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ABSTRACT

The major objectives of this paper are to identify and examine those areas most critical to the effective management of a research and evaluation department in a large urban school system. The paper focuses on the organizational structure and management concerns of the Philadelphia school district's Office of Research and Evaluation. The scope, priorities, and organization of the office are examined as well as clientele served, funding, and concerns and solutions. Performance objectives are included in the presentation of the office's five principal units--Administrative and Survey Research Services, Instructional Research and Development Services, Testing Services, Priority Operations Evaluation Services, and Federal Evaluation Resource Services. (Author/IRT)

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ORGANIZING FOR EFFECTIVE RESEARCH MANAGEMENT IN A LARGE URBAN SCHOOL SYSTEM

By

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Executive Director
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Presented at the Annual Conference of
The American Educational Research Association
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Introduction

Rapid, and often uncontrolled growth has characterized urban school district-based research and evaluation departments since the advent of the Elementary and Secondary Education Act of 1965. The view that evaluation, as the process of providing information for decision makers, is vital to effective school system administration has developed simultaneously with increasing Federal involvement in education, particularly in urban areas. Although the overall recognition and expansion of the roles of educational research and evaluation should be viewed positively, such rapid development does not take place without complications.

The objectives of this paper relate to the identification and examination of those areas most critical to the effective management of a research and evaluation department in a large urban school system. The paper will focus upon the organizational structure and management concerns of such operations, and cite actual examples of how the latter are being dealt with.

The first part will begin with a discussion of how to organize for the provision of information to various levels of decision makers. Inherent in this is the identification of the research and evaluation department's primary tasks and major constituents. In identifying primary tasks, several areas will be examined, including the mission statement of the office and each of its organizational subdivisions.

The primary raison d'etre of the Office of Research and Evaluation is to service the information needs of a broad range of constituencies. It is critical, therefore, to carefully identify the needs and expectations of each group. Constituent groups to be served might include, but not be limited to, the Board of Education, the Superintendent, top-level administration, principals, teachers, parents, and a variety of governmental agencies.

The impact of the source of funding upon an organization will also be considered, as will the interface between variously funded sub-divisions. A large urban school system for example, may have evaluation requirements for programs funded by ESEA Title I, Title III, Title VII, and Title VIII. In the area of early childhood education, programs may be funded through Head Start, Get Set, Follow Through, and Day Care Services grants. Irregardless of program similarity or complexity, however, each must be evaluated according to its own guidelines and accounted for separately. The allocation of research and evaluation support services such as programming, data processing, and instrument development becomes a major management problem when projects are fragmented, since it is usually impossible to provide separate support units for each project.

Concerns related to the management of a large research and evaluation office will be developed against the backdrop of The School District of Philadelphia's operation --- one of the nation's most comprehensive school-based research and evaluation units. Problems relating to training, staff development, release and dissemination of data, and the mass media, will also be discussed.

Scope

One of the largest public school systems in the nation, The School District of Philadelphia serves approximately 275,000 pupils in pre-school and kindergarten programs and throughout grades one to twelve. The District employs over 13,000 teachers and has a total staff of almost 30,000 personnel. Next year's operating budget will exceed one half of a billion dollars.

Servicing the research and evaluation requirements of the School District of Philadelphia is the system-based Office of Research and Evaluation. Though some type of research unit has existed in Philadelphia for over fifty years, The Office of Research and Evaluation (ORE) did not begin to assume its present scope and size until after the passage of the Elementary and Secondary Education Act of 1965. Since that time, it has grown to include five separate divisions or departments responsible for evaluating over 150 discrete projects, in addition to providing testing, demographic analysis, survey research, data analysis, instrument development, and research design services. Approximately 125 full-time persons are employed, of which 35 are clerical or support personnel. Of the 90 professional research and evaluation staff members, about 25 percent possess doctorate degrees, while over three-quarters of those who do not, are presently enrolled in post-master's degree graduate studies. The Office functions on an annual budget of approximaely $2,600,000.

Priorities

The goal of the Office of Research and Evaluation is to provide accurate and timely information to decision-makers at all levels. The specific priorities of the Office are:

1. To produce information for decision making (e.g. descriptive, comparative, generalizable) about the major instructional priorities of the School System -- Basic Skills (including reading and mathematics); Early Childhood Programs; Career Education; Exceptional Children; and Alternative Programs.
2. To provide data and information which will enable the School District to develop more efficient instructional and management systems.
3. To develop and present the data and information so that it meets the specific needs of the audiences for which it is intended and so that the information can be used to implement positive change within the system.
4. To provide the technical and non-technical support necessary to shape the process of information gathering and usage.
5. To render service on an on-going basis, so that information on the inputs, processes, and outputs of a project or program are taken into consideration, not merely the product.
6. To design information so that it is clear and meaningful to the audiences to which it is disseminated.

Organization

The Executive Director of the Office of Research and Evaluation is the chief administrator of the office, and is responsible for establishing policy and monitoring the various functions of ORE. The Office is divided into five principal units: Administrative and Survey Research Services, Instructional Research and Development Services, Testing Services, Priority Operations Evaluation Services, and Federal Evaluation Resource

Services. Following, in addition to a brief description of each of those units, is a series of performance objectives against which the success of the organizational unit may be appraised. These objectives were developed as part of the system-wide program of performance appraisal of administrators and supervisors; and include, to amplify the performance statement, the reason for selection, how to show success, and the resources needed.

Tables of organization for each unit have been included as an appendix.

Administrative and Survey Research Services is responsible for the development and maintenance of the pupil data system; provides informational support to decision-makers and administrators through socio-economic and demographic analyses, pupil enrollment data, area studies, and survey research techniques; collects, tabulates, and generates data to meet the school district's reporting requirements to various federal, state, and local agencies; and maintains and manages the Superintendent's and District Superintendents' Management Information Centers.

Performance Objective #1

To maintain, in a timely and complete manner during the 1975-76 school year, the Pupil Directory System, and to provide all beneficiaries of this system with services and products that meet their needs.

Reason for Selecting

This is a mandated data system of the School District of Philadelphia and is used to provide the resources to respond to various State and Federal reporting requirements, and to respond to the pupil data needs of all clients (e.g., Superintendent's Office, Board of Education, district

superintendent, individual school principals, Division of Testing, Federal Programs, Pupil Personnel and Counseling, Early Childhood, etc.).

How to Show Success

Completion of the fall updating (file initialization) in November 1975, production of State Report-DEAS 1059 in November 1975, production of enrollment in the Philadelphia Public School's publication in January 1976, production of data required by Pupil Personnel and Counseling to fulfill the State mandated Annual Census Report in June 1976, file availability for use with the 1976 City-wide Testing Program, and interviews with all other clients enumerated in the Performance Objective above.

Resources Needed

Director, research associate, research intern, pupil accounting assistant, three statistical clerks, and supportive secretarial staff; per diem staff during peak loak periods; technical support needed from Data Processing Division, Records Management Division, and the Purchasing Division; and cooperation of school principals, teachers, and secretaries.

Performance Objective #2

To provide the staff resources necessary to support the School District's need to have relevant, timely, and accurate data concerning socioeconomic and demographic analyses about the public school population and the City of Philadelphia in general.

.Reason for Selecting

This is a capability the School District of Philadelphia must have in order for it to make well informed decisions and it is a specific responsibility charged to the Division of Administrative and Survey Research Services.

.How to Show Success

Review all services and products such as short range enrollment projections, desegregation studies, attendance area studies, State mandated "Long Range Developmental Program" Title I eligibility, Capital Program involvement, and interviews with beneficiaries of these services.

.Resources Needed

Director, assistant director, research assistant, research intern, pupil accounting assistant, two statistical clerks, and appropriate secretarial support.

Performance Objective #3

To provide the School District with valid and timely descriptive information concerning the post graduate experiences of high school graduates, the post school experiences of high school dropouts, and the value and uses to which standardized testing results are utilized at the individual school level, and other ad hoc surveys. Further, to provide consultative support to all School District staff in survey research techniques and methodology.

