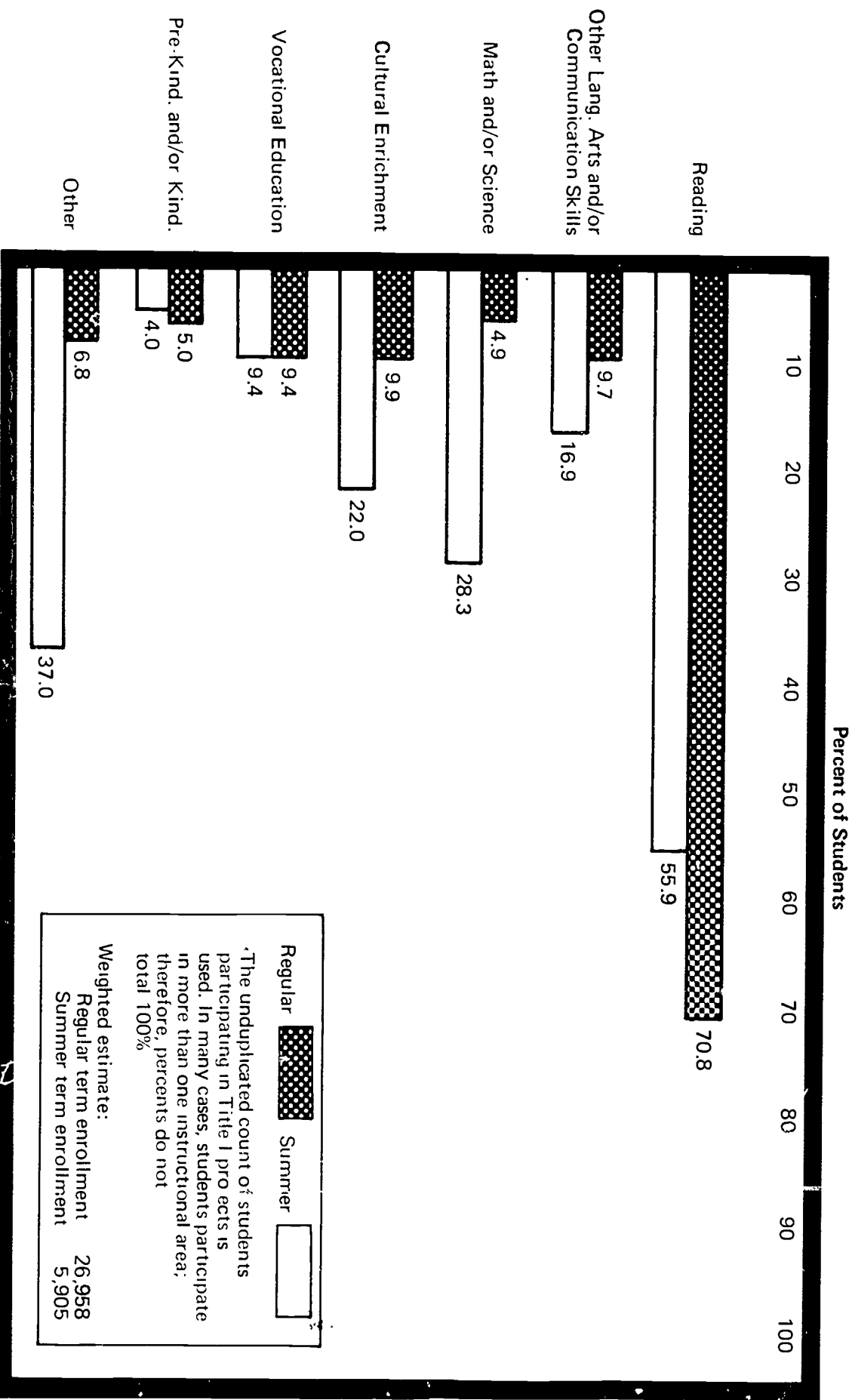




CHART 17
 PERCENT OF PUBLIC SCHOOL TITLE I STUDENTS IN MAJOR INSTRUCTIONAL AREAS*

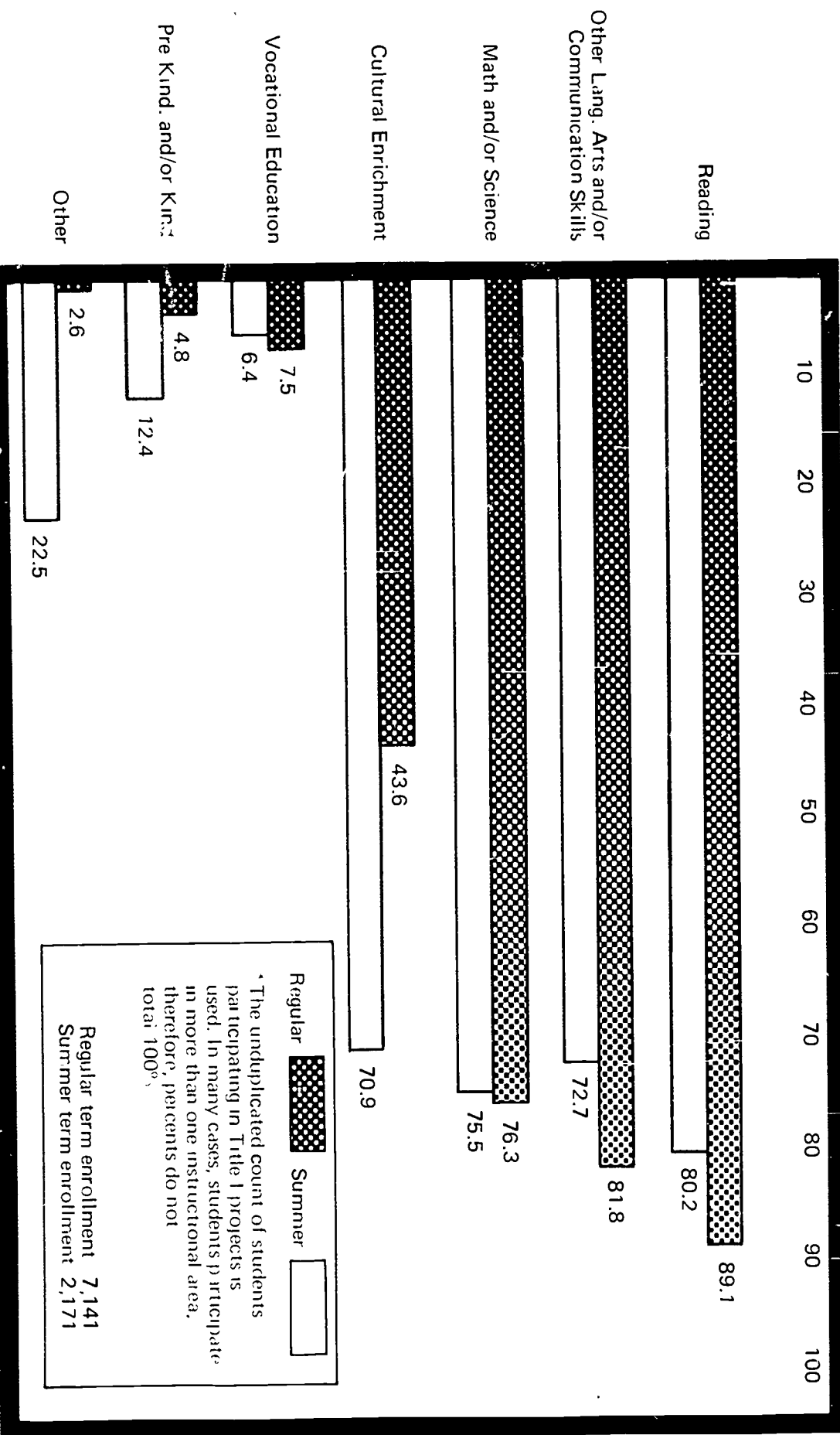


Regular  Summer 

*The unduplicated count of students participating in Title I projects is used. In many cases, students participate in more than one instructional area; therefore, percents do not total 100%

Weighted estimate:
 Regular term enrollment 26,958
 Summer term enrollment 5,905

CHART 17A
 PERCENT OF PUBLIC SCHOOL TITLE I STUDENTS IN MAJOR INSTRUCTIONAL AREAS, PORTLAND*
 Percent of Students



*The unduplicated count of students participating in Title I projects is used. In many cases, students participate in more than one instructional area, therefore, percents do not total 100%.

Regular term enrollment 7,141
 Summer term enrollment 2,171

support services assisted about 16% of the students. A comparison of FY 1972 and FY 1973 data for the regular term reveals three major changes. The percentage of public school Title I students receiving social work services increased from 4% to 13%, library services decreased from 7% to 3%, and food services decreased from 20% to 5%.

In the summer term, the percentage of Title I public school students receiving support services is highest in the areas of transportation (38%), food (35%), guidance counseling (21%), health/medical (12%), and library services (11%). These percentages increased substantially between FY 1972 and FY 1973 in four major areas: food services increased from 14% to 35%, transportation services increased from 24% to 38%, attendance services increased from 4% to 16%, and guidance counseling services increased from 12% to 21%.

Portland students do not receive as many Title I funded support services as do other public school students. The most important support service for Portland's regular term projects is social work, serving 11% of participating students, with additional support in guidance counseling (6%), food services (5%) and library (5%) (See Chart 19a.)

Nonpublic students in regular term projects mainly receive social work services (13%), health/medical services (10%), guidance counseling (4%), and speech therapy (4%). Summer term support services shift to transportation for 8% of nonpublic Title I students, food services for 7%, and guidance counseling for 4% (See Chart 20.)

D. Expenditures in Instructional Areas: Charts 21, 21a, 22.

In FY 1973, instructional activities for public school students in regular term projects received \$5,868,163 in Title I funds (excluding Portland). Chart 21 shows the distribution of expenditures in the following instructional areas: 71% for reading and language arts, 1-5% for each of the remaining instructional areas, and 16% for the "other" category. Projects in FY 1973 spent nearly 3% less in reading and language arts than in FY 1972, and slightly less in all remaining instructional areas. Projects spent almost twice as much in the "other" category than in the previous year, increasing from 9% to 16%.

Expenditures for summer term Title I instructional programs dropped from \$1,276,438 in FY 1972 to \$592,603 in FY 1973 (excluding Portland). The distribution of funds according to instructional areas is 76% for reading language arts, 9% for math/science, 7% for

preschool activities, and 6% for cultural enrichment activities. The "other" category, which enrolled 37% of summer term Title I students, spent only 2% of total instructional funds.

Portland spent \$1,657,244 on regular term Title I instruction, with 62% for reading/language arts, 30% for math/science, and 8% distributed in other areas. Portland's summer term projects spent 54% of \$164,622 for instruction in reading/language arts, 25% in math/science, 12% in cultural enrichment activities, and the rest in other areas (See Chart 21a.)

Title I instructional expenditures for nonpublic school students are distributed in the same four areas for both regular and summer terms. In the regular term, 91% of \$209,034 was spent for reading/language arts instruction, 4% for math/science, 1% for physical education, and 1% for cultural enrichment activities. In the summer term, 73% of \$19,387 was spent on reading/language arts, 12% for math/science, 10% for cultural enrichment activities, and 6% for physical education. (See Chart 22.)

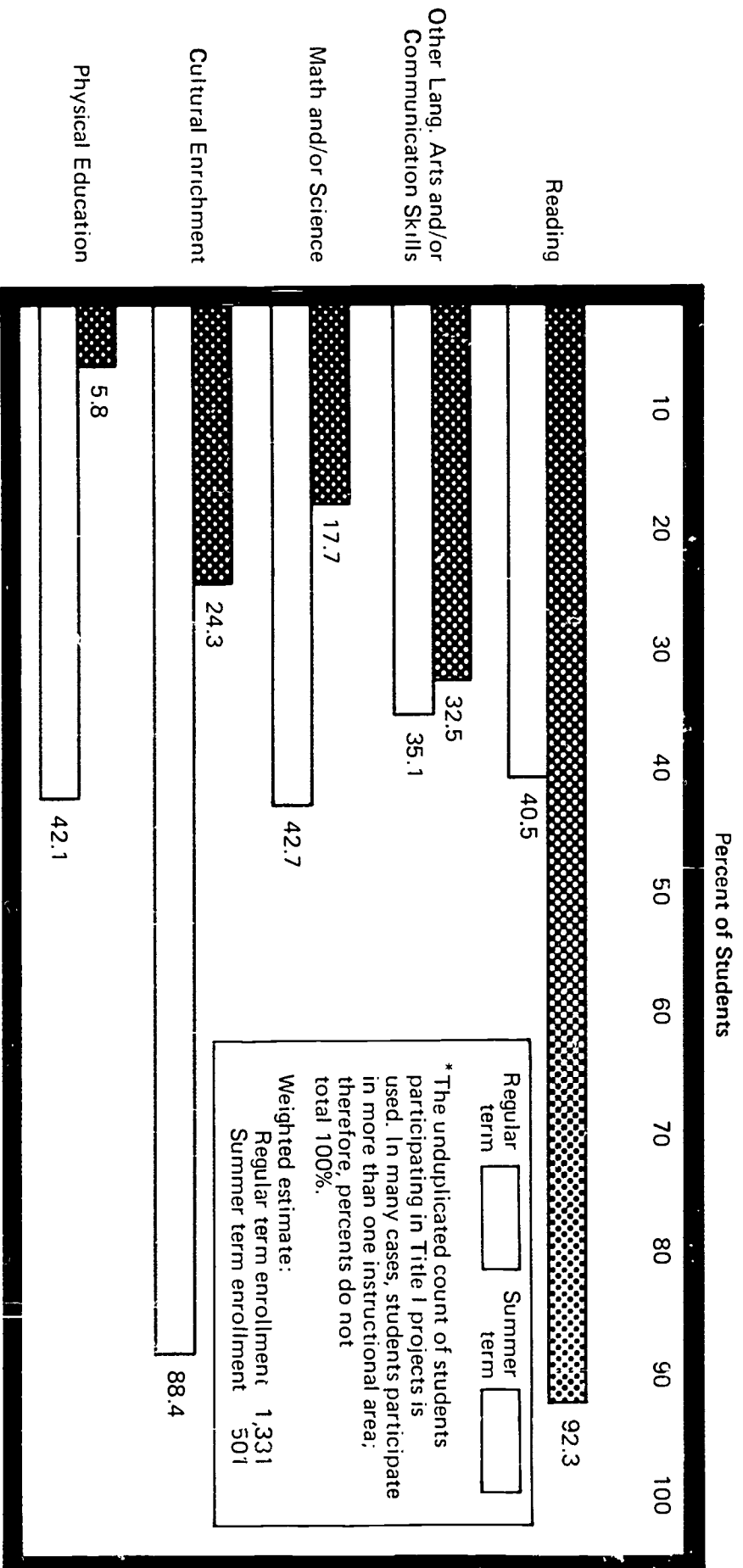
E. Expenditures for Support Services: Charts 23, 23a, 24.

Support services constitute about 12% of the total reported expenditures for Title I in FY 1973. Regular term expenditures of \$917,700 for public school Title I students (excluding Portland) were primarily for social work (38%) and guidance counseling (35%). The remaining 28% of expenditures are primarily for transportation (7%), medical services (7%), and speech therapy (6%). Support services for the summer term cost \$207,368 in FY 1973, distributed primarily for transportation (36%), food (19%), and guidance counseling (17%), with 1-9% distributed among other areas. (See Chart 23.)

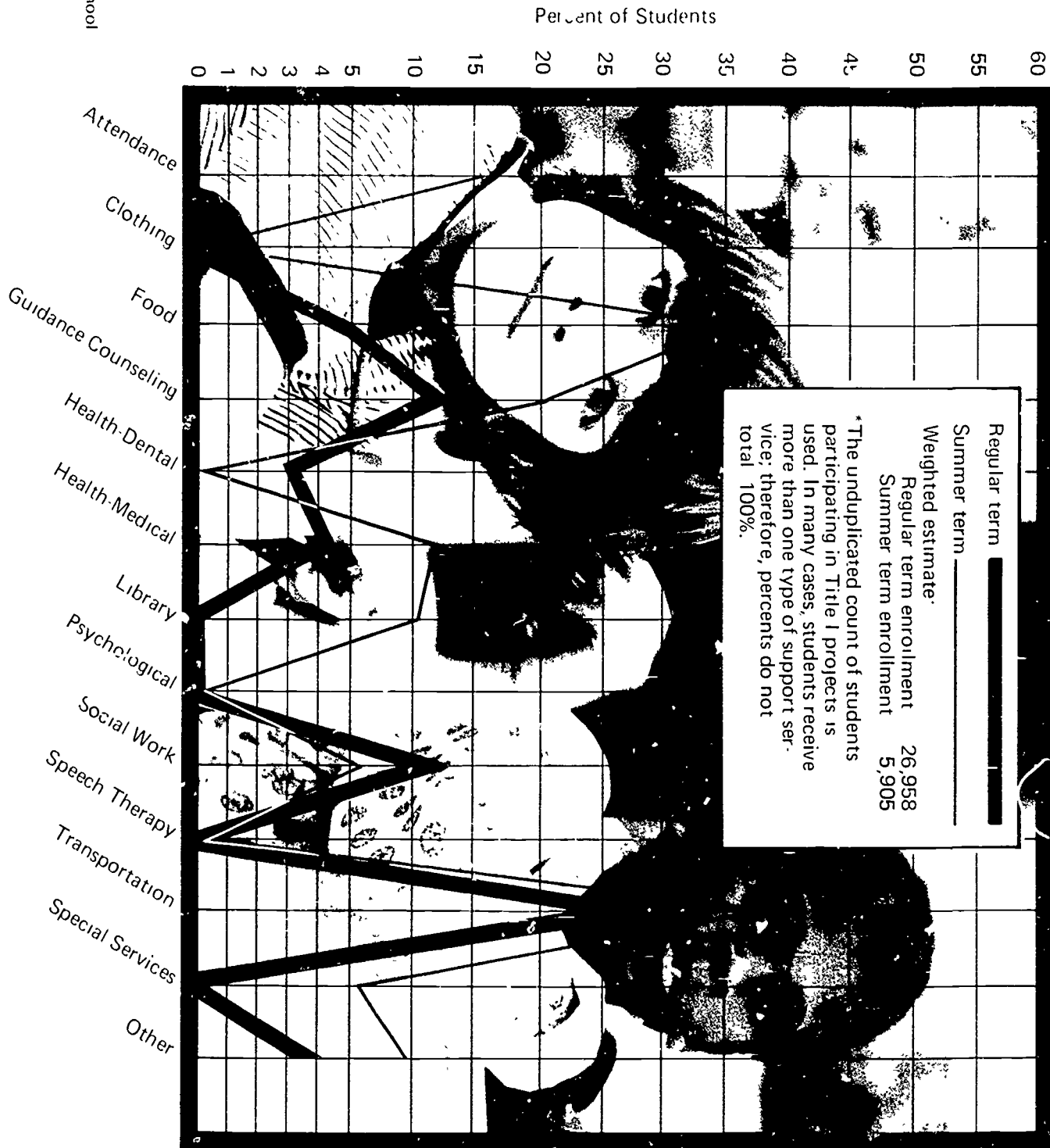
Portland's main support service expenditures are for social workers and guidance counselors. Regular term spending for Portland's Title I support services totals \$126,331 and only \$3,083 for the summer term. About 60% of both regular and summer term expenditures were for social work services, with an additional 27% for guidance counseling during the regular term. Library services accounted for 7% of expenditures in the regular term and 15% in the summer term. Food services were only 3% of support service expenditures in the regular term, rising to 25% in the summer term. (See Chart 23a.)

