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ABSTRACT
                  The Academic Achievement Project (AAP) was conceived
as a comprehensive plan for the improvement of the learning
experiences of students in the public schools of the District of
Columbia, primarily in the curriculum areas of reading and
mathematics. A number of programs or components constituted the
framework through which this project was to be implemented. Success
was to be assessed on the basis of reading and math skills
improvement as measured by standardized tests administered at the
beginning and the end of the school year. However, inasmuch as the
AAP itself required the implementation in the schools of the various
components which comprise its structure, an examination of the
implementation of these components became a basic aspect of the
assessment plan. Two mechanisms were used to collect data for the
assessment of the implementation of the AAP components: (1) the AAP
School Inventory, and (2) the On-Site Study. The AAP School Inventory
sought information about the status of implementation of the AAP
components at various points throughout the school year from
principals and teachers. The On-Site Study was conceived as an
in-depth examination of the functioning of selected AAP Components in
a representative sample of 20 D. C. elementary and junior high
schools. Results of these two mechanisms are presented in detail.
(Author/RC)

Academic Achievement Project

Assessment Studies

1971-72

FINAL REPORT

Departments of Research and Evaluation
Division of Planning, Research and Evaluation
Public Schools of the District of Columbia
August 1972

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ACADEMIC ACHIEVEMENT PROJECT ASSESSMENT STUDIES.

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Abstract of the Final Report
1971-72


## INTRODUCTION


The Academic Achievement Project was conceived as a comprehensive
plan for the improvement of the learning experiences of students in the
Public Schools of the District of Columbia, primarily in the curriculum
areas of reading and mathematics. A number of programs or components
constituted the framework through which this Project was to be imple-
mented. Success of the Project was to be assessed on the basis of the
improvement in reading skills and mathematics skills of students as
measured by standardized tests administered in the beginning and at the
end of the school year.

However, inasmuch as the Academic Achievement Project itself re-
quired the implementation in the schools of the various components which
comprise its structure, an examination of the implementation of these
components became a basic aspect of the assessment plan. This assess-
ment plan was developed by the Departments of Research and Evaluation,
was approved by the representative AAP Advisory Assessment Committee,
and became the basis for the assessment. The plan included the follow-
ing:

### Assessment Plan

1. Develop a master list of Academic Achievement Project
   components.

2. Establish or consolidate criteria for assessing
   implementation of each component.

3. Determine status of present data collection efforts
   related to Academic Achievement Project components.

4. Establish requirements for further data collection so
   that all Academic Achievement Project components are
   assessed.

5. Allocate additional data collection responsibilities
   with reference to components.

6. Design necessary instruments and collect required data.

7. Establish a mechanism for collating all data collected.

8. Analyze, interpret and synthesize results.

9. Prepare final report.

Two mechanisms were used to collect data for the assessment of the implementation of the AAP components: 1) the AAP School Inventory, and 2) the On-Site Study. The AAP School Inventory sought information about the status of implementation of the AAP components at various points throughout the school year from principals and teachers. Principals completed an October 1971 and a June 1972 report on the critical components of the AAP. They also returned during each month of the school year a "Monthly Report of Level of Operation of AAP." Teachers completed the "Reaction of Teachers to Elements of the Academic Achievement Project" in October 1971. The On-Site Study was conceived as an in-depth examination of the functioning of selected AAP components in a representative sample of D. C. elementary and junior high schools. A team of staff members of the Departments of Research and Evaluation visited the 20 sample schools to observe programs and collect data from principals and teachers responsible for the implementation of AAP components, faculty members, and students.

This Final Report on the Academic Achievement Project Assessment Studies conducted by the Departments of Research and Evaluation is presented in two parts. Part I gives the results of the AAP School Inventory surveys. It compares the principals' responses to the October 1971 survey of AAP components with their responses in June 1972, analyzes the progressive implementation of the AAP components from the principals' monthly status reports, and reports the teachers' responses to the October 1971 questionnaire about AAP components. Part II of the Final Report presents the results of the On-Site Study of selected AAP components in 20 sample schools.

ABSTRACT

PART I

AAP SCHOOL INVENTORY

Title:                        Academic Achievement Project Assessment Studies:
                              Part I, AAP School Inventory

Date:                         School Year 1971-72

Target Population:            Principals and Teachers of All Public Elementary
                              and Junior High Schools cf the District of Columbia

Number of Respondents:   Elementary Schools (October) 126   (June) 119
                         Junior High Schools (October) 22   (June)  27
                         Elementary School Teachers (October) 2,281
                         Junior High School Teachers (October)  489
                         Elementary School Principals (Monthly, September -
                                                     May)  average 119
                         Junior High School Principals (Monthly, September -
                                                     May)  average 24
                         Elementary School Principals  (June)  118
                         Junior High School Principals (June)   27.

Background and Rationale:

The Academic Achievement Project was conceived as a comprehensive
plan for the improvement of the learning experiences of students in the
Public Schools of the District of Columbia--primarily in the curriculum
areas of reading and mathematics. Inasmuch as the AAP itself required
the implementation in the schools of the various components which comprise
its structure, an examination of the implementation of these components
became a basic aspect of the assessment plan. To determine the status
of implementation of the AAP components and to provide data on needs
assessment of students, an AAP School Inventory instrument was devised.

Summary and Conclusions:

October 1971 reports were received from 126 elementary schools and
22 junior high schools. This number represents 97% and 73%, respectively,
of all D. C. public elementary and junior high schools. For June 1972,
a total of 119 elementary schools (92%) and 27 junior high schools (90%)
reported.

The findings in this study are based on data from those schools that
reported both in October and June, unless otherwise noted. These matched

schools include 116 elementary schools (89%) and 21 junior high schools (70%).

### Staffing -

The total number of staff members in the matched schools changed less than one percent from October 1971 through June 1972; however, there were significant changes in the number of classroom teachers in individual schools.

An analysis of the number of regular classroom teachers by individual elementary schools revealed a gain of six teachers for one school to a loss of nine teachers for one school. In the junior high schools the range was from a gain of two teachers in one school to a loss of seven teachers in another school.

The fluctuation in the number of teachers was probably due to the school system's shifting of teachers to equalize expenditures and also to the early retirement of some teachers during the latter part of the school year. It is possible that this fluctuation had an effect on some school programs.

### Mobe Teams -

All schools in the matched group reported having mobilization teams in October. Half of the elementary schools and 38% of the junior high schools indicated having supportive teams as well. In June one of the schools reported no longer having a Reading or Math Mobe Team, but indicated that there was a supportive team in the school. Another school reported in June as no longer having a Math Mobe Team per se, but that the Reading Mobe Team served for both reading and mathematics. Five additional elementary schools and one additional junior high school reported having a supportive team in June.

### Heterogeneous Grouping -

All schools reported in June that their classes had been heterogeneously organized. The report for the previous October indicated that, with the exception of two schools that made no response, all schools were heterogeneously organized.

### Homework Center -

Approximately 54% of the elementary schools and 49% of the junior high schools in the matched group maintained a homework center during the school year. The main reason given for no homework center was the lack of volunteers to supervise the center. Other reasons given were that other provision were made, parents' objections to students remaining after school and lack of student participation and interest.

By June, homework centers were open an average of two hours longer per week on both school levels, or an average of 8 hours. Of this period, elementary centers were unstaffed for an average of 1 hour per week, with a range of 12 minutes to 1 hour and 18 minutes per week.

The maximum number of students the centers were able to accommodate increased on both levels to about 41 in June. However, the average number of students using the centers on a typical day remained constant for the elementary schools (22) and dropped by two in the junior high schools (20).

University Liaison -

As of the October report 95 elementary schools (82%) of the 116 in the matched group and 19 junior high schools (90%) of the matched group of 21 reported having a college or university program. By June the number of elementary schools increased to 104 or 90% of the schools while the junior high school number remained the same. The number of colleges or universities associated with an individual school ranged from one to a high of six.

A total of twenty-six colleges and universities were listed as having some type of liaison program with the schools in June as compared to nineteen in October. D. C. Teachers College, Federal City College, Howard University and George Washington University ranked first, second, third and fourth, respectively, in liaison programs, with the greater number of schools both in October and in June. American University and Maryland University exchanged fifth and sixth positions between October and June. Catholic University remained seventh.

The college and university involvement in the schools consisted of a large variety of programs and involved many public school students and college staff members. Types of programs instituted were:

| | |
|---|---|
| Student Teaching | Staff Exchange |
| Tutorial | Attendance at Sports Events |
| Staff Development | Administrative Internship |
| Cultural Programs | Observation and Participation |
| Sharing Physical Facilities | Counseling |
| Student Social Worker | |

In October 244 separate programs were reported; in June this increased to 407. In October 628 college staff members were involved; in June this increased to 921.

Although it is difficult to determine the number of students reached by the various programs, a comparison of the data between October and June indicates an increase of 243% in the elementary schools and an increase of 69% in the junior high schools.

Tutorial Program -

For the elementary schools the October report showed that all but 7 schools were operating a tutorial program. By June this number had been reduced to 2 schools because of a lack of tutors. For the junior high schools the October report listed all but 4 schools as operating a program; but by June this had been reduced to only one. The reason cited was lack of funds.

Principals were requested to identify the number of students needing tutorial help and the number of students receiving tutorial help. Identification was to be in the areas of reading, mathematics and other. The matched data indicated that in the 116 elementary schools for the curriculum areas noted approximately 11,000 students were being tutored both in October and June. For the 21 junior high schools the number of students receiving tutoring was 2,800 in October and 2,500 in June. It should be noted that these figures do not represent different students necessarily inasmuch as it is quite possible that the same student may have been tutored in more than one subject.

From the data collected it was possible to compute the number of students identified as needing tutorial help but not receiving such service. Converted to a percentage this data provides a measure of the discrepancy between student need and services available. For the elementary schools this discrepancy factor was somewhat under 50% for both October and June; while for the junior high schools it was well over 50% for both periods.

Principals were asked to give reasons for discrepancies between pupils needing and receiving tutorial services. The main reason cited by the 67 elementary schools and 14 junior high schools showing a discrepancy was the lack of tutors for the large numbers of children needing service.

Data analyzed from all the schools reporting revealed that over 90% of the elementary schools and over 80% of the junior high schools had a tutorial program. The number of students being tutored in the elementary schools was 8,512 in October and 11,247 in June, whereas in the junior high schools there were 2,554 students being tutored in October and 3,614 students being tutored in June.

Individualized Instruction -

In addition to the tutorial service the elementary schools reported that 13,645 students received individualized instruction in October and 18,803 in June. For the junior high schools the numbers were 1,628 in October and 3,968 in June. This instruction was mainly in the areas of reading and mathematics and was provided by reading specialists, counselors, MIND teachers and paid paraprofessionals.

Testing Program -

The AAP School Inventory for October summarized the schools
responses to questions relating to the city-wide standardized test-
ing program and the Inventory for June did the same for the criterion-
referenced testing program.  The standardized tests were reported
administered by all 116 elementary schools and all 21 junior high
schools in the study.  The vast majority of schools reported no
administrative difficulties.  However, certain difficulties were re-
ported by subgroupings of schools and are summarized belo~
number of elementary schools citing a particular difficu'      ɜ ˒ ˌ-
dicated by the numbers in parentheses, whereas junior high schools
are indicated by the underlined numbers.

Note that the difficulties are listed in the order of those
most frequently mentioned.

late availability of test results (15) 2
difficulties in getting parents to school to discuss results (13) 1
lack of test administration knowledge and skill of some teachers (7) 2
difficulties with interpretation of test results (8) 1
shortage of monitors and proctors (5) 1
teachers' unwillingness to make profiles (4)
lack of knowledge of some teachers in profiling and item analysis (3) 1
dissatisfaction with use of large city norms (3)

The criterion-referenced test was reported administered by 115
of 116 elementary schools and 10 of the 21 junior high schools in
the study.  The vast majority reported no administrative difficulties.
Difficulties reported by subgroupings of schools are summarized below:

late availability of test results (12) 1
dissatisfaction with selection of text references (10)
need for more staff development in administration and use of
   criterion-referenced test (6) 3
late receipt of manuals and materials (4)
lack of understanding as to objectives of testing program (2) 2
complicated test results (4)
criticism that test was invalid as a measure of performance levels (2) 1
lack of proctors (2)
discrepancies between test results and teacher assessment (2)

Non-Instructional Support -

All schools in the matched group reported that many students re-
ceived non-instructional support during the school year.  However, some
schools indicated that all students identified as needing a service did
not receive service.  Eighteen elementary schools cited a discrepancy
in the number of students needing breakfast and the number being served.
The main reasons cited were that students did not report for breakfast,
and students received breakfast at home.  Four elementary schools and
four junior high schools citing a discrepancy in the lunch program
stat  that this was due to the failure of some parents to submit appli-

cations and to the preference of some students to buy food from
neighborhood vendors. Seventeen elementary schools and seven junior
high schools stated that their clothing service was hampered by the
lack of needed sizes and types of clothes at their disposal. Also,
it was stated that many students refuse to accept clothing because
of self-pride and/or because the styles are not comparable to those
worn by their peer group. The far greater discrepancies cited by
57% of the elementary schools and 81% of the junior high schools
were in the area of health services. These discrepancies resulted
mainly from the failure of parents and pupils to keep appointments,
the great difficulty in obtaining needed dental service, the long
waiting lists resulting in future appointments, the need for more
doctors and nurses, and the need for transportation service.

Seventeen of the elementary schools (15%) and one junior high
school showed no discrepancy between students identified as needing
any service and students receiving services.

Minimum Floors -

Principals were asked in October and June to report the number
of teachers using "Sequential Inventory of Reading Skills and "Speci-
fic Objectives for Pupil Performance in Mathematics" for the develop-
ment of diagnostic methods, the diagnosis of individual students,
the development of prescriptive materials, as a basis of classroom
instruction, as a basis of contacts with tutors, and in communication
with parents.

In June principals reported that on the average approximately
75% of the elementary school teachers were using the minimum floors
in the various instructional modes described above; while junior
high school principals reported that approximately 37% of their
teachers were using them. Comparison of the June report with the
October report showed an increase of usage for both elementary and
junior high school teachers of about 7 to 11 percent. Since the
minimum floors represent reading and mathematics curriculum materials,
it was to be expected that the junior high schools would show a
lesser percentage of usage than do the elementary schools.

Staff Development -

The Superintendent's May Fifth Report describes the need for
a comprehensive program of staff development geared to meet the
specific needs of school personnel. The School Inventory was used
to obtain from principals the number and type of staff development
activities implemented in the schools for teachers, parents and
tutors.

Although the data collected in this portion of the report may
be somewhat limited in its reliability, it is quite useful in des-
cribing the magnitude and scope of the local school staff develop-
ment programs.

This data indicated that approximately 5,000 staff development activities were reported in the elementary schools. The degree of participation by teachers, parents and tutors is reported in "man hours." [Man hours were computed by multiplying the number of participants (teachers, parents and tutors) in each type of activity by the number of hours the activity was held.] On this basis, there were approximately 390,000 teacher man-hours, 35,000 parent man-hours, and 80,000 tutor man-hours of staff development involvement reported for the school year 1971-72.

In the junior high schools the data indicated that there were approximately 580 staff development activities reported accounting for 95,000 teacher man-hours, 8,000 parent man-hours and 25,000 tutor man-hours.

A large variety of activities were described in the report. These included workshops, faculty meetings, demonstrations, grade level meetings, mobe team meetings, planning sessions, seminars, mini-courses, meetings with consultants and special uses for released time. Some principals included summer preparatory activities such as the Summer Leadership Training Institute. The majority of the activities was on-site in the form of classroom demonstrations, school meetings and workshops. Central office supervisory personnel worked effectively through Mobe Teams to bring staff development activities into the schools.

Of the total amount of man hours reported in staff development in the elementary schools 77% was spent by teachers, 16% by tutors and 7% by parents. In the junior high schools 74% was spent by teachers, 20% by tutors and 6% by parents.

The major portion of the staff development time was devoted to reading related activities.

On the basis of these reports there can be little doubt that there was an exceptionally large number of staff development activities in the schools this year.

Monthly Level of Operation -

On the basis of the reports submitted by principals each month, there has been a steady positive progression of level of operation for all components on an annual basis; or schools maintained their initial high level of operation. According to the May report of the elementary schools on the average, all components were "fully operational" with the exception of University Liaison and Homework Center which were "almost fully operational." The May report of the junior high schools, on the average, reveals that all components were "fully operational" with the exception of the Tutorial Program, parental and Community Involvement, University Liaison, and Homework Center which were "almost fully operational."

October Teacher Survey -

Of the 2,281 elementary school teachers and 489 junior high
school teachers, 63% and 58% respectively, felt by October, 1971
that they were kept fully knowledgeable concerning the purposes
and procedures of AAP "most of the time", or "always." As of
October the elementary school teachers had referred 7,563 students
for tutoring; and the junior high school teachers had referred
1,573 students. Eighty-one percent of the elementary school group
reported using minimum floors for the individualized instruction
in reading at least "most of the time"; and similarly 79% used
minimum floors in mathematics. For the junior high school teachers
for whom it was appropriate, the minimum floors in reading were
applied by more than 40% of them "most of the time"; and similarly
33% used the minimum floors in mathematics. Diagnostic testing
was reported used at least "sometimes" by 90% of the elementary
school teachers and 81% of the junior high school teachers. The
belief that heterogeneous grouping is conducive to effective teach-
ing and learning, at least "sometimes" was attested to by 70% of
the elementary school teachers and 59% of the junior high school
teachers.

Principals' Survey -

Each of the 14 components listed on the principals' survey
received the support of at least half of the 118 elementary school
principals and 27 junior high school principals as being educationally
beneficial in achieving a more desirable program for students during
the school year. The five programs receiving the least support
from both groups were University Liaison, Parental and Community
Involvement, On-Instructional Supports, Homework Center, and
heterogeneous Grouping. In rating the most beneficial of the
fourteen components, elementary school principals rated the top
three as Staff Development, Use of "Sequential Inventory of Reading
Skills", and Operation of Reading Mobe Team, while junior high
school principals rated the top three as Staff Development, Operation
of Reading Mobe Team, and Operation of Math Mobe Team.

# ABSTRACT

## PART II

## ON-SITE STUDY

Title: Academic Achievement Project Assessment Studies:
Part II, On-Site Study

Date: School Year 1971-1972

Target AAP Components:

The following AAP component programs were included
in the On-Site Study:

| | |
|---|---|
| Reading Mobe Team | University Liaison |
| Math Mobe Team | Food Service |
| Tutorial Program | Health Services |
| Homework Center | Clothing Services |

Sample Schools:

The stratified random sample of all the elementary and junior
high schools in the D. C. public school system included the
following schools:

| Elementary | | Junior High |
|---|---|---|
| Birney | Murch | Browne |
| Davis | Truesdell | Douglass |
| Gage | Peabody | Garnet-Patterson |
| Hyde | Takoma | Paul |
| Leckie | Van Ness | |
| Merritt | Watkins | |
| Meyer | Webb | |
| Monroe | Wilson | |

Background and Rationale:

The Academic Achievement Project committed the resources of the Public
Schools of the District of Columbia to raising the academic achievement
levels of students by focusing the efforts of all school personnel on the
development of students' reading and math skills. The AAP had twelve
fundamental aspects with programmatic implications for the schools: tutor-
ial program, use of minimum floors, operation of reading and math mobili-
zation teams, staff development program, testing program, non-instructional
supports, heterogeneous grouping, parental and community involvement,
university liaison, instructional materials and guides, supervision, and
homework center.

The On-Site Study is one piece of the assessment of the AAP, the plan for which was developed by the Departments of Research and Evaluation in conjunction with the Academic Achievement Project Advisory Assessment Committee. The purpose of the On-Site Study was to observe operations and to gather information that would describe the responses of the local school personnel to the process of implementing specific selected components of the Academic Achievement Project.

## On-Site Study Procedures:

The On-Site Study Team, composed of staff members of the Departments of Research and Evaluation, visited each of the 20 sample schools to observe selected AAP component programs and collect data from principals and teachers responsible for the implementation of these programs, faculty members, and selected students.

## Summary and Conclusions:

### Reading Mobilization Team

A Reading Mobe Team was operational in each of the 20 On-Site Study sample schools. In these 20 schools only three Mobe Team leaders were released from the classroom full time, while six others could get some release time by rearranging their regular duty schedule. To compensate for the lack of release time, teachers in all of the schools used their planning time and lunch time and after school hours to complete duties related to the Mobe Team operations. To fulfill the general Mobe Team objective of assisting teachers to develop their skills in reading instruction (new teaching techniques, student assessment, teaching aids, individualization of instruction), Mobe Teams at the sample schools had introduced innovative teaching techniques and materials. Building teachers were assisted through workshops, demonstrations during departmental meetings, faculty meetings, grade level meetings and through staff development days. Team leaders thought that the teachers in their schools had been receptive to the Team activities and satisfied with the Team's performance. In general, the leader thought informal and formal contact between teachers had been facilitated by the operation of the Reading Mobe Team.

The teachers participating in the teacher survey that was a part of the On-Site Study confirmed that the Reading Mobe Teams were operational "to a considerable extent" in their schools. The elementary teachers indicated that they had "considerable" contact with the Reading Mobe Team while the junior high teachers responded that they had only "slight" contact with the Mobe Team. This reflects the way in which the mobilization of instructional resources was effected: elementary school Teams worked with all teachers in the building, while junior high Team functioned primarily within the English Department.

Two-thirds of the elementary students and about half of the junior students responding to the Student Form said they had been told their results on city-wide standardized tests given in September 1971, and said that they re keeping graphs or charts of their academic progre . This

suggests that Mobe Team activities were affecting the classroom experiences of children. More than 60 percent of those elementary and junior high students who reported keeping progress records said they thought that they were helped by this activity. This, in turn, suggests the Mobe Team activities were affecting student performance.

## Math Mobilization Team

A Math Mobe Team functioned at each of the 20 schools in the On-Site Study sample. No school had a full time released Team chairman, so teachers had to use planning time and lunch time and after school time for Mobe Team operations. With the help of the Mathematics Department of the Division of Instruction and the pyramidal structure developed for the dissemination of information, there was a steady flow of new information about innovative math teaching techniques and materials into the schools. Ideas gathered at monthly Math Department sponsored workshops were passed on to Mobe Team members who shared their ideas with their grade level teachers. Workshops, faculty meetings, written communication and informal contacts among teachers were additional mediums for transferring information directed toward the objective of upgrading mathematics instruction and thus students' math skills achievement. The problems connected with the implementation of this component centered around the lack of time available for carrying out the Mobe Team duties.

Elementary and junior high teachers responding to the Faculty Questionnaire rated the operation level of the Math Mobe Team slightly lower than that of the Reading Mobe Team. While the elementary teachers said they had had "considerable" contact with the Math Mobe Team, the junior high teachers said their contact had been only "slight." Again, the junior high Math Mobe Team functioned primarily within the Math Department of the school while the activities of the elementary school Team were directed at the entire faculty.

## Tutorial Program

All of the schools surveyed (19 in this case) had operational tutorial programs. Usually, more than one staff member was involved in the administration of this program: usually both a counselor and a reading specialist. Recruitment and counseling of tutors fell to the counselor, while selection of tutees and training of tutors fell to the reading and/or math specialist. Parents were the individuals most frequently called upon as tutors (14 schools). The remaining schools in the sample and those using parent tutors, also had university students, high school students, peer tutors and a few professional persons involved in tutorial programs in the sample schools. Tutorial programs at all sample schools served children performing below grade level. Generally the tutoring focused on the development of reading or math skills of individuals or small groups. Half the sample schools had fewer than 50 children involved in the tutoring program; three had more than 150 pupils involved. About two-thirds of the sample schools said they would involve more children in the tutorial program if they had more tutors. The problems cited by tutorial progr directors included a lack of financial resources for the

program, difficulty in recruiting and retaining tutors, and the lack of space for tutoring sessions. On the basis of formal and informal feedback about the program, directors said students had improved attitudes, attendance, and reading and math skills. They said teachers supported the program and noted parents had cooperated with the tutorial program, especially by offering their services as tutors.

Both the elementary and junior high teachers completing the teacher questionnaire gave the tutorial program a high overall rating. Both groups gave the highest rating to the statements: "The program is operational in your school," and "The program promotes students' participation in the learning process."

The responses of the students supported the notion that the tutoring programs were very active at the sample schools, and suggested that there was more tutoring going on in the elementary than in the junior high schools. Forty-nine percent of the elementary and 35 percent of the junior high students responding said they had received tutoring and 83 percent and 60 percent of these, respectively, said they thought that the tutoring had helped them. More than half the student respondents said they knew someone who was being tutored or was tutoring.

### Homework Centers

Homework Centers organized as places where students could go after school for supervised study and assistance operated in only 7 of the 20 sample schools. In addition to offering supervised study and assistance, one junior high center allowed students to make up course deficiencies with satisfactory completion of Homework Center courses. At least one staff member in each of these operating centers received compensation for his time in the center, either as part of his regular working hours, or as additional pay for hours beyond the regular work day. All but one Center served no more than 30 pupils per day, according to the Center directors. One Center, a junior high center had about 60 students attending the center each day. The operating centers had no particular problems; but they had overcome staffing difficulties. Directors reported that the children attending the Centers had profited from the program. Of those schools that had no Homework Center when the On-Site study was conducted, 4 were planning to open Centers soon, 7 reported alternative programs at the school or in the neighborhood, and one claimed the children had adequate facilities for study at home. Only one sample school indicated no plans for a Center.

The Faculty Questionnaire results suggest that the Homework Center program was less effective than the other AAP components in aiding children in the academic skills development.

Results of the Student Form survey showed that 98 percent of both the elementary and junior high school students reported that they could do homework at home. One-third of the sixth graders and almost two thirds of the junior high school students reported that they knew there was a Homework Center in their school, but fewer than half acknowledged they

actually used it. About one-third of both groups reported knowing there was a Homework Center in the neighborhood, but fewer than half reported using it. These findings support those from the Interview Schedule and from the Faculty Questionnaire.

## University Liaison

Nineteen of the 20 sample schools had university Liaison programs involving a total of 14 area universities and colleges and 46 programs. Approximately half of these were programs involving training of student teachers. Other programs included direct assistance to school staff from university personnel, staff development activities directed by university personnel, and special projects organized by university personnel. School teachers working with university student teachers could take university courses free of charge in reciprocation for their service to the student teachers.

Results of the Faculty Questionnaire revealed that while teachers thought the university liaison programs valuable "to a considerable extent," they thought them less valuable than other AAP component programs. of the students surveyed, 45 percent of the elementary and 35 percent of the junior high students reported that they were aware of a college or university program in their schools. It does appear, however, that the way university liaison programs are now structured, they provide a greater service for the university than for the school in which they operate.

## Health Services Program

While a Health Services Program usually directed by the school counselor operated in each of the 20 schools in the sample study, few schools had the services of physicians. The schools' chief task was to identify children needing medical care and then to refer them to appropriate medical facilities in the city. Provision of transportation to care facilities presented a problem. According to the responses to the Faculty Questionnaire, the Health Services Program was helping children in their academic work and getting support from the community.

## Food Services Program

Each of the 20 sample schools had a free lunch program. Breakfast programs were operated in 14 of the 16 elementary schools in the sample, but none of the junior highs had breakfast programs. The On-Site study indicated that lunches were available to all children identified as needing lunch. Responses to the Faculty Questionnaire indicated that teachers thought the food program was the most effective of the noninstructional support programs.

## Clothing Services Program

All     one of the 20 sample schools operated a clothing service for

its students, and fifteen made the service available to students' families.
Usually coordinated by the school counselor, the clothing service served
from 9 to 200 students in the sample schools. Children identified as be-
ing in need of clothing could get clothes from the school or a variety of
other sources, such as Savoy, Perry, the D. C. PTA Shoe Fund  and so on.
Problems associated with the implementation of this component included:
lack of money for purchasing new underwear, providing needed sizes of
clothes, providing transportation of students and their parents to Cloth-
ing Centers located around the city. Directors reported that they thought
the children served with clothes became more receptive in classes, improv-
ed their attendance, and tried harder.

The results of the Faculty Questionnaire indicated that the teachers
viewed the clothing service as an important adjunct of the academic program.

## Summary

All the observed AAP components, but one, were operational to a great
extent in the sample schools. Administrators and teachers had mobilized
the resources of their buildings in a serious effort to improve the academic
achievement of the children in the school. Reading and Math Mobe Teams
functioned to bring new information about teaching techniques to the teach-
ers. Tutorial programs assisted teachers in individualizing instruction
for the very weak students. The university liaison programs, while not
as visible to the teachers and their students, used the sample schools as
laboratories for student teachers and many other projects. The non-
instructional support programs--health, food, clothing--attempted to im-
prove the learning environment of each child. Of the components included
in the On-Site Study, only the Homework Center program met with minimal
success. Constituted as a place to do homework with assistance from adults,
Centers were operational in only one-third of the sample schools.

RECOMMENDATIONS

On the basis of the findings from the AAP School Inventory and the On-Site Study the following recommendations are made for the continuing support of the AAP component programs:

Reading Mobe Teams

1. The Mobe Teams should be continued as an integral·part of the instructional program.

2. Methods used by some schools for providing released time for team leaders should be studied for possible adoption by other schools.

3. More study might be done on the effectiveness of a combined Reading and Math Mobe Team in regards to staffing and released time.

Math Mobe Teams

1. Consideration should be given to a full-time Math Mobe Team chairman. (Release Time)

2. More equipment and materials should be made available for the team.

Homework Centers

1. Alternative after-school programs designed to reinforce math and reading skills should be considered in the elementary school context. For example, the enrichment program alternative transcends the classroom environment while offering students a chance to apply reading and math skills to activities of their choice, such as cooking, photography and woodwork.

2. If Homework Centers are to be continued, funds should be made available to support them, to compensate personnel who assume responsibilities for organizing and operating the program, and to provide for materials and equipment.

3. School personnel should be encouraged to develop channels of communication, coordination, and cooperation with neighborhood after-school programs involving the instruction of the school's students.

4. Students in the "Student Survey" stated overwhelmingly (98%) that they could do their homework at home. This finding should be investigated further to determine extent of actual need for Homework Centers.

## Tutorial Program

1. A central office could assist the tutorial programs in the recruitment and retention of tutors by:

   a. Serving as a liaison between schools and sources of tutors outside the school itself, i.e. by providing lists of contacts at area universities, government offices, churches, etc.,

   b. Providing resources for periodic follow-up workshops for tutors who had been on the job for a few months. In this connection, kits of materials for peer tutoring would be useful.

2. To facilitate the operation of the tutorial program, funds should be available to schools upon request for:

   a. Transportation of tutors,

   b. Stipends for tutors,

   c. Materials and equipment for use in the tutorial program,

   d. Training of parent tutors.

## Heterogeneous Grouping

1. Further study is needed to determine kinds of support and/or types of modification needed in order that heterogeneous grouping have greater impact and recognition.

## Testing Program

1. The school system must provide resources for testing as a part of the instructional program. Emphasis must be given to:
   a. Involving students in the interpretation and use of test results.

   b. Provide in-service training of teachers in test administration.

   c. Make testing instruments more readily available for use in training and administration.

   d. Provide in-service training in the use of test results.

## University Liaison

1. To continue the current momentum of university liaison activity, a communication network should be established through which programming ideas, auxillary resources, and solutions to problems can be explored, shared, and disseminated to schools.

2. Since the schools are being used as field training stations, central administration should request that institutions contribute supplies if a need is created by the extra demand made on school resources and that a framework be established through which the concerns, needs, and suggestions of the schools can be considered to provide relevant and quality training.

3. Following the examples cited in this report, institutions should continue to examine their resources to permit more imaginative utilization of their facilities by the school community, particularly students and parents. Such experiences, as does improving methods in the classroom, motivate and contribute to improved student performance.

4. Since there is a continuing need to update and examine current educational practices, resources of area institutions should be more fully utilized for in-service training and staff development.

5. Strong institutional support from Central Administration should be provided in the form of transportation funds for University tutors.

## Food Services

It is recommended that lunches be provided students on an entitlement basis as part of the regular educational service in the same manner as students receive textbooks, schoolhouse facilities and faculty services.

It is also recommended that breakfast be available in all schools in which there is a need.

This is recommended for the following reasons:

1. The lunch program would be regularized for all children—both the economically deprived and others.

2. From the point of view of the faculty and administration the food program would become an intrinsic part of the on-going educational program rather than a marginal operation seen as a duty beyond regular requirements.

3. AAP guidelines suggest that providing food services is a recognized supportive educational service.

4.  Present cumbersome certification procedures to establish
    economic need sometimes create antagonisms in the family
    group, including both parent and student (particularly
    junior high school age)--and generate clerical and
    administrative tasks.

## Health Services

1.  It is strongly recommended that continued consultation
    between school and health authorities be encouraged to
    promote the health services programs in the schools.

2.  It is strongly recommended that steps be taken to improve
    communication at all levels between the school authorities
    and the health authorities so that improved coordination
    will result in more effective delivery of health services
    to school children.

3.  Central Administration should insure that school admin-
    istrators clearly understand Health Department policies
    regarding the provision of health services in the schools.

4.  Consideration should be given to guaranteeing the services
    of a Health Aide in each school.

## Clothing Services

1.  It is recommended that all Title I schools and regular
    schools, having pupil personnel workers and other types
    of aides, should use such personnel in a more responsible
    role in the Clothing Service Program.  Counselors would
    continue to be involved but not have the complete responsi-
    bility for the program.

2.  It is recommended that Central Administration specify a
    list of suggested activities to be undertaken within the
    local school to support the clothing program; as well as
    a complete list of clothing sources available city-wide.

3.  It is recommended that the school no longer assume that
    the parent can get transportation to a clothing source,
    but that each school, through cooperation of parents,
    teachers, or central administration will put in writing a
    plan whereby transportation will be provided in extreme
    cases where it is apparent that the family cannot secure
    the needed transportation.

4.  It is recommended that the need for and the responsibility
    for "observation" on the part of principals, counselors,
    teachers, and other staff be stated so clearly that such
    "observation" will become a continuing and every-day process
    that is shared by all of the above-named personnel.

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ACADEMIC ACHIEVEMENT PROJECT

ASSESSMENT STUDIES

PART I

AAP SCHOOL INVENTORY

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AAP SCHOOL INVENTORY

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INTRODUCTION

## Background and Rationale

The Academic Achievement Project was conceived as a comprehensive plan for the improvement of the learning experiences of students in the Public Schools of the District of Columbia--primarily in the curriculum areas of reading and mathematics. A number of programs or components constituted the framework through which this Project was to be implemented. Success of the Project was to be assessed on the basis of the improvement in reading skills and mathematics skills of students as measured by standardized tests administered in the beginning and at the end of the school year.

## Purpose of Study

However, inasmuch as the Academic Achievement Project itself required the implementation in the schools of the various components which comprise its structure, an examination of the implementation of these components became a basic aspect of the assessment plan. To determine the status of implementation of the AAP components and to provide data on needs assessment of students, an AAP School Inventory instrument was devised. The original instrument was developed by Dr. Donald Linkowski of the George Washington University and was studied and reviewed over a three month period by three different groups: a special committee of principals, a sub-committee of the Summer Leadership Institute, and the advisory Assessment Committee of the AAP.

A significant use of the data collected through the return of this instrument was the feedback of specific information to program officers responsible for the implementation of the AAP. A duplicate copy of each Principal's Inventory was sent to that Principal's Operating Assistant Superintendent. Compilations of data responses by specific schools for each component were returned to component directors for their information. These included reports to directors of Tutorial Program, Homework Centers, University Liaison, and Non-Instructional Supports. Additionally, compilation summary reports in the area of testing, and Reading and Mathematics Mobilization Teams were distributed to the responsible administrative program officers.

## Components

Data on the following AAP Components are presented. The status of implementation of some of the components is discussed to a greater degree than that of others.

| | |
|---|---|
| Mobilization Teams | Tutorial Program |
| Heterogeneous Grouping | Individualized Instruction |
| Homework Centers | Testing Program |
| University Liaison | Non-Instructional Supports |
| Minimum Floors | Staff Development |
| Supervision | Instructional Materials and Guides |

PROCEDURES

## Sample

It was the plan of the assessment design to collect data relative to the status of implementation of AAP components and data on needs assessment of students from all District of Columbia Public elementary and junior high schools, and from all elementary and junior high schools principals and teachers. However, the number responding is as follows:

Elementary School₅ (October) 126  (June) 119
Junior High Schools (October) 22  (June)  27
Elementary School Teachers (October) 2,281
Junior High School Teachers (October)  489
Elementary School Principals (Monthly, Sept.-May) average 119
Junior High School Principals (Monthly, Sept.-May) average 24
Elementary School Principals (June) 118
Junior High School Principals (June) 27

## Collection And Analysis of Data

A several page AAP School Inventory was sent out to all the elementary and junior high schools in October and again in May, (see Appendix C). The purpose of this instrument was to collect data associated with the implementation of critical AAP components. The data from the two reports gave the status of implementation of AAP components and student needs in the beginning of the school year and at the end of the school year. A comparison of the data on the two reports reflected changes and/or improvements during the year. For the purpose of comparing data only data from those schools (116 elementary (89%) and 21 Junior High Schools 70%) reporting in October and in June were used except where noted.

A single page "Monthly Report of Level of Operation of AAP" was sent to all principals in September and each succeeding month thereafter thru May (See Appendix D). This data was returned by a monthly average of 92% of the elementary school principals and 80% of the junior high school principals. Compilations of data responses was disseminated to the Superintendent's Office, The Division of Instructional Services, Principals' Operating Assistant Superintendents, and to the directors of Tutorial Program, Homework Centers, University Liaison, and Non-Instructional Support (See Appendix B). Additionally, compilation summary reports in the area of testing, and Reading and Mathematics Mobilization Teams were distributed to the responsible administrative program officers.

A separate "reaction form for teachers was sent out to all teachers, elementary and junior high, in October (See Appendix E). Teacher responses were compiled and presented in percentages for the reaction to each of 33 items.

Also included in the June AAP Inventory was a single page (Section I, Component Assessment) consisting of a list of 14 AAP components. Principals were asked to check the components they judged t have been educ ionally beneficial for the year and to rate the three most beneficial components.

## Delimitations

1. Less than one hundred percent response was received on all re-
   ports throughout the year.

2. Matched data from which the October-June results are based are
   from 116 elementary schools (89%) and 21 junior high schools (70%).

3. The degree to which there were errors in reporting and/or
   duplication in reporting due to the difficulty of completing the
   instruments and the lack of understanding of the directions are
   not known and accounted for.

# PRESENTATION AND ANALYSIS OF DATA

## A. October and June School Reports

October Inventories were received from 126 elementary schools (97%) and 22 junior high schools (73%). June Inventories were received from 119 elementary schools (92%) and 27 junior high schools (90%). One of the purposes of the October-June survey was to analyze the data collected at the beginning of the school year and at the end of the school year and make comparisons in order to assess the progress and/or changes in the status of AAP in the schools throughout the school year. Therefore, for this purpose it became necessary to use the data from only those 116 elementary schools (89%) and 21 junior high schools (70%) that returned both the October Inventory and the June Inventory. Any data in this section of the report not based on the matched sample (116 elementary schools, 21 junior high schools) data will be so noted.

### 1. Staffing:

The total number of staff members in the elementary and junior high schools changed less than one percent from October to June. This fraction of one percent of change was probably due to the early retirement of some teachers during the latter part of the school year.

There was a significant change in the total number of classroom teachers in individual schools during the year.

An analysis of the number of regular classroom teachers by individual elementary schools revealed a gain of six teachers for one school to a loss of nine teachers for another school between October and June. For the junior high schools the range was from a gain of two teachers in one school to a loss of seven teachers in another school during the same period of time.

The fluctuation in the number of regular classroom teachers was probably due mainly to the school system's shifting of teachers to equalize expenditures as well as the early retirement of some teachers during the latter part of the school year.

### 2. Mobilization Teams:

Superintendent's Circular No. 49, dated September 18, 1970 describes procedures for the establishment of reading and mathematics mobilization teams in each elementary and junior high school. Functions of these teams include leadership in planning and implementation of developmental mathematics and reading programs surveying of instructional materials in building, guiding faculty members in use of instructional strategies, support of teachers in the instructional operations and the organizational vehicle through which intra and intergroup interaction for purposes of sharing promising instructional practices takes place.

The following table reports the organization of Reading and Math Mobe Teams and supportive teams in the 116 elementary schools and 21 junior high schools for the beginning and the end of the school year 1971-72.

Included on supportive teams were special teachers, department chairman, grade level representatives, principals and assistant principals, personnel from the Departments of Supervision and Instruction and Reading and Mathematics, educational aides, health services personnel, parents, students, pupil personnel teams and other special consultants. Membership of the teams ranged in number from one to two members to five or six members each.

Table I

The Organization of Mobilization Teams In The D.C. Public
Schools For October and June of School Year 1971-72

| | Number Responding | | | | | |
| | October | | | June | | |
| | Yes | No | Total | Yes | No | Total |
| Elementary Schools: | | | | | | |
| Have a Reading Mobe Team | 116 | | 116 | 115 | 1 | 116 |
| Have a Math Mobe Team | 116 | | 116 | 114 | 2 | 116 |
| Have a Supportive Team | 58 | 58 | 116 | 63 | 53 | 116 |
| Junior High Schools: | | | | | | |
| Have a Reading Mobe Team | 21 | | 21 | 21 | | 21 |
| Have a Math Mobe Team | 21 | | 21 | 21 | | 21 |
| Have a Supportive Team | 8 | 13 | 21 | 9 | 12 | 21 |

All schools reported having mobilization teams in October, while 50% of the elementary schools and 38% of the junior high schools indicated having supportive teams as well.

In June one of the elementary schools reported no longer having a Reading or Math Mobe Team, but indicated that there was a supportive team in the school. Another elementary school reported in June as no longer having a Math Mobe Team per se, but that the Reading Mobe Team served for both reading and mathematics. Five additional elementary schools and one additional junior high school reported having a supportive team in June.

It is noted in the On-Site Study that some schools tended to have one mobe team functioning in the areas of reading and mathematics.

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### 3. Heterogeneous Grouping:

The Superintendent in his May Fifth <u>Report to the Board</u> and through a subsequent circular to the field established the school system's commitment to the policy of heterogeneous grouping of students in classes. The procedure for organizing classes was stated as follows:

> That the grouping of children for September 1971 be based primarily on performance on the reading tests administered in May, 1971.

> That classes in given grades in a school be overlapping in terms of the range of abilities in each.

> That the specifically described procedure for such grouping be followed.

Section C of the AAP School Inventory requested principals to respond to the following questions.

> "Are the classes in your building heterogeneously grouped?"
>     Yes ___    No ___
> "If not, please indicate why not?"

The table below is a summary of the responses to the above questions on the matched October and June reports.

### Table II

Heterogeneous Grouping of Classes in Elementary
and Junior High Schools in October 1971 and June 1972

|  | Number of Schools | | | |
|  | Elementary | | Junior High | |
|  | October | June | October | June |
|---|---|---|---|---|
| Classes organized heterogeneously | 115 | 116 | 20 | 21 |
| Classes not organized heterogeneously | 0 | 0 | 0 | 0 |
| No response | 1 |  | 1 |  |
| Total | 116 | 116 | 21 | 21 |

All schools making a response to the question indicated that cl.. es in their building were heterogeneously grouped th..ughout the school year 1971-72.

## 4. Homework Centers:

It was expected that each school determine the extent to which students were able to do their homework at home and, where students had no effective place in which to do homework, that the school arrange to organize a homework center at school or assist the student in finding a community homework center to use.

Table III summarizes the responses relative to the status of homework centers in the schools in the sample at the beginning and at the end of the school year 1971-72.

### Table III

The Status of Homework Centers In The Elementary
And Junior High Schools in October 1971 and June 1972

| Items | Elementary | | Junior High | |
|-------|------|------|------|------|
| | Oct. | June | Oct. | June |
| Schools reporting a homework center | | | | |
| Total all schools | 60 | 65 | 11 | 10 |
| Percent | 52% | 56% | 52% | 48% |
| Hours per week homework center is open | | | | |
| Total all homework centers | 362 | 522 | 64 | 81.5 |
| Average per homework center | 6 | 8 | 5.8 | 8.2 |
| Hours per week homework center is staffed | | | | |
| Total all homework centers | 347.5 | 436 | 59 | 81.5 |
| Average per homework center | 5.8 | 6.7 | 5.4 | 8.2 |
| Hours per week homework center is open but not staffed | | | | |
| Total all centers | 14.5 | 86 | 5 | 0 |
| Average per center | .2 | 1.3 | .4 | |
| Maximum number of students center can accommodate at one time | | | | |
| Total all centers | 2,222 | 2,731 | 434 | 414 |
| Average per center | 37 | 42 | 39 | 41 |
| Average number of students using center in a typical day | | | | |
| Total all centers | 1,318 | 1,407 | 220 | 176 |
| Average per center | 22 | 22 | 20 | 18 |

In October 52% of the elementary and the junior high schools in the matched sample reported having a homework center and in June 56% and 48% respectively reported having a homework center

An analysis of the data from all the elementary schools (126) and all the junior high schools (22) reporting in October revealed that 50% of the elementary schools and 55% of the junior high schools had homework centers. Of the total number of 119 elementary schools and 27 junior high schools reporting in June the percent having homework centers was 56% of the elementary and 48% of the junior high schools.

Table III reveals that on an average homework centers were open approximately six to eight hours a day and accommodated approximately 18 to 22 students a day throughout the year.

On the October report there were fifty-six elementary schools and ten junior high schools reporting no homework centers. The responses made by these schools as to what was needed to get a center started are shown in the following table.

Table IV

Statement of School Needs In Order
To Implement Homework Centers

| Needs | Schools Responding | | |
|---|---|---|---|
| | Elementary | Junior High | Total |
| Supervisory personnel (paid and/or voluntary) | 40 | 6 | 46 |
| More time (in planning stage) | 8 | 1 | 9 |
| Interested pupils | 3 | 3 | 6 |
| Facilities | 3 | - | 3 |
| Other responses: | | | |
| No need for a center | 7 | - | 7 |
| Students are bussed and/or cannot remain after school | 6 | - | 6 |

For the schools reporting no homework center in October, the main need cited was for personnel to staff the centers. Several school principals indicated that they had begun a center earlier, but discontinued it when funding was cut off (extra duty pay for teachers).

On the June report the schools reporting no homework center were asked to give reasons why. Fifty-one elementary schools and eleven junior high schools reported no homework center in June. The reasons are shown in Table V. Again it is noted that the main problem connected with homework centers is personnel, either paid or voluntary, or special funding.

## Table V

### Reasons For Not Having Homework Centers

| Reasons | Schools Responding | | |
|---|---|---|---|
| | Elementary | Jr. High | Total |
| Unable to get volunteers to supervise center, (no funds) | 22 | 8 | 30 |
| Provisions at home and/or in neighborhood | 11 | 1 | 12 |
| Parents' objections to students remaining after school (safety, other circumstances) | 12 | - | 12 |
| Tutoring and/or other programs instead | 6 | 1 | 7 |
| Not needed | 5 | - | 5 |
| Lack of student participation, interest | 2 | 2 | 4 |
| Lack of facilities | 2 | - | 2 |
| Most children are bussed | 1 | - | 1 |
| Partially functional during year | - | 1 | 1 |

5. University Liaison:

The Academic Achievement Project called upon D.C. Schools to become involved in programs with area universities and colleges in order to improve the quality of pre and in-service education for teachers, to establish workshops in curriculum, to establish a bank of consultants for both the school system and the colleges, and to provide supportive services to students.

As of the October report 95 elementary schools (82%) of the 116 in the matched group and 19 junior high schools (90%) of the matched group of 21 reported having a college or university program. By June the number of elementary schools increased to 104, or 90% of the schools, while the junior high school number remained the same. The number of colleges or universities associated with an individual school ranged from one to a high of six for one elementary school with the same ratio applying to junior high schools.

In an analysis of <u>all</u> elementary and <u>all</u> junior high schools reporting for October and June, it is noted that over 90% of them reported that they had one or more university liaison programs in their schools.

Table VI lists the universities and colleges with programs in the public schools as well as the number of schools per college or university. The colleges and universities are listed in order of the greatest number of elementary schools served as of June 1972.

## Table VI

Colleges And Universities With Liaison Programs In The
Elementary And Junior High Schools, School Year 1971-72

| | College/University | Number of Schools | | | | | |
|---|---|---|---|---|---|---|---|
| | | Elementary | | Junior High | | Total | |
| | | Oct. | June | Oct. | June | Oct. | June |
| 1. | D. C. Teachers College | 56 | 56 | 14 | 12 | 70 | 68 |
| 2. | Federal City College | 33 | 46 | 7 | 13 | 40 | 59 |
| 3. | Howard University | 25 | 35 | 9 | 9 | 34 | 44 |
| 4. | George Washington University | 21 | 22 | 6 | 5 | 27 | 27 |
| 5. | American University | 7 | 22 | 3 | 3 | 10 | 25 |
| 6. | Maryland University | 19 | 22 | 1 | 1 | 20 | 23 |
| 7. | Catholic University | 7 | 9 | 1 | 2 | 8 | 11 |
| 8. | Bowie State | 6 | 7 | 0 | 1 | 6 | 8 |
| 9. | Washington Technical Institute | 4 | 3 | 3 | 4 | 7 | 7 |
| 10. | Georgetown University | 4 | 4 | 0 | 1 | 4 | 5 |
| 11. | California State | 3 | 5 | 0 | 0 | 3 | 5 |
| 12. | Trinity College | 4 | 3 | 0 | 0 | 4 | 3 |
| 13. | Mount Vernon College | 1 | 3 | 0 | 0 | 1 | 3 |
| 14. | Dumbarton College | 9 | 2 | 0 | 0 | 9 | 2 |
| 15. | University of Colorado | 0 | 2 | 0 | 0 | 0 | 2 |
| 16. | University of Massachusetts | 3 | 1 | 0 | 0 | 3 | 1 |
| 17. | Antioch College | 1 | 1 | 0 | 0 | 1 | 1 |
| 18. | Hawthrone | 0 | 1 | 0 | 0 | 0 | 1 |
| 19. | Montgomery College | 0 | 1 | 0 | 0 | 0 | 1 |
| 20. | Bennett College | 0 | 1 | 0 | 0 | 0 | 1 |
| 21. | COE College (Iowa) | 0 | 1 | 0 | 0 | 0 | 1 |
| 22. | Washington School of Psycharity | 0 | 1 | 0 | 0 | 0 | 1 |
| 23. | Columbia Union | 2 | 1 | 0 | 0 | 2 | 1 |
| 24. | Immaculata College | 2 | 0 | 0 | 0 | 2 | 0 |
| 25. | National Cathedral | 1 | 0 | 0 | 0 | 1 | 0 |
| 26. | Virginia State | 0 | 0 | 1 | 0 | 1 | 0 |

A total of twenty-six colleges and universities were listed as having some type of liaison program with the schools in June as opposed to nineteen in October. D.C. Teachers College, Federal City College, Howard University, and George Washington University ranked first, second, third, and fourth respectively in liaison programs with the greater number of schools both in October and in June. American University and Maryland University exchanged fifth and sixth positions between October and June. Catholic University remained seventh.