.Reason for Selecting

To continue to provide the School District with this valuable service which is used in a variety of ways to

improve the educational programs in the School District.

To provide descriptive data not available by any other method.

.How to Show Success

Review the annual publications dealing with high school graduates, dropouts, testing results, etc., and the value that these studies have been to the School System.

.Resources Needed

Director, research associate for survey research, research assistant, research intern, two statistical clerks, secretarial support, and per diem staff during the peak load periods.

Performance Objective #4

To maintain the data elements recorded in the Superintendent's Management Information Center resource documents by collecting, editing, aggregating, and reporting all data twice each year (June - February, July - August).

To insure the accuracy and completeness of all data elements and to investigate the feasibility of expanding the usefulness of this management information system.

.Reason for Selecting

This is the responsibility given to the Division of Administrative and Survey Research Services by the Superintendent.

.How to Show Success

Review of the documents, materials, and interviews with beneficiaries.

.Resources Needed

Director, research assistant, research intern, pupil accounting assistant, two statistical clerks, graphic illustrator, and two secretaries.

Instructional Research and Development Services is composed of specialists in the areas of design and analysis, instrument development, and report production. Researchers with special skills in data processing are also included in this division. Under the coordination of the division director, these specialists serve all of the other divisions, departments, and individuals within ORE. The organization of these services into a single unit helps to eliminate duplication of services and schedules and provides, in a standard way, resources to the remainder of ORE personnel. This group also functions as a core for the proposal development process.

Performance Objective #1

To provide and maintain an editorial unit which assists in the development and production of clear and meaningful ORE reports.

.Reason for Selecting

Assists in the achievement of ORE Priorities #2 and #6.

.How to Show Success

Production of technical and non-technical reports, and non-technical abstracts.

.Resources Needed

Professional staff with skills, experience, and training in editing, layout, proofreading, report style and production; Word-processing machines, personnel, and resources.

Performance Objective #2

To provide and maintain a test construction and development unit which assists in the assessment of school programs/projects.

.Reason for Selecting

Assists in achievement of ORE Priorites #1 and #3.

.How to Show Success

New and/or prescribed assessment instruments for solving current measurement needs/concerns.

.Resources Needed

Professional staff skilled in test construction, development, and theory. Funds to purchase resource materials.

Performance Objective #3

To provide and maintain a flexible data management unit capable of processing and producing a variety of instructional information (e.g., pupil test results, program comparisons).

.Reason for Selecting

Assists in the achievement of ORE Priorities #2, #4 and #5.

.How to Show Success

Flow sheets, procedures, and forms of all operational systems in current use.

.Resources Needed

Professional staff skilled in design, data and systems analysis; a computer facility; funds to purchase related resources.

Testing Services has the responsibility for the development, implementation, and administration of all phases of group testing programs involving standardized tests such as the annual Philadelphia city-wide testing program. The division is a major resource in the local development and administration of a wide variety of tests for use in instructional areas in cooperation with the Office of Curriculum and Instruction.

The Division is also responsible for staff development programs in cooperation with other offices to improve the competencies of teachers, counselors, principals, supervisors, and other administrators in various phases of measurement.

In fulfilling its role, the division provides staff leadership and resource service in the selection of appropriate tests; management and administration of tests; organization and display of test data; interpretation, use and dissemination of test data; and, in association with the Division of Instructional Research and Development Services, in test development and scoring and subsequent processing and analysis of test data.

Performance Objective #1

To increase the amount and quality of professional support service in the interpretation and use of city-wide testing program data in the schools.

Reason for Selecting

Field services are crucial components of the implementation of the city-wide testing program in the schools.

.How to Show Success

Systematic survey of impact in the schools; analysis of content and quantity of such services; comparisons with previous year; critique of services by school personnel.

.Resources Needed

Additional field staff or reassignment of staff from other ORE offices to Division of Testing Services.

Performance Objective #2

To provide data obtained from the city-wide testing program more appropriately for the needs of the various users.

.Reason for Selecting

The major function of this program is to provide a variety of data for a variety of users. The extent to which this function is achieved will determine the success of this program.

.How to Show Success

Systematic survey of users; positive responses related to needs of users met will indicate success.

.Resources Needed

Opportunities for discussions with representative members of the various users' groups; involvement of resources from other ORE offices.

Performance Objective #3

To increase the amount and quality of technical and non-technical support involved in the administration of the city-wide testing program.

.Reason for Selecting

Important to the success of this program.

.How to Show Success

Compare support for given program with previous program.

.Resources Needed

Additional resources related to data processing and logistical support.

Performance Objective #4

To improve the clarity, accuracy and conciseness of all locally-developed directions, instructions and communications, related to the functions of the division.

.Reason for Selecting

A significant product of this office which affects the implementation of the city-wide testing program in the schools.

.How to Show Success

Systematic feed-back from schools and other users via survey document.

.Resources Needed

Opportunities to obtain reactions, suggestions from users to incorporate in future materials; involvement of resources from other ORE offices.

Performance Objective #5

To improve the services related to the shipment and receipt of testing materials for the schools in the city-wide testing

program so that deliveries will be both prompt and accurate.

.Reason for Selecting

A significant area of service related to the city-wide testing program which affects administration and morale in the schools.

.How to Show Success

Systematic feed-back from schools about meeting delivery target dates for this year compared to last year via survey document.

.Resources Needed

Sufficient lead time, auxiliary per diem help, rapid truck delivery service.

Priority Operations Evaluation Services addresses itself to system priority areas on two distinct levels; (1) the provision of research assistance in priority areas of the district superintendents, and (2) the evaluation of programs in the five priority areas of the School District. The priority areas that are evaluated through POES include Early Childhood Education (Follow Through, Get Set, Head Start), Career Development, Alternative Programs, Basic Skills (including reading and math programs), and Special Education. Within each priority area (and, where applicable, over areas) POES conducts cross-program analyses to attempt to identify major factors underlying successful practices.

Performance Objective #1

To develop a system of reporting which will keep program and division directors, including staff when appropriate, current on evaluation information on an ongoing basis.

.Reason for Selecting

This is an attempt to bridge the "guessing gap." (The period between the time when decisions must be made and the time evaluation reports are published).

.How to Show Success

Information flow will be documented.

.Resources Needed

This is largely a staff effort. No additional resources are required.

Performance Objective #2

To expand (on a demand basis) the classroom information feedback system to include additional instruments so that the service will be more comprehensive.

.Reason for Selecting

Availability of reliable information on pupil strengths or weaknesses in specific skill areas, obtained with a minimum of clerical work on the part of the teacher, is needed to help teachers plan classroom programs and assess the status of current efforts.

.How to Show Success

Number of instruments and demand for each will be documented.

.Resources Needed

Technical assistance needed from Division of Instructional Research and Development Services. Some programming services needed. Scanning forms will need to be designed and purchased. Scanning and computer services will be needed.

Performance Objective #3

To redesign the management information system for the reading program to reflect past experiences and present needs.

.Reason for Selecting

Information on the success of the reading program is needed to assess present strategies and plan for the future.

.How to Show Success

The success of this effort will be indicated by the availability of the indicated reports and the assessment of administrators of the usefulness of the information.

.Resources Needed

Programming services and forms design services will be needed. Forms will have to be purchased. Scanning and computer services will be needed.

Performance Objective #4

To design a pupil accounting system for Day Care Services.

.Reason for Selecting

Reports concerning Day Care Centers currently required by the Department of Public Welfare in Harrisburg involve a large amount of clerical work which can be avoided by using scannable documents and computer processing.

.How to Show Success

The target date for a functional system is September, 1975.

.Resources Needed

A Research Associate for Day Care Services Evaluation has been assigned to the project. Assistance of Division of Instructional Research and Development Services is required. Assistance of

Data Processing is required. Programming, Forms Design, Scanning, and Computer Processing services needed.