Nonpublic school students received a total of \$54,273 in support services in the regular term and only \$598 in the summer term. Regular term spending

CHART 18
 PERCENT OF NON-PUBLIC SCHOOL TITLE I STUDENTS IN MAJOR INSTRUCTIONAL AREAS *



**CHART 19
PERCENT OF PUBLIC SCHOOL STUDENTS RECEIVING SUPPORT SERVICES***



Photograph by
Ben Keins, Senior
South Eugene High School

CHART 19A
 PERCENT OF PUBLIC SCHOOL STUDENTS RECEIVING SUPPORT SERVICES, PORTLAND*

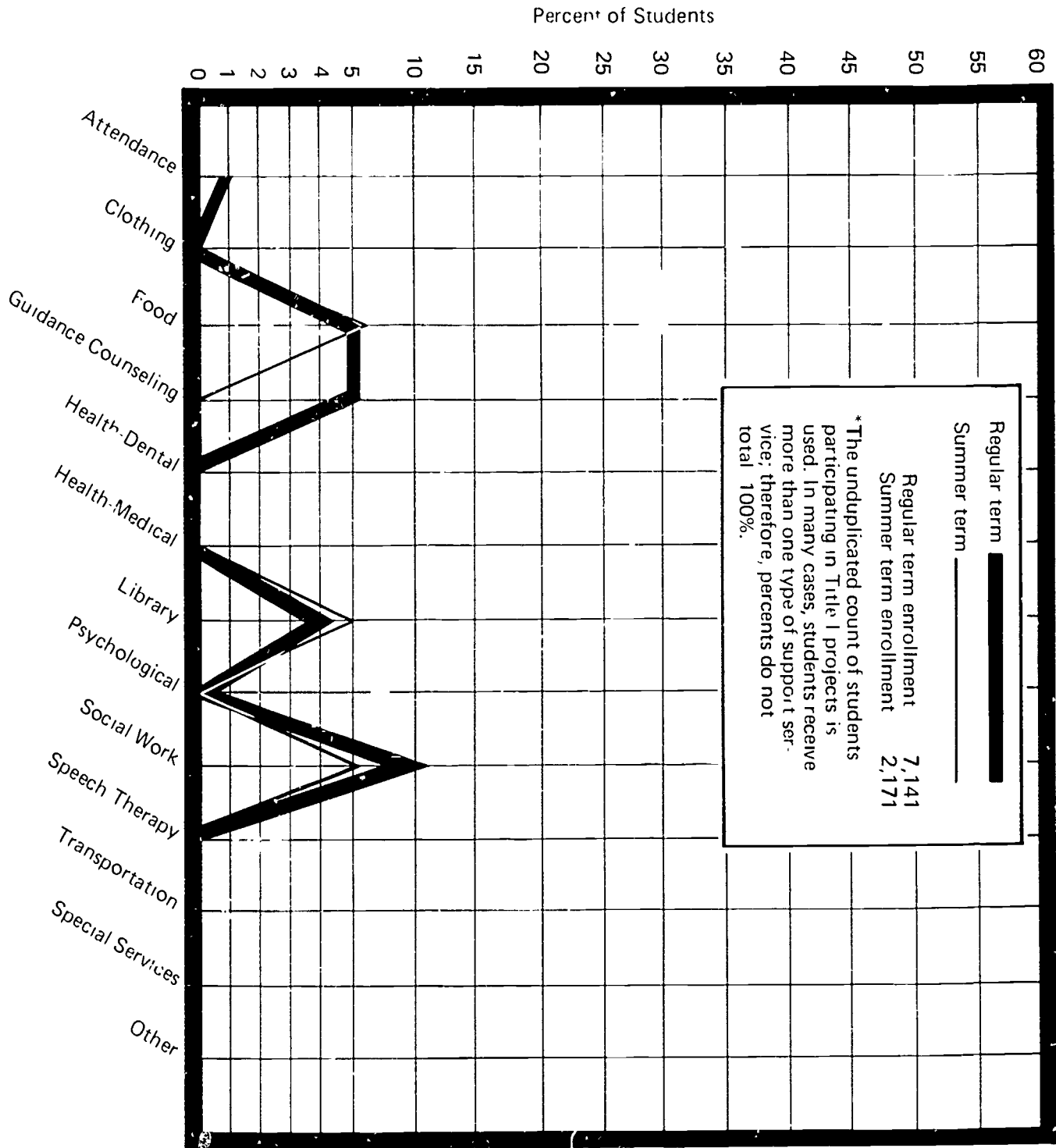


CHART 20
 PERCENT OF NON-PUBLIC SCHOOL STUDENTS RECEIVING SUPPORT SERVICES *

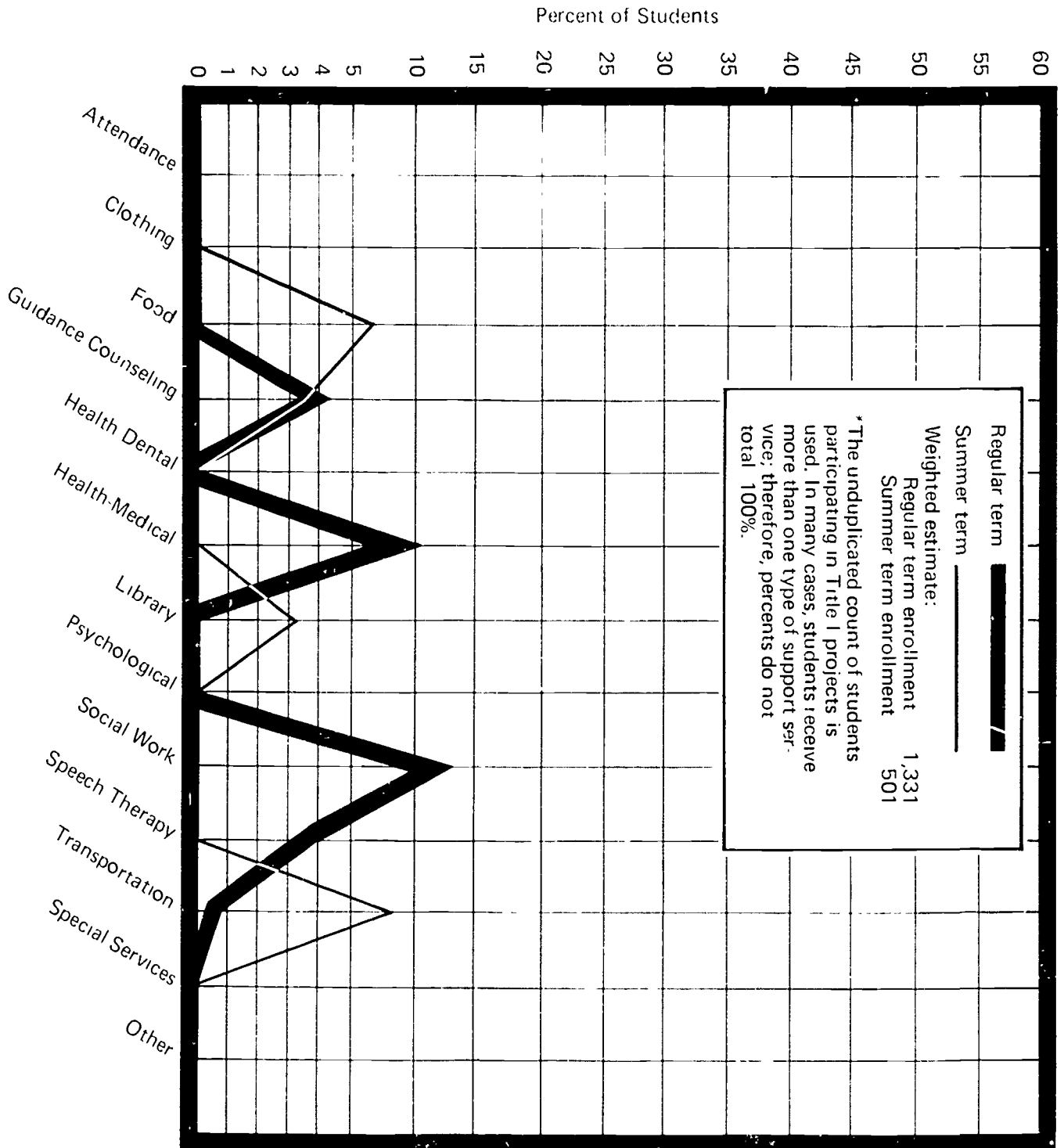
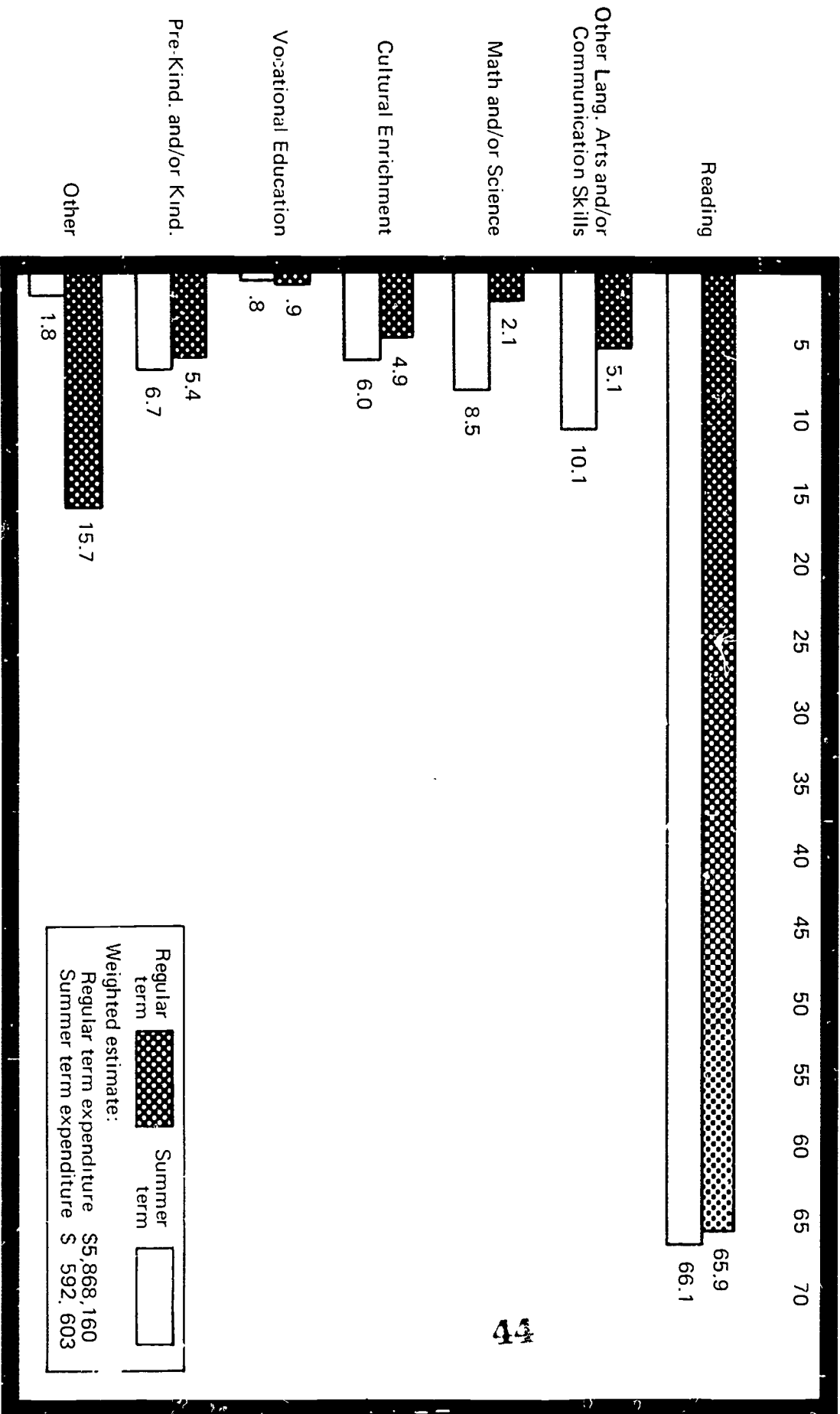


CHART 21
 PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS
 Percent of Expenditures



Regular term Summer term
 Weighted estimate:
 Regular term expenditure \$5,868,160
 Summer term expenditure \$ 592,603

44

was for medical services (34%), social work (24%), speech therapy (22%), and guidance counseling (20%) The highest summer expenditure was for transportation (49%) (See Chart 24)

F. Personnel Employed with Title I Funds: Charts 25, 25a, 26.

The main types of school personnel employed with Title I funds are teacher aides and elementary teachers. Over half of the Title I personnel were aides in the regular term, closely followed by elementary teachers. The reverse is true for summer term Title I personnel, with a majority of elementary teachers. (See Chart 25)

Portland reflects the same pattern as other school districts, except that they employed a higher percentage of secondary teachers in both regular and summer terms Portland also employed 119 student aides during the summer term, accounting for the peak mark in the "other" category on Chart 25a.

The distribution of Title I personnel was similar in FY 1972 and FY 1973, except for a marked increase in the percentage of aides employed in the regular term. In-service for Title I teachers and teacher aides increased in the FY 1973 regular term over FY 1972, but decreased in the summer (See Chart 26)

G. Community Involvement and Local Participation in Title I: Charts 27-31.

The following trends are noted concerning community involvement and local participation in Title I

1 Parent membership in Title I Parent Councils increased 8.9% between FY 1972 and FY 1973. Membership of teachers and others dropped from 1.4%, with the percentage of members from school administration remaining constant in the summer term and dropping in the regular term (See Chart 27)

2 The effectiveness of almost two thirds (61-63%) of the Parent Councils was ranked as good by school personnel, a 10.23% improvement over the ratings for FY 1972 (See Chart 28)

3. Title I information continues to be disseminated primarily by bulletins, newsletters and newspapers In FY 1972, 21% of the districts used parent conferences in both regular and summer terms, in 1973, this figure remained constant for the regular term but dropped 7% for the summer term (See Chart 29)

4. The percent of districts that report they have changed or altered the regular term instructional program as a result of regular term Title I projects has dramatically increased, from 49% in FY 1972 to 60% in FY 1973 The impact of summer term Title I projects on the regular term instructional program was even more striking with reported changes rising from 21% in FY 1972 to 61% in FY 1973. (See Chart 30.)

5 The number of LEA's absorbing Title I program costs into their local budgets, freeing Title I funds for new programs, increased 3% in the regular term, from 7% in FY 1972 to 11% in FY 1973. The summer term showed an increase of 15%, from 3 to 18%. (See Chart 31.)

H. Summary: Trends.

1 Oregon Title I programs predominantly enroll students in the primary grades, with peak enrollment in the first four grades.

2. The major area of instructional emphasis continues to be reading and language arts. In the regular term, enrollment of participating public school students in these areas increased from 76% in FY 1972 to 81% in FY 1973. Enrollment in the summer term declined in these areas, however, from almost 100% in FY 1972 to 73% in FY 1973

3. Support services continue to be concentrated in the major areas of transportation, guidance counseling, social work, food services and health services

4. Instruction continues to account for the majority of Oregon's reported Title I expenditures, using 78% of FY 1973 funds, compared to 69% in FY 1972. In both regular and summer terms, reading and language arts instruction account for over 70% of instructional expenditures.

5 Support service expenditures are primarily for social work and guidance counseling in the regular term and for transportation, food, and guidance counseling in the summer term.

6 The majority of Title I personnel for the regular term continues to be teacher aides, followed by elementary teachers, while the reverse is true for the summer term. Teacher aides as a percent of total personnel increased substantially in the regular term, from 40% in FY 1972 to 50% in FY 1973.

7 Parent membership in Parent Councils increased from FY 1972 to FY 1973, and school personnel rated the councils more effective in FY 1973.

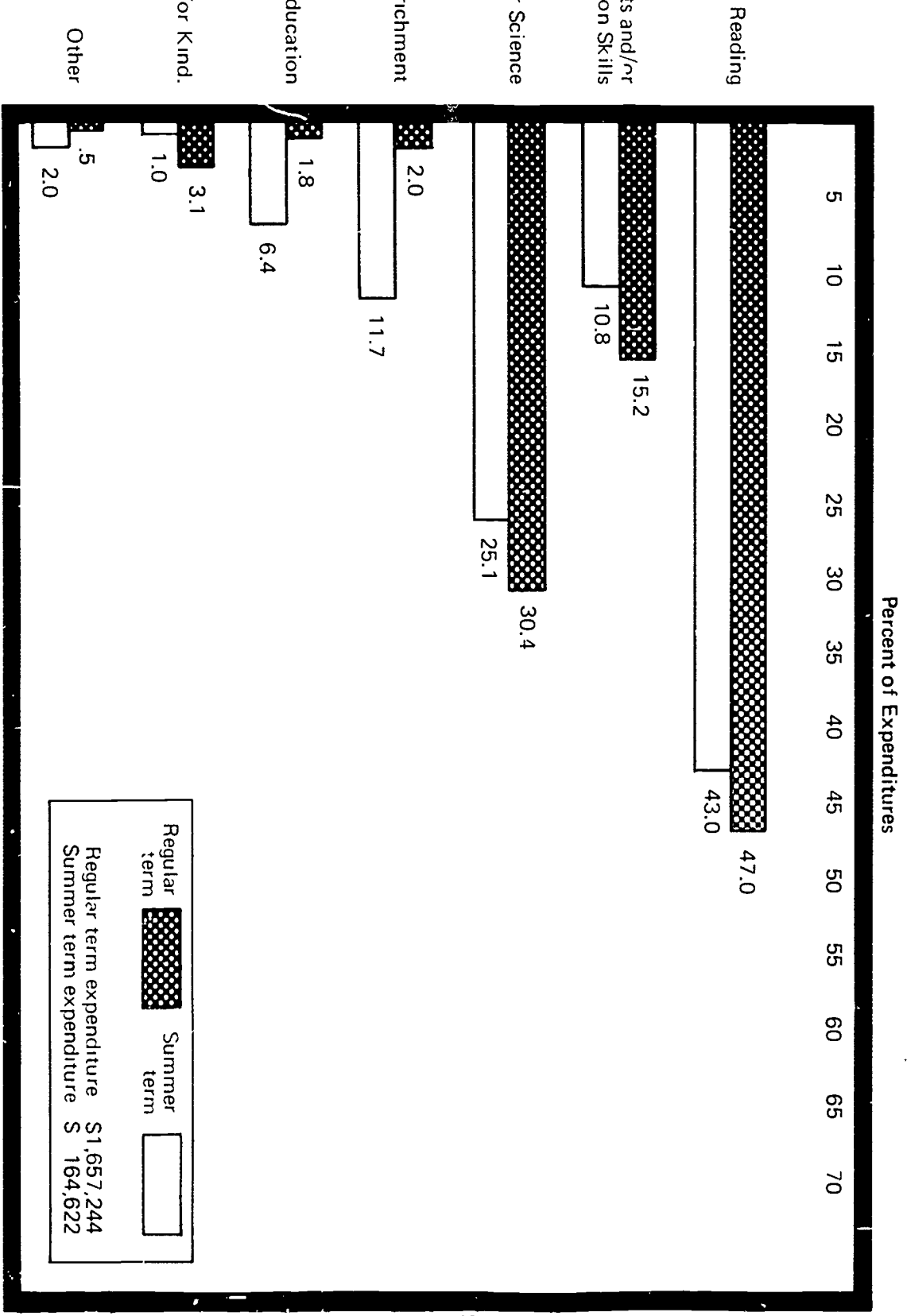
8. Dissemination of Title I information continues to be primarily through bulletins, newsletters, and newspapers.