The college and university involvement in the schools consisted of a variety of programs and involved many public school students and college staff members. It is difficult to assess in a precise way the impact of the programs in terms of mere numbers of students served. Obviously a cultural program or an administrative internship program affect students in a different way than a tutoring program. However, with this in mind, Table VII and VIII, present data on types of programs and number of students reached by each in October and in June.

## Table VII

Types of College/University Liaison Programs,
Number of Students Reached, and Number of College Staff
Involved In The Elementary Schools In October 1971 and
June 1972

| Types of Programs | Number | | Students | | Col. Staff | |
|---|---|---|---|---|---|---|
| | Oct. | June | Oct. | June | Oct. | June |
| 1. Student Teaching | 110 | 177 | 3,686 | 9,272 | 157 | 262 |
| 2. Tutorial | 53 | 73 | 852 | 3,142 | 247 | 205 |
| 3. Staff Development | 45 | 51 | 473 | 1,237 | 87 | 161 |
| 4. Cultural Programs | 9 | 22 | 585 | 4,575 | 31 | 82 |
| 5. Sharing Physical Facilities | 9 | 43 | 440 | 945 | 46 | 95 |
| 6. Staff Exchange | 5 | 6 | 255 | 269 | 36 | 20 |
| 7. Attendance at Sports Events | 4 | 9 | 56 | 635 | 13 | 27 |
| 8. Administrative Internship | 2 | 7 | 10 | 283 | 2 | 31 |
| 9. Observation and Participation | - | 8 | - | 1,661 | - | 17 |
| 10. Counseling | 7 | 1 | 98 | 10 | 9 | 6 |
| 11. Student Social Workers | - | 3 | - | 10 | - | 3 |
| 12. Other | - | 7 | - | 155 | - | 12 |
| Total | 244 | 407 | 6,455 | 22,194 | 628 | 921 |

Table VIII

Types of College/University Liaison Programs,
Number of Students Reached, and Number of College Staff
Involved In the Junior High Schools In October 1971 and
June 1972

| Types of Programs | Number | | Students | | Col. Staff | |
|---|---|---|---|---|---|---|
| | Oct. | June | Oct. | June | Oct. | June |
| 1. Student Teaching | 18 | 32 | 1,462 | 4,138 | 31 | 60 |
| 2. Tutorial | 13 | 18 | 197 | 863 | 10 | 42 |
| 3. Staff Development | 3 | 7 | 107 | 385 | 4 | 14 |
| 4. Cultural Programs | 5 | 11 | 2,515 | 3,172 | 3 | 7 |
| 5. Attendance at Sports Events | - | 2 | - | 40 | - | 1 |
| 6. Administrative Internship | 1 | 1 | 1,515 | 1,542 | 1 | 2 |
| 7. Observation and Participation | - | 1 | - | 90 | - | 2 |
| 8. Counseling | 3 | 5 | 293 | 595 | 3 | 11 |
| 9. Portal Schools | 2 | 1 | 907 | 899 | 8 | 5 |
| 10. Other | - | 3 | - | 68 | - | 3 |
| Total | 45 | 81 | 6,996 | 11,792 | 60 | 147 |

The total number of college and university programs in the schools
increased by 67% in the elementary schools and 80% in the junior high
schools during the school year 1971-72. However, the number of colleges
and universities increased by only 37%. It is significant to point out
that the number of programs within a particular school sponsored by a
college or university ranged from one to a high of five in each of five
elementary schools and from one to a high of seven in one junior high
school. Howard University led all colleges and universities in having
multiple programs in a particular school.

The number of students reached by the various programs showed an
increase of 243% in the elementary schools and 69% in the junior high
schools from October to June. There was also a significant increase
in the college staff working with the schools.

It is assumed that the increased interaction evidenced between
the colleges and universities and public schools during the school
year was mutually beneficial in the adaption of these institutions to
more effective programs and services to students.

6. Tutorial Program:

The tutorial program is designed to reinforce regular classroom
instruction by offering enrichment and individual attention to students
who have demonstrated need for assistance in reading and mathematics.

This program utilizes all possible resources including cross-age and cross-pupil tutoring, community (parent) tutors, senior high school student tutors, and university student tutors.

The number of elementary and junior high schools with tutorial programs in October 1971 and in June 1972 are shown in the table below.

Table IX

Tutorial Programs In The Elementary and Junior
High Schools In October 1971 and In June 1972

|  | Number of Schools | | | |
|  | Elementary | | Junior High | |
|  | October | June | October | June |
| Schools reporting operating tutorial programs | 109 | 114 | 17 | 20 |
| Schools reporting no tutorial programs | 5 | 2 | 3 | 1 |
| Schools not responding to the questions | 2 | - | 1 | - |
| Total | 116 | 116 | 21 | 21 |

Of the 116 elementary schools and 21 junior high schools in the matched sample 94% and 81% respectively reported having a tutorial program in October. These percentages increased to 98% of the elementary schools and 95% of the junior high schools in June.

An analysis of the data from all the elementary and junior high schools reporting in October and June revealed that over 90% of the elementary schools and over 80% of the junior high schools had tutorial programs for both reports. Also revealed was the fact that 8,512 elementary students were tutored in October and 11,247 in June, whereas in the junior high schools the number of students tutored were 2,554 in October and 3,614 in June.

The two elementary schools and one junior high school shown in Table IX, as not responding to the tutorial question in October reported having a tutorial program in June. Of the five elementary schools reporting no program in October only two reported not having one in June. The reason given by both schools in October and in June was the lack of tutors. The three junior high schools not having a program in October

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reported having one in June. However, another junior high school
reported that it no longer had a tutorial program. The reason cited
was that funds were needed, but not available.

Table X lists the number of students identified as needing and
receiving tutorial help as well as those needing but not receiving
help in specific subject areas, based on the data from the schools in the
the matched sample.

Table X

Tutorial Needs Assessment By Subject and Level, October 1971 and June 1972

| | Number of Students | | | | | | | |
| | Elementary | | | Junior High | | | Total | |
| | Reading | Math | Other | Reading | Math | Other | Elem. | Jr. High |
|---|---|---|---|---|---|---|---|---|
| **Identified As Needing Tutorial Help** | | | | | | | | |
| October | 10,906 | 8,300 | 2,052 | 3,538 | 2,586 | 1,162 | 21,258 | 7,286 |
| June | 10,993 | 8,507 | 448 | 4,883 | 2,656 | 1,107 | 19,948 | 8,646 |
| **Receiving Tutorial Help** | | | | | | | | |
| October | 5,270 | 3,885 | 1,625 | 1,150 | 1,025 | 630 | 10,780 | 2,805 |
| June | 6,239 | 4,458 | 394 | 1,609 | 687 | 276 | 11,091 | 2,572 |
| **Not Receiving Tutorial Help** | | | | | | | | |
| October | 5,636 | 4,415 | 427 | 2,388 | 1,561 | 532 | 10,478 | 4,481 |
| June | 4,754 | 4,049 | 54 | 3,274 | 1,969 | 831 | 8,857 | 6,074 |
| **Percent Needing but Not Receiving Help** | | | | | | | | |
| October | 52 | 53 | 21 | 67 | 60 | 46 | 49 | 62 |
| June | 43 | 48 | 12 | 67 | 74 | 75 | 44 | 70 |

The totals for all 116 elementary schools and all 21 junior high schools in the matched group are shown in Table X. However, only 59% of the elementary schools and 67% of junior high schools in this group reported a discrepancy between the number of students identified as needing tutorial help and those receiving tutorial help in October. The percentages were 58 and 14 respectively in June. It may be pointed out that the total number of children shown as needing tutorial help in these schools may not represent a true number in the sense that it is highly conceivable that the same students counted as needing help in reading may also be included in the number needing help in math. In other words the same student could need tutorial help in reading, math and in other subjects and thus be included in all three totals. However, it is significant to note that over half of the students reported as needing help in reading and math in October were not receiving help. This number dropped to less than fifty percent in the elementary schools in June, but remained well over fifty percent in the junior high schools.

The 67 elementary schools and 14 junior high schools showing a discrepancy in June gave the following reasons. The number of schools citing each reason is notated by the numbers (in parenthesis for elementary, underlined for junior high) at the end of each statement. Some schools gave more than one reason.

1. There is a shortage of tutors. (49) 11

2. There is insufficient staff personnel (7) 3

3. There is a lack of para-professional help. (3)

4. There is a lack of funds. 3

5. There is a lack of materials and facilities. (2) 1

6. Students refuse to remain after school. (2) 1

7. There is a lack of student cooperation. (1) 1

8. There are many pupil absentees. 1

The main reason for the discrepancies in the tutorial program was the need for, or the lack of tutors for the great numbers of children needing service. However, as a group the schools were serviced by a great number of tutors, as attested to by the data presented in Table XI.

Table XI

Number and Source of Tutors By Subject and Level, October 1971 and June 1972

| Source of Tutors | | Number of Tutors | | | | | | | | Grand |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Elementary Schools | | | | Junior High Schools | | | | Total |
| | | Reading | Math | Other | Total | Reading | Math | Other | Total | Total |
| From Own School | October | 783 | 573 | 29 | 1,385 | 32 | 32 | 0 | 64 | 1,449 |
| | June | 1,513 | 847 | 8 | 2,368 | 216 | 82 | 0 | 298 | 2,666 |
| From Other Schools | October | 201 | 158 | 6 | 365 | 6 | 0 | 0 | 6 | 371 |
| | June | 344 | 208 | 15 | 567 | 71 | 16 | 0 | 87 | 654 |
| From College Staffs | October | 85 | 70 | 3 | 158 | 18 | 11 | 1 | 30 | 188 |
| | June | 82 | 80 | 0 | 162 | 3 | 1 | 0 | 4 | 166 |
| From A College Student Body | October | 409 | 284 | 45 | 738 | 95 | 49 | 23 | 167 | 905 |
| | June | 536 | 336 | 54 | 926 | 175 | 89 | 27 | 291 | 1,217 |
| From Parent Group | October | 331 | 167 | 40 | 538 | 10 | 2 | 2 | 14 | 552 |
| | June | 605 | 291 | 17 | 913 | 23 | 15 | 14 | 52 | 965 |
| From Community | October | 323 | 165 | 26 | 514 | 19 | 5 | 2 | 26 | 540 |
| | June | 344 | 174 | 15 | 533 | 34 | 8 | 2 | 44 | 577 |
| Totals | October | 2,132 | 1,417 | 149 | 3,698 | 180 | 99 | 28 | 307 | 4,005 |
| | June | 3,424 | 1,936 | 109 | 5,469 | 522 | 211 | 43 | 776 | 6,245 |

A total of 6,245 tutors were reported for June, an increase of 56% over October. This number included 3,579 tutors from sources other than within the school; however, tutors from within the school comprised the largest single source of tutors followed by colleges and universities.

The ratios of tutors to students receiving tutorial help in October were 1 to 3 in the elementary schools and 1 to 9 in the junior high schools. In June the ratios were 1 to 2 and 1 to 3 respectively. Whereas the number of junior high school tutors increased the number of students receiving help decreased from October to June.

The coordinator of the tutorial program in 46% of the elementary schools was the counselor followed by a teacher (17%), and a reading specialist and/or reading resource teacher in 10% of the schools. Eight schools listed joint coordinators. Twenty-four percent of the junior high schools listed counselors as the tutorial coordinator and 24% listed teachers as the coordinator followed by reading specialists (14%) and assistant principals (14%).

7. Individualized Instruction:

The tutorial program is intended to supplement the efforts of the classroom teacher in raising reading and mathematics levels. That program is largely dependent upon the voluntary assistance of parents, students, former teachers and other persons. However most schools have as part of their faculties staff members who may be in a position to provide some form of tutoring: that is, to teach, guide or instruct on an individual basis (or in very small group instruction) for a particular purpose. These faculty members usually include the Reading Specialist, Counselor, Mind Teacher or paid para-professionals. This individualized instruction is in addition to regular classroom instruction.

Section E of the AAP School Inventory requested principals to report the number of students receiving individualized instruction (or in groups not exceeding three students) from employed school personnel. Areas of instruction reported included reading, mathematics and other subjects.

Matched data from the 116 elementary schools and 21 junior high schools are presented in Table XII.

## Table XII

Number of Students Receiving Individualized Instruction By Subject And School Level,
From Local Professional Staff, October 1971 And June 1972

| Areas of Individualized Instruction | | Reading Specialist | | Counselor | | MIND Teacher | | Paid Para-professional | | Other Paid Personnel | | Total | | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Elem. | Jr. H. | Elem. | Jr. H. | Elem. | Jr. H. | Elem. | Jr. H. | Elem. | Jr. H. | Elem. | Jr. H. | |
| Reading | October | 4,778 | 572 | 808 | 16 | 1,209 | 288 | 1,021 | 25 | 733 | 33 | 8,549 | 934 | 9,483 |
| | June | 5,631 | 782 | 803 | 12 | 1,250 | 303 | 2,576 | 108 | 1,541 | 230 | 11,801 | 1,435 | 13,236 |
| Mathematics | October | 588 | 30 | 320 | 20 | 851 | 124 | 821 | 25 | 552 | 220 | 3,132 | 419 | 3,551 |
| | June | 758 | 93 | 458 | 3 | 746 | 223 | 1,507 | 108 | 1,447 | 1,649 | 4,916 | 2,076 | 6,992 |
| Other Subjects | October | 33 | 82 | 1,011 | 121 | 190 | 55 | 323 | 0 | 407 | 17 | 1,964 | 275 | 2,239 |
| | June | 83 | 82 | 1,468 | 15 | 144 | 52 | 63 | 102 | 328 | 206 | 2,086 | 457 | 2,543 |
| Total | October | 5,399 | 684 | 2,139 | 157 | 2,250 | 467 | 2,165 | 50 | 1,692 | 270 | 13,645 | 1,628 | 15,273 |
| | June | 6,472 | 957 | 2,729 | 30 | 2,140 | 578 | 4,146 | 318 | 3,316 | 2,085 | 18,803 | 3,968 | 22,771 |

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The data in Table XII reveal that 38% more elementary students and 143% more junior high students received individualized instruction in June than in October, or in the beginning of the school year 1971-72.

In the areas of reading and math, children receiving individualized instruction from paid paraprofessionals and other paid personnel showed the greatest increase. For each group the increase in numbers of children was over 100% in the junior high schools and in the elementary schools. Other paid personnel included principals, assistant principals, special teachers, librarians, pupil personnel teams, sight conservationists, hearing specialists, speech therapists, resource teachers, and released classroom teachers.

As expected the reading specialist accounted for the greater number of children receiving individualized instruction in reading, throughout the school year.

The vast majority of the students receiving individualized instruction from local professionals were being tutored in the areas of reading and math in keeping with the goals of AAP.

8. Testing Program:

The October Inventory requested the schools to respond to questions relating to the city-wide standardized testing program. The June report requested similar information relative to the administering of the California Test Bureau criterion-referenced test.

The schools were asked to indicate areas of difficulty in the testing program, if any, and to explain the nature of the difficulty.

The Standardized Tests:

All 116 elementary schools and all 21 junior high schools reported administering the standardized test. The areas of difficulty, number of schools reporting difficulty and the explanations of the difficulties follow:

Difficulty with the administration of the standardized test was reported by fifteen elementary schools and three junior high schools. Explanations given were:

Elementary Schools

1. Decisions as to children hostile to testing
2. Make-ups for absentees
3. Limited vocabulary of non-English speaking students

4. Securing enough specific tests
5. Cumbersome, poorly set up primary tests
6. Shortage of monitors and proctors
7. Hot weather, unbearable building

Junior High Schools

1. Lack of proctors
2. Poor physical facilities for testing
3. Lack of test administration knowledge on part of some teachers

There was difficulty concerning the availability of test results reported by nine elementary schools and four junior high schools. The explanation given by elementary schools was that the results were very late in arriving. The junior high schools stated that scores were received by homeroom sections and thus caused some difficulty in the distribution to subject area teachers.

The third difficulty, understanding objectives of the testing program, was reported by two elementary schools and no junior high schools. The elementary schools cited difficulty in securing class coverage for the purpose of in-service workshops on the objectives.

There was difficulty reported in the area of understanding testing procedures by six elementary schools and one junior high school. Explanations given were:

Elementary School

1. Logistics involved in getting students identification numbers
2. Difficult procedures for administering primary test (time element)
3. Lack of know-how on the part of some teachers

Junior High Schools

1. Lack of know-how on part of new teachers

Six elementary schools (no junior high schools) reported some difficulty with the interpretation of test results. Many teachers did not understand how to do an item analysis to determine the type of skill involved with a test item. Scheduling workshops created the problem of class coverage. Some teachers were not pleased with using large city norms as opposed to national norms.

The utilization of test results caused some difficulty for twelve elementary schools and six junior high schools. Explanation cited were:

Elementary Schools

1. Teachers unwilling to make profiles
2. Teachers lacking knowledge in making profiles
3. Belief that results not representative of students' achievement

Junior High School

1. Printout needed for each student for each test
2. Need of some teacher for in-service training
3. Lack of knowledge concerning profiling and item analysis

The last area of difficulty reported by seventeen elementary schools and one junior high school was the reporting of test results to parents. The main explanation given was that few parents responded to invitations to discuss test results. Other explanations given by one elementary school each were the difficulty in explaining grade equivalent to parents and the conflicting instructions received by the school as to how to report test results.

The Criterion-referenced Tests:

One elementary school did not indicate whether the California Test Bureau criterion-referenced test was administered this school year. The other 115 elementary schools administered the test. Ten of the twenty-one junior high schools administered the criterion-referenced test.

Eight elementary schools and one junior high school stated that there was some difficulty in the administration of the criterion-referenced test. The difficulty in the elementary schools centered on the selection of texts as references in that the range did not allow for advanced and slow readers. Also there was a lack of proctors reported. Some manuals and materials were received late. The junior high school stated that many teachers did not understand test administration.

Fifteen elementary schools cited a problem with the availability of test results. It was stated that results were late in arriving, that only one copy of class record sheets and in some cases pupils' scores were received, and that some teachers did not receive all of their class record.

Three elementary schools and one junior high school cited some difficulty related to understanding the objectives of the testing program. The elementary schools revealed a need for in-service training. The junior high school stated that many teachers question the reasons for giving the test.

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Only one junior high school listed a difficulty related to understanding testing procedures and this was due to the questioning of the procedures by some teachers.

Seven elementary schools and two junior high schools reported difficulty related to the interpretation of test results. Explanations given were:

Elementary Schools

1. The limited selection of texts invalidated tests as a measure of a variety of performance levels
2. Terminology used on individual reports was ambiguous and not related to objectives
3. Books used in the classroom not the same as those on which tests were based
4. Discrepancies between test results and teachers' assessment
5. Some teachers lack adequate background in test and measurement
6. Results were too complicated

Junior High Schools

1. Teachers lack understanding between percentile and grade equivalent
2. Entire equivalent staff development session needed for interpretation of test results

Twenty-two of the elementary schools and two of the junior high schools expressed difficulty in the utilization of test results. Explanations given were:

Elementary Schools

1. Books on the master reference list different from those used in some classes
2. Tests administered too late in year for full utilization of results
3. Limited choice and range of referenced texts caused many children to be without prescriptions
4. Some teachers lack knowledge of test utilization
5. Reluctance of some teachers
6. Additional workshops needed

Junior High Schools

1. Tests not actually related to our objectives
2. Lack of time, effort and resources to develop skills needed

9.  Non-Instructional Supports:

Obviously children who are hungry, who are in poor physical health or who are inadequately clothed are not in a position to learn most effectively in school. The purposes of the Academic Achievement Project component on Non-Instructional Supports is to identify those children who evidence these needs and to provide supportive services to overcome them.

Section I of the AA7 School Inventory requested principals to take on inventory of the number of students needing breakfast and lunch, clothing services and health services. The Inventory also identified the number of students receiving t se services, and gave the principals an opportunity to give reason r any discrepancy between services needed and services provide .

Table XIII gives the results of the inventory taken by the principals in October, 1971 and in June, 1972. Reasons given by the principals for discrepancies are listed below in the discussion of each service. The number of elementary school principals citing a particular reason is noted by the numbers in parenthesis, while the number of junior high school principals citing a particular reason is indicated by the underlined number following the reason listed.

As of June, 1,492 more elementary school students had been identified as needing breakfast than previously identified in October. Although it is shown that 1,629 more students were being served breakfast in June, there was still a discrepancy of 3,534 students not being served as opposed to 3,669 in October. This discrepancy in June was compiled by only 18 of the 116 elementary schools reporting, or 16% of the schools reporting. The reasons given by the principals of these schools were:

1. Students do not report for breakfast. (18)
2. Some parents are able to provide breakfast in the home, but desire for their child to be served lunch at school. (7)
3. Some students express a dislike for cold cereal. (2)
4. Some parents fail to complete applications for breakfast/lunch. (1)

## Table XIII

### Students Needing/Receiving Non-Instructional Supports
### In October 1971 and June 1972

| | Number of Students | | | |
| --- | --- | --- | --- | --- |
| | Elementary | | Junior High | |
| | October | June | October | June |
| **Breakfast** | | | | |
| (Schools Reporting) | | | | |
| Identified as Needy | 21,487 | 22,981 | 481 | --- |
| Breakfast Provided | 17,818 | 19,447 | 25 | --- |
| Discrepancy Factor | 3,669 | 3,534 | 456 | --- |
| **Lunch** | | | | |
| (Schools Reporting) | | | | |
| Identified as Needy | 32,471 | 34,772 | 6,439 | 7,111 |
| Lunches Provided | 32,402 | 36,782 | 5,859 | 5,966 |
| Discrepancy Factor | 69 | --- | 580 | 1,145 |
| **Clothing** | | | | |
| (Schools Reporting) | | | | |
| Identified as Needy | 1,683 | 6,498 | 1,713 | 2,407 |
| Clothing Provided | 1,514 | 6,453 | 392 | 856 |
| Discrepancy Factor | 169 | 45 | 1,321 | 1,551 |
| **Health Services** | | | | |
| (Schools Reporting) | | | | |
| Identified as Needy | 6,646 | 11,888 | 6,413 | 7,779 |
| Specific Referrals | 6,559 | 11,668 | 5,965 | 5,408 |
| Receiving Service | 3,221 | 8,487 | 3,674 | 4,195 |
| Discrepancy Factor | 3,338 | 3,181 | 2,291 | 1,213 |

One junior high school reported serving 25 students breakfast in October. It was stated that this was the quota established by Food Services. No junior high school reported a quota for June.

Four elementary schools showed a discrepancy in their lunch program in June; however, overall there was no discrepancy shown for all the elementary schools combined. The total discrepancy shown in the junior high school lunch program in June was 1,145 students not being served. This total resulted from the report of four schools or 19% of the junior high schools reporting. The reasons cited for the discrepancies in the lunch program were as follows:

1. Some parents fail to submit lunch applications. (1) 2
2. Teenagers prefer french fries and sodas. 1
3. Students do not report for lunch. (1)
4. Students dislike the food. (1)
5. Students prefer to make purchase from neighborhood stores. (1)
6. It is unknown. 1

The discrepancy in clothing services was down by 73% to 45 students in 17 elementary schools in June, while the discrepancy rose 17% to 1,551 students in the junior high schools. An analysis of individual schools showed that only seven junior high schools or 33% of those reporting accounted for this discrepancy. The reasons stated were:

1. The needed sizes and/or kinds of clothing was not available. (11) 3
2. Many students refuse to accept clothing because of self-pride and/or because the clothing is not of the latest styles. (3) 4
3. Some of the students are not identified as Title I. (1)
4. The center is located in another part of the city. 1
5. All needs are not known. 1
6. No response. (6). 1

The non-instructional service wherein there was a discrepancy in the most schools, on both levels, was Health Services. A discrepancy totaling 3,181 children in 66 elementary schools, (57% of those reporting) and 1,213 children in 17 junior high schools (81% of those reporting) was reported for June. In each case these numbers reflect a decrease in the discrepancy given for October. The reasons given by principals of these schools are listed below:

1. Parents and pupils are indifferent and fail to keep appointments. (27) 10
2. We have had great difficulty in obtaining needed dental service. (13) 2
3. Some of the students have future appointments. (8) 4
4. There has been a lack of doctor service in the school. (12)
5. Some of the conditions cleared up without treatment. (3) 6
6. We have had inadequate nursing service this year. (9)

7. There are not enough resources available. (6) 2
8. Parents and pupils lack proper transportation. (5)
9. There is a limited number of staff and a limited amount of school time. (2) 1
10. Special placement or therapy is needed for pupils with severe problems. (2)
11. There has been a lack of follow-up information from visual, dental and podiatry screening programs. (2)
12. There are regulations restricting the treatment of minors. 1
13. Extensive absenteeism has caused many children to miss services. 1

Eight elementary schools and one junior high school did not respond as to reasons for discrepancies in their health service program.

An additional comment made by two elementary schools was that a full time health aide or nurse is sorely needed in the schools. Two other elementary schools stated that the service of a physician on a regular basis is needed. One junior high school reported that the students in that school really needed a breakfast program, while another stated the possibility of starting a breakfast program next year. One elementary school reported receiving very poor service from the dental clinic this year and recommended that the school system begin to use mobile dental units.

The capacity of the school system to provide needed resources to students in the areas of food, clothing and health is only one factor limiting implementation of these programs as the reasons cited attest, however the discrepancies still remain a factor to be dealth with.

Of all the schools in the matched sample seventeen of the elementary schools (15%) and one of the junior high schools showed no discrepancy in any area between students identified as needing services and students receiving services.

The following Table shows the total number of students reported receiving services by all the schools that reported in October and all schools reporting in June.

## Table XIIIa

### Students Receiving Non-Instructional
### Support In All Schools Reporting

| | Number of Students | | | |
|---|---|---|---|---|
| | October | | June | |
| | Elem. N=126 | Jr. High N=22 | Elem. N=119 | Jr. High N=27 |
| **Food Services** | | | | |
| Breakfast provided | 19,226 | 25 | 18,916 | --- |
| Lunches provided | 35,051 | 6,509 | 35,640 | 7,908 |
| **Clothing Services** | | | | |
| Clothing provided | 3,631 | 392 | 6,217 | 1,060 |
| **Health Services** | | | | |
| Specific referrals | 7,243 | 5,497 | 12,337 | 7,424 |
| Receiving Service | 3,451 | 3,196 | 9,120 | 6,084 |

10. Minimum Floors:

The Superintendent's May Fifth Report states that minimum floors
in reading and mathematics have been developed and serve to establish
a point of reference for performance expectations for students at a
given level. Further the instruction by teachers in the classroom is
to be geared to the appropriate floors, and the minimum floors are to
be used as the reference criteria for reporting student progress to
parents.

A report of the number of regular classroom teachers using
"Sequential Inventory of Reading Skills" and "Specific Objectives for
Pupil Performance in Mathematics" for the development of diagnostic
methods, the diagnosis of individual students, the development of
prescriptive materials, as a basis of classroom instruction, as a
basis of contacts with tutors, and in communication with parents was
given by principals for October and for June.

These numbers are presented in percentage of total regular
classroom teachers reported in the 116 elementary schools and the
21 junior high schools reporting for October and June.

Table XIV gives a comparison of the use of minimum floors for
October beginning of the school year, and June, end of the school year.

Table XIV

Percent of Regular Classroom Teachers Using Minimum Floors
In October 1971 And In June 1972

| Areas of Minimum Floors Usage | Percent of Regular Classroom Teachers | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Elementary | | | Junior High | | |
| | October | June | Increase | October | June | Increase |
| Development of diagnostic methods | 76 | 84 | 8 | 31 | 42 | 11 |
| Diagnosis of individual students | 77 | 85 | 8 | 30 | 44 | 14 |
| Development of prescriptive materials | 68 | 72 | 4 | 28 | 38. | 10 |
| Basis of classroom instruction | 79 | 87 | 8 | 34 | 46 | 12 |
| Basis of contacts with tutors | 44 | 54 | 10 | 12 | 21 | 9 |
| Communication with parents | 64 | 70 | 6 | 21 | 30 | 9 |
| Aggregate | 68 | 75 | 7 | 26 | 37 | 11 |

In June principals reported that on the average approximately
75% of the elementary school teachers were using the minimum  floors
in the various instructional modes while junior high school principals
reported that 37% of their teachers were using them.  Comparison of
the June report with the October report showed an increase of usage
for both elementary and junior high school teachers of about 7 to 11
percent.  Considering that the minimum floors represent curriculum
materials in reading and mathematics, it is not surprising that the
junior high school report shows a lesser percentage than does the
elementary report.

Increased usage of the minimum floors by teachers during the year
was probably due to a better understanding of minimum floors and to
practical application by teachers as the year progressed.

11.  Staff Development:

The Superintendent's May Fifth Report states that a comprehensive
program of staff development has been initiated and geared to meet the
specific needs of school personnel so that they can cope more success-
fully with the critical components of the Academic Achievement Project.
The staff development program seeks to give assistance to teachers by
conducting ongoing in-service activities, cross-school in-service
activities, regional workshops, leadership training and special
university-sponsored courses.

One section of the AAP School Inventory, consisted of a three page
staff development activity survey form to be completed by the principals
of all elementary and junior high schools in October and again in June.
The principals were instructed to indicate the number and type of staff
development activities implemented for their teachers, parents, and
tutors for September and October, on the October report, and from
November through June, on the June report.  All activities involving
reading and/or mathematics skills, regardless of the subject matter
area, were to be included as well as the number of participants
(teachers, parents and/or tutors), and the number of hours each
activity was held.  Also to be designated was whether the activity
was Mobe Team implemented and whether it was on-site (in their own
school) or off-site (at some other location).

The degree of participation by teachers, parents and tutors in
staff development is presented in man hours.  Man hours were computed
by multiplying the number of participants (teachers, parents and tutors)
in each type of activity by the number of hours the activity was held.

Data from the October report was compiled for 116 elementary
schools and 19 junior high schools which had reported by February 1972.
This data was distributed to the appropriate department heads and com-
ponent directors in April 1972.

The data in this report is from the matched sample of the 116 elementary schools and 21 junior high schools submitting reports in October 1971 and in June 1972.

Table XV gives the total man hours of staff development spent by teachers, parents, and tutors in the elementary and junior high schools. A more detailed breakdown listing types of activity for each level is presented in Tables XV, A thru E, located in Appendix A.

A total of 5,341 staff development activities were reported in the elementary schools accounting for some 394,053 teacher manhours, 35,611 parent manhours, and 80,109 tutor man hours. Based on an average number of 3,356 professional staff members in these elementary schools during the school year, the man hours spent per teachers during the year amounts to about 117.4 man hours.

A total of 587 staff development activities were reported in the junior high schools accounting for 95,448 teacher man hours, 8,615 parent man hours, and 25,318 tutor man hours. Based on an average number of 1,244 professional staff members in the junior high schools during the year the number of man hours spent per teacher during the year was about 76.7.

The 117.4 man hours per elementary school teacher and 76.7 man hours per junior high school teacher is brought into perspective when it is noted that a number of days were set aside during the school year for staff development. There were in addition, many released time activities, demonstrations, faculty meetings, workshops for individuals, small groups and entire faculties, and grade level meetings throughout the year. Many of these activities were held during non-school hours, especially Mobe Team planning sessions, exhibits and workshops. Also included in some reports were activities held prior to September 1971. One such activity was the Summer Leadership Training Institute held for four weeks during June and July, 1971 which included 286 school personnel. Additional Mobe Team planning sessions were conducted prior to the official opening of school.

Also to be considered is the probability of some duplication in reporting of activities and participants. Finally there is the possibility of overlapping of some October and June reports, since some October reports were received as late as February, 1972 and included activities subsequent to the months of September and October 1971.

It is apparent therefore that the data received in this portion the report may be somewhat limited in reliability; and conclusions should be drawn from it with discretion. However the data is useful in presenting the broad pattern of staff development activities and

Table XV

Staff Development In The Elementary And Junior High Schools
During The School Year 1971-72

| Staff Development | Elementary School | | | | Junior High School | | | |
|---|---|---|---|---|---|---|---|---|
| | No. of Activities | No. of Man Hours | | | No. of Activities | No. of Man Hours | | |
| | | Teacher | Parent | Tutor | | Teacher | Parent | Tutor |
| By Mobe Teams: | | | | | | | | |
| On-Site | 3,929 | 320,389 | 26,700 | 60,771 | 449 | 79,571 | 8,599 | 24,302 |
| Off-Site | 1,036 | 56,521 | 3,846 | 1,918 | 99 | 6,176 | 16 | 1,016 |
| Total | 4,965 | 376,910 | 30,546 | 62,689 | 548 | 85,747 | 8,615 | 25,318 |
| Other Than Mobe Teams | 376 | 17,143 | 5,065 | 17,420 | 39 | 9,701 | 0 | 0 |
| Grand Total | 5,341 | 394,053 | 35,611 | 80,109 | 587 | 95,448 | 8,615 | 25,318 |
| | | 509,773. | | | | 129,381 | | |

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the comparative involvement of the several groups. Certainly there is no doubt that an exceptionally large amount of staff development activities was conducted in the schools this year.

In the elementary schools 96% of the staff development for teachers was Mobe Team implemented, whereas 90% was Mobe Team implemented in the junior high schools. The majority of this staff development was on-site in the form of classroom demonstrations, school meetings and work-shops.

Although these staff development activities have been reported through the mechanism of the Mobe Team structure, it should not be assumed that all these activities were necessarily created or produced by the Mobe Team. In fact a very large proportion of these staff development activities were produced in the local schools by the supervisors in the Department of Elementary Supervision and Instruction, the supervisors in the Department of Mathematics, the Depart-ment of English, the Language Arts Department, the Anacostia Community School, the Model School Division and other central offices. However the Mobe Teams played a unique role in establishing the channels through which these staff development services were funneled.

Of the total amount of man hours spent in staff development during the school year 77% was spent by teachers, 16% by tutors and 7% by parents in the elementary schools. In the junior high schools 74% was spent by teachers, 20% by tutors and 6% by parents.

More staff development time was devoted in reading related activities than to the math related activities. It is also noted that the greater amount of time was spent in staff development during the first two months of the school year as opposed to any other two month period.

B. Monthly Report of Level of Operation of AAP

This report, Part II of the AAP School Inventory, "Monthly Report of Level of Operation of AAP", provided central administrators on a month-to-month basis with the judgment of the principal as to the level of operation of each of the AAP components in his school. These reports were submitted monthly by the principal to the Departments of Research and Evaluation where the data was consolidated, organized by components, by administrative division and by level. Feedback was provided each month on a school by school basis directly to each of the component directors, each of the Operating Assistant Superinten-dents, the Assistant Superintendent for the AAP, the Associate Super-intendent for Instruction and the Superintendent of Schools.

As experience demonstrated the need, modifications in the use
and structure of the instrument were made. The Departments of
Research and Evaluation in associ~tion with the Division of Instruc-
tion formulated "Guidelines for Principals and On-Site Assessors
for <u>Monthly Report of Level of Operation of AAP</u>" as the basis for
standardization in the use of the instrument. The instrument was
changed in October from a 5-point scale to a 4-point scale and the
September data converted to the 4-point base. "Homework Center" was
added as a reporting component. "Use of Minimum Floors" was changed
to name each of the two curriculum publications; and Mobe Teams was
changed to list both Reading and Mathematics Mobilization Teams.

1. Validity Studies:

Naturally the question may arise as to the validity of the
responses given by the principals with respect to their evaluation
of the various components on these monthly forms. Two studies were
made which indicate that there was a high level of agreement between
the principals' self ratings and that of independent assessors. The
first study, "Comparative Analysis of AAP Level of Operation as Re-
ported by Principals and Independent Assessors", submitted to the
Superintendent in November 1971 analyzed the responses of teams of
assessors who visited selected group of schools at the Superintendent's
request in September 1971. These assessors were central administrative
and supervisory officers. This study indicated that there was a very
high level of agreement between the school rating by its principal and
the independent rating by a school officer assessor; and that further,
where significant differences did occur, that the independent central
officer assessor generally ranked the school at a higher level of
operation than did the principal himself.

The second study compared the data gathered by the operating
assistant superintendents in their February 1972 quarterly assess-
ment of each school with the Principal's school evaluations for
that month. The data suggest that, on the average, the principals'
self-ratings and the operating assistant superintendents' indepen-
dent assessments are in substantial agreement. For both the
elementary schools and the junior high schools, the mean difference
system-wide for any specific component do not exceed 0.2 of a point
on a 4.0 point scale.

Furthermore, there is evidence that the monthly feedback
mechanism described above to encourage dialogue and follow-up
by central officers tended to mediate unrealistic assessment
judgments, particularly over a period of time.

2. End of the Year Report:

The purpose of this end of the year report is to provide an
assessment of the level of operation of each of the AAP components
at the end of the year, and, on an on-going basis, to show the level
of operation of each component during the course of the year.

The final level of operation report submitted by principals for the 1971-72 school year is for the month of May 1972. Tables XVI and XVII give the number of elementary schools and junior high schools reported at each level of operation for each of the components for the beginning and ending months. Because not all schools reported their status each month, an absolute comparison of level of operation would not be valid unless the comparison were made on the basis of only those schools reporting in both the months under consideration. This was not considered of maximum importance during the school year because those reports were primarily for the purpose of providing assessment feedback. However for the end of the year comparison, Tables XVI and XVII include only those schools reporting in both September and May. Figures 1 and 2 show in graphic form the mean score level of operation for the data presented in Tables XVI and XVII.

LEVEL OF OPERATION, BY NUMBER OF SCHOOLS AND MEAN SCORE
FOR SCHOOLS REPORTING IN BOTH THE MONTHS OF SEPTEMBER 1971 AND MAY 197'
ELEMENTARY SCHOOLS

| Component | Number of Schools by Level of Operation | | | | | | | | Component Mean Score | |
| | (4) Fully Operational | | (3) Almost Fully Operational | | (2) Only Slightly Operational | | (1) In Planning Stage | | | |
| | Sept. | May | Sept. | May | Sept. | May | Sept. | May | Sept. | May |
|---|---|---|---|---|---|---|---|---|---|---|
| Tutorial | 6 | 84 | 19 | 34 | 48 | 7 | 50 | 0 | 1.8 | 3.6 |
| *Use of "Sequential Inv. of Reading Skills" | 56 | 113 | 38 | 12 | 28 | 1 | 2 | 0 | 3.2 | 3.9 |
| *Use of "Spec. Objs. for Pupil Perf. in Math" | 56 | 114 | 38 | 12 | 28 | 0 | 2 | 0 | 3.2 | 3.9 |
| **Operation of Reading Mobe Team | 43 | 103 | 44 | 20 | 27 | 3 | 11 | 0 | 2.9 | 3.8 |
| **Operation of Math Mobe Team | 43 | 97 | 44 | 22 | 27 | 5 | 11 | 1 | 2.9 | 3.7 |
| Staff Development | 37 | 118 | 38 | 8 | 35 | 0 | 12 | 0 | 2.8 | 3.9 |
| Testing Program | 103 | 116 | 17 | 3 | 3 | 2 | 3 | 0 | 3.7 | 3.9 |
| Non-Instructi.... Supports | 34 | 102 | 33 | 23 | 41 | 1 | 13 | 0 | 2.7 | 3.8 |
| Heterogeneous Grouping | 120 | 125 | 3 | 1 | 2 | 0 | 0 | 0 | 3.9 | 4.0 |
| Parental and Community Involvement | 21 | 85 | 30 | 34 | 64 | 7 | 10 | 0 | 2.5 | 3.6 |
| University Liaison | 30 | 73 | 12 | 29 | 32 | 13 | 44 | 8 | 2.2 | 3.3 |
| Instructional Materials and Guides | 51 | 109 | 51 | 17 | 19 | 0 | 3 | 0 | 3.2 | 3.9 |
| Supervision | 43 | 100 | 41 | 16 | 28 | 4 | 11 | 3 | 2.9 | 3.7 |
| Homework Center | --- | 51 | --- | 27 | --- | 21 | --- | 9 | --- | 3.1 |

Note: Only 126 schools which reported in both September and May are included in
the above report; however, in a few instances, schools did not report for
all comp...ents.

Homework Centers were not a part of the September instrument.

TABLE XVII

LEVEL OF OPERATION, BY NUMBER OF SCHOOLS AND MEAN SCORE
FOR SCHOOLS REPORTING IN BOTH THE MONTHS OF SEPTEMBER 1971 AND MAY 19``
JUNIOR HIGH SCHOOLS

| Component | Number of Schools by Level of Operation | | | | | | | | Component Mean Score | |
| | (4) Fully Operational | | (3) Almost Fully Operational | | (2) Only Slightly Operational | | (1) In Planning Stage | | | |
| | Sept. | May | Sept. | May | Sept. | May | Sept. | May | Sept. | May |
|---|---|---|---|---|---|---|---|---|---|---|
| Tutorial | 5 | 15 | 3 | 8 | 10 | 3 | 9 | 1 | 2.1 | 3.4 |
| *Use of "Sequential Inv. of Reading Skills" | 7 | 20 | 8 | 6 | 10 | 0 | 1 | 0 | 2.8 | 3.8 |
| *Use of "Spec. Objs. for Pupil Perf. in Math" | 7 | 20 | 8 | 6 | 10 | 0 | 1 | 0 | 2.8 | 3.8 |
| **Operation of Reading Mobe Team | 14 | 22 | 7 | 3 | 5 | 1 | 0 | 0 | 3.3 | 3.8 |
| **Operation of Math Mobe Team | 14 | 23 | 7 | 3 | 5 | 1 | 0 | 0 | 3.3 | 3.8 |
| Staff Development | 7 | 20 | 7 | 6 | 7 | 0 | 5 | 0 | 2.6 | 3.8 |
| Testing Program | 20 | 23 | 4 | 3 | 3 | 0 | 0 | 0 | 3.6 | 3.9 |
| Non-Instructional Supports | 6 | 21 | 4 | 6 | 12 | 0 | 4 | 0 | 2.5 | 3.8 |
| Heterogeneous Grouping | 26 | 26 | 1 | 1 | 0 | 0 | 0 | 0 | 3.9 | 4.0 |
| Parental and Community Involvement | 2 | 11 | 3 | 8 | 16 | 4 | 6 | 4 | 2.0 | 3.0 |
| University Liaison | 8 | 13 | 4 | 10 | 6 | 1 | 9 | 3 | 2.4 | 3.2 |
| Instructional Materials and Guides | 9 | 22 | 13 | 5 | 5 | 0 | 0 | 0 | 3.1 | 3.8 |
| Supervision | 9 | 21 | 12 | 6 | 6 | 0 | 0 | 0 | 3.1 | 3.8 |
| Homework Center | ---- | 7 | --- | 7 | --- | 4 | --- | 6 | --- | 2.6 |

Note: Only 27 schools which reported in both September and May are included in the above report; however, in a few instances, schools did not report for all components.

Homework Centers were not a part of the September instrument.

Figure 1

Level of Operation, By Mean Score
for Each AAP Component
Elementary Schools September, 1971–May, 1972

HOMEWORK CENTER

SUPER'T. ION

INSTRUCTIONAL MATERIALS
AND GUIDES

UNIVERSITY LIAISON

PARENTAL AND
COMMUNITY INVOLVEMENT

HETEROGENEOUS GROUPING

NON-INSTRUCTIONAL SUPPORTS

TESTING PROGRAM

STAFF DEVELOPMENT PROGRAM

Math Mobe Team
OPERATION OF MOBE TEAM
Reading Mobe Team

Use of "Sequential Inventory
of Reading Skills"
USE OF MINIMUM FLOORS
Use of "Specific Objectives
for Pupil Performance in
Mathematics"

TUTORIAL PROGRAM
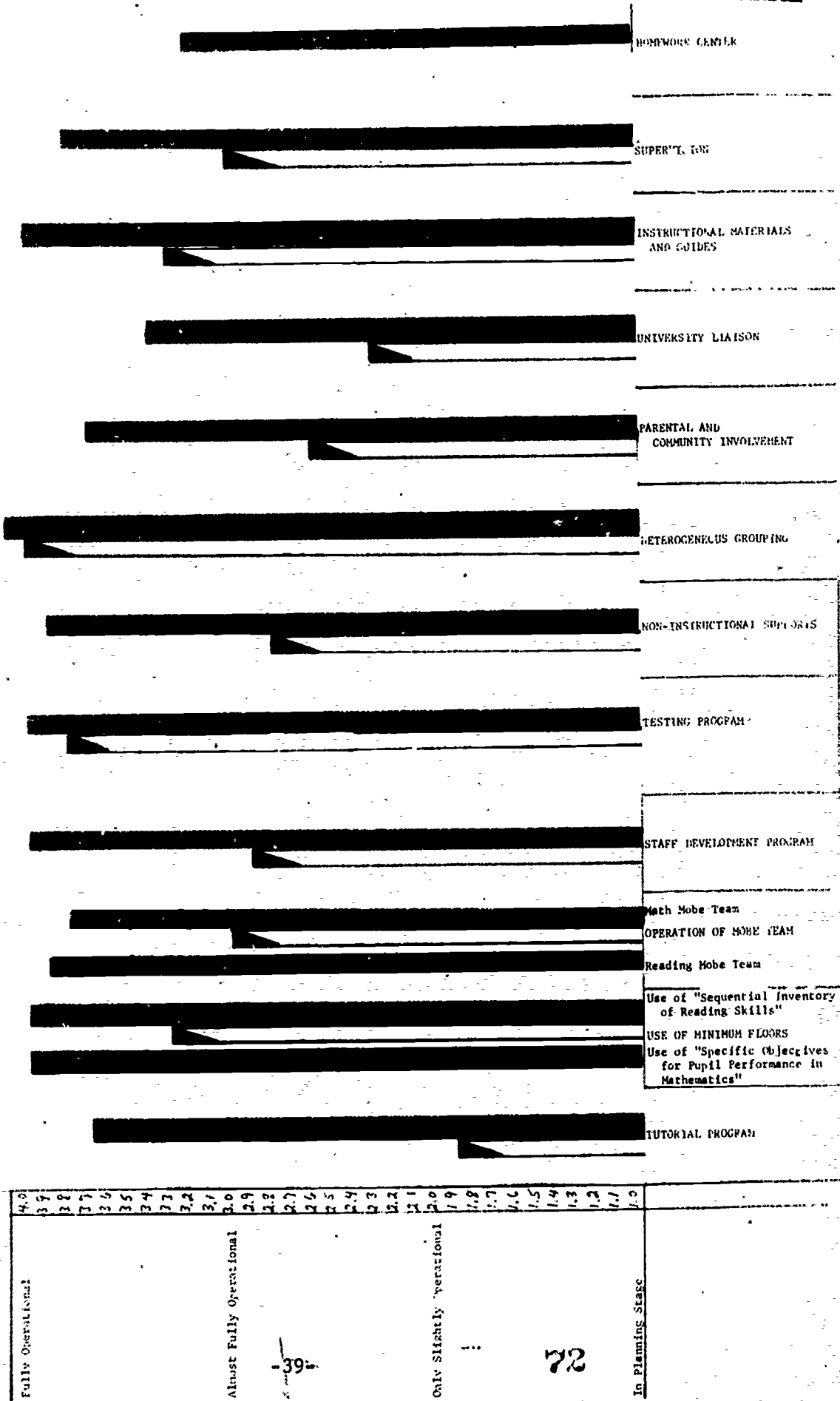
Fully Operational

Almost Fully Operational

Only Slightly Operational

In Planning Stage

4.0 3.9 3.8 3.7 3.6 3.5 3.4 3.3 3.2 3.1 3.0 2.9 2.8 2.7 2.6 2.5 2.4 2.3 2.2 2.1 2.0 1.9 1.8 1.7 1.6 1.5 1.4 1.3 1.2 1.1 1.0

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Figure 2

Level of Operation, By Mean Score,
for Each AAP Component
Junior High Schools September, 1971-May, 1972

The mean score used to define the level of operation of the component is as follows:

        3.5 - 4.0:  Fully Operational
        2.5 - 3.4:  Almost Fully Operational
        1.5 - 2.4:  Only Slightly Operational
        1.0 - 1.4:  In Planning Stage

Each of these Levels of Operation is operationally defined by the "Guidelines for Principals and On-Site Assessors for Monthly Report of Level of Operation of AAP." (See Appendix D)

The end of the year May report indicates that components were operational as follows:

## FULLY OPERATIONAL

### Elementary Schools

Tutorial Program
Use of Sequential Inventory of
    Reading Skills
Use of Specific Objectives for
    Pupil Performance in Mathematics
Operation of Reading Mobe Team
Operation of Mathematics Mobe Team
Staff Development Program
Testing Program
Non-Instructional Supports
Heterogeneous Grouping
Parental and Community Involvement
Supervision
Instructional Materials and Guides

### Junior High Schools

Use of Sequential Inventory of
    Reading Skills
Use of Specific Objectives for
    Pupil Performance in Mathematics
Operation of Reading Mobe Team
Operation of Mathematics Mobe Team
Staff Development Program
Testing Program
Non-Instructional Supports
Heterogeneous Grouping
Instructional Materials and Guides
Supervision

## ALMOST FULLY OPERATIONAL

University Liaison
Homework Center

Tutorial Program
Parental and Community Involvement
University Liaison
Homework Center

It is apparent from these tables and figures that there has been a steady positive progression of level of operation for all of the components on an annual basis or schools maintained their initial high level of operation. The number of schools in either the "planning stage" or "only slightly operational" has been reduced to a small minimum or almost zero.

It is concluded, therefore, from the evidence supplied from these sources that the critical components of the Academic Achievement Project had been made operational in the schools by May, 1972.

A more detailed breakdown of Tables XVI and XVII as well as Figures 1 and 2 is presented in Appendix B.

C.  Reaction of Teachers To Elements of AAP (Teacher Survey)

The October Teacher Survey was Part III of the AAP School Inventory distributed to all elementary and junior high school teachers during October 1971.  It was designed to determine the extent of the teachers' involvement in the various implementation activities of the Academic Achievement Project.

As described in the Introduction to this chapter, the AAP School Inventory was the instrument used to provide data from the field describing status of implementation in the school of various AAP Components.  It was issued in three parts:  Part I, the Inventory itself, was to be issued at the beginning and end of the year for comparative purposes, Part II was to be a checklist by the Principal reporting school level of operation of AAP components, and Part III was to be a questionnaire to be filled out on a voluntary anonymous basis by teachers to describe their own level of involvement in AAP activities.