Performance Objective #5

To establish a longitudinal Early Childhood Education data file.

.Reason for Selecting

Information on the long range effects of Early Childhood Programs is needed to assess current efforts and to plan for the future.

.How to Show Success

Success will be indicated by the physical existence of the file with data points common across Early Childhood Programs.

.Resources Needed

Programming services and the assistance of Data Processing are required. The assistance of Administrative & Survey Research Services is needed.

Federal Evaluation Resource Services conducts evaluations of public school and non-public school federally funded categorical projects. The primary responsibility of FERS is on-going monitoring, data collection, and reporting the progress of Title I, Title III, Title V, Title VII and Title VIII projects. This department, with the support of the Division of Instructional Research and Development Services, is involved in the establishment of design and reporting. The department is organized to meet the informational needs of central decision-makers and the legal requirements for evaluation of federally funded projects. The major roles are:

-to provide information to central decision-makers concerning the

effectiveness of compensatory education projects;

-to provide consulting services to central staff;

-to provide feedback information to administrators of projects and schools funded under ESEA Title I, III, V, VII and VIII.

-to provide direct services to the Office of Federal Programs relative to needs assessments, proposal preparation and government surveys.

Performance Objective #1

To provide instructional and management information through systematic evaluation of federally funded programs.

.Reason for Selecting

To provide assistance to decision-makers at all levels within the school system in selecting among alternative courses.

.How to Show Success

1. Provide periodic reports containing evaluative findings
2. Assisting in the preparation of proposals and mandated reports
3. Assessing the educational needs of the District

.Resources Needed

1. Current organization is sufficient
2. Receipt of technical services from other ORE units within specific time frames is mandatory

Performance Objective #2

To increase the impact of evaluation findings by the periodic development and distribution of non-technical reports to teachers and community groups.

.Reason for Selecting

To help facilitate program development and modification by providing empirical data to facilitate change.

.How to Show Success

1. Production & distribution of interim reports and historical summaries (e.g., Title I Digest).
2. Providing consulting services in areas of evalution to Parent Council & school faculties.

.Resources Needed

Current organization is sufficient.

Performance Objective #3

To provide periodic reports, containing evaluation findings to specified State and Federal agencies.

.Reason for Selecting

Legal requirement of various categorical aide programs.

.How to Show Success

Production of specified reports within the prescribed time frames.

.Resources Needed

Pending -- needs will depend on the forthcoming guidelines and their implementation (P.L. 93-80)

Clientele

As was stated earlier in this paper, one of the major priorities of the Office of Research and Evaluation is responsiveness to its clientele. Unlike many other research and evaluation agencies, a school system-based unit such as ORE finds itself serving a large number of different clientele, each with differing expectations as to the products and services to be provided them. To get a feeling for these, the direct and indirect clientele served by ORE will be listed.

Direct clientele are those individuals to whom this Office is directly responsible for the provision of certain products or services. They include:

.The Superintendent of Schools - as the chief executive of the School System is in constant need of accurate, timely and easily communicable data.

.Associate Superintendents - need appropriate information to aid them in curriculum development and operations-oriented decision-making.

.District Superintendents - require data aggregated to reflect the schools within their districts as well as information useful in dealing with each individual school community.

.Principals - as the instructional leaders of their buildings, they need to know what is happening in each program utilized, and in every classroom for which they are responsible.

.Teachers - for "first line" personnel, fast turnaround on individual pupil progress, and information displayed in an understandable fashion is a must.

.Instructional Supervisors test and evaluation results, particularly in the basic skills areas, are required.

.Project Managers - project evaluations, geared to specific objectives, enable continual process and product feedback to occur.

.Office of Federal Programs and Office of State Subsidies - Federal and State guidelines mandate evaluations of most categorically funded projects.

.Program Directors - assessment of overall subject matter areas depends upon continual monitoring of progress.

Indirect clientele, though they may receive almost as much service as direct clientele, are not part of the formal reporting process of the Office of Research and Evaluation. They include:

.Board of Education - receives information from the Superintendent for use in system policy planning.

.Unions - such as the Teachers' Federation and Administrators' Association, are crucial in providing the support necessary for research and evaluation activities to occur.

.Parents' Groups - such as The Home and School Association and The Parents Union, informally monitor the progress of the School System's pupils.

.Individual Citizens - as tax payers, demand the "right to know."

.Community Groups - at last count there were several hundred such organizations with interest focused on various aspects of the educational program as it impacts upon their particular communities.

.City Government - including the Mayor and City Council, who control the funding of the public school system.

.Government Agencies - including educational, civil rights, labor, and welfare on a local, state, and federal level; with definite information needs both on a regular and ad hoc survey basis.

.Outside Research Groups - including educational labs and centers working with ORE in a number of different cooperative endeavors including material development and instrument validation.

.Universities - prepare many of the Office's educational researchers and evaluators and originate the majority of requests for outside research, sometimes on a cooperative basis.

. Individual Researchers - generally require permission to collect data or access to existing information.

. Media - need to quickly know all results, translated in a non-technical fashion.

. Students - are the focus of the Office and of the School District which it serves, and are placed here so we do not lose sight of our ultimate reason for being.

A Word About Funding

It is not so much the lack of funds, as the lack of flexibility in utilizing them that creates difficulties. Of the $2.6 million dollars budget on which ORE operates, approximately $1.2 million (or 45 percent) are general fund expenditures, while $1.4 million (or 55 percent) are obtained from Federal funds.

Almost half of the general fund expenditures are utilized for the city-wide testing program. The remainder of the monies are ear-marked for technical support personnel, a few scattered general fund priority projects, and office administration. Virtually all Federal evaluation funds are designated for the evaluation of specific Titled projects.

What is missing is an individual to function as an Evaluation Auditor, and as such, to be responsible for evaluating the effectiveness of the Office of Research and Evaluation and for making recommendations regarding utilization of personnel and methodology for evaluation of both Federally-funded and operating budget programs. Since such information might be of a highly sensitive nature, in that the present activities and structures are to be scrutinized and judged, the Evaluation Auditor would report directly to the Executive Director of the Office. Such

an organization would help to assure the independence and objectivity of the position.

In addition, a means needs to be developed whereby full time professional staff can be made available to work on special projects, often ad hoc in nature, regardless of their source of funding. Unless this can be accomplished, the level of utility which flexibility of operations engenders, may never be reached.

Concerns and Solutions

Managing an office as large and diverse as the Office of Research and Evaluation of the School District of Philadelphia can and does create a variety of different problems. One could easily spend an entire presentation dealing only with them. Instead, however, it might be more productive to focus on ways in which major problem areas are being dealt with.

In a rapidly expanding office, particularly one which deals with a subject as embryonic as educational evaluation, there will be a tremendous need for staff development and training. To meet this need ORE has adopted a multi-faceted approach to staff development. New research assistants and research interns are provided with a two-day intensive overview of evaluation and its place in the public school setting. These workshops are taught by ORE senior staff members who are in a position to not only provide technical information, but are very familiar with the day-to-day activities of the office and can readily translate theory into practice. In addition, a number of ongoing series of more technical classes are taught on a rotating basis and are open to anyone wishing to gain new knowledge or update past understandings in such areas as statistics, research design, and computer

applications. These, too, are taught by in-house instructors, many of whom also teach an occasional evening class at a local university.

The entire staff of ORE is encouraged to participate in monthly coffee hours and lunch time seminars. The coffee hours provide an hour break during one morning a month and enable staff members from different projects to informally catch up on what is happening. Brief, non-technical presentations are often made during these sessions. Lunch time seminars are more technically oriented and are devoted to a formal presentation and discussion of a topic related to the activities of the office. At least one two-day staff training session per year is also held on an off-site location. The major foci of such sessions, to date, have been planning and communication.

Another problem with which ORE has been forced to deal relates to excessive demands from outside agencies, organizations, and individuals for permission to do research within the School District. The response to this problem has been to develop system-wide guidelines relating to research policies, as well as a research review committee responsible for reviewing, and ultimately rejecting or facilitating, outside research projects within the confines of the School District.

