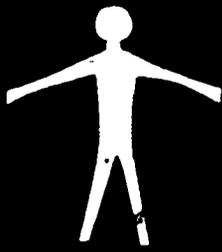ABSTRACT
          The School Within-A-School (SWS) Project was
initiated during the 1970-71 school year with the Waimanalo School
seventh graders who have now completed their second year with the
project as eighth graders. The major goals of the SWS program rested
on the assumption that students in Waimanalo have particular needs
created by limited experimential backgrounds and economic
deprivation. The goals included: the improvement of the students'
self-image, the increase of the students' motivation to learn, the
development in pupils and parents of positive attitude toward school,
and the improvement of the students' academic achievement level.
Evaluation procedures included such activities as designing and
distributing evaluation questionnaires for education project
personnel, referral and support personnel, students, parents and
teachers; pre-and postadministrations of the Stanford Diagnostic
Test, California Achievement Tests, and a Youth Inventory; direct
observations; and interviews. It was concluded that, in general, the
program objectives were not achieved to expectation, but observation
results indicated that the SWS program did have limited success with
some students. (Author/JM)

College of Health Sciences & Social Welfare

School of Social Work *

University of Hawaii

Social
Welfare
Development
and
Research Center
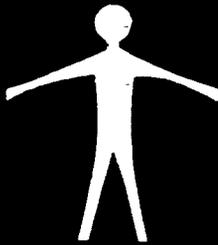
EVALUATION REPORT
1971-72

SCHOOL-WITHIN-A-SCHOOL
WAIMANALO INTERMEDIATE
& ELEMENTARY SCHOOL

WINDWARD OAHU DISTRICT
DEPARTMENT OF EDUCATION

STATE OF HAWAII

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

2

September, 1972
Report No. 107

WAIMANALO SCHOOL-WITHIN-A-SCHOOL - 1971-72

Waimanalo Intermediate & Elementary School
Windward Oahu District
Department of Education

Jimmy Izu - Acting District Superintendent
Randall Honda - Curriculum Specialist, Compensatory Education Services

* * * *

Samuel Kakazu - Principal, Project Administrator
Violet Fujii - Coordinator of SWS Project

Lyn Hartley - Counselor
Heidi Brown - Instructor
Clifford Honjiyo - Instructor
Donald Inamine - Instructor
Sarah Iwai - Instructor
Sharon Shiraki - Instructor
Edwin Shitabata - Instructor

Sinclaire Kahumoku - Educational Aid
Alexandra Kauwe - Educational Aid
Sui Lan Kepa - Educational Aid
Loretta Nuuhiwa - Educational Aid

* * * *

Prepared By:

University of Hawaii - Social Welfare Development Development & Research Center

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Richela Lau - Evaluation Specialist

TABLE OF CONTENTS

ACKNOWLEDGEMENT

The Windward Oahu District's School-Within-A-School (SWS, herein) project at the Waimanalo Intermediate and Elementary School has completed its second full year of operation. This Evaluation and Report of the Waimanalo School-Within-A-School Project is submitted under terms of a Memorandum of Agreement between the Department of Education (DOE) and the Social Welfare Development and Research Center (SWDRC) of the University of Hawaii. This report covers the period beginning in September, 1971, and ending in June, 1972. Under terms of the above agreement, the SWDRC also conducted a staff in-service workshop for personnel of the Waimanalo Intermediate and Elementary School and the Blanche Pope Elementary School. Staff consultations to personnel of both schools were also provided throughout the academic year.

We wish to acknowledge the support and cooperation of Randall Honda, District Curriculum Specialist for Compensatory Education Services; Ms. Frances Jorgensen, former Acting District Curriculum Specialist for Compensatory Education Services; Maurice Edwards, former principal of Waimanalo Intermediate and Elementary Schools; Samuel Kakazu, current principal of Waimanalo Intermediate and Elementary Schools; and Mrs. Violet Fujii, coordinator of the SWS project. Their assistance was valuable and necessary for the preparation of this evaluation report.

The Waimanalo SWS project is a result of COMMUNITY ACTION through

the collective efforts of parents, community, school and other community health and social welfare agencies. It was initiated because of their concerns for the need to provide a more meaningful and effective learning process to assure educational success for every child in their community.

While evidence of the current year's efforts indicates that the project was far from being successful, it can be readily agreed that joint community-school efforts should not be abandoned. Despite the project's apparent failure to achieve its stated goals and objectives, the SWS project did successfully demonstrate that the parents, community, and community agencies can work together with the public school system. There is a continuing need to seek alternative educational processes that will conclusively demonstrate that children from "disadvantaged" circumstances can achieve successes through the established educational structure.

This evaluation report was prepared as objectively as possible. Because of inadequately stated goals and objectives, it was not possible to fully assess the program's achievements and failures. We have attempted to highlight those aspects of the program which were successful, to identify those areas which were apparent weaknesses, and to be as helpful as possible in furthering the future endeavors of the Waimanalo Council of Community Organization Inc., Educational Task Force and the public schools serving the Waimanalo community.

This report was prepared by Ms. Richela Lau, an evaluation specialist;

assisted by Ms. Kathleen G. Stanley and Dr. Clifford R. O'Donnell, program specialist and reseacher respectively at the SWDRC and sypervised by Robert T. Omura, SWDRC Assistant Director and Program Consultant.

The SWDRC will continue to be available to the Windward Oahu District Office for technical assistance within its capability, in the adoption of any of the proposals and recommendations made in this report that are deemed feasible and acceptable.

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Jack T. Nagoshi
Director
Social Welfare Development and
     Research Center

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7

I. INTRODUCTION

A. The Problem and Purpose

The SWS Project was initiated during the 1970-71 school year with the Waimanalo School seventh graders who have now completed their second year with the project as eighth graders.

Prior to the initial development of plans for the SWS, a study was conducted by the Waimanalo Education Task Force regarding educational needs of its pupils. It was determined that the students from Waimanalo Schools were characterized with problems which distinguished them from other state public school students. The following examples supported this finding:

1. The 11% absentee rate of the Waimanalo students was 150% of the state average.

2. The Waimanalo students' STEP and SCAT scores were far below the national and state norms.

3. Only 65% of the Waimanalo students continuing to Kailua High School graduated with their class.

Implications from the above statements suggested that the present educational system in the Waimanalo area did not meet the students' particular social, emotional and educational needs.

The primary purpose as put forth by the Education Task Force in the October 6, 1970, report stated:

> "....the committee agreed to propose a special
> educational project for Waimanalo School. It
> is hoped that this project center might become
> a model educational plant that will serve as a
> means for invoking systems change for the
> students at Waimanalo."

8

B. Program Goals and Objectives

The major goals of the SWS program as put forth by the Waimanalo

Education Task Force rested on the assumption that students in

Waimanalo have particular needs created by "the limited experiential

backgrounds and economic deprivation" and that the school must adjust

its program to meet these needs. The goals included 1) the improvement

of the students' self-image, 2) the increase of the students' motiva-

tion to learn, 3) the development in pupils and parents of positive

attitude towards school, and 5) the improvement of the students'

academic achievement level.

The specific program objectives are listed and discussed under

Results - Program Objectives.

C. Brief History

The SWS' first year of operation (1970-71) under the direct

administration of Maurice Edwards, then principal of Waimanalo

School, was staffed by six teachers, four educational aides, one

mathematics teacher-consultant, one reading teacher, and a full-time

counselor.

Objectives of the program generally covered the same areas

mentioned above with additional objectives covering community

involvement and increasing awareness of the Hawaiian culture.

Results of the first year were "encouraging" according to the

Final Report and Evaluation.* The report stated that responses from

students, parents, and staff were, for the most part, favorable.

Large blocks of time for team-teaching and interdisciplinary learning

was implemented and was fairly successful. Students indicated they

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*Prepared and submitted by Phillip W. Schneider, Project Consultant,
July, 1971.

-2-

liked school and their teachers. They also enjoyed the Hawaiiana program. An increase in community involvement was also noted. Absenteeism was not reduced but teachers became more aware of its cause. Growth in reading was acceptable although results could have been improved. Growth in mathematics, however, was most rewarding due to excellent planning, programming, and teaching. While recommendations were given for the following 1971-72 school year, no particular effort was put forth to implement them. The results as reported in the Final Report and Evaluation, July 15, 1971, set the tone for the following year's (1971-72) effort.

The funding of the project for the first year was provided by the Governor's Progressive Neighborhoods Task Force Act 299 through an appropriation of its funds. The Governor's Task Force did approve the project for a second year but 299 monies were not forthcoming and the Windward District put together from its own resources the necessary funding.