9. Teacher and teacher aide in-service increased in the regular term but decreased in the summer term.

10. Districts reporting changes in the regular instructional program as a result of regular term Title I projects increased 12% compared to FY 1972, changes as a result of summer term Title I projects increased 40% compared to FY 1972.

11 LEA's absorbing Title I costs into their local budgets increased 3% in the regular term and 15% in the summer term from FY 1972 to FY 1973.

CHART 21A
 PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS, PORTLAND



Regular term expenditure \$1,657,244
 Summer term expenditure \$ 164,622

CHART 22
 PERCENT OF NON-PUBLIC SCHOOL PROJECT EXPENDITURES BY MAJOR INSTRUCTIONAL AREAS
 Percent of Expenditures

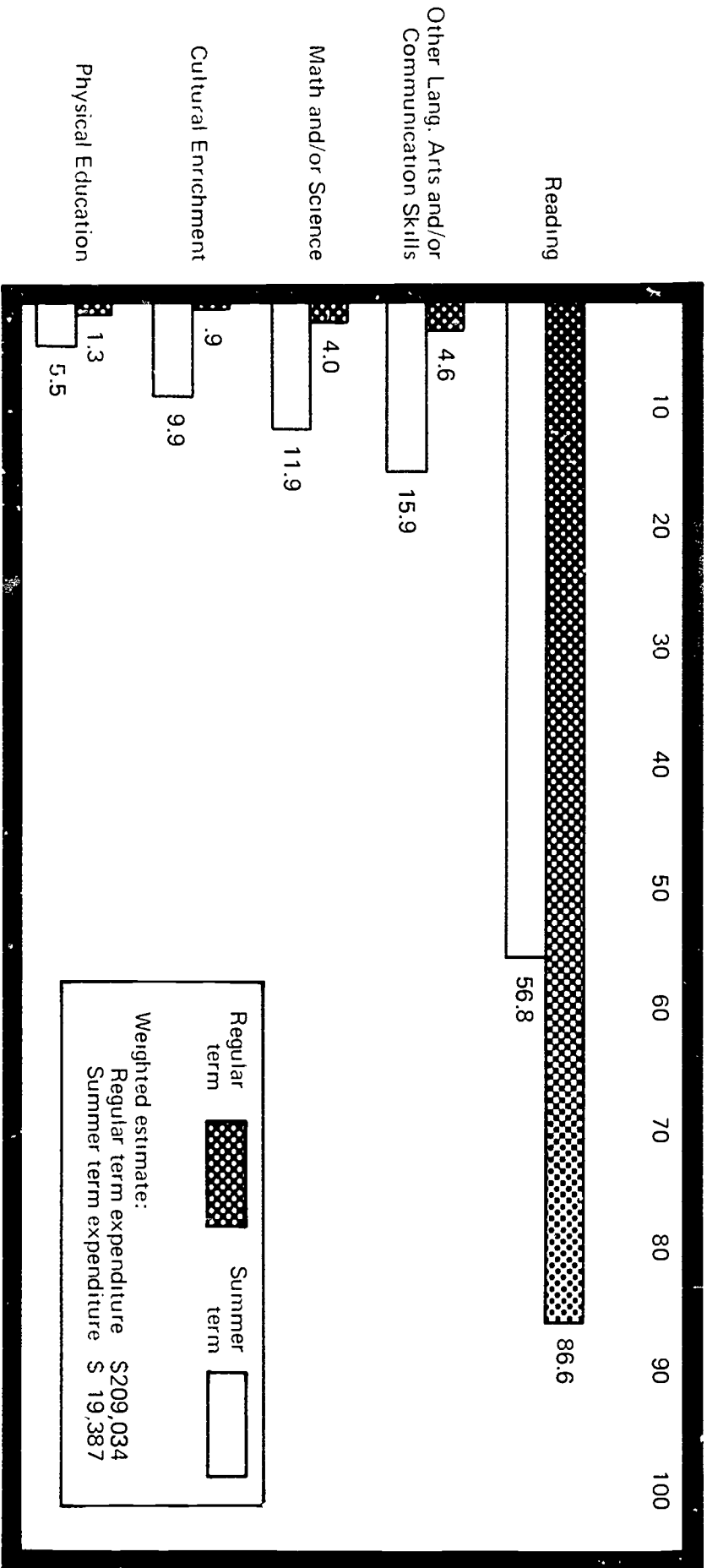


CHART 23
 PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES FOR SUPPORT SERVICES

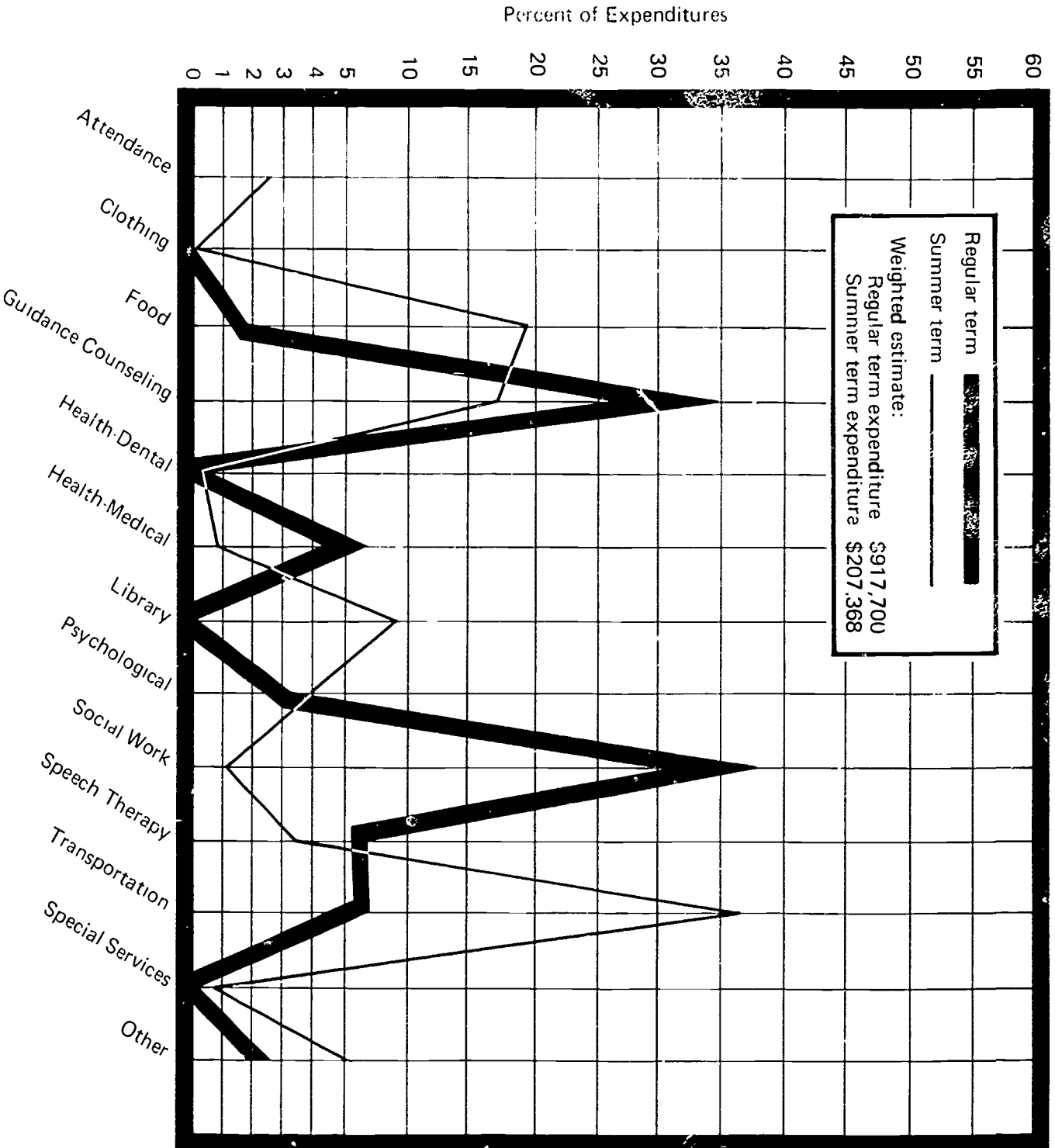


CHART 23A
 PERCENT OF PUBLIC SCHOOL PROJECT EXPENDITURES FOR SUPPORT SERVICES, PORTLAND

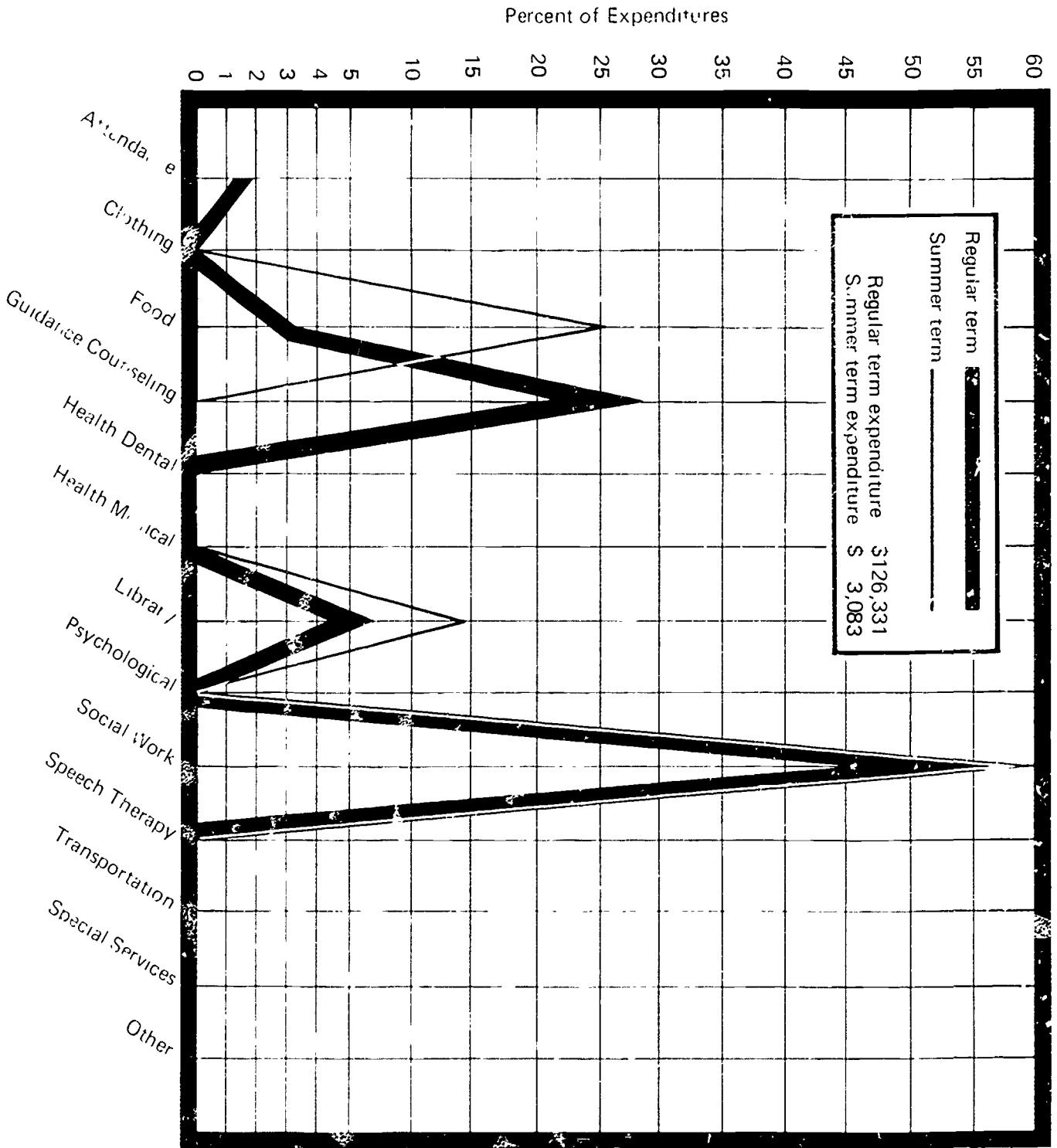


CHART 24
 PERCENT OF NON-PUBLIC SCHOOL PROJECT EXPENDITURES FOR SUPPORT SERVICES

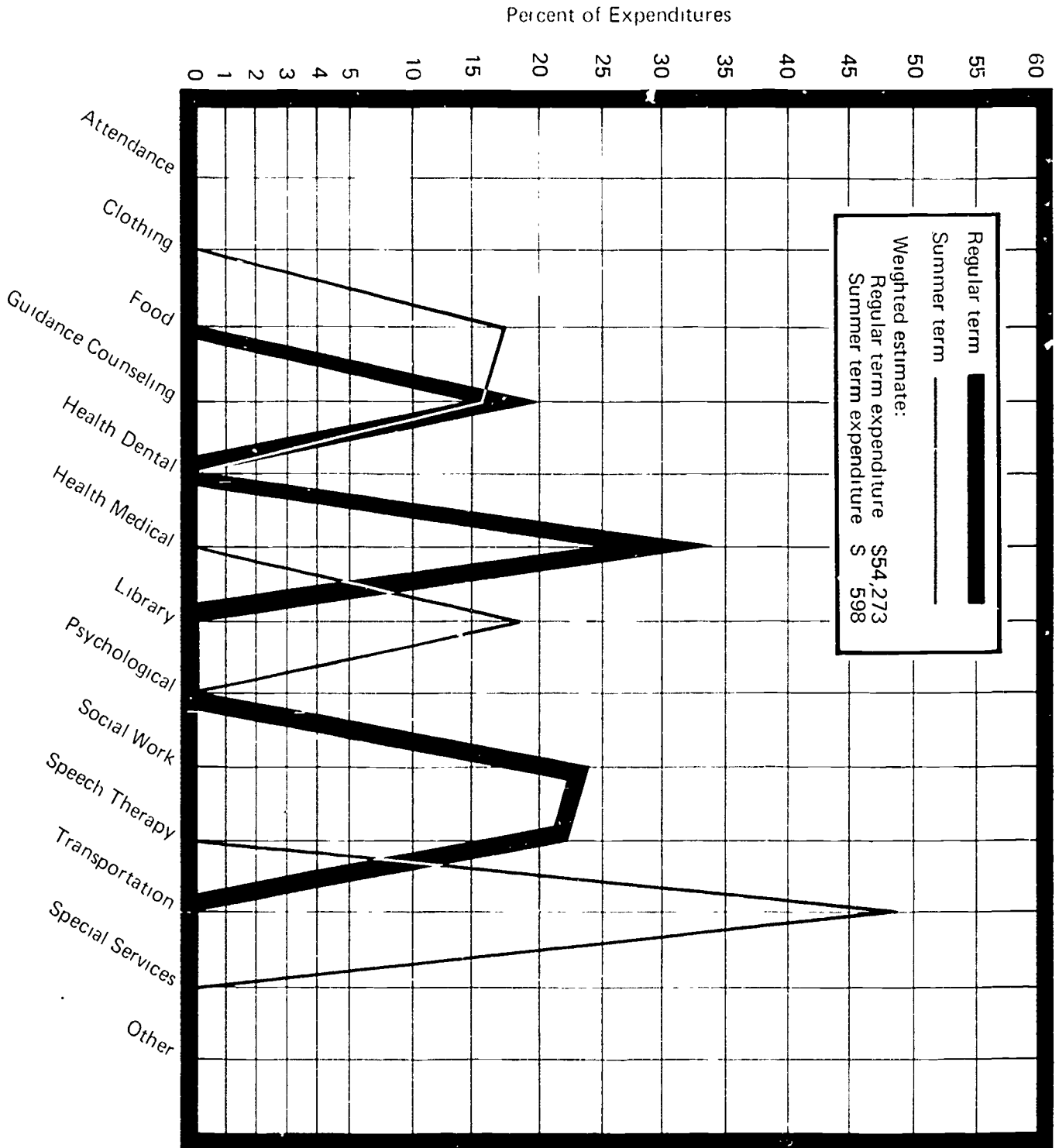
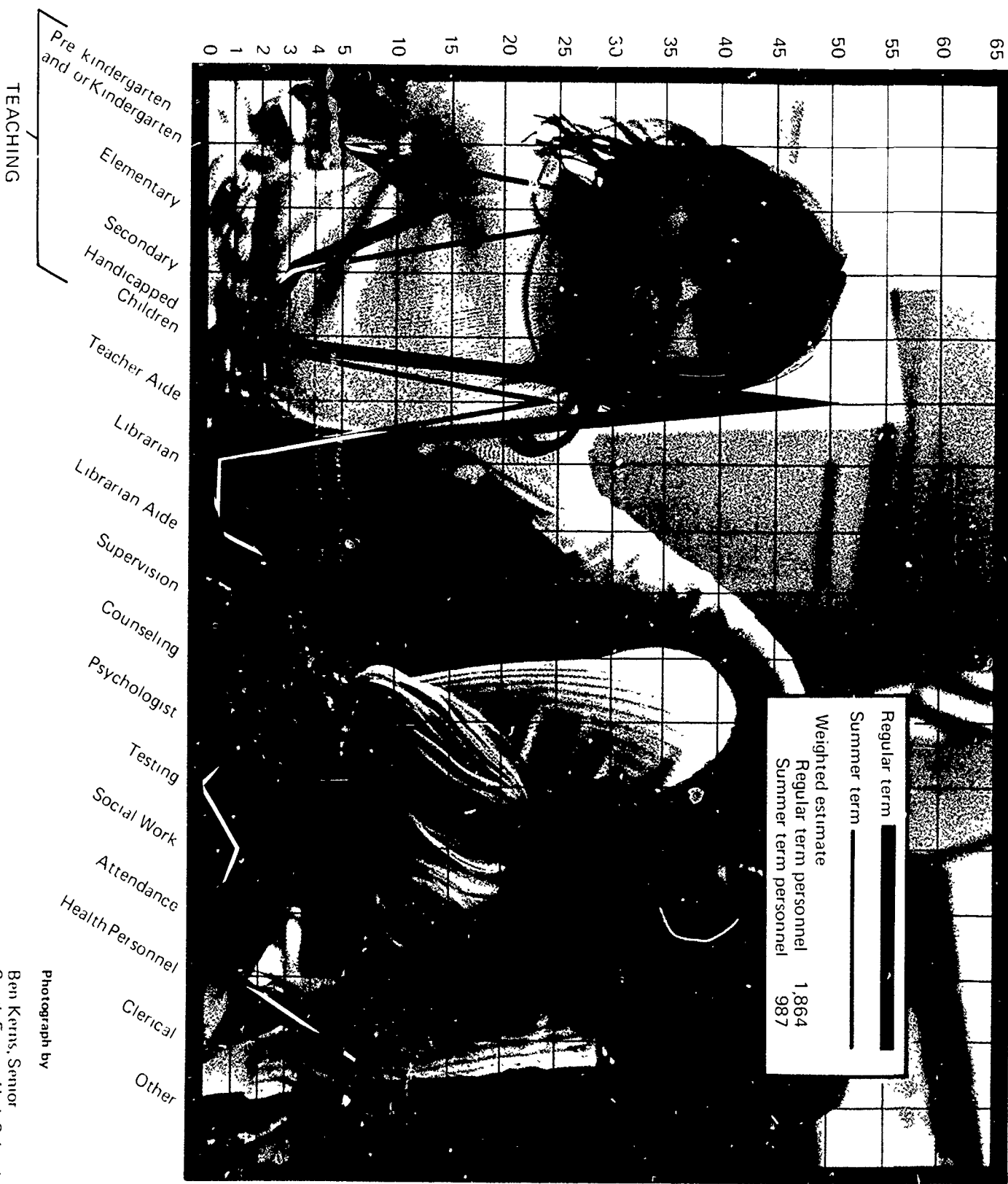