Current federal and state legislation has created still another dilemma in terms of the often conflicting regulations governing full disclosure of information vs. privacy of data. Unable to wait for ultimate clarification of such conflicts, ORE has developed a policy on the release of research data which, while meeting the intent of the law, still enables research and evaluation activities to be carried on.

The identification of client needs has posed a problem simply because it is an area which was not dealt with in the past. In responding to it, planning sessions have been scheduled with project managers, program directors and members of the superintendent's cabinet. In addition, all of the ORE unit heads travel as a group to each of the city's eight district offices on an annual basis for the purpose of meeting with the district superintendent and members of his planning team.

Finally, better communication and dissemination has proved to be a major concern. In dealing with it, ORE has adopted the following approaches:

- Media seminars to explain test and evaluation results.
- A program to improve information flow to the media.
- Superintendent's cabinet briefing sessions on major findings and results.
- Presentations of test results and certain program evaluations on publicly televised Board of Education meetings.
- A new publications policy which requires an abstract and summary to precede every technical report and encourages the use of companion, popularized versions to many ORE products.
- The development of Management Information Center materials, updated on a semi-annual basis, to provide the Board of Education and superintendent with baseline data of several dozen key system variables.
- Meetings with a variety of public interest groups (e.g., Title I Parents Council, Home & School Association, etc.) to explain testing and evaluation results, and to answer questions concerning the Office of Research and Evaluation program.

Signs of Success

It will be many years indeed before research and evaluation activitites are recognized and utilized as an important factor in the planning and

daily operation of school systems. It will very likely be even longer before all but the larger or more progressive districts devote more than lip service to this area.

The road to acceptance of the Office of Research and Evaluation in Philadelphia, though becoming smoother, is still fraught with many an obstacle. Nevertheless, four recent developments are viewed as signs of future success.

-ORE is now represented, for the first time, on the Superintendent's Cabinet.

-Board of Education members are availing themselves of ORE-produced data, with increasing frequency.

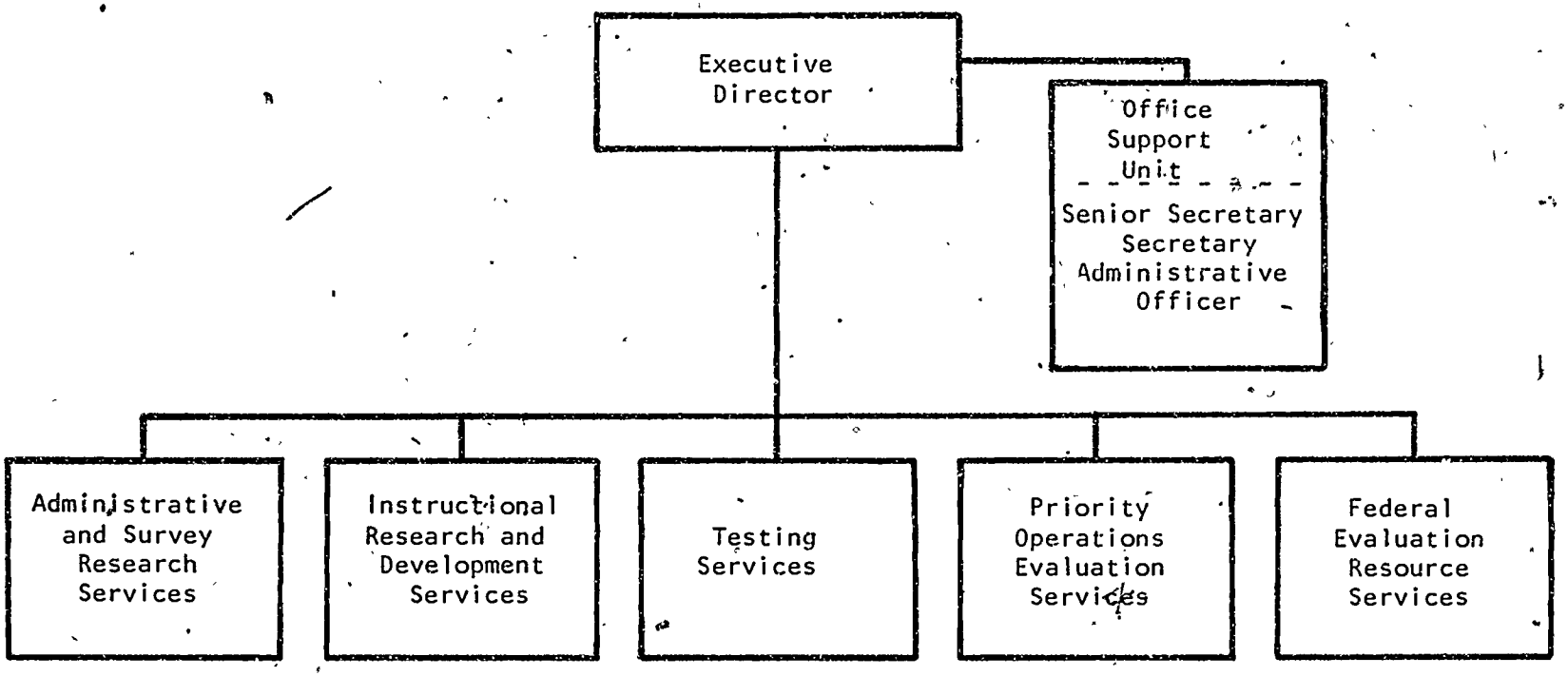
-Top level administration has adopted a policy requiring that all new programs have included in them an evaluation component.

-ORE-produced data has been accepted as evidence in a number of recent court suits.

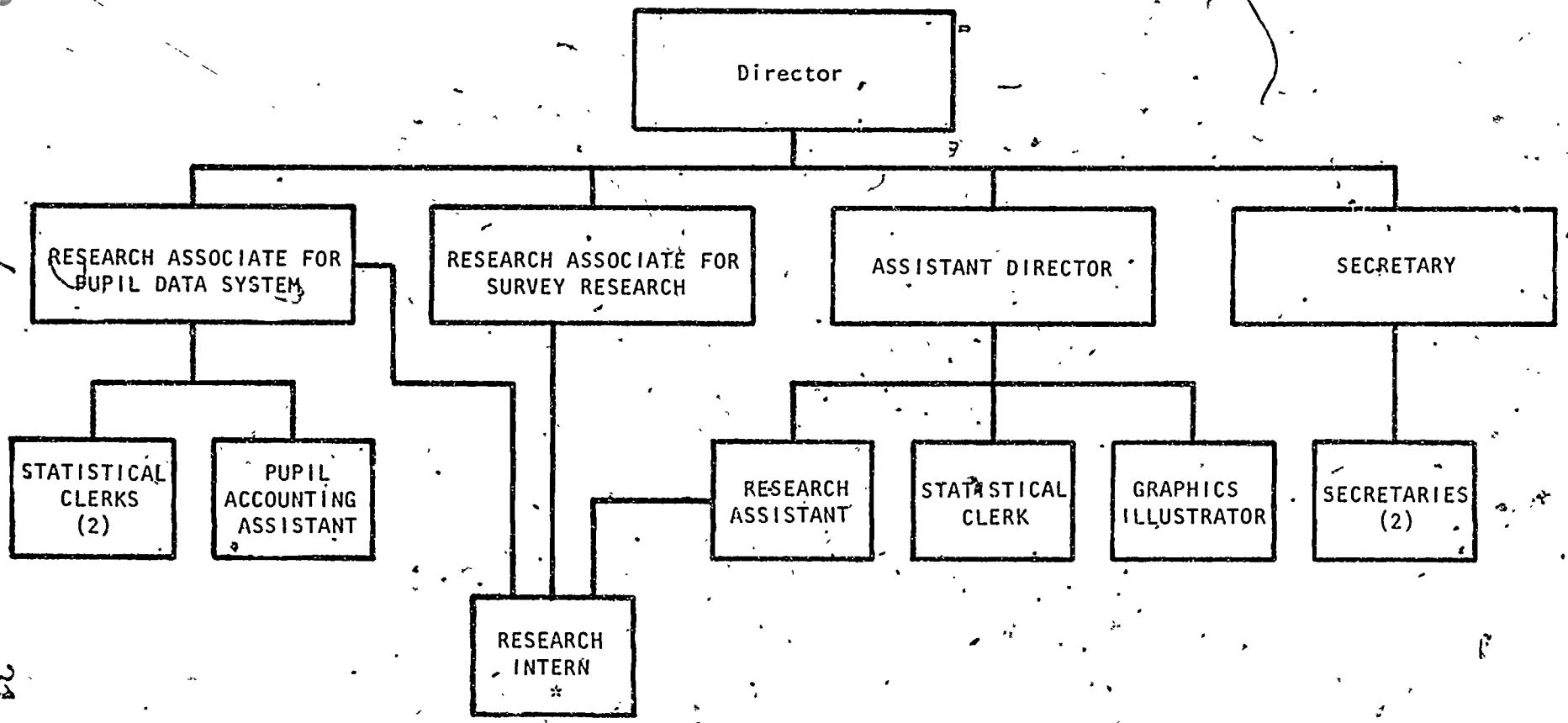
If the Office of Research and Evaluation is able to continue to provide information which is viewed as useful by its varied clientele, it cannot help but eventually win acceptance and support.