II. EVALUATION PROCEDURES

Under a Memorandum of Agreement between the DOE and the University, the Social Welfare Development and Research Center evaluated the Waimanalo School-Within-A-School program in accord with the criteria, objectives, and methods previously specified and agreed upon by the Department of Education and the University of Hawaii. In addition to the regular staff at the SWDRC, the services of an evaluation specialist was secured to help prepare and submit the final evaluation. A summary of the activities performed before actual preparation of the evaluation included:

1. Designing of measuring instruments such as questionnaires and survey forms to help in data collection.

-3-

a. Evaluation Questionnaire for Education Project Personnel

b. Evaluation Questionnaire for Referral and Support Personnel

c. Student Questionnaire

d. Parent Questionnaire

e. Teacher Questionnaire

f. Observation Checklist

2. Distribution of forms and questionnaires to appropriate personnel

3. Distribution of Pre and Post-Tests and Inventories

a. Stanford Diagnostic Test

b. California Achievement Tests

c. Youth Inventory

4. Direct Observations of the school, students, classrooms, staff

5. Interviews with staff, Support and Referral Personnel, Students, Teachers, and Parents

6. Gathering of Statistical Data, i.e., attendance, assignments, scores

7. Interpretation of Data

8. Organization and compilation of data for write-up

Sufficient information, was gathered to adequately assess the project's objectives and goals. Additional data, not previously specified but gathered is included throughout the final evaluation to further assess the project's success in reaching the goals and objectives.

III. PROGRAM DESCRIPTION

A. Organization

Under the administration of Waimanalo Intermediate and Elementary School, the current Waimanalo SWS Program was staffed by one full-time

director-coordinator, one full-time counselor, six full-time certified DOE teachers, and four educational assistants.

These twelve staff members serviced approximately 180 students since September 1971.

B. Community and Facilities

Waimanalo, approximately 17 miles from Honolulu, is described in the original proposal as a rural community characterized by "low family income, chronic unemployment, high rate of ill health and illegitimacy, major incidence of adult and juvenile offenses," and a high number of welfare recipients, that are usually not charracteristics of communities with a higher socio-economic status. The surrounding community consists of small neighborhood grocery stores, service stations, drive-ins, and other services to provide for the needs of the community.

The SWS facilities located on the Waimanalo Intermediate & Elementary School grounds at 41-1330 Kalanianaole Highway, consist of a one story concrete structure at a far end of the campus. The building housed 4 classrooms, staff office, storage room, lounge, gym, and restrooms. A fifth classroom, also used by a SWS project teacher, was located near but separated from the main project building. Athletic courts and fields were easily accessible and located near the building. Other grade level classrooms were nearby but not directly connected with the project buildings.

C. Administration and Staff

1. Waimanalo School

Samuel Kakazu, principal of Waimanalo School, was the chief administrator of the SWS project since his principalship at the Waimanalo School began in September 1971 (during the second project year).

2. School-Within-A-School

   Director-Coordinator (full-time): Violet Fujii served as
liaison between the project staff, the Waimanalo School Adminis-
tration and the support services. She coordinated the purchasing
of materials, equipment, and supplies, and took charge of most of
the major activities such as discipline, class cuts and tardiness.
This has been her second year with the project but her first as
director-coordinator of the project.

   Guidance Project Counselor: Lynn Hartley provided group and
individual counseling for students. She was also liaison between
the project staff, students, parents, and the community resources.
Other duties included administration and coordination of testing
programs and assisting the director-coordinator in recording
attendance, tardies, disciplinary notations and reports.

   Teachers: Heidi Brown, Clifford Honjiyo, Donald Inamine,
Sarah Iwai, Sharon Shiraki and Edwin Shitabata were employed in
this project to provide instruction to the SWS students in English,
Reading, Science, Social Studies and Math.

   Educational Aides: Sinclaire Kahumoku, Alexandria Kauwe, Sui
Lan Kepa, and Loretta Nuuhiwa are Waimanalo Community members hired
to assist and relieve the regular teachers of routine clerical
duties such as attendance taking, mimeographing, typing stencils,
and correcting papers. In addition they occasionally assisted
the teachers by providing additional individual and small group
instructional assistance and remedial supervision.

D. The Students

Most of the 160 eighth grade students have been with the project since it began in September, 1970, during their seventh grade. Previous reports* indicated that the approximate distribution of ethnic background of the students were:

Hawaiian	47%
Filipino	17%
Japanese	11%
Portugese	10%
Caucasian	9%
Chinese	6%
	100%

This closely approximated the ethnic distribution of the community.

Out of the 160 eighth graders enrolled, 47.5% were females and 52.5% were males. Although the average age was 13 years the range was 12 to 15 years.

The June, 1971, evaluation showed that:

1. The average days absence per student during their seventh grade (September 1970-71) was 19.1.

2. The students indicated that they enjoyed school more than previously.

3. The students indicated that they enjoyed the Hawaiiana program.

4. The students gained most in the area of mathematics.

5. The students' disruptive school behaviors decreased.

(For September 1971-72 present status of students see Results - Program Objectives.).

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*School-Within-A-School Final Report and Evaluation, July 15, 1971.

According to measures completed at the beginning of the 1971-72 school year, the students showed wide ranges of individual characteristics and abilities.

GRADE LEVEL RANGE	Low	High
Stanford Diagnostic (Reading)	2.0	12.6
Stanford Diagnostic (Arithmetic)	2.0	11.7
California Achievement Test (Reading)	2.0	11.5
California Achievement Test (Arithmetic)	2.6	11.6

The above table suggests that some of the 8th graders at the beginning of the 1971-72 school year were far below grade level in reading and arithmetic. Even though some students were functioning well above grade level, the pre-test mean scores in reading 6.1 and arithmetic 6.5 indicated that most Waimanalo SWS students were functioning well below grade level. This problem has been a prevalent characteristic of students in communities such as Waimanalo.

The task force saw the problem as:

> "....In addition to their common adjustment problems, Waimanalo children have other particular needs created by the limited experiential backgrounds and economic deprivation most of them suffer. These particular needs include accentuation of verbal skills, cultural enrichment, individualized help, and classroom methods which are meaningful to the values of the neighborhood."*

E. Major Support and Referral Service

Learning Resource Center (LRC)

Kim Lau Simmons and Shirley Iwase provided special education services to selected students during the first year. However,

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*Final Report and Evaluation, July 15, 1971

support services from the LRC was not rendered since September, 1971.
According to the questionnaires returned from the LRC staff, the
major reasons for non-participation were the increased expansion and
needs of their own special education program, the increase in SWS
staffing, and program stabilization.

Waimanalo Education Task Force for Act 299

Initial plans, project proposal and funding of the project through
the Progressive Neighborhood Act (PNA 299) was developed by the Task
Force. Active supervision and monitoring of the project through
community and staff meetings was performed frequently by members of
the Task Force.

Individual members of the Task Force provided additional support
services to the SWS project. Several social workers and Task Force
members provided services which included counseling to approximately
20 students since September, 1971.

Children & Youth. Maternity & Infant Care Projects (Waimanalo)

Director Dr. J. S. McKenzie-Pollack provided medical and preven-
tive services as well as health education instruction to the project.
Since September, 1971, fifteen (15) students have been referred to her
for services.

Psychologist Dr. Richard Shearman, in addition to providing
psychological services to students referred to him, attended case
conferences, made frequent contacts with the project counselor, worked
with a group of 4 students weekly, and devoted time with students and
staff on the Molokai Trip. Since September, 1971, he has served
ten (10) students.

<u>University of Hawaii</u> - Curriculum and Instruction Specialist

Dr. Frederick Braun was contracted to provide help to teachers
in the project in developing curriculum and instructional materials
for the classroom.

<u>University of Hawaii</u> - Innovative Teacher Program - Teacher Interns

    Jim Funasaki
    Val Iwashita
    Lance Mitsuda
    Wesley Yamasaki
    Susan Young

These five University of Hawaii students assisted the teachers
in classroom instruction, planning curriculum, and activities as part
of their experience credit with the UH College of Education.   In
addition they established an activity center with parent cooperation
where "Waimanalo 8th graders could learn to do things (i.e., make kim
chee and using this as a medium for different discipline areas, sell-
ing kim chee entailed bookkeeping.)"

<u>Social Workers</u>

    Isamu Abraham
    Patricia Dougherty
    Harry Forman
    Fred Soriano

These four provided social work services such as case study,
family and home consultation, individual and family counseling, and
additional assistance with special projects such as a study of the
(32) students who contributed most to the previous years absenteeism
rate.

<u>University of Hawaii</u> - Social Welfare Development & Research Center

The SWDRC provided evaluation services. On-going consultation
and training was provided through inservice workshops for both Pope and

17

Waimanalo teachers to assist the DOE in developing a plan for educa-

tion in Waimanalo. "Goals and Objectives of the Education of Waimanalo

Youth" and "Proposed Educational Considerations for Classrooms in

Waimanalo" were the results of the workshop. (See Appendix 1 and 2.)

F. Curriculum Program and Activities

The curriculum and program model as stated in the original program

proposal was designed to

> ....offer new classroom experiences, new learning materials and
> varied activities that are interesting and meaningful to students. .

Opportunities to achieve these were to be provided and encouraged

through

> ...flexible class groupings, team-teaching, flexible time
> allotments and inter-disciplinary curriculum offerings.

An increased number of adult staff members (educational aides, a

full-time counselor, and coordinator) were to provide more opportunities

for

> ...more frequent pupil-teacher interaction on personal and on
> academic levels, as well as greater teacher-parent and teacher-
> community involvement.

The following section presents a general picture of the

1971-72 school year project and academic curriculum

as summarized from teacher interviews and questionnaires. Limitations

imposed on the project (i.e., rigid traditional 45-50 minute school

periods) prevented the present project from achieving an approximation

of the ideal and model curriculum and program as described above.