CHART 25 TYPES OF SCHOOL PERSONNEL EMPLOYED WITH TITLE I FUNDS



Photograph by
Ben Kerns, Senior
South Eugene High School

CHART 25 A
 TYPES OF SCHOOL PERSONNEL EMPLOYED WITH TITLE I FUNDS, PORTLAND PROJECTS

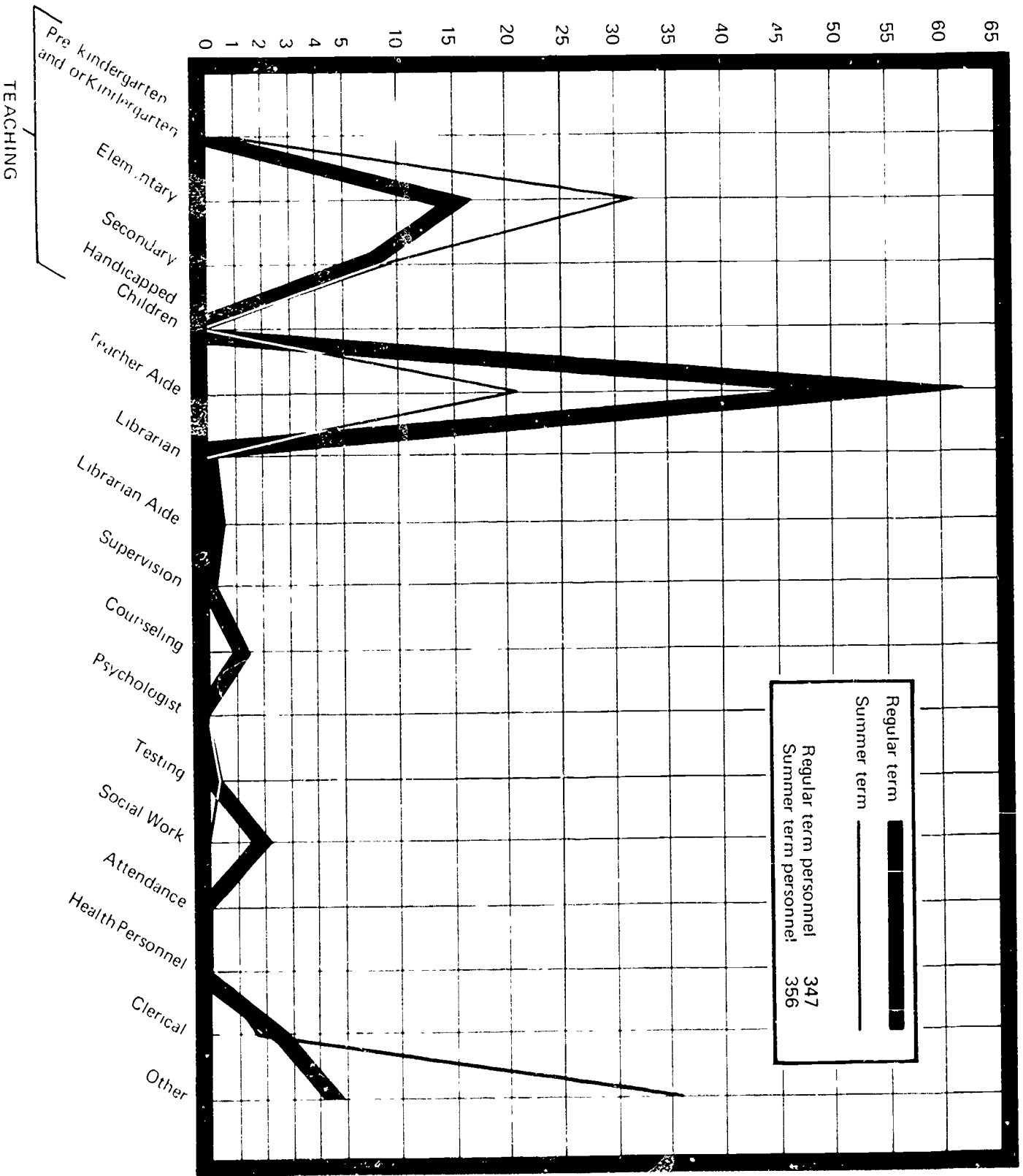
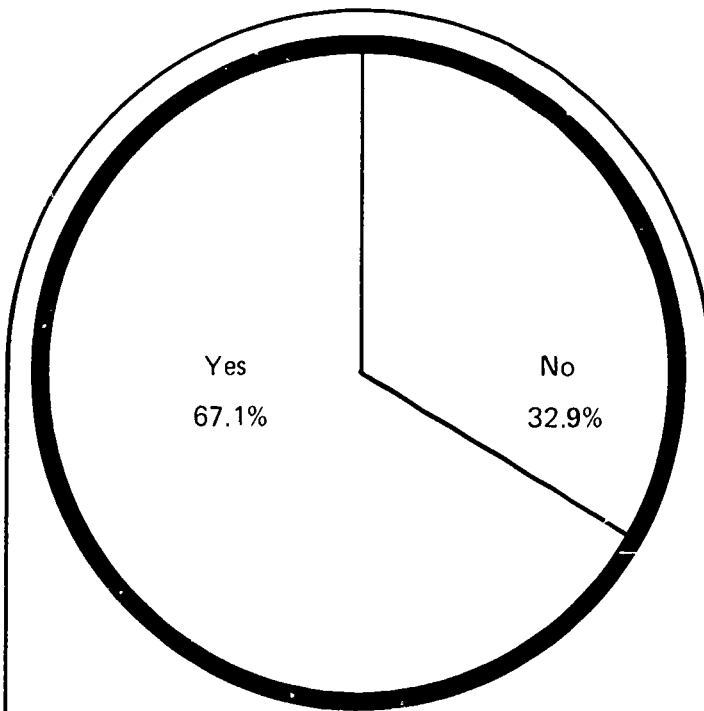


CHART 26
TEACHER AND TEACHER-AIDE IN-SERVICE FOR TITLE I PROJECTS

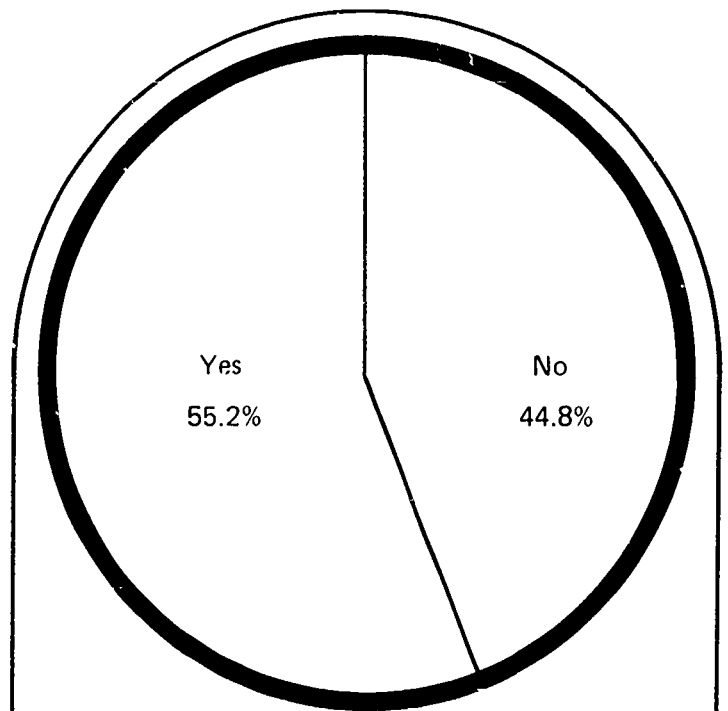
Regular School Year



Common Modes of Instruction:

1. On-the-job Training
2. Workshops
3. College Credit Coursework

Summer



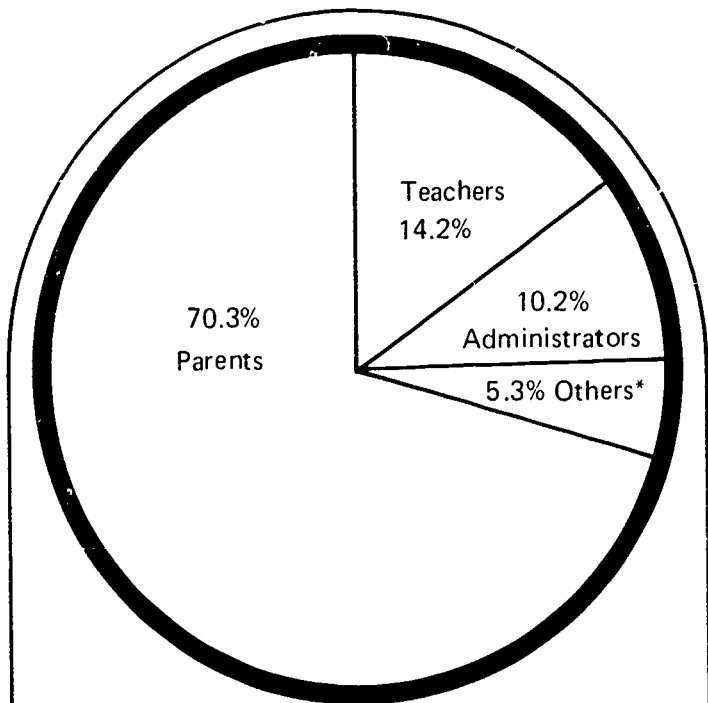
Common Topics of Instruction:

1. Teaching Techniques
2. Program Policy and Planning
3. Orientations
4. Evaluation

CHART 27
COMMUNITY INVOLVEMENT

Composition of Local Parent Councils

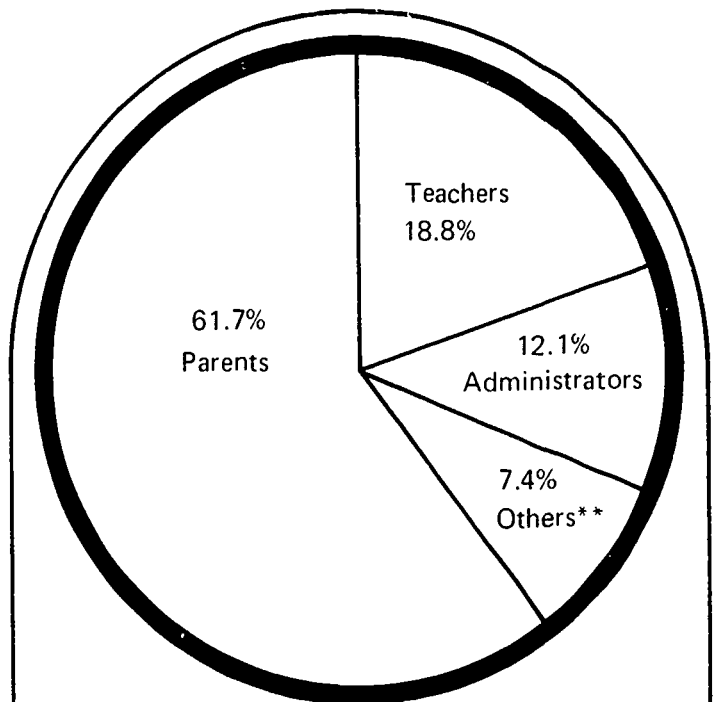
Regular School Year



* Others:

- Counselors
- Ministers
- School Board members
- Social workers
- Retired Teachers
- Secretaries

Summer

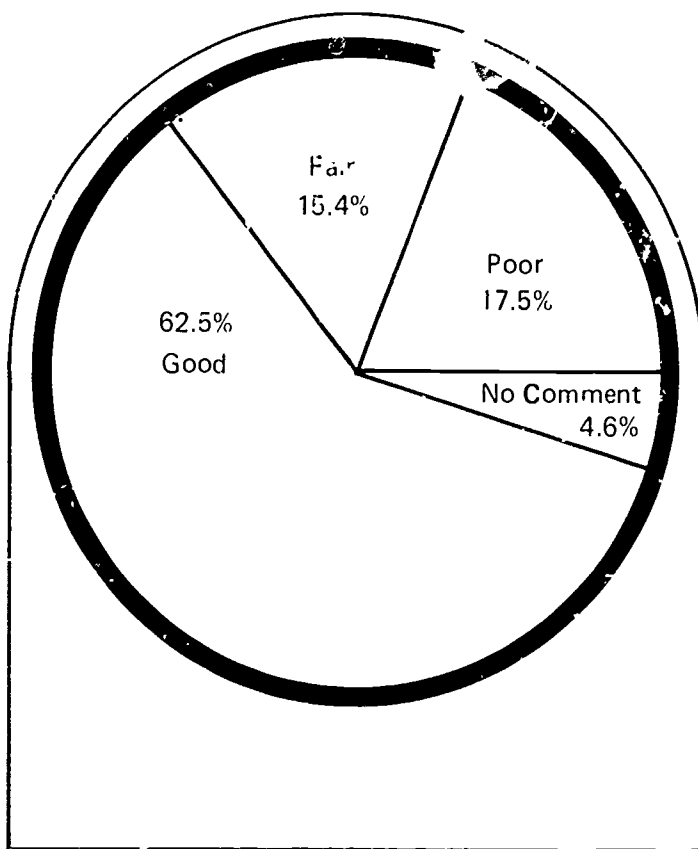


** Others:

- Counselors
- Aides
- Community agency representatives
- Businessmen

CHART 28
EFFECTIVENESS OF LOCAL PARENT COUNCILS
AS VIEWED BY PROJECT DIRECTORS

Regular School Year



Summer

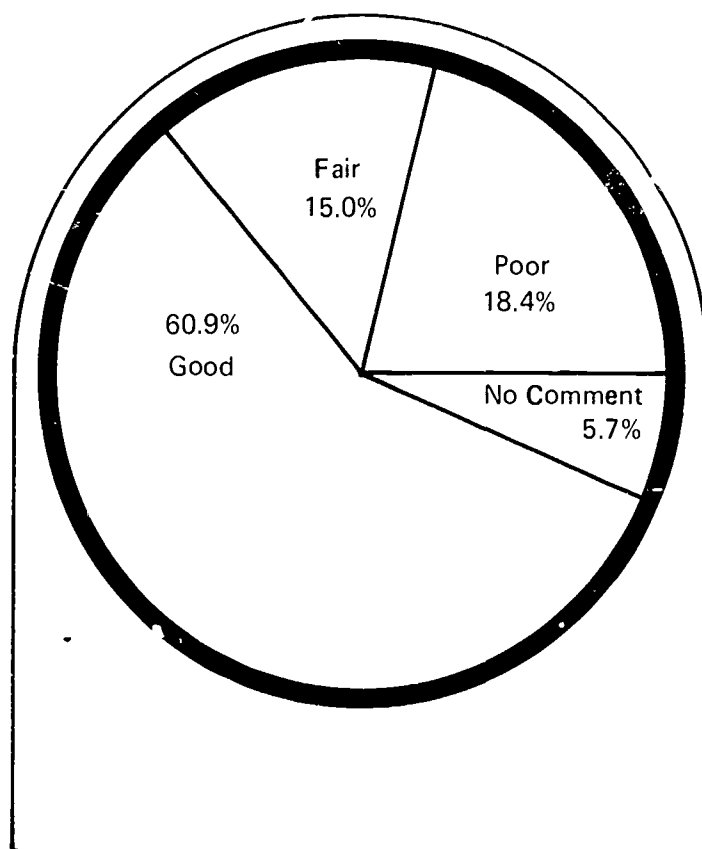
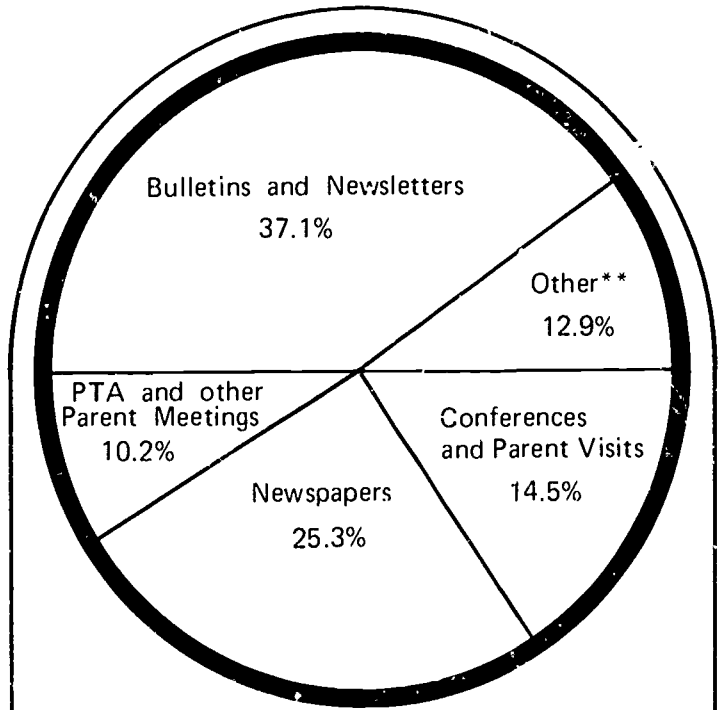
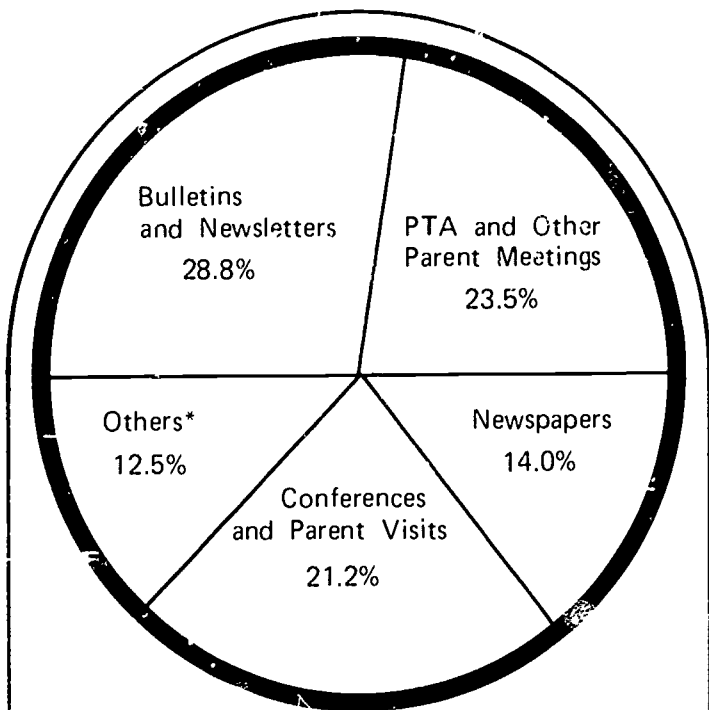