APPENDIX

OFFICE OF RESEARCH AND EVALUATION

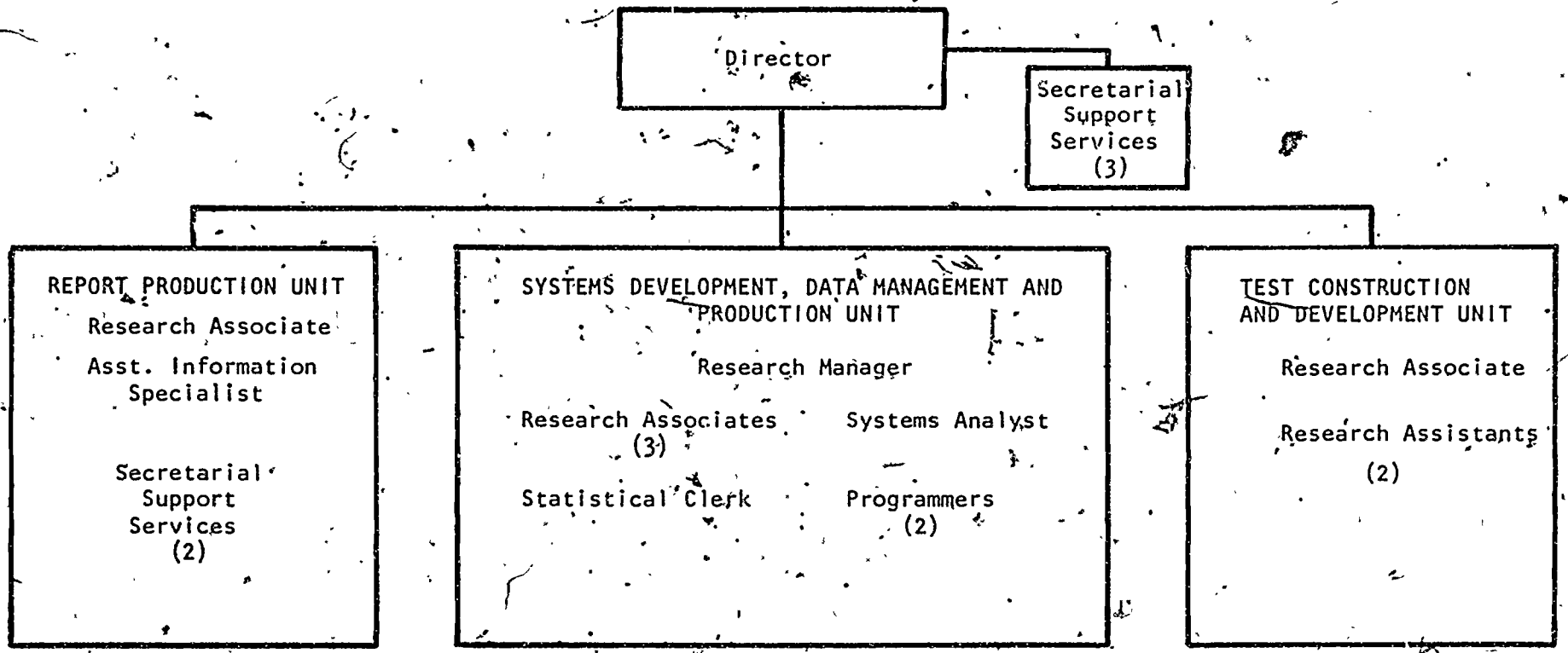


ADMINISTRATIVE & SURVEY RESEARCH SERVICES

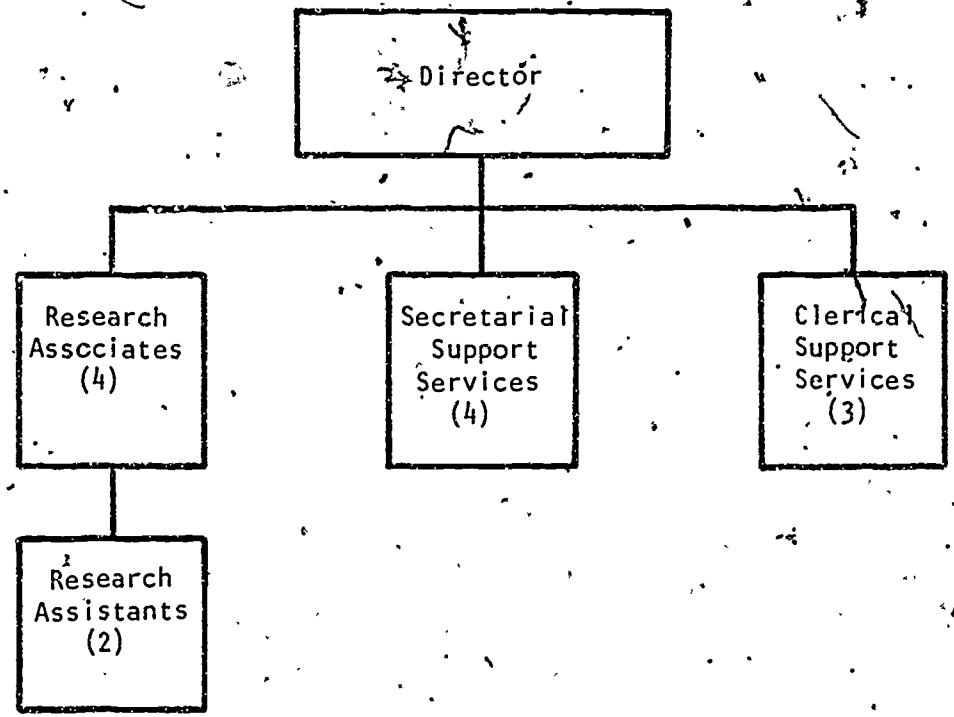


* 2/5 Pupil Data Systems
2/5 Management Information Center
1/5 Survey Research

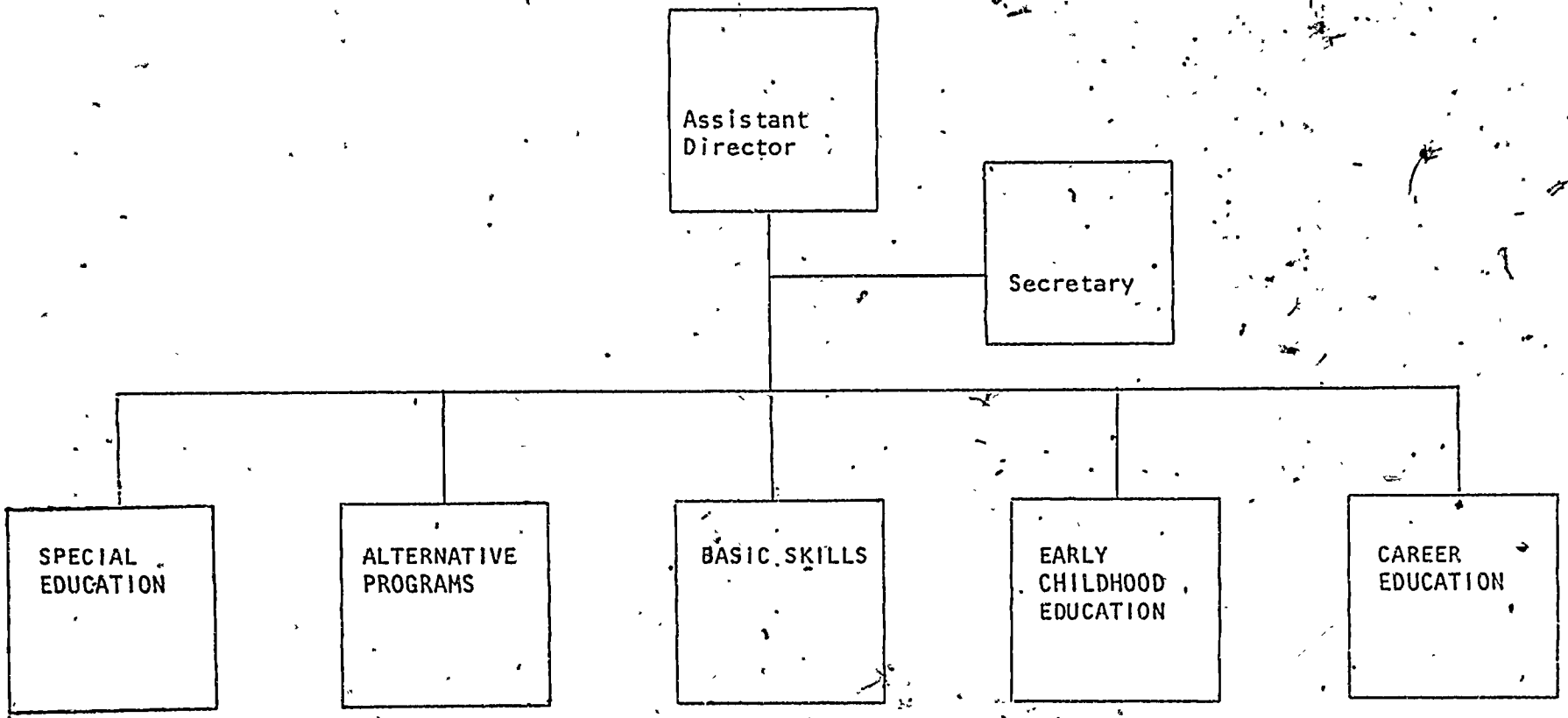