1. Scheduling and Courses

The school day began at 8:00 a.m. and ended at 2:30 p.m. It

included one homeroom period where attendance, announcements, and

other business was completed, six 45-minute class periods

(3 morning and 3 afternoon periods), one recess, and one lunch
period which included an activity period where students engaged
in planned activities such as intramural sports.

The entire eighth grade class was divided into six groups.
Students usually remained with their group for most of their
required courses and separated for their selected non-required
courses, which was similar to the operation of "traditional depart-
mentalized" intermediate level grades 7 and 9 at Waimanalo School.

Each of the six project teachers specialized and provided
instruction in one of the required courses of English, math,
science, or social studies. Teachers not in the project provided
supplemental instruction in elective courses such as typing, home-
making, and Spanish, and the required physical education class.

Five of the six project teachers were allotted a two period
(90 minutes) preparation and planning block each day. The sixth
teacher had one period (45 minutes) of preparation and planning
since he also instructed a ninth grade science class.

With the assistance of student teachers from the University
of Hawaii and the educational aides, teachers were able to provide
individual help and attention to students during class. In
addition to the project counselor, staff members assisted with
personal counseling throughout the day during students' free time.

2. Assessment of Skills and Needs

Assessment of student needs and educational functioning
levels was done by the project staff and classroom teachers.
Methods included the use of standardized and commercial tests.
Test results of the Stanford Diagnostic Test were available for

reading and math skill assessment. Several teachers used the pre-
test results of the California Achievement Test for diagnostic
purposes. Frequent teacher-made written tests were administered
at the end of a subject unit or chapter to assess the students'
mastery and understanding of the subject and whether they were
ready to proceed to a new unit. Several teachers administered
pre-post tests to assess students' progress and also to evaluate
their own teaching methods. Teacher observations provided on-going
assessment of academic progress. These included observations of
work quality, the students' ability to proceed without extensive
help, or the length of time the student took to complete assign-
ments. In addition, observation of students' behavior and atti-
tudes helped staff members to assess students' personal and social
levels. Individual student conferences, conducted frequently for
some teachers (daily) and as infrequently for others (quarterly),
provided opportunities for students to assess their own needs and
progress.

The assessment of social, personal, and emotional levels of
the students was primarily done by the project counselor who
frequently conducted individual interviews and conferences with
the students. The teachers' observations and reports also
provided additional information for assessing the students' social,
personal, and emotional level.

After necessary assessment was done teachers attempted to
develop an appropriate curriculum program for the students, or if
necessary, referred students to available services.

3. Materials and Equipment

A list of commercially prepared classroom materials was not available. However no commercial texts and kits were purchased under project funding. Most of the materials used in class were teacher-made (as much as 75% according to teacher questionnaires) and designed to be as individualized as possible. The commercial instructional materials that were utilized were purchased in previous years for other eighth graders.

Supplies and materials that were purchased with program funds included:

duplicating paper   tagboard

ruled paper   ditto masters

construction paper   thermal masters

drawing paper   copy paper

laminating film   manila folders

Equipment purchased with program funds included:

tape recorders   movie camera

film strip - slide projector   thermo-fax copy machine

copy-rite machine (duplicating) microscopes

camera

These supplies, materials, and equipment were shared among the office staff and the classroom teachers and students.

4. The Learning Process

Academic instruction was scheduled during the 45 minute periods of the school day. Classroom instruction consisted of group and individual experiences.

Group experiences consisted of 1) large group instruction
and discussion, 2) large and small group activities such as
excursions, 3) small group sessions for projects or specified
academic assignments, 4) peer group instruction where more
advanced students instructed slower students, and 5) small remedial
groups assisted by the educational aides.

Individual experiences and instruction primarily consisted of
completion of assignments following large group instruction, and
occasional individualized instruction where students were expected
to work independently at their own pace and complete at least 75%
of his assignments successfully (i.e., individualized packets in
Social Studies).

Both group and individualized experiences were supplemented
by the use of audio and visual equipment, demonstrations by the
teacher, and active-direct experiences such as the vegetable
growing project for Science class.

Selected activities and projects were planned to give
students "relevant and stimulating experiences" which served as
the basis for academic assignments such as publishing a book based
on students' experiences in English class. Projects enhancing
the Hawaiian culture such as coconut hat making, and activities
relating directly to getting along outside of school (i.e.,
discussions on being part of a divorced family), and personal
value building were encouraged in the classrooms.

Feedback was an important part of the learning process. As
much as possible immediate feedback was given. Students were able
to have assignments corrected either by the teacher, by other

22

selected students, or by themselves when using programmed kits.

In addition, some teachers provided further feedback by 1) perso-

nalized notes on returned assignments (e.g., "I see you've been

really doing some work to improve your spelling."), 2) frequent

verbal and nonverbal reinforcement, 3) individual conferences

which gave the student opportunities to receive additional feed-

back, and 4) student individual progress records.

Although some teachers provided activities in line with the

program philosophy (Hawaiiana activities) and excellent feedback,

there was no consistent system of activity planning and feedback

among the SWS staff. Thus no common program theme or methods of

feedback were part of the SWS program.

5. Field Trips and Activities

According to the October 6, 1970 Report, activities and field

trips

> "will focus on getting to know Waimanalo
> and Oahu. The trips will form the basis
> for helping students to know the various
> cultural groups with whom they live, the
> geography and ecology of Hawaii..; From
> the field trips and other activities,
> reading, writing, and mathematical expe-
> riences will be developed in the classroom."

Special project funding was allotted to provide for these

opportunities to students. Most of the funds were spent on

class field trips and an extended excursion to Molokai.

Below is a partial list of field trips taken during the

1971 school year as gathered from interviews. (Complete official

records were not available because of a miscommunication between

the evaluator and the SWS staff.)

-16-

Uke Band for Aloha Week

Molokai Trip

Slaughter House

Library of Hawaii

Hawaii News Agency

Bank of Hawaii

State Capitol and Legislature

Symphonies and Concerts (3)

"Miracle Worker" (play)

Bishop Museum

Class activities such as bookmaking, making coconut leaf
trinkets, assembly presentations, intramurals, sports, and
gardening were selected to provide students with stimulating
experiences to enhance the Hawaiian culture as well as to promote
enjoyment of school.

6. Grading and Reports

There seemed to be no mutually agreed upon grading criteria
among the six teachers. Each had individual methods of grading.
However, most of the teachers seemed to base grading upon class
participation and completed assignments and tests.

Report cards were distributed quarterly to students and
parents and permanently recorded in the students' file. Additional
feedback to the student and parents were disseminated through
short progress notes from individual staff members and teachers,
telephone contacts, and conferences which took place frequently.

24

IV. RESULTS & DISCUSSION

A. <u>Interviews and Questionnaires</u>

As indicated previously questionnaires were distributed and
interviews were conducted with the SWS staff, the administration, the
students, the major support and referral service personnel, and
parents. The following section summarizes their responses which
reflect their opinions, ideas, and feelings about the present SWS
project.

1. <u>Staff and Administration</u> (Waimanalo School administration, SWS staff)

   a. The majority of staff and the administration rated the extent
      to which the objectives were met as "so-so" with a few
      exceptions who rated it as "good".

   b. The staff and administration felt that the program did succeed
      in the following ways: 1) closer relationships existed among
      students, parents, and SWS staff, 2) students showed personal
      and social growth as individuals as well as a group, 3) teachers
      made efforts despite limitations (i.e., schedules), 4) there
      were numerous opportunities available to students such as
      activities and trips, 5) negative behaviors in class decreased,
      6) students need not be pushed to complete assignments, and
      7) teachers gained personally as professionals (i.e.,
      "recognizing teaching inadequacies on which to base improve-
      ment" and "acquire new teaching skills."

   c. The staff and administration felt that the program could have
      been improved by 1) adequate preplanning, 2) designing of
      "interdisciplinary individualized packets", 3) more communica-
      tion and joint planning with the rest of the school faculty.

and administration, 4) more flexible scheduling, 5) offering minicourses that span over a quarter rather than a year, and 6) more practical workshops for developing new teaching techniques and materials.

2. Students (40 randomly selected students were interviewed)

a. Students generally liked the SWS program primarily because of the numerous activities, excursions and trips that were offered free, and the friendliness of students toward each other.

b. Students generally felt that the "trouble with the SWS program" was that they were "different" from the seventh and ninth graders who were not involved with the project and this special attention created peer tension between grade levels.

c. The majority of the students felt that they would enjoy school more if 1) more different types of classes were offered such as other foreign languages and activity-oriented courses, 2) more individual attention could be given to the slower students, 3) the seventh and ninth graders could be involved, and 4) mutual respect between students and teachers could be achieved (i.e., "not treating us like small kindergarteners").

3. Major Support and Referral Services

a. The majority of the support and referral agencies rate the extent to which program objectives were met as "so-so" with a few in all categories ranging from "well met" to "poor".

b. The support and referral personnel saw major successes in 1) efforts of the SWS staff to implement change in the school system, 2) increased parent and community interest in

26

the project, 3) the numerous opportunities for new activities

and trips, and 4) the student interest and enthusiasm.

c. The support and referral personnel saw the major weaknesses

of the program in 1) lack of support from the school not

involved in the project, 2) involvement of only one grade

level as a target population, 3) lack of well understood

goals and expectations, 4) lack of strong SWS staff organiza-

tion, and 5) the minor impact the project had in changing the

school system.

d. The support and referral personnel felt that the program

could be changed through major improvements: 1) extending

project to entire intermediate level, 2) clearer goals and

objectives, and 3) more intense effort and support from the

school, the administration, and the community.