CHART 29
 MEDIA AND TECHNIQUES
 USED FOR DISSEMINATION OF PROJECT INFORMATION

Regular School Year

Summer



*Other:

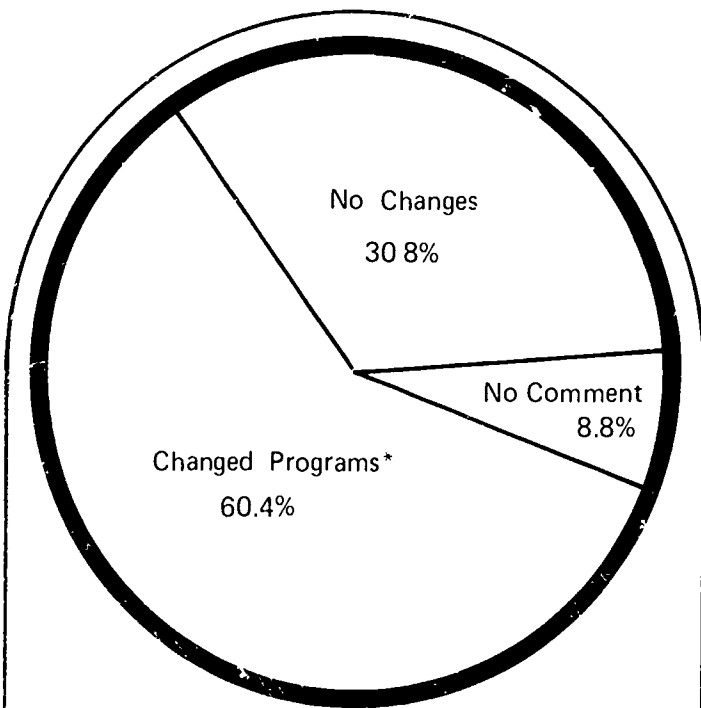
- Telephone Calls
- Teachers Meetings
- Presentations to Community Groups
- Home Visits

**Other:

- Telephone Calls
- Teachers Meetings
- Presentations to Community Groups

CHART 30
 PERCENT OF LEA'S THAT HAVE CHANGED OR ALTERED THE
 REGULAR INSTRUCTIONAL PROGRAM AS A RESULT OF TITLE I

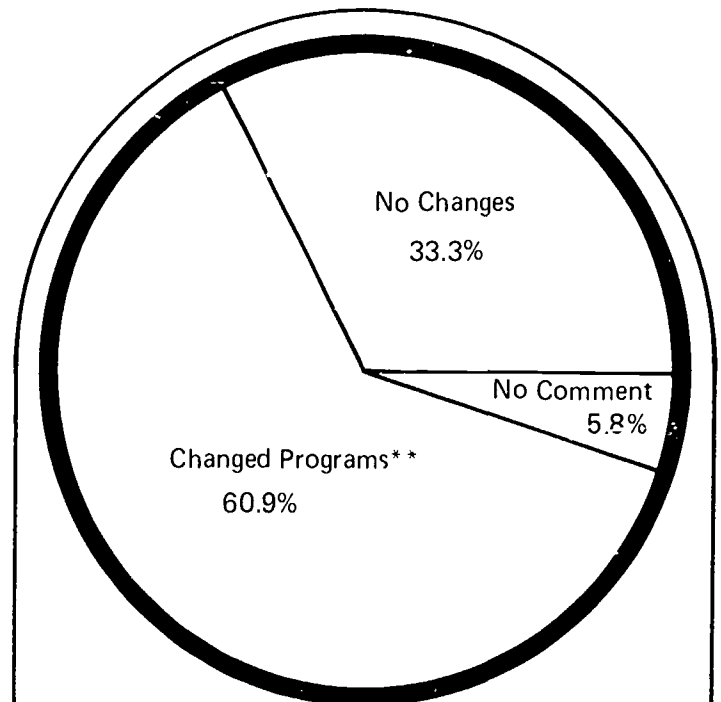
Regular School Year



*Types of Program Changes:

1. More Individualized Instruction.
2. Hired More Aides.
3. Revised Reading Program.
4. Adopt materials and teaching techniques used in Title I program.

Summer

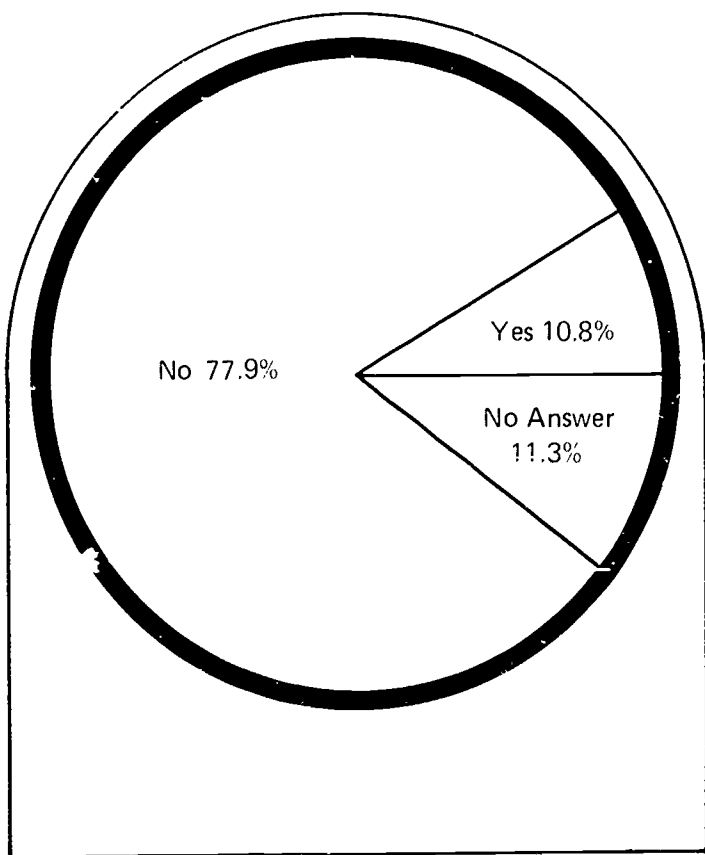


**Types of Program Changes:

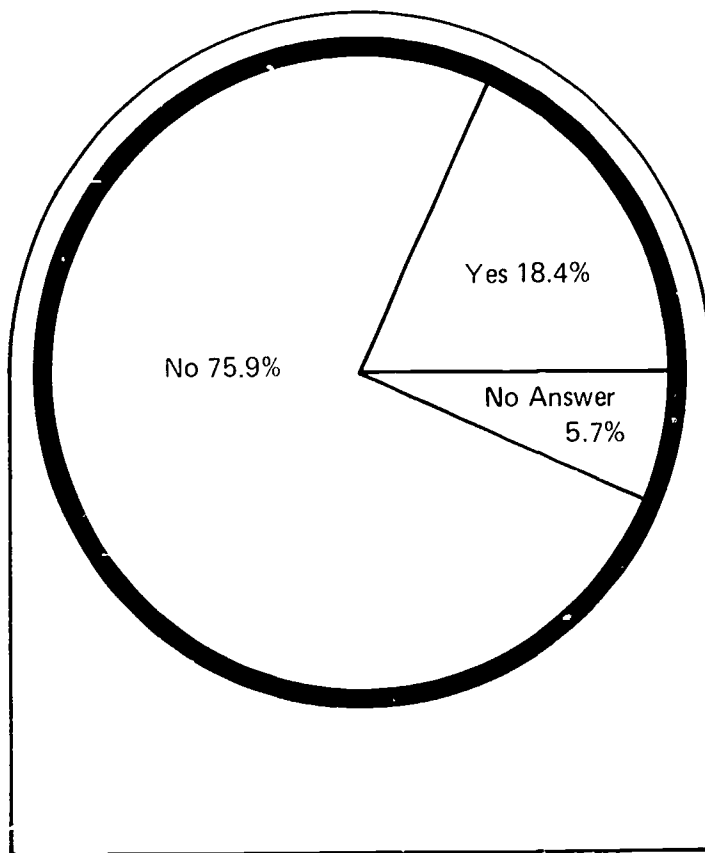
1. More Individualized Instruction.
2. Adopt materials and teaching techniques used in Title I program.

CHART 31
PERCENT OF SCHOOL DISTRICTS
THAT HAVE ABSORBED TITLE I PROGRAM COSTS INTO LOCAL BUDGET,
FREEING FEDERAL FUNDS FOR NEW TITLE I PROGRAMS

Regular School Year



Summer



RESULTS AND CONCLUSIONS

District Participation in Title I, ESEA

Result

Thirty eight districts did not apply for their FY 1973 Title I allocations. 10 districts had allocations of \$156, 17 had less than \$500, 19 had less than \$5,000, and 2 had over \$5,000.

Conclusion

District participation is usually related directly to the size of the district's allocation. The 10 districts with allocations of \$156 could not apply for regular school year projects because the "concentration of resources" state guideline for FY 1973 required \$200 per child as the minimum level of funding for a school year project. The minimum level of funding will be more limiting in FY 1975, when it is expected to be \$252 per child. Districts can best use small allocations by pooling their resources to form cooperative projects.

Selection of Student Participants

Result

Pretest scores of Title I students indicate that some are not below grade level achievement in the instructional area of the project.

Conclusion

Project personnel must design instructional programs that remedy the assessed needs of the educationally disadvantaged students in the district's target schools. Title I guidelines call for assessment of student needs, programs and performance objectives designed to meet these needs, and an evaluation that determines whether or not these needs are met. Guidelines also specify that educationally disadvantaged students be placed on a priority list with those served first being those who have the greatest need.

Answering the following questions may help project personnel to improve program planning.

1. Is the needs assessment accurate and up to date?
2. Are performance objectives keyed to the need? Or to the vehicle to reach the need? Or to both?
3. Do projects serve students with the most severe educational needs as a top priority?

District Performance Objectives

Result

An analysis of district performance objectives indicates that students are usually expected to demonstrate achievement on a test rather than through the performance of specific skills or behaviors in actual situations.

Conclusion

Written tests are used because federal Title I legislation requires standardized test scores to measure achievement. Districts should consider supplementing these tests with performance indicators of task and/or skill competency. These performance indicators may show student progress more effectively and provide more specific information for program planning and design. While performance objectives must continue to be written in measurable terms, achievement tests alone may not measure student growth accurately, since the disadvantaged student population do not usually perform well on standardized tests.

Result:

Analysis of district performance objectives also shows that the majority of Title I students achieved the objectives at a 100% success level in both regular and summer terms. They succeeded most dramatically in the summer term, especially in the areas of math, physical health, attitudes, behavioral change, and basic skills.

Conclusion.

Student success in achieving district performance objectives could be measured more accurately if a better selection of instruments were available, and if assessed needs, student selection and performance objectives were consistent with each other.

Needs Assessment and Project Focus

Result:

Some districts mistakenly submit needs as their performance objectives, further, these assessed needs often focus on district rather than student needs. The following LEA project statements may reflect school rather than student needs.

- 1 Need for cooperation and understanding by teachers and parents of educationally disadvantaged students
2. Need for success in first and second grade classroom performance in the basic skill areas.
- 3 Need for individualized instruction to improve classroom productivity.
- 4 Need for early diagnosis and remediation of basic skill deficiencies

Conclusion

State Title I guidelines specify student educational need as the primary concern of Title I projects. Although school needs are integral to the delivery of services to students, direct help to students in their area of need is the special emphasis of Title I.

Instruction

Result.

The trend seems to be toward a concentration of effort on reading instruction

Conclusion:

Reading achievement is assessed as a primary educational need in the nation and may certainly be the primary need in Oregon. However, some Oregon districts have begun to find that needs assessments reveal math skills as a primary need; other areas of the U.S. concur in this finding. This reinforces the Title I guideline which calls for regular student needs assessments to provide information for project design and instructional program planning.

Cognitive and Affective Gain

Results:

The subsamples with student achievement data are too small to use for generalizations or predictions. There are some indications, however, that the areas of cognitive and affective gain should be noted for further investigation.

The small subsamples indicate that Title I students make cognitive gains of 1.5 to 2.5 months in grade level achievement for each month of instruction (as measured by standardized tests)

Affective gains are difficult to measure. Anecdotal

and observation data indicate positive growth in affective areas. However, student attendance records and testing instruments do not report student gains in affective areas—either in self-concept or in attitude towards school.

Conclusion.

Success in school is an assessed need in most Title I projects because it is directly related to cognitive and affective gains. Continued attention must be given to designing projects which not only remediate skills but provide learning environments which stimulate positive feelings and attitudes.

Result

Summer term Title I students show an average gain in grade level achievement of 2.5 months per month of instruction, while regular term students show an average gain of 1.5 months per month of instruction.

Conclusion:

- 1 Summer programs may provide more concentrated instruction during a school day; the scheduled activities of a regular school day prevent concentration of time on a specific topic.
2. Summer instructional programs tend to be clustered around a central theme more often than regular term programs.
3. Summer programs encourage more informal relationships among children and teachers, possibly providing a better learning atmosphere.
- 4 Summer classes are smaller and schedule more field trips, summer camps and other high interest activities.

Result

There does not seem to be any consistent pattern within tests or across tests to indicate that children perform according to their estimated ability potentials.

Conclusion

Ability potentials are estimated by teachers, using observation, report cards and achievement data. The results may indicate that teacher expectations do not always limit student success. Diagnosis of skill needs may be a more specific and reliable indication

of student need than estimates of student potential, and more effective in program planning.

Parent Participation

Result

The total participation of parents on Parent Councils increased in FY 1973 to an average of 70% in the regular term and 61% in the summer term, compared to 62% and 54% in FY 1972

Note

State Title I guidelines mandate a high percentage of parent membership, specifying that "more than a simple majority" of Title I Parent Councils be parents. Guidelines also specify that Parent Council members be involved in all levels of needs assessment, project planning, visitation, and evaluation.

State Educational Objectives

Result

Title I projects, in serving assessed needs of students, also attend to instructional priorities of the Oregon Board of Education and the educational objectives of the Division of Compensatory Education.

Conclusion

- 1 Many Oregon Board of Education priorities and Compensatory Education objectives are relevant to the assessed needs of school districts.
- 2 Title I projects are part of a well-conceived educational system that attempts to make equal educational opportunity available to all students.

PLANS AND PROGRESS

Compensatory Education Staff Responsibilities: Progress Reports

FY 1972
Plans for Future Action

FY 1973
Progress

GRANTS MANAGEMENT:

- 1 Exercise greater vigilance in review of project applications:
 - a operational plant costs
 - b implementation of "Dignity and Worth Planning Statement"
 - c. description of hiring procedures which give preferential treatment to employment of aides from target families
 - d staffing on larger project approvals
 2. Tighten feedback loop for processing applications and review previous evaluations:
 - a. project evaluations
 - b equipment inventories
 - c. independent accomplishment audit information
- a Costs for operation of plant decreased from 2.3% to .1% of regular term State Title I expenditures, a reduction of \$192,301. There was, however, a 3% or \$10,631 increase in costs for the summer term. A net cost cut of \$181,670 was realized.
 - b. A State Department of Education planning committee was convened in August 1973 and is scheduled to present a plan for implementation to the Oregon Board of Education in January 1974.
 - c. Aide hiring procedures are part of the project monitoring function. Districts will report this procedure on project evaluation instruments
 - d. The Division of Compensatory Education "staffed" six larger projects and expects to expand this procedure to all district applications of \$80,000 or over.
-
- a Whenever possible, the previous year's evaluation is read in connection with new project review. No new projects are approved until previous evaluations for regular term projects are submitted.
 - b Equipment inventories are checked on monitoring visits.
 - c. Independent accomplishment audit results have provided information for statewide Title I decision-making.
- The audits have been made optional for FY 1974

- d. monitoring reports
 - 3. Reorganize monitoring procedures:
 - a. increase percentage of projects monitored
 - b. combine monitoring activities for all Compensatory Education projects
 - 4. Provide district in-service:
 - a. Title I philosophy—"supplement not supplant"
 - b. affirmative action plans
 - c. cultural awareness
 - d. performance objectives
 - e. new regulations on comparability
- d. State monitors also process applications, utilizing monitoring information in technical assistance to districts.
 - 3. Title I staff have developed a completely new monitoring system to be field tested in FY 1974. IEDs are contacted to assist in monitoring.
 - a. The goal is to completely monitor 50% of the projects, and 100% of the projects funded over \$50,000.
 - b. All projects funded over \$80,000 and all districts with both Title I projects and Title I Migrant projects will be monitored by Compensatory Education teams for FY 1974.
 - 4. In-service on census data and audit findings was provided to all counties in August 1973. Concentrated in-service sessions are scheduled for May 1974.
 - a. These topics were covered briefly in August 1973 and are scheduled again for May 1974.

MANAGEMENT OF LEARNING PROGRAMS:

- 1. Develop criteria for:
 - a. selection of exemplary programs
 - b. program planning technical assistance
 - c. effective community involvement in Title I projects
- a. These criteria are not yet developed.
 - b. Technical assistance, ongoing criteria from the "Dignity and Worth Planning Statement," Oregon Board of Education instructional priorities, and Title I regulations are all criteria for program planning technical assistance; more will be developed.
 - c. Provisions for effective community involvement are stressed in processing applications, technical assistance, monitoring, and project evaluation.

LEA Responsibilities: Progress Report

**FY 1972
Plans for Future Action**

1. Implementation of "Dignity and Worth Planning Statement" (8 pilot districts)
2. Establish procedures to monitor projects to assure use of funds as approved by the state on project applications
3. Submit more detailed project activity descriptions and evaluation designs on project applications.
4. Give preferential treatment to families of target youngsters when hiring aides
5. Improve community involvement in the planning, operation, etc., of Title I projects.
6. Title I teachers will provide opportunities for disseminating effective techniques for working with disadvantaged students to the total staff of the school.
7. Improve the evaluation design of Title I projects

**FY 1973
Progress**

1. Implementation plans are being developed, but they have not yet been carried out in districts
2. One large district has established these procedures.
3. FY 1974 project applications were more complete, but still need improvement.
4. This policy has been adopted by the Oregon Board of Education and disseminated to districts; it will be evaluated in FY 1974.
 - a. Some districts have developed preferential hiring policies.
 - b. Some districts have hired family members.
5. One large district has conducted in-service in community involvement with Title I staff. Parents in two small districts planned their districts' Title I programs. Limited progress has been reported to the State Title I Office.
6. Title I projects report this activity on their evaluation reports. No additional data is available. The Division of Compensatory Education will continue this policy.
7. There is no data on this policy to date.