INSTRUCTIONAL RESEARCH AND DEVELOPMENT SERVICES

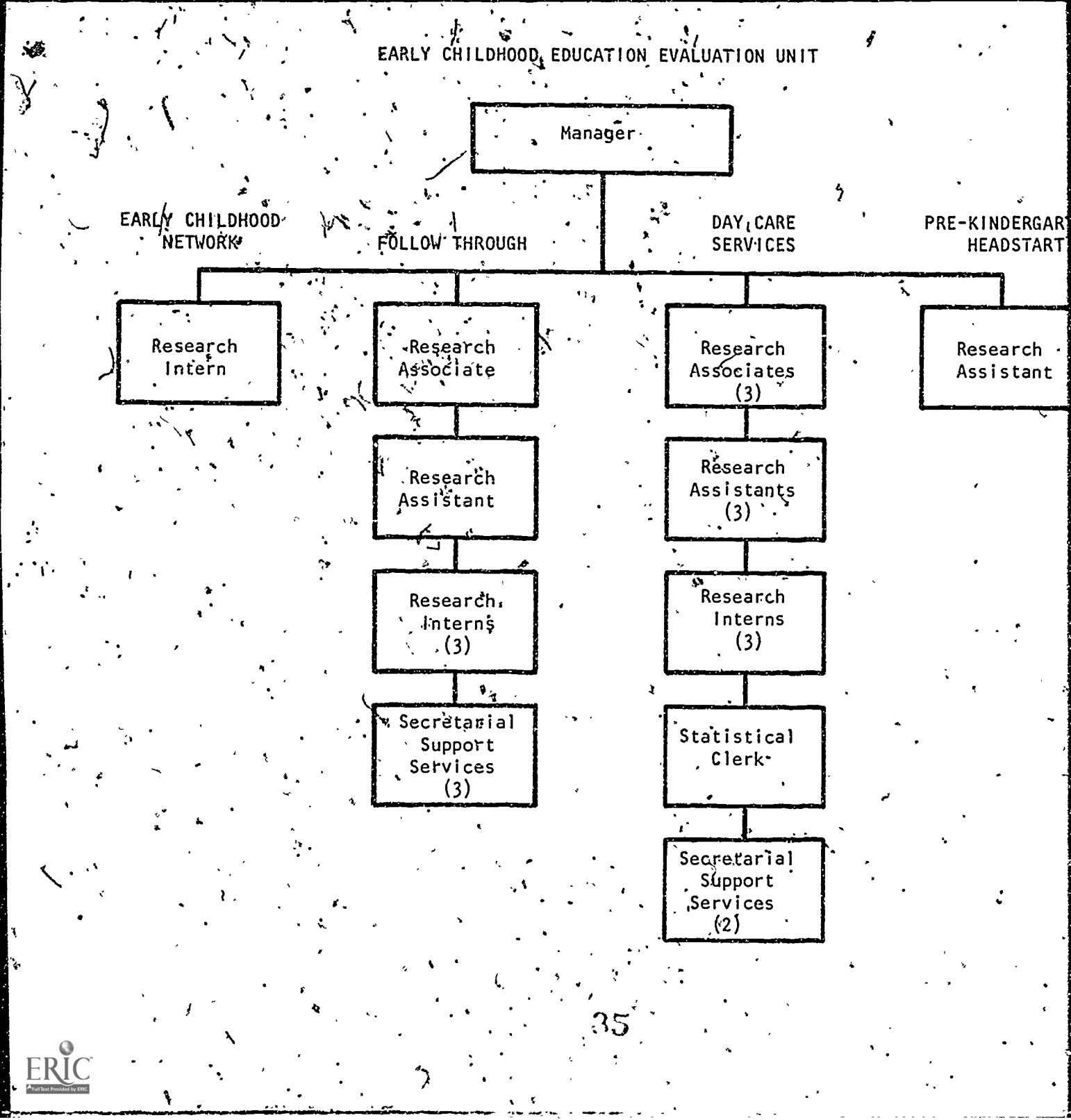


TESTING SERVICES

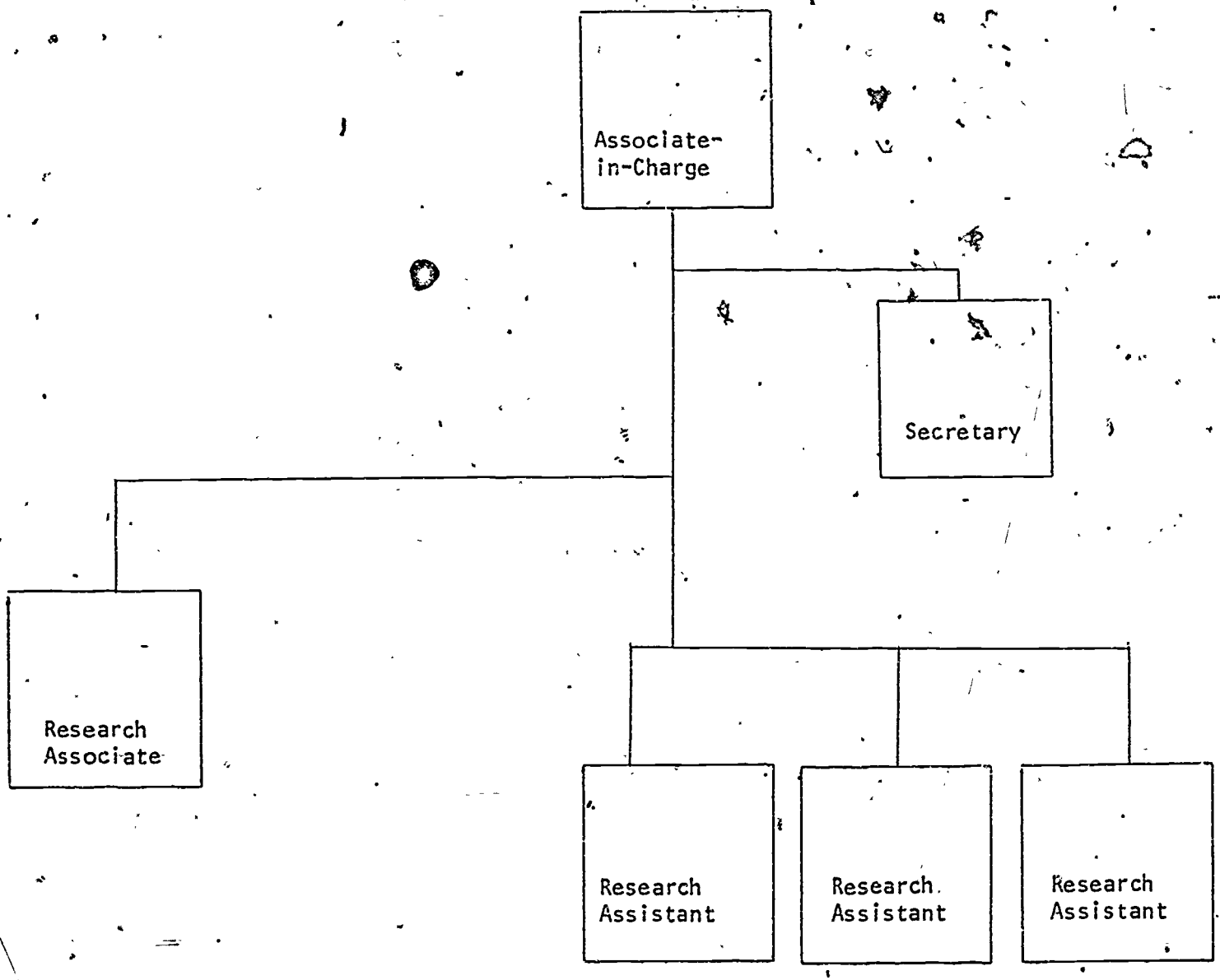


PRIORITY OPERATIONS EVALUATION SERVICES

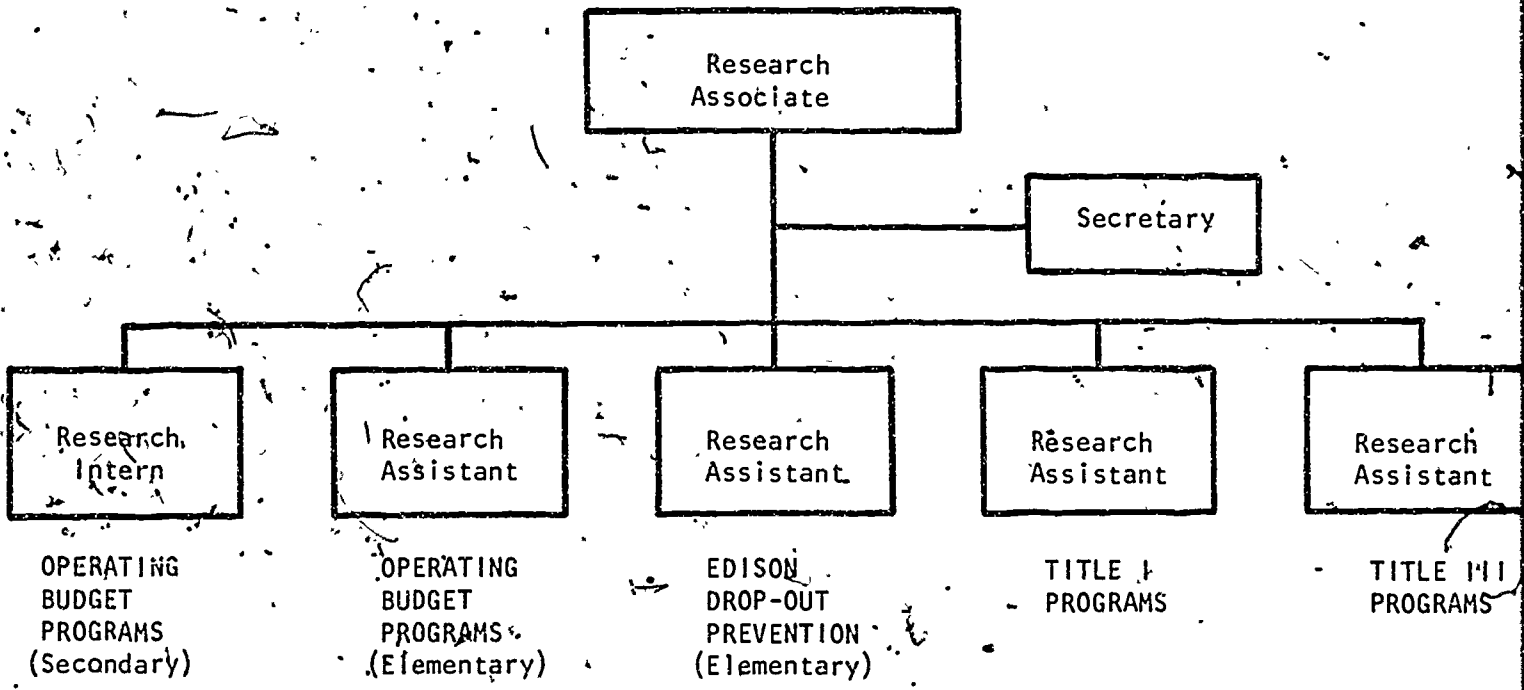



EARLY CHILDHOOD EDUCATION EVALUATION UNIT
Manager
EARLY CHILDHOOD NETWORK
FOLLOW THROUGH
DAY CARE SERVICES
PRE-KINDERGAR HEADSTART
Research Intern
Research Associate
Research Assistant
Research Interns (3)
Secretarial Support Services (3)
Research Associates (3)
Research Assistants (3)
Research Interns (3)
Statistical Clerk
Secretarial Support Services (2)
Research Assistant