4. Parents (25 randomly selected parents were interviewed)

a. The parents generally felt that their child seemed to benefit

from the school program in being more willing to attend school

and to take on more responsibilities (i.e., home chores).

Several parents also mentioned that they noticed that their

child was more "matured" in the way he behaved at home and

with others. They also suggested that perhaps the various

activities, excursions, and "good teachers" may have contri-

buted to their child's improved attitudes and behaviors.

b. The majority of parents felt that the numerous activities and

excursions offered to the students through the program was

beneficial in providing their children with opportunities they

might have never experienced (i.e., Molokai Trip).

27

-20-

c. Most of the parents were aware of the project's efforts in
increasing parental interest in the school. However, active
participation by parents was primarily limited to telephone
contacts with staff members and a few other resource services,
occasional appearances at the project location, or short notes
from school.

B. Program Objectives

1. Objective #1: Given relevant experiences the students shall enjoy
school.

Methods employed to assess this objective included data col-
lected from interviews and questionnaires and the pre and post
test results from the STS Youth Inventory.

According to 40 student interviews, 34% found school to be
"fun and interesting". When asked "What do you like about school?"
these students listed activities, excursions, or projects such as
"intramurals", "growing vegetables ourselves", and "making things".
The 56% who found school to be "okay but could be better" indi-
cated that they enjoyed the experiences offered to them this year
but suggested that there be more activity-oriented courses and
projects. These students generally felt that they enjoyed and
learned more when they were actively involved. The remaining 10%
felt that school was boring or did not answer.

The results of the STS Youth Inventory showed that there was
no significant differences between sub-test scores an both pre and
post tests. Any gain or loss for individual students can be attri-
buted to chance.

2. Objective #2: The absence rate will be reduced to the state average.

Data utilized in assessing this objective included attendance records for the 1970-71 and 1971-72 school year for the project students and the 1971-72 state average absence rate.

It was found that the 1971-72 Waimanalo average absence rate per student was 18.5 days. The State average absence rate was 7.4 which included all public schools in Hawaii. The above findings indicate that Waimanalo students maintained a 150% rate higher than the State average. There was a 0.6 improvement in absence rate as compared to the students' seventh grade rate of 19.1 average days absent per student.

According to attendance records, 39 students or approximately 24% had 25 or more absences (range 25 - 122 days absent for the 1971-72 school year). These 39 students contributed to 58% of the total days absent for the Waimanalo eighth graders. The average absence rate for the remaining 120 students was found to be 12.7 which is still above the State average of 7.4 by 58%.

Therefore, <u>it can be concluded that this objective was not achieved by the SWS students</u>.

3. Objective #3: Each student will improve his reading skills.

The Pre-Post test results of the California Achievement Test - Reading was used in assessing achievement of this objective. 133 students completed both the pre and post reading test.

Results indicated that as a total group there was a 0.6 significant gain in mean grade level (Pre 6.1, Post 6.7). The pre-test grade level range (1.4 - 11.0) and the post test grade

29

level range (1.7 - 12.0) indicated that general improvement took place. However, students generally remained in their pre-test rank order (i.e., students who scored low on pre test scored low on post test). Below are a few examples:

STUDENT RANK ORDER COMPARISON BY GRADE LEVEL SCORES		
	Pre	Post
S1	1.4	1.9
S2	1.5	1.7
S3	2.8	3.0
S4	4.0	4.6
S5	6.6	6.9
S6	10 6	11.4
S7	11.0	11.4

Comparison of the students' individual pre and post test scores reveals that:

        22 students lost in grade level scores
         5 students remained the same
        73 students gained 0.1 to 0.9 grade level
        26 students gained 1.0 to 2.0 grade levels
         7 students gained 2.1 or better grade levels

The normal expected gain of 1.0 grade level per school year was not achieved by the majority of students. According to the above distribution only 33 students (25%) met this criteria. Therefore, not only did the majority of students fail to gain 1.0 years but the needed improvement to come up to the expected grade level (8.9) was also not achieved. In reading skills, 88% of the students scored below grade level. In fact, the majority of students are further below grade level at the end of the year than at the beginning.

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                    GRADE PLACEMENT

                                   Sept. 71    May 72

    Expected grade placement          8.0         8.9

    Mean grade level                  6.1         6.7
      Waimanalo SWS

    Difference in grade levels        1.9         2.2
```

As the table indicates the 8th graders are 2.2 years or 3 months further behind the expected grade placement at the end of the 1972 school year.

4. Objective #4: Each student will improve his Arithmetic skills.

The Pre-Post tests results of the California Achievement Test - Arithmetic was administered to assess this objective. 137 students completed both pre and post arithmetic test.

Results indicated that the total group scored a 0.2 gain in mean grade level achievement (Pre 6.5, Post 6.7). The difference in the pre test grade level range (2.2 - 11.6) and post test range (2.1 - 11.8) suggest that there was a slight general trend toward improvement.

As in the reading skills test, the students generally remained in their pre-test rank order. Below are a few examples:

31

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┌─────────────────────────────────────┐
│   STUDENT RANK ORDER COMPARISON      │
│      BY GRADE LEVEL SCORE            │
│                                      │
│   S1        2.2           2.1        │
│   S2        2.5           2.2        │
│   S3        3.1           5.6        │
│   S4        5.6           5.8        │
│   S5        7.6           7.8        │
│   S6        9.3          11.1        │
│   S7       11.6          11.3        │
└─────────────────────────────────────┘
```

Comparison of the students' individual pre and post test scores reveals that:

    43 students lost in grade level scores
    12 students remained the same
    67 students gained 0.1 to 1.9 grade level
    14 students gained 1.0 to 2.0 grade levels
     1 student gained 2.1 or better grade levels

The normal expected gain of 1.0 grade level per school year was not achieved by the majority of students. According to the above distribution, only 15 students (11%) met this criteria. Therefore, not only did the majority of students fail to gain 1.0 years but the needed improvement to come up to the expected grade level (8.9) was also not achieved. Post test results indicated that in math, 92% of the students fell further below grade level at the end of the year than at the beginning of the present school year.

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┌──────────────────────────────────────────────┐
│              GRADE PLACEMENT                   │
│                                                │
│                        Sept. 71    May 72      │
│                                                │
│  Expected grade placement   8.0       8.9      │
│                                                │
│  Mean grade level           6.5       6.7      │
│    Waimanalo SWS                               │
│                                                │
│  Difference in grade level  1.5       2.2      │
└──────────────────────────────────────────────┘
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-25-

As the table indicates the 8th graders are 2.2 years or 7

months further behind the expected grade placement at the end

of the 1972 school year.

C. Discussion

1. General

The program objectives were not achieved to expectation but

observation results indicated that the SWS program did have limited

success with some students. Some positive features were observed

by SWDRC evaluators. These are discussed below.

a. According to the opinions of the SWS staff there was a notice-

able social and personal change in the students. Much group

cooperation and closeness was noted among students. Very

few fights and other anti-social behaviors occurred. Students

also were more "mature" and able to take on responsibility as

individuals as well as a group (i.e., students evidenced much

group cooperation on the Molokai trip).

b. There was an observed close and open relationship between

students and staff members. Students and staff were frequently

observed to be informally "rapping" individually or in small

groups. This apparent closeness may be explained by the fact

that the students and staff had worked together for two years

since the project began in September 1970.

c. Activities and field trips were designed to stimulate and

provide active learning experiences for students (i.e., a

science class grew their own vegetables such as lettuce and

radishes, harvested them, and distributed them among them-

selves and SWS staff members).

-26-

33

d. Teachers attempted to make use of program limitations by providing alternatives such as small peer-group instruction and individual instruction (i.e., social studies individual packets). The majority of the classrooms were arranged so that both group and individual study could be done.

e. Additional staffing of a full-time coordinator, full-time counselor and educational aides were of help in relieving the teachers of much otherwise routine clerical and administrative duties (i.e., duplicating, taking attendance). This also gave teachers more time to devote to the students, academically and personally.

f. Classrooms were acceptably attractive and orderly, presenting adequate conditions for learning. (An attractive and orderly classroom does not "cause" learning but establishes an atmosphere that fosters and stimulates students to learn.)

g. Equipment, materials, and facilities were adequate and did not present any major problem for the SWS staff and students.

h. Throughout the entire two year project period, parent involvement in the SWS program increased. More parental contact was made through telephone calls and personal contacts by the SWS staff and various support services (i.e., social workers) to share students' progress or to express interest in the child. Teachers made efforts to keep parents informed of the program and activities. Community interest also increased through the efforts of the Waimanalo Community Education Task Force and community meetings.