Plans for Future Action

**DIVISION OF COMPENSATORY EDUCATION
RESPONSIBILITIES:**

1. Continue exercising greater vigilance in review of project applications:
 - a. Implement the "Dignity and Worth Planning Statement "
 - b. Describe hiring procedures, giving preferential treatment to the employment of aides from target families

- c Continue and increase staffing of larger project approvals
- 2 Continue tightening the feedback loop for
 - a Project evaluations and audits.
 - b Monitoring reports
 3. Collect data on results of the new FY 1974 monitoring techniques
 - a Develop a systematic schedule for monitoring projects
 - b. Improve the team concept for monitoring projects
 - c Continue work with IEDs in monitoring projects
 4. Provide in-service to districts on a regular basis concerning.
 - a. Title I basic information
 - (1) Target area selection
 - (2) Needs assessment
 - (3) Financial reporting.
 - (4) Comparability reporting
 - b. Community involvement.
 - c "Dignity and Worth Planning Statement "
 5. improve management of classroom learning programs.
 - a. Develop criteria for good learning programs for disadvantaged children
 - b. Use district resources, e.g., staff and finances, to develop the best possible program.

LEA RESPONSIBILITIES:

LEA responsibilities continue to be those noted in FY 1972. (See FY '72 Plans for Future Action)

APPENDIX 1

OREGON BOARD OF EDUCATION
942 Lancaster Drive NE
Salem, Oregon 97310

Compensatory Education
Title I, ESEA

Title I, ESEA Evaluation Report

Date _____

PART A: IDENTIFICATION

1. Name and Position of Person Completing the Report _____

2. School District Name, No., and Address _____

3. County _____
4. Project Title _____

5. State Project Number _____
6. School Term Reported A _____ Regular Only B _____ Summer Only
(If both summer and regular, submit separate reports.)
7. Was it a Cooperative Project? Yes No
Number of Districts in Cooperative Project _____

PART B: MEASUREMENT OF MAJOR OBJECTIVES

First Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

1-B No. of Children

- _____ Fully achieved the expectation as stated in objective. (100%)
- _____ Achieved 75-99% of the expectation as stated in the objective (75-99%)
- _____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
- _____ Total

1-C Check: The measurement data is reported in item(s) 2-A, 2-B, 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Second Objective

1-A Restate each performance objective as per your application, include criteria for measurement.

1-B No. of Children

_____ Fully achieved the expectation as stated in the objective. (100%)

_____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)

_____ Achieved less than 75% of the expectation as stated in the objective. (75%-)

_____ Total

1-C Check: The measurement data is reported in item(s) 2-A, 2-B, 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

PART B: MEASUREMENT OF MAJOR OBJECTIVES

Third Objective

1-A Restate each performance objective as per your application; include criteria for measurement.

1-B No. of Children

- _____ Fully achieved the expectation as stated in the objective. (100%)
- _____ Achieved 75-99% of the expectation as stated in the objective. (75-99%)
- _____ Achieved less than 75% of the expectation as stated in the objective. (75%-)
- _____ Total

1-C Check: The measurement data is reported in item(s) 2-A, 2-B, 2-C of this report.

1-D Make a statement relative to achievement or non-achievement of the stated objective. (How do you analyze the results?)

Item 2-A Standardized achievement test scores used to determine project results.

Form _____ Date _____

Name of Pre-test _____

Form _____ Date _____

Name of Post-test _____

| (1) List the child By Name or Code Number | (2) Actual Grade Level | (3) Indicate Student Potential (Circle One) | (4) Pre- Test Score | (5) Post- Test Score | (6) Difference in Score + or - |
|--|---------------------------------|--|------------------------------|-------------------------------|---|
| | | L LA A HA H | | | |
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(If additional forms are needed, please request from the State Title I office.)



Item 2 B Standardized instruments other than achievement tests used for objective evidence of project results.

Form Date

Name of Pre test _____

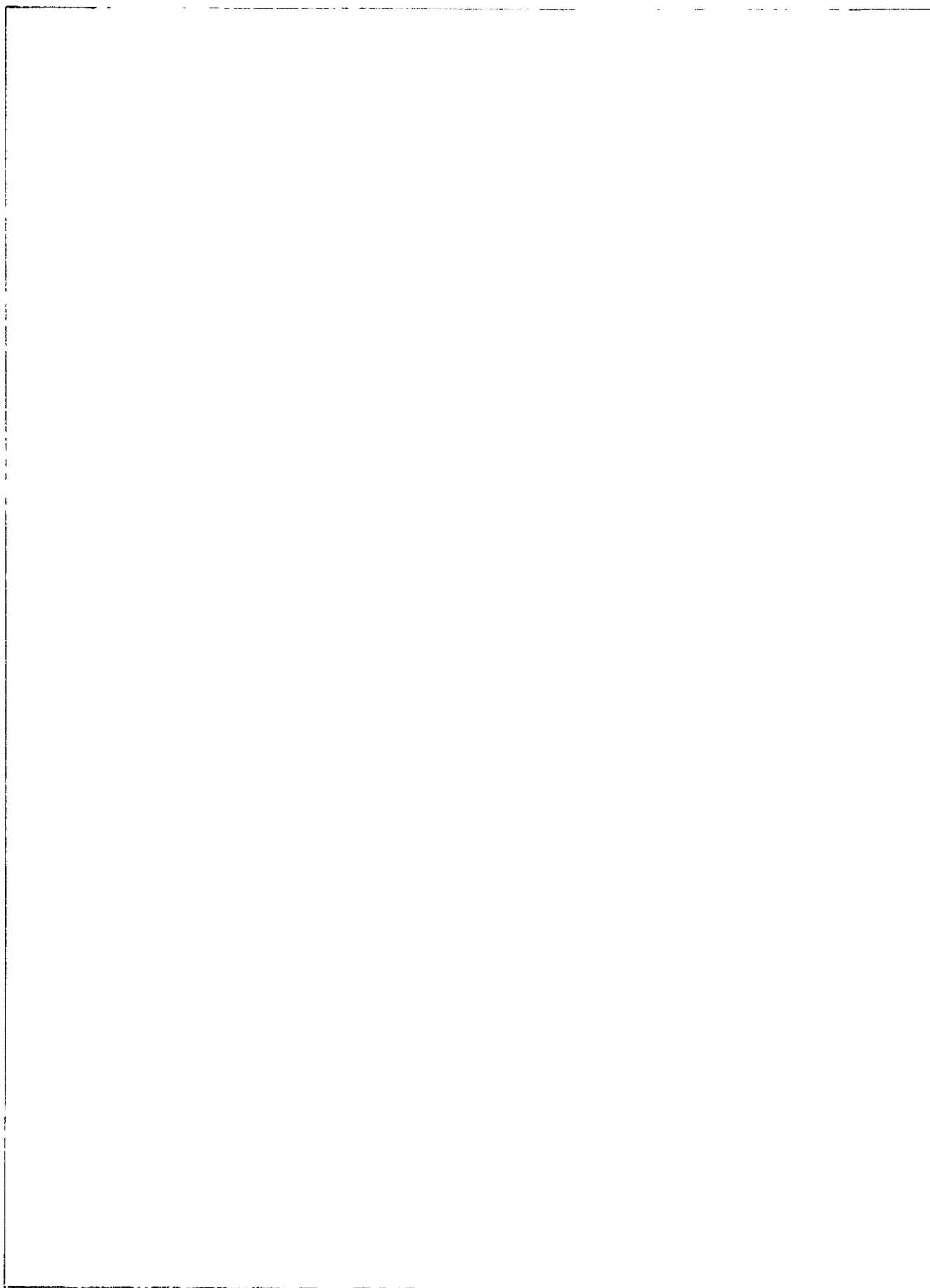
Form Date

Name of Post-test _____

| (1) List the Child Name or Code Number | (2) Pre- Test Scores | (3) Post- Test Scores | (4) Difference in Scores + or - |
|---|-------------------------------|--------------------------------|--|
| | | | |

(If additional forms are needed, please request from the State Title I Office.)

Item 2-C Other types of evidence or indicators of project results.



PART C: STATISTICAL INFORMATION

Item 1-A Unduplicated number of children by grade levels participating in the project.

| (1) Grade Level | (2) No. of Public School Children Participating |
|--------------------|--|
| Pre-K | |
| Kindergarten | |
| Grade 1 | |
| Grade 2 | |
| Grade 3 | |
| Grade 4 | |
| Grade 5 | |
| Grade 6 | |

| (1) Grade Level | (2) No. of Public School Children Participating |
|--------------------|--|
| Grade 7 | |
| Grade 8 | |
| Grade 9 | |
| Grade 10 | |
| Grade 11 | |
| Grade 12 | |
| Total | |

Item 1-B The number of weeks the project actually operated. _____ Weeks

Item 1-C Expenditure for parent involvement \$ _____
 No. of parent participants _____

Item 1-D Expenditure for in-service for Title I staff \$ _____
 No. of Title I Staff provided in-service _____

Item 1-E Expenditures from budget account line items:*

100 _____ 800 _____

600 _____ 1200 _____

700 _____

*DO NOT INCLUDE LINE ITEMS FROM SERIES 200, 300, 400, 500, 900, and 1000. These line items are to be distributed appropriately in Item 1G page 8 and/or Item 1D page 10.

PART D: SELECTED INFORMATION FOR NONPUBLIC SCHOOL INVOLVEMENT

Item 1-A Complete only for participating students from nonpublic schools.

| (1) Grade Level | (2) Participating No. of Students | (3) TIME OF DAY | | | | |
|--------------------|--------------------------------------|--------------------|---------------|--------------|-----------|--------|
| | | Regular School Day | Before School | After School | Week-ends | Summer |
| Pre-K | | | | | | |
| Kind. | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| Totals | | | | | | |

Item 1-B Enter the number of nonpublic school students participating in programs located on:

Public school grounds only _____
 Nonpublic school grounds only _____
 Both public and nonpublic school grounds _____
 Other than public or nonpublic school grounds _____

Item 1-C Were nonpublic school personnel involved in program planning and reporting?

___ Yes ___ No If no, explain _____



Item 1-D Number of nonpublic school children involved, grade levels, and dollars expended for:

| | No. of Nonpublic Children by Grade Level | | | | | | | | | | | | Funds Expended Rounded to Nearest Dollar | |
|--|--|---|---|---|---|---|---|---|---|---|----|----|--|--|
| | Pre-Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| INSTRUCTIONAL ACTIVITY | | | | | | | | | | | | | | |
| 1 Art | | | | | | | | | | | | | | \$ |
| 2 Business Education | | | | | | | | | | | | | | |
| 3 Cultural Enrichment | | | | | | | | | | | | | | |
| 4 English-Reading | | | | | | | | | | | | | | |
| 5 English-Speech | | | | | | | | | | | | | | |
| 6 English-Other Lang Arts | | | | | | | | | | | | | | |
| 7 English-Second Language | | | | | | | | | | | | | | |
| 8 Foreign Language | | | | | | | | | | | | | | |
| 9 Home Economics | | | | | | | | | | | | | | |
| 10 Industrial Arts | | | | | | | | | | | | | | |
| 11 Mathematics | | | | | | | | | | | | | | |
| 12 Music | | | | | | | | | | | | | | |
| 13 Phys. Ed./Recreation | | | | | | | | | | | | | | |
| 14 Natural Science | | | | | | | | | | | | | | |
| 15 Social Science | | | | | | | | | | | | | | |
| 16 Other Vocational Ed. | | | | | | | | | | | | | | |
| 17 Special Activities-Handl. | | | | | | | | | | | | | | |
| 18 Pre-K & Kindergarten | | | | | | | | | | | | | | |
| 19 Other (Specify) | | | | | | | | | | | | | | |
| 20 Total Estimated Cost for Instructional Activities for Nonpublic School Children | | | | | | | | | | | | | | \$ |
| SUPPORTIVE SERVICES | | | | | | | | | | | | | | |
| 1 Attendance | Pre-Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Funds Expended Rounded to Nearest Dollar |
| 2 Clothing | | | | | | | | | | | | | | \$ |
| 3 Food | | | | | | | | | | | | | | |
| 4 Guidance Counseling | | | | | | | | | | | | | | |
| 5 Health-Dental | | | | | | | | | | | | | | |
| 6 Health-Medical | | | | | | | | | | | | | | |
| 7 Library | | | | | | | | | | | | | | |
| 8 Psychological | | | | | | | | | | | | | | |
| 9 Social Work | | | | | | | | | | | | | | |
| 10 Speech Therapy | | | | | | | | | | | | | | |
| 11 Transportation | | | | | | | | | | | | | | |
| 12 Special Services-Handl | | | | | | | | | | | | | | |
| 13 Other (Specify) | | | | | | | | | | | | | | |
| 14 Total Estimated Cost for Supportive Services Activities for Nonpublic School Children | | | | | | | | | | | | | | \$ |

Item 1-G Number of children involved, grade levels, and dollars expended for:

| INSTRUCTIONAL ACTIVITY | Number of Children | | | | | | | | | | | | Funds Expended Rounded to Nearest Dollar | |
|------------------------------|--------------------|---|---|---|---|---|---|---|---|---|----|----|--|----|
| | Pre- Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| 1 Art | | | | | | | | | | | | | | \$ |
| 2 Business Education | | | | | | | | | | | | | | |
| 3 Cultural Enrichment | | | | | | | | | | | | | | |
| 4 English-Reading | | | | | | | | | | | | | | |
| 5 English-Speech | | | | | | | | | | | | | | |
| 6 English-Other Lang. Arts | | | | | | | | | | | | | | |
| 7 English-Second Language | | | | | | | | | | | | | | |
| 8 Foreign Language | | | | | | | | | | | | | | |
| 9 Home Economics | | | | | | | | | | | | | | |
| 10 Industrial Arts | | | | | | | | | | | | | | |
| 11 Mathematics | | | | | | | | | | | | | | |
| 12 Music | | | | | | | | | | | | | | |
| 13 Phys. Ed./Recreation | | | | | | | | | | | | | | |
| 14 Natural Science | | | | | | | | | | | | | | |
| 15 Social Science | | | | | | | | | | | | | | |
| 16 Other Vocational Ed. | | | | | | | | | | | | | | |
| 17 Special Activities-Handi. | | | | | | | | | | | | | | |
| 18 Pre-K & Kindergarten | | | | | | | | | | | | | | |
| 19 Other (Specify) | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | \$ |

74

| SUPPORTIVE SERVICES ACTIVITY | Number of Children | | | | | | | | | | | | Funds Expended Rounded to Nearest Dollar | |
|---------------------------------|--------------------|---|---|---|---|---|---|---|---|---|----|----|--|----|
| | Pre- Sch. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| 1 Attendance | | | | | | | | | | | | | | \$ |
| 2 Clothing | | | | | | | | | | | | | | |
| 3 Food | | | | | | | | | | | | | | |
| 4 Guidance Counseling | | | | | | | | | | | | | | |
| 5 Health-Dental | | | | | | | | | | | | | | |
| 6 Health-Medical | | | | | | | | | | | | | | |
| 7 Library | | | | | | | | | | | | | | |
| 8 Psychological | | | | | | | | | | | | | | |
| 9 Social Work | | | | | | | | | | | | | | |
| 10 Speech Therapy | | | | | | | | | | | | | | |
| 11 Transportation | | | | | | | | | | | | | | |
| 12 Special Services Handi. | | | | | | | | | | | | | | |
| 13 Other (Specify) | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | \$ |

PART E: PROGRAM REQUIREMENTS

Item 1 Community involvement

Item 1A Report the numerical composition of the local parent and community planning committee and date of committee meetings by entering the number of participants behind each category:

Parents _____ Other (Specify) _____

Teachers _____

Administrators _____ Meeting Dates _____

Item 1-B How effective was the committee? _____

Item 2 In-service

Item 2-A Did your program have a teacher-teacher aide in-service?

Yes _____ No _____

Item 2-B If your answer was yes, describe in a short statement. _____

Item 2-C Attach any material you might have to further explain your teacher-teacher aide in-service.

Item 3 Dissemination

Item 3-A What method(s) of disseminating information about the Title I project was used?

Item 3-B Attach any examples of information dissemination you have used.

PART F: LOCAL CONTRIBUTION

Item 1-A If your LEA augmented your Title I program directly by providing funds in an effort to concentrate the program on selected students, indicate the amount to the nearest dollar. \$ _____

Item 1-B The expenditure of LEA funds was for: (check those that apply)

Salaries _____ Other (Specify) _____
Teaching Materials _____
Fixed Charges _____
Equipment for Instruction _____

Item 2 LEA changes

Item 2-A As a result of your Title I program has the LEA changed or altered its regular instructional program?

Yes _____ No _____

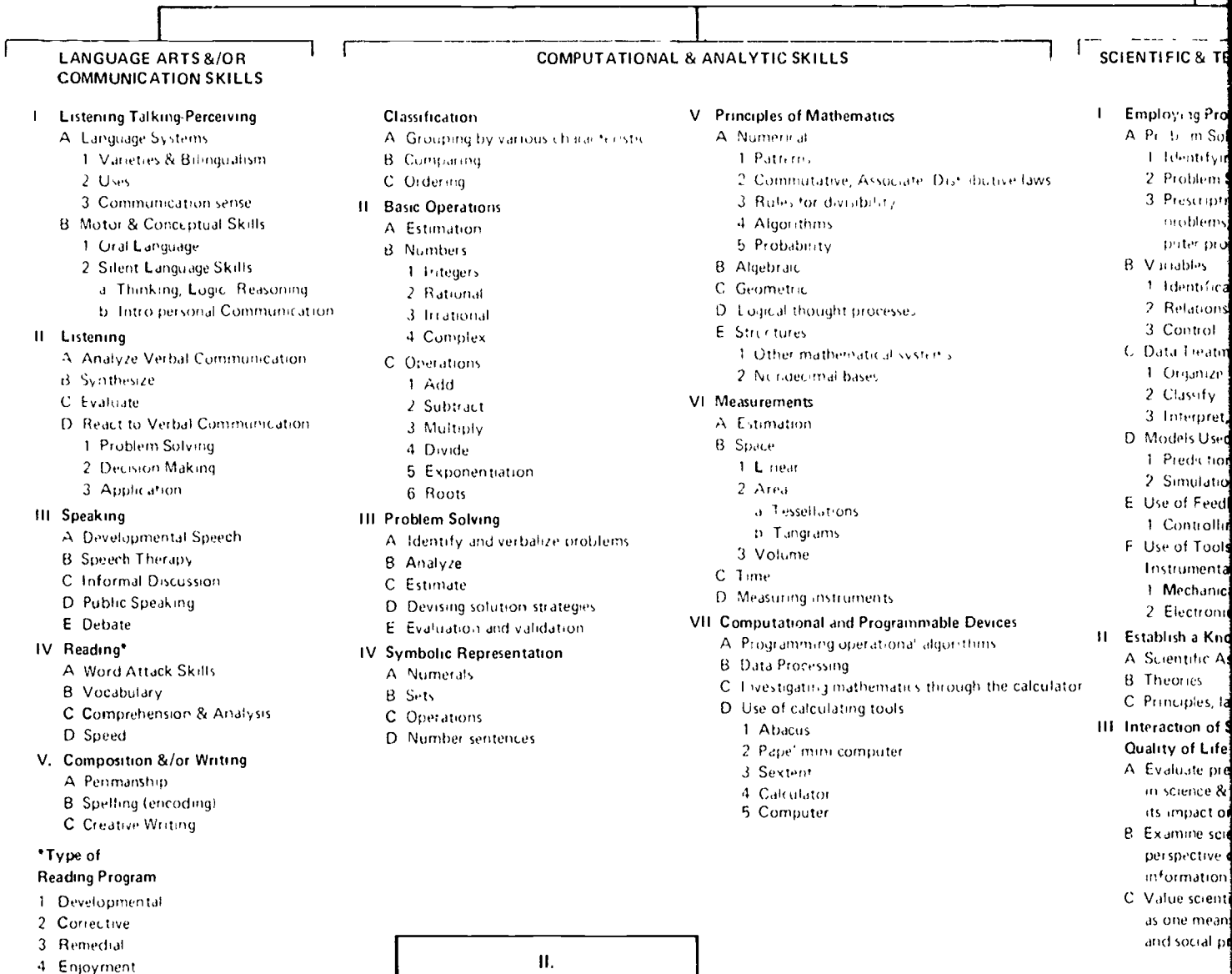
If the answer is yes, please explain: _____

Item 2-B Has the LEA local budget absorbed the costs of part or all the Title I program, thereby releasing the Title I funds to be used for a different program for the fiscal year reported? _____ Yes _____ No. If the answer is yes, please explain:

Item 3 Relate any human interest stories or incidents involved in your Title I project which might indicate perceptual and/or behavioral changes resulting from project activities. (Use additional pages if needed.)