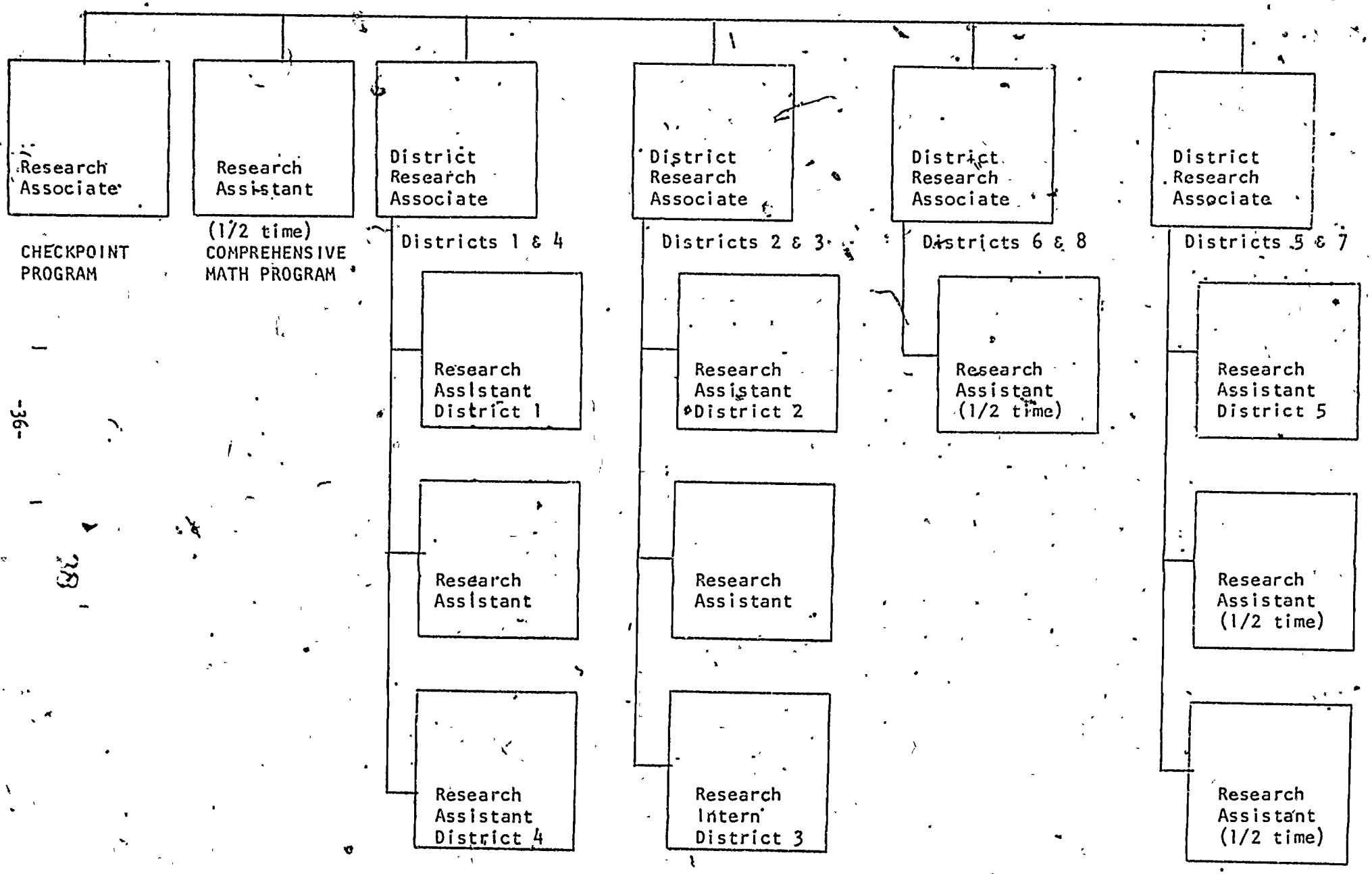
CAREER EDUCATION EVALUATION UNIT



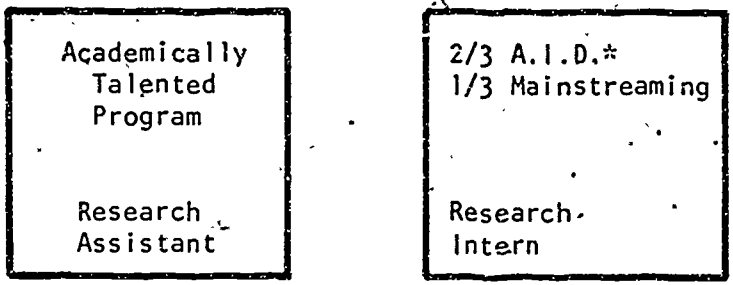
ALTERNATIVE PROGRAMS EVALUATION UNIT

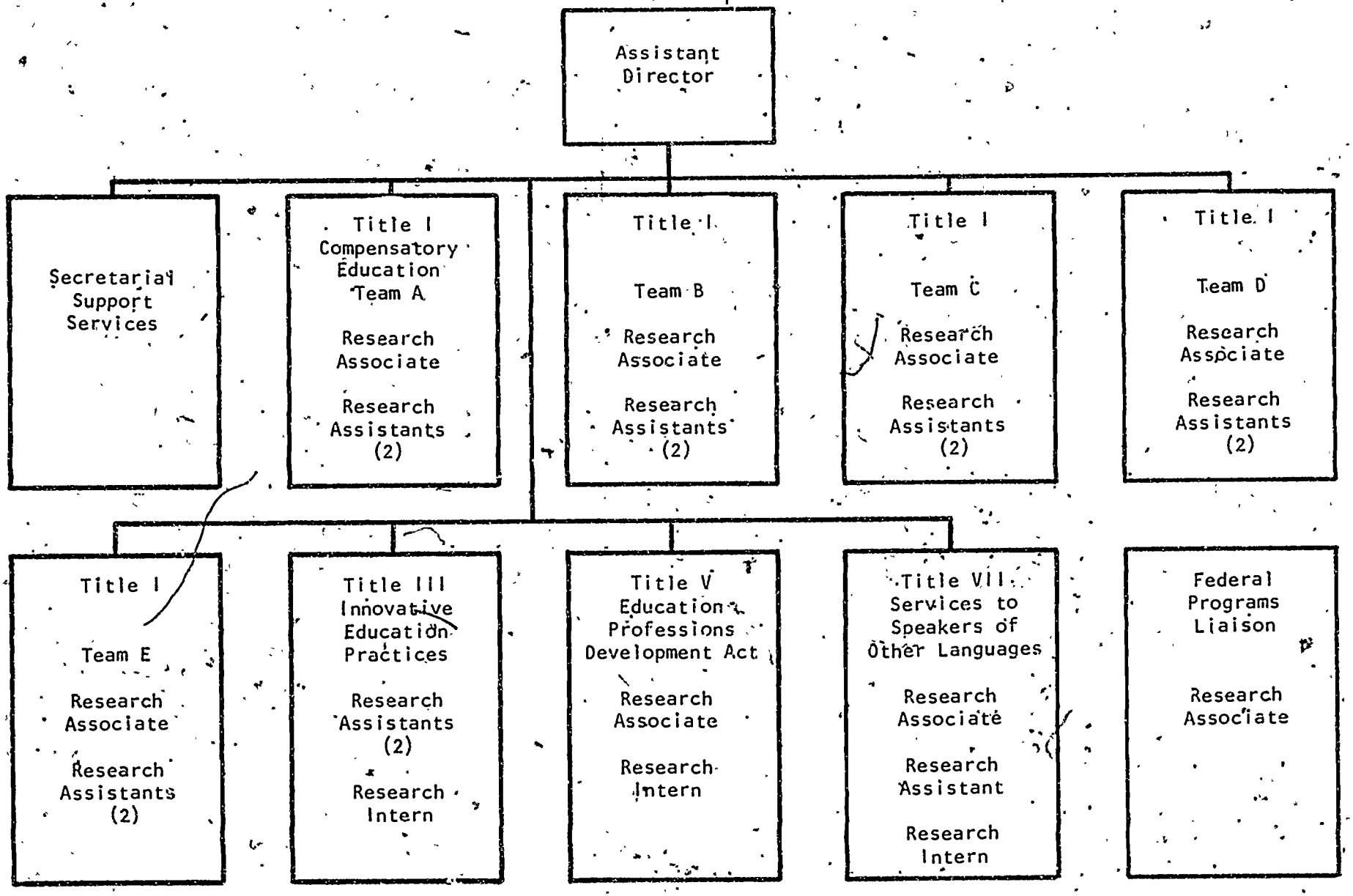


BASIC SKILLS EVALUATION UNIT



SPECIAL EDUCATION EVALUATION



*Achievement for Individual Development

FEDERAL EVALUATION RESOURCE SERVICES