These features listed above contributed to the limited success
of the program efforts. Listed below are some features that may
have contributed to the project's failure in achieving most of the
stated goals and objectives.

a. The facility's location at the remote section of the campus
    and the virtually autonomous administration (full-time coor-
    dinator and counselor) of the project practically isolated the
    SWS program from the rest of the school which did not seem
    interested in supporting the program. Mutual planning and
    communication between the program staff and school was poor,
    ineffective and frequently nonexistent. This is in contrast
    to the primary goal of the project proposal - to implement
    and initiate change throughout the entire school system in
    Waimanalo.

b. Goals, objectives and procedures were generalized, unclear,
    and vague according to teachers and staff members (i.e.,
    Objective #3: Each student will improve his reading skills).
    No steps, procedures or methods to reach the objectives were
    specified. Teachers and administrators spent little time in
    further defining their objectives.

c. There was an apparent lack of team and teacher cooperation.
    This could be explained by the rigid schedule of the tradi-
    tional 45 minute periods that prevented teachers from setting
    up blocks of time for team teaching and joint activities for
    interdisciplinary study.

d. Although social and personal growth was indicated, academic
    growth was minimal as indicated by the results. Further, only

35

a few students used free time for academic pursuits.

e. Although students seemed to be very relaxed and expressed
themselves freely in class, there was much unnecessary dis-
ruptive behavior that detracted from the learning situation
(i.e., not listening to the teacher, talking and whispering
among themselves during the movies, unnecessarily getting up
and walking around, taking more than adequate time to begin
assignments).

f. Project allocation for excursions and activities was sufficient.
However, the expenditure of a large amount of money for one
extended excursion to Molokai was not as beneficial as expected.
Several students indicated that they did not enjoy the trip –
they were restricted like an "Army Camp", "couldn't do nothing",
"boring". Several staff members also voiced some dissatis-
faction. The total money spent could have been better utilized
through several small group or personalized class excursions
to neighbor islands or on Oahu rather than an entire class of
eighth graders.

g. The available resources and support services were not utilized
to their fullest extent. For instance, diagnostic material
administered and prepared by the SWLRC were minimally utilized
to plan individual academic programs for students. The services
of a curriculum specialist from the University's College of
Education remained, for the most part, unused.

These are some of the major features that perhaps hindered
overall program success. Alleviation of the problems specified
above may contribute towards achievement of the goals and

objectives if the program were to be continued in 1972-73. The conclusion reached at this point is that <u>the expected initiation of change in the Waimanalo Schools did not occur</u>.

2. <u>Program Objectives</u>

   a. Objective #1 (Students shall enjoy school.)

   Of the students interviewed 94% felt school to be "fun and interesting" or "okay". The majority listed various activities, excursions, peer-relationships and pupil-teacher relationships as the reinforcing element. However, none of the students listed academic subjects as providing positive reinforcement. This indicates that aside from the activities and excursions attempting to be relevant to the particular subject, the academic curriculum did not meet the students' needs. This perhaps can also explain the relative little significant improvement in reading and math as discussed in Objective #3 and #4. This directly implies that the planned activities were not relevant and stimulating for a particular subject. Implications suggest that teachers need improvement in planning academic programs to meet students' needs.

   The results of the STS Youth Inventory, showing no significant difference, indicate that 1) the students' attitude toward school, others, and himself did not change, 2) the program's effectiveness in changing attitudes failed or 3) students did not indicate negative attitudes initially and so no or little improvement was needed. The latter is probably most accurate since through observation and interviewing, student attitudes especially toward himself and others were

positive. However, there was a lack of mention that

attitudes toward school had changed. Perhaps using the

absence rate improvement from 7th grade year to 8th grade

year (see Objective #2) we can conclude that there is some

positive reinforcement offered by the program to the student.

b. Objective #2 (Reducing absence rate to State average.)

Results indicated that the Waimanalo eighth graders did

not reduce their absence rate to the State average. This may

have been due to 1) the school generally was not as stimulating

and motivating as expected, and insufficient and inconsistent

reinforcement was dispensed for attendance, 2) the 39 students

who had 25 or more absences during the 1971-72 year and who

contributed to 58% of the absence rate at Waimanalo, 3) the

life style of the community did not motivate students to

attend school and pursue academic tasks, and 4) records of

attendance did not distinguish between unexcused and excused

absences.

Students, however, did show improvement over their seventh

grade average. Perhaps this improvement can be explained by

the special efforts of social workers who did a special study

on students who were contributing to the high absenteeism

rate in 1970-71 and provided follow-up and contacts with

students and their families during the 1971-72 school year.

Results showed that of the 29 students who had 25 or more

absences during their seventh grade, 17 (59%) improved

attendance, 10 (34%) remained the same or increased their

absences per year, and 2 (7%) withdrew from school. Of the

17 that did improve, 12 decreased their absences to less than 25 days for the 1971-72 year.

Implications of the eighth grade attendance rate as compared to their seventh grade rate suggest that 1) school may have been more stimulating for some students this year. Perhaps excursions, activities, and the close relationship with other students and staff provided some reinforcement, 2) students may have been evidencing growth in responsibility for attending school, or 3) the increased interest of parents. in the school may have contributed to encouraging students to attend school more frequently.

Previous attendance reports indicate that as a class advances from grade to grade the average days absent increases.* It is significant that this increase did not occur for this class and in fact a small decrease of 0.6 was made.

c. Objective #3 and #4 (Academic improvement in reading and math.)

The SWS staff's effort and cooperation in administering the CAT pre and post tests were excellent and merit commendation. Students were also encouraged and motivated to complete the test through a contingency reward. These two reasons perhaps explains the high participation rate (137 out of 159) of students who completed both pre and post tests.

It should be noted that a wide range of test levels were used. Of those students who completed both pre and post test:

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*See Final Report & Evaluation, July 15, 1971, p. 22.

5 were given the Lower Primary form
                        53 were given the Elementary form
                        79 were given the Junior High form
                       137

These three forms spanned the diverse educational functioning

of the students who ranged from grade level 1.4 to 12.0 in

reading and math.

Although the results showed that there was some signifi-

cant gain in reading and math, it was not sufficient to show

real improvement (gain of 1.0 grade level years and above) or

improvement to catch up to grade level. This apparent lack of

academic improvement can be explained by 1) inadequate assess-

ment and programming of materials to meet individual student

needs, 2) an inappropriate learning process (i.e., large group

lecture type situation may not be appropriate and effective),

3) the students and sometimes teachers' misint_rpretation of

"individualization" as "to do your own thing", and 4) primary

emphasis on personal development and growth and less emphasis

on academic improvement.

The Stanford Diagnostic Test (SDT) in Reading and

Arithmetic was administered to the eighth graders at the begin-

ning of the year helped the staff in assessing student needs

and to plan apprppriate learning materials. Results of the

CAT post test scores suggest that the SDT results were

improperly or inadequately utilized or not utilized at all.

Perhaps improved utilization of the SDT might have helped to

improving students' reading and math skills. More appropriate

and meaningful encouragement by the teachers may have improved

academic skills among the students.

V. RECOMMENDATIONS

It is anticipated that the SWS project will not be continued in the fall 1972. The principal reason for its curtailment is the lack of special project funds. The comments and recommendations submitted herein may be helpful in future undertakings, particularly changes the school system must consider immediately if it is going to continue to be responsible for the general education of all children in Waimanalo.

A. <u>Continue to Seek Effective Educational Alternatives</u>

<u>Despite the lack of impressive results in the SWS efforts, the School, the Community and parents should not abandon their efforts to seek effective educational alternatives that will enable every Waimanalo youth to succeed.</u> M ny more failures must be anticipated and there may never be an ideal.educational model that will be highly effective with all Waimanalo youths. However, the community must continue to function as if a panacea to educational effectiveness is just around the corner. This is not to imply that educational innovation, of and by itself, is desirable. Rather, the implication for those who care and have the charge to act is that they must constantly guard against the view that progress is a closed-end affair.

Refer to Appendix 3 for a discussion entitled "Educational Innovation and Basic Needs."

B. <u>Specify Observable and Measurable Educational Objectives</u>

Results of any effort are not known unless desired outcomes are identified and assessed. Evaluation cannot take place in the absence of specific objectives. <u>When educational objectives and criteria are shared among those involved in the educational process (in the case</u>

of Waimanalo, the entire community) it makes possible for new levels
of independent and interdependent pupil behaviors to occur. It
enables accountability for results from both the learner and the
·educators.

"Clear statements of objectives may be helpful for...:

1. They tell you, the problem solver, how you will know when
   you've ACHIEVED (and when you haven't).

2. Objectives are convenient ways to COMMUNICATE intended
   achievements to others. (Superiors, subordinates, students,
   etc.)

3. Objectives are the only way that MEASURES of achievement (or
   program effectiveness) can be made systematically and
   scientifically.

4. Objectives increase the probability that the remedy (training,
   environmental changes, motivation systems, etc.) you develop
   will be RELEVANT to the problem.'*

   Good objectives should specify WHAT the learner is able to
   do; HOW WELL the behavior is expected to be performed; and
   UNDER WHAT CIRCUMSTANCES the learner is expected to perform.**

The inadequacy of the statements of program objectives contri-
buted to the general confusion among staff as to the Waimanalo SWS
program's direction and processes. This may have also contributed
to the general apathy exhibited by the school personnel outside
the SWS project.

Although the project was initially intended to affect some changes
to the educational system in Waimanalo, little cooperation in class
scheduling, teaching accommodations and other significant recognition
was evident. A clearer set of objectives could have set a better
tone for cooperation by all classroom personnel of the school as well
as parents, teachers and pupils from the Blanche Pope Elementary
School - Waimanalo's 'other' school.

*Objective Objectives, Harless, Inc., Fall Church, Va., 1970.
**Banathy, Bela H., Instructional Systems, Fearon Pub., Palo Alto, Calif., 1968.