APPENDIX II
A Taxonomy of Oregon Basic Education—Second Draft

I.
PERSONAL DEVELOPMENT
BASIC SKILLS



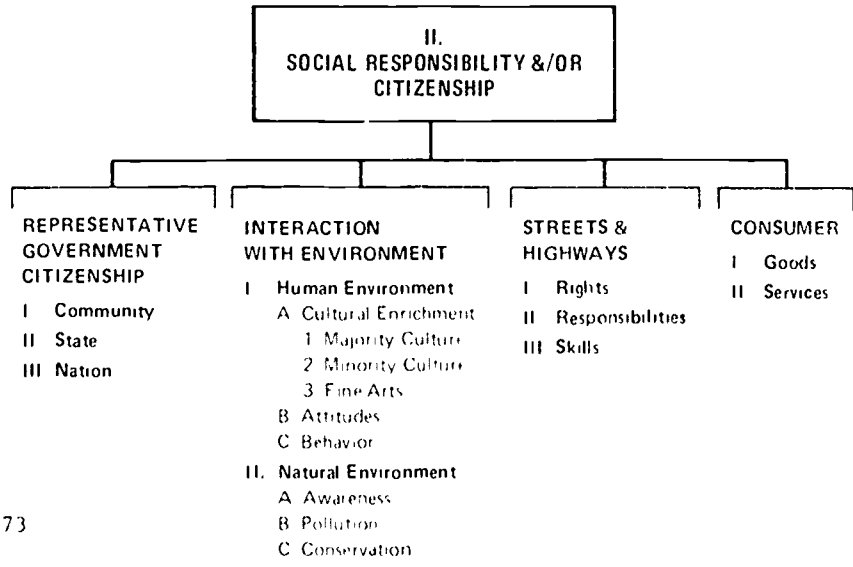
***Type of Reading Program**

1. Developmental

2. Corrective

3. Remedial

4. Enjoyment



CAREER AWARENESS

I. Awareness of

II. Application

III. Awareness of

IV. Respect for

B. Hunt 6/5/73



i.
**PERSONAL DEVELOPMENT &/OR
BASIC SKILLS**

ANALYTICAL & ANALYTIC SKILLS

SCIENTIFIC & TECHNOLOGICAL PROCESSES

HEALTHY MIND & BODY

V Principles of Mathematics

- A Numerical
 - 1 Pattern
 - 2 Commutative, Associative, Distributive laws
 - 3 Ruler for division
 - 4 Algorithms
 - 5 Probability
- B Algebraic
- C Chromatic
- D Logical thought process
- E Structures
 - 1 Utility mathematics systems
 - 2 Number patterns

VI Measurements

- A Estimation
- B Space
 - 1 Length
 - 2 Area
 - 1 Tessellations
 - 2 Diagrams
 - 3 Volume
- C Time
- D Measuring instruments

VII Computational and Programmable Devices

- A Programming operations algorithms
- B Data Processing
- C Investigating mathematics through the calculator
- D Use of calculating tools
 - 1 Abacus
 - 2 Paper mini-computer
 - 3 Sextant
 - 1 Calculator
 - 5 Computer

I Employing Process in Scientific Inquiry

- A Problem Solving
 - 1 Identifying
 - 2 Problem Solving Strategies
 - 3 Projective Representation for solving problems (mathematics, flow charts, computer program)
- B Variables
 - 1 Identification
 - 2 Relationship graph of variables
 - 3 Control
- C Data Treatment
 - 1 Organize
 - 2 Classify
 - 3 Interpret etc
- D Models Used For
 - 1 Prediction
 - 2 Simulation
- E Use of Feedback Systems in
 - 1 Controlling real and simulated systems
- F Use of Tools of Technology & of Scientific Instrumentation
 - 1 Mechanical
 - 2 Electronic

II Establish a Knowledge Base

- A Scientific Assumptions
- B Theories
- C Principles, laws & facts

III Interaction of Science, Technology & Quality of Life

- A Evaluate present & proposed activity in science & technology in terms of its impact on the quality of life
- B Examine scientific assumptions in the perspective of historical & current information
- C Value scientific knowledge and methodology as one means of solving personal, consumer and social problems

I Mental Health

- A Individual
 - 1 Self Actualization
 - a Self concept
 - b Value System
 - c Decision Making
 - d Problem Solving
 - e Coping Techniques
 - 2 Intrapersonal Skills
 - a Communication
 - b Behavior
- B Community
 - 1 Interpersonal Skills
 - a Communication
 - b Behaviors
 - 2 Pluralistic Society
 - a Culture
 - b Values

II Physical Health & Skills

- A Individual
 - 1 Self Actualization
 - a Growth & Development
 - b Personal Care
 - c Fitness
 - 1 Nutrition
 - 2 Biological
 - 3 Neuromuscular
 - d Skills
 - 2 Body Skills
 - a Movement
 - b Psychomotor
 - c Control
 - 3 Games & Sports
 - a Individual
 - b Dual
 - c Team
 - d Recreational
 - e Lifetime
- B Community
 - 1 Disease
 - a Communicable
 - b Noncommunicable
 - c Congenital
 - 2 Problems of Abuse
 - a Drugs
 - b Alcohol
 - c Food
 - d Other

R

**III.
CAREER EDUCATION**

- SETS & WAYS**
- CONSUMER**
 - I Goods
 - II Services
- ights
- responsibilities
- ills

- CAREER AWARENESS**
 - I Awareness of Self
 - II Appreciation of Work
 - III Awareness of Occupations
 - IV Respect for Occupational Choices
- CAREER EXPLORATION**
 - I Career Orientation
 - II Work Interest "hands on experience"
 - III Occupational Classifications & Clusters
 - IV Elements of Occupational Decision Making
 - V Tentative Career Choices
- OCCUPATIONAL PREPARATION**
 - I Skills Development
 - II School Experience & Career
 - III Occupational Classification
 - IV Attitudes and Job Success
 - V Work Experience

Chart adapted from the school graduation and September 22, 1972



APPENDIX II

A Taxonomy of Oregon Basic Education—Second Draft

APPENDIX III
County and Statewide Expenditures

**EDUCATIONALLY DISADVANTAGED STUDENTS SERVED AND
COSTS PER STUDENT**

| | Regular Term | Summer Term |
|---|---------------|--------------|
| Public school enrollment | 34,099 | 8,076 |
| Nonpublic school enrollment | 1,331 | 501 |
| TOTAL ENROLLMENT in Title I Projects | 35,430 | 8,577 |
| Total Costs | \$9,905,139 | \$1,043,457 |
| Cost per Student | \$279.57 | \$121.66 |

RECONCILIATION OF EXPENDITURES

Expenditures Projected from Sample Compared to Federal Funds Approved for Project Expenditure*

| A. | | B. | |
|---|---------------------|---|--------------------|
| Expenditures Reported by LEAs on the Evaluation Instrument | | Federal Funds Approved for Project Expenditure | |
| Regular term | \$ 9,905,139 | | |
| Summer term | \$ 1,043,457 | | |
| TOTAL | \$10,948,596 | TOTAL | \$9,038,534 |

*Expenditures for projects in neglected and delinquent institutions are not included.

The discrepancy between Columns A and B reflects:

1. Column A figures were projected from the stratified, random sample used in compiling the data for this report.
2. Column B figures do not reflect internal carryover of unexpended funds.
3. Column B figures are funds approved for expenditure; some of these funds were not spent.

**COMPILATION OF STATEWIDE TITLE I
BUDGET EXPENDITURES
as Reported by LEAs*
FY .973**

| Expenditure Accounts | Regular School Year | | Summer Programs | |
|------------------------------------|---------------------|--------------|--------------------|--------------|
| | Dollars | % | Dollars | % |
| 100 Administration | \$ 94,369 | .9 | \$ 15,648 | 1.5 |
| 200 Instruction | \$7,915,356 | 79.9 | \$ 824,526 | 79.0 |
| 300 Attendance Services | \$ 2,400 | trace | \$ 3,734 | .3 |
| 400 Health Services | \$ 503,322 | 5.1 | \$ 8,393 | .8 |
| 500 Pupil Transportation | \$ 60,438 | .6 | \$ 31,843 | 3.1 |
| 600 Operation of Plant | \$ 16,577 | .2 | \$ 13,603 | 1.3 |
| 700 Maintenance of Plant | \$ 3,160 | trace | \$ 4,023 | .4 |
| 800 Fixed Charges | \$ 998,060 | 10.1 | \$ 81,016 | 7.8 |
| 900 Food Services | \$ 21,418 | .2 | \$ 16,263 | 1.6 |
| 1000 Student Body Activities | ---- | | ---- | |
| 1100 Community Services | \$ 243,482 | 2.5 | \$ 24,826 | 2.4 |
| 1200 Equipment | \$ 46,351 | .5 | \$ 16,887 | 1.6 |
| Other | \$ 206 | | \$ 2,695 | .2 |
| TOTAL EXPENDITURES REPORTED | \$9,905,139 | 100.0 | \$1,043,457 | 100.0 |

*Statewide totals were projected from the stratified, random sample used in compiling the data for this report. The expenditures are those reported in the evaluation instrument and do not reflect audited figures. They are only indicative of areas of major expenditures relative to the desire of LEAs to conduct special programs for the educationally disadvantaged child.

Selected Data Pertaining to Title I, ESEA, by County, FY 1973

| | Total No. of LEAs | Total No. of LEAs Eligible for Title I | Total No. of LEAs Participating in | Maximum Grant (includes FY 72 carryover) | Approved for Project Expenditures | No. LEAs in Cooperative Projects ² | Total No. of Projects ³ |
|-------------------------|-------------------|--|------------------------------------|--|-----------------------------------|---|------------------------------------|
| Baker ¹ | 4 | 4 | 3 | \$ 67,407 | \$ 64,106 | | 3 |
| Benton ¹ | 12 | 12 | 8 | 100,035 | 87,830 | 3-1 | 7 |
| Clackamas ¹ | 30 | 30 | 27 | 591,167 | 497,076 | 4-1 | 27 |
| Clatsop | 6 | 6 | 6 | 124,329 | 113,628 | 2-1 | 6 |
| Columbia | 5 | 5 | 5 | 110,570 | 104,056 | | 5 |
| Coos ¹ | 6 | 6 | 6 | 310,268 | 268,893 | | 7 |
| Crook | 1 | 1 | 1 | 72,123 | 58,500 | | 1 |
| Curry | 8 | 8 | 6 | 53,247 | 46,617 | 2-1 | 5 |
| Deschutes ¹ | 4 | 4 | 3 | 151,622 | 144,676 | | 3 |
| Douglas ¹ | 16 | 15 | 13 | 298,064 | 259,200 | | 15 |
| Gilliam | 3 | 3 | 2 | 13,135 | 12,056 | | 2 |
| Grant | 6 | 6 | 6 | 25,499 | 22,917 | 5-1 | 2 |
| Harney | 16 | 16 | 16 | 26,763 | 24,957 | 14-1 | 3 |
| Hood River | 1 | 1 | 1 | 44,263 | 44,064 | | 1 |
| Jackson | 10 | 10 | 9 | 431,076 | 403,971 | | 12 |
| Jefferson | 4 | 2 | 2 | 38,658 | 37,530 | | 2 |
| Josephine | 2 | 2 | 2 | 245,744 | 206,549 | 2-1 | 1 |
| Klamath | 3 | 3 | 3 | 195,681 | 194,545 | | 3 |
| Lake | 7 | 7 | 7 | 28,388 | 28,209 | 5-1 | 3 |
| Lane ¹ | 16 | 16 | 15 | 915,070 | 782,842 | 3-1 | 16 |
| Lincoln | 1 | 1 | 1 | 120,803 | 120,160 | | 1 |
| Linn | 36 | 35 | 26 | 412,704 | 340,005 | 2-1 | 26 |
| Malheur | 15 | 9 | 9 | 210,432 | 196,633 | | 10 |
| Marion ¹ | 35 | 35 | 35 | 910,401 | 837,678 | 7-2 | 31 |
| Morrow | 1 | 1 | 1 | 16,558 | 16,484 | | 1 |
| Multnomah ¹ | 14 | 14 | 12 | 2,996,686 | 2,841,875 | | 25 |
| Polk | 5 | 5 | 4 | 165,330 | 139,002 | | 4 |
| Sherman | 6 | 6 | 2 | 8,892 | 2,702 | 2-1 | 1 |
| Tillamook | 6 | 6 | 6 | 93,796 | 89,634 | | 7 |
| Umatilla ¹ | 15 | 15 | 12 | 243,036 | 212,518 | 3-1 | 12 |
| Union | 6 | 6 | 5 | 66,693 | 62,399 | | 5 |
| Wallowa | 5 | 4 | 3 | 26,595 | 17,781 | | 3 |
| Wasco | 9 | 9 | 7 | 80,467 | 66,483 | | 7 |
| Washington ¹ | 13 | 13 | 12 | 518,068 | 440,607 | 3-1 | 14 |
| Wheeler ¹ | 3 | 3 | 3 | 7,861 | 6,839 | | 3 |
| Yamhill | 9 | 9 | 9 | 370,995 | 312,576 | | 10 |
| Totals | 339 | 328 | 288 | \$ 10,092,426 | \$ 9,105,598 | 57-15 | 284 |

¹Includes funds and number of projects in institutions for neglected and delinquent children.

²The first figure is the number of LEA's and the second figure is the number of cooperative projects.

³While 284 projects were approved for funding in FY 1973, 59 of these projects ran in both regular and summer terms. In analyzing projects in the text, these 59 projects are counted twice because objectives in regular and summer term projects are often very different. A total of 344 projects have been evaluated. 241 regular term projects, 84 summer term projects, and 19 projects in institutions for neglected and delinquent children.

APPENDIX IV. CATEGORIES OF INSTRUCTIONAL EMPHASIS
IN OREGON TITLE I PROJECTS, FY 1973

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|----------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| BAKER COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Baker No. 5J | ▲ | ▲ | ▲ | | | ▲ | ▲ | | | | ▲ | | ▲ | | | | | | | | |
| Baker No. 30J | | | | | | | ▲ | | | | | | | | | | | | | | |
| Pine Eagle No. 61 | | | ▲ | | | | | | | | | | | | | | | | | | |
| WENTON COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Alsea No. 7 | | | | | | | ▲ | | | | | | | | | | | | | | |
| Bellfountain No. 23 | ▲ | | | | | | | | | | | | | | | | | | | | |
| Corvallis No. 509J | | | ▲ | | | | | | | | | | | | | | | | | | |
| Hawthorne Manor | | | | ▲ | | | | | | | | | | | | | | | | | |
| Monroe No. 25 | | | | | | | | | | | | | | | | | | | | | |
| Monroe UH No. 1 Coop. | | | ▲ | | | | | | | | | | | | | | | | | | |
| Philomath No. 17 | | | | | | | | | | | | | | | | | | | | | |
| CLACKAMAS COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Boring No. 44 | | | | | | | | | | | | | | | | | | | | | |
| Butte Creek No. 67 JT | | | ▲ | | | | | | | | | | | | | | | | | | |
| Canby No. 86C | | | | | | | | | | | | | | | | | | | | | |
| Canby UH No. 1 | | | | | | | | | | | | | | | | | | | | | |
| Parrott Cr. Ranch | | | | | | | | | | | | | | | | | | | | | |
| Clarks No. 32 Coop | | | | | | | | | | | | | | | | | | | | | |
| Colton No. 53 | | | | | | | | | | | | | | | | | | | | | |
| Cottrell No. 107 | | | | | | | | | | | | | | | | | | | | | |



| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | | Career Ed | | | Methods | | | |
|------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Damascus Union No. 26 | | | | | | | | | | | | | | | | | | | | | |
| Estacada UH No. 6 | | | | | | | | | | | | | | | | | | | | | |
| Estacada No. 108 | | | | | | | | | | | | | | | | | | | | | |
| Gladstone No. 115 | | | | | | | | | | | | | | | | | | | | | |
| Lake Oswego No. 7 | | | | | | | | | | | | | | | | | | | | | |
| Christie School | | | | | | | | | | | | | | | | | | | | | |
| Maple Grove No. 87 | | | | | | | | | | | | | | | | | | | | | |
| Molalla No. 35 | | | | | | | | | | | | | | | | | | | | | |
| Molalla UH No. 4 | | | | | | | | | | | | | | | | | | | | | |
| Mulino No. 84 | | | | | | | | | | | | | | | | | | | | | |
| Ninety-one No. 91 | | | | | | | | | | | | | | | | | | | | | |
| North Clackamas No. 12 | | | | | | | | | | | | | | | | | | | | | |
| Oregon City No. 62 | | | | | | | | | | | | | | | | | | | | | |
| Redland No. 16 | | | | | | | | | | | | | | | | | | | | | |
| Sandy No. 46 | | | | | | | | | | | | | | | | | | | | | |
| Sandy UH No. 2 & YCC | | | | | | | | | | | | | | | | | | | | | |
| Sandy UH No. 2 (2nd Project) | | | | | | | | | | | | | | | | | | | | | |
| Welches No. 13 | | | | | | | | | | | | | | | | | | | | | |
| West Linn No. 3 JCT. | | | | | | | | | | | | | | | | | | | | | |
| CLATSOP COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Astoria No. 1C | | | | | | | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|---|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Astoria No. 1C Coop. | ▲ | | | | | ▲ | | | ▲ | | | | | | | | | ▲ | | | |
| Jewell No. 8 | | ▲ | | | | | | | | | | | | | | | | ▲ | | | |
| Lewis & Clark No. 5 | | | | | | | | | ▲ | | | | | | | | | ▲ | | | ▲ |
| Seaside No. 10 | | | ▲ | | | | | | | | ▲ | | | | | | | | | | ▲ |
| Warrenton No. 30 | | | ▲ | | | | | | | | | | | | | | | ▲ | | | ▲ |
| COLUMBIA COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Columbia County Adm. No. 5J | ▲ | | | | | | | | | | | | | | | | | ▲ | | | ▲ |
| Columbia County No. 13 | | ▲ | | | | | | | | | | | | | | | | ▲ | | | ▲ |
| Scappoose No. 1J | | | | | | | | | | | | | | | | | | | | | ▲ |
| St. Helens No. 502 | | | | | | | | | ▲ | | | | | | | | | | | | ▲ |
| Vernonia No. 47J | | | | | | | | | | | | | | | | | | | | | ▲ |
| COOS COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Bandon No. 54 | | | ▲ | | | | | | | | | | | | | | | | | | |
| Coos Bay No. 9 | | ▲ | | | | | | | | | | | | | | | | | | | ▲ |
| R. C. Belloni Boys Ranch (2nd Project) | | | | | | | | | | | | | | | | | | | | | |
| Coquille No. 8 | ▲ | | | | | | | | | | | | | | | | | | | | |
| Myrtle Point No. 41 | | | | | | | | | | | | | | | | | | | | | ▲ |
| North Bend No. 13 | | | ▲ | | | | | | | | | | | | | | | | | | ▲ |
| Powers No. 31 | | | | | | | | | | | | | | | | | | | | | ▲ |
| CROOK COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Crook County Unit | | | ▲ | | | | | | | | | | | | | | | | | | |



| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | | Career Ed | | Methods | | | | |
|--------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| CURRY COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Brookings-Harbor No. 17C | ▲ | | ▲ | | ▲ | | | | ▲ | | | | | | | | | | | ▲ | |
| Go d Beach No. 3 Coop. | | | ▲ | | | | | | | | | | | ▲ | | | | | | | |
| Gold Beach UH No. 1 | | | | | | | | ▲ | | | | | | | | | | | | | ▲ |
| Ophir No. 12 | | | ▲ | | | | | | | | | | | | | | | | | | |
| Port Orford-Lanplais No. 2CJ | ▲ | | ▲ | | | | | | | | | | | | | | | | | | |
| DESCHUTES COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Bend No. 1 (1st Project) | | | ▲ | | ▲ | | | | | | | | | | | | | | | | |
| J. J. Boys Ranch (2nd Project) | | | | | ▲ | | | | | | | | | | | | | | | | |
| Redmond No. 2J | | | | | ▲ | | | | | | | | | | | | | | | | |
| Sisters No. 6 | | | | | | | | | | | | | | | | | | | | | |
| DOUGLAS COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Camas Valley No. 21 | | | | | ▲ | | | | | | | | | | | | | | | | |
| Days Creek No. 15 | | | | | ▲ | | | | | | | | | | | | | | | | |
| Elkton No. 34 | | | | | ▲ | | | | | | | | | | | | | | | | |
| Glendale No. 77 (1st Project) | | | | | ▲ | | | | | | | | | | | | | | | | |
| Glendale No. 77 (2nd Project) | | | | | ▲ | | | | | | | | | | | | | | | | |
| North Douglas No. 22 | | | | | ▲ | | | | | | | | | | | | | | | | |
| Oakland No. 1 | | | | | ▲ | | | | | | | | | | | | | | | | |
| Reedsport No. 105 | | | | | ▲ | | | | | | | | | | | | | | | | |
| Riddle No. 70 | | | | | ▲ | | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|-----------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Roseburg No 4 | ▲ | | | | ▲ | | | | | | | | | | | | | | | | |
| Pitchford Boys Ranch | | | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | | | | | | | | | | | | | |
| South Umpqua No 19 | | | ▲ | | ▲ | | | | | | | | | | | | | | | | |
| Sutherlin No. 130 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Winston-Dillard No. 116 | | | ▲ | | ▲ | ▲ | | | | ▲ | | | | | | | | | | | |
| Yoncalla No. 32 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| GILLIAM COUNTY | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Arlington No. 3 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Candon No. 25 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| GRANT COUNTY | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Dayville No 16J | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Grant Co. IED Coop. | | | ▲ | | ▲ | ▲ | | | ▲ | | | | | | | | | | | | |
| HARNEY COUNTY | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Harney County IED Coop. | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Burns No 1 | | | ▲ | | ▲ | ▲ | | | | ▲ | | | | | | | | | | | |
| Hines No. 30 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| HOOD RIVER COUNTY | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Hood River No. 1 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| JACKSON COUNTY | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Applegate No. 40 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Ashland No. 5 (1st Project) | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|-----------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Ashland No. 5 (2nd Project) | | | | | ▲ | | | | | | | | | | | | | | | | |
| Butte Falls No. 91 | ▲ | ▲ | | | | ▲ | | | | ▲ | | | | | | | | | | | |
| Central Point No. 6 (1st Project) | | | | | | | | | | | | | | | | | | | | | |
| Central Point No. 6 (2nd Project) | | | | | | | | | | | | | | | | | | | | | |
| Eagle Point No. 9 | | | | | | | | | | | | | | | | | | | | | |
| Medford No. 549C | | | | | | | | | | | | | | | | | | | | | |
| Phoenix No. 4 | | | | | | | | | | | | | | | | | | | | | |
| Prospect No. 59 | | | | | | | | | | | | | | | | | | | | | |
| Rogue River No. 35 | | | | | | | | | | | | | | | | | | | | | |
| JEFFERSON COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Culver No. 4 | | | | | | | | | | | | | | | | | | | | | |
| Madras No. 509J | | | | | | | | | | | | | | | | | | | | | |
| JOSEPHINE COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Grants Pass No. 7 Coop. | | | | | | | | | | | | | | | | | | | | | |
| KLAMATH COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Klamath County School Dist. | | | | | | | | | | | | | | | | | | | | | |
| Klamath Falls No. 1 | | | | | | | | | | | | | | | | | | | | | |
| Klamath Falls UH No. 2 | | | | | | | | | | | | | | | | | | | | | |
| LAKE COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Lake County LED Coop. | | | | | | | | | | | | | | | | | | | | | |
| Lakeview No. 7 | | | | | | | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|----------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Paisley No. 11C | | ▲ | ▲ | | | ▲ | | | | ▲ | | | | | | | | ▲ | | ▲ | |
| LANE COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Lane County IED Coop. | | ▲ | | | | ▲ | | | ▲ | ▲ | | | | | ▲ | | | | | | |
| Bethel No. 52 | | | | | | | | | | | | | | | | | | | | | ▲ |
| Creswell No. 40 | | | ▲ | ▲ | | | | | ▲ | | | | | | | | | | | | |
| Eugene No. 4J (1st Project) | | ▲ | ▲ | | | ▲ | | | | | | | | ▲ | | | | | | | |
| Farm Home (2nd Project) | | | | | | | | | | ▲ | | | | | ▲ | | | | | | |
| Fern Ridge No. 28J (1st Project) | | | ▲ | | | | | | | ▲ | | | | | ▲ | | | | | | ▲ |
| Fern Ridge No. 28L (2nd Project) | | | | | | | | | | | | | | | | | | | | | |
| Fern Ridge No. 28J (3rd Project) | | | | | | | | | | | | | | | | | | | | | |
| Florence No. 97 | | | ▲ | ▲ | | | | | | ▲ | | | | | | | | | | | |
| Junction City No. 69 | | | | | | | | | | ▲ | | | | | | | | | | | |
| Lowell No. 71 | | | | | | | | | | | | | | | | | | | | | |
| Mapleton No. 32 | | ▲ | | | | | | | | | | | | | | | | | | | |
| McKenzie No. 68 | | | | | | | | | | ▲ | | | | | | | | | | | |
| Pleasant Hill No. 1 | | | | | | | | | | | | | | | | | | | | | ▲ |
| South Lane No. 45J3 | | | | | | | | | | | | | | | | | | | | | |
| Springfield No. 19 | | | ▲ | ▲ | | | | | | | | | | | | | | | | | |
| LINCOLN COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Lincoln County School District | | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | ▲ | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | | Career Ed | | Methods | | | | |
|----------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| LINN COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Albany No. 5 | | ▲ | | | | ▲ | | | | | | | | | | | | | | | |
| Albany UH No. 8J | | | ▲ | ▲ | | ▲ | ▲ | ▲ | ▲ | | | | | | | | | | | | |
| Central Linn No. 552C | | ▲ | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Clover Ridge No. 136C | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Crabtree No. 110 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Crowfoot No. 89 | | | ▲ | ▲ | | ▲ | ▲ | ▲ | ▲ | ▲ | | | | | | | | | | | |
| Gore No. 81 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Grand Prairie No. 14 | | | | | | ▲ | | | | | | | | | | | | | | | |
| Hamilton Creek No. 33C | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Harrsburg No. 42CJ Coop. | | | ▲ | | ▲ | ▲ | | | ▲ | ▲ | | | | | | | | | | | |
| Knox Butte No. 19 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Lacomb No. 73C | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Lebanon No. 16C | | | ▲ | | | ▲ | ▲ | | | | | | | | | | | | | | |
| Lebanon UH No. 1 | | | | ▲ | | | | | ▲ | ▲ | | | | | | | | | | | |
| Marr-Linn No. 29 | | | ▲ | | ▲ | | | | ▲ | | | | | | | | | | | | |
| McFarland No. 25 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Mill City No. 129J | | | ▲ | | ▲ | ▲ | | | ▲ | | | | | | | | | | | | |
| Millersburg No. 32 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Riverside No. 24 | | | ▲ | | | ▲ | | | ▲ | | | | | | | | | | | | |
| Scio No. 95C | | ▲ | | | | ▲ | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|----------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aids |
| Sodaville No. 13 | | ▲ | | | | ▲ | ▲ | | | | | | | | | | | | | | |
| Sweet Home No. 55 | | ▲ | | | | ▲ | | | | | | | | | | | | | | | |
| Tangent No. 26 | | ▲ | | | | ▲ | | | | | | | | | | | | | | | |
| Tennessee No. 102 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Wyatt No. 63 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| MALHEUR COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Adrian No. 61 | | ▲ | | | | ▲ | | | | | | | | | | | | | | | |
| Annex No. 29 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Brogan No. 1 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Harper No. 66 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Nyssa No. 26 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Ontario No. 8 | | ▲ | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Vale No. 15 | | ▲ | | ▲ | | ▲ | | | | | | | | | | | | | | | |
| Vale UH No. 3 | | | ▲ | | ▲ | ▲ | | | | | | | | | | | | | | | |
| Willowcreek No. 42 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| MARION COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Aumsville No. 11C | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |
| Bethany No. 63C Coop. | | ▲ | | ▲ | | ▲ | | | | | | | | | | | | | | | |
| Brooks No. 31 Coop. | | ▲ | | | | ▲ | | | | | | | | | | | | | | | |
| Cascade UH No. 5 | | | | ▲ | | ▲ | | | | | | | | | | | | | | | |
| Cloverdale No. 144C | | | ▲ | | | ▲ | | | | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | | Career Ed | | Methods | | | | |
|--|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Detroit No. 123J | ▲ | | | | | ▲ | | | ▲ | | | | | | | | | | | | ▲ |
| Eldredge No. 60 | ▲ | ▲ | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Gervais No. 76C | | ▲ | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Gervais UH No. 1 | | | | ▲ | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Jefferson No. 14CJ | | | | ▲ | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Marron Nc 20 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Monitor No. 142J | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Mt. Angel No. 91 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| North Marion No. 15 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| North Santiam No. 126 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Parkerville No. 82 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Pioneer No. 13 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Salem No. 24J | | ▲ | | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Mid Valley Adolescent Treatment Center | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Scotts Mills No. 73 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Silver Crest No. 93 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Silverton No. 4 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Silverton UH No. 7J | | | | ▲ | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Stayton No. 77CJ | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| St. Paul No. 45 | | ▲ | | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |
| Sublimity No. 7 | | | ▲ | | | ▲ | ▲ | ▲ | | | | | | | | | | | | | ▲ |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|---------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Portland No. 1 (5th Project) | ▲ | | | | | ▲ | | | | ▲ | ▲ | | | | | | | | | | |
| Mary Achesson Youth Care Center | | | ▲ | ▲ | | ▲ | | | | | ▲ | | | | | | | | | | |
| Alfred Yaun Child Care Center | | | ▲ | ▲ | | ▲ | | | | | | | | ▲ | ▲ | ▲ | | | | | |
| Boys & Girls Aid Society | | | | ▲ | | | | | | ▲ | | | | ▲ | ▲ | ▲ | | | | | |
| Villa St. Rose School for Girls | | | | | ▲ | | | | | ▲ | | | | | | | | | | | |
| Waverly (6th Project) | | | ▲ | | | | | | | ▲ | | | | ▲ | | | | | | | ▲ |
| Seghers House (7th Project) | | | | | ▲ | | | | | | | | | ▲ | | | | | | | |
| Carroll House (8th Project) | | | | | ▲ | | | | | | | | | ▲ | | | | | | | |
| Reynolds No. 7 (1st Project) | | | ▲ | | | | | | | | | | | ▲ | | | | | | | ▲ |
| Reynolds No. 7 (2nd Project) | | | | | ▲ | | | | | | | | | ▲ | | | | | | | |
| Rockwood No. 27 | | | ▲ | | | | | | | ▲ | | | | | | | | | | | |
| POLK COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Central No. 13 | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |
| Dallas No. 2 | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |
| Falls City No. 57 | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |
| Valsert No. 62 | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |
| SHERMAN COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Rufus No. 3 Coop | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |
| TILLAMOOK COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Beaver No. 8 | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |
| Clowdale No. 22C | | | ▲ | | | | | | | ▲ | | | | | | | | | | | ▲ |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|-----------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Hebo No. 13J | | ▲ | ▲ | | | ▲ | | | | | | | | | | | | ▲ | ▲ | | ▲ |
| Neah-Kah-Nie No. 56 | ▲ | ▲ | ▲ | | | | | | ▲ | ▲ | | | | | | | | | | | |
| Nestucca UH No. 3 | | | | | ▲ | ▲ | | | | | | | | | | | | ▲ | ▲ | ▲ | ▲ |
| Tillamook No. 9 | | | ▲ | | | ▲ | ▲ | | ▲ | | | | | | | | | ▲ | | | ▲ |
| UMATILLA COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Athens No. 29R | | | ▲ | | | ▲ | | | | | | | | | | | | ▲ | | | |
| Helix No. 1 (Umatilla Boys Ranch) | | | | | | ▲ | ▲ | | ▲ | | | | | | | | | ▲ | | | ▲ |
| Hermiston No. 8 | | | ▲ | | | ▲ | ▲ | | ▲ | | | | | | | | | ▲ | | | ▲ |
| McLoughlin UH No. 3 | | | | | | ▲ | | | ▲ | | | | | | | | | | | | |
| Milton-Freewater No. 31 | | | | | | ▲ | | | ▲ | | | | | | | | | | | | |
| Pendleton No. 16R | | | ▲ | | | ▲ | ▲ | | ▲ | | | | | | | | | | | | ▲ |
| Pilot Rock No. 2R | | | ▲ | | | | | | | | | | | | | | | | | | |
| Starfield No. 61R | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Umatilla No. 6R | | | ▲ | | | ▲ | ▲ | | ▲ | | | | | | | | | | | | ▲ |
| Weston No. 19 | | | | | | ▲ | | | | | | | | | | | | | | | |
| UNION COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Cove No. 15 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Elgin No. 23 | | | ▲ | | | ▲ | | | ▲ | | | | | | | | | | | | ▲ |
| North Powder No. 8J | | | ▲ | | | ▲ | | | ▲ | | | | | | | | | | | | ▲ |
| Union No. 5 | | | ▲ | | | ▲ | | | | | | | | | | | | | | | ▲ |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|-----------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| WALLOWA COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Enterprise No. 21 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Joseph No. 6 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Wallowa No. 12 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| WASCO COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Antelope No. 50J | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Chenoweth No. 9 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Dufur No. 29 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Petersburg No. 14C | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| The Dalles No. 12 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Tygh Valley No. 40 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Warmic No. 42 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| WASHINGTON COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Was. jington County LED | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Banks No. 15 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Beaverton No. 48 | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Levi and Lrng. Center | | | | | | | | | ▲ | | | | | | | | | | | | |
| Forest Grove No. 15 (1st Project) | | | | | | | | | ▲ | | | | | | | | | | | | |
| Forest Grove No. 15 (2nd Project) | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |
| Forest Grove No. 15 (3rd Project) | | | | | | | | | ▲ | | | | | | | | | | | | |
| Forest Grove No. 15 (4th Project) | | | ▲ | | | | | | ▲ | | | | | | | | | | | | |

| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | Career Ed | | Methods | | | | | |
|------------------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Gaston No. 511J | | ▲ | ▲ | | | ▲ | | | | | | | | | | | | ▲ | | | |
| Hillsboro No. 7 | | ▲ | ▲ | | | ▲ | | | | | | | | | | | | ▲ | | | |
| Hillsboro UH No. 3 | | | | ▲ | | ▲ | | | | | | | | | | | | ▲ | | | |
| North Plains No. 70 | | | | | ▲ | ▲ | | ▲ | | | | | | | | | | ▲ | | | |
| Reedville No. 29 | | | | | | ▲ | | ▲ | | | | | | | | | | ▲ | | | |
| Sherwood No. 88J | | | | | | ▲ | | | | | | | | | | | | ▲ | ▲ | ▲ | |
| Tigard No. 23J | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| WHEELER COUNTY | | | | | | ▲ | | | | | | | | | | | | | | | |
| Fossil No. 21 | | | | | | ▲ | | | | | | | | | | | | | | | |
| Mitchell No. 55 | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Spray No. 1 | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| YAMHILL COUNTY | | | | | | | | | | | | | | | | | | | | | |
| Amity No. 4J | | | | | | ▲ | | | | | | | | | | | | | | | |
| Carlton No. 11 | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Dayton No. 8 | | | | | | ▲ | | | | | | | | | | | | | | | |
| McMinnville No. 40 & Rainbow Lodge | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Newberg No. 29JT | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Chehalain House | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Sheridan No. 48J | | | | | | ▲ | | | | | | | | | | | | | | | |
| Willamina No. 30J | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |
| Yamhill No. 16 | | | | | | ▲ | | | | | | | | | | | | | | | ▲ |



| School District Name & No. | Grade Levels | | | | | Personal Development | | | | | Social Responsibility | | | | Career Ed | | Methods | | | | |
|----------------------------|--------------|---------|------------|-------------|-------------|----------------------|-------------------------|------|---------|--------------|-----------------------|-----------|-----------------|-------------|--------------------|--------------------|----------------------|-----------------|------------------------|----------|-------|
| | Preschool | Primary | Elementary | Junior High | High School | Basic Skills | Reading & Language Arts | Math | Science | Healthy Mind | Healthy Body | Attitudes | Behavior Change | Citizenship | Consumer Education | Career Orientation | Vocational Technical | Work Experience | Individual Instruction | Tutoring | Aides |
| Yamhill-Carlton UH No. 1 | ✓ | | | | | ✓ | | | | | | | | | | | | | | | |
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