One of the main purposes served by the use of this instrument, "Reactions of Teachers to Elements of the Academic Acheivement Project" was the provision of immediate feedback to school principals of the level of involvement or lack of involvement of teachers in AAP supportive activities.  This was accomplished by requesting principals to consolidate teacher responses on Departmentally prepared forms.  Principals therefore were in a much better position to plan and prepare appropriate staff development activities to implement the AAP.

The purpose of this section of the report is to present a system-wide statistical description of the findings of that October survey.  It should be understood that the report only represents the status at the beginning of the school year.  Presumably activities sponsored by principals and others based on these findings would have caused changes to take place during the course of the school year.

Responses were tabulated from 2,281 elementary school teachers and 489 junior high school teachers.  Teachers were asked to respond to questions using the following scale:

                    Always
                    Most of the Time
                    Sometimes
                    Infrequently
                    Never
                    Does Not Apply

For ease of presentation the actual tallies of responses in each category have been converted to percentages.

1.   Elementary School Teachers:

Table XVIII presents the findings of the elementary school
teacher survey.

Almost two-thirds of the responding teachers felt that by
October 1971 they were being kept fully knowledgeable concerning
the purposes and procedures of the AAP most of the time or always.
Only 9% indicated a "Never" or "Infrequently" response.

The 2,281 teachers responding reported that they had referred
7,563 students for tutoring by the end of October, 1971.  Almost two-
thirds of these teachers claimed that at least sometimes they used
students as tutors; although less than half (40%) claimed to use
community members as tutors even sometimes.

The minimum floors in reading were used by 81% of this group
as a basis for individualized instruction in reading at least most
of the time.  Similarly, 79% used the minimum floors in mathematics.
Less than 6% indicated that these floors did not apply.

Eighty-five percent of the elementary teacher group stated in
October that at least sometimes there was effective MOBE Team-teacher
cooperation in their buildings; and the same proportion claimed that
they used the recommendations of the MOBE Team in their classroom
teaching.

Close to 90% of the teachers felt that a staff development pro-
gram was vital to student academic achievement although only three-
fourths of the group participated even sometimes in planning school
staff development programs.  Large proportions of this teacher group
indicated that they modified their teaching techniques and instruc-
tional materials as a result of staff development programs.

Diagnostic testing was included by 90% of the respondees as
part of the teachers' process of teaching; and most teachers claimed
that they participated in the development of prescriptive methods
of teaching.  The vast majority stated they informed students of
their achievement based on test results.

Slightly more than 70% of the teachers claimed to make appro-
priate referrels for students' health, food, and clothing needs.

Almost 70% believed that heterogeneous grouping is conducive,
at least sometimes, to effective teaching and learning.

Most teachers reported involving parents in the learning pro-
cess and communicating positive expectations for student achievement
to parents.

## TABLE XVIII

ELEMENTARY CLASSROOM TEACHERS' RESPONSES (BY PERCENT OF RESPONDEES) REPORTED FOR EACH ITEM IN SURVEY INSTRUMENT
REACTIONS OF TEACHERS TO ELEMENTS OF THE ACADEMIC ACHIEVEMENT PROJECT, October 1971

N 2281

| | Percent of Teachers | | | | | |
|---|---|---|---|---|---|---|
| | Al-ways | Most of the Time | Some-times | Infre-quently | Never | Does Not Apply |
| 1. Do you feel that you are kept fully knowledgeable concerning the purposes and procedures of the AAP? | 21 | 41 | 28 | 8 | 1 | 1 |
| **TUTORS** | | | | | | |
| 3. Do you use students as tutors? | 6 | 11 | 46 | 15 | 14 | 8 |
| 4. Do you use community members as tutors? | 5 | 12 | 23 | 17 | 30 | 13 |
| **MINIMUM FLOORS** | | | | | | |
| 6. Do you utilize the minimum floors as a basis for individualized instruction in reading? | 43 | 49 | 12 | 2 | 1 | 4 |
| 7. Do you utilize the minimum floors as a basis for individualized instruction in mathematics? | 42 | 48 | 12 | 2 | 1 | 6 |
| 8. Do you gear instructional materials that you construct to the minimum floors in reading? | 38 | 53 | 13 | 2 | 1 | 3 |
| 9. Do you gear instructional materials that you construct to the minimum floors in mathematics? | 29 | 51 | 12 | 2 | 1 | 6 |
| 10. Do you have pupil-made instructional materials geared to the minimum floors? | 17 | 35 | 27 | 11 | 4 | 6 |
| **MOBE TEAM** | | | | | | |
| 11. Do you feel that there is effective MOBE Team-teacher cooperation in your building? | 24 | 39 | 22 | 9 | 3 | 3 |
| 12. Do you use the recommendations of the MOBE Team in your classroom teaching? | 17 | 41 | 27 | 6 | 3 | 6 |
| **STAFF DEVELOPMENT PROGRAMS** | | | | | | |
| 13. Do you perceive a staff development program to be vital to student academic achievement? | 33 | 33 | 25 | 6 | 2 | 1 |
| 14. Do you participate in planning staff development programs within your school building? | 22 | 24 | 31 | 11 | 9 | 3 |
| 15. Do you modify your teaching techniques as a result of staff development programs? | 12 | 36 | 40 | 8 | 2 | 2 |
| 16. Do you modify instructional materials as a result of staff development programs? | 11 | 37 | 39 | 9 | 2 | 2 |
| 17. Do you develop new materials as a result of staff development programs? | 15 | 36 | 36 | 9 | 2 | 2 |
| **TEACHER ASSISTANCE** | | | | | | |
| 18. Do you give assistance to other teachers? | 15 | 22 | 51 | 10 | 1 | 1 |
| 19. Do you receive assistance from other teachers? | 9 | 17 | 56 | 14 | 2 | 2 |
| 20. Do other teachers offer you assistance? | 9 | 18 | 50 | 17 | 3 | 3 |
| **DIAGNOSTIC TESTS AND PRESCRIPTIVE METHODS** | | | | | | |
| 21. Do you use diagnostic testing as part of your process of teaching? | 31 | 41 | 18 | 4 | 2 | 4 |
| 22. Do you participate in the development of prescriptive methods of teaching? | 13 | 31 | 34 | 11 | 5 | 6 |
| **STUDENTS AND CLASSROOM** | | | | | | |
| 23. Do you construct student achievement profiles? | 24 | 31 | 26 | 10 | 5 | 4 |
| 24. Do you construct and display classroom profiles? | 29 | 22 | 16 | 15 | 12 | 6 |
| 25. Do you inform students of their achievement based on test results? | 29 | 28 | 15 | 13 | 8 | 7 |
| 26. Do you make appropriate referrals for students' health, food and clothing needs? | 40 | 32 | 10 | 14 | 1 | 3 |
| 27. Do you believe that heterogeneous grouping is conducive to effective teaching and learning? | 10 | 24 | 35 | 16 | 13 | 2 |
| 28. Do you provide classroom atmosphere which encourages student interaction in the learning process? | 36 | 42 | 9 | 11 | 1 | 1 |
| **PARENT INVOLVEMENT** | | | | | | |
| 29. Do you involve parents in the learning process? | 17 | 35 | 30 | 11 | 14 | 2 |
| 30. Do you communicate positive expectations for student achievement to parents? | 30 | 40 | 12 | 12 | 4 | 2 |
| 31. With what percentage of your parents do you meet regularly ... individual student progress? | 3 | 22 | 40 | 28 | 10 | 3 |
| 32. Do you use student profiles in communicating information to parents? | 16 | 27 | 27 | 13 | 10 | 7 |
| 33. Do you initiate parent involvement in classroom activities? | 11 | 26 | 39 | 16 | 5 | 3 |

2. Junior High School Teachers:

Findings describing the junior high school teachers are presented in Table XIX which follows.

The majority of the junior high school teachers stated they had been kept fully knowledgeable concerning the purposes and procedures of AAP. Only 15% felt dissatisfied in this respect.

The 489 teachers responding stated that they had referred a total of 1,573 students for tutoring by the end of October, 1971. More than half of these teachers indicated that they at least sometimes used students as tutors but almost three-fourths of them stated that they infrequently or never used community members as tutors.

More than 40% of the teachers for whom it was appropriate reported using the minimum floors in reading as a basis for individualized instruction, at least most of the time. Similarly, 33% used the minimum floors in matheamtics. A significant percent (17% for reading and 36% for mathematics) stated that these minimum floors did not apply to their instruction activities.

More than four-fifths of these teachers stated that at least sometimes there was effective MOBE Team-teacher cooperation in their buildings. About the same proportions claimed that they used the recommendations of the MOBE team in their classroom teaching.

It is of interest that almost 90% of the teachers felt that a staff development program was vital to student academic achievement although only two-thirds claimed that they participated even sometimes in planning staff development programs within their buildings. Large proportions of this teacher group indicated that they modified their teaching techniques and instructional materials as a result of staff development programs.

Diagnostic testing was included by 81% of the respondees as part of the teachers' process of teaching; and most teachers claimed that they participated in the development of prescriptive methods of teaching. The vast majority stated they informed students of their achievement based on test results.

Almost 80% of the teachers claimed to have made appropriate referrals for students' health, food, and clothing needs.

Whether heterogeneous grouping is conducive to effective teaching and learning was a question which split this group. Forty percent stated that it was infrequently or never conducive, while the balance at least believed it to be conducive sometimes, most of the time, or always.

Most teachers reported involving parents in the learning process and communicating positive expectations for student achievement to parents.

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## TABLE XIX

JUNIOR HIGH CLASSROOM TEACHERS' RESPONSES (BY PERCENT OF RESPONDEES) REPORTED FOR EACH ITEM IN SURVEY INSTRUMENT

REACTIONS OF TEACHERS TO ELEMENTS OF THE ACADEMIC ACHIEVEMENT PROJECT, October 1971

N 489

| | Percent of Teachers | | | | | |
|---|---|---|---|---|---|---|
| | Always | Most of the Time | Some-times | Infre-quently | Never | Does Not Apply |
| 1. Do you feel that you are kept fully knowledgeable concerning the purposes and procedures of the AAP? | 18 | 40 | 25 | 12 | 3 | 2 |
| **TUTORS** | | | | | | |
| 3. Do you use students as tutors? | 2 | 8 | 45 | 21 | 18 | 7 |
| 4. Do you use community members as tutors? | 0.2 | 4 | 12 | 10 | 63 | 11 |
| **MINIMUM FLOORS** | | | | | | |
| 5. Do you utilize the minimum floors as a basis for individualized instruction in reading? | 11 | 31 | 24 | 9 | 8 | 17 |
| 7. Do you utilize the minimum floors as a basis for individualized instruction in mathematics? | 12 | 21 | 14 | 8 | 9 | 36 |
| 8. Do you gear instructional materials that you construct to the minimum floors in reading? | 13 | 39 | 23 | 7 | 5 | 13 |
| 9. Do you gear instructional materials that you construct to the minimum floors in mathematics? | 14 | 23 | 17 | 5 | 5 | 35 |
| 10. Do you have pupil-made instructional materials geared to the minimum floors? | 8 | 22 | 30 | 15 | 16 | 10 |
| **MOBE TEAM** | | | | | | |
| 11. Do you feel that there is effective MOBE Team-teacher cooperation in your building? | 23 | 37 | 21 | 9 | 8 | 3 |
| 12. Do you use the recommendations of the MOBE Team in your classroom teaching? | 13 | 36 | 33 | 6 | 5 | 6 |
| **STAFF DEVELOPMENT PROGRAMS** | | | | | | |
| 13. Do you perceive a staff development program to be vital to student academic achievement? | 36 | 30 | 22 | 6 | 5 | 0.6 |
| 14. Do you participate in planning staff development programs within your school building? | 18 | 19 | 24 | 15 | 20 | 3 |
| 15. Do you modify your teaching techniques as a result of staff development programs? | 13 | 31 | 40 | 8 | 4 | 2 |
| 16. Do you modify instructional materials as a result of staff.development programs? | 11 | 30 | 42 | 10 | 3 | 3 |
| 17. Do you develop new materials as a result of staff development programs? | 12 | 26 | 42 | 14 | 3 | 2 |
| **TEACHER ASSISTANCE** | | | | | | |
| 18. Do you give assistance to other teachers? | 15 | 20 | 47 | 12 | 4 | 2 |
| 19. Do you receive assistance from other teachers? | 7 | 15 | 51 | 18 | 6 | 2 |
| 20. Do other teachers offer you assistance? | 11 | 15 | 42 | 22 | 8 | 2 |
| **DIAGNOSTIC TESTS AND PRESCRIPTIVE METHODS** | | | | | | |
| 21. Do you use diagnostic testing as part of your process of teaching? | 28 | 27 | 26 | 9 | 6 | 2 |
| 22. Do you participate in the development of prescriptive methods of teaching? | 12 | 22 | 31 | 19 | 10 | 6 |
| **STUDENTS AND CLASSROOM** | | | | | | |
| 23. Do you construct student achievement profiles? | 17 | 24 | 23 | 16 | 17 | 3 |
| 24. Do you construct and display classroom profiles? | 20 | 17 | 18 | 16 | 24 | 5 |
| 25. Do you inform students of their achievement based on test results? | 44 | 27 | 17 | 5 | 5 | 1 |
| 26. Do you make appropriate referrals for students' health, food and clothing needs? | 30 | 30 | 19 | 12 | 6 | 0.7 |
| 27. Do you believe that heterogeneous grouping is conducive to effective teaching and learning? | 9 | 16 | 34 | 17 | 23 | 0.7 |
| 28. Do you provide classroom atmosphere which encourages student interaction in the learning process? | 35 | 46 | 12 | 3 | 3 | 1 |
| **PARENT INVOLVEMENT** | | | | | | |
| 29. Do you involve parents in the learning process? | 8 | 20 | 35 | 23 | 11 | 1 |
| 30. Do you communicate positive expectations for student achievement to parents? | 23 | 39 | 23 | 9 | 5 | 1 |
| 31. With what percentage of your parents do you meet regularly ... individual student progress? | 2 | 9 | 21 | 51 | 14 | 2 |
| 32. Do you use student profiles in communicating information to parents? | 6 | 20 | 24 | 21 | 24 | 5 |
| 33. Do you initiate parent involvement in classroom activities? | 4 | 8 | 21 | 33 | 29 | 5 |

D.  The Principal Survey

An additional section titled component assessment was included
in the June AAP School Inventory, Part I.  Since principals as a
group were demmed to be in a most strategic position to observe the
effect of the various AAP components and their effect in achieving
a more desirable educational program for students, they were asked
to:  (1) check all the programs considered to have been educationally
beneficial  in their school; and (2) of those checked to rate the
three most beneficial.

This section was completed by 118 (91%) of the elementary
school principals and 27 (90%) of the junior high school principals.

This data was previously presented to be included as part of
the Superintendent's Report and titled "The Principal Survey".

Table XX gives the number and percent of principals checking
each component as being effective in achieving a more desirable
educational program for students.  It is noted that each of the
fourteen components was believed to be educationally beneficial by
over half of all the principals responding.

Components judged by 85 or more percent of responding elementary
school principals to be educationally beneficial to their schools
included:

| | |
|---|---|
| Staff Development: | 95% |
| Tutorial Program: | 93% |
| Specific Objs. in Math: | 92% |
| Sequential Reading Skills: | 92% |
| Reading Mobe Team: | 89% |
| Testing Program | 88% |
| Math Mobe Team: | 85% |
| Supervision: | 85% |

Components judged by 85 or more percent of the junior high
school principals to be educationally beneficial in their schools
included:

| | |
|---|---|
| Staff Development: | 100% |
| Reading Mobe Team: | 96% |
| Math Mobe Team: | 96% |
| Tutorial Program: | 93% |
| Supervision: | 89% |
| Instructional Materials: | 85% |
| Testing Program: | 85% |
| Specific Objs. in Math: | 85% |
| Sequential Reading Skills | 85% |

The five components receiving the least support by elementary
school principals and junior high school principals alike were:

> University Liaison
> Parental and Community Involvement
> Non-Instructional Supports
> Homework Center
> Heterogeneous Grouping    -

## Table XX

### AAP Components Considered Educationally
### Effective By Principals

| School Level/Components | Principals Responding | |
|---|---|---|
| | Number | Percent |
| **Elementary** | | |
| 1. Staff Development | 112 | 95 |
| 2. Tutorial Program | 110 | 93 |
| 3. Use of "Specific Objectives for Pupil Perf. in Math" | 109 | 92 |
| 4. Use of Sequential Inventory of Reading Skills | 108 | 92 |
| 5. Operation of Reading Mobe Team | 105 | 89 |
| 6. Testing Program | 104 | 88 |
| 7. Operation of Math Mobe Team | 100 | 85 |
| 8. Supervision | 100 | 85 |
| 9. Instructional Materials and Guides | 99 | 84 |
| 10. Parental and Community Involvement | 96 | 81 |
| 11. Non-Instructional Supports | 93 | 79 |
| 12. University Liaison | 89 | 75 |
| 13. Heterogeneous Grouping | 77 | 65 |
| 14. Homework Center | 67 | 57 |
| **Junior High** | | |
| 1. Staff Development | 27 | 100 |
| 2. Operation of Reading Mobe Team | 26 | 96 |
| 3. Operation of Math Mobe Team | 26 | 96 |
| 4. Tutorial Program | 25 | 93 |
| 5. Supervision | 24 | 89 |
| 6. Instructional Materials & Guides | 23 | 85 |
| 7. Testing Program | 23 | 85 |
| 8. Use of Spec. Obj. for Pupil Perf. in Math | 23 | 85 |
| 9. Use of Sequential Inv. of Reading Skills | 23 | 85 |
| 10. University Liaison | 18 | 67 |
| 11. Homework Center | 17 | 63 |
| 12. Parental & Community Involvement | 17 | 63 |
| 13. Non-Instructional Supports | 17 | 63 |
| 14. Heterogeneous Grouping | 15 | 56 |

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Table XXI gives the responses of the principals as to the component judged to be of greater value when compared to the other components. Each principal rated three components; the most beneficial, the next most beneficial, and the third most beneficial using a scale of 1, 2, and 3 respectively. For the purposes of this study any component reported in any of the three categories was considered to be "most beneficial". The ranking in Table XXI therefore is based on the sum of the three columns.

The three components considered to be most beneficial by the elementary school principals were:

> Staff Development
> Use of "Sequential Inventory of Reading Skills"
> Operation of Reading Mobe Team

The three components considered least beneficial were:

> University Liaison
> Heterogeneous Grouping
> Homework Center

The junior high school principals reported that the components considered most beneficial were:

> Staff Development
> Operation Reading Mobe Team
> Operation of Math Mobe Team

The three components considered least beneficial were:

> Testing Program
> Non-Instructional Supports
> Heterogeneous Grouping

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## Table XXI

### AAP Components Rated as the Most Beneficial By Principals

| School Level/Component | Rating | | | Rank |
|---|---|---|---|---|
| | First | Second | Third | |
| **Elementary** | | | | |
| Staff Development | 24 | 16 | 23 | 1 |
| Use of Sequential Inv. of Reading Skills | 30 | 20 | 9 | 2 |
| Operation of Reading Mobe Team | 28 | 11 | 15 | 3 |
| Use of "Spec. Objs. for Pupil Perf. in Math" | 3 | 22 | 16 | 4 |
| Tutorial Program | 12 | 7 | 8 | 5 |
| Operation of Math Mobe Team | 1 | 12 | 10 | 6 |
| Supervision | 4 | 6 | 9 | 7 |
| Parental and Community Involvement | 3 | 1 | 11 | 8.5 |
| Instructional Materials and Guides | 2 | 6 | 7 | 8.5 |
| Testing Program | 4 | 7 | 2 | 10 |
| Non-Instructional Supports | 2 | 4 | 4 | 11 |
| University Liaison | 1 | 1 | 7 | 12 |
| Heterogeneous Grouping | 1 | - | 2 | 13 |
| Homework Center | 1 | - | 1 | 14 |
| **Junior High** | | | | |
| Staff Development | 8 | 3 | 8 | 1 |
| Operation of Reading Mobe Team | 8 | 4 | 3 | 2 |
| Operation of Math Mobe Team | 4 | 3 | 4 | 3 |
| Tutorial Program | 4 | 4 | 2 | 4 |
| Instructional Materials & Guides | 3 | 3 | - | 5 |
| Supervision | 2 | 1 | 2 | 6 |
| Use of "Seq. Inv. of Reading Skills" | - | 2 | - | 9 |
| Use of "Spec. Obj. for Math" | - | - | 2 | 9 |
| Parental & Community Involvement | - | - | 2 | 9 |
| University Liaison | - | 2 | - | 9 |
| Homework Center | 1 | - | 1 | 9 |
| Testing Program | - | - | 1 | 12.5 |
| Non-Instructional Supports | - | 1 | - | 12.5 |
| Heterogeneous Grouping | - | - | - | 14 |

# SUMMARY AND CONCLUSIONS

October 1971 reports were received from 126 elementary schools and 22 junior high schools. This number represents 97% and 73%, respectively, of all the D. C. public elementary and junior high schools. For June, 1972 a total of 119 elementary schools (92%) and 27 junior high schools (90%) reported.

The findings in this study are based on data from those schools that reported in both October and in June, unless otherwise noted. These matched schools include 116 elementary schools (89%) and 21 junior high schools (70%).

## Staffing

The total number of staff members in the matched schools changed less than one percent from October 1971 through June 1972, however, there were significant changes in the number of classroom teachers in individual schools.

An analysis of the number of regular classroom teachers by individual elementary schools revealed a gain of six teachers for one school to a loss of nine teachers for one school. In the junior high schools the range was from a gain of two teachers in one school to a loss of seven teachers in another school.

The fluctuation in the number of teachers was probably due to the school system's shifting of teachers to equalize expenditures and also to the early retirement of some teachers during the latter part of the school year. It is possible that this fluctuation caused some problems with school programs.

## Mobe Teams

All schools in the matched group reported having mobilization teams in October. Half of the elementary schools and 38% of the junior high schools indicated having supportive teams as well. In June one of the schools reported no longer having a Reading or Math Mobe Team, but indicated that there was a supportive team in the school. Another school reported in June as no longer having a Math Mobe Team per se, but that the Reading Mobe Team served for both reading and mathematics. Five additional elementary schools and one additional junior high school reported having a supportive team in June.

## Heterogeneous Grouping

All schools reported in June that their classes had been heterogeneously organized. The report for the previous October indicated

that, with the exception of tw. schools that made no response all
schools were heterogeneously organized.

## Homework Center

Approximately 54% of the elementary schools and 49% of the
junior high schools in the matched group maintained a homework center
during the school year. The main reason given for no homework center
was the lack of volunteers to supervise the center. Other reasons
given were that other provisions were made, parents' objections to
students remaining after school and lack of student participation and
interest.

By June homework centers were open an average of two hours longer
per week on both school levels, or an average of 8 hours. Of this
period, elementary centers were unstaffed for an average of 1 hour
per week.

The maximum number of students centers were able to accommodate
increased on both levels to about 41 in June. However the average
number of students using the centers on atypical day remained con-
stant for the elementary schools (22) and dropped by two in the
junior high schools (20).

## University Liaison

As of the October report ninety-five elementary schools (82%)
of the 116 in the matched group and nineteen junior high schools
(90%) of the matched group of twenty-one reported having a college
or university program. By June the number of elementary schools in-
creased to 104 or .90% of the schools while the junior high school
number remained the same. The number of colleges or universities
associated with an individual school ranged fror one to a high of
six.

A total of twenty-six colleges and universities were listed as
having some type of liaison program with the schools in June as
compared to nineteen in October. D. C. Teachers College, Federal
City College, Howard University and George Washington University
ranked first, second, third and fourth, respectively, in liaison
programs, with the greater number of schools both in October and
in June. American University and Maryland University exchanged
fifth and sixth positions between October and June. Catholic Uni-
versity remained seventh.

The college and university involvement in the schools consisted
of a large variety of programs and involved many public school stu-
dents and college staff members. Types of programs instituted were:

Student Teaching
Tutorial
Staff Development
Cultural Programs
Sparing Physical Facilities
Staff Exchange
Attendance at Sports Events
Administrative Internship
Observation and Participation
Counseling
Student Social Worker

In October 244 separate programs were reported; in June this increased to 407. In October 628 college staff members were involved; in June this increased to 921.

Although it is difficult to determine the number of students reached by the various programs, a comparision of the data between October and June indicates an increase of 243% in the elementary schools and an increase of 69% in the junior high schools.

## Tutorial Program

For the elementary schools the October report showed that all but 7 schools were operating a tutorial program. By June this number had been reduced to 2 schools with the reason given for no program being lack of tutors. For the junior high schools the October report listed all but 4 schools operating a program; but by June this had been reduced to only o···. The reason cited was lack of funds.

Principals were requested to identify the number of students needing tutorial help and the number of students receiving tutorial help. Identification was to be in the areas of reading, mathematics and other. The data indicated that in the 116 elementary schools for the curriculum areas noted approximately 11,000 students were being tutored both in October and in June. For the 21 junior high schools the number of students receiving tutoring was 2,800 in October and 2,500 in June. It should be noted that these figures do not represent different students necessarily inasmuch as it is quite likely that in some cases the same student may have been tutored in more than one subject.

From the data collected it was possible to compute the number of students identified as needing tutorial help but not receiving such service. Converted to a percentage this data provides a measure of discrepancy between student need and services available. For the elementary schools this discrepancy factor was somewhat under 50% for both October and June; while for the junior high schools it was well over 50% for both periods.

Principals were asked to give reasons for discrepancies between pupils needing and receiving tutorial services. The main reason cited by the 67 elementary schools and 14 junior high schools showing a discrepancy was the need for or the lack of tutors for the large numbers of children needing service.

Data analysed from <u>all</u> the schools reporting revealed that over 90% of the elementary schools and over 80% of the junior high schools had a tutorial program. The number of students being tutored in the elementary schools was 8,512 in October and 11,247 in June, whereas in the junior high schools there were 2,554 students being tutored in October and 3,614 students being tutored in June.

## Individualized Instruction

In addition to the tutorial service the elementary schools reported that 13,645 students received individualized instruction in October and 18,803 in June. For the junior high schools the numbers were 1,628 in October and 3,968 in June. This instruction was mainly in the areas of reading and mathematics and provided by reading specialists, counselors, MIND teachers and paid paraprofessionals.

## Testing Program

The October inventory requested the schools to respond to questions relating to the city-wide standardized testing program. The June report requested similar information relative to the administration of the California Test Bureau criterion-referenced test. The principals were asked to indicate areas of difficulty in the testing program, if any, and to explain the nature of the difficulty.

<u>The standardized tests</u> were administered by all 116 elementary schools and all 21 junior high schools. The vast majority of schools reported no administrative difficulties. Difficulties reported are summarized below:

- Difficulty with the administration of the test was reported by 15 elementary schools and 3 junior high schools. Problems listed included limited vocabulary of non-English speaking students, decisions as to children hostile to testing, make-ups for absentees, securing enough tests, shortage of monitors and proctors and lack of test administration knowledge on part of some teachers.

- Difficulty concerning the availability of test results were reported by 9 elementary schools and 4 junior high schools.

- Difficulty concerning the understanding of the objectives of the testing program was reported by 2 elementary schools.

- Difficulty was reported in the area of understanding testing procedures by 6 elementary schools and 1 junior high school. Problems listed included difficulties with student identification numbers, procedures for primary test, and lack of know-how of some teachers.

- Difficulty with the interpretation of test results was reported by 6 elementary schools. Problems included making an item analysis, scheduling of workshops, and dissatisfaction with use of large city norms.

- Difficulty was reported in the utilization of test results by 12 elementary schools and 6 junior high schools. Problems included teachers' unwillingness to make profiles, and lack of knowledge of some teachers in profiling and item analysis.

- Difficulty was reported by 17 elementary schools and 1 junior high school in reporting of test results to parents. The main problem listed was that few parents responded to invitations to discuss test results.

The criterion-referenced test was administered by 115 of the 116 elementary schools and 10 of the 21 junior high schools. The vast majority reported no administrative difficulties. Difficulties reported are summarized below:

- Difficulty was reported by 8 elementary schools and 1 junior high school in the administration of the test. Problems included dissatisfaction with the selection of text references, lack of proctors, late receipt of manuals and materials, and in the junior high schools lack of understanding by some teachers of test administration.

- Difficulty was reported by 15 elementary schools with the availability of test results. Certain schools stated that results were late in arriving, that only one copy of class record sheets and pupils' scores were received, and that some teachers did not receive all of their class records.

- Difficulty was reported by 3 elementary schools and one junior high school related to understanding the objectives of the testing program. The elementary schools revealed a need for in-service training and a lack of time for in-service training. The junior high school stated that many teachers questioned the reasons for giving the test.

. Difficulty was reported by only one junior high school related to understanding testing procedures and this was based on the questioning of the procedures by some teachers.

. Difficulty was reported by 7 elementary schools and 2 junior high schools related to the interpretation of test results. Statements included criticism that test was invalid as a measure of a variety of performance levels; ambiguous terminology; use of books by the test not used in classroom; discrepancies between test results and teacher assessment; complicated test results; teachers' lack of background in testing and interpretation of percentiles and grade equivalents; and need for staff development.

. Difficulty was reported by 22 elementary schools and 2 junior high schools in the utilization of test results. Explanations given were: textbooks on master reference list different from those in classes; tests administered too late in year for utilization; limited choice and range of referenced texts caused many children to be without prescriptions; and need for staff development of teachers.

## Non-Instructional Support

All schools in the matched group reported that many students received non-instructional support during the school year, however some indicated that all students identified as needing a service did not receive service. Eighteen elementary schools cited a discrepancy in the number of students needing breakfast and the number being served. The main reasons cited were that students did not report for breakfast, and students received breakfast at home. Four elementary schools and four junior high schools citing a discrepancy in the lunch program stated that this was due to the failure of some parents to submit applications and to the preference of some students to buy food from neighborhood vendors. Seventeen elementary schools and seven junior high schools stated that their clothing service was hampered by the lack of needed sizes and types of clothes at their disposal. Also, it was stated that many students refuse to accept clothing because of self-pride and/or because they are not of the latest styles. The far greater discrepancies cited by 57% of the elementary schools and 81% of the junior high schools were in the area of health services. These discrepancies resulted mainly from the failure of parents and pupils to keep appointments, the great difficulty in obtaining needed dental service, the long waiting lists resulting in future appointments, the need for more doc rs and nurses, and the need for transportation service.

Seventeen of the elementary schools (15%) and one junior high school showed no discrepancy between students identified as needing any service and students receiving services.

## Minimum Floors

Principals were asked in October and June to report the number of teachers using "Sequential Inventory of Reading Skills" and "Specific Objectives for Pupil Performance in Mathematics" for the development of diagnostic methods, the diagnosis of individual students, the development of prescriptive materials, as a basis of classroom instruction, as a basis of contacts with tutors, and in communication with parents.

In June principals reported that on the average approximately 75% of the elementary school teachers were using the minimum floors in the various instructional modes described above; while junior high school principals reported that approximately 37% of their teachers were using them. Comparison of the June report with the October report showed an increase of usage for both elementary and junior high school teachers of about 7 to 11 percent. Considering that the minimum floors represent reading and mathematics curriculum materials, it is not surprising that the junior high school report shows a lesser percentage than does the elementary school report.

## Staff Development

The Superintendent's May Fifth Report describes the need for a comprehensive program of staff development geared to meet the specific needs of school personnel. The School Inventory was used to obtain from principals the number and type of staff development activities implemented in the schools for teachers, parents and tutors.

Although the data collected in this portion of the report may be somewhat limited in its reliability, it is quite useful in describing the magnitude and scope of the local school staff development programs.

This data indicated that approximately 5,000 staff development activities were reported in the elementary schools. The degree of participation by teachers, parents and tutors is reported in "man hours." Man hours were computed by multiplying the number of participants (teachers, parents and tutors) in each type of activity by the number of hours the activity was held. On this basis, there were approximately 390,000 teacher man hours, 35,000 parent man-hours, and 80,000 tutor man hours of staff development involvement reported for the school year 1971-72.

In the junior high schools the data indicated that there were approximately 580 staff development staff development activities reported accounting for 95,000 teacher man hours, 8,000 parent man hours and 25,000 tutor man hours.

A large variety of activities was described in the report. These included workshops, faculty meetings, demonstrations, grade level meetings, mobe team meetings, planning sessions, seminars, mini-courses, meetings with consultants, and special uses for released time. Some principals included summer preparatory activities such as the Summer Leadership Training Institute. The majority of the activities was on-site in the form of classroom demonstrations, school meetings and workshops. Central office supervisory personnel worked effectively through Mobe Teams to bring staff development activities into the schools.

Of the total amount of man hours reported in staff development, in the elementary schools 77% was spent by teachers, 16% by tutors and 7% by parents. In the junior high schools 74% was spent by teachers, 20% by tutors and 6% by parents.

The major portion of the staff development time was devoted to reading related activities.

On the basis of these reports there can be little doubt that there was an exceptionally large amount of staff development activities in the schools this year.

## Monthly Level of Operation

On the basis of the reports submitted by Principals each month, there has been a steady positive progression of level of operation for all components on an annual basis, or schools maintained their initial high level of operation. According to the May report of the elementary schools on the average, all components were "fully operational" with the exception of University Liaison and Homework Center which were "almost fully operational." The May report of the junior high schools, on the average, reveals that all components were "fully operational" with the exception of the Tutorial Program, Parental and Community Involvement, University Liaison, and Homework Center which were "almost fully operational."

## October Teacher Survey

Of the 2,281 elementary school teachers and 489 junior high school teachers, 63% and 58% respectively, felt by October, 1971 that they were being kept fully knowledgeable concerning the purposes and procedures of AAP "most of the time", or "always". As of October the elementary school teachers had referred 7,563 students for tutoring; and the junior high school teachers had referred 1,573 students. Eighty-one percent of the elementary school group reported using minimum floors for individualized instruction in reading at least "most of the time"; and similarly 79% used minimum floors in mathematics. For the junior high school teachers for whom it was appropriate, the minimum floors in reading were applied by more than 40% of them "most of the time"; and similarly 33% used the minimum floors in mathematics. Diagnostic testing was reported used at least "sometimes" by 90% of the elementary school teachers and 81%

of the junior high school teachers. The belief that heterogeneous
grouping is conductive to effective teaching and learning, at least
"sometimes", was attested to by 70% of the elementary school
teachers and 59% of the junior high school teachers.

## Principal Survey

Each of the 14 components listed on the principals' survey
received the support of at least half of the 118 elementary school
principals and 27 junior high school principals as being educationally
beneficial in achieving a more desirable program for students during
the school year. The five programs receiving the least support from
both groups were University Liaison, Parental and Community In-
volvement, Non-Instructional Supports, Homework Center, and Heter-
ogeneous Grouping. In rating the most beneficial of the fourteen,
elementary school principals rated the top three as Staff Development,
Use of "Sequential Inventory of Reading Skills", and Operation of
Reading Mobe Team, while junior high school principals rated the
top three as Staff Development, Operation of Reading Mobe Team, and
Operation of Math Mobe Team.

APPENDIX A

Table XV - A

On-Site Staff Development Implemented By Elementary School Mobe Teams

| Type of Activity | Beginning of The School Year | | | | Remainder of The School Year | | | | Total For School Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Activities | Number of Man Hours | | | Number of Activities | Number of Man Hours | | | Activities | Man Hours |
| | | Teacher | Parent | Tutor | | Teacher | Parent | Tutor | | |
| **Reading:** | | | | | | | | | | |
| Classroom Demonstrations | 165 | 8,323 | 1,192 | 897 | 264 | 20,604 | 2,062 | 1,925 | 429 | 35,003 |
| School Meetings | 409 | 24,963 | 1,182 | 2,362 | 421 | 51,510 | 2,000 | 2,143 | 830 | 84,160 |
| Workshops | 204 | 10,036 | 1,651 | 1,680 | 256 | 16,361 | 3,344 | 3,537 | 460 | 37,209 |
| Mini-Courses | 20 | 6,343 | 0 | 822 | 40 | 7,725 | 83 | 166 | 60 | 15,139 |
| Released Time | 89 | 5,123 | 111 | 358 | 104 | 8,531 | 477 | 168 | 193 | 14,768 |
| Consultants | 108 | 3,124 | 479 | 294 | 163 | 9,650 | 631 | 105 | 271 | 14,283 |
| Others | 69 | 3,227 | 2,001 | 67 | 175 | 8,952 | 920 | 1,304 | 244 | 16,471 |
| Totals | 1,064 | 61,139 | 6,616 | 6,480 | 1,423 | 123,933 | 9,517 | 9,348 | 2,487 | 217,033 |
| **Mathematics:** | | | | | | | | | | |
| Classroom Demonstrations | 68 | 5,160 | 526 | 451 | 174 | 21,895 | 1,884 | 2,471 | 242 | 32,387 |
| School Meetings | 316 | 20,472 | 1,059 | 1,389 | 292 | 46,232 | 2,802 | 37,173 | 608 | 109,127 |
| Workshops | 120 | 5,213 | 864 | 363 | 130 | 8,872 | 1,884 | 1,858 | 250 | 19,054 |
| Mini-Courses | 13 | 1,811 | 200 | 12 | 15 | 2,326 | 19 | 0 | 28 | 4,368 |
| Released Time | 62 | 3,301 | 53 | 65 | 75 | 6,203 | 42 | 98 | 137 | 9,762 |
| Consultants | 37 | 1,782 | 432 | 66 | 63 | 8,262 | 185 | 566 | 100 | 11,293 |
| Others | 39 | 1,876 | 419 | 17 | 38 | 1,912 | 198 | 414 | 77 | 4,836 |
| Totals | 655 | 39,615 | 3,553 | 2,363 | 787 | 95,702 | 7,014 | 42,580 | 1,442 | 190,827 |
| Grand Total | 1,719 | 100,754 | 10,169 | 8,843 | 2,210 | 219,635 | 16,531 | 51,928 | 3,929 | 407,860 |

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Table XV B
On-Site Staff Development Implemented By Junior High School Mobe Teams

| Type of Activity | Beginning of the School Year | | | | Remainder of the School Year | | | | Total For School Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Activities | Number of Man Hours | | | Number of Activities | Number of Man Hours | | | Activities | Man Hours |
| | | Teacher | Parent | Tutor | | Teacher | Parent | Tutor | | |
| **Reading:** | | | | | | | | | | |
| Classroom Demonstrations | 20 | 3,073 | 8 | 1,343 | 29 | 17,416 | 800 | 11,794 | 49 | 34,435 |
| School Meetings | 43 | 5,355 | 409 | 722 | 48 | 6,033 | 0 | 4,988 | 91 | 17,507 |
| Workshops | 20 | 2,299 | 3,104 | 80 | 36 | 21,357 | 1,900 | 904 | 56 | 29,644 |
| Mini-Courses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Released Time | 14 | 590 | 40 | 20 | 15 | 1,868 | 114 | 100 | 29 | 2,732 |
| Consultants | 11 | 533 | 8 | 0 | 12 | 1,961 | 126 | 222 | 23 | 2,850 |
| Others | 5 | 179 | 20 | 10 | 14 | 841 | 20 | 40 | 19 | 1,110 |
| Totals | 113 | 12,029 | 3,589 | 2,175 | 154 | 49,476 | 2,960 | 18,049 | 267 | 88,278 |
| **Mathematics:** | | | | | | | | | | |
| Classroom Demonstrations | 9 | 1,076 | 0 | 380 | 20 | 4,737 | 360 | 2,080 | 29 | 8,633 |
| School Meetings | 34 | 4,773 | 385 | 20 | 38 | 2,611 | 0 | 360 | 72 | 8,149 |
| Workshops | 15 | 419 | 16 | 42 | 22 | 2,348 | 875 | 754 | 37 | 4,454 |
| Mini-Courses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Released Time | 10 | 274 | 40 | 20 | 10 | 676 | 100 | 264 | 20 | 1,374 |
| Consultants | 3 | 198 | 0 | 0 | 9 | 300 | 0 | 0 | 12 | 498 |
| Others | 3 | 147 | 20 | 10 | 9 | 507 | 254 | 148 | 12 | 1,086 |
| Total | 74 | 6,887 | 461 | 472 | 108 | 11,179 | 1,589 | 3,606 | 182 | 24,194 |
| Grand Total | 187 | 18,916 | 4,050 | 2,647 | 262 | 60,655 | 4,549 | 21,655 | 449 | 112,472 |

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Table XV C

Off-Site Staff Development Implemented By Elementary School Mobo Teams

| Type of Activity | Beginning of the School Year | | | | Remainder of the School Year | | | | Total For School Year | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Number of Activities | Number of Man Hours | | | Number of Activities | Number of Man Hours | | | Activities | Man P...s |
| | | Teacher | Parent | Tutor | | Teacher | Parent | Tutor | | |
| **Reading:** | | | | | | | | | | |
| Workshops | 132 | 3,582 | 171 | 89 | 175 | 8,458 | 266 | 273 | 307 | 12,839 |
| Mini-Courses | 22 | 1,916 | 840 | 0 | 39 | 3,182 | 1,200 | 840 | 61 | 7,978 |
| Courses | 30 | 3,228 | 0 | 0 | 49 | 3,582 | 0 | 0 | 79 | 6,810 |
| Meetings | 69 | 1,978 | 42 | 0 | 92 | 2,700 | 533 | 0 | 161 | 5,253 |
| Other | 45 | 3,671 | 327 | 112 | 61 | 4,722 | 118 | 336 | 106 | 9,286 |
| Total | 298 | 14,375 | 1,380 | 201 | 416 | 22,644 | 2,117 | 1,449 | 714 | 42,166 |
| **Mathematics:** | | | | | | | | | | |
| Workshops | 80 | 1,629 | 91 | 20 | 65 | 3,551 | 54 | 248 | 145 | 5,593 |
| Mini-Courses | 11 | 746 | 0 | 0 | 17 | 2,497 | 0 | 0 | 28 | 3,243 |
| Courses | 12 | 658 | 54 | 0 | 26 | 3,469 | 10 | 0 | 38 | 4,191 |
| Meetings | 47 | 1,637 | 13 | 0 | 30 | 830 | 6 | 0 | 77 | 2,486 |
| Other | 14 | 3,578 | 97 | 0 | 20 | 970 | 24 | 0 | 34 | 4,606 |
| Total | 164 | 8,248 | 255 | 20 | 158 | 11,254 | 94 | 248 | 322 | 20,119 |
| Grand Total | 462 | 22,623 | 1,635 | 221 | 574 | 33,898 | 2,211 | 1,697 | 1,036 | 62,285 |

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Table XV D

Off-Site Staff Development Implemented By Junior High School Mobe Teams

| Type of Activity | Beginning of The School Year | | | | Remainder of The School Year | | | | Total For School Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Activities | Number of Man Hours | | | No. of Activities | Number of Man Hours | | | Activities | Man Hours |
| | | Teacher | Parent | Tutor | | Teacher | Parent | Tutor | | |
| Reading: | | | | | | | | | | |
| Workshops | 11 | 396 | 0 | 0 | 10 | 2,339 | 0 | 0 | 21 | 2,735 |
| Mini-Courses | 4 | 472 | 0 | 0 | 4 | 500 | 0 | 0 | 8 | 972 |
| Courses | 4 | 220 | 0 | 0 | 5 | 385 | 0 | 300 | 9 | 905 |
| Meetings | 10 | 95 | 0 | 0 | 8 | 197 | 0 | 8 | 18 | 300 |
| Other | 3 | 52 | 8 | 0 | 9 | 200 | 0 | 0 | 12 | 260 |
| Total | 32 | 1,235 | 8 | 0 | 36 | 3,621 | 0 | 308 | 68 | 5,172 |
| Mathematics: | | | | | | | | | | |
| Workshops | 4 | 215 | 0 | 0 | 4 | 17 | 0 | 0 | 8 | 232 |
| Mini-Courses | 3 | 352 | 0 | 0 | 1 | 9 | 0 | 0 | 4 | 361 |
| Courses | 2 | 232 | 0 | 0 | 2 | 20 | 0 | 700 | 4 | 952 |
| Meetings | 4 | 24 | 0 | 0 | 7 | 396 | 0 | 8 | 11 | 428 |
| Other | 3 | 52 | 8 | 0 | 1 | 3 | 0 | 0 | 4 | 63 |
| Total | 16 | 875 | 8 | 0 | 15 | 445 | 0 | 708 | 31 | 2,036 |
| Grand Total | 48 | 2,110 | 16 | 0 | 51 | 4,066 | 0 | 1,016 | 99 | 7,208 |

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## TABLE XV E

### Staff Development Not Implemented By The Mobe Teams

| Level/Type of Activity | Beginning of The School Year | | | | Remainder of The School Year | | | | Total For School Year | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number of Activities | Number of Man Hours | | | Number of Activities | Number of Man Hours | | | Activities | Man Hours |
| | | Teacher | Parent | Tutor | | Teacher | Parent | Tutor | | |
| **Elementary School** | | | | | | | | | | |
| Reading | 107 | 3,319 | 1,004 | 182 | 164 | 9,365 | 2,253 | 16,478 | 271 | 32,601 |
| Mathematics | 40 | 2,068 | 774 | 4 | 65 | 2,391 | 1,034 | 756 | 105 | 7,027 |
| Total | 147 | 5,387 | 1,778 | 186 | 229 | 11,756 | 3,287 | 17,234 | 376 | 39,628 |
| **Junior High School** | | | | | | | | | | |
| Reading | 6 | 4,048 | 0 | 0 | 13 | 1,816 | 0 | 0 | 19 | 5,864 |
| Mathematics | 7 | 3,774 | 0 | 0 | 13 | 63 | 0 | 0 | 20 | 3,837 |
| Total | 13 | 7,822 | 0 | 0 | 26 | 1,879 | 0 | 0 | 39 | 9,701 |

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APPENDIX B

Table XVI-A

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

TUTORIAL PROGRAM

X Elem. Schools
Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 6 | 23 | 35 | 55 | 59 | 63 | 72 | 74 | 84 |
| Almost Fully Operational (3) | 20 | 46 | 46 | 42 | 34 | 35 | 38 | 43 | 34 |
| Only Slightly Operational (2) | 49 | 33 | 22 | 20. | 24 | 11 | 4 | 6 | 7 |
| In Planning Stage (1) | 53 | 19 | 9 | 5 | 1 | 2 | 1 | 1 | 0 |
| Component Mean Score | 1.8 | 2.6 | 3.0 | 3.2 | 3.3 | 3.4 | 3.6 | 3.5 | 3.6 |

* Corrected to include returns submitted after original cut-off date.

Figure 1-A

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972
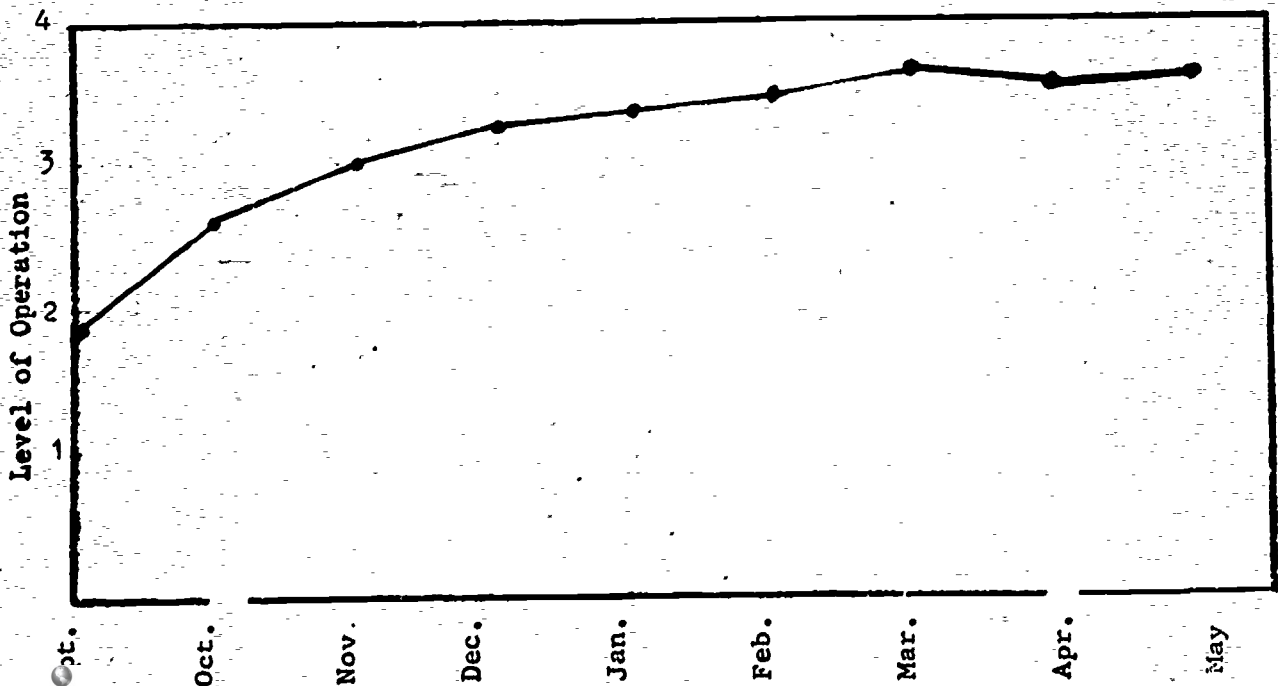
TUTORIAL PROGRAM

X Elem. Schools
Jr. High Schools

## Table XVI-B

### Level of Operation, By Number of Schools and Mean Score, for Each Month
### September 1971 - May 1972

USE OF SEQUENTIAL INVENTORY OF     X Elem. Schools
READING SKILLS                 Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 59 | 81 | 83 | 98 | 101 | 95 | 101 | 107 | 113 |
| Almost Fully Operational (3) | 40 | 36 | 27 | 26 | 19 | 21 | 16 | 16 | 12 |
| Only Slightly Operational (2) | 28 | 4 | 2 | 0 | 0 | 1 | 1 | 1 | 1 |
| In Planning Stage (1) | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Component Mean Score | 3.2 | 3.6 | 3.7 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.9 |

\* Corrected to include returns submitted after original cut-off date.
Note: From September through February this component was reported under the heading
"Use of Minimum Floors".