The inadequacy of the objectives may have been a result of the
confusion about what objectives the project should have. In an attempt
to address and answer the question What should the objectives of
the education system of Waimanalo be?', the teacher in-service workshop
developed a statement of Goals and Objectives (see Appendix 1). This
kind of statement is a necessary first step in developing a program,
selecting a teaching strategy and evaluating effectiveness.

C. Pinpoint Instructional Strategies and Test for Efficiency

The apparent failure of those involved in the SWS project (school,
community and parents) to reach agreement on an educational strategy
and implement it prevented the project from proving or disproving
any particular educational approach. Participants in educational
innovation must agree to systematically test out any approach or
learning strategy that is attempted.

The SWS project did not have a specific strategy to test and thus
not organize the program so that it could be experimentally assessed.
Though not specifically stated or experimentally assessed the SWS
project proposal and orientation suggested 1) block scheduling,
2) variations of flexible team teaching or class grouping, 3) more
relevant curriculum, 4) Hawaiian instruction, and 5) experiential
learning would enable the students to achieve the project's objectives.
Without proper means of assessing these approaches one cannot con-
clude whether these approaches were effective or not however, evidence
available this year indicates that they were not effective approaches.

It was interesting to note that despite the collective efforts
of the many who participated in and assisted with instruction (i.e.,
additional teachers, educational assistants, College of Education

-36-

students, and others), and thereby reducing the teacher-pupil ratio, no significant improvements in academic skills were achieved by the project.

The lack of specific strategies also contributed to the inconsistent practices relating to student-teacher conferences, the lack of an objective and systematic grading system (to enhance immediate and positive feedback to learners), and the deterioration of team teaching and block scheduling.

Student responses to interviews and questionnaires repeatedly included a desire for more action oriented classroom activities. The implication of these responses was that class activities were more passive rather than active. Greater learning can occur when students are engaged in active responses rather than passive (listening and watching) behavior.

Recognizing these problems the teacher's in-service workshop group in February 1972 developed a statement relating to educational strategies. (See Appendix 2.)

D. Specify Observable and Measurable Non-Academic Behavioral Objectives

Although the intent of the SWS project proposal implied changes in the non-academic behaviors of the pupils (i.e., "students shall enjoy school, students shall become involved in school activities...,' "increase awareness and appreciation of cultural heritage...,' shall improve school attendance,' etc.), there was no apparent effort to pinpoint, observe, record and consequate specific observable behaviors. The only partial exception was the objective specifying improvement in school attendance. Behavioral changes can be accurately measured only if the target behaviors are identified by observable and measurable terms.

-37-

Obviou ly there were apparent changes in non-academic behaviors

of the students. It i. assumed that most of the changes were towards

desired maturity and acceptance of responsibilities by the students

as they grew older. However, no data or other evidences were secured

to substantiate these claims. This evaluation can only include an

assumption that changes for the better occurred. The passage of

time will tell whether or not this assumption was correct.

The SWS project included an additional full-time counselor (only

one full-time counselor serviced the entire Waimanalo Intermediate

and Elementary School) who devoted all of her efforts to the SWS

students. Her services were supported by other non-school social

workers, community workers, etc. who provided praiseworthy efforts

to establish postive links between the school, community and the

home. Unfortunately, despite these efforts, no data on behavioral

changes or improvements were available for assessment.

Although one of the program emphasis involved experiential learning

there was no evidence that the many enrichment activities scheduled

for the students contributed to academic or non-academic behavioral

changes among them. One way of monitoring and securing data for

this effort may have included the dispensing of the various activities

on a contingency basis. Productive academic efforts could thus be

recognized with the privilege of participating in highly desirable

and attractive activities. A contingency management system would

have been fair to all students and corsistent.

E. Re-assess Teaching Functions, Secure New Skills and The Support of

The School and Community

It can be readily assumed that most teachers are dedicated, conscientious,

-38-

and devote considerable time and effort to help their students achieve

educational successes. The major weakness in their effort is a lack

of agreement on educational processes and their inability to work

together toward common objectives. This was quite evident among

the teachers within the Waimanalo schools. For the most part these

classroom personnel exhibited highly desirable educational practices

but for some unspecified reason, they have been unable to collectively

agree to effect changes within their schools.

David A. Dugovics* points out that,

> 'The demands of an increasingly complex society in general and
> students in particular are calling more and more for present-day
> educators to re-examine and reformulate their methods and approaches
> to the art of classroom education. The widespread unrest and
> inefficiency in our schools and universities are blatant indicators
> of the need for a reassessment and reformulation of the entire
> concept of education itself, followed by a comparable approach
> to present teacher training programs and the implementation of
> such consequences throughout the system.

> "A re-examination, reassessment, and re-structuring of the
> magnitude indicated necessarily entails an ethical self-
> examination by each professional educator of the purpose of
> education in relation to every individual student and society
> as a whole." Furthermore, such an inquiry should be conducted
> in the free spirit of openness, devoid of superficial generali-
> zations, shaking the very roots of the traditional concept of
> education as we know it....'

Additionally, there is a need for increased support and efforts

of those involved in the educational process - parents, administrators,

and the community in general. According to William H. Melching**

who headed a teacher training project in Dearborn, Michigan,

> "Lacking explicit guidance, and not wishing to invite failure,

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*Dugovics, David A., 'Let's Free Education,' Behaviorally Speaking, Dayton, Ohio, May, 1972.

**Melching, William H., et. al., "Introducing Innovation in Instruction: In-Service Teacher Workshops in Classroom Management," Technical Report #70-104, Human Resources Research Organization (HUMRRO), Division No. 5, Fort Bliss, Texas, November, 1970.

-39-

teachers and administrators generally tend to respond to educational innovations by remaining somewhat aloof and distrustful. Furthermore, teachers have apparently perceived a lack of enthusiasm and support for innovation from administrators; in turn, administrators have interpreted lack of guidance from their boards of education as evidence of disinterest. When teachers do not have the necessary skills, and when they feel that higher echelons of management do not understand the need for innovations, it is not surprising that little change has occurred in the system or in the instructional personnel. To prevent failure on this basis, it is therefore important to prepare personnel for the innovation and to obtain the understanding and active support of the administrators in the school system.'

SUMMARY OF RECOMMENDATIONS

A. Continue to seek effective education alternatives.

B. Specify observable and measurable educational objectives.

C. Pinpoint instructional strategies and test for efficacy.

D. Specify observable and measurable non-academic behavioral objectives.

E. Reassess teaching functions, secure new skills and the increased

support of the school and community.

We would like to stress that although this evaluation pointed out

many negative aspects of the SWS program, it is <u>not</u> our intention to

prevent further innovative attempts to better the existing educational

system. It is hoped that this report will be used as a basis for future

projects. The services of the SWDRC will be available for future

consultation and training.

Appendix 1

GOALS AND OBJECTIVES FOR THE EDUCATION OF WAIMANALO YOUTH
In-Service Teacher Workshop - February, 1972
conducted by - SWDRC, University of Hawaii

Introduction

The goals of the educational system in any given community must in order

to be meaningful reflect the desires and aspirations of those persons directly

affected by the system. The educational process designed to achieve such goals

should be determined in concert among the beneficiaries of the educational

system and with those who are charged with the responsibility of providing the

services. With the exception of minor variations, the general goals of the

educational system in Waimanalo are no less than those of communities elsewhere

in Hawaii or the Nation as a whole.

The educational system, more specifically the public schools, are viewed

as one of the two primary institutions for learning. Schools are expected to

supplement the family in preparing each new generation for responsible, satis-

fying and productive adulthood.

The schools are expected to ensure the maximum development of general

knowledge, intellectual competence, emotional stability, social skills and

awareness in order that the children will acquire those skills, attitudes and

values that will enable them to perform adult activities and meet adult obliga-

tions.

Waimanalo has been variously characterized as being afflicted with consis-

tent low income, chronic unemployment, dilapidated and over-crowded housing,

low educational achievement, high rates of ill health and illegitimacy, major

incidence of adult and juvenile offenses and other similar indices of a de-

teriorating neighborhood that is encountering a widening gap as the general

standards of the State and the Nation as a whole rise.

In recent years, as a result of federal and local legislative actions,

a number of educational, welfare, health, economic opportunity and other similar community development efforts have been launched in "disadvantaged" areas such as Waimanalo to stem the further growth of the failure syndrome. More recently concern and efforts to accelerate the aspirations and achievements of its youth have been expressed through the "School Within-A-School" project at the Waimanalo Elementary and Intermediate School.

The "School Within-A-School" project is focused on the group of intermediate school pupils that entered the seventh grade during the 1970-71 academic year. The project is currently in its second year and the students are now on the eighth grade level. Although the evaluation conducted at the end of the first year indicates that the project was "successful" and indeed, there are some observable evidences that the pupils within the target group were helped, there is little indication that the effects of the demonstration will improve the overall educational conditions for children in the Waimanalo area.

· The SWS project is financed on a year to year basis and all indications point to a cessation of the efforts when the class graduates from Waimanalo School at the end of the ninth grade.

If the effort of the SWS project is to create any impact on the educational system in Waimanalo, it is then imperative that current efforts must include all levels of participation from the families, community and particularly every classroom within that system.

Broad educational goals and specific objectives that affect the children of Waimanalo must be stated uniformly and consistently applied to all levels of the educational system. The goals must be set to specifically improve the overall educational effort and tailored to overcome Waimanalo's specific problems.

49

Goals

A.   Achievement of an effective and meaningful educational program must include greater involvement and committment of the pupil in the learning process. The involvement and committment of the pupil must be further supported and encouraged by their parents through active participation in school-community functions.

> THE WAIMANALO SCHOOLS WILL ATTEMPT TO BRING ABOUT CLOSER COOPERATION AND COORDINATION OF EDUCATIONAL EFFORTS AMONG THE SCHOOLS, FAMILIES, AND OTHER COMMUNITY AGENCIES

B.   Society imposes a requirement that every child must attend "school" in order to be educated and thereby achieve social and economic success. If educational successes are prerequisites to achievement of "success in life," then every child must be guaranteed the opportunity to achieve it.

> THE WAIMANALO SCHOOLS WILL ADJUST THE OBJECTIVES, PROGRAMS AND TECHNIQUES OF THE EDUCATIONAL SYSTEM TO PROVIDE EVERY CHILD THE OPPORTUNITY FOR ATTAINMENT OF PERSONAL SUCCESSES IN LEARNING.

C.   Each new generation of children is expected to acquire the competence and awareness required to effectively assume and perform adult responsibilities and adult obligations. Skills in decision making, assumption of responsibility of consequences and the adjustment to a complex society will require that youth be given the opportunity to practice such skills under the appropriate guidance of their teachers and parents.

> THE WAIMANALO SCHOOLS WILL ATTEMPT TO ESTABLISH AN EDUCATION ENVIRONMENT THAT WILL BE RESPONSIVE TO THE INDIVIDUAL NEEDS OF EVERY CHILD AND FURTHER PROVIDE EACH LEARNER THE OPPORTUNITY TO ACQUIRE BASIC SKILLS IN SELF-RESPONSIBILITY, DECISION MAKING AND SELF-DIRECTION.

D.   The success of any democratic society is dependent upon the quantity and a variety of choices for its citizens.   With less opportunity for choice - either because of restricted intellectual, socio-political or economic avenues - there is less opportunity for a high operational level of democracy.

> THE WAIMANALO SCHOOLS WILL PROVIDE FOR EVERY CHILD THE BASIC SKILLS AND OPPORTUNITIES THAT WILL ENABLE HIM TO MAKE APPROPRIATE CHOICES IN ACCORD WITH HIS ASPIRATIONS AND PERSONAL DESIRES.

Objectives

1.   The Waimanalo schools will plan, establish and maintain a continuum of community-school programs providing for a variety of educational and non-educational activities for parents and children.   These programs are intended to provide opportunities for the development and maintenance of better self-concepts, positive attitudes toward their school and community, greater pride in their respective ethnic heritages, and committal to become useful and productive members of the community.   (GOALS A, C, & D)

    a.   The student will actively engage in community-school programs

    b.   The parents (and other interested adults from the community) will participate in community-school programs as active participants and instructional resources or in any other general assistance capacity.

    c.   The school, other community agencies and organizations will co-ordinate their efforts and jointly plan, organize and provide the structure for maintenance of community-school programs throughout each academic year.

CRITERIA:

A minimum of one (1) community-school program (a special event) per month between September and June of the first year.   Increase programs by a minimum of one (1) additional activity per academic quarter period.

50% student participation in a minimum of one activity during the first year.   Increase 10% over previous year until 90% participation is achieved.

2. The Waimanalo schools will provide for the development and operation of an instructional program that will meet the individual academic needs of EVERY child in order to guarantee him personal successes in learning and the opportunity to make meaningful choices regarding his aspirations. (GOALS B, C, & D)

   a. The students will engage in various individually prescribed instructional activities programmed for success.

   b. The students will participate in a variety of academically oriented learning activities designed to increase language-communications and problem solving skills.

   c. The students will exhibit and demonstrate acceptable and appropriate social behaviors while participating in school and community-school programs.

   d. The students' will be able to successfully participate in the pursuit of achievement in educational, vocational, and social endeavors.

   e. The students will be able to successfully participate in cooperative efforts in educational and social endeavors.

CRITERIA: Every student will be recognized for individual successes and achievement in academic tasks at a minimum rate of one recognition per month.

Scores from standard achievement tests (to be selected and administered by the classroom teachers) will indicate more than a year's gain for each student each year until each student reaches his appropriate grade level achievement.

Appropriate social behaviors based on observable criteria will be pre and post measured each academic year and show growth in a positive direction that is statistically significant among all pupils grouped according to grade levels.

Success rates of Waimanalo youth will increase (each year) over previous year's efforts when competing with other - i.e., honors recognition for academic and athletic achievements at Kailua High School or the State at large; high school graduation; acceptance by Kamehameha Schools and other private educational institutions; acceptance into higher education or continuing education programs, etc.

Student Participation in co-operative efforts to solve school and community problems will increase each year until such time that every student participates in a minimum of one such effort each year.

3. The Waimanalo schools will, in cooperation with the parents and community agencies and organizations, provide its youth the opportunity to participate

in the decision making processes affecting their lives and to further provide

opportunities for the youth to assume responsibility for the consequences of

their actions and decisions.. (GOALS A & C)

a.   The students will improve their school attendance rates.

b.   The students will assume the responsibility for the maintenance and
     extentions of community-school programs under the guidance of designated
     adults from the school and community.

c.   The students will improve the physical appearance and conditions of
     their school and community.

CRITERIA: School attendance will improve by 10% over previous year's record
            until it reacnes the state average.

            Appropriate student organizations will be established to assume
            management of community-school programs for a minimum period of two
            academic years.

            Appropriate student groups will be formed for the purpose of organizing
            and conducting school and community improvement work projects.

PROPOSED EDUCATIONAL CONSIDERATIONS FOR CLASSROOMS IN WAIMANALO
In-Service Teacher Workshop – February, 1972
conducted by – SWDRC, University of Hawaii

Achievement of educational goals and objectives in Waimanalo schools will require

the development of appropriate learning conditions within each classroom. Further,

educational personnel must be able to recognize and/apply effective instructional

strategies in order to maximize appropriate learning.

The development and selection of appropriate learning conditions and instruct-

ional strategies is based upon certain generally accepted assumptions about the

nature of learning. These assumptions include: (1) each child is a unique learner;

(2) for each child learning is a personal matter; (3) each child should have oppor-

tunities for and exercise choice in learning activities; (4) every child must

master the basic skills of reading in order to succeed in the present society.

Based on the above assumptions appropriate learning conditions demand some

fundamental physical provisions. These include appropriate and adequate learning

areas which include non-classroom settings. Classroom conditions must provide for

adequate light, privacy, personal comfort, and order. If significant pupil learn-

ing is to take place, it becomes critical that the teacher organize the learning

environment in such a way as to insure the ready access of materials. The teacher

must have the learning environment structured in such a way that group instruction –

the imparting of knowledge in a lock-step fashion – is minimized and individualized

instruction is facilitated and further to move responsibility from the teacher to

the learner.

Meaningful learning requires the availability and presentation of a variety of

interesting and relevant instructional stimuli. These may include the conventional

printed materials, audio visual media, community based activity projects, and human

interaction. The assumption that each child is a unique learner, each different

54

from the others further determines the amount of presentation and practice each child shall undertake in the learning process. Some will require more than others.

The learning process should provide for the occurrence of many different active responses to the variety of instructional stimuli. This implies that the Waimanalo schools must prepare and present a curriculum designed to accommodate the personal interests and basic needs of each individual and provide for recognition of a variety of active learning responses by all of the pupils.

Learners tend to develop favorable attitudes towards learning situations and experiences that have satisfied their needs and unfavorable attitudes towards those that have frustrated their need satisfaction. Attitudes serve a variety of functions. One function is to reflect the effects of previous success and failure. In order to elicit and maintain productivity on the learner's part, it will be crucial for the teacher to support and encourage it through positive approaches and positive consequences.

Unfavorable attitudes toward learning, developed through failure experiences and consequences in previous educational efforts, can be altered by enabling guaranteed successes in learning.

Learning is maximized under pleasant and positive learning conditions with general agreement that a "good" teacher is one that exerts "firm kindness" and "control" over the pupils within the classroom. Many programs in Hawaii have made attempts to provide the positive learning conditions that will enable teachers to effectively enhance pupil learning in their classrooms. The demand for individualization of instruction has placed a very heavy emphasis on the need to view the teacher as a learning manager or the facilitator of learning.

In a "good" classroom then, the teacher manages the arrangment of appropriate learning tasks for the pupils. The teacher's actions are intended to affect the

learning behaviors of the pupils. Positive encouragement in a learning situation that guarantees learning successes should be followed by positive and meaningful consequences.

In most classrooms, considerable time is expended for the presentation of knowledge to be learned - i.e. lecturing, demonstrating, audio and visual media presentations and other means of imparting knowledge to the passive learner. Although many students learn from presentations alone, there are limitations on the amount that can be learned. Learning may be more effective when the pupils are actively participating in the appropriate instructional setting and continuously receiving confirmation or <u>knowledge of results</u>.