### Figure 1-B
### Level of Operation, By Mean Score, for Each Month
### September 1971 - May 1972

USE OF SEQUENTIAL INVENTORY OF     X Elem. Schools
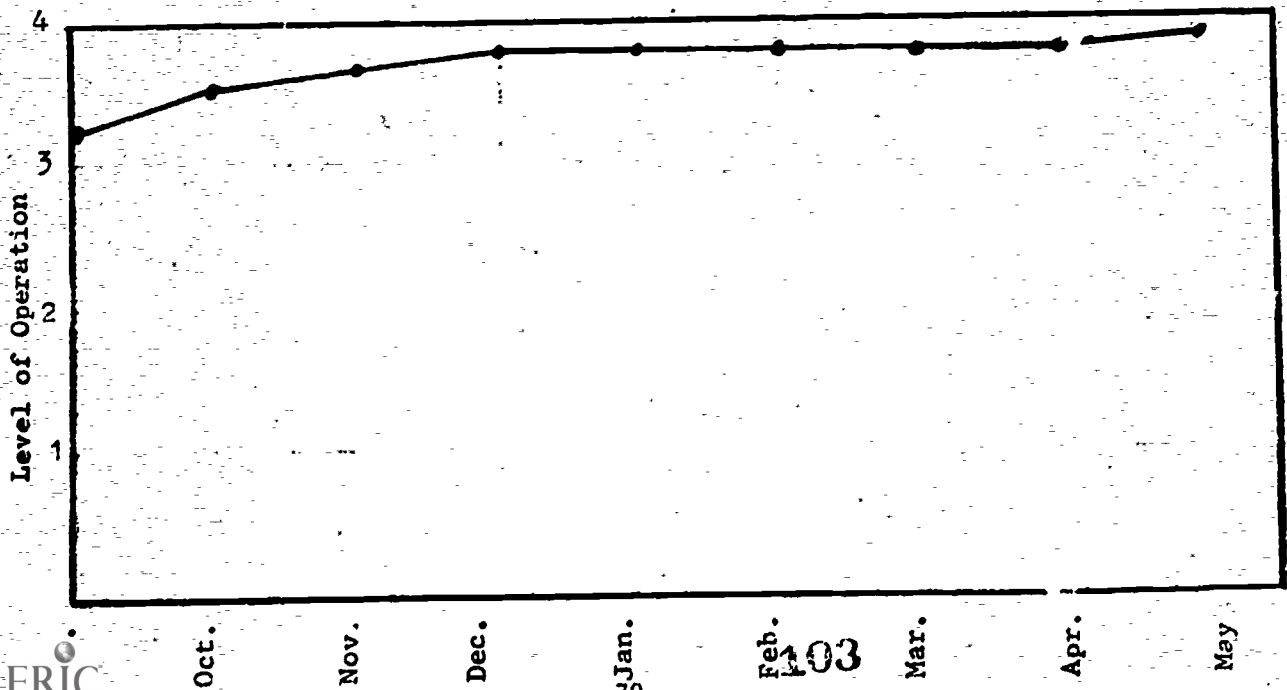READING SKILLS                 Jr. High Schools

Table XVI-C

Level of Operation, By Number of Schools and Mean Score, for Each Month, September 1971 - May 1972

USE OF SPECIFIC OBJECTIVES FOR PUPIL PERFORMANCE IN MATHEMATICS

X Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 59 | 81 | 83 | 98 | 101 | 95 | 97 | 107 | 114 |
| Almost Fully Operational (3) | 40 | 36 | 27 | 26 | 19 | 21 | 20 | 17 | 12 |
| Only Slightly Operational (2) | 28 | 4 | 2 | 0 | 0 | 1 | 0 | - | 0 |
| In Planning Stage (1) | 2 | 1 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.2 | 3.6 | 3.7 | 3.8 | 3.8 | 3.8 | 3.8 | 3.9 | 3.9 |

* Corrected to include returns submitted after original cut-off date.

Note: From September through February this component was reported under the heading "Use of Mininum Floors."

Figure 1-C

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

USE OF SPECIFIC OBJECTIVES FOR PUPIL PERFORMANCE IN MATHEMATICS

X Elem. Schools
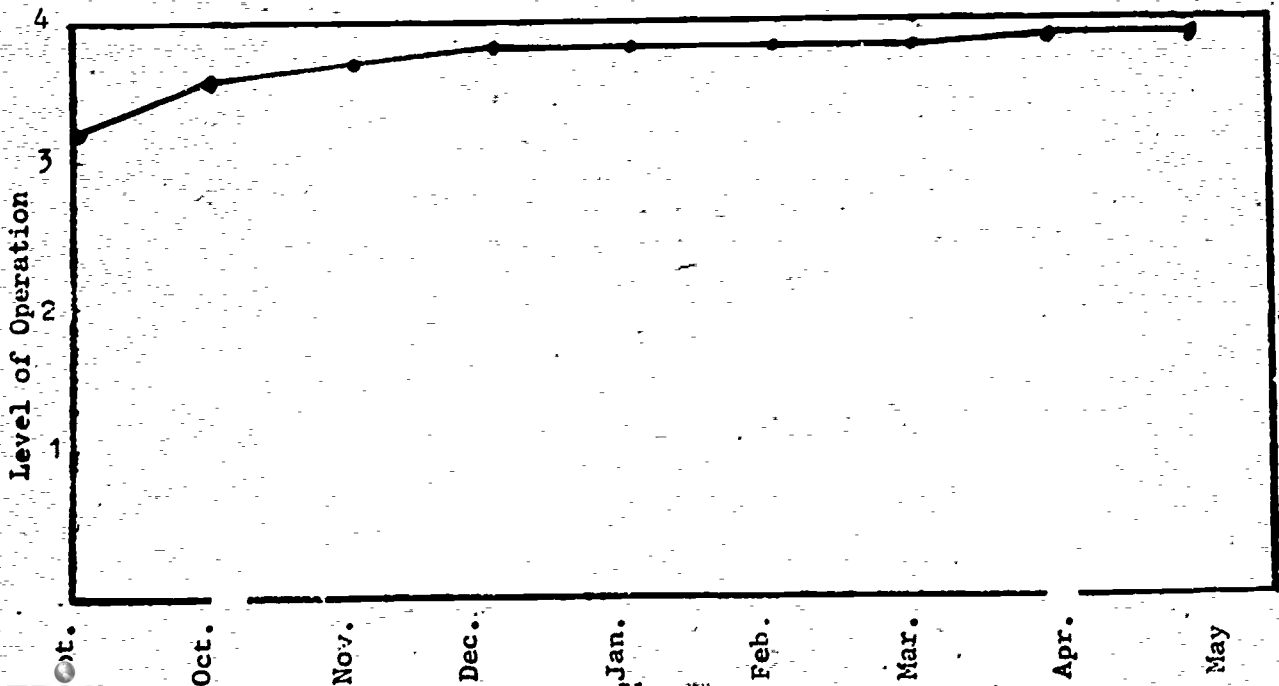___ Jr. High Schools

Table XVI-D

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF READING MOBE TEAM      X Elem. Schools
                                    ___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational   (4) | 43 | 59 | 65 | 89 | 83 | 81 | 93 | 103 | 103 |
| Almost Fully Operational   (3) | 46 | 55 | 40 | 30 | 32 | 33 | 24 | 20 | 20 |
| Only Slightly Operational   (2) | 29 | 9 | 7 | 5 | 5 | 2 | 1 | 1 | 3 |
| In Planning Stage   (1) | 11 | 0 | 0 | 0 | 0 | 1 | 0 | - | 0 |
| Component Mean Score | 2.9 | 3.4 | 3.5 | 3.7 | 3.7 | 3.6 | 3.8 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.

Note: From September through February this component was reported under the
heading "Operation of MOBE Team."

Figure 1-D
Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF READING MOBE TEAM      X Elem. Schools
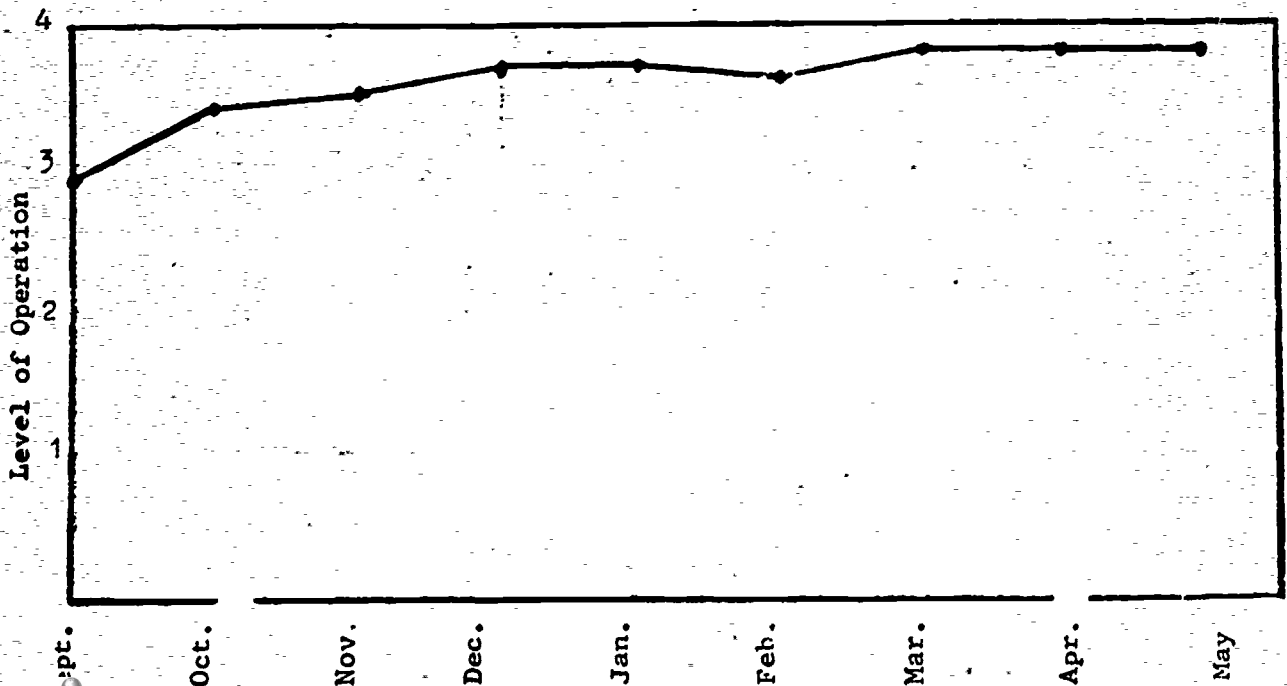                                    ___ Jr. High Schools

Table XVI-E

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF MATH MOBE TEAM

X Elem. Schools
Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 43 | 59 | 65 | 89 | 83 | 81 | 84 | 91 | 97 |
| Almost Fully Operational (3) | 46 | 55 | 40 | 30 | 32 | 33 | 31 | 27 | 22 |
| Only Slightly Operational (2) | 29 | 9 | 7 | 5. | 5 | 2 | 2 | 3 | 5 |
| In Planning Stage (1) | 11 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Component Mean Score | 2.9 | 3.4 | 3.5 | 3.7 | 3.7 | 3.6 | 3.6 | 3.7 | 3.7 |

* Corrected to include returns submitted after original cut-off date.
Note: From September through February this component was reported under the heading
"Operation of MOBE Team."

Figure 1-E

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972
OPERATION OF MATH MOBE TEAM

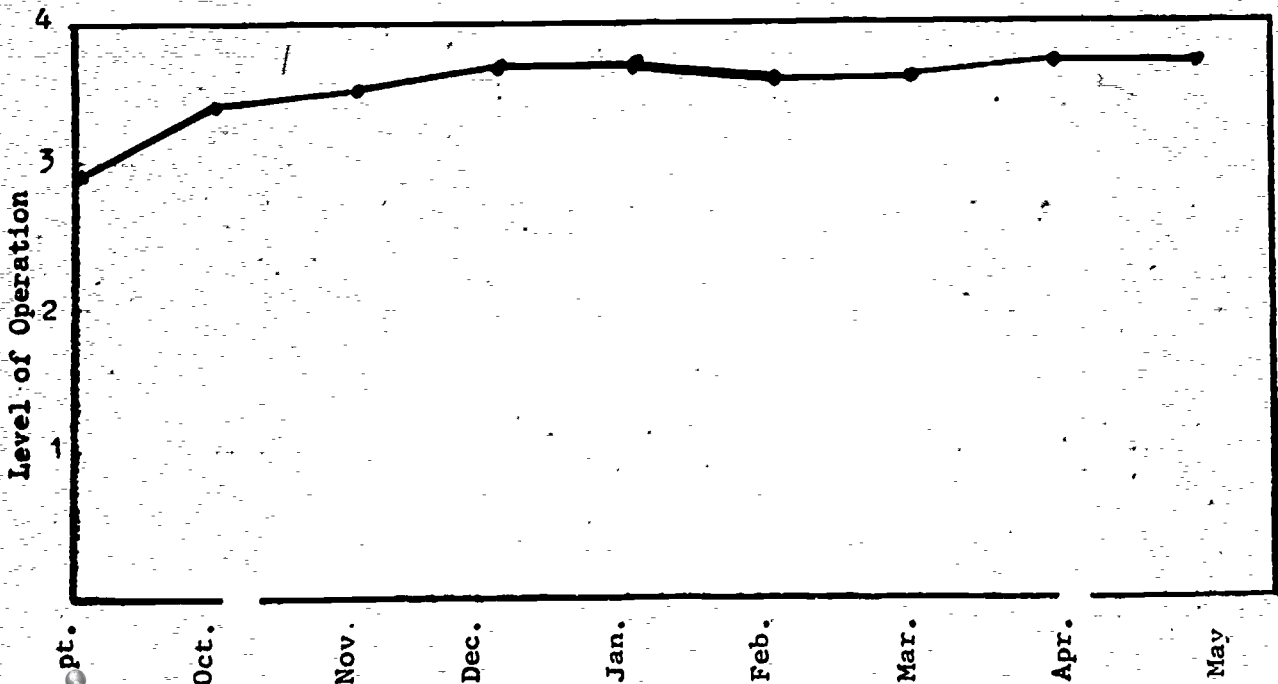X Elem. Schools
Jr. High Schools

Table XVI-F

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

STAFF DEVELOPMENT PROGRAM

X  Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational  (4) | 38 | 68 | 77 | 95 | 100 | 103 | 107 | 111 | 118 |
| Almost Fully Operational  (3) | 40 | 44 | 32 | 29 | 20 | 14 | 11 | 13 | 8 |
| Only Slightly Operational  (2) | 36 | 9 | 3 | 1 | 1 | 0 | 0 | | 0 |
| In Planning Stage  (1) | 12 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 2.8 | 3.5 | 3.7 | 3.7 | 3.8 | 3.9 | 3.9 | 3.9 | 3.9 |

* Corrected to include returns submitted after original cut-off date.

Figure 1-F

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

STAFF DEVELOPMENT PROGRAM
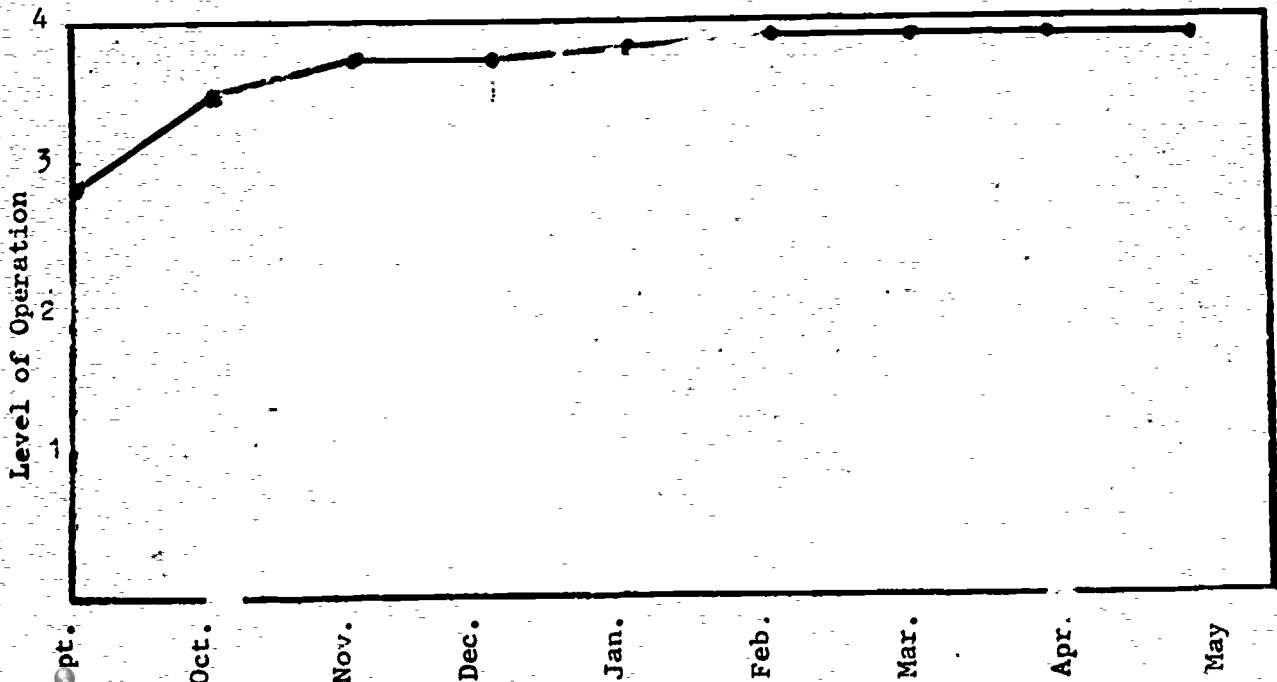
X  Elem. Schools
___ Jr. High Schools

Table XVI-G

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

TESTING PROGRAM

X Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 107 | 104 | 100 | 114 | 117 | 111 | 116 | 119 | 116 |
| Almost Fully Operational (3) | 17 | 17 | 11 | 10 | 3 | 5 | 1 | 4 | 3 |
| Only Slightly Operational (2) | 3 | 1 | 0 | 0 | 0 | 0 | 0 | - | 2 |
| In Planning Stage (1) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.8 | 3.8 | 3.9 | 3.9 | 3.9 | 3.9 | 3.9 | 3.9 | 3.9 |

* Corrected to include returns submitted after original cut-off date.

Figure 1-G

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972
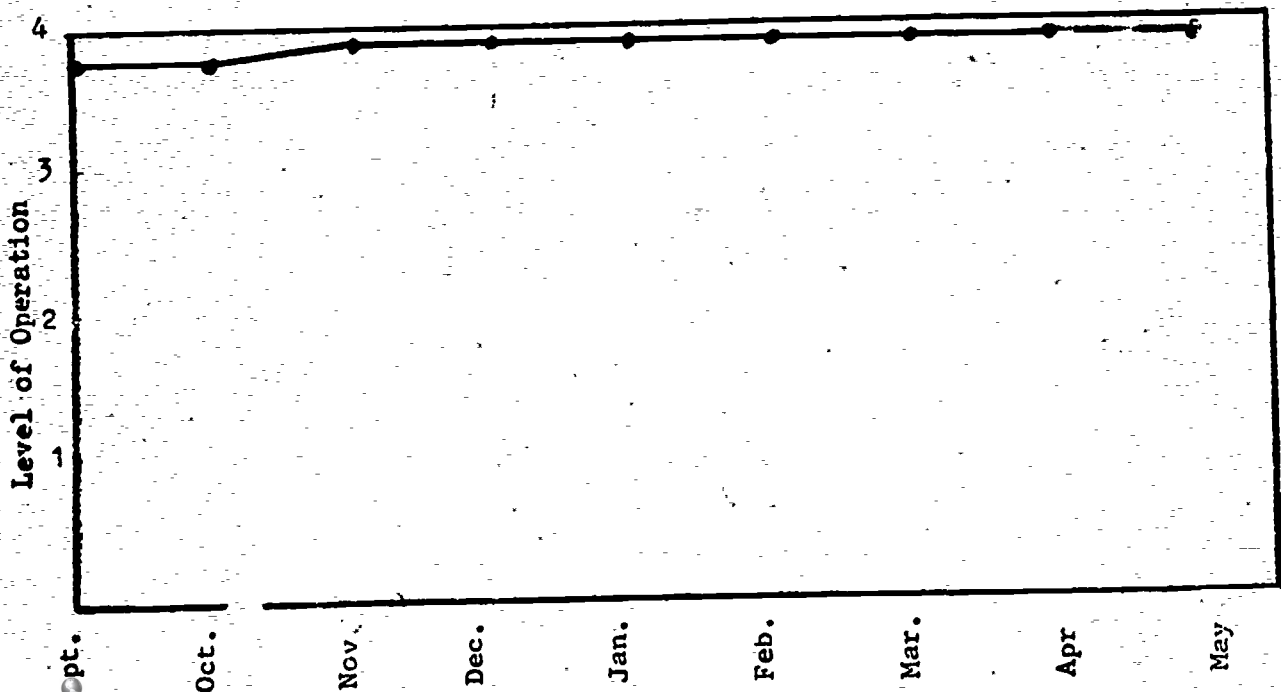
TESTING PROGRAM

X Elem. Schools
___ Jr. High Schools

## Table XVI-H

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972
### NON-INSTRUCTIONAL SUPPORTS

X Elem. Schools
Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 34 | 51 | 48 | 72 | 75 | 84 | 95 | 103 | 102 |
| Almost Fully Operational (3) | 35 | 46 | 48 | 44 | 40 | 26 | 20 | 20 | 23 |
| Only Slightly Operational (2) | 43 | 15 | 12 | 4 | 2 | 2 | 2 | - | 1 |
| In Planning Stage (1) | 13 | 3 | 4 | 1 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 2.7 | 3.2 | 3.2 | 3.5 | 3.6 | 3.7 | 3.8 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.

## Figure 1-H

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972
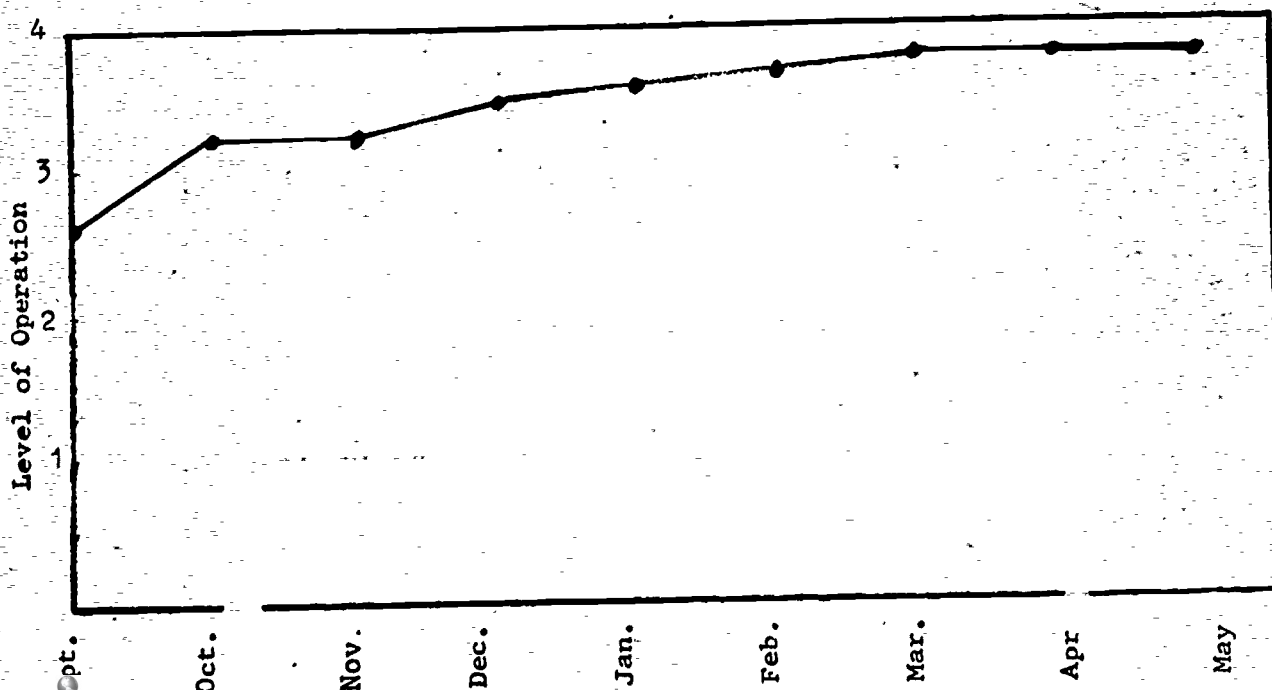### NON-INSTRUCTIONAL SUPPORTS

X Elem. Schools
Jr. High Schools

Table XVI-I

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

HETEROGENEOUS GROUPING

X Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | | | May |
| Fully Operational (4) | 124 | 119 | 111 | 124 | 121 | 116 | 118 | 123 | 125 |
| Almost Fully Operational (3) | 3 | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 1 |
| Only Slightly Operational (2) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| In Planning Stage (1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.9 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |

* Corrected to include returns submitted after original cut-off date.

Figure 1-I

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

HETEROGENEOUS GROUPING

X Elem. Schools
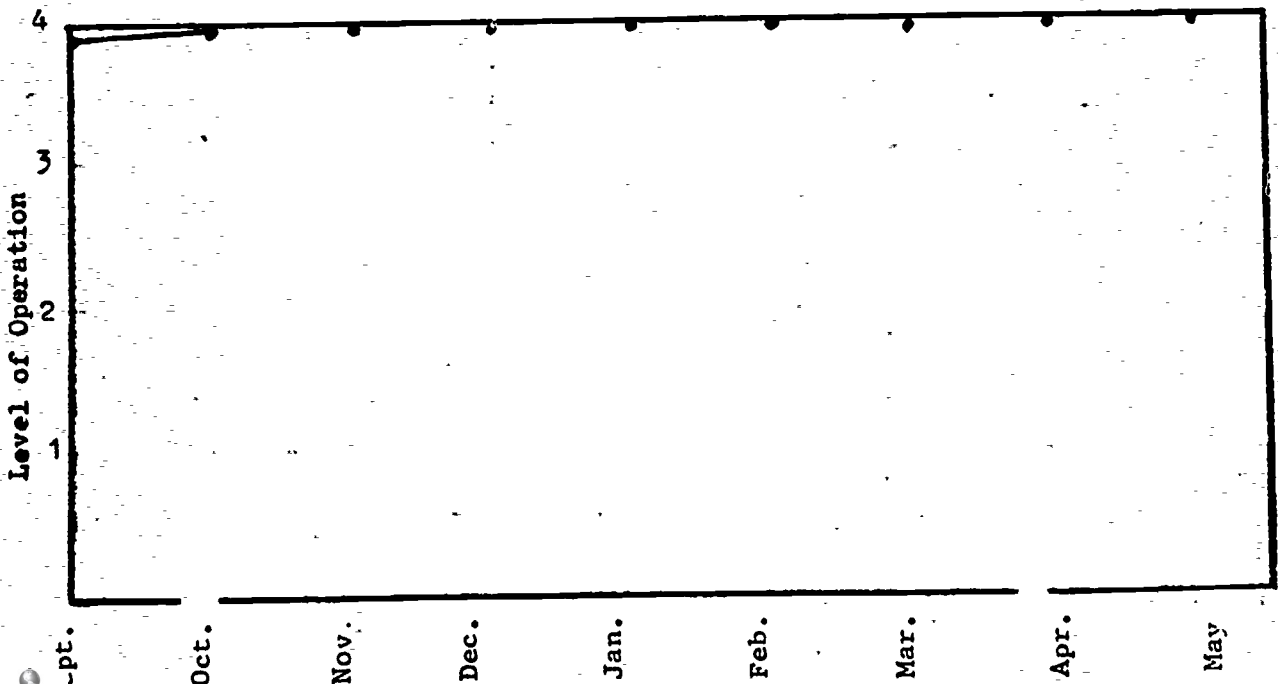___ Jr. High Schools

Table XVI-J

Level of Operation, By Number of Schools and Mean Scor , for Each Month
September 1971 - May 1972

PARENTAL AND COMMUNITY INVOLVEMENT       X  Elem. Schools
                                            Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational    (4) | 23 | 27 | 35 | 60 | 63 | 66 | 76 | 84 | 85 |
| Almost Fully Operational    (3) | 30 | 38 | 46 | · 40 | 39 | 34 | 36 | 29 | 34 |
| Only Slightly Operational    (2) | 66 | 48 | 26 | 23 | 19 | 16 | 6 | 10 | 7 |
| In Planning Stage    (1) | 10 | 4 | 5 | 0 | 0 | 0 | 0 | 1 | 0 |
| Component Mean Score | 2.5 | 2.7 | 3.0 | 3.3 | 3.4 | 3.4 | 3.6 | 3.6 | 3.6 |

* Corrected to include returns submitted after original cut-off date.

Figure  1-J

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972            X  Elem. Schools
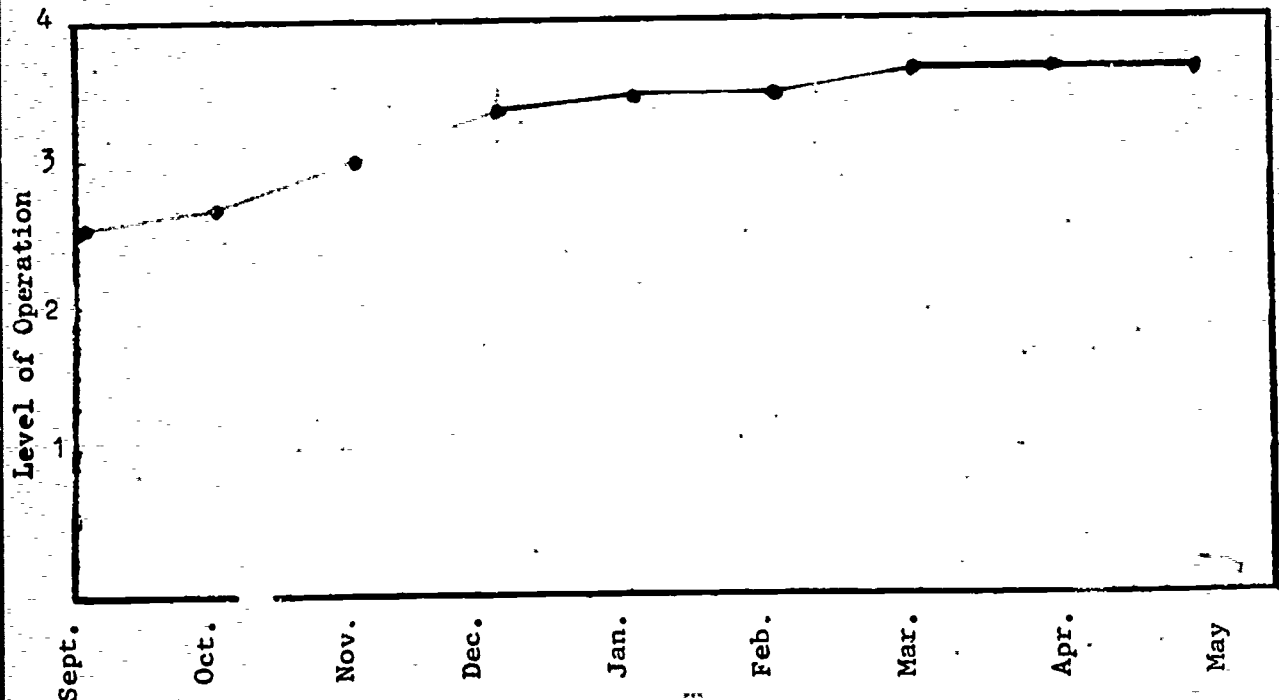PARENTAL AND COMMUNITY INVOLVEMENT       Jr. High Schools

## Table XVI-K

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

UNIVERSITY LIAISON

X  Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 31 | 36 | 39 | 53 | 53 | 60 | 68 | 68 | 73 |
| Almost Fully Operational (3) | 13 | 31 | 27 | 25 | 24 | 25 | 25 | 30 | 29 |
| Only Slightly Operational (2) | 33 | 28 | 27 | 24. | 22 | 18 | 14 | 15 | 13 |
| In Planning Stage (1) | 44 | 23 | 18 | 11 | 11 | 9 | 7 | 6 | 8 |
| Component Mean Score | 2.2 | 2.7 | 2.8 | 3.1 | 3.1 | 3.2 | 3.3 | 3.3 | 3.3 |

* Corrected to include returns submitted after original cut-off date.

## Figure 1-K

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

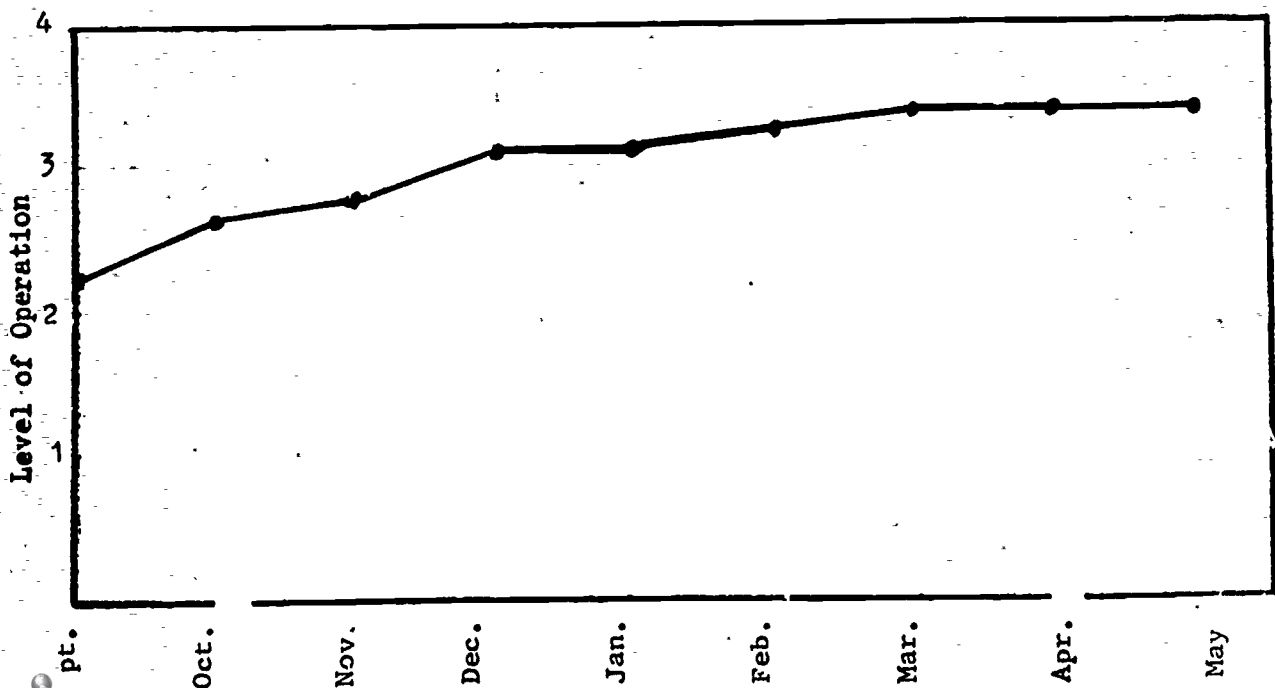UNIVERSITY LIAISON

X  Elem. Schools
___ Jr. High Schools

Table XVI-L

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

INSTRUCTIONAL MATERIALS AND GUIDES

X Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 52 | 76 | 80 | 102 | 95 | 92 | 99 | 106 | 109 |
| Almost Fully Operational (3) | 54 | 37 | 27 | 22 | 25 | 24 | 19 | 18 | 17 |
| Only Slightly Operational (2) | 19 | 6 | 3 | 0 | 0 | 0 | 0 | - | 0 |
| In Planning Stage (1) | 3 | 1 | 2 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.2 | 3.6 | 3.6 | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 | 3.9 |

* Corrected to include returns submitted after original cut-off date.

Figure 1-L

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

INSTRUCTIONAL MATERIALS AND GUIDES

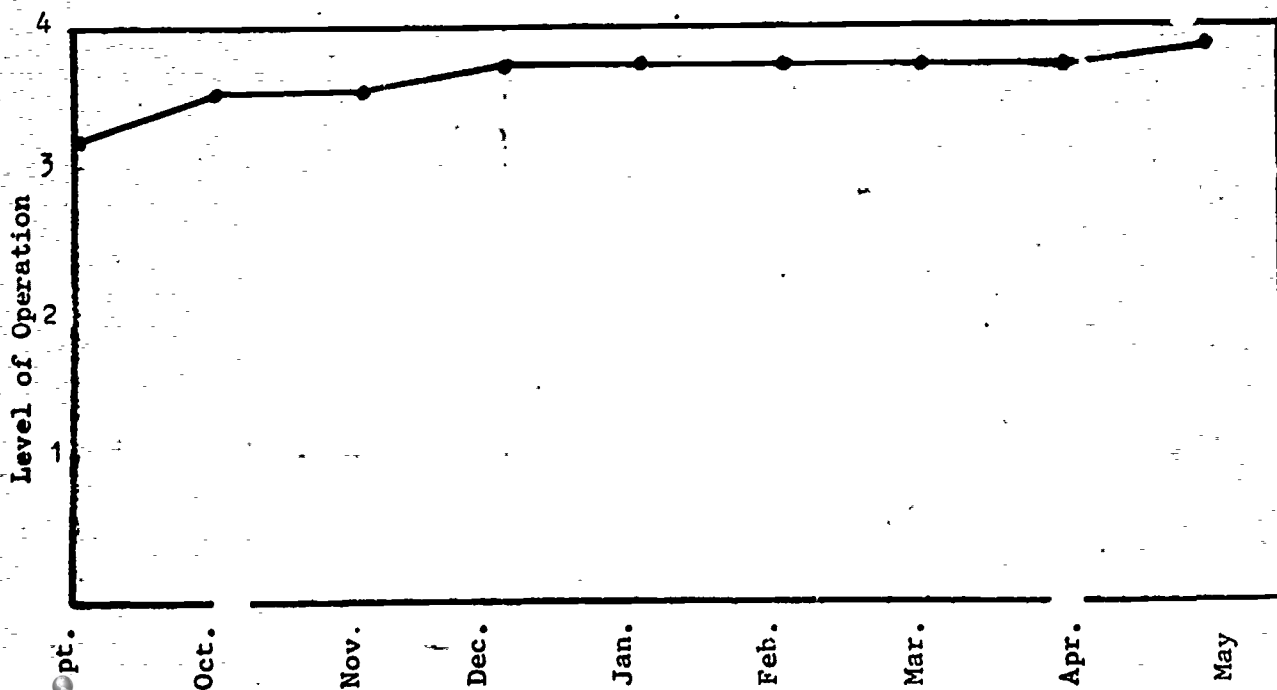X Elem. Schools
___ Jr. High Schools

Table XVI-M

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

SUPERVISION

X  Elem. Schools
___ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 45 | 57 | 66 | 96 | 91 | 93 | 99 | 105 | 100 |
| Almost Fully Operational (3) | 43 | 55 | 40 | 27 | 26 | 24 | 18 | 15 | 16 |
| Only Slightly Operational (2) | 28 | 6 | 6 | 2 | 2 | 0 | 0 | 3 | 4 |
| In Planning Stage (1) | 11 | 1 | 0 | 0 | 0 | 0 | 1 | - | 3 |
| Component Mean Score | 3.0 | 3.4 | 3.5 | 3.7 | 3.7 | 3.8 | 3.8 | 3.8 | 3.7 |

* Corrected to include returns submitted after original cut-off date.

Figure 1-M

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

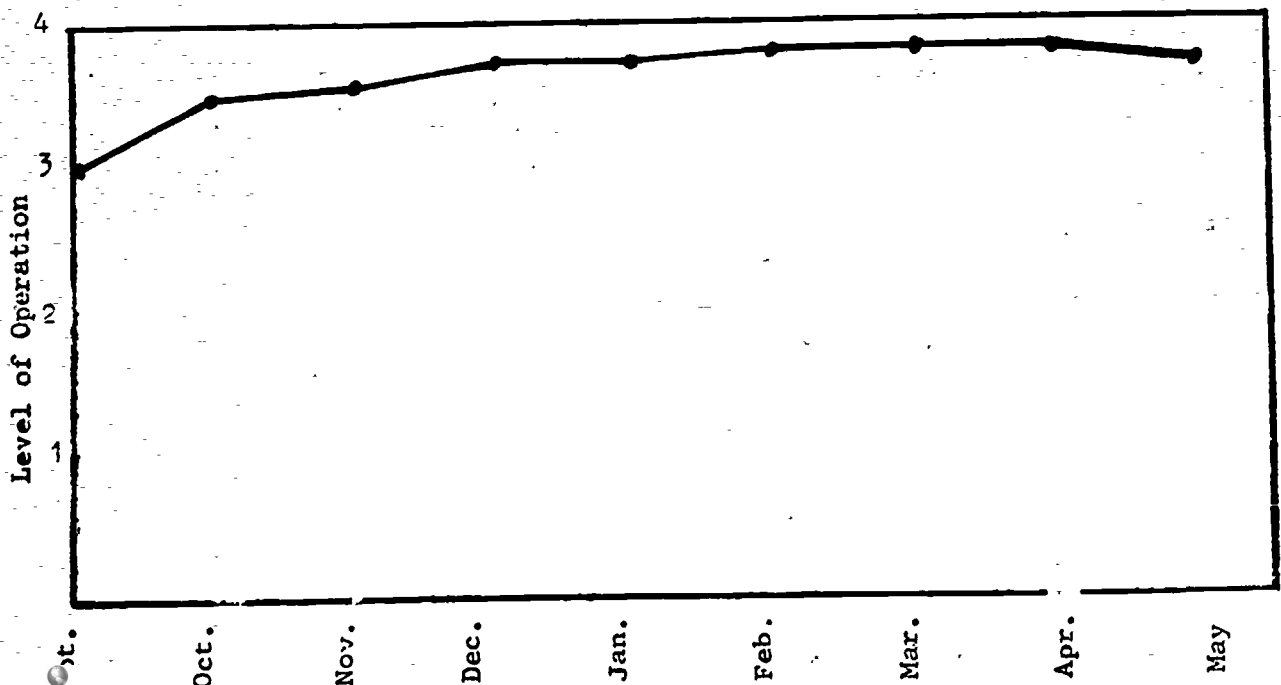SUPERVISION

X  Elem. Schools
___ Jr. High Schools

## Table XVI-N

### Level of Operation, By Number of Schools and Mean Score, for Each Month
### September 1971 - May 1972

HOMEWORK CENTER

X Elem. Schools
Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | - | - | 17 | 25 | 32 | 38 | 42 | 42 | 51 |
| Almost Fully Operational (3) | - | - | 22 | 29 | 25 | 31 | 36 | 33 | 27 |
| Only Slightly Operational (2) | - | - | 15 | 30 | 23 | 15 | 12 | 23 | 21 |
| In Planning Stage (1) | - | - | 57 | 26 | 21 | 16 | 13 | 9 | 9 |
| Component Mean Score | - | - | 2.0 | 2.5 | 2.7 | 2.9 | 3.0 | 3.0 | 3.1 |

* Corrected to include returns submitted after original cut-off date.

## Figure 1-N

### Level of Operation, By Mean Score, for Each Month
### September 1971 - May 1972
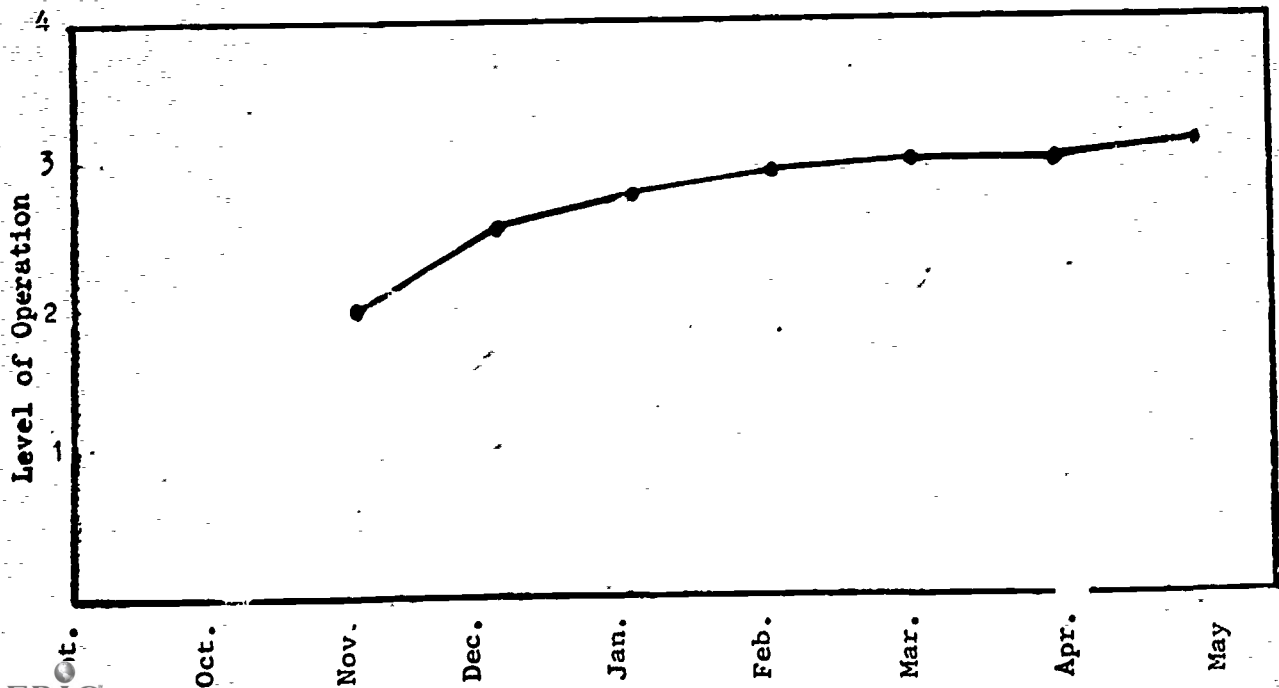
HOMEWORK CENTER

X Elem. Schools
Jr. High Schools

Table XVII-A

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

TUTORIAL PROGRAM

_____ Elem. Schools
__X__ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 5 | 6 | 9 | 10 | 14 | 12 | 16 | 14 | 17 |
| Almost Fully Operational (3) | 3 | 5 | 6 | 11 | 6 | 7 | 7 | 6 | 8 |
| Only Slightly Operational (2) | 10 | 3 | 8 | 3 | 4 | 4 | 0 | 2 | 3 |
| In Planning Stage (1) | 9 | 4 | 2 | 3 | 0 | 0 | 1 | - | 1 |
| Component Mean Score | 2.1 | 2.7 | 2.9 | 3.0 | 3.4 | 3.3 | 3.6 | 3.5 | 3.4 |

* Corrected to include returns submitted after original cut-off date.

Figure 2-A

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

TUTORIAL PROGRAM

_____ Elem. Schools
__X__ Jr. High Schools

Title: Table XVII-B

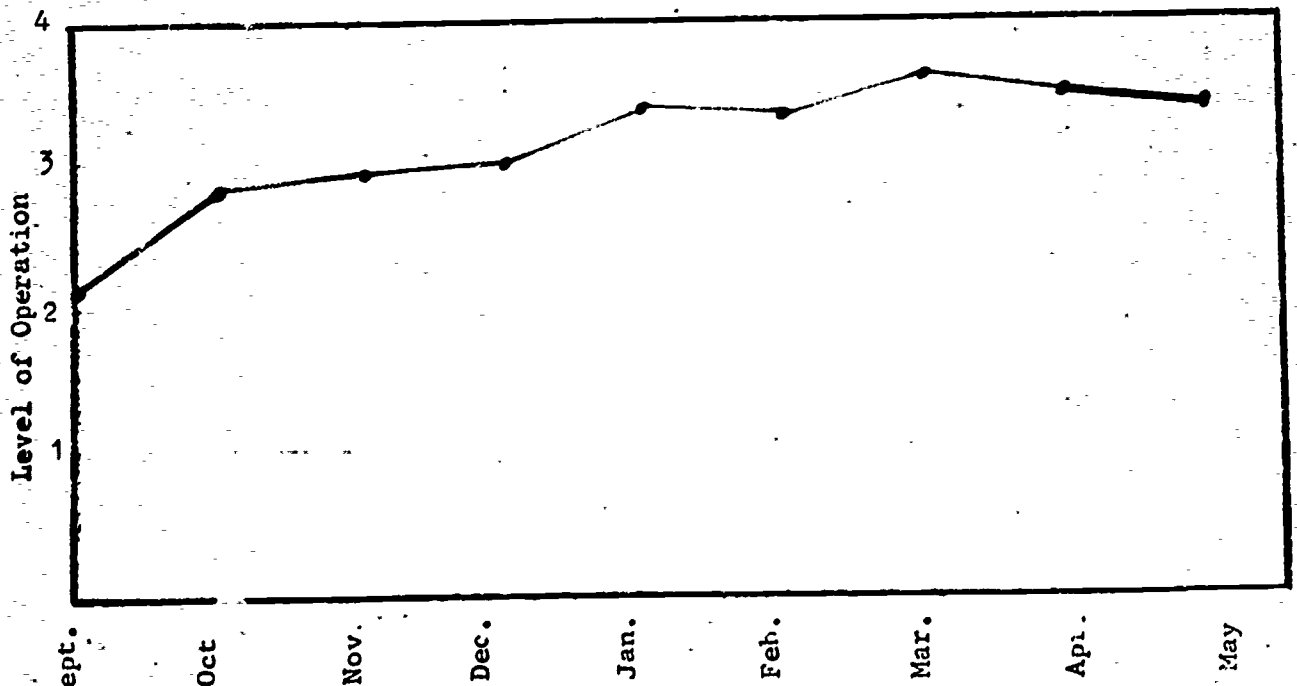Table XVII-B

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

USE OF SEQUENTIAL INVENTORY OF
READING SKILLS

_____ Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 7 | 10 | 11 | 17 | 19 | 17 | 17 | 17 | 22 |
| Almost Fully Operational (3) | 8 | 7 | 12 | 8 | 4 | 5 | 5 | 4 | 6 |
| Only Slightly Operational (2) | 10 | 3 | 1 | 3 | 1 | 3 | 1 | - | 0 |
| In Planning Stage (1) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 2.8 | 3.3 | 3.3 | 3.5 | 3.7 | 3.6 | 3.7 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.
Note: From September through February this component was reported under the heading "Use of Minimum Floors".

Figure 2-B

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

USE OF SEQUENTIAL INVENTORY OF
READING SKILLS

_____ Elem. Schools
X Jr. High Schools



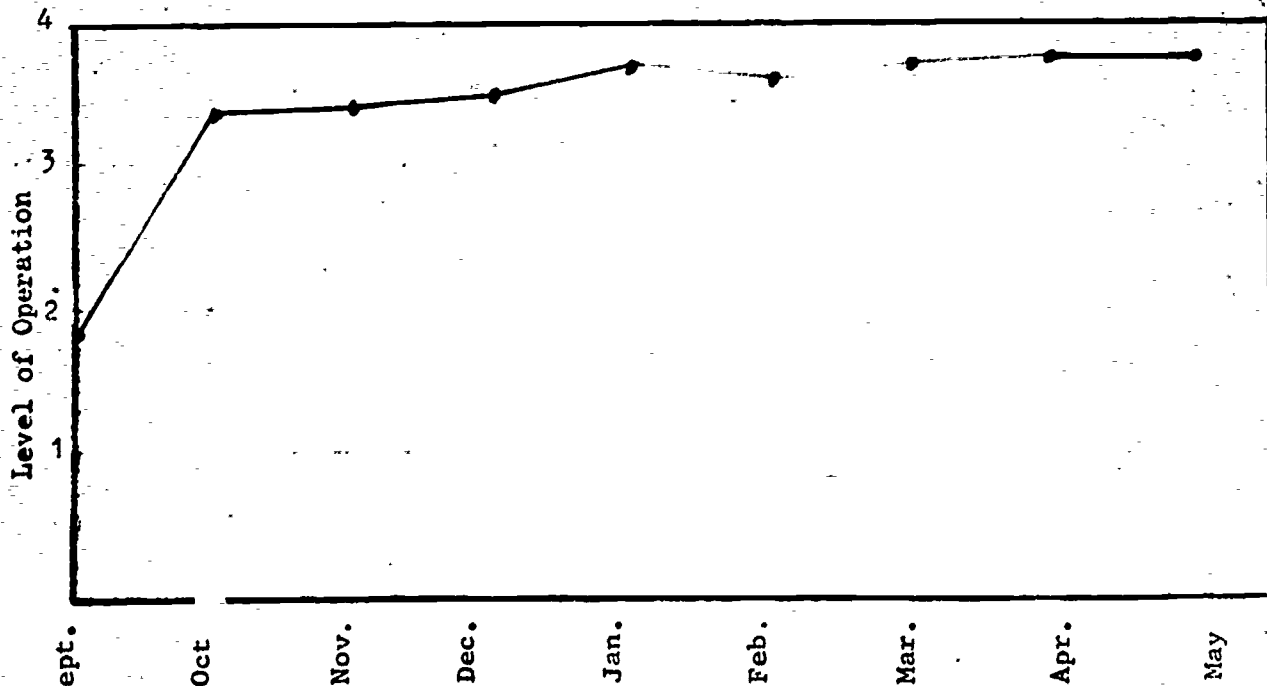The figure is a line graph with Y-axis "Level of Operation" (1-4) and X-axis months Sept through May.

Table XVII-C

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

USE OF SPECIFIC OBJECTIVES FOR PUPIL     _____ Elem. Schools
PERFORMANCE IN MATHEMATICS     X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 7 | 10 | 11 | 17 | 19 | 17 | 17 | 17 | 22 |
| Almost Fully Operational (3) | 8 | 7 | 12 | 8 | 4 | 5 | 6 | 4 | 6 |
| Only Slightly Operational (2) | 10 | 3 | 1 | 3. | 1 | 3 | 0 | - | 0 |
| In Planning Stage (1) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 2.8 | 3.3 | 3.3 | 3.5 | 3.7 | 3.6 | 3.7 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.
Note: From September through February this component was reported under the
heading "Use of Minimum Floors".

Figure 2-C

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

USE OF SPECIFIC OBJECTIVES FOR PUPIL     _____ Elem. Schools
PERFORMANCE IN MATHEMATICS     X Jr. High Schools

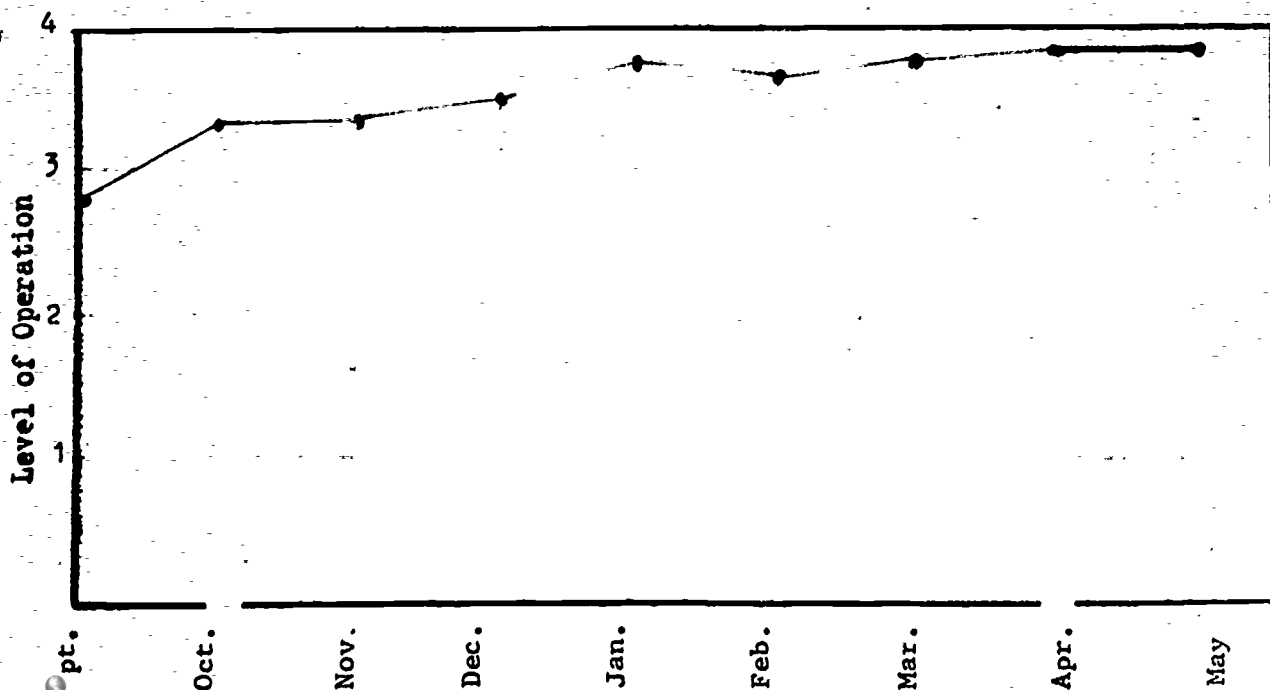Table XVII-D

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF READING MOBE TEAM

_____ Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 14 | 15 | 18 | 20 | 20 | 19 | 22 | 19 | 24 |
| Almost Fully Operational (3) | 7 | 1 | 3 | 4 | 2 | 6 | 1 | 3 | 3 |
| Only Slightly Operational (2) | 5 | 4 | 4 | 4 | 2 | 1 | 1 | - | 1 |
| In Planning Stage (1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.3 | 3.5 | 3.6 | 3.6 | 3.7 | 3.7 | 3.9 | 3.9 | 3.8 |

* Corrected to include returns submitted after original cut-off date.
Note: From September through February this component was reported under the
heading "Operation of MOBE Team."

Figure 2-D

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF READING MOBE TEAM

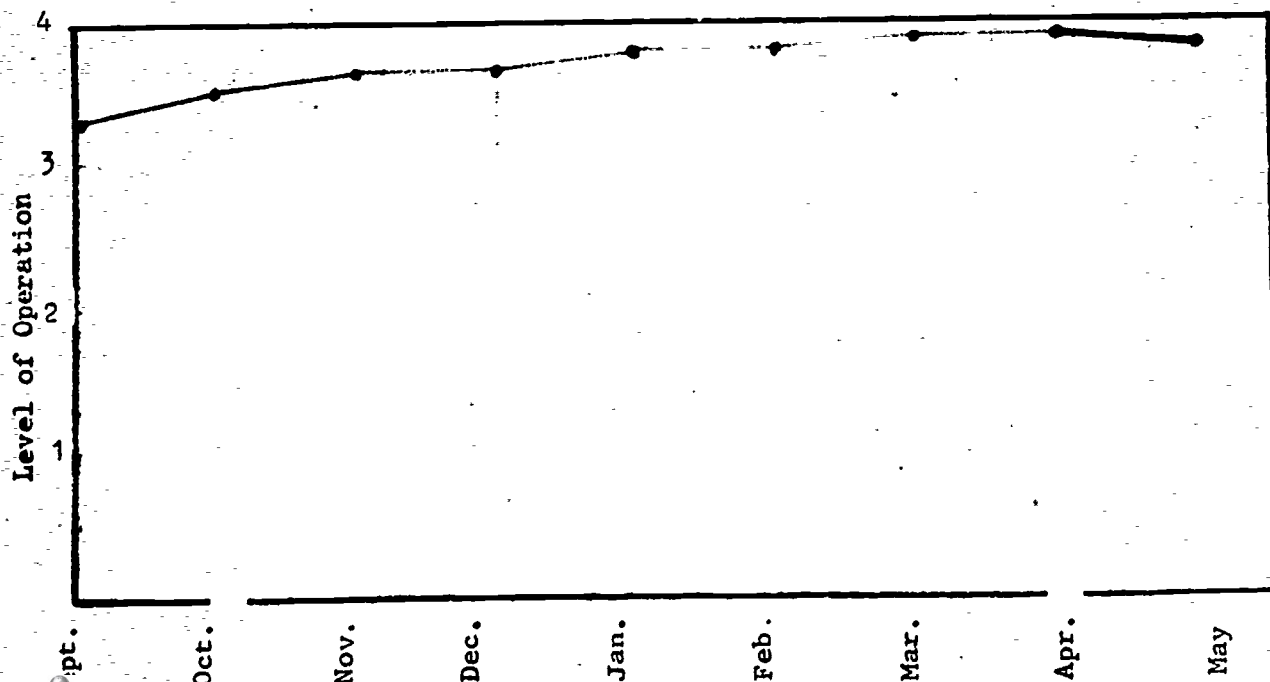_____ Elem. Schools
X Jr. High Schools

Table XVII-E

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF MATH MOBE TEAM

| | Elem. Schools |
|---|---|
| X | Jr. High Schools |

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 14 | 15 | 18 | 20 | 20 | 19 | 22 | 19 | 25 |
| Almost Fully Operational (3) | 7 | 1 | 3 | 4 | 2 | 6 | 1 | 3 | 3 |
| Only Slightly Operational (2) | 5 | 4 | 4 | 4 | 2 | 1 | 1 | - | 1 |
| In Planning Stage (1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.3 | 3.5 | 3.6 | 3.6 | 3.7 | 3.7 | 3.9 | 3.9 | 3.8 |

* Corrected to include returns submitted after original cut-off date.
Note: From September through February this component was reported under the heading "Operation of MOBE Team."

Figure 2-E

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

OPERATION OF MATH MOBE TEAM

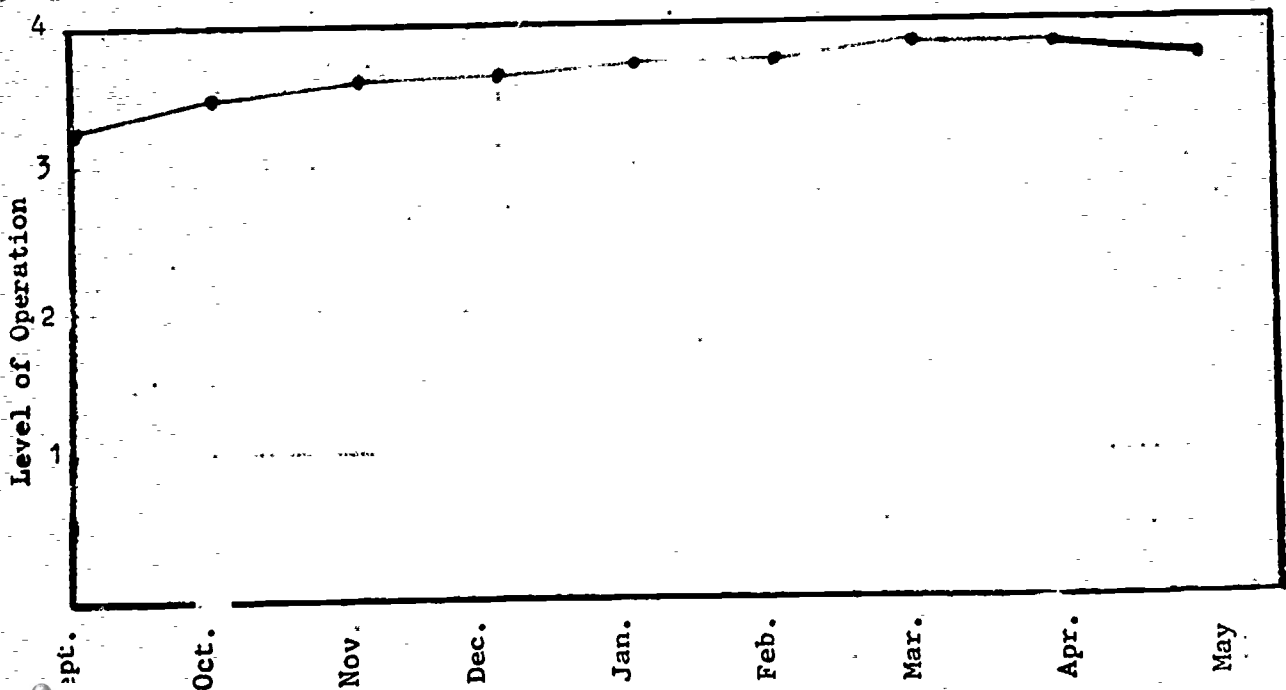| | Elem. Schools |
|---|---|
| X | Jr. High Schools |

## Table XVII-F

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972.

STAFF DEVELOPMENT PROGRAM

———— Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Cept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 7 | 11 | 14 | 18 | 17 | 19 | 18 | 16 | 22 |
| Almost Fully Operational (3) | 7 | 6 | 8 | 6 | 6 | 5 | 5 | 5 | 6 |
| Only Slightly Operational (2) | 7 | 1 | 3 | 3. | 1 | 1 | 0 | - | 0 |
| In Planning Stage (1) | 5 | 1 | 0 | 1 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 2.6 | 3.4 | 3.4 | 3.5 | 3.7 | 3.7 | 3.8 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.

## Figure 2-F

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

STAFF DEVELOPMENT PROGRAM
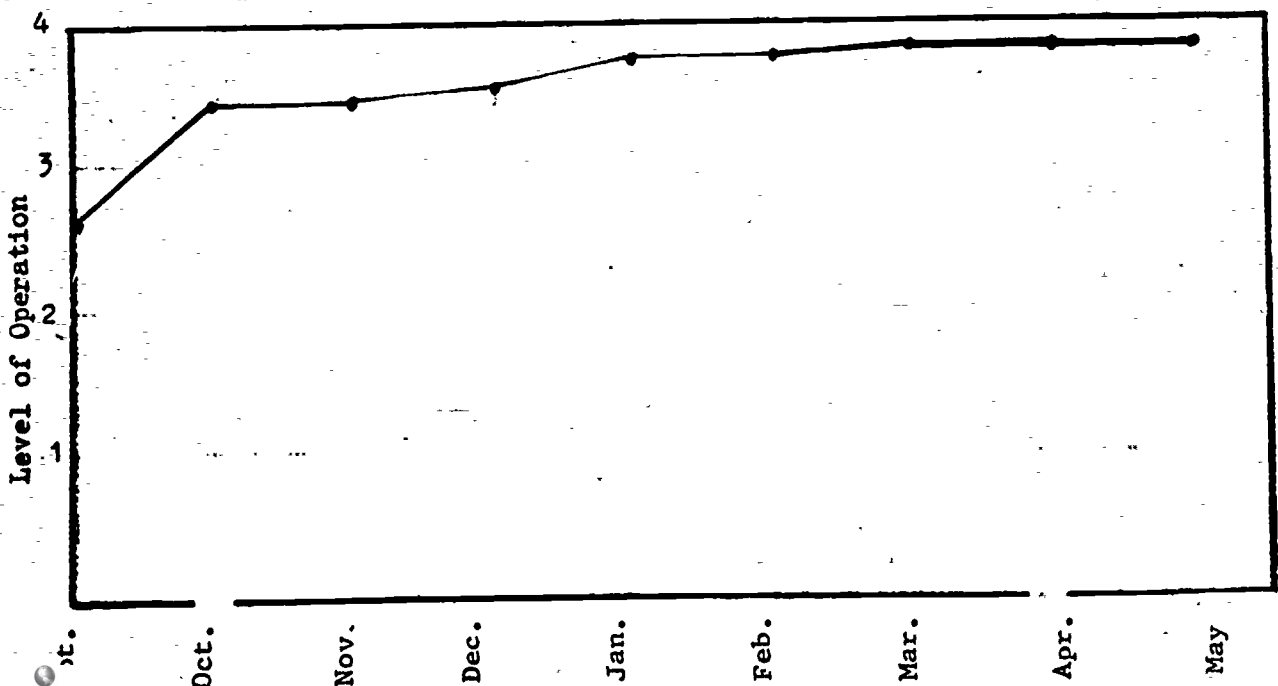
———— Elem. Schools
X Jr. High Schools

Table XVII-G

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

TESTING PROGRAM

_____ Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 20 | 17 | 21 | 22 | 22 | 22 | 22 | 20 | 25 |
| Almost Fully Operational (3) | 4 | 2 | 3 | 5 | 2 | 4 | 2 | 2 | 3 |
| Only Slightly Operational (2) | 3 | 1 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| In Planning Stage (1) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.6 | 3.8 | 3.8 | 3.8 | 3.9 | 3.8 | 3.9 | 3.9 | 3.9 |

* Corrected to include returns submitted after original cut-off date.

Figure 2-G

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

TESTING PROGRAM

_____ Elem. Schools
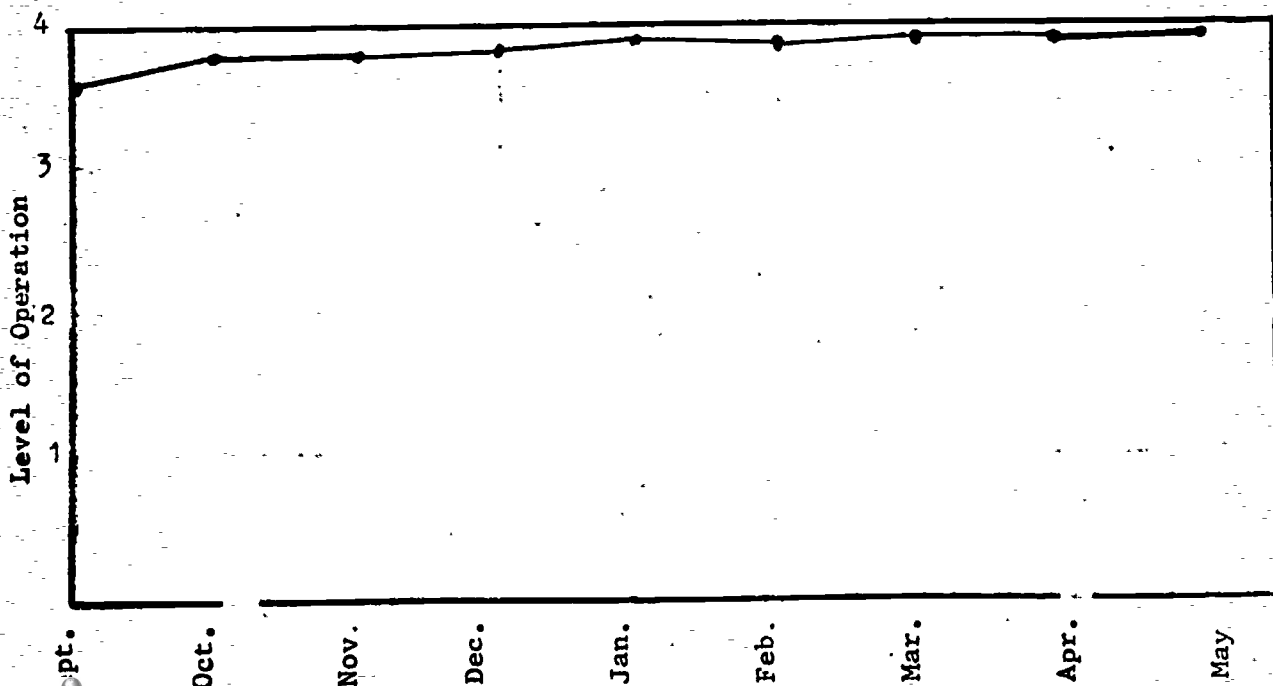X Jr. High Schools



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Table XVII-H

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

NON-INSTRUCTIONAL SUPPORTS

_____ Elem. Schools
__X__ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 6 | 7 | 7 | 17 | 15 | 18 | 17 | 19 | 22 |
| Almost Fully Operational (3) | 4 | 8 | 14 | 6 | 5 | 3 | 4 | 3 | 7 |
| Only Slightly Operational (2) | 12 | 1 | 2 | 2 | 1 | 2 | 0 | - | 0 |
| In Planning Stage (1) | 4 | 3 | 2 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 2.5 | 3.0 | 3.0 | 3.6 | 3.7 | 3.5 | 3.8 | 3.9 | 3.7 |

* Corrected to include returns submitted after original cut-off date.

Figure 2-H

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

NON-INSTRUCTIONAL SUPPORTS
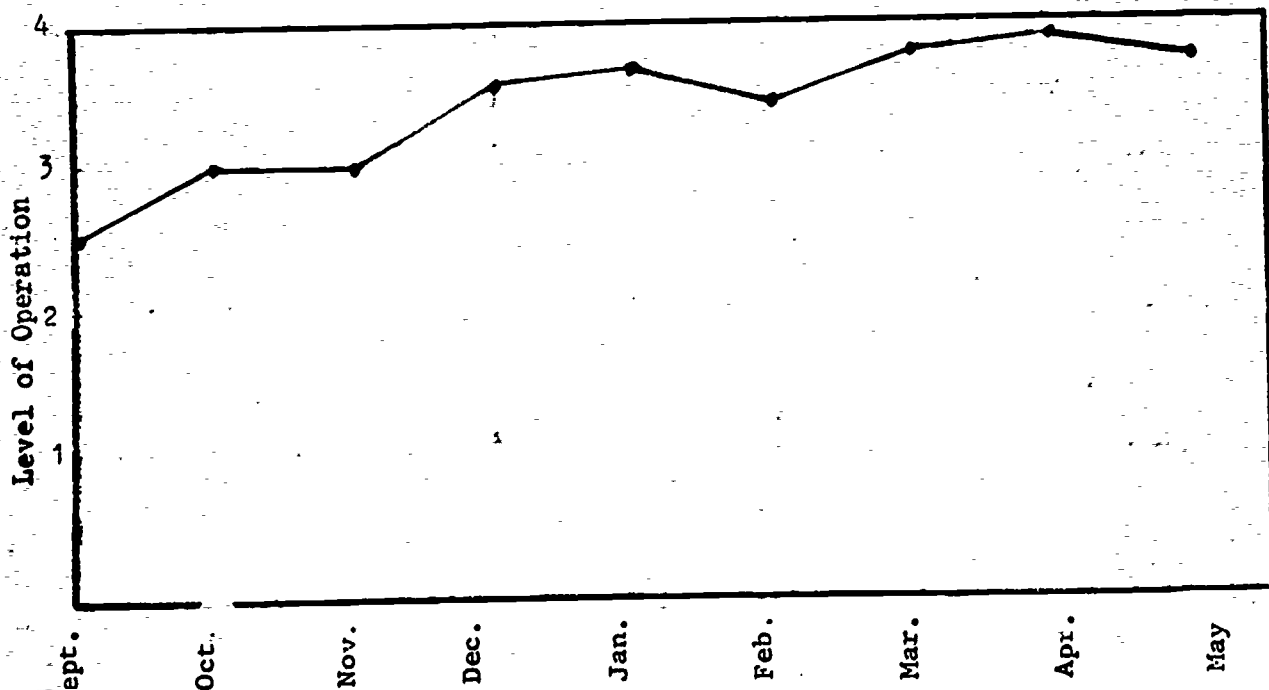
_____ Elem. Schools
__X__ Jr. High Schools

Table XVII-I

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

HETEROGENEOUS GROUPING

_____ Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 26 | 20 | 25 | 26 | 24 | 26 | 23 | 22 | 28 |
| Almost Fully Operational (3) | 1 | 0 | 0 | 2 | 0 | 0 | 0 | - | 1 |
| Only Slightly Operational (2) | 0 | 0 | 0 | 0. | 0 | 0 | 1 | - | 0 |
| In Planning Stage (1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.9 | 4.0 | 4.0 | 3.9 | 4.0 | 4.0 | 3.9 | 4.0 | 3.9 |

* Corrected to include returns submitted after original cut-off date.

Figure 2-I

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

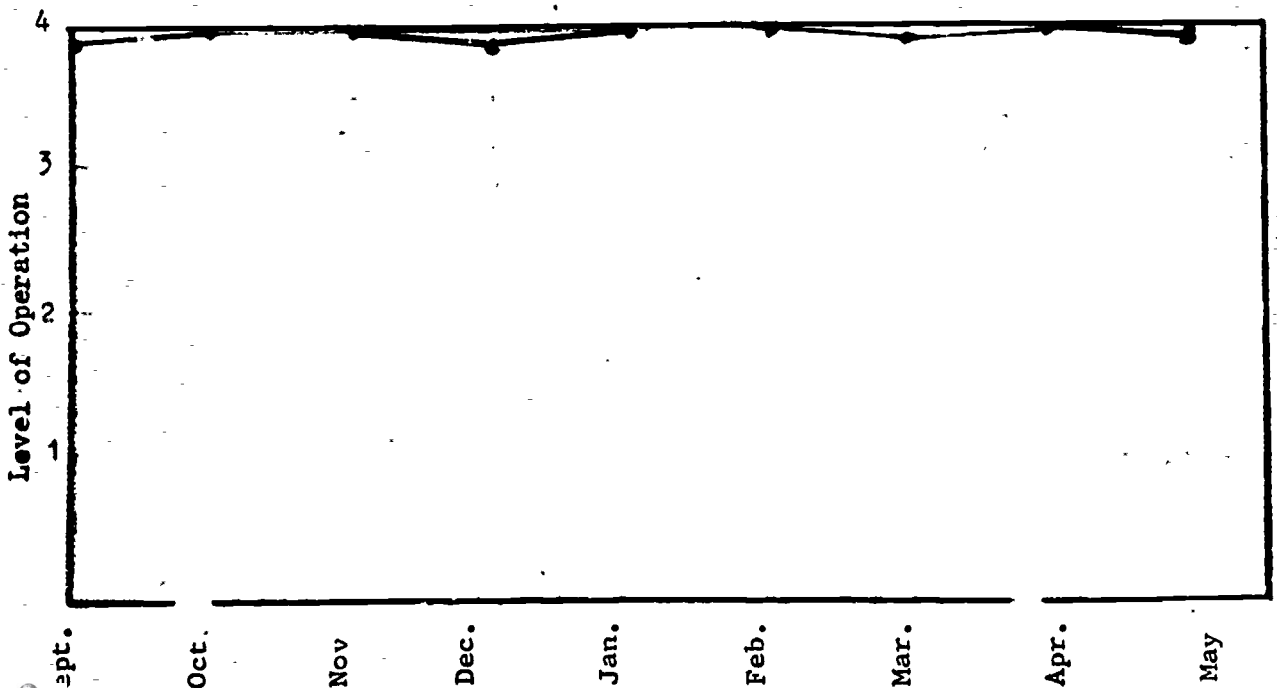HETEROGENEOUS GROUPING

_____ Elem. Schools
X Jr. High Schools

Table XVII-J

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

PARENTAL AND COMMUNITY INVOLVEMENT
_____ Elem. Schools
__X__ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 2 | 3 | 2 | 5 | 8 | 9 | 8 | 9 | 11 |
| Almost Fully Operational (3) | 3 | 4 | 13 | 10 | 5 | 7 | 10 | 8 | 9 |
| Only Slightly Operational (2) | 16 | 10 | 10 | 10 | 9 | 8 | 4 | 5 | 5 |
| In Planning Stage (1) | 6 | 3 | 0 | 2 | 0 | 2 | 2 | - | 4 |
| Component Mean Score | 2.0 | 2.3 | 2.7 | 2.7 | 2.9 | 2.9 | 3.0 | 3.2 | 2.9 |

* Corrected to include returns submitted after original cut-off date.

Figure 2 -J

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

PARENTAL AND COMMUNITY INVOLVEMENT
_____ Elem. Schools
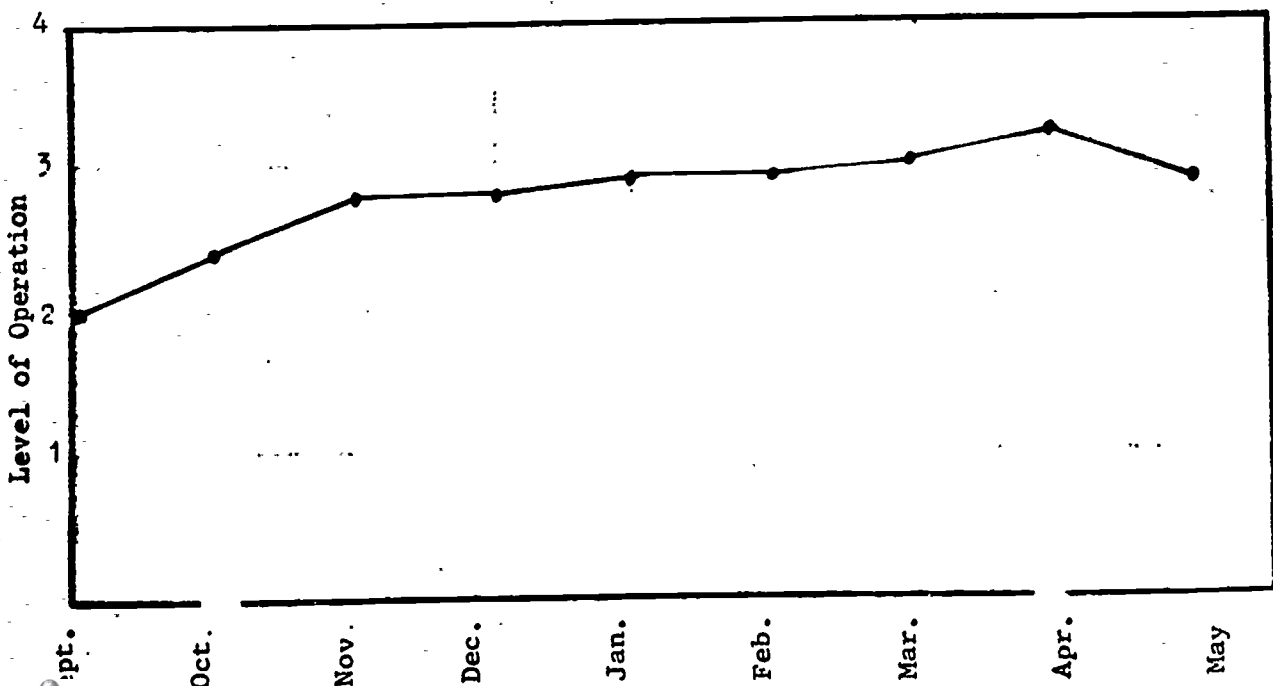__X__ Jr. High Schools

Table XVII-K

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

UNIVERSITY LIAISON

_____ Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 8 | 9 | 8 | 12 | 10 | 11 | 13 | 10 | 14 |
| Almost Fully Operational (3) | 4 | 4 | 9 | 8 | 5 | 6 | 6 | 9 | 11 |
| Only Slightly Operational (2) | 6 | 2 | 5 | 5 | 5 | 5 | 3 | 1 | 1 |
| In Planning Stage (1) | 9 | 3 | 3 | 1 | 2 | 3 | 2 | 1 | 3 |
| Component Mean Score | 2.4 | 3.0 | 2.9 | 3.2 | 3.0 | 3.0 | 3.2 | 3.3 | 3.2 |

* Corrected to include returns submitted after original cut-off date.

Figure 2-K

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

UNIVERSITY LIAISON

_____ Elem. Schools
X Jr. High Schools

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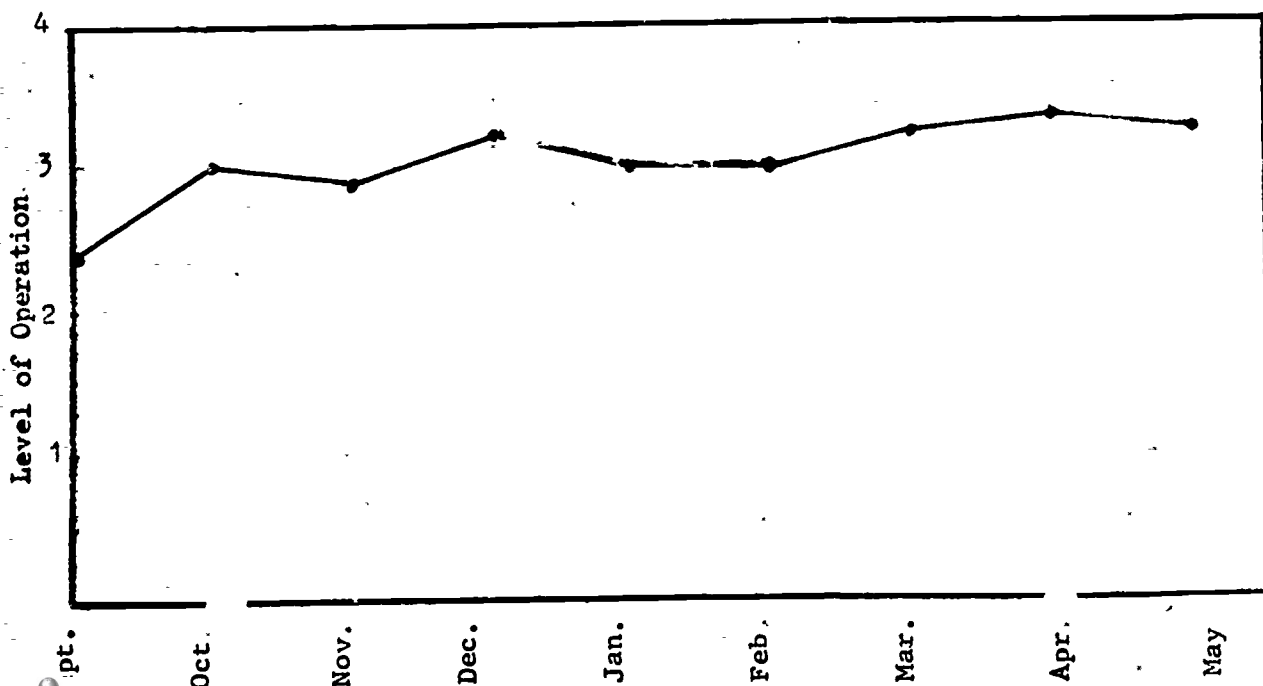## Table XVII-L

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

INSTRUCTIONAL MATERIALS AND GUIDES

_____ Elem. Schools
__X__ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 9 | 14 | 12 | 17 | 18 | 19 | 18 | 18 | 23 |
| Almost Fully Operational (3) | 13 | 5 | 10 | 7 | 6 | 7 | 5 | 3 | 6 |
| Only Slightly Operational (2) | 5 | 1 | 2 | 2. | 0 | 0 | 0 | - | 0 |
| In Planning Stage (1) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | - | 0 |
| Component Mean Score | 3.1 | 3.6 | 3.3 | 3.4 | 3.7 | 3.7 | 3.8 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.

## Figure 2-L

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

INSTRUCTIONAL MATERIALS AND GUIDES

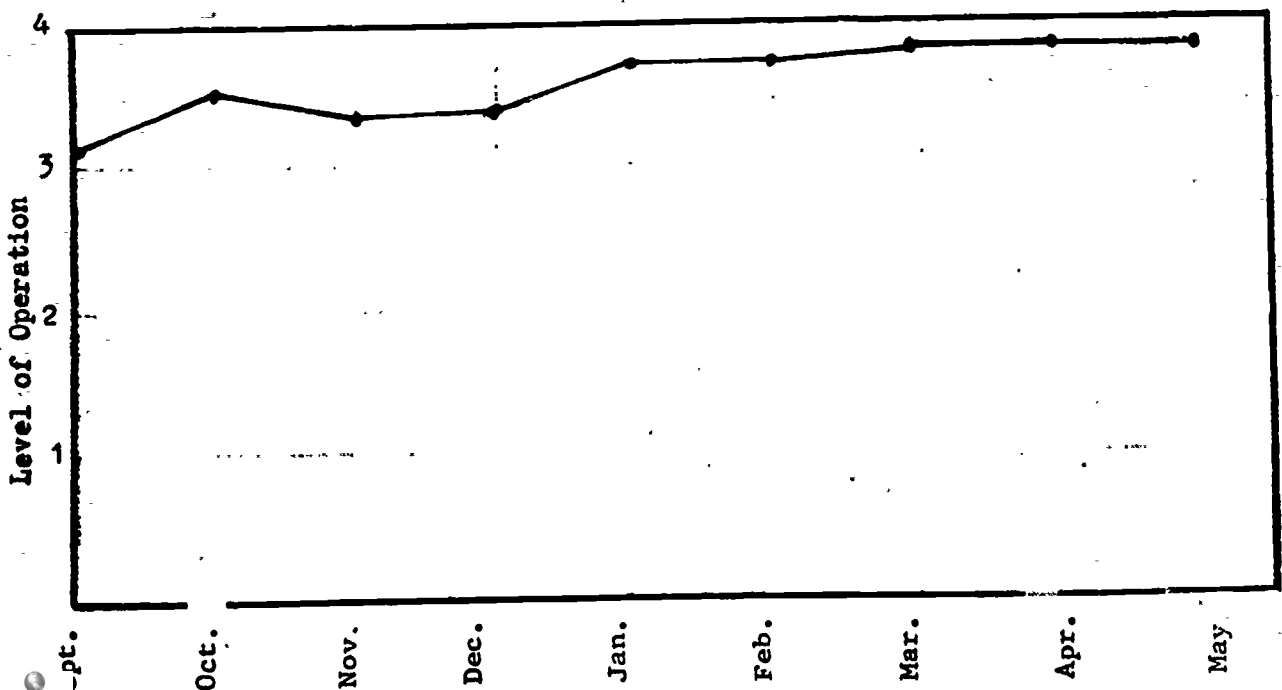_____ Elem. Schools
__X__ Jr. High Schools

Table XVII-M

Level of Operation, By Number of Schools and Mean Score, for Each Month
September 1971 - May 1972

SUPERVISION

_____ Elem. Schools
X Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational (4) | 9 | 11 | 11 | 17 | 19 | 20 | 18 | 18 | 23 |
| Almost Fully Operational (3) | 12 | 6 | 11 | 18 | 5 | 5 | 5 | 4 | 6 |
| Only Slightly Operational (2) | 6 | 3 | 1 | 1 | 0 | 1 | 0 | - | 0 |
| In Planning Stage (1) | 0 | 0 | 1 | 0 | 0 | 0 | 1 | - | 0 |
| Component Mean Score | 3.1 | 3.4 | 3.3 | 3.4 | 3.8 | 3.7 | 3.6 | 3.8 | 3.8 |

* Corrected to include returns submitted after original cut-off date.

Figure 2-M

Level of Operation, By Mean Score, for Each Month
September 1971 - May 1972

SUPERVISION
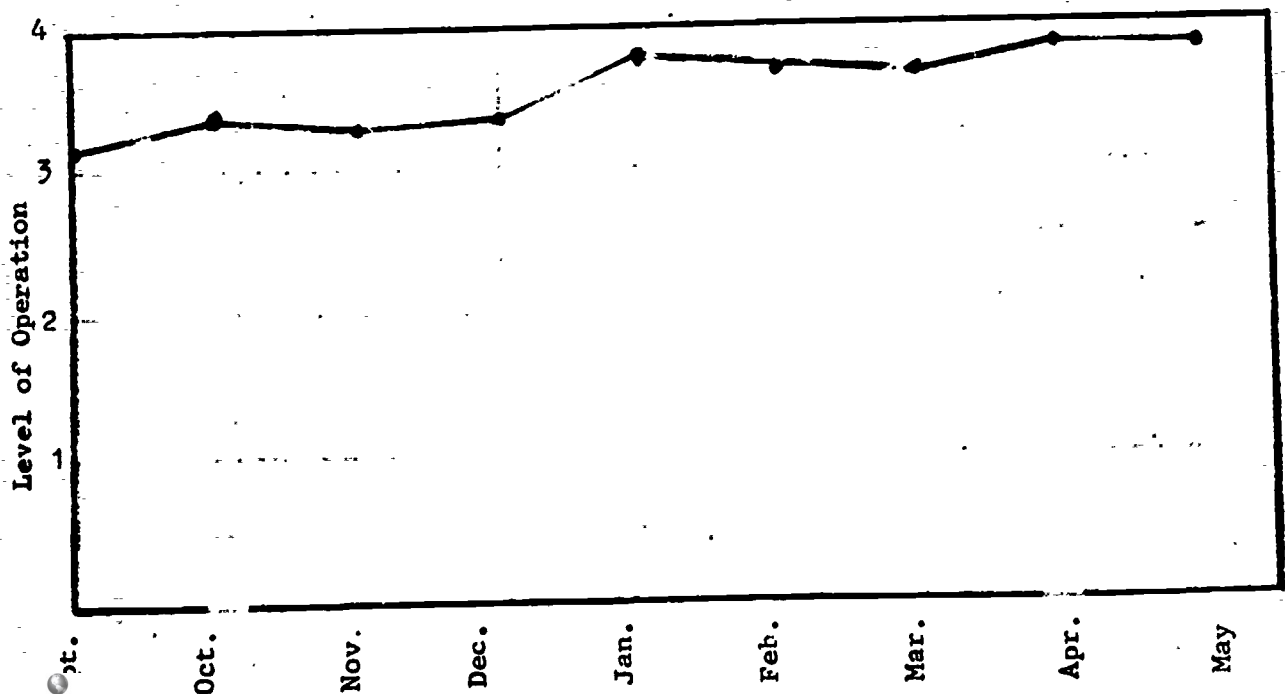
_____ Elem. Schools
X Jr. High Schools

## Table XVII-N

### Level of Operation, By Number of Schools and Mean Score, for Each Month
### September 1971 - May 1972

HOMEWORK CENTER

_____ Elem. Schools
__X__ Jr. High Schools

| Level of Operation | Number of Schools * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May |
| Fully Operational      (4) | - | - | 4 | 5 | 5 | 9 | 7 | 7 | 8 |
| Almost Fully Operational      (3) | - | - | 4 | 3 | 4 | 3 | 5 | 6 | 7 |
| Only Slightly Operational      (2) | - | - | 4 | 6 | 5 | 4 | 5 | 3 | 4 |
| In Planning Stage      (1) | - | - | 12 | 5 | 7 | 9 | 4 | 4 | 7 |
| Component Mean Score | | | 2.0 | 2.4 | 2.3 | 2.5 | 2.7 | 2.8 | 2.6 |

\* Corrected to include returns submitted after original cut-off date.

### Figure 2 -N

### Level of Operation, By Mean Score, for Each Month
### September 1971 - May 1972

HOMEWORK CENTER

_____ Elem. Schools
__X__ Jr. High Schools
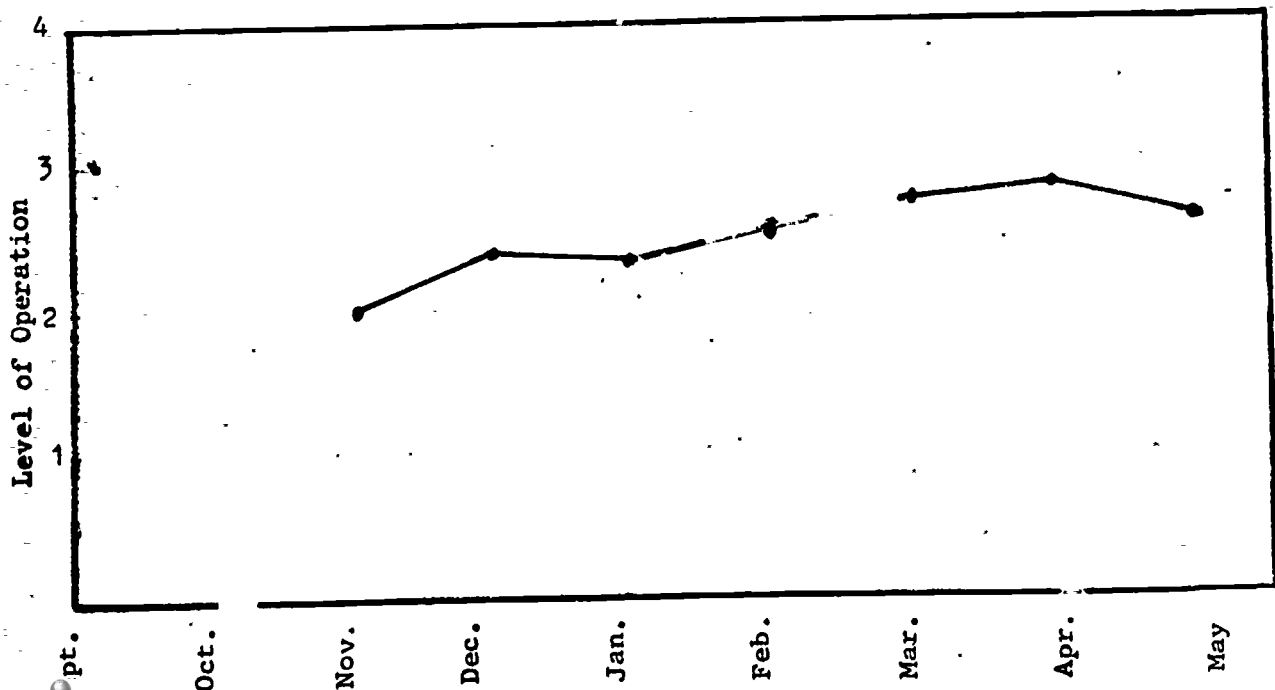
APPENDIX C

## SCHOOL INVENTORY

### For the Academic Achievement Project

The purpose of this inventory is to provide feedback on the status in your school of the implementation of the Academic Achievement Project (AAP). The feedback can be useful within your school and within the system, to determine where we are, how we are progressing, and where we have to go in relation to the Academic Achievement Project.

### PART I

A. **Basic Information**

Date of report: _____

Name of School: _____

Principal: _____

Capacity: _____

Number of regular classrooms: _____

Number of sub-standard classrooms: _____

Current number of students enrolled: _____

Omit.

Total number of resident professional staff: _____

Number of regular classroom teachers: Full-Time_____ Part-Time_____

Number of paid paraprofessionals: Full-Time_____ Part-Time_____

List specialists and label as to itinerant (I) Full-time (F)
If Itinerant, indicate number of days in your building.

_____

_____

_____

_____

_____

_____

B. Mobe Team Members (list names and positions).

Reading Mobe Team:                     Math Mobe Team:

_____,Chairman      _____,Chairman

_____               _____

_____               _____

_____               _____

_____               _____

Supportive Team: (If other than above and supporting purposes of AAP)

_____,Chairman

_____

_____

_____

C. College-University Affairs

Complete for programs operational in your school.

| | Name of University | Name of Coordinator | No. of D.C. Students Involved | No. of Higher Ed. Staff Involved |
|---|---|---|---|---|
| Cultural Programs | | | | |
| Sharing Physical Facilities | | | | |
| Staff Exchange | | | | |
| Student Attendance at Sports Events | | | | |
| Administrative Internships | | | | |
| Student Teaching | | | | |
| Tutorial | | | | |
| Staff Development | | | | |
| (Other) | | | | |
| | | | | |
| | | | | |

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D. Grouping

Are the classes in your building heterogeneously grouped? Yes____ No____
If not, please indicate why not? _____

_____

E. Tutorial Program

Do you have a tutorial program? Yes_____ No_____
If not, what is needed to get one started? _____

_____

NUMBER OF STUDENTS RECEIVING TUTORING FROM VOLUNTEERS

| | No. of students identified as needing tutorial help | No. of students now receiving tutorial help | Number of Tutors | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | School | | College | | Parents | Community |
| | | | Yours | Other | Staff | Stud. | | |
| Reading | | | | | | | | |
| Math | | | | | | | | |
| Other Subjects | | | | | | | | |

NUMBER OF STUDENTS RECEIVING INDIVIDUALIZED INSTRUCTION*
FROM EMPLOYED SCHOOL PERSONNEL

| | Reading | Mathematics | Other Subjects |
|---|---|---|---|
| Reading Specialist | | | |
| Counselor | | | |
| MIND Teacher | | | |
| Paid Staff-Para-Professional | | | |
| Other Paid Personnel State position_____ _____ | | | |

*Or in groups not exceeding 3 students

What are the reasons for any discrepancies between students' needing and receiving tutorial help? _____

_____

_____

What is the position within the school of the staff coordinator of the tutorial program?
____ Assistant Principal          ____ Teacher
____ Counselor                    ____ Other (Specify):_____

_____

F. Homework Center

Do you have a homework center? Yes_____ No _____

If not, what is needed to get one started?*_____

_____

Number of hours per week the homework center is staffed: _____

Number of hours per week the homework center is open: _____

Maximum number of students the homework center can accommodate at one

time: _____

Average number of students who use the homework center in a typical

day: _____

G. Minimum Floors

How many teachers have indicated that they use minimum floors for:

    (a) Development of diagnostic methods     _____
    (b) Diagnosis of individual students     _____
    (c) Development of prescriptive materials     _____
    (d) Basis of classroom instruction     _____
    (e) Basis of contacts with tutors     _____
    (f) Communication with parents     _____

What are some of the reasons why teachers do not make full use of

minimum floors: _____

_____

_____

_____

_____

\* Use reverse side if necessary.

II. Testing Program

Were there any difficulties related to the:

1. Administration of testing program:    Yes_____ No_____

   If yes, explain _____

   _____

   _____

2. Availability of test results:    Yes_____ No_____

   If yes, explain _____

   _____

   _____

3. In-service training relative to testing program:

   a) Were there any difficulties related to understanding objectives
      of the testing program -        Yes _____ No _____

      If yes, explain _____

      _____

   b) Were there any difficulties related to understanding of testing
      procedures -                     Yes _____ No _____

      If yes, explain _____

      _____

   c) Were there any difficulties related to interpretation of test
      results -                         Yes _____ No _____

      If yes, explain _____

      _____

   d) Were there any difficulties related to utilization of test
      results -                         Yes _____ No _____

      If yes, explain _____

      _____

4. Were there any difficulties : reporting of test results
   to parents:                        No _____

   If yes, explain _____

I. Non-Instructional Supports

1. Free Food Program (Please complete.)

|  | Does Not Apply | Number Needing | Number Provided |
|---|---|---|---|
| Breakfast |  |  |  |
| Lunch |  |  |  |

What are the reasons for any discrepancy between the numbers of those needing and those getting breakfast/lunch?_____

_____

Specifically, how are the food program participants identified?

_____

2. Clothing

Number of students needing clothing services:_____

Number of students who received clothing assistance:_____

Reason(s) for discrepancy, if any:_____

_____

_____

3. Health

Number of students identified as needing health services:_____

Number of referrals for health services:_____

Number of referrals which received health services: _____

Reason(s) for discrepancy, if any:_____

_____

List the health resources use      the last reporting period:

_____

_____

4. Other Evidence of and Comments on Non-Instructional Supports:

_____

Period covered in response below _____ to _____    School _____

## NOBE TEAM IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM 1/
### On Site Inservice Training

| Type of Staff Development | Specific Activity 3/ (Name the Activity) | Total Number of Hours in | | No. of Persons Involved in This Activity | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Teachers | | Parents | | Tutors | |
| | | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math |
| A. Classroom Demonstrations | | | | | | | | | |
| B. School Meetings by Grade Levels | | | | | | | | | |
| Examples: On minimum floors On diagnostic methods On instructional materials On instructional procedures or other (Please specify number of meetings each type.) | | | | | | | | | |
| C. Workshops and Seminars | | | | | | | | | |

(Continued on next page)

1/ Includes all reading and mathematics skills regardless of subject area.
2/ Includes oral and written communication.
3/ Do not include any Specific Activity in more than one place.

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| Type of Staff Development | Specific Activity 3/ (Name the Activity) Titles: | Total Number of Hours in | | No. of Persons Involved in This Activity | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Reading 2/ | Math | Teachers | | Parents | | Title 3 | |
| | | | | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math |
| D. Mini-Courses from Universities | | | | | | | | | |
| E. Use of Released Time for Skill Development | | | | | | | | | |
| F. Meetings with Consultants | | | | | | | | | |
| G. Other | | | | | | | | | |

1/ Includes a: reading and mathematics skills; regardless of subject area.
2/ Includes oral and written communication.
3/ Do not include any Specific Activity in more than one place.

Period covered in response ... to ...

## MORE TEAM IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM 1/
### Off Site Inservice Training

| Type of Staff Development | Specific Activity 3/ (Name the Activity) | Total Number of Hours in: | | No. of Persons Involved in This Activity | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Reading 2/ | Math | Teachers | | Parents | | Tutors | |
| | | | | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math |
| A. Workshops and Seminars | | | | | | | | | |
| B. Mini-Courses | | | | | | | | | |
| C. Courses | | | | | | | | | |
| D. Meetings | | | | | | | | | |
| E. Other | | | | | | | | | |

IMPLEMENTATION OF STAFF DEVELOPMENT BY SOURCES OTHER THAN YOUR TEAM

t under Specific Activity

Use continuation sheet if necessary.

1/ Includes all reading and mathematics skills regardless of subject area.
2/ Includes oral and written communication.
3/ Do not include any Specific Activity in more than one place.

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SCHOOL INVENTORY
for the Academic Achievement Project

The purpose of this Inventory is to provide feedback on the status in your school of the implementation of the Academic Achievement Project (AAP). This feedback, in association with the information reported in the October 1971 Inventory can be useful within your school and within the system, to determine where we are, how we are progressing, and where we have to go in relation to full implementation of the Academic Achievement Project.

PART 1

A. Basic Information

Date of report: _____ _____

Name of School: _____

Principal: _____

Total number of resident professional staff: _____

Total number of regular classroom teachers: _____

Current number of students enrolled: _____

B. Mobe Team Organization

   I. A Reading Mobe Team is functioning at this school: Yes ____ No ____

     If 'yes,' name of Chairman is _____

   II. A Math Mobe Team is functioning at this school: Yes ____ No ____

     If 'yes,' name of Chairman is _____

   III. A Supportive Team (other than above and supporting purposes of AAP) is functioning at this school: Yes ____ No ____

     If 'yes,' name of Chairman is _____

C. Grouping

Are the classes in your building heterogeneously grouped? Yes ____
If not, please indicate why not? _____

_____

**D.** Homework Center

Do you have a homework center? Yes _____ No _____

If 'no', please give reason: _____

_____

If 'yes', please complete the following:

Number of hours per week the homework center is staffed: _____

Number of hours per week the homework center is open: _____

Maximum number of students the homework center can accommodate at one

time: _____

Average number of students who use the homework center in a typical

day: _____

**E.** College-University Affairs
Complete for programs operational in your school:

|  | Name of University | Name of Coordinator | Number of your students involved | No. of Higher Ed. Staff Involved |
|---|---|---|---|---|
| Cultural Programs |  |  |  |  |
| Sharing Physical Facilities |  |  |  |  |
| Staff Exchange |  |  |  |  |
| Student Attendance at Sports Events |  |  |  |  |
| Administrative Internships |  |  |  |  |
| Student Teaching |  |  |  |  |
| Tutorial |  |  |  |  |
| Staff Development |  |  |  |  |
| (Other) |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## F. Tutorial Program

Do you have a tutorial program? Yes _____ No _____
If not, what is needed to get one started? _____

### NUMBER OF STUDENTS RECEIVING TUTORING FROM VOLUNTEERS

| | No. of students identified as needing tutorial help | No. of students now re-ceiving tutorial help | Number of Tutors | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | School | | College | | Parents | Community |
| | | | Yours | Other | Staff | Stud. | | |
| Reading | | | | | | | | |
| Math | | | | | | | | |
| Other Subjects | | | | | | | | |

### NUMBER OF STUDENTS RECEIVING INDIVIDUALIZED INSTRUCTION*
### FROM EMPLOYED SCHOOL PERSONNEL

| | Reading | Mathematics | Other Subjects |
|---|---|---|---|
| Reading Specialist | | | |
| Counselor | | | |
| MIND Teacher | | | |
| Paid Staff-Para-Professional | | | |
| Other Paid Personnel State position _____ _____ | | | |

\* Or in groups not exceeding 3 students

What are the reasons for any discrepancies between students' needing and receiving tutorial help? _____

_____

What is the position within the school of the staff coordinator of the tutorial program?
_____ Assistant Principal        _____ Teacher
_____ Counselor                  _____ Other (Specify): _____
_____

**G.** Testing Program

Did your school administer the California Test Bureau criterion-referenced test this school year?    Yes _____ No _____
If 'yes,' please complete this page.

Were there any difficulties related to the:

1. Administration of testing program:      Yes _____ No _____

   If yes, explain _____

   _____

2. Availability of test results:      Yes _____ No _____

   If yes, explain _____

   _____

3. In-service training relative to testing program:

   a) Were there any difficulties related to understanding objectives
      of the testing program -        Yes _____ No _____

      If yes, explain _____

      _____

   b) Were there any difficulties related to understanding of testing
      procedures -        Yes _____ No _____

      If yes, explain _____

      _____

   c) Were there any difficulties related to interpretation of test
      results -        Yes _____ No _____

      If yes, explain _____

      _____

   d) Were there any difficulties related to utilization of test
      results -        Yes _____ No _____

      If yes, explain _____

      _____

## H. Non-Instructional Supports

### 1. Free Food Program   (Please complete.)

|           | Does Not Apply | Number Needing | Number Provided |
|-----------|----------------|----------------|-----------------|
| Breakfast |                |                |                 |
| Lunch     |                |                |                 |

What are the reasons for any discrepancy between the numbers of those needing and those getting breakfast/lunch?_____

_____

_____

### 2. Clothing

Number of students needing clothing services:_____

Number of students who received clothing assistance:_____

Reason(s) for discrepancy, if any:_____

_____

_____

### 3. Health

Number of students identified as needing health services:_____

Number of referrals for health services:_____

Number of referrals which received health services:_____

Reason(s) for discrepancy, if any:_____

_____

_____

_____

### 4. Other Evidence of and Comments on Non-educational Supports:

_____

_____

_____

_____

_____

(Use the reverse side if necessary.)

I. Component Assessment:

As a group the Principals are in a most strategic position to observe the effect of the various components in achieving a more desirable educational program for students. Your judgment, therefore, will be a critical aspect of the assessment review.

Will you please check all the programs listed below which you believe have been educationally beneficial in your school this year.

Of those checked, rate the three most beneficial. Indicate the program you consider most beneficial by placing a '1' in the 'Number' column; next most beneficial by placing a '2'; and third most beneficial by placing a '3'.

| Program | Check | Number |
|---|---|---|
| Tutorial Program | | |
| Use of "Sequential Inventory of Reading Skills" | | |
| Use of "Specific Objectives for Pupil Performance in Mathematics" | | |
| Operation of Reading Mobe Team | | |
| Operation of Math Mobe Team | | |
| Staff Development | | |
| Testing Program | | |
| Non-Instructional Supports | | |
| Heterogeneous Grouping | | |
| Parental & Community Involvement | | |
| University Liaison | | |
| Instructional Materials and Guides | | |
| Supervision | | |
| Homework Center | | |

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J. Minimum Floors

How many teachers have indicated that they use minimum floors for:

  (a) Development of diagnostic methods   _____
  (b) Diagnosis of individual students    _____
  (c) Development of prescriptive materials  _____
  (d) Basis of classroom instruction    _____
  (e) Basis of contacts with tutors     _____
  (f) Communication with parents     _____

What are some of the reasons why teachers do not make full use of

minumum floors: _____

_____

_____

_____

K. STAFF DEVELOPMENT:

Directions for filling out Staff Development Form (next 3 pages):

  The data entered on the staff development forms (next 3 pages)
  should reflect all staff development activities _subsequent_
  to your last report and carry you through May 1, 1972.

  As a result, this report, together with your first report,
  will reflect the total staff development program beginning
  in September 1971 and extending through May 1, 1972.

  Please be reminded to:

  1. Indicate the number (in figures) of persons involved in each
    activity.

  2. Indicate the _total_ number of hours spent in each activity.

  3. Observe the headings.

## Staff Development

Period covered in response below _____ to _____

MOBE TEAM IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM 1/

On Site Inservice Training

| Type of Staff Development | Specific Activity 3/ (Name the Activity) | Total Number of Hours in | | No. of Persons Involved in This Activity | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Teachers | | Parents | | Tutors | | | |
| | | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math | | |
| A. Classroom Demonstrations | | | | | | | | | | | |
| B. School Meetings by Grade Levels | | | | | | | | | | | |
| !Examples: On minimum floors On diagnostic methods On instructional materials On instructional procedures or other (Please specify number of meetings each type.) | | | | | | | | | | | |
| C. Workshops and Seminars | | | | | | | | | | | |

1/ Includes all reading and mathematics skills regardless of subject area.
2/ Includes oral and written communication.
3/ Do not include any Specific Activity in more than one place.

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MOBE TEAM IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM 1/
On Site Inservice Training (continued)

School _____

| Type of Staff Development | Specific Activity 3/ (Name the Activity) | Total Number of Hours in | | No. of Persons Involved in This Activity | | | | | |
| | | | | Teachers | | Parents | | Tutors | |
| | | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math | Reading 2/ | Math |
|---|---|---|---|---|---|---|---|---|---|
| | Titles: | | | | | | | | |
| D. Mini-Courses from Universities | | | | | | | | | |
| E. Use of Released Time for Skill Development | | | | | | | | | |
| F. Meetings with Consultants | | | | | | | | | |
| G. Other | | | | | | | | | |

1/ Includes all reading and mathematics skills regardless of subject area.
2/ Includes oral and written communication.
3/ Do not include any Specific Activity in more than one place.

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Period covered in response below _____ to _____

School _____

## MOBE TEAM IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM 1/
### Off Site Inservice Training

| Type of Staff Development | Specific Activity 3/ (Name the Activity) | Total Number of Hours in | | No. of Persons Involved in This Activity | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Teachers | | Parents | | Tutors | |
| | | Reading 2/ | Math 2/ | Reading 2/ | Math 2/ | Reading 2/ | Math 2/ | Reading 2/ | Math 2/ |
| A. Workshops and Seminars | | | | | | | | | |
| B. Mini-Courses | | | | | | | | | |
| C. Courses | | | | | | | | | |
| D. Meetings | | | | | | | | | |
| E. Other | | | | | | | | | |

IMPLEMENTATION OF STAFF DEVELOPMENT BY SOURCES OTHER THAN MORE TEAM

| List under Specific Activity | | | |
| --- | --- | --- | --- |
| | | | |
| | | | |

Use continuation sheet if necessary.

1/ Includes all reading and mathematics skills regardless of subject area.
2/ Includes oral and written communication.
3/ Do not include any Specific Activity in more than one place.

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APPENDIX D

Part II

MONTHLY REPORT OF LEVEL OF OPERATION OF AAP

For Month of _____

Judge the school level of operation for each of the critical elements of the Academic Achievement Project based on the month for which you are reporting. It is assumed that each school has developed an appropriate program to meet the unique needs of that school. Therefore, judge the degree of discrepancy between the desired and the actual extent of implementation of each element. The smaller the discrepancy, the higher the rating of the level of operation.

The "Guidelines for Principals and On-site Assessors for Monthly Report of Level of Operation of AAP" may be used as the basis for determining Level of Operation. However these "Guidelines" are not intended to be a complete description of any AAP component, nor is it to be used to limit program development.

School _____    Date _____    Principal _____

| | *Level of Operation | | | | Comment, if any. |
|---|---|---|---|---|---|
| | 4 | 3 | 2 | 1 | |
| Tutorial Program | | | | | |
| Use of Sequential Inv. of Rdg. Skills | | | | | |
| Use of "Spec. Objs. for Pupil Perf. in Mathematics | | | | | |
| Operation of Reading Mobe Team | | | | | |
| Operation of Math Mobe Team | | | | | |
| Staff Development | | | | | |
| Testing Program | | | | | |
| Non-Instructional Supports | | | | | |
| Heterogeneous Grouping | | | | | |
| Parental & Comm. Involvement | | | | | |
| University Liaison | | | | | |
| Instructional Materials and Guides | | | | | |
| Supervision | | | | | |
| Homework Center | | | | | |

*LEVEL OF OPERATION:

(4) Fully Operational    (3) Almost Fully Operational    (2) Only Slightly Operational    (1) In Planning Stage

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GUIDELINES FOR PRINCIPALS AND ON-SITE ASSESSORS FOR "MONTHLY REPORT OF LEVEL OF OPERATION OF AAP"

The following is to be used simply as a guide in judging the Level of Operation on the "Monthly Report
." Level of Operation of AAP." It is not intended to be a complete description of any AAP component
nor is it to be used to limit program development. Undoubtedly many schools will have created unique
ways of implementing their AAP program.

| (4) FULLY OPERATIONAL | (3) ALMOST FULLY OPERATIONAL | (2) ONLY SLIGHTLY OPERATIONAL | (1) IN PLANNING STAGE |
|---|---|---|---|
| **Tutorial Program:** There is a continuous, organized and systematic tutorial program—which includes on-going training. | There is a consistent tutorial service but program needs strengthening. | Some students are beginning to be tutored. | Plans to establish tutorial program being developed. |
| **Use of Minimum Floors** All teachers understand and are teaching to accomplish the "Sequential Inventory of Reading Skills" and "The Specific Objectives for Pupil Performance in Mathematics." Teacher-made diagnostic testing for continuing instruction is on-going. | Majority of staff is using guides as described under (4). | Less than half of staff is using guides as described under (4). Implementation of planning under way. | Planning for implementation accomplished. All necessary materials ordered or received. |
| **Operation of MORE Teams:** Teams have been organized and are meeting regularly, teachers are requesting help of team members, resources have been surveyed; teacher in-... has been solicited, team plans are being shared with teach...; some ......ems and procedures are operational, team members are being released from classroom instruction part or full-time for in building team activities. | Teams are organized, meetings are being held, resources have been surveyed; programs are being formulated; teachers on teams still have full classroom responsibilities. | Teams are organized and meeting. IEP completed under team leadership. | Team personnel have been identified but no meetings have been held. |
| **Staff Development Program** Staff has assessed needs and has developed an appropriate staff development plan. Resource personnel are being involved. Some activities already have been implemented or are in process of implementation. Feedback is being generated and is being used. | ...-ically scheduled activities are con-... or nearing completion. Feedback to being generated. | Resource personnel have been ..ontacted, materials identified, schedules set; arrangements being confirmed. | In process of assessing ...ds and easing a plan. |
| **Testing Program** City-wide testing program (standardized and criterion referenced) being fully implemented. Teachers make appropriate use of test data. There is teacher feedback to parents and students of achievement progress. Teachers use testing for instructional purposes. | City-wide testing program being fully implemented. Some need for fuller use of feedback of test results. | ...e Problems ... being encountered at either the ...al or central level. Testing in-service training completed. | City-wide policy discussed with faculty. Testing chairman appointed. Local school responsibilities assigned. |
| **Non-Instructional Services** Students who are in need of breakfast or lunch are being served. Adequate and proper clothing are available to eligible students. Schedules for visual and weight screening have been set or completed. Routine initial examinations, referrals and follow-up by School Health Service are being done. Principal or designee is knowledgeable of ongoing performance. | Most students in need being serviced as described under (4). | Many children in need not receiving appropriate service. | Determination of needs; assignment of responsibilities, establishing contacts, arranging for resources; establishing continuing structure of program. |
| **Heterogeneous Grouping** Children have been ranked and organized in heterogeneous classes; cases requiring special handling have been accommodated, changes continue to be made on an as needed basis. Instructional programs are based on diverse needs of students. | Children have been ranked and organized in heterogeneous classes; cases requiring special handling have been accommodated; changes continue to be made on an as needed basis. | | Planning to implement city-wide administrative procedure. Also planning to maintain educational advantages of heterogeneous grouping. |
| **Parental-Community Involvement** Parental-Community involvement and participation exist at whatever level school and community jointly feel is needed. There is organizational machinery through which school and parents effectively work together. There is evidence of willingness to fully involve parents in the learning process. | Parents and school staff define areas of operation and action slots are filled. Workshops are being planned and conducted as needed to upgrade skills. Schools utilize parents in a number of roles. | Plans for reaching parents and community are beginning to be implemented. Examples: 1. Parent interest surveys issued 2. Personal contacts made to follow up volunteer involvement 3. Identification of parent-community expectations of school and school expectations of community. | Viable ways of involving parents and community in the educational program are being planned. Examples: 1. Teachers' attitudes toward parent involvement explored 2. Kinds of contributions needed from parents and community identified 3. Survey instruments to define parental interest designed 4. Interaction activities with parents, students and staff planned |
| **University Liaison** Based on building assessment, most services needed are being provided by area colleges and universities. Faculty organization includes machinery for maintaining and expanding school-university relations. | Some building needs are being met by area colleges/universities. | Necessary contacts have been made for assistance in obtaining needed services. In process of working out mechanics, in order that needed services will be provided. | Assessing needs, contacting available resources; finding out service available at area colleges and universities. |
| **Instructional Materials and Guides:** Essential instructional materials and guides are in the hands of teachers. | Most of the essential instructional guides and materials ... in the hands of teachers. | Few of the essential instructional guides and materials are in the hands of teachers. | Establishing procedures to obtain and distribute guides. |
| **Supervision** Supervision is being provided by Principal; principal has reinforced supervisory program by requesting supervisory service from appropriate Departments; principal follows up on services requested. | Most supervisory needs being met as described under (4). | Supervisory function not completely functional. Many problems require solution through supervisory processes. | Determination of supervisory needs and establishment of a supervisory plan. |
| **Resource Centers** Students needing ... ade-quate place to ... here such a place—whether at home, in school or in some other community facility, and/or school or community facility is fully staffed and provided services for those students who need a place to study | School or community facility permanent but only part-time staff is available to deliver services to needy students. | Limited available space, temporary in nature with inadequate sporadic staffing and service provided to needy students. | In process of identifying needy students, recruiting volunteers and staff, designing training program. |

APPENDIX E

School _____          PART III (A)          Date _____

## REACTIONS OF TEACHERS TO ELEMENTS OF THE ACADEMIC ACHIEVEMENT PROJECT

Please Check:

_____ Regular Classroom Teacher

_____ Others

Notes: Please respond to each item. If the item does not apply to you, check in "Does Not Apply" column. Do not sign this form. The data being collected is for the assessment of the Academic Achievement Project and there is no intention or need to identify persons. Your comments would be appreciated, although they are not required. Please be certain to complete each item.

Thank you for your assistance.

| | Al-ways (100%) | Most of the time (67-99%) | Some-times (34-66%) | Infre-quently (1-33%) | Never (0%) | Does Not Apply | Comment, if any (Please check and use reverse side noting number.) |
|---|---|---|---|---|---|---|---|
| 1. Do you feel that you are kept fully informed and knowledgeable concerning the purposes and procedures of the AAP? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 2. How many students have you referred for tutoring this school year? (number) | ___ | ___ | ___ | ___ | ___ | ___ | |
| 3. Do you use students as tutors? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 4. Do you use community members as tutors? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 5. Have you contributed to the development of a systematic procedure for the use of the tutorial program? Yes ___ No ___ If yes, how? ___ | ___ | ___ | ___ | ___ | ___ | ___ | |
| 6. Do you utilize the minimum floors as a basis for individualized instruction in reading? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 7. Do you utilize the minimum floors as a basis for individualized instruction in mathematics? | ___ | ___ | ___ | ___ | ___ | ___ | |

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| | Al-ways (100%) | Most of the time (67-99%) | Some-times (34-66%) | Infre-quently (1-33%) | Never (0%) | Does Not Apply | Comment, if any (Please check and use reverse side noting number.) |
|---|---|---|---|---|---|---|---|
| 8. Do you gear instructional materials that you construct to the minimum floors in reading? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 9. Do you gear instructional materials that you construct to the minimum floors in mathematics? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 10. Do you have pupil-made instructional materials geared to the minimum floors? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 11. Do you feel that there is effective MOBE Team-teacher cooperation in your building? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 12. Do you use the recommendations of the MOBE Team in your classroom teaching? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 13. Do you perceive a staff development program to be vital to student academic achievement? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 14. Do you participate in planning staff develop-ment programs within your school building? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 15. Do you modify your teaching techniques as a result of staff development programs? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 16. Do you modify instructional materials as a result of staff development programs? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 17. Do you develop new materials as a result of staff development programs? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 18. Do you give assistance to other teachers? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 19. Do you receive assistance from other teachers? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 20. Do other teachers offer you assistance? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 21. Do you use diagnostic testing as part of your process of teaching? | ___ | ___ | ___ | ___ | ___ | ___ | |
| 22. Do you participate in the development of prescriptive methods of teaching? | ___ | ___ | ___ | ___ | ___ | ___ | |

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| | Always (100%) | Most of the time (67-99%) | Some- times (34-66%) | Infre- quently (1-33%) | Never (0%) | Does Not Apply | Comment, if any (Please check and use reverse side noting number) |
|---|---|---|---|---|---|---|---|
| 23. Do you construct student achievement profiles? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 24. Do you construct and display classroom profiles? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 25. Do you inform students of their achievement based on test results? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 26. Do you make appropriate referrals for students' health, food and clothing needs? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 27. Do you believe that heterogeneous grouping is conducive to effective teaching and learning? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 28. Do you provide a classroom atmosphere which encourages student interaction in the learning process? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 29. Do you involve parents in the learning process? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 30. Do you communicate positive expectations for student achievement to parents? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 31. With what percentage of your parents do you meet regularly with regard to individual student progress? | 100% | 67-99% | 34-66% | 1-33% | 0% | ___ | ___ |
| 32. Do you use student profiles in communicating information to parents? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| 33. Do you initiate parent involvement in classroom activities? | ___ | ___ | ___ | ___ | ___ | ___ | ___ |

ACADEMIC ACHIEVEMENT PROJECT

ASSESSMENT STUDIES

PART II

On-Site Study

FOREWORD

What members of the On-Site Study Team of the Departments of
Research and Evaluation found when they visited schools in March 1972
to observe and discuss components of the Academic Achievement Project
(AAP), was a high level of energy and activity directed toward numerous
AAP projects and programs designed to raise the academic achievement
levels of pupils. While principals and teachers who talked to On-Site
Study Team members would not acknowledge that the AAP challenge offer-
ed new educational goals, they did agree that it clarified goals that
had long been the foci of educational programs in their buildings.

Principals contacted by the On-Site Study Team generally viewed
the Academic Achievement Project and its component programs as a
vehicle for mobilizing resources to benefit students. The principals'
support and enthusiasm for AAP programs was usually reflected in the
teachers' enthusiasm for and the amount of work invested in the AAP
projects. In several buildings visited, principals facilitated the
AAP by providing AAP leaders with some released time for their AAP
duties.

Teachers who talked with the On-Site Study Team members viewed
the Academic Achievement Project as a method of implementing ideas
that had been latent for several years. At one junior high, math
teachers had talked for many years about developing grade-level diag-
nostic tests. With the introduction of the Math Mobe Team this idea
was implemented and the tests were administered in the middle of the
1971-72 school year. The teachers also viewed the AAP as a chance to
develop, in concert with other teachers in the building, teaching aids
that had long been needed. For example, Reading Mobe Teams in several
schools had developed learning packets and made them available to all
teachers in the building. In most buildings visited, teachers thought
the AAP provided channels for them to learn about new teaching methods
as well as opportunities for them to receive reinforcement for the
teaching methods they had developed on their own. Many teachers re-
sponsibile for AAP components in their building, however, felt that
the school system did not support their efforts in terms of the time,
materials, and finances they needed to implement the programs in the
best possible way. They noted that they were sacrificing their lunch
hours and their time before and after school in order to implement AAP
programs, a sacrifice which they thought they should not be expected
to continue making.

It appeared to the On-Site Study Team members that the Academic
Achievement Project had stimulated communication within buildings--
among teachers and between teachers and administrators. In most of

the buildings visited, the AAP seemed to foster cohesiveness and unity, directed toward the accomplishment of a common goal--the improvement of children's reading and math skills and, ultimately, of their academic achievement. The principals and teachers in most buildings reported their AAP programs to the On-Site Study Team members with pride for what they had accomplished. They conveyed the feeling that the long hours of extra work that had gone into Mobe Team activities, for instance, or into the development of a tutorial program had been compensated for, in part, by the results that had been achieved. Most of the principals and teachers who talked with On-Site Study Team members indicated that they had anticipated evaluating their efforts by the pupils' results on standardized tests to be given in the spring. Several expressed disappointment that the testing program had been cancelled by the Board of Education for lack of funds; at the same time many were apprehensive that their initial efforts to implement AAP programs would have been in vain should the school system shift its emphasis and priorities for the coming school year.

The On-Site Study Team
Departments of Research
and Evaluation

June Bland
Herman Cobb
Earl Hunter
Joyce Leader
James Spencer

ON-SITE STUDY

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V. APPENDICES (continued)

LIST OF TABLES

# I. INTRODUCTION

## A. Background and Rationale

The Superintendent of the Public Schools of the District of [1] Columbia, in his report to the Board of Education on May 5, 1971,[1] committed the resources of the D. C. school system "to the task of raising the academic achievement levels of students by marshalling and organizing the staffs of the schools and increasing the scope and frequency of the community's involvement in school affairs." This committment, translated into programmatic terms, became the Academic Achievement Project (AAP). The AAP called for all school personnel to direct their efforts to "the elimination of deficiencies in the basic skills of reading and mathematics... in a manner predicated on the firm belief that all normal children can learn and can reach acceptable standards of achievement."

The implementation of the AAP was to involve, according to the Superintendent: 1) the development of more effective teaching procedures, curricular guidelines, innovative instructional materials and media, and facilitating administrative supports, and 2) the improvement of classroom management and instruction. To be developed were "practicable coordinated instructional and non-instructional supports" that would "culminate in teachers teaching, administrators administrating, and students learning."

## B. AAP Components

The Academic Achievement Project, as detailed in the Superintendent's May 5th report, had a number of aspects. From these various aspects, twelve components were defined as program focal points for implementation in the schools: tutorial program, use of minimum floors, operation of reading and math mobilization teams, staff development program, testing program, non-instructional supports, heterogeneous grouping, parental and community involvement, university liaison, instructional materials and guides, supervision, and homework center.

1/   Hugh J. Scott, Superintendent. <u>The Superintendent Reports to the Board</u>. Washington, D. C.: Public Schools of the District f Columbia, May 5, 1971.

C. Purpose of the On-Site Component Study

Responsibility for the overall assessment of the Academic
Achievement Project was assigned to the Departments of Research
and Evaluation. The assessment plan developed by the Departments
of Research and Evaluation and approved by the Academic Achievement
Project Advisory Assessment Committee included among other tasks
the assessment of each of the AAP components. The Departments
established several procedures for gathering data on the various
components: monthly reports from principals on the level of opera-
tion of the components in their buildings, bi-annual reports
(October and May) from principals on the status of the components
in their schools, teacher questionnaires, and an on-site study of the
components.

The purpose of the on-site study of the AAP components was to
gather information that would describe the range of responses in
the schools to the process of implementing specific components of
the AAP.

II. ON-SITE STUDY PROCEDURES

A. Component Selection

To limit the on-site study of the implementation of the AAP
components, it was necessary to select from the 12 defined components,
those which could best be observed. Therefore, the study was limited
to five components which had programmatic implications: 1) Mobe
Teams, 2) Tutorial Program, 3) Homework Center, 4) University Liaison,
5) Non-Instructional Supports. In all, the on-site study team col-
lected data on eight aspects of the AAP: the Mobe Team component was
broken down into two aspects -- reading and math -- and non-instruc-
tional supports was broken down into three aspects -- Health Services,
Food Services, and Clothing Services.

## B. The School Sample

Stratified sampling techniques were used to limit the number of schools from which data was collected to 20 schools, or 12 percent of the elementary and junior high schools in the District school system. From each election ward in the city, except Wards 3 and 8, one large school (more than 700 pupils) and one small school were randomly selected for the sample. In Ward 3, elementary schools are characteristically small, so two small schools were included in the sample; in Ward 8 elementary schools are characteristically large, so two large schools were selected. Four junior high schools selected randomly for the sample represented the various operating divisions of the school system: one from the Anacostia Community School Project, one from the Model School Division, and two from the regular secondary school division.

The 20 schools in the on-site study sample and some descriptive characteristics are listed below:

| School | Election Ward | Operating Division | Special Designation | Enrollment (Oct. 1971) | No. of Classroom Teachers (Oct. '71) |
|---|---|---|---|---|---|
| **Elementary-Large** | | | | | |
| Birney | 8 | Anacostia | Title I | 1,028 | 38 |
| Davis | 7 | Elementary | --- | 1,075 | 35 |
| Leckie | 8 | Elementary | --- | 884 | 31 |
| Meyer | 1 | Model School | Title I | 1,107 | 35 |
| Truesdell | 4 | Elementary | --- | 999 | 34 |
| Watkins | 6 | Elementary | Title I | 706 | 27 |
| Webb | 5 | Elementary | --- | 850 | 27 |
| Wilson, J. O. | 2 | Elementary | --- | 868 | 27 |
| **Elementary-Small** | | | | | |
| Gage | 5 | Elementary | --- | 372 | 11 |
| Hyde | 3 | Elementary | --- | 196 | 7 |
| Merritt | 7 | Elementary | --- | 617 | 19 |
| Monroe | 1 | Model School | --- | 446 | 15 |
| Murch | 3 | Elementary | --- | 573 | 19 |
| Peabody | 6 | Elementary | --- | 214 | 8 |
| Takoma | 4 | Elementary | --- | 536 | 19 |
| Van Ness | 2 | Elementary | Title I | 574 | 18 |
| **Junior High** | | | | | |
| Browne | 5 | Secondary | --- | 1,211 | 61 |
| Douglass | 8 | Anacostia | --- | 1,042 | 57 |
| Garnett-Patterson | 1 | Model School | --- | 584 | 34 |
| Paul | 3 | Secondary | Community School | 1,161 | 59 |

Once the sample was chosen, it became evident that certain re-
sources were characteristic of the different classifications of
schools. All the junior highs had two assistant principals; all the
large elementary schools had one assistant principal, except Leckie
which had none. None of the small elementary schools had assistant
principals. All of the large elementary schools had full time reading
resource teachers except Webb which had a reading resource teacher
60 percent of the time. Two large elementary schools -- Birney and
Truesdell -- had an additional reading resource teacher part time.
Only two small elementary schools had a full time reading resource
teacher-- Merritt and Van Ness, the latter of which had a second read-
ing resource teacher 60 percent of the time. Murch had no reading
resource teacher; the other five small elementary schools had part
time reading resource teachers, varying from 20 to 66 percent of the
time.

### C. Collection of Data

The on-site study team consisting of six staff members of the
Departments of Research and Evaluation, visited the sample schools
in March, 1972, midway through the second semester of the AAP year.
Two staff members were scheduled to visit each sample school for one
day. In some cases only one team member was available to go into
the school, and in some cases the data collection required more than
one day. Data was collected from principals, persons in charge of the
selected AAP components, teachers, and students. Research techniques
used in the data collection were: interviews, questionnaires, and
observation. The following instruments developed by the Departments
of Research and Evaluation were used in the on-site study:

1. Interview Instrument (one for each component being observed)

2. Observation Checklist

3. Faculty Questionnaire, On-Site St..ly

4. Student Form

On-site study team members interviewed principals, persons in
charge of component programs and sometimes other staff members involved
in the operation of the component program to find out about each pro-
gram in the sample school. The "Interview Instrument" guided team
members' questions about the structure, organization, function, pro-
blems, and impact of the component program. If any aspect of the AAP
components could be observed at the sample schools on the day the on-
site study team visited, the "Observation Checklist" was completed.

Teacher comment about the AAP component programs in the sample
schools was gathered on the "Faculty Questionnaire, On-Site Study."
This form was distributed to all teachers in the sample schools in
their mailboxes on the morning that the on-site study team visited
the school and were collected by a team member that same afternoon
in the faculty lounge. In some cases this procedure was altered:

questionnaires were distributed either by hand or by the principal prior to the visit of the on-site team. Completion of the form was optional; in some schools the principals urged the teachers to respond.

Student awareness of AAP programs and involvement with them was elicited on the "Student Form." In each sample elementary school one sixth grade class completed the form. In the junior highs one class from each grade -- 7th, 8th and 9th -- completed the form.

## D. Delimitations

The on-site study team members regretted that they were limited by their schedules to one-day visits in the sample schools, in most cases. As a result their observations of AAP programs were limited because not all were operational each day. Therefore, the data for the study comes primarily from the comments of those persons responsible for the implementation of the component programs in the schools.

Of the total number of teachers in the sample schools, 30 percent responded to the voluntary "Faculty Questionnaire." Although the size of this response is satisfactory for statistical generalizations, a 30 percent teacher response was received from only 11 of the 20 schools in the sample. Only 1 of the 4 junior highs in the sample had a 30 percent teacher response. Therefore, no generalizations about teacher opinion should be drawn for teachers in the school system or in the sample schools. The method of distributing the questionnaires may have contributed more to the low teacher response rate than did the voluntary nature of the questionnaire.

The students responses should not be interpreted as factually accurate but instead as an indication of the students' perception of their environment.

## III. PRESENTATION AND ANALYSIS OF DATA

### A. Interview Instrument

An "Interview Schedule" was developed by the Departments of Research and Evaluation for each of the AAP components included in the On-site Study. On the basis of the data gathered through the interviews, a component description was constructed for each of the eight components being studied in each of the 20 sample schools. (See Appendices A, B, C, D, E, F, G, H) From these component descriptions, reports that summarized the findings by component were

developed. These component reports are presented here in the
following order:

1. Reading Mobe Team
2. Math Mobe Team
3. Tutorial Program
4. Homework Center
5. University Liaison
6. Food Services
7. Health Services
8. Clothing Services

## 1. Reading MOBE Team

A primary goal of the Academic Achievement Project was the improvement of pupils' reading achievement. To this end the AAP called upon each elementary and junior high school to establish a Reading Mobilization Team that would contribute to the improvement of instruction at the local school level. At the 20 schools in the sample on-site study team members talked to Reading Mobe Team leaders and in some cases to Mobe Team members and school principals about the Mobe Team program in the school. (See Appendix B)

### Objectives

The objectives of the Reading Mobe . ams as given by the team leaders follow. The most frequently stated objectives are listed first. Some leaders stated more than one objective. Following each objective are numbers indicating the number of teams citing that particular objective. The numbers in parentheses represent Elementary school teams. The underlined numbers represent Junior High School teams.

1. To provide new techniques and assistance relating to reading instruction to all teachers. (4) 2

2. To upgrade the reading level of the students. (5) 1

3. To help every child achieve at his greatest potential by providing assistance to teachers as needed. (4)

4. To provide an on-going process of assessment and improvement of reading and mathematics instruction. (2)

5. To stimulate and motivate teachers in the area of reading so they can better serve the needs of children. (2)

6. To get together with all teachers, pool resources, and seek other resources to promote classroom instruction for all children. (1) 1

7. To make and display reading devices to aid teachers. (1)

8. To assess the needs of the individual children and provide for those specific needs. 1

People intended to be served by the teams were:

1. All teachers and through them all the students. (10) 3

2. Teachers, pupils and parents. (3)

3. All students. (2)

4. Teachers, children, staff and community. (1)

5. Lower grade teachers primarily to prevent deficiencies at upper grades. (1)

6. Teachers, pupils and administrators, if possible. (1)

## Structure

The number of members of a given elementary school Mobe Team ranged from four to fourteen. This number in many cases corresponded to the number of regular staff members on the school faculty. For the junior high schools the numbers of team members totaled five, eleven and twelve. The fourth junior high school's team was organized by departments. Thus, the total number was not determined. Table 1 gives the individual breakdown for both levels.

Table 1

Total Number of Members On Reading Mobe Teams

| Number of Members | Schools | |
|---|---|---|
| | Elementary | Junior High |
| 4 | 2 | |
| 5 | | 1 |
| 6 | 2 | |
| 7 | 1 | |
| 8 | 2 | |
| 9 | 3 | |
| 10 | 1 | |
| 11 | 1 | 1 |
| 12 | 3 | 1 |
| 13 | | |
| 14 | 1 | |
| By Dept. (Undetermined) | | 1 |
| Total | 16 | 4 |

## Function

The Mobe Teams determined teacher needs through written questionnaires, checklists, informal surveys such as individual conferences and observations, teacher requests, and pupils' test results.

Once needs were determined teachers were served through workshops and demonstrations during scheduled department meetings, faculty meetings, grade level meetings, and on staff development days. Bulletins and other written materials were distributed regularly. Informal exchanges, demonstrations, and observations were provided individual teachers.

Services rendered included giving directions, and direct assistance. The teams introduced innovative techniques, methods and materials, helped teach reading skills, aided in interpreting test results and in making profiles, learning packages and other teaching materials, provided resource personnel, instructional materials and supplies, and aided in securing technology. One elementary team leader conducted a mini-course at D.C. Teachers College for which teachers received two credit hours.

To accomplish these many tasks, Mobe Teams needed time for planning and assessing their work. Table 2 shows the number of times the teams met together and indicates the variety of opportunities available to the teams for this purpose.

Table 2

Reading Mobe Teams Meetings

| Number of Meetings | Elementary Teams | Jr. High Teams | Comments |
|---|---|---|---|
| 1 per week | 3 | 1 | Aides cover classes, arranged schedule, after school, lunch hour |
| 1 per six weeks | | 1 | planning periods |
| 1 per month | 4 | | parents cover classes, after school, planning periods, lunch hour, arranged schedule |
| 2 per month | 2 | 2 | lunch hour, after school recess, arranged schedule |
| 3 per month | 1 | | lunch hour, after school |
| 1 per two months | 2 | | lunch hour, after school, arranged schedule |
| 3 per year | 1 | | arranged schedule |
| As needed | 1 | | arranged coverage |
| Never all at once | 2 | | no release time |
| TOTAL | 16 | 4 | |

Team leaders interviewed indicated that in the initial planning and implementation of the Mobe Teams a great deal of time was required. Some members worked in their school during the month of August 1971, in preparation for the 1971-72 school year. Others indicated that Mobe Team members spent many after-school hours during the months of September and October finalizing plans for the Mobe Team operations.

Once the Mobe Teams began to function a great deal of individual time was required of the leaders and members. Table 3 shows the amounts of time Mobe Team leaders and members estimated they were spending on Mobe Team duties during the school year.

Table 3

Time Spent Carrying On Reading Mobe Team Activities

| Time Spent | Elem. Schools | | Jr. High Schools | |
|---|---|---|---|---|
| | Leaders | Team Members | Leaders | Team Members |
| 5 to 15 percent | 1 | 6 | | |
| 16 to 25 percent | 3 | 1 | | 1 |
| 26 to 35 percent | 1 | | | |
| 36 to 45 percent | 1 | | | |
| 46 to 55 percent | | | 1 | |
| 56 to 65 percent | | | 1 | |
| Full Time | 2 | | | |
| A Great Deal | | 1 | | |
| Undertermined (as needed) | 8 | 8 | 2 | 3 |
| TOTAL | 16 | 16 | 4 | 4 |

The principals and faculties tried to work·out schedules to provide some released time for leaders and teachers, i.e. the faculty agreed to accept additional students in order to free the Team leader from classroom responsibilities. In the few instances where some released time was obtained for leaders, team members and/or other teachers, it was a direct result of long hours of planning, self-sacrifice, and great cooperation among the staff.

Table 4 explains how the time spent in Table 3 is provided for the Reading Mobe Teams. Much of the time spent by the members was their own time; efficient Mobe Team operation calls for a considerable amount of time and dedication by the individuals involved. Without this dedication it is conceivable that the positive results that have been experienced would not have been possible.

Table 4

How Time is Provided For Reading Mobe Teams

| Explanations | Elementary School | | Jr. High School | |
|---|---|---|---|---|
| | Leaders | Team | Leaders | Team |
| 1. Whenever available between regular duties and during lunch time and after school. | 10 | 11 | 1 | 3 |
| 2. Regular duty schedule is arranged to provide some released time. | 3 | 2 | 3 | 1 |
| 3. School schedule and duties are arranged to provide full time release. | 3 | | | |
| 4. Arrangements are made for parents, aides, and/or student teachers to cover classes. | | 3 | | |
| TOTAL | 16 | 16 | 4 | 4 |

Many of the Mobe Team members have received some training relative to Mobe Team operations. Training cited included reading courses, Mobe Team workshops lead by Central Administration personnel, and The Summer Leadership Training Institute (July 1971).

Team members at seven schools listed their resource center (4), their reading skills center (2), their library, and their teachers lounge as facilities furnished for Reading Mobe Team usage. Four elementary and two junior high school Teams stated that there were no special facilities set aside for their usage, but they did not indicate this to be a problem.

The 11 elementary schools and 1 junior high reporting additional costs for services such as special supplies and/or transportation said these costs were mainly met with personal funds (7), petty cash (2), PTA funds (1), and supplementary capital outlay (1).

## Problems

Most of the Reading Mobe Teams surveyed indicated they had
encountered problems in carrying out Team functions. These pro-
blems, or difficulties, are listed below as stated by team leaders.
Some leaders stated more than one problem. The numbers in parentheses
represent the number of elementary school leaders making the comment.
The underlined numbers represent junior high school leaders' comments.

Problems/difficulties were:

1. Released time is not provided. (12) 2

2. There is a lack of specialized materials and equip-
   ment. (3) 2

3. It is difficult to get parental help. (2)

4. There is a lack of interest on the part of some
   teachers. 2

5. It is difficult to function when members of the team
   are located in two different buildings due to the small
   faculty in each building. (1)

6. Some Mobe Team members are itinerant. (1)

7. Additional funds and/or information about sources of
   funding are needed. (1)

Four elementary team leaders and one junior high team leader
stated that their team had not encountered any serious problems.

Most of the Reading Mobe Team leaders said that the teams have
received some help from Central Administration. The help has been
mainly in the form of area workshops. There have been some mate-
rials and written correspondence received. One elementary school
received some additional money for paper.

All but two leaders listed some assistance was needed and
desired from Central Adminsitration. The assistance requested follows.
The number of times each request was made is indicated by the
numbers in parentheses (elementary school Team leaders) and the
underlined numbers (junior high school Team leaders). The re-
quests are listed in order of the most frequent to the least fre-
quent mentioned.

Requests were for:

1. Prompt on-site help, i.e., directions, presentation of new programs and ideas, and role clarification. (11) 5

2. Special materials and/or funding, i.e. a regular Mobe Team budget. (4) 4

3. Released time. (5) 2

4. More teachers and more teacher aides. 3

5. A better supply system and filling of past orders. (2)

6. More workbooks and textbooks. 1

7. A complete reading laboratory. 1

## Impact

Three elementary Mobe Team leaders and one junior high school leader reported that they were in the process of evaluating their Mobe Teams' impact. Evaluation methods used by other teams included evaluation forms and checklists completed by teachers, dialogue among teachers, pupils' test scores, and observations. These evaluations lead to the following evidences of effectiveness: (The numbers at the end of each are as previously explained.)

1. Teachers are receptive, express satisfaction with Mobe Team operations, and show more interest and confidence in teaching and handling heterogeneous groupings. (17) 1

2. Students have shown improvement in their academic performances. (6) 2

3. There is more cooperation among teachers leading to improved instruction for the students. (6) 2

4. There has been improvement in the students' attitudes and classroom behavior. (6)

5. There has been more parent cooperation and involvement. (4) 2

6. There is greater flexibility, i.e., innovative teaching practices and innovative materials. (3) 1

7. Others have shown an excellent attitude toward the Mobe Team operations. (4)

8. There is a greater and more effective use of 205's. (1)

The future plans cited for the Reading Mobe Teams call for continuation, improved services, release time, more parent involvement, better planning, better evaluation, development of a unit on "building a positive self-image", and the development of a career opportunity program.

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Teams were asked to indicate changes in Mobe Team operations
as a result of the implementation of the Academic Achievement Pro-
ject. Only one school (elementary, Model School Division) had a
Mobe Team prior to the implementation of AAP; the leader indicated
that there have been no changes due to the implementation of AAP.

At most of the other schools some type of structure organized
so teachers operated as a team to improve instruction existed before
the AAP, but the designation "Reading Mobe Team" and other elements
common to the Mobe Teams were missing. However, the leaders of
these teams commented that there had been some changes in these
structures as a result of the implementation of AAP and Reading
Mobe Teams. They are as follows:

1. The Reading Mobe Team brought about procedures for
   providing services which involved all teachers; thus
   the leadership was not limited to supervisors. (9)  2

2. Objectives were specified and defined. (5)

3. It brought about the problem of release time. (2)  1

4. It provided for a better instructional program. (2)  1

5. As a result there is a released team leader (1), a
   reading skills clinic (1), and a training program
   for tutors. (1)

Ten of the elementary Reading Mobe Team leaders said that their
Teams had positive effects on the implementation of other AAP compo-
nents, i.e., Minimum Floors, Staff Development Program, Testing
Program, Heterogeneous Grouping, Parental Community Involvement,
etc. The other leaders gave no comment on this item.


## Conclusions

There is presently an operating Reading Mobilization Team in
each of the 20 sample schools. The organization and function of
these teams are directly related to the size and needs of the school
staff. Even though these teams are in schools located in different
areas of the city and have very little contact with each other, they
have many similarities. They also share common problems. To com-
ensate for the lack of released time, teachers in all of the schools
use their planning time, lunch time and after shcool hours to pro-
mote the Mobe Team operation.

On the whole all who were interviewed felt quite qualified
to fulfill their assigned Mobe Team duties and responsibilities.
It is obvious that without the individual dedication of all those
involved there would not be the efficient Mobe Team operations that
now exist.

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A comment from one Mobe Team leader implied that maybe teachers should be rotated as Mobe Team members in order for the additional burden to be shared equally.

In some schools there was a trend to combine the staffing of the Reading and Math Mobe Teams to accommodate small school staffs and also to compensate for the lack of released time.

## Recommendations

1. The Mobe Team should be continued as an integral part of the instructional program.

2. Methods used by some schools (explained in the individual Mobe Team descriptions) for providing released time and released team leaders should be studied for possible adoption by other schools.

3. More study should be done on the effectiveness of a combined Reading and Math Mobe Team in regards to staffing and released time.

## 2. Math Mobe Team

One of the primary objectives of the Academic Achievement Project is to raise significantly the level of academic achievement of all students in the area of mathematics. The Math Mobe Team component of the AAP called for the mobilization of resources in order to develop effective teaching procedures, curricular plans and instructional materials with the goal of improving the quality of math instruction in the classroom and thus the level of student achievement. To collect the data for this section of the report, on-site study team members interviewed Mobe Team leaders at each school and in some cases talked with Team members and school principals. (See Appendix B)

### Objectives

Elementary school Mobe Team leaders cited the following objectives for their teams:

1. To upgrade the math instructional program through support and assistance to the teachers in the form of workshops and the exchange of information among the teachers. (10)

2. To bring pupils up to grade level or above in mathematics (minimum floors). (4)

3. To help teachers meet the individual needs of children in mathematics. (4)

4. To aid children in performing better on the city-wide math tests. (1)

Junior high Mobe Team leaders cited objectives similar to those of the elementary school Mobe Teams:

1. To improve students' math skills in order to raise their levels of achievement and improve their performance on city-wide math tests. (4)

2. To improve the math instruction by providing resources which would help teachers better serve the students. (2)

3. To relate math instruction to content areas of other departments. (1)

## Structure

The number of persons on a Math Mobe Team in the 20 sample school varied from 3 to 10 persons as is shown below:

| Number of Team Members | Number of Schools Reporting | |
|:---:|:---:|:---:|
| | Elem. | Jr. High |
| 3 | 1 | -- |
| 4 | 2 | 1 |
| 5 | -- | -- |
| 6 | 4 | -- |
| 7 | 4 | 2 |
| 8 | 1 | -- |
| 9 | 3 | 1 |
| 10 | 1 | -- |
| | 16 | 4 |

Half of the elementary schools surveyed and half of the junior highs surveyed operated Mobe Teams with six or seven members. The composition of most of the Teams included mainly grade level or departmental representatives as indicated below:

| Team Member | Number of Schools Reporting | |
|:---|:---:|:---:|
| | Elem. | Jr. High |
| One representative per grade level | 11 | 1 |
| 1-2 primary teachers | 5 | -- |
| 1-2 intermediate teachers | 5 | -- |
| Principal | 4 | -- |
| Counselor | 2 | 1 |
| Librarian | 2 | 1 |
| Reading Specialist | 2 | -- |
| Math Resource Teacher | 2 | -- |
| Language Arts Teacher | 1 | -- |
| MIND Teacher | 1 | -- |
| Parent | 1 | -- |
| Math Department Chairman | -- | 4 |
| Math Department Teacher | -- | 3 |
| ience Teacher | -- | 1 |

Eleven elementary schools had Mobe Teams composed of one
representative from each grade level. The five other elementary
schools in the sample, all of which were classified as small schools,
had teams with some but not all of the primary and intermediate
grades representated. In cases where the reading specialist served
on the Math Mobe Team, she functioned as a liaison between the math
and reading Mobe Teams. In most schools the Mobe Team chairman
was a classroom teacher without released time for carrying out Mobe
Team duties.

In the junior high schools, the team leader was the chairman
of the Mathematics Department. In two sample schools, only mathe-
matics teachers were members of the Team. At another school, each
grade level was represented. At the fourth school in the sample
Team membership included representatives from various departments
as well as from the administration.

Math Mobe Team members were prepared for their job of upgrading
teaching techniques in their schools through monthly math workshops
organized by the Department of Mathematics. One primary and one
intermediate teacher were invited from each elementary school to attend a
half-day workshop and carry the ideas back to the Mobe Team in
their school. The ideas were then disseminated to grade level teachers
through the grade level chairman, who was usually a Mobe Team member.


## Function

Some of the Mobe Teams met two or three times a month to plan
their activities, while others met once a month. The frequency de-
pended on the various needs of the teachers and on the scheduling
that could be arranged. Often, lunch time or after school time was
used for meetings. In most schools, the Mobe Teams had conducted
surveys to determine what the teachers would like to see the Mobe
Team do that semester. Activities were planned on the basis of survey
results and informal contacts between the Team members and the other
teachers. The Mobe Team plans were then shared with teachers through
faculty meetings, workshops, grade level meetings, written communi-
cation, and informal contacts.

The Mobe Teams in the 20 sample schools served the teachers in
a number of ways. They organized demonstrations of teaching tech-
niques with staff members, central administration persons, or per-
sons outside the school system. Occasionally university and college
persons were brought to the schools to share ideas with the teachers
in workshops. Team members prepared math drill tapes, quiz formats,
sample lesson plans, and seatwork for students performing below
grade level. At one school the Mobe Team chairman helped teachers
set up math learning stations in their classrooms.

Generally, elementary Mobe Team chairmen in the sample schools estimated their Mobe Team activities had reached about 75 percent of the teachers in their buildings. On the junior high level, Teams serviced the needs of the teachers in the Math Department only.

In some schools the Math Mobe team extended its activities to other persons in addition to the teachers in the building. At one school an extensive program was developed to help tutors. Tutors received guidelines for tutoring and had materials and devices demonstrated for them. There tutors could turn to Mobe Team members for assistance with the development of their tutorial lesson plans. At this same school the Mobe Team organized programs with the parents. At grade level meetings with the parents, teachers explained various materials and showed the parents how they could help their children with their math homework.

## Problems

Of the problems cited by elementary school Math Mobe Teams a few were mentioned repeatedly: the lack of released time for planning team activities, the lack of class coverage to provide some released time, the lack of materials and equipment for implementing Mobe Team activities, and the need for a full-time Mobe Team chairman.

Similar problems were cited on the junior high level as hindrances to the functioning of the Math Mobe Teams: the lack of time and enthusiasm for Mobe Team activities among the teachers, the lack of teachers aides to facilitate released time, lack of materials. The leaders also noted that heterogeneous grouping was causing some problems for math teachers. They said that special placement within an instructional program suited to the childrens' needs was necessary.

Mobe Team leaders on the elementary and junior high level did note that the central administration had provided assistance to the organization and development of the Mobe Teams. Under the direction of the Math Department the central administration provided city-wide workshops which most schools indicated had been useful. The Math Department also provided television programs on instructional materials and methods. Supervisors provided special help and published materials upon request. Math resource persons in various buildings were cited as helpful both to teachers and to the organization and operation of the Mobe Teams.

## Impact

The impact of the functions of the Math Mobe Teams can be seen in the positive attitudes of the teachers. Students interest in math as stated by teachers has increased. Parents attitudes toward this component have been very favorable.

## Conclusion

In each of the sample schools, there was an operating Math Mobe Team. The lack of released time was the primary problem hindering their activities. Teachers had to use planning time, lunch time, and after-school time for Math Mobe Team operations. With the help of the Math Department of the Division of Instruction and the pyramidal structure set up for the dissemination of information there was a steady stream of new information about innovative math teaching techniques into the school, even where free time for meetings was at the greatest premium.

## Recommendations

1. Consideration should be given to a full-time Math Mobe Team Chairman.

2. More equipment and materials should be made available for the team.

### 3. Tutorial Program

The Academic Achievement Project called for schools to establish tutorial programs designed to assist children develop their reading and math skills. Nineteen of the twenty sample schools in the on-site study had established on-going tutorial programs by the time they were visited by the study team. No data was available from the twentieth school in the sample. On-site study team members interviewed persons involved in the tutorial programs, including teachers, principals, and where possible tutors and tutees (see appendix C). If possible, programs were observed in progress.

### Objectives

The nineteen schools surveyed cited similar objectives for their tutorial programs. Two main objectives were the focus of most of the programs:

1.  To reinforce or upgrade students' math and reading skills through individual instruction in an effort to bring all children up to grade level expectations.

2.  To stimulate personal development and self-confidence through a one to one relationship.

A few of the programs had additional objectives that reflected specific problems or resources of that school: To help children learn enough English to be able to function in the classroom; to give older children an opportunity to be useful and learn at the same time; to keep children out of trouble after school.

### Structure

Counselors were responsible for the tutorial program in 8 of the 19 schools in the sample. In the other cases the directors were: the reading specialist, reading or math mobe team chairman (5); the principal (3); the Assistant Principal (2); a parent (2); a Title I Aide (1); and a community worker (1). (Note: some schools had co-chairman or a director for each operating program) These tutorial program directors received assistance from reading specialists and mobe team chairmen, teachers, tutors, volunteer parents, a tutorial committee, or Title I Aides.

The tasks involved in establishing an operating tutorial program were common to all the schools: recruit tutors, select tutees, match tutors with tutees, train tutors, schedule tutoring sessions, supply materials, provide tutoring facilities. These duties were generally dispersed among the various persons involved in administering the program according to their expertise rather than according to their position, i.e., director or assistant, in the tutorial program. Usually the counselor recruited tutors, matched tutors with tutees, and advised tutors on the interpersonal aspects of the tutoring

relationship. The reading specialist generally organized the se-
lection of tutees, the training of the tutors, and advised tutors
on the instructional aspects of tutoring.

The time involved in administering the tutorial programs once
they were operational varied. At only one junior high and one large
elementary school was a full time released person heading the program.
At these schools the director spent up to three hours a day working
on the tutorial program. At five schools the directors said they
spent very little time on the tutorial program or spent time only as
needed. At two schools parents directed the program on a volunteer
basis, but at all others the operation of the tutorial program was
assigned to the director by the principal as a part of his regular
duties, to be incorporated into the person's regular work schedule.

The staff members of only 5 tutorial programs indicated they
had received training for their tasks. The training cited consisted
of workshops conducted by the Anacostia Community School Project, the
Urban Service Corps, Mobilization Teams, and the Office of Economic
Opportunity. One parent conducting a program in English as a Second
Language said she had received training in this field in another
state.


## Functioning

Variations in the tutorial programs that were observed depended
on the source of the tutors -- whether they were peers, parents, or
professionals. For example, a program relying primarily on peer
tutoring or cross-level tutoring would be different in character from
one relying primarily on parent tutors or one involving university
students preparing for the teaching profession. The source of the
tutors seemed to set parameters for the tasks the administrators had
to accomplish in order to maximize the effectiveness of the program.
Table 5 below shows the variety of sources of tutors in th. 19
sample schools. Several schools indicated that they drew tutors
from more than one source.

Table 5

Sources of Tutors

| Sources | Number of Schools in Sample Using Source |
|---|---|
| Parents | 14 |
| University Students | 10 |
| Elementary pupils | 7 |
| Community persons (including Church) | 7 |
| High school pupils | 6 |
| Title I Aides | 3 |
| School staff (including teachers) | 2 |
| Urban Service Corps | 2 |
| Professionals (Civil Servants) | 1 |
| Mental Health Clinic | 1 |
| Local sorority group | 1 |

Fourteen schools drew tutors from among the parents of their students. The next most frequently used source of tutors were the area universities, with half the sample schools using university tutors. Seven elementary schools had cross-level or peer tutoring programs, while six schools used high school tutors. Where the schools got their tutors depended as much upon the area where the school was located as upon the resourcefulness of the program director. A school with a high school or university across the street would draw on these sources; a school isolated from such sources often depended more on peer tutors. Only two of the sample schools reported that the central tutorial office had assisted them in locating tutors.

The form that the tutoring program took did not vary much from school to school. Every school in the sample had tutors working with individuals or groups. Seven also had after school programs that incorporated individual or group tutoring; these were generally linked with the school's Homework Center program. In these individual or group sessions tutors focused on the development of reading and/or math skills. At least three tutoring programs focused entirely on reading skills, leaving math skills for the teacher to develop on the grounds that teaching math required specialized techniques. In three schools persons working in the classroom as teacher aides performed the tutorial function; in one case these persons were Title I Aides and in the other two cases, they were parent volunteers. Two schools offered tutoring in English as a Second Language, relying upon parents in one case and upon university students in another.

Tutorial programs at all the sample schools aimed to serve children performing below grade level. One tutorial program director said her school's program offered enrichment to children performing on or above grade level as well as to those performing below grade level. Selection criteria included teacher identification, diagnostic and standardized test scores, parent conferences, and self-selection on the junior high level. A second dimension of the selection process narrowed the field to those children who were thought able to benefit from the one-to-one relationship of tutoring.

The number of children being served in the tutoring program varied according to the number of tutors available and the amount of time each tutor could devote to the tutoring each week.

| Number of Tutees | Number of Schools |
|------------------|-------------------|
| 1 - 50           | 9                 |
| 51 - 100         | 5                 |
| 101 - 150        | 1                 |
| 150 and above    | 3                 |
| no response      | 1                 |

Tutorial directors at six schools stated that they had iden-
tified more students in need of tutorial services than they were able
to serve with the number of tutors they had available. Seven
additional schools said they would like to have more tutors, suggesting
that they had identified as needing tutoring only those students
who could be accommodated by their program.

The number of tutors working at a given school ranged from 8 to
87, including peer tutors. One small elementary school had 40 tutors --
parents, church and school personnel -- funded by the Committee for
Community Improvement of Howard University. Two-thirds of the schools
surveyed reported that their tutors had received some training for
their role as tutors. Eleven of the schools said the training had
been organized by/their own staff members, namely, the Reading Mobe
Team or the reading specialist in most cases. Six schools drew upon
training programs organized outside their own school, such as the
Urban Service Corps, the National Reading Council Workshop, or a
parent. Some of the schools drew upon both inside and outside sources
for training their tutors.

The facilities used for the tutoring programs varied from school
to school. Generally the schools used any space which was available --
a hallway (5), a classroom during class time (9), a room designated
for tutorial use (4), the reading room (4), or even the teacher
preparation room (2). The materials that the tutors used were drawn
primarily from the regular school supplies. At eleven schools the
directors said materials made by the teachers, tutors, or tutees
were used in the tutoring sessions. In only three cases did the
directors state they had ordered materials specifically for the
tutorial program.

Almost half the schools in the sample survey had incurred no
costs in their tutorial program. In the other programs, materials
were cited most frequently as a program cost; in several cases the
program had drawn so heavily on regular school supplies that this was
seen as a serious cost to the general school program. Where outside
funds had been used, these had come from Title I, a sponsoring
sorority, a parent donation, personal funds of teachers, or the PTA.
In one case the program had a $6,000 a year budget from the Howard
University School of Social Work budget (the Committee for Community
Involvement).

Problems and Solutions

Eighteen of the nineteen sample schools cited some problems they
had encountered in the implementation of their tutorial progra; some
cited more than one problem area. No one problem dominated the list.
Most were mentioned by three , four tutorial program directors.
Table 6 displays the list of problems cited and the solutions used
by some schools to overcome those problems.

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Table 6

Problems and Solutions Involved in the
Implementation of Tutorial Programs

| Problems | Number of Schools Reporting | Solutions* | Number of Schools Reporting |
|---|---|---|---|
| 1. Lack of money for: | | | |
|   a. transportation | 3 | ------ | |
|   b. supplies and materials | 3 | Take from regular school supplies | 2 |
|   c. stipends for tutors | 3 | ------ | |
| 2. Recruitment of tutors | 4 | Phone calls; fliers; posters; newsletter to parents; church talks | 5 |
| 3. Retention of tutors | 2 | ------ | |
| 4. Lack of training for tutors | 2 | Teachers train tutors in workshops, classrooms | 1 |
| 5. Scheduling of tutors | 3 | Arrange alternative schedules | 2 |
| 6. Finding space for tutoring | 4 | Ad hoc arrangements | 2 |
| 7. Crosslevel tutoring | | | |
|   a. resented | 2 | Use older persons | 2 |
|   b. questionable value | 1 | Discussion | 1 |
|   c. permission process | 1 | Forms to parents | 1 |
| 8. Lack of cooperation from teachers | 2 | Convinced teachers of importance of program | 1 |
| 9. Lack of confidence among tutors | 1 | Additional workshop | 1 |
| 10. Administration: conversion to Title I Aide Tutors | 1 | ------ | |
| 11. No problem cited | 1 | ------ | |

*Other schools may have incorporated these aspects into their programs
(espe..ally training workshops) but may not have viewed the.. is
soluti.ns to specific problems.

The list of problems reflects general difficulties experienced
by many schools: lack of finacial resources for the program,
difficulty in recruiting and retaining tutors, and the lack of
space for tutoring sessions. The assistance which the program
directors said they had received from central administration personnel
or component directors provided little support. Seven schools
said they had received no assistance; 5 had help conducting training
workshops; 4 had a visit or a call from the tutorial office; and
2 had been assisted in the recruitment of tutors.

When asked what changes if any or what long range plans they
had in mind for the tutorial program, eight directors responded
"expand the program by securing more tutors." Others said they
hoped to obtain high interest-low level reading materials or to
develop kits for use by peer tutors. Some said they would like to
be able to offer a stipend for tutors or pay transportation costs
for tutors. Seven directors cited no specific long range plans.
However when asked what assistance they needed for their program,
the responses from the program directors were more direct, as is
displayed in Table 7.

Table 7


Assistance Needed By Tutorial Programs


| Assistance Needed* | Number Reporting |
|---|---|
| 1. None | 4 |
| 2. Assistance in securing tutors: lists of potential tutors; city-wide recruitment and assignment | 10 |
| 3. Training for tutors | 3 |
| 4. Financial assistance to provide: transportation for tutors; stipends for tutors; materials and equipment | 6 |

*Some schools indicated they could use more than one form of
assistance.

Ten of the 19 sample schools needed assistance in securing more
tutors. Only a few of these schools meant that they wanted lists
of names or person assigned to their school. Most indicated they
were quite prepared to make their own contacts if they only knew
where they could turn beyond their immediate resources: parents
students, or university students. The financial assistance being
requested for transportation and stipends was seen in some cases
as essential to the recruitment and retention of tutors for the
program. Those mentioning that their program needed money for
materials noted that the program was depleting the regular school
supplies which had not been increased since the AAP and thus the
implementation of the tutorial program was adversely affecting
the regular school program.

## Impact

Fifteen schools in the sample survey reported some attempts to
evaluate their tutorial program. Thirteen program directors
mentioned that they relied on informal feedback from children,
teachers, parents, and tutors to assess the effectiveness of
their tutorial program. This feedback was based on observations of
performance and attitude of the children. Of these 13 schools,
six also relied on some formal feedback about the program -- test
scores, achievement charts, teacher questionnaire responses, records
and daily logs kept by tutors, a survey of tutors, or an evaluation
of the tutors. In four schools formal discussions -- faculty meet-
ings, teacher-tutor conferences -- constituted a method of evaluation.

All but three program directors cited evidence that the
tutorial program had affected the students. Nine reported a more
postive attitude, improved attendance and a willingness to try
assignments; 8 reported evidence of improvement in reading and math
skills. Fifteen program directors said there was evidence to
indicate the program had affected the teachers: they had shown
support for the program by releasing children to the tutors and by
requesting tutorial services for their pupils. Half the sample schools
(10) noted the cooperation they had received in the implementation
of the tutorial program from parents, primarily as volunteer tutors.
Most of the directors noted that the tutors had established very
good relationships with their tute s. Three schools added that the
program had broken tutors' sterotypes of students and given them
greater insight into children and greater appreciation for the work
the teachers were doing.

All of the sample schools surveyed reported that the attitudes
of the persons involved in the tutorial program were very positive.
In a few cases the teachers came to this position only after they
had been convinced of the worth of the program through the results
it had produced with their students.

Half the sample schools reported that they had operated a tutorial program prior to the introduction of the Academic Achievement Project. The directors at these schools noted, however, that the implementation of the AAP had led to some changes in their programs: the programs had been expanded, their goals had become more clearly defined; and the program began to emphasize skills development and the use of diagnostic techniques. The sample schools thought the implementation of the tutorial program had affected other AAP components. Those programs mentioned were: minimum floors (5), heterogenous grouping (4), parental involvement (3), staff development (3), homework centers (2), profiles (1), and university liaison (1).

### Conclusions

1. Students in the tutorial programs enjoyed the experience and according to component directors profited from it academically and emotionally.

2. Where a tutorial committee composed of a counselor, a reading specialist, a math specialist, a teacher, a parent and a principal or assistant principal operated, the tutorial program offered fuller services -- pupil identification, tutor recruitment, tutor training, tutor guidance, and assessment of pupil progress -- to the tutors, tutees, and teachers.

3. Reading specialists who had released time to devote to organizing the tutorial program were able to develop procedures for identifying children needing tutoring and to develop training for tutors that enhanced the tutorial program.

4. Counselors provided valuable input into the tutorial programs through recruitment and counseling of tutors.

5. Parents were a valuable source of tutors.

6. Training for tutors in teaching reading and math skills to children performing below grade level was important to the functioning of the programs.

7. Where communications channels between tutors and teachers were well developed and used, the programs appeared to have the greatest impact. For example, at one school tutors, who could call upon the reading specialist at any time, were required to prepare lesson plans for each tutoring session, attach a report of the child's performance and

file it where the teacher had access to it. Periodically the teacher and tutors met to discuss the child's progress and to plan future approaches to skills development.

8. Assistance to the schools would be helpful in: a.) the recruitment and retention of tutors, and b.) the periodic follow-up training of tutors.

9. Additional tutors could be absorbed into any one of the observed tutorial programs.

## Recommendations

1. A central office could assist the tutorial program in the recruitment and retention of tutors by:

    a. Serving as a liaison between schools and sources of tutors outside the school itself, i.e. by providing lists of contacts at area universities, government offices, churches, etc.
    b. Providing resources for periodic follow-up workshops for tutors who had been on the job for a few months. In this connection kits of materials for peer tutoring would be useful.

2. To facilitate the operation of the tutorial program funds should be available to schools upon request for:

    a. Transportation for tutors.
    b. Stipends for tutors.
    c. Materials and equipment for use in the tutorial program.

## 4. Homework Centers

Implementing the Homework Center component of the Academic Achievement Project generally involves, according to the school personnel at the twenty schools in the on-site study sample, establishing a place where students can go after school for supervised study and assistance. At several schools studied, the personnel thought the goals of the Homework Center component were being served by other programs at their school or by facilities in the neighborhood which could not or should not be duplicated. At other schools, this working definition of a Homework Center was modified to accommodate special conditions. The response of the sample schools to this AAP component can be grouped according to the development status of the Homework Center and the similarities of the reasons given for having no Homework Center. (See Appendix D) This grouping is displayed in Table 8 below:

### Table 8

#### Status of Homework Centers At Sample Schools

|  | Elementary | Jr. High | Total |
|---|---|---|---|
| A. Operational Homework Center | 4 | 3 | 7 |
| B. No Homework Center: In Planning Stage | 4 | 0 | 4 |
| C. No Homework Center: Alternative Available at School/in Neighborhood | 6 | 1 | 7 |
| D. No Homework Center: Adequate Facilities At Home | 1 | 0 | 1 |
| E. No Homework Center Operational, Planned, or Available | 1 | 0 | 1 |
| TOTAL | 16 | 4 | 20 |

Within each category listed in Table 8 variations occurred which will be discussed in detail in the following sections of this report.

### Operational Homework Centers

A Homework Center conforming to the general definition -- a supervised study place where students could obtain assistance with their homework -- existed in 7 of the 20 on-site study sample schools. In the four elementary and three junior high schools where the component was operational, the Homework Centers had similar

objectives, structure, operation, problems, needs, and impact. The
greatest deviation from the norm occurred at a junior high where the
program was defined more broadly. There appeared to be no striking
operational differences among the Homework Centers in the large and
small elementary schools, but only one of the four elementary programs
was at a small elementary school.


## Objectives

The objective of most of the operating Homework Centers can be
stated as follows: to provide pupils with assistance in their home-
work and other school work in a supervised place at the school after
3:00 p.m. At one junior high where the Homework Center was part of
the Community School program, this objective was expanded: to assist
junior high students who have failed subjects, who need remedial help,
or who need assistance with specific skills, and in addition, to assist
elementary students from feeder schools through individual or group
tutoring. At this school students could actually remove course de-
ficiencies by taking a make-up course at the Homework Center. The
Homework Center Director considered this an important opportunity
for ninth grade pupils who wanted enough credits to pass into high
school.


## Structure

Homework Center personnel varied from school to school as is shown
in Table 9 on the next page. In only two programs -- at two junior
high schools -- were Homework Center personnel compensated for their
services beyond their regular salaries: the Librarian-Director who
had no assistants was paid from Title I and Community School funds;
where eight teachers were involved in one program, the two who
served as coordinators were compensated from Community School funds.
The regular working hours of Title I Aides and personnel from the
D. C. Recreation Department do extend beyond the hours of the Home-
work Centers, and for this reason these persons could be said to re-
ceive compensation for their Homework Center involvement. However,
all other personnel volunteered time beyond their regular working
day to serve in the Homework Centers.

The duties performed by Homework Center personnel were similar at
all operating centers. Program directors provided for the general
organization and supervision of the Center. In the two Centers where
Directors had no staff, they themselves supervised the Center and
assisted the students with their work. In the other Centers, the staff
members supervised the Center and provided assistance to the students.
At the junior high center run by the Community School Coordinator, the
Director was involved extensively in publicizing the existance of the
center at the feeder elementary schools and among the parents in the
community.

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Table 9

Homework Center Personnel

| Type of School | Homework Center Director | Homework Center Staff |
|---|---|---|
| Large Elementary | Principal | D. C. Recreation Dept.: Asst. Playground Director |
| | Classroom Teacher | 7 Classroom Teachers 1 Roving Leader, D. C. Recreation Dept. 1 College Student (all alternate days) |
| | Title I Aide | 7 Title I Aides |
| Small Elementary | Librarian | ------none------ |
| Junior High | Librarian | Title I Aides |
| | Librarian | ------none------ |
| | Community School Coordinator | 8 Classroom Teachers 25 Tutors |

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## Function

Table 10 on the next page summarizes the operation of the Home-work Centers at the sample schools by level. The elementary school Homework Centers functioned similarly. They were housed in a multi-purpose room, a library, or a classroom three or four afternoons a week from about 3:15 to 4:00. Attendance was generally open and voluntary, but parental permission was required. Two schools speci-fically restricted first graders and one, second graders, from the Center; emphasis was on children in the intermediate grades. Accord-ing to the Center directors, about 20 to 30 children attended Home-work Centers regularly. However, study team observations failed to confirm this claim: at one Center observed, about ten children and a teacher were preparing to leave the Center at 3:30; at another, no Center staff or students were present.

Junior High Centers were open longer hours than elementary Centers -- 1½ to 2 hours, four or five days a week. Centers were more likely to be housed in the Library than were the elementary Centers. The junior high Centers varied among themselves on the criteria for usage, from open eligibility, to Title I students only, to students needing specific help on both the junior high and elementary levels. The on-site study team observed the program directed by the Commu-nity School Coordinator and noted about 60 junior high and elementary pupils working individually or in groups with teachers, or student tutors; some were receiving course instruction in English or math from teachers.

## Problems

Directors of three of the seven operating Homework Centers in the on-site study sample told interviewers they had encountered no particular problems in the implementation of the component. The problems cited by the other four directors varied from school to school. One director said his problem was that there was really no need for such a Center in the community; therefore, it was difficult to stimulate interest in the Center. The director of the one small elementary school Center in the sample who had no staff help said her problem was serving effectively the students who used the Center. She said that grouping children with similar problems when they came to the Center had enabled her to maximize her service. The problem cited by one junior high Homework Center director had been a lack of personnel to serve as supervisors in the Center. This problem was solved by using the services of Title I Aides in the Center. An-other junior high Center director said there had initially been a lack of interest in the Homework Center among the ninth graders -- the primary target group. He said assemblies designed to stimulate student interest in the Homework Center had motivated many.

Table 10

Homework Center Operation

| Type of School | Facility | Time Open | No. Using Center Regularly | Selection Criteria For Users |
|---|---|---|---|---|
| Large Elementary | Multipurpose room | 3:15-4:15 M,W,Th | A few | All eligible; written parental permission required |
| | Multipurpose room | 3:00-4:00 M,T,W,Th | 25-30 | All 2-6 graders eligible |
| | Classroom | 3:15-4:15 | 20 | 3-6 graders recommended by teachers with parental approval |
| Small Elementary | Library | 3:00-3:40 M,T,W | N.A. | All eligible |
| Junior High | Library | 8-9 a.m. 3-4:30 p.m | N.A. | All eligible |
| | Library | 3:15-5:15 Daily | 30 | Title I Students |
| | Classrooms | Jr. High: 3-4:30 M,T,W,Th Elem: 3-3:30 M,T,Th | 60 | Jr. High: make-up; specific deficiencies Elem: teacher recommendations, parental approval, skill weaknesses |

None of the operating Centers had received any specific assistance
or direction from the Component Director or other central administra-
tion personnel. Several of the directors indicated that they did not
need any such assistance. However, three directors said they needed
extra-duty pay available for the Center personnel; two said they needed
more ideas for running a Homework Center. One of the directors added
that he thought the central administration could help by recruiting
volunteers, such as the Urban Service Corps, and assigning them to
particular Centers in the schools.

## Impact

Observation and informal feedback from teachers, students, and
parents have been the methods used to date to evaluate the effective-
ness and impact of the operating Homework Centers in the sample schools.
Several directors made comments indicating that the impact of the Home-
work Centers in their respective schools had been similar. They said
that the participating students had appeared to gain confidence and to
improve in their work. They noted that the students using the Center
had positive attitudes toward it. The Directors said that in several
cases teachers had commented on the homework completion and in some
cases had checked with Homework Center staff about a child's progress.
Classroom teachers, too, said the Directors had positive attitudes
toward the Centers. Two Center Directors said they had been contacted
by parents about the Center, some wanting their children to be in-
cluded in the program, others checking on their children's attendance.
This they thought indicated that the parents had a positive attitude
toward the Homework Center. Two other Directors said it was just too
soon to judge the impact of the Homework Center program in their
schools.

All but one of the Homework Centers at the sample schools began
operation since the introduction of the Academic Achievement Project in
the 1970-71 school year. The Director of the Center which had been
operating in a similar form since 1969 -- the junior high Center with
community-school involvement -- noted that the objectives of the Cen-
ter had been clarified with the introduction of the AAP, and that
the committment of the staff had increased. When asked what other AAP
components had been affected by the implementation of the Homework Center
component, Directors mentioned the testing program, the use of minimum
floors, and heterogeneous grouping. At two schools, one elementary
and one junior high, the Homework Center program overlaps to a great
extent with the Tutorial Program.

Four of the 20 schools in the on-site study sample had no Homework Center but were planning to open one soon. Principals attributed the delay to the difficulty in securing personnel to supervise the Centers. In two schools recently designated Title I schools this problem was to be alleviated with the addition of staff members and financial resources. At another school the parents had accepted the responsibility of operating the Homework Center but had not yet followed through, according to the principal. The children at the fourth school in this category had access to a neighborhood settlement house Homework Center.

## No Homework Center:
## Alternative Available at School/in Neighborhood

Several schools in the sample had established no distinct Homework Center at the school because the principals thought the goals of the component were being served by other programs at the school or in the neighborhood.

### At School

Three schools in the sample had no Homework Center as was generally defined. In each case the principal said he had had difficulty securing staff for a Center and that he thought the component objectives were being served by other arrangements at the school. One junior high school had operated a Homework Center with four paid staff from among the school's teachers until December 1971 when the funds were cut off. Since then the Librarian had continued to make the library available to students for an hour before and after school, but no teacher assistance had been available. In one elementary school, in addition to the staffing problem, construction work at the school made it difficult to keep children after school. Therefore, the teachers decided to incorporate the Homework Center concept into the regular class schedule, either during recess or from 3:00 to 3:15 p.m. each day. According to the principal of this school, the teachers reported that their students' performance had improved and that the children had begun to ask for homework assignments. Teachers said that the students' study habits had also improved while noting that they themselves had been stimulated to do more planning. The program has included some peer tutoring which is also an aspect of the AAP.

At the third school in this category, after-school programs present special problems because half the students are bused home at 3:15 p.m. each day. To run an after-school program for all the students means that additional funds must be secured to provide for late busing service for those who wish to participate; the school system does not

provide such funds. In addition, the principal believes that a Home-
work Center should not be confined to homework, but should be a place
where children can do homework and other kinds of skills-oriented
activities which bear on academic performance. At this school the
principal and the Home and School Association have been able to get
funds for an after-school program from the Neighborhood Planning
Council. Once a week enrichment activities such as photography,
cooking, woodworking, art, modeling and dramatics are conducted in
the classrooms by parents, community adults and university students
from 3:15 to 4:15 p.m. A late bus takes the children who commute
to their home neighborhood in another part of the city at 4:30 p.m.
Children from the neighborhood of the school who do not attend the
school are, at their parent's request, included in this program. The
costs -- staff, materials, buses -- are covered entirely by the
Neighborhood Planning Council funds; Council personnel also organ-
ize and direct the program in conjunction with the school personnel.
The on-site study team observed about 100 children engaged enthu-
siastically in the activities available. This seemed a viable alter-
native to a traditional homework center.


## In The Neighborhood

A combination of two reasons were given for the lack of a home-
work center at four of the sample schools: 1) the lack of super-
visory personnel; and 2) the availability in the neighborhood of
homework center facilities. Two of the four schools in this category
reported a close relationship with the community centers, one center
located in a nearby YWCA and the other in a nearby church. The
YWCA program directs its attention to children retarded in reading
and mathematics. The church program provides feedback to the school
about the progress of the children it serves and conducts an end-of-
the-year evaluation of the program. At the other two schools in this
category, an additional reason contributed to the factors militating
against the organization of a homework center at the school. Build-
ing construction at one of the schools discouraged after-school
activity. Parents of children at the other school insisted that
their children come home directly after school because they felt the
neighborhood was unsafe. Some of these children could receive tu-
torial services at home through a neighborhood Friendship House.
The school principal also believed that the weaker students who
were given special help all day with their reading and math difficulties
needed relief at the end of the day instead of another program.


### No Homework Center: Adequate Facilities At Home

At one of the elementary schools, the principal said that there
was no need for a Homework Center at the school because the students
had adequate facilities for study at home. "Our school has a highly
individualized program. The students do a lot of independent work.
Most of them are above the national norms in reading and math," he
said. There might in fact be too much emphasis placed on homework
by the parents, he concluded.

## No Homework Center: None Planned; None Available

The principal of one school said only that there was no operational Homework Center at his school. The on-site study team noted that there were several other programs in the school that were designed to serve the weaker students.

## Conclusions

1. The four elementary Homework Centers operating in the sample schools served no more than 3 percent of the combined student population at these four schools.

2. All operating Homework Centers had at least some staff member who received financial compensation for his time and effort, that is, at least one staff member was assigned duties in the Homework Center as part of his regular job within his regular working hours, or he received a salary supplement for his overtime.

3. Nevertheless, volunteers were important to the full operation of the Homework Centers.

4. Two elementary enrichment programs, alternatives to a "homework center," drew a more enthusiastic response from the children than did any operating Homework Center observed.

5. The junior high school homework program serving elementary and junior high pupils, using extensive individual and group tutoring and offering make-up course credit was the most viable junior high program observed.

6. Both the elementary enrichment programs and the viable junior high program relied on additional funds, either from community sources or specially designated school funds, for personnel, equipment, and materials.

7. There was little apparent coordination between schools and community-based facilities or programs designed to serve purposes similar to those of the Homework Center component of the AAP.

## Recommendations

1. Alternative after-school programs designed to reinforce math and reading skills should be considered in the elementary school context. For example, the enrichment program alternative transcends the classroom environment while offering students a chance to apply reading and math skills to activities of their choice, such as cooking, photography and woodwork.

2. If Homework Centers are to be continued, funds should be made available to support them, to compensate personnel with responsibilities for organizing and operating the program, and to provide for materials and equipment.

3. School personnel should be encouraged to develop channels of communication, coordination, and cooperation with neighborhood after-school programs involving the instruction of the school's students.

4. Students in the Student Survey stated overwhelmingly (98%) that they could do their homework at home. This finding should be investigated further to determine extent of actual need for Homework Centers as conceived in the AAP.

## 5. University Liaison Programs

The Academic Achievement Project called upon the D. C. schools to become involved in programs with area universities and colleges in order to improve the quality of pre. and in-service education for teachers, to establish workshops in curriculum, and in general to establish a bank of consultants for both the school system and the colleges.

The on-site study team learned in its interviews (see Appendix E) that 14 area colleges and universities have been particr̯ ating in university liaison programs in 19 of the 20 sample schools. There were no programs at one junior high according to the principal. In addition to university involvement, three non-educational agencies were participating in programs similar to those of the universities. A total of 46 university liaison programs were operating in the schools included in the on-site study.

Of the participating universities, Federal City College, involved in twelve schools was the most active; D. C. Teachers College ranked second, 10 schools; Howard University, 8 schools; University of Maryland, 7 schools; George Washington University and American University, 4 schools each; Dumbarton, 3 schools; and Georgetown University, 2 schools. Catholic University, Rosemary Hall Junior College, Bowie College, Trinity College, University of Massachusetts, Washington Technical Institute, and the 3 non-education agencies: Hillcrest, the Comprehensive Health Center, and the Metropolitan Council of Staff Development, were each active in one school.

Of the 46 programs, 23 were in the 8 large elementary schools in the sample; 16, in the small elementary; and 7, in junior high schools. Most schools had no more than three university liaison programs and five had only one. However, two large elementary schools had 4 programs each and one had as many as 5. (See Table 11)

Table 11

Number of University Liaison Programs
in On-Site Study Sample Schools

| Number of Programs | All Schools | | Large Elem. | | Small Elem. | | Junior High | |
|---|---|---|---|---|---|---|---|---|
| | Number of Schools | Total Programs | Number of Schools | Total Programs | Number of Schools | Total Programs | Number of Schools | Total Programs |
| TOTALS | 20 | 46 | 8 | 23 | 8 | 16 | 4 | 7 |
| 0 | 1 | -- | -- | -- | -- | -- | 1 | -- |
| 1 | 5 | 5 | 2 | 2 | 3 | 3 | -- | -- |
| 2 | 5 | 10 | 1 | 2 | 2 | 4 | 2 | 4 |
| 3 | 6 | 18 | 2 | 6 | 3 | 9 | 1 | 3 |
| 4 | 2 | 8 | 2 | 8 | -- | -- | -- | -- |
| 5 | 1 | 5 | 1 | 5 | -- | -- | -- | -- |

## Program Objectives

Objectives of the university programs can be generally classi-
fied in one of four categories: (1) to use the school as a labora-
tory to provide training and field experience to university students;
(2) to provide services within the school community; (3) to upgrade
and broaden the skills of the educational staff; (4) to stimulate
change in the educational process.

### Table 12

### Types of University Liaison Programs

| Types of Programs | All Schools Total | Elementary | | Junior High |
|---|---|---|---|---|
| | | Large | Small | |
| TOTAL PROGRAMS | 46 | 22 | 17 | 7 |
| I.  Student Training  (Total) | 24 | 11 | 9 | 4 |
| Student Teaching | 14 | 6 | 6 | 2 |
| Observation/Participation | 5 | 2 | 1 | 2 |
| Observation | 3 | 2 | 1 | - |
| Teacher Lectures | 1 | 1 | - | - |
| Classroom Taping | 1 | - | 1 | - |
| II.  Assistance  (Total) | 13 | 7 | 5 | 1 |
| Pupils (includes Tutorial) | 9 | 4 | 4 | 1 |
| Others | 2 | 2 | - | - |
| Parents | 2 | 1 | 1 | - |
| III.  Teacher Training  (Total) | 6 | 4 | 2 | - |
| Staff Development | 4 | 2 | 2 | - |
| Seminar | 1 | 1 | - | - |
| Graduate Program | 1 | 1 | - | - |
| IV.  Special Projects  (Total) | 3 | - | 1 | 2 |
| Career Development | 1 | - | - | 1 |
| Portal School | 1 | - | 1 | - |
| Pupil Personnel Support Services | 1 | - | - | 1 |

Of the 46 programs, the largest number, 24, are associated with the training of university students. (See Table 12)  While there are 11 such programs in the large elementary, 9 in the small elementary and 1 in the junior school categories, not every school has such a program.  Fourteen are student teaching programs which provide practical teaching experience under the supervision of an experienced classroom teacher.  Five are "Observation and Participation" programs where university students gain field experience by observing classroom procedures and assisting the teachers in some classroom activities which may include working with individuals or small g·   .   pupils. In one school, observation activities involve psychc     an. sociology students working with emotionally disturbed youngsters in counseling sessions and making student evaluations.  Three programs require the university student to give feedback to the classroom teacher about his assessment of a child after observation.  In other university liaison programs, teachers have been invited to conduct mini-courses and school lectures, and Bowie College has made video tapes of classroom activities for use in their teacher training programs.

The second largest group of programs were those specifically organized to provide assistance to the teacher, pupil, school, or parent. There are 13 programs in this category:  7 in the large elementary, 5 in the small elementary and 1 in the junior high.  Six of the programs for pupils were tutorial.  Three other programs provided assistance to pupils with behavior problems.  They included:  an ACTION campus program, University Year for ACTION, that offered some tutoring in addition to counseling, field trips, and home visitations; group counseling which consisted of "free-form" activities one afternoon a week; and a Roving Leader Program.  D.C. Teachers College students on a work-scholarship program, worked part-time as art, classroom and library aides in one school and the Comprehensive Health Center offered facilities to students for sports, classes for disruptive children, and counseling sessions with the school staff in another school.  Two programs were designed for parents.  In one school parents were trained to serve as volunteers with a stipend provided during the period of training.  At another school the Hillcrest Center conducted a series of workshops to help parents understand the behavior of their children.

The third largest group consisted of six programs which offered opportunities for teachers to become acquainted with and explore new methods of teaching.  Two were workshop activities, one for math and the other  for improving teacher attitudes toward children from low socio-economic status and toward the children's ability to achieve. At another school, university faculty served as consultants and resource persons for staff development.  The Hillcrest Center had a program in which they assessed the effect on classroom management of specific instruction to teachers on handling students with behavior problems.  The Model Cities Program sponsored a graduate program for teachers at one school in cooperation with the University of Massachusetts.  Three teachers at another school volunteered to participate in a training program at Federal City College to gain experience in new approaches and methods of working with children.

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The final group of programs were special projects with more comprehensive objectives and potential impact on the education process. The Portal School Program, developed under the auspices of the Urban Service-Corps, was associated with an administrative unit comprised of two small elementary schools, one of which is included in this survey. The project is designed to "bring more service to children, to train teachers for inner city schools, to retrain existing staff, and to respond to the community." A junior high school, the nucleus of the Pupil Personnel Support Services Satellite Project in cooperation with the University of Pittsburgh, involved area institutions "to make it possible for the school to better serve the community ...; to improve the academic performance of students; to help students become able to cope with their environment in the best possible manner." In another junior high, career development curriculum and materials were being developed and piloted for eighth grades. The project was coordinated by the Metropolitan Council of Staff Development and included consultants from area universities.

## Structure and Organization

The initiator of university liaison programs, particularly at the elementary level, was most likely to be the principal, either singly or with assistance. Central administration and universities have initiated an equal number of programs, five each. The remainder of the programs were initiated at the local school level either by other school staff or advisory groups.

In addition to initiation, programs were likely to be administered by the principal. Only a small number of programs were directed either by other school staff or by the cooperating institution. Two programs have salaried directors. The three special projects had some training for program administrators.

Generally, the duties of the program director have been to supervise, make assignments and coordinate activities with the university. In one school, the reading specialist, who served as the liaison director, did any reporting required and ordered materials needed.

One program had a full-time parent director, who was paid to coordinate the volunteer activities in the Portal School Program. Only two other classroom teachers were involved in program administration and both were given released time. All other programs were administered at the building level by principals or non-teaching staff who considered the program activities a part of their regular duties. Most indicated that less than 10% of their time was involved. However, the principal associated with the Pupil Personnel Support Services Project indicated that 50% of her time was spent in liaison activities.

Ten elementary and two junior high school directors indicated that they had received administrative assistance from other personnel.

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Generally, assistance was provided by either the school staff as
needed without any compensation or by university personnel. Parental
assistance was received in one elementary and one junior high. In
the Portal School Project and another elementary school, assistance
came from a council with representation from the school, university
and parents. Both the Pupil Personnel and Career Development Projects
had paid assistants.

Eight elementary schools and two junior high schools had use of
university facilities. In seven of the sample schools, teachers men-
tioned that they could take courses at the liaison institution without
charge. Since this resource was open primarily to teachers who
worked with student teachers, it is probable that all schools co-
operating in this program have this opportunity available. The Uni-
versity of Massachusetts has established a resource center for the use
of teachers involved in the Model Cities graduate program. The Uni-
versity of Maryland has made arrangements for teachers at one school
to attend workshop activities at the university. Facilities of
liaison institutions were available to students at 3 elementary schools:
The Comprehensive Health Center provided classes for disruptive stu-
dents and permitted the use of their sports facilities; Howard Uni-
versity reduced the admission rates of Campus activities for ACTION
program participants and made available the athletic field, the
auditorium, and the observation laboratory for students in the Portal
School Program. The Portal School project plans to increase its use
of these facilities. An elementary school principal thought that the
facilities of Diagnostic Nursery at Georgetown University could be
used if needed. There are tentative plans by Federal City College
to develop art facilities for use by students of one junior high.

In most schools, the supplies used to support the University pro-
gram were the usual instructional materials and equipment provided
by the local school. However, a number of alternatives were being
developed. In one school, D. C. Teachers College contributed $150
toward the use of materials and made available duplicating equipment
for the use of student interns and teachers; student teachers also
supplied some of their own materials. Bowie College provides all
the equipment needed in their taping of classroom activities. Supplies
and materials are built into the funding for the Pupil Personnel
Services, Portal School, and Career Development projects. The Home
and School Association in one small elementary established a fund
to assist in program costs. Alternative funding has not been sought by
any of the schools but one principal indicated that she would explore
resources if she were aware of what they were.

Thirteen of the elementary and 3 of the junior high schools re-
ported that approximately 2,100 and 900 students, respectively, were
being served. Most students were being served as a result of student
teaching. The Portal School and Pupil Personnel projects are reported
as serving the entire school population in some manner.

With the exception of programs in which the entire school pop-
ulation was involved teachers were the main factors in student selec-
tion; they either identified those with needs or volunteered to partic-
ipate in particular programs from which students would ultimately re-
ceive some benefits.

In addition to the 14 student teaching programs, 4 large and 4
small elementary and 2 junior high schools indicated that they had
regularly scheduled liaison activities. In the large schools, these
activities included group counseling, observation, teacher training,
and the ACTION program. In the smaller schools, the Portal School
volunteer program, tutoring, observation, participation, and consul-
tants were reported. Weekly staff development sessions involving
university liaison were scheduled in 2 of the junior highs.

## Problems

Eight schools reported some problems connected with their univer-
sity liaison program; all but three had resolved them. Difficulties
related to student teaching had occurred in four schools. One school
has noted that some university students did not appear as scheduled.
Another found that their supplies were being depleted by the extra
demand and this had been only partially resolved by the sponsoring
university's financial contribution and university students' sup-
plying some of their own materials. Lack of communication with the
sponsoring university once a student is assigned and poor candidates
caused problems, but counseling by the school staff was helpful.
Students coming to one sample school have not been equally prepared
and the school concerned has alerted the university faculty about
the difficulty. The reading specialist at a junior high had initial
difficulty in getting the participation of teachers in the program and
agreed to do any additional paper work that would be involved. This
offer, and the visible assistance noted by the teachers after the
program began, lessened resistance.

The other difficulties are less related. One school would like to
extend their program after school but lack personnel. Money is needed
to fund the ACTION program activities. A longer period is desired for
a teacher training program and this had been requested. A change in
deans and scheduling difficulties with part-time university instructors
have caused problems in another program.

Only two schools noted that there would be changes in program pro-
cedures. The school having communication difficulties will attempt
to have student teachers assigned earlier in the school year after bet-
ter orientation and adequate preparation between the school and the
university. A service organization will be organized on one campus
through which a junior high will secure tutors in the future.

Four schools reported that they had received assistance from the
D. C. schools' administration in the implementation of their student

teacher programs. The Portal School project was initiated by the Urban Service Corps and the Pupil Personnel project has representation from central administration on its advisory council. Six of the large elementary schools indicated that they needed assistance in recruiting student teachers of special education or university students to work with pupils with special needs, making assignments, developing a proposed Open Space instructional program for inservice training, providing transportation for university students, and developing additional program ideas. One principal thought that universities should be encouraged to show more initiative in liaison program development relieving the school of sole responsibility.

## Impact

Staff observations and discussions were the methods used to evaluate most of the university liaison programs. Structured evaluation procedures, however, were a part of three programs where project evaluation was required in the funding contract. At three schools teachers contributed to university evaluation of student teacher performance, while three others indicated that the sponsoring universities alone made the evaluation. In one tutoring program the school teachers did send an evaluation of tutors to the college.

Changes in students performance as a result of the university liaison activities were reported by nine elementary and three junior high schools. Three of these schools mentioned specifically evidence that children had improved their academic skills; in two of these schools the improvement came through tutorial programs. Other program directors noted improved behavior, motivation and participation were signs that the programs had made a difference. Two schools noted that their students had been particularly responsive to the student teachers.

Classroom teacher performance also improved as a result of the university liaison program, according to personnel at nine elementary and two junior high schools. They had become more aware of planning, shown interest in the program, improved their morale, changed their attitudes, improved their teaching skills, and displayed cooperation. Only one negative reaction was recorded: one principal said that the student teachers sent to her elementary school had not been adequately prepared for their lessons.

Five elementary school and two junior high school program leaders indicated that they thought the university programs had affected the parent community. Two schools reported encouraging parent participation in training programs as an indication of the impact of the programs upon the community. Other schools considered parental cooperation, support, increased response, and request for tutoring services as suggestive of a program's affect upon the community.

Favorable reactions to the university programs were reported from students, teachers, parents, and universities. At three schools, however, directors summed up teacher attitudes as "mixed" or "accepting."

In noting ways in which the public schools had changed as a result of their liaison with universities, five elementary and two junior high schools listed: improved student performance, improved teaching skills and teacher attitudes, broadened student experience, and increased interest of teachers, students, and parents. Five schools said they had noted no changes.

Five elementary and two junior high schools thought they had observed evidences of change in the universities as a result of their associations with the schools. The program directors in the schools noted improved preparation of student teachers, invitations to the schools to participate in university activities, university curriculum changes, and more direct involvement of the universities in the school activities.

Six schools that had university liaison programs prior to the introduction of the AAP said there had been some changes in their program since the AAP began. They noted their programs had been expanded to encompass the objectives of the AAP or had increased their emphasis on the development of math and reading skills. Some said their programs now had greater resources, others said they were now serving a greater number of students. Seven schools noted that their university programs had been instrumental in the implementation of other AAP components such as tutoring, parental involvement, and staff development. Future plans cited by ten elementary and two junior high schools indicated that university liaison programs will continue and expand either with current affiliations or with other institutions.

## Conclusions

The largest proportion of current university liaison programs made use of the school as a field training facility. The schools were benefiting from the extra personnel available and the special services to teachers which ensued. In most instances the school-university relationships in these voluntary liaisons followed traditional patterns. However, a deliberate attempt to provide a mechanism by which the local school could influence change in the preparation of educational personnel was evident in special projects. The interest of institutions in providing services directly to the school was also evident.

AAP stimulated the initiation and expansion of university liaison programs and the school principals were the most active in program implementation and continuation. A few institutions were making unique contributions in the way of resources and facilities to the school community but most offered only the traditional course benefits to teachers.

While the impact of university liaison programs on either the school community or sponsoring institutions was not documented concretely or conclusively, the evidence suggests that one-fifth of the students in the schools surveyed had some contact with liaison activity with positive results.

There was some indication that as a result of these activities, some beginnings in the schools and institutions were being made which will improve the performance of students and the preparation of professionals in education.

## Recommendations

1. To continue the current momentum of university liaison activity, a communication network should be established through which programming ideas, auxillary resources, and solutions to problems can be explored, shared, and disseminated to schools.

2. Since the schools are being used as field training stations, central administration should request that institutions contribute supplies if a need is created by the extra demand made on school resources and that a framework be established through which the concerns, needs, and suggestions of the schools can be considered to provide relevant and quality training.

3. Following the examples cited in this report, college and university institutions should continue to examine their resources to permit more imaginative utilization of their facilities by the school community, particularly students and parents. Such experiences, as does improving methods in the classroom, motivate and contribute to improved student performance.

4. Since there is a continuing need to update and examine current educational practices, resources of institutions should be more fully utilized for in-service training and staff development.

## 6. Health Services Program

One of the non-instructional support services deemed important to the successful functioning of students in the school system is health services. In the District this service is furnished to the school system by the D. C. Department of Human Resources or by private agencies. The Academic Achievement Project sought to ensure "adequate and appropriate" delivery of health services to school children. (See appendix F)

## Objectives

The following objectives were given by the sample schools for their health services. The objectives are listed in the order of the most frequently mentioned first to the least mentioned. Those given by elementary schools are indicated by the numbers in parentheses. Those given by junior high schools are indicated by the underlined numbers. Some schools stated more than one objective.

1. To identify and meet the health needs of the children. (12) <u>3</u>

2. To help pupils improve their health in order to improve their school performance. (3) <u>1</u>

3. To stress the correction of health problems. (2) <u>1</u>

4. To keep parents informed of their child's health status. (1)

5. To serve those children and their families who are in need of health services. (1)

6. To promote the general health of students and teachers. <u>1</u>

In all cases the intention was to serve all students in need of health services.

## Structure and Organization

A health service program was functional in each of the twenty schools surveyed. Of the sixteen elementary schools, eleven programs were directed by a counselor, two by a full time health aide, two by principals and one by the nurse who visited the school for a half day each week. The programs in all four junior high schools were directed by the full time school nurse.

The health program directors were responsible for overseeing service program in the school. They received all requests and

recommendations for health service and made referrals for all
needed health services. They coordinated the efforts of all who
render health services to a child, made follow-ups and recommen-
dations to parents, teachers and referral agencies.

The greater amount of service provided to the children was
through referrals. All schools had a listing of hospitals and clinics,
where services were rendered. These included to name a few Area
Clinics, Northwest Central Clinic, Gales Clinic, Howard University
Dental Clinic, Children's Hospital, Freedmens Hospital and the
Washington Hospital Center. Many of the referral agencies provided
free service for school children. Many required appointments for
other than emergencies. Two elementary schools had the area dental
clinic in their building.

Services rendered in the schools varied according to the
professionals visiting the schools on a regular basis. Table 15
indicates the professionals visiting each sample school.

The operation of the school health services program is depen-
dent upon the services provided to the school system by the D. C.
Department of Health, the city agency charged with the responsibility
of establishing procedures and policies and delivering health services
to children through the school system. Ten elementary and two
junior high schools in the 20-school sample reported that they had
not had the services of a doctor in their buildings during the 1971-72
school year. Health service directors in those schools said they
thought a doctor should have been assigned to their schools. However,
discussions between a Health Department official and on-site study
team members revealed that the Health Department operated at one-
third of its authorized medical doctor positions during the 1971-72
school year. Therefore, a policy decision had been made not to make
certain health services available to schools west of Rock Creek Park.
Further, the Health Department official said the Department questioned
the effectiveness of using the schools as channels for providing
certain health services and had instituted policies to provide specific
services -- depending upon time, type of service, and/or geographical
location -- directly to the child through clinics or other established
Health Department agencies. This, however, has created problems
in the schools where personnel continue to operate as if traditional
procedures were still in effect.

Nine elementary schools stated that they had a room set aside
as a health suite. Equipment ranged from first aid supplies in most
schools to beds mentioned by three schools. The other schools
operated their health services out of the counselor's office, principal's
office or the all-purpose room and were limited to first aide
equipment. All of the junior high schools had health suites which
were much better stocked, i.e., beds, stethoscope, wheelchair (at
least in one school), etc.

Table 13

Professionals Providing Health Services In The Schools

| School | | Doctor | Nurse | Frequency of Visits Health Aide | Psychologist | Dental Hygienist | Speech Therapist | Hearing Specialist |
|---|---|---|---|---|---|---|---|---|
| Elementary | 1 | T | | 2 weekly | 2 weekly | 2 weekly | v | 3 weekly | v |
| | 2 | | v | 1 weekly | 2 weekly | Full Time | 3 weekly | 3 weekly | 2 weekly |
| | 3 | * | | 2 monthly | 2 weekly | 1 weekly | 3 weekly | 3 weekly | v |
| | 4 | * | | 2 monthly | 1 weekly | | 3 weekly | 3 weekly | v |
| | 5 | * | | 2 monthly | 1 weekly | | 3 weekly | 2 weekly | v |
| | 6 | * | | 1 weekly | 2 weekly | | v | 5 weekly | v |
| | 7 | T | | 1 weekly | 1 weekly | Full Time | 5 weekly | 2 weekly | 5 weekly |
| | 8 | | | 1 weekly | 2 weekly | | 1 weekly | 2 weekly | v |
| | 9 | * | 1 weekly | 1 weekly | 1 weekly | 1 monthly | 1 monthly | v | 1 weekly |
| | 10 | * | | 1 weekly | 1 weekly | | v | 2 weekly | v |
| | 11 | * | | 1 weekly | 1 weekly | Full Time | 4 yearly | 1 weekly | 1 weekly |
| | 12 | | | 1 weekly | 2 monthly | | 2 monthly | 3 weekly | v |
| | 13 | * T | | 1 weekly | 1 weekly | Full Time | 2 monthly | 3 weekly | v |
| | 14 | T | | 1 weekly | 1 weekly | 3 weekly | 1 monthly | 2 weekly | 1 weekly |
| | 15 | | | 1 monthly | 1 weekly | | 5 yearly | 3 weekly | 1 weekly |
| | 16 | T | 1 weekly | 1 weekly | 1 weekly | Full Time | 3 yearly | 1 weekly | 1 weekly |
| Jr. High | 17 | T | | Full Time | 1 weekly | | 2 yearly | 1 weekly | v |
| | 18 | T | | Full Time | 2 weekly | | 2 monthly | 2 weekly | |
| | 19 | T | | Full Time | (2) 2 weekly | | 1 monthly | 3 weekly | |
| | 20 | | v 1 weekly | Full Time | | | | 3 weekly | |

T    designates Title I schools
*    designates small schools (less than 700 students)
v    designates initial visitations during the beginning of the school year

Two elementary schools indicated that they had purchased additional first aid supplies with out-of-the-pocket (personal) money (1) and PTA funds (1). One noted it covered the cost of laundry with school funds. A junior high reported that the cost of gasoline used for transportation was paid from personal funds.

## Functioning

Ten of the elementary schools and one of the junior high schools screened all of their students for vision during the first months of the school year. The other five elementary and three junior high schools screened only certain grades, students new to the school system and amy who were recommended as needing screening. In most cases the screening was done by the physical education teachers with assistance from parent volunteers, teacher aides, or teachers. The names of students who failed the screening, based on the standards established by the Department of Health, were given to the school Health Service director for proper referral and follow-up. All students identified were reported as having been served. The only problem stated in this connection was that elementary students break their eye glasses.

The procedure in the majority of the schools was to screen certain grade levels and those new to the school system for hearing. On the elementary level this was done by the audiologist team (hearing specialist, Table 15) in fifteen schools. In one school reporting that they did not have the service of an audiologist no children were screened for hearing. One junior high reported that their screening was done by the audiologist, but in the other three junior high schools it was done by the nurses. These three junior high schools reported no services from the audiologists. No discrepancies between identified students and students served were reported.

Only one junior high school reported no service from the dental hygienist. We assume that the dental screening was done by the nurse. The dental hygienists screened all of the children in four elementary schools and certain grade levels plus those new to the school system and those recommended by the teachers and/or parents in twelve elementary schools. The dental hygienists screened the eighth graders, new students and recommended students in the other three junior high schools. Children with dental defects were referred to private dentists and area clinics for treatment. Program coordinators at schools where a large number of students had been identified as needing dental care stated that all students have not been served. The number one problem is the slow dental service and very long waiting lists. Elementary schools also stated that students' refusal of service, lack of transportation, and failure to keep appointments as other problems causing a discrepancy between the number of children identified as needing dental care and those served.

Children seen for speech therapy were usually those recommended
by the teacher to the health services administrater who in turn
requested the services of the speech therapist. Three elementary
schools reported that therapists surveyed all second graders in their
building. As Table 15 indicates, the speech therapists are the only
professionals regularly visting all twenty schools in the survey.
Indications were that all students requiring therapy were being served.

All children identified for special placement were usually first
recognized and recommended to the counselors by teachers and/or other
staff. The counselors requested the service of the psychologist for
diagnosis. The counselors usually worked with the special problems
along with the visiting psycologist (see Table 15). Some children
with mental/emotional problems were recommended for special placement.
This is the second area where a discrepancy was stated. In many
instances these children are still in the regular classroom because
they cannot be placed.

Six elementary school and two junior high schools reported
that some of their children received physical examinations in their
school. Two of these schools, one on each level, reported having
a doctor visit during the first part of the school year. The other
six still have a doctor visiting the school regularly. (see Table 15)
The other schools stated that emergency cases calling for a doctor's
care, and children recommended for physicals, etc., are referred to
clinics, hospitals and/or private doctors by the nurse and/or
counselor. Only one of the two elementary schools located west of
Rock Creek Park reported that they had neither a doctor nor a nurse,
but had requested both. The other sample elementary school west of
the Park had obtained through its own resources the voluntary
services of a doctor once a month.

Problems/Solutions

Two elementary schools indicated they had no problems relative
to their health services. The problems shared by other schools are
listed below. The number in parentheses indicates the number of
elementary schools citing the problem. The underlined numbers
represent junior high schools.

1. There is a lack of professional help (doctor, nurse, health
   aide) in the school. (5) 1

2. Transportation is needed to and from referral services. (3) 1

3. There is a lack of facility, equipment and/or supplies. (2) 1

4. Dental services are slow and result in long waiting lists. (2) 1

5. Children with mental/emotional problems who are recommended
   for special placement cannot be placed. (3)

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6. There is a lack of parental support. (1)

The schools have tried to overcome some of the problems listed.
Counselors sometimes furnish transportation to and from services
which includes paying for their own gas expense. Parents are
encouraged to furnish transportation to referral services for
their own child. Additional medical supplies have been purchased
through the PTA and from personal funds. Mental/emotional problem
children in many cases are placed with strong teachers who are able
to relate to them better.

The majority of the schools stated that no changes are anticipated
in their Health Services Program. They also indicated that the
assistance needed from Central Adminstration is reflected in the
problems cited.


## Effectiveness/Impact

Conferences with students, parents, teachers, and referral
services, records of students' treatment and progress, and observation
of students are the methods used by the schools to assess the
impact of their Health Service Program. The greatest impact of
the Health Program, as cited by the majority of the program
administrators, has been the improvement in achievement and classroom
efficiency by students. The director stated that positive feedback,
receptiveness, and overall cooperation reflect the attitude of
parents, students and teachers towards the program.

All of the sample schools had a Health Service Program prior to
the implementation of the Academic Achievement Project. Ten
elementary schools and three junior high schools stated that there
had been no changes in their program as a result of the implementation
of the AAP. The remaining six elementary schools and one junior
high in the sample cited a number of ways in which the AAP had
affected the implementation of their program: it had created a
greater awareness on the part of all involved (2 elementary and 1
junior high); objectives were clarified (1 elementary and 1 junior
high); a breakfast program was begun, a greater number of children
were served, regular service from a nurse and doctor was obtained, a
health committee was formed, and the school staff was reduced but
required to carry an increased load (one elementary school each).


## Conclusions

The health services in the schools are varied. The school's main
role has been to identify health needs and then make referrals to the
proper agency. The actual delivery of the services lies within the
jurisdiction of the D. C. Health Department and is generally
provided outside the school itself. The fact that a school was large
or small, Title I or not, did not appear to have a decisive bearing

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on the health services rendered to the students at the sample schools.

## Recommendations

It is strongly recommended that continued consultation between school and health authorities be encouraged to promote the health services programs in the schools.

It is strongly recommended that steps be taken to improve communication at all levels between the school authorities and the health authorities so that improved coordination will result in more effective delivery of health services to school children.

## 7. Food Service Program

In his May 5, 1971, <u>Report</u> to the Board of Education the Super-
intendent emphatically stated: "No child should be hungry." The
free breakfast and lunch program, underwritten by U. S. Department
of Agriculture funds, is viewed as an important resource in the
non-instructional support program of the Academic Achievement
Project. (See Appendix G)

### Objectives

The following objectives were given by the sample schools for
their food service program. The numbers in parentheses represent
elementary schools citing a particular objective and the underlined
numbers represent junior high schools.

1. To feed all identified needy or hungry children. (12) <u>4</u>

2. To provide a nutritious meal to those who otherwise
   would not receive one. (3)

3. To provide breakfast and lunch to needy students. (1)

4. To enable students to get nourishment so they can
   learn and achieve. (1)

Two elementary schools stated that their target population was
all students desiring food. The remaining schools including junior
high schools stated that their target population were all identified
hungry and needy students.

### Structure and Organization

Each of the twenty schools in the survey had a food service
program. The size of the school played a big part in who directed
the program and the number of food service personnel involved in
the program. Table 16 shows the staffing, facilities, and number
of pupils served in each school.

# Table 14

## A Breakdown of Food Services By School

| School Number | Director and/or Coordinator | Facilities | No. of Helpers | No. Served Breakfast | Lunch |
|---|---|---|---|---|---|
| T 1 | Cafe. Mgr. Principal | cafeteria ✓ | 10 cooks/ aides | 220 | 750 |
| 2 | Lunch Clk. Secretary | lunchroom | 2 aides | 170 | 435 |
| 3* | Lunch Clerk | classroom | 2 aides | 100 | 172 |
| 4* | Counselor | small room | 2 aides | 40 | 50 |
| 5 | Cafeteria Mgr. | multi-pur- ✓ pose rooms | 7 cooks/ aides | 80 | 280 |
| 6* | Lunch Clerk | auditorium | 1 aide | 100 | 297 |
| T 7 | Cafe. Mgr. Asst. Principal | multi-pur- ✓ pose room | 11 cooks/ aides | 280 | 600 |
| 8* | Lunch Clk. Principal | assembly hall | 2 aides | 150 | 245 |
| 9* | Counselor | classrooms | 1 secr. | 0 | 4 |
| 10* | Lunch Clerk | lunchroom | 1 aide | 50 | 130 |
| 11* | Lunch Clk. Principal | lunchroom | | 0 | 53 |
| 12 | Cafeteria Mgr. | all purpose room | 11 cooks/ aides | 75 | 325 |
| T 13* | Principal | lunchroom ✓ | cooks/ aides | 100 | 500 |
| T 14 | Cafe. Mgr. Principal | all purpose room ✓ | 11 cooks/ aides | 300 | 500 |
| 15* | Asst. Principal | cafeteria ✓ | cooks/ aides | 150 | 375 |
| T 16 | Lunch Clerk | lunchroom | 6 aides | 250 | 550 |
| 17 | Cafeteria Mgr. Asst. Principal | cafeteria ✓ | 5 cooks/ aides | 0 | 176 |
| T 18 | Cafeteria Mgr. Counselor | cafeteria ✓ | cooks/ aides | 0 | 602 |
| T 19 | Cafeteria Mgr. Principal | cafeteria ✓ | cooks/ aides | 0 | 300 |
| 20 | Cafeteria Mgr. Counselor | cafeteria ✓ | cooks/ aides | 0 | 63 |

T Title I Schools

* Small Schools (less than 700 students)

✓ Have kitchens where food is prepared

Schools number 17-20 are Junior High schools.

## Functions

All twenty schools indicated that application forms are sent home with the child in September of each year. Parents are required to complete these forms and return them to the school if they desire food service for their child. The principals usually review the completed applications. Unless it becomes very obvious that a child does not need food, applications are usually accepted. No one indicated that they have encountered problems in this connection. Children whose families receive public assistance are automatically identified. Teachers and staff may also recommend children for food service on the basis of their observations. Children who continually request food are counseled to determine whether they should be served regularly.

Only two elementary schools did not serve breakfast. (See Table 16) One of the schools lies west of Rock Creek Park in the Georgetown area. The other school is located in the upper Northwest. Each had a very small lunch program and each stated that a breakfast program was not needed at the school. None of the junior high schools served breakfast. In the schools with breakfast programs only about one-fourth to one-half of those identified for free lunch showed up for breakfast. They were usually recognized by the lunch clerks and further identification was not necessary.

Nine of the elementary schools received their lunches in hot boxes by truck just prior to lunch time. Only children in the free lunch program received lunches. Depending on the number of students served, the clerks may recognize those eligible for free lunch and/or the students are given free lunch cards with their names and/or a number of them prior to reporting for lunch. The children eat in their classrooms, lunchroom or other designated rooms along with students who bring their lunches from home.

Seven of the sample elementary schools and all four of the sample junior high schools have kitchens where food is prepared. At these schools there is an adjoining room, or cafeteria, where students eat. Students not on free lunch were able to purchase hot lunches at those schools. In all cases tickets are issued once a week to those buying lunches and to those on the free lunch program. The only difference in the tickets in some cases is the number coding of which the children are usually unaware. Thus, no other distinction is made between those getting free lunches and those buying their lunches.

## Problems

Eight elementary schools and one junior high school stated that they had no problems connected with their food service program. The problems cited by the others were as follows:

1. Children refuse to eat food they are unaccustomed to or unfamiliar with. (4) 2

2. Lunches are sometimes delivered late. (2)

3. We must schedule three lunch periods to accommodate everyone. (1)

4. It is difficult to keep an accurate accounting with 500 free lunches and 100 paid lunches. (1)

5. Children who patronize off campus vendors do not satisfy their nutritional needs.

6. Lunch clerks are not paid when schools are closed for holidays. (1)

In relation to problem number one, three elementary schools have started an orientation program with their children. Teachers discuss nutritional needs, food values and wastefullness. Children are encouraged to learn to like different foods.

When asked what assistance is needed from central administration only three elementary schools and one junior high school responded. Comments from the elementary schools were: (1) make the lunches more appealing and make condiments available separately; (2) provide more lunch aides; and (3) provide pay for lunch clerks during the time schools are closed for holidays. The comment from the one junior high was: do away with the free lunch application form and make the free lunch program open to all children.

Effectiveness/Impact

Fifteen of the elementary schools and all junior high schools stated that feedback from those involved and teacher and staff observations of students were the methods used to determine the effectiveness of the food service program. One elementary school stated that the application requests were used to determine effectiveness.

The following outcomes were cited by the schools:

1. The attitudes of pupils are good. (12) 1

2. Teachers and parents' attitudes are favorable and they are cooperative. (7) 3

3. Pupils' class performance has improved. (3)

4. Pupils' attendance has improved. (1)

5. There have been no changes in students. (1)

It was noted that children feeling ashamed or those reluctant to accept free lunches were the exception rather than the rule. In most instances where a great number of students were served free lunches the stigma, if it can be called such, seemed to be on those not receiving the free lunches. The smaller the number served free lunch, the less confident the students appeared. This was very obvious in only one case where only four free lunches were served. All of the schools realized that there was a need for continuation of the food service program.

Fourteen elementary schools and three junior high schools stated that the implementation of the Academic Achievement Project caused no changes in their food service program. One elementary school stated that there has been an increase in the number of students served, but this may or may not be a result of AAP. The other elementary school stated that it had no such program prior to the implementation of AAP. The fourth junior high school stated that since AAP every child who wants lunch gets lunch as opposed to only those deemed needy before.

Only one elementary school stated that the food service program has had an impact on other AAP Components in that it has enabled the children to function more effectively in class.

## Conclusions

It becomes quite obvious in the survey of the twenty schools that children cannot be classified as hungry due to their not being able to receive lunch. Children who refused food due to their unfamiliarity with it received instruction on food value, nutrition and waste. This was the main problem cited by the schools.

## Recommendation

It is recommended that lunches be provided students on an entitlement basis as part of the regular educational service in the same manner as students receive textbooks, schoolhouse facilities and faculty services.

It is also recommended that breakfast be available in all schools in which there is a need.

This is recommended for the following reasons:

1. From the point of view of the faculty and administration the food program would become an intrinsic part of the on-going educational program rather than a marginal operation seen as a duty beyond regular requirements.

2. AAP guidelines suggest that providing food services is a recognized supportive educational service.

3. Present cumbersome unreliable certification procedures to establish economic need create unproductive antagonisms in the family group, including both parent and student, (particularly junior high school age)--and generate unnecessary clerical and administrative tasks.

4. Because lunches would be available to all students no stigma would be attached to the economically needy.

## 8. Clothing Program

Another non-instructional support program emphasized in the Academic Achievement Project as being important to a child's learning environment is the Clothing Service. The On-Site Study examined the functioning of this AAP component in the 20 sample schools. (See Appendix H)

### Objectives

The primary objective of the clothing service programs in the schools of the on-site study sample was to provide adequate clothing to keep children in school. Secondary objectives cited include improvement of attendance and academic performance.

### Administration

There was a clothing program in nineteen of the twenty schools surveyed. In all but one case, the counselor coordinated or was involved in the administration of the clothing service program (see Table 13). In the exceptional case a Title I aide coordinated the program, assisted by two other Title I aides. In the other eighteen schools a counselor was either the administrator or an assistant administrator of the service. Directors were assisted by persons who may have been counselor, parents, a MIND teacher, or pupil personnel aides.

Table 15

School Clothing Program Organization

| Type of Position | Schools Responding (N=19) | |
|---|---|---|
| | As leaders | As assistants |
| Counselor | 16 (1 co-leader) | 3 |
| Pupil-personnel aide | 2 | 2 |
| Attendance officer | 1 co-leader | |
| Reading specialist | 1 co-leader | |
| Coordinator of Community School | 1 co-leader | |
| MIND teacher | 1 co-leader | |
| Parent | | 5 |
| Aide for clothing program | | 1 |

## Functioning

Children needing the school clothing service were identified
primarily by observation, recommendation and request. In three
schools applications were required. The schools reported serving
from as few as nine students to as many as 200 students. The
average number of students served in the 19 sample schools was
73. Fifteen of the sample schools said that they made their
clothing service available to the families of their students.
In most of the schools the clothing service was available as
needed during the school day. A few had regular hours during
which persons could collect clothes they needed.

The schools cited many sources for obtaining clothing for
school children. All but two mentioned that they started with
their own school sources before reaching outside their buildings.
These school sources were: organized bundle days, informal col-
lection centers within the school, spontaneous giving by teachers,
parents or other such sources.

Sources other than their own school's were drawn upon in an
attempt to meet the needs of the students. Table 14 gives various
outside sources and the number of schools utilizing each type of
resource. The clothing resource that was used most frequently was
the D.C. PTA Shoe Fund followed by the Clothing Centers located in
other schools such as those at Savoy, Perry, Petworth and Turner.
The Urban Service Corps served clothing needs of children in five
schools. Other outside sources include: Columbia Heights, Grant
Circle, Salvation Army, churches, Red Cross, and WTOP (D.C. Radio
Station).

Seventeen schools issued both new and used clothing. One
school (a junior high school) distributed only "new" clothing
and another (elementary) school distributed mostly shoes and
coats. Administrators of the program believed that underwear
should be new; however, obtaining funds to buy new items of
clothing was a problem.

Table 16

Outside Sources for Obtaining Clothing
for School Children

| Source | Number of Schools Using Outside Sources |
|--------|-----------------------------------------|
| P.T.A. Shoe Fund | 17 |
| Savoy School Clothing Center | 15 |
| Perry School Clothing Center | 9 |
| Urban Service Corps | 5 |
| Petworth School Clothing Center | 3 |
| Columbia Heights | 2 |
| Turner Elementary School | 1 |
| Grant Circle | 1 |
| Salvation Army | 1 |
| Local Churches | 1 |
| Red Cross | 1 |
| WTOP (radio station) | 1 |
| A community school | 1 |

## Problems

In the administration of the clothing program, certain problems
were encountered. These problems were cited by the personnel in
charge of the program and are listed below. The number after each
item represents the number of schools having the problem.

Problems/Difficulties:

1. Transportation of students/parents to Clothing Centers (6)
2. Providing clothing in needed sizes (3)
3. Sensitive parents (2)
4. Screening to identify the most needy students (1)
5. Supply of new underwear clothing (1)
6. Items stocked but not wanted (1)

One school's solution to financing the purchase of new underwear was "Bundle Day." On that day all clothing collected by the school from teachers, the community, and other sources was available to students and others in the community. They could take whatever they needed and leave a donation of whatever amount they could afford. With this money underwear and other clothes unavailable from usual sources could be purchased.

The clothing service coordinators indicated that they had received no assistance from the central administration in providing this service to the students, with the exception of Title I schools and those utilizing the Urban Service Corps resources. The most important assistance that the central administration could render, according to program coordinators, would be the provision of transportation in order to get children and parents to clothing distribution centers. They also thought the central administration could assist them in supplementing their clothing supply: money for new underwear, new clothes, availability of a variety of sizes. One school suggested a plan be developed whereby children could select their new clothing from a rack in a clothing store.

Impact

The schools depended heavily upon observation to determine if clothing needs were being met. In addition to observation some schools determined the effect of the program through feedback, follow-up on those previously served, teacher judgment, investigation, recommendation and survey. The reported effect on pupil performance was to build confidence. This was demonstrated in observations such as: child became more receptive; attendance was improved; performance in school was better; the child who had been helped tried harder. It was believed that the parents' attitudes and the pupils' attitudes toward school had became more positive. Some staff members felt that the pupils felt happy and good about themselves and the new clothing.

Two negative findings noted were:

a. Some children wanted the clothing but did not want to be identified.

b. Some children wanted the latest styles and not what was stocked.

The majority of the schools plan to continue as they operated this year. Some schools indicated that they plan to: expand the clothing services, work more with parents, provide for emergency situations (such as when a family is set out into the street, or the case of a new family), and provide for a greater variety of clothing for fourth and fifth grade boys.

Schools suggested that changes resulting from AAP included: emphasis on objectives, staff has become more aware, resources have been added to and enlarged, will plan to serve more families, have become more conscious of the need for continuing service. On the other hand one school tried to have a clothing center but it did not function. Another school lost use of clothing storage space when the breakfast program was instituted. The overall effect of implementation reportedly was to cause children to get to school to learn. Parents and teachers saw this as having a positive effect on the feelings and performance of their children.

## Conclusions

1. The school personnel in this study reported that they improved educational performance when they provided adequate clothing in order to keep children in school.

2. The two schools having sufficient pupil personnel aides on board were the only schools not involving the counselors so directly in the clothing program.

3. The schools considered their own resources, such as spontaneous giving, before reaching out into the neighborhood and larger community for the needed clothing.

4. Transportation of parents and children to the clothing centers was the most recurring problem.

5. The schools depended heavily upon "observation" to determine if clothing needs were being met.

6. It was reported that the attitudes of participating parents and pupils became more positive thereby causing them to become more cooperative with the school.

Recommendations

1. It is recommended that all Title I schools and regular
   schools, having pupil personnel workers and other types
   of aides, should use such personnel in a more responsible
   role in the Clothing Service Program. Counselors would
   continue to be involved but not have the complete responsi-
   bility for the program.

2. It is recommended that central administration specify a
   list of suggested activities to be undertaken within the
   local school to support the clothing program; as well as a
   complete list of clothing sources available city-wide.

3. It is recommended that the school no longer assume that the
   parent can get transportation to a clothing source, but
   that each school, through cooperation of parents, teachers,
   or central administration will put in writing a plan whereby
   transportation will be provided in extreme cases where it is
   apparent that the family can not secure the needed transpor-
   tation.

4. It is recommended that the need for and the responsibility
   for "observation" on the part of principals, counselors,
   teachers, and other staff be stated so clearly that such
   "observation" will become a continuing and every day pro-
   cess that is shared by all of the above-named personnel.

## B. Faculty Questionnaire

The "Faculty Questionnaire -- On-Site Study" was distributed to the 585 teachers in the 20 sample schools on the day that the study team visited the school. (See Appendix I) Completion of the questionnaire was optional. The survey team intended for the faculty responses to help balance the picture of the program when the data was combined with that from program directors. However, responses were received from only 177 teachers, or 30 percent of the total. Although a 30 percent response is usually considered satisfactory for statistical generalizations, in this case the distribution of the responses from the various schools precludes generalization to the city-wide teacher population, or even to the sample teacher population. A 30 percent return was received from only 11 of the 20 sample schools -- from 10 of 16 elementary and 1 of 4 junior high schools.

The questionnaire was organized in two parts, each of which will be discussed separately below.

### Part I

In Part I of the Faculty Questionnaire the teachers rated the effectiveness of eight AAP components in their schools on a number of dimensions. The components were those selected for inclusion in the on-site study:

| | |
|---|---|
| The Reading Mobe Team | The Tutorial Program |
| The Math Mobe Team | Health Service |
| University Liaison | Clothing Service |
| Homework Center | Food Service |

The program dimensions the teachers were asked to rate included: the effect of the program on student participation in the learning process, student attendance, and student academic performance; the extent of the program's operation in their school; the extent of community support for the program; the extent to which problems generated by the program can be overcome; and the extent of their own contact with the program. The scale to be used in the rating was as follows:

> To A Great Extent
> To A Considerable Extent
> To A Slight Extent
> Not At All

Tables 17 and 18 on the next two pages display the mean ratings of the responding elementary and junior high teachers, respectively. An interpretation of the numerical means appears below the chart.

**TABLE 17**

Elementary School Teachers' Ratings of Statements About The AAP Components
N=138

| Statements | Mean Ratings | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Tutorial Program | Math Mobe Team | Read'g Mobe Team | Non-Instructional Services | | | Univ. Liaison | Home-work Center |
| | | | | Food | Cloth'g | Health | | |
| 1. The program promotes students' participation in the learning process. | 3.1 | | | 2.9 | 2.8 | 2.8 | 2.7 | 2.6 |
| 2. The program improves students' attendance | 2.6 | | | 3.2 | 2.9 | 2.8 | 2.2 | 2.3 |
| 3. The program improves students' academic performance | 2.9 | | | 2.8 | 2.6 | 2.6 | 2.6 | 2.6 |
| 4. The program is operational in your school. | 3.2 | 3.1 | 3.3 | 3.6 | 3.1 | 3.0 | 2.8 | 2.8 |
| 5. The program receives parent community support. | 3.0 | | | 3.1 | 2.8 | 2.9 | 2.5 | 2.5 |
| 6. Problems (if any) generated by needs of programs can be overcome. | 2.8 | 3.0 | 3.0 | 3.1 | 3.0 | 2.8 | 2.7 | 2.7 |
| 7. You have contact with the program. | 2.8 | 3.0 | 3.1 | 2.6 | 2.4 | 2.6 | 2.6 | 2.4 |
| Aggregate | 2.9 | 3.0 | 3.1 | 3.0 | 2.8 | 2.8 | 2.6 | 2.6 |
| 8. (To be completed only by those who attended the Summer Leadership Training Institute) (N=6) To what extent have the experiences gained during the Summer Leadership Training Institute contributed to the implementation of this program in your school? | 2.5 | 2.4 | 3.0 | 1.8 | 1.5 | 1.5 | 1.5 | 2.0 |

Interpretation of Mean Ratings

| Mean Range | 1 to 1.4 | 1.5 to 2.4 | 2.5 to 3.4 | 3.5 to 4.0 |
|---|---|---|---|---|
| Rating | Not at All | To a Slight Extent | To a Considerable Extent | To a Great Extent |

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## TABLE 18

### Junior High School Teachers' Ratings of Statements About The AAP Components
### N=39

| Statements | Tutorial Program | Math Mobe. Team | Read'g. Mobe. Team | Non-Instructional Services | | | Univ. Liaison | Home- work Center |
|---|---|---|---|---|---|---|---|---|
| | | | | Food | Cloth'g. | Health | | |
| 1. The program promotes students' participation in the learning process. | 3.2 | | | 3.5 | 2.8 | 3.3 | 2.5 | 3.3 |
| 2. The program improves students' attendance. | 2.2 | | | 2.9 | 2.6 | 3.2 | 1.8 | 1.9 |
| 3. The program improves students' academic performance. | 3.0 | | | 2.8 | 2.6 | 3.1 | 2.3 | 2.5 |
| 4. The program is operational in your school. | 3.3 | 3.4 | 3.9 | 3.1 | 3.1 | 3.6 | 2.8 | 2.8 |
| 5. The program receives parent community support. | 3.0 | | | 4.0 | 3.5 | 3.5 | 2.0 | 3.6 |
| 6. Problems (if any) generated by needs of programs can be overcome. | 3.0 | 2.7 | 2.7 | 2.9 | 2.8 | 2.8 | 2.3 | 2.8 |
| 7. You have contact with the program. | 3.0 | 2.4 | 2.3 | 2.1 | 1.8 | 2.3 | 2.0 | 2.1 |
| Aggregate | 2.9 | 2.8 | 2.9 | 3.0 | 2.7 | 2.9 | 2.2 | 2.7 |
| 8. (To be completed only by those who attended the Summer Leadership Training Institute) (N=2) To what extent have the experiences gained during the Summer Leadership Training Institute contributed to the implementation of this program in your school? | 2.5 | 3.5 | 4.0 | 2.0 | 3.0 | 4.0 | 4.0 | 4.0 |

### Interpretation of Mean Ratings

| Mean Range | 1. to 1.4 | 1.5 to 2.4 | 2.5 to 3.4 | 3.5 to 4.0 |
|---|---|---|---|---|
| Rating | Not at All | To a Slight Extent | To a Considerable Extent | To a Great Extent |

The aggregate rating for each program in the elementary schools
fell within effectiveness range of "to a considerable extent."
According to the respondents, the Reading Mobe Team program was the
most effective program overall, while the food services program was
the most operational. The dimension receiving the lowest rating,
that is effective "to a slight extent," was the impact of the
university liaison program and the homework center program on the
students' attendance. According to the elementary teacher re-
spondents, the tutorial program did the most to promote student
participation in the learning process; the food services program
did most to improve student attendance; and the tutorial program
did most to improve the students' academic performance. The food
services program received the most community support, according
to the respondents, and it also had the most easily overcome prob-
lems. The respondents indicated that they had the most contact with
the Reading and Mathematics Mobe Team programs, while they reported
they had contact only "to a slight ext...' with the clothing and
homework center programs.

The aggregate rating for most of the programs in the junior
high schools fell within the "to a considerable extent" category.
One program, university liaison, however, received an aggregate
rating that fell within the "to a slight extent" effective category.
It should be noted that the only program that the responding teachers
said they had "considerable" contact with was the tutorial program;
with all other programs being rated the respondents had contact "to
a slight extent." According to the responding junior high teachers
the non-instructional services had the greatest impact on student
participation, attendance and performance: food services on
participation, health services on both student attendance and per-
formance. All of the components rated received high "operational"
ratings; the highest went to the Reading Mobe Team which fell into
the "to a great extent" category. All of the programs received
high community support ratings, with food services, clothing ser-
vices, health services and homework center falling into the "to a
great extent" category. The program with the most easily overcome
problems, according to the respondents, was the tutorial program.


Part IJ

Of the 177 teachers responding to the "Faculty Questionnaire,"
118 made comments on the AAP components in Part II of the survey.
The greater percent of the comments about the AAP components in-
dicated that the program and/or service was excellent, beneficial
and/or effective. In addition to the eight components under con-
sideration, the teachers were asked to comment on the use of
"Sequential Inventory of Reading Skills", and the use of "Specific
Objectives for Pupil Performance in Math." More than 80 percent of
the comments stated that these guides were very good and very helpful
instructional aides.

## Conclusions

The elementary teachers indicated that they had the most
contact with the Reading and Math Mobe Teams, while the junior
high teachers said they had the most contact with the tutorial
program. This finding corroborates the information obtained in
the interview with program directors in the sample schools. The
Mobe Teams had the most structured and most active programs over-
all, while in the junior highs, these programs focused their atten-
tion on their own department members rather than on the faculty as
a whole. Thus, non-English and non-mathematics teachers in the
junior high would probably have little contact with Mobe Team efforts.
On the other hand, the tutorial program would reach into each teacher's
classroom, giving junior high teachers more contact with the program.

Both elementary and junior high teachers gave the lowest rat-
ings to the university liaison program and the homework center pro-
gram. Again these findings reflect those gained in interviews with
program directors. Few sample schools -- 7 out of 20 -- had home-
work centers and very few children, about 3 percent, were involved
in the homework center programs where they existed. Observation
showed there to be difficulties relating to both organization and
clarification of objectives. There was little interest in the
homework center program in most of the sample schools from faculty,
students, or parents. The university liaison program, on the other
hand, seldom stood out from the regular school program. Most schools
had university liaison programs, but most programs involved student
teachers. The effects on the students could only be assessed over
the long term, while few such programs suggested involvement of parents.
From the teacher comments we can suggest that the university liaison
programs had low visibility among the respondents to the "Faculty
Questionnaire."

Both the elementary and junior high teachers viewed the non-
instructional support programs -- food, health and clothing ser-
vices -- as important adjuncts to the instructional program. These
programs were perceived as having a considerable impact on student
participation, attendance and academic performance, while they also
received the support of the parents.

## C. Student Form

During the on-site study of the AAP components in sixteen elementary schools and four junior high schools, the Departments of Research and Evaluation staff members administered a student survey form (see Appendix J) to a systematically selected sample of classroom students.

In each elementary school the sixth grade class whose teacher's last name was at the top of the alphabetical list was selected for the survey. In the junior high schools this procedure was followed for selecting a seventh, eighth and a ninth grade class to complete the form. Responses were tallied from 403 sixth graders, 71 seventh graders, 61 eighth graders, and 138 ninth graders. A total of 673 students responded, or about 5 percent of the students at the sample schools.

The results of the student survey are shown by percentage of response in Tables 19, 20 and 21 below. Table 19 displays the responses of the elementary students.

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# Table 19

### Responses of Elementary School Sixth Graders
### To The Survey Questionnaire (N=403)

| Survey Questions | Percentage of Responses | | |
|---|---|---|---|
| | Yes | No | Don't Know |
| 1. Have you received any tutoring at school from a person other than your own teacher? | 49 | 49 | 2 |
| *1a. If yes, do you believe this tutoring has helped you? | 83 | 12 | 5 |
| 2. Have you tutored or taught another person in your class or school over a period of time? | 61 | 35 | 4 |
| 3. Have any of your friends tutored someone or received tutoring? | 79 | 8 | 13 |
| 4. Did you get to know how you did on the city-wide standardized test given last September? | 67 | 25 | 8 |
| 5. Are you keeping any graphs or charts or records showing how you are learning or what you are learning? | 69 | 30 | 1 |
| *5a. If yes, do you believe this has helped you? | 61 | 25 | 14 |
| 6. Do you know if any college or university has any persons in your school or has any program in your school? | 45 | 34 | 21 |
| 6a. If yes, would you try naming the College or University? | (see Table 21) | | |
| 7. Is there a Homework Center--or a special place to do homework--in your school? | 33 | 60 | 7 |
| *7a. If yes, have you used it? | 45 | 53 | 2 |
| 8. Is there a Homework Center--or a special place to do homework--in your neighborhood? | 38 | 53 | 9 |
| *8a. If yes, have you used it? | 50 | 47 | 3 |
| 9. Can you do your homework at home? | 98 | 2 | -- |

\* . The number of responses to part "a" was greater than the number answering "yes" to the main part of the question. There is reason to believe that the percentages of responses for part "a" would be more positive if this had not been the case.

Half of the students surveyed indicated that they had received
tutoring at school. Of this number the majority stated that the
tutoring had helped them. More than half the students said they
had been involved as tutors. More than three-fourths of the students
said that their friends had either received tutoring or had tutored
someone else. More than sixty percent of the students reported they
got to know how they did on the standardized test given in September,
were keeping graphs, charts or records showing their progress, and
thought that these records were helping them in their academic
achievement. Fewer than half knew of a college or university program
in their school.

Only a third stated that there was a Homework Center in their
school. Of this number fewer than half stated that they had used
the Homework Center. Thirty-eight percent indicated that there was
a Homework Center in their neighborhood; half of these said they
had used the neighborhood center. Nineth-eight percent of the
respondents said they could do their homework at home.

Table 20 shows the responses of junior high students to the
questionnaire.

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# Table 20

## Responses of Junior High School Students
## To The Survey Questionnaire (N=270)

| Survey Questions | Percentage of Responses | | |
| --- | --- | --- | --- |
| | Yes | No | Don't Know |
| 1. Have you received any tutoring at school from a person other than your own teacher? | 35 | 65 | -- |
| *1a. If yes, do you believe this tutoring has helped you? | 60 | 30 | 10 |
| 2. Have you tutored or taught another person in your class or school over a period of time? | 38 | 60 | 2 |
| 3. Have any of your friends tutored someone or received tutoring? | 64 | 11 | 25 |
| 4. Did you get to know how you did on the city-wide standardized test given last September? | 59 | 31 | 10 |
| 5. Are you keeping any graphs or charts or records showing how you are learning or what you are learning? | 43 | 53 | 4 |
| *5a. If yes, do you believe this has helped you? | 64 | 20 | 16 |
| 6. Do you know if any college or university has any persons in your school or has any program in your school? | 35 | 26 | 39 |
| 6a. If yes, would you try naming the College or University? | (see Table 21) | | |
| 7. Is there a Homework Center--or a special place to do homework--in your school? | 61 | 28 | 11 |
| *7a. If yes, have you used it? | 38 | 60 | 2 |
| 8. Is there a Homework Center--or a special place to do homework--in your neighborhood? | 30 | 52 | 18 |
| *8a. If yes, have you used it? | 38 | 57 | 5 |
| 9. Can you do homework at home? | 98 | 2 | -- |

* The number of responses to part "a" was greater than the number answering "yes" to the main part of the question. There is reason to believe that the percentages of responses for part "a" would be more positive if this had not been the case.

Fewer than half of the junior high school students responding
indicated that they had received tutoring at school. Two-thirds of
this number thought they had been helped by the tutoring. Fewer than
half of the respondents indicated that they had tutored others, while
more than half indicated that their friends had either received
tutoring or had served as tutors.

Most of the students got to know the results of the standardized
tests. Fewer than half of them reported keeping graphs, records or
charts of their progress. Of those who were keeping track of their
progress, sixty-four percent believed this had helped them.

About a third of the students were aware of a college or university
program in their school. Most acknowledged that there was a Homework
Center in their school, but fewer than half of these said they had
used it. Fewer than a third stated that there was a Homework Center
in their neighborhood, and only thirty-eight percent of these
indicated having used it. Ninety-eight percent of the respondents
indicated they could do their homework at home.

Asked to name the college or university having a program in
their school, the students responded as is shown in Table 21.

Table 21

Colleges and Universities Listed By Students
As Having Programs In Their Schools

| Colleges and Universities | Students' Responses | |
| --- | --- | --- |
| | Elementary | Junior High |
| Howard University | 55 | 63 |
| American University | 28 | - |
| D. C. Teachers College | 22 | 4 |
| Maryland University | 1 | 16 |
| George Washington University | - | 2 |
| Trinity College | - | 1 |
| Total | 106 | 86 |

Howard University was cited most frequently by both elementary
and junior high students as having a university program in their
school. University programs may actually be in operation in a
school without all students necessarily being aware of the program.
The survey indicated that 45% of the sixth graders and 35% of the
junior high school students were in fact aware of these programs.
This seems to be a significant proportion of the student population
for this type program. The strength of the students' awareness of
these programs is attested to by the fact that a fairly large pro-
portion of the students were able to write the names of universities
operating the program.


## Conclusions

The pupils' responses reveal that more tutoring was being done
at the elementary level than at the junior high level. Of those
being tutored, however, a majority of both elementary and junior
high pupils thought that tutoring had helped them. Fewer than 70
percent of the students at both junior high and elementary level
reported that they knew their results on the standardized test.
Considering the importance attached to the testing program in
the Academic Achievement Project and the suggested use of the test
profiles, etc., to bring test results to the students' attention,
the size of these groups seems smaller than might be expected.
Certainly a portion of the deficit may be accounted for by forgetting
over a period of time and possibly the lack of understanding of
the question. If the emphasis on test results is to be continued,
then this program needs to be strengthened. More than two-thirds of
the sixth grade elementary students and fewer than one-half of the
junior high students stated that they kept graphs or charts or
records showing their progress. Of those keeping such records, more
than 60 percent stated that they believed these had helped them.
Apparently the keeping of such records is more prevalent in the
sixth grade than in the junior high school. Additional means of
encouraging implementation at the junior high level need to be
studied.

Whether students were responding to the question or simple
writing the name of a university they knew is unclear from the
universities cited by the students as operaing programs in their
schools. Nineteen of the 20 sample schools were involved in
university liaison programs, according to program coordinators at
sample schools. Federal City College, reportedly involved in the
largest number of sample schools (12), was not mentioned by any
students. Howard University, American University, and D. C. Teachers
College, the colleges mentioned most frequently by the students,
were reportedly involved in 8, 4, and 10 of the sample schools,
respectively. That these colleges were cited most frequently by the

responding students seems to support the analysis that the university liaison programs has a low visibility in the schools where they reportedly operated. It also suggests the responding students were merely writing the name of a college they knew in answering the question on the Student Form.

A significant finding in this survey is that 98% of both the elementary and junior high school students responded that they were able to do their homework at home. One-third of the sixth graders and almost two-thirds of the junior high school students reported that they knew that there was a Homework Center in their school although less than half of each knowledgeable group used it. Similarly about one-third of both groups reported knowing that there was a Homework Center elsewhere in the neighborhood although less than half of these students reported using it. In view of the fact that almost all responding students stated that they could do homework at home, serious consideration should be given to redefining the purpose and function of the school and neighborhood Centers.

## IV. Summary and Conclusions

In order to describe the range of responses in the schools to the implementation of the Academic Achievement Project, an On-Site Study was conducted by the Departments of Research and Evaluation. Eight selected AAP component programs were studied in each of 20 schools -- 16 elementary and 4 junior high schools -- systematically selected from the entire school system.

Data was collected by teams of staff members from the Departments of Research and Evaluation who visited each of the sample schools for one day, and returned a second day if necessary to complete the data collection process. The on-site study teams talked with school principals, interviewed AAP component directors in the schools, surveyed teachers and students to compile their picture of the organization and operation of the AAP components.

### Reading Mobilization Team

A Reading Mobe Team was operational in each of the 20 on-site study sample schools. Only three Mobe Team leaders were released from the classroom full time, while six others could get some release time by rearranging their regular duty schedule. To compensate for the lack of release time, teachers in all of the schools used their planning time, lunch time, and after school hours to complete duties related to the Mobe Team operations. To fulfill the general Mobe Team objective of assisting teachers to develop their skills in reading instruction (new teaching techniques, student assessment, teaching aids, individualization of instruction), Mobe Teams at the sample schools had introduced innovative teaching techniques and materials, aided in test result interpretation and profile construction, helped develop learning packets. They had reached building teachers through workshops, demonstrations during departmental meetings, faculty meetings, grade level meetings and on staff development days. Team leaders thought that the teachers in their schools had been receptive to the Team activities and satisfied with the Team's performance. In general the leader thought informal and formal contact between teachers had been facilitated by the operation of the Reading Mobe Team.

The teachers participating in the teacher survey that was a part of the On-Site Study confirmed that the Reading Mobe Teams were operational "to a considerable extent" in their schools. The elementary teachers indicated that they had "considerable" contact with the Reading Mobe Team while the junior high teachers responded that they had only "slight" contact with the Mobe Team. This reflects the way in which the two levels approached the mobilization of instructio.1 resources: elementary school Teams worked with all teachers

in the building, while junior high Team functioned primarily within the English Department.

Two-thirds of the elementary students and about half of the junior high students responding to the Student Form said they had been told their resu¹⸍s on city-wide standardized tests given in September 1971, and said that they were keeping graphs or charts of their academic progress. These results suggest that Mobe Team activities were affecting the classroom experiences of children. More than 60 percent of those elementary and junior high students who reported keeping progress records said they thought this was helping them. This suggests the Mobe Team activities were affecting student performance.

## Math Mobilization Team

A Math Mobe Team functioned at each of the 20 schools in the on-site study sample. No school had a full time released Team chairman, so teachers had to use planning time, lunch time, and after-school time for Mobe Team operations. With the help of the Math Department of the Division of Instruction and the pyramidal structure developed for the dissemination of information, there was a steady flow of new information about innovative math teaching techniques and materials into the schools. Ideas gathered at monthly Math Department sponsored workshops were passed on to Mobe Team members who shared the ideas with their grade level teachers. Workshops, faculty meetings, written communication and informal contacts among teachers were additional mediums for transferring information directed toward the objective of upgrading mathematics instruction and thus students' math skills achievement. The problems connected with the implementation of this component centered around the lack of time available for carrying out the Mobe Team duties.

Elementary and junior high teachers responding to the Faculty Questionnaire rated the operation level of the Math Mobe Team slightly lower than that of the Reading Mobe Team. While the elementary teachers said they had "considerable" contact with the Math Mobe Team, the junior high teachers said their contact had been only "slight." As with the Reading Mobe Team, the junior high teachers reported less contact with the Math Mobe Team than did the elementary teachers. Again the junior high Math Mobe Team functioned primarily within the Math Department of the school while the activities of the elementary Team were directed at the entire faculty.

All of the schools surveyed (19 in this case) had operational
tutorial programs. Usually more than one staff member was involved
in the administration of this program; usually both a counselor and
a reading specialist were involved in some way. Recruitment and
counseling of tutors fell to the counselor, while selection of tutees
and training of tutors fell to the reading and/or math specialist.
Parents were most frequently called upon as tutors (14 schools).
University students, high school students, peer tutors and a few pro-
fessional persons were also involved in tutorial programs in the
sample schools. Tutorial programs at all sample schools aimed served
children performing below grade level. Generally the tutoring fo-
cused on the development of reading or math skills of individuals or
small groups. Half the sample schools had fewer than 50 children
involved in the tutoring program; three had more than 150 pupils in-
volved. About two-thirds of the sample schools said they would
involve more children in the tutorial program if they had more tutors.
The problems cited by tutorial program directors included a lack of
financial resources for the program, difficulty in recruiting and
retaining tutors, and the lack of space for tutoring sessions. On
the basis of formal and informal feedback about the program, directors
said students had improved attitudes, attendance, and reading and
math skills. They said teachers supported the program and noted
parents had cooperated with the tutorial program, especially by of-
fering their services as tutors.

Both the elementary and junior high teachers completing the
teacher questionnaire gave the tutorial program a high overall rating.
Both groups gave the highest rating to the statements: "The program
is operational in your school," and "The program promotes students'
participation in the learning process."

The responses of the students supported the notion that the
tutoring programs were very active at the sample schools, and sug-
gested that there was more tutoring going on in the elementary than
in the junior high schools. Forty-nine percent of the elementary
and 35 percent of the junior high students responding said they had
received tutoring and 83 percent and 60 percent of these, respec-
tively, said they through the tutoring had helped them. More than
half the students respondents said they knew someone who was being
tutored or was tutoring.


## Homework Centers


Homework Centers organized as places where students could go
after school for supervised study and assistance operated in only 7
of the 20 sample schools. In addition to offering supervised study

and assistance, one junior high center allowed students to make up course deficiencies with satisfactory completion of Homework Center courses. At least one staff member in each of these operating centers received compensation for his time in the center, either as part of his regular working hours, or as additional pay for hours beyond the regular work day. All but one Center served no more than 30 pupils per day, according to the Center directors. One Center, a junior high center had about 60 students attending the center each day. The operating centers had no particular problems; but they had overcome staffing difficulties. Directors reported that the children attending the Centers had profited from the program. Of those schools that had no Homework Center when the on-site study was conducted, 4 were planning to open Centers soon, 7 reported alternative programs at the school or in the neighborhood, and one claimed the children had adequate facilities for study at home. Only one sample school indicated no plans for a Center.

The Faculty Questionnaire results suggest that the Homework Center program was less effective than the other AAP components in aiding children in the academic skills development.

Results of the Student Form survey showed that 98 percent of both the elementary and junior high school students reported that they could do homework at home. One-third of the sixth graders and almost two-thirds of the junior high school students reported that they knew there was a Homework Center in their school, but fewer than half acknowledged they actually used it. About one-third of both groups reported knowing there was a Homework Center in the neighborhood, but fewer than half