Knowledge of results for the learner may be transmitted in a variety of ways including social recognition from peers and adults; intangible rewards such as being correct, and successes in achievement and competition; and positive tangible means of recognition dispensed or provided within classroom settings and school-community activity experiences. The implication for the Waimanalo schools is that reliance on conventional forms of recognition for pupil efforts may not be sufficient. In addition to the traditional confirmation provided for educational successes, more meaningful and appropriate reinforcements must be provided.

Particular care must be exerted to personalize the way knowledge of results is communicated to the learners in Waimanalo. The learners can be actively involved and participate - with others in their school and community - in the process of determining appropriate channels of expression and gratification.

Cultures are effectively perpetuated according to the preciseness of the written language and the reading and writing skills of its members. If the current and future generations of children in Waimanalo - also of Hawaii and the Nation - are to succeed in perpetuating their culture, it will be necessary that every child be

given the opportunity to master the basic skills of the written language - the ability to read and to write.

All members of the educational staff connected with the Waimanalo schools should be thoroughly skilled in the instruction of reading and writing skills for the children of Waimanalo. This goal does not preclude instructional emphasis in other academic disciplines, rather it is an attempt to focus all educational efforts around the development and mastering of basic reading and writing skills for every Waimanalo child.

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Educational Innovation and Basic Needs

Norman D. Kurland
Contributing Editor

One of the criticisms often leveled at current innovative efforts in education is that they all seem to cost a great deal of money and yet leave the schools with the same basic needs they had before.

This criticism is to some extent justified because there has been a tendency to think of innovation as something "supplementary," an "add on" after basic needs have been met.

Superintendents, particularly in larger cities plagued with recurrent crises and pressing basic needs, may have felt that innovation was meant only for those who had already met their basic needs. What they seem to need is not "innovation" so much as an increase in services already demonstrated to be effective.

Current programs

Indeed, if one looks at any current innovative program, including those supported by ESEA Title III, it can be seen that few deal with the kinds of problems that school boards and superintendents find themselves spending most of their time on: budgeting, teacher negotiations, teacher shortages, desegregation, integration, discipline, drugs community relations (particularly with minority groups), and relations with nonpublic schools.

These are clearly not "supplementary" matters and the possibility of being innovative about them seems decidedly limited. To come up with an innovative solution to such problems is one of the great challenges to the innovator.

It appears to be far easier to be innovative in an affluent suburb or in a new field of endeavor such as space science than it is to be innovative in solving problems of non-reading in an inner city school. This is a superficial view of innovation.

Innovation is the search for and adoption of new practices that will improve the quality of education where they are applied. "New" here means new in that situation, not "first time ever." Thus, adopting a well-tried practice from another district may do more to solve a problem than trying to invent an entirely new solution.

Thrust of innovation

But whether adaptation or invention, a central thrust of innovation should be to replace ineffective

practices and not just add the new to the old. To do otherwise is to fall into the trap of believing that more projects and more funds for them are the most important innovations we could use.

To be sure, really new ideas are needed, and increased funds are essential to finding them and to doing more of those old things we now do well. But enduring solutions will only come if at the same time we stop spending money on programs and practices that we know are failing or are just not very effective, and put those resources into more promising activities. We ought to be able to get better education than we are now getting for the vast sums we are spending — at least fifty billion dollars annually.

In fact, we must get better results from that money if there is to be any hope of providing all children with the quality of education they need and have a right to expect.

Money in vast quantities is just not likely to be made available to education in the foreseeable future. The public resistance to the cost of education is mounting and that resistance will surely be great if we seek the increases primarily for those who now have the greatest need — the children of the urban and rural poor. If we try to give something to every one, there will not be funds enough to do the job well for any one, and, besides, such an approach will simply perpetuate the inequities that now exist.

Those that pin their hopes on floods of funds when the Vietnam war is over may also be in for a rude awakening. The backlog of unmet needs in every sector of our society is so great that education will have a hard time in the contention with housing, transport, welfare and other social needs. Education will have a much better chance in this contention if, while waiting for the war's end, we can show that we can do more with what we have.

This suggests that we need to think carefully about the kinds of innovation that we promote. An innovation that helps a district attract and hold better teachers without impossible increases in budget may do far more to improve the quality of education than an elaborate curriculum project. Such innovations are harder to invent and implement, but this is just the reason that they should be attractive to educators wishing to respond to significant challenges.

One source of funds to support innovative efforts of this kind is Title III of the Elementary and Secondary Education Act. It may be thought that the kinds of projects envisioned are not appropriate

for Title III because they are not "supplementary." This is a misinterpretation of the intent of the Act "Supplementary" was used to emphasize that Title III must be used to "supplement and supplant" local and state effort; it does not mean that Title III cannot be used for projects that deal with basic needs. In fact, the Act provides specifically for support of services "not available in sufficient quantity."

However, if Title III funds were to be used primarily to fill such needs, they would not go very far. Title III was not intended to provide for all of the unmet needs of American schools, but rather to stimulate the search for means to meet these needs, utilizing resources -- money and people — that could reasonably be expected to be made available to meet those needs.

If vastly increased funds had been available to meet unmet needs in the traditional way, there would have been little incentive to innovate. Title III is necessary because the demands will outrun the capacity of traditional methods — at any level of funding — to meet future educational needs.

Title III and other funds for innovation will make a major contribution if innovators can show how to provide quality education for all, not by utilizing funds and personnel in quantity usually thought necessary, but by showing how to use them more effectively. The solution to our major educational problems will come by using new money to find and implement new ways of using old money more effectively.

This view of innovation may answer the concern of some school boards and superintendents, particularly those in big cities, who sometimes feel that innovative funding programs offer them money to paint the buildings when their need is to keep them from collapsing. Innovative funds can, however, help them, not with paint or shoring, but with the means to design a whole new structure. To be feasible, the new will have to incorporate all the sound elements of the old.

This approach will succeed if in the design there is applied the basic principle of all successful modern design: doing more with less.

The chance to fail

Practical educators may still be wondering what is in innovation that promises success where other efforts have failed. The "magic" — or better -- the possibility offered by special innovative funds is the opportunity for planning and for the chance to fail. Money is needed to free people from the pressures of ongoing operations to study the problems and find or invent solutions.

If answers to difficult educational problems are going to be found, they will be found by persons, free of administrative responsibilities, who work close to the scene of action and can test out their ideas on those who have the problems.

They cannot be found by a busy administrator on the way from a board meeting to a teacher negotiating session, nor by equally harassed members of his staff. Nor are they going to be found by academicians who may have the time but are too far removed from the realities of the problems.

When possible solutions are found, innovative money can help to try them out, even though the solutions may not win immediate acceptance from a city council, a school board, or the public. Innovative funds should be risk capital and the risk should be that the idea may fail. The significance is that it is tried. If it succeeds, it should hold promise of dealing significantly with a significant problem.

The measure of success is, not merely whether the idea worked under the conditions of the trial, but whether it has been adopted with support from regular budget sources. This is the key test of innovation and one which too many innovative projects fail.

This discussion would not be complete if it did not consider why this is so. In part the answer often is that the possibility of absorption by the regular budget was not sufficiently considered or not considered at all at the time the project was designed. All kinds of wonderful results can be obtained if specially qualified personnel are permitted to work with ample supplies, facilities, and time. But those are not the conditions under which schools operate, and funds to support such conditions on any significant scale are just not going to be forthcoming.

Thus, a basic question to be asked of most* proposals for innovative funds must be: can it be done with resources that can reasonably be expected to be made available?

Problems of change

The reference to "availability" suggests another reason why innovative projects often do not spread. As everyone who works in schools or other organizations knows, it is a lot easier to start a new activity — particularly if it is supported by outside funds — than it is to stop old activities.

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*I say "most" because there is also a need to support several other types of innovative activity, such as those that seek to find out what could be done if we had greater resources, or what it really takes to solve a particular problem, or how a problem can be solved with the hope that the cost of solution can be reduced once the possibility is shown.

In a sense, the real cost of innovation is abandonment of prevailing practices, and this, more than money, is the hardest price to pay. It requires decision about the relative worth of current programs within an organization — and these are hard decisions to make.

Another reason that it is hard to change in education is that not enough attention has been paid to the knowledge available on the process of change.

There must be change in behavior of people and, when the people cannot or will not change, changes in the people. Research also shows that personnel in large organizations do not respond to what is said but to what is done — to what in reality is rewarded in the system.

If the system says it encourages innovation, but the same or greater rewards go to those who maintain the status quo, then little innovation will occur and if the innovator is actually punished for taking risks, even less is there any chance for change.

In particular, the promotion system must give recognition and advancement more to those who seek change than to those who conform to prevailing practice.

Planning for change

If new ideas are to be put into effect on a scale and at a pace necessary to meet our needs, still another requirement is massive planning and organization for change. People must be trained to new tasks; facilities and materials must be prepared or ordered and delivered where needed; and follow through must be provided to cover all unexpected problems and to correct the inevitable errors that come from expanding a pilot to a full-scale operation.

All of this adds up to saying that there is more to innovation than creating and trying out a bright new idea in a special project.

Innovation begins with the analysis of need, continues through the identification or invention of a way to meet the need, includes the installation of the new practice and its evaluation which, if positive, should result in the transformation of the "special project" into a "regular program;" and concludes — never!

So long as we educate in a changing world, there will be need for innovation to insure that education continues to meet the basic goals set for it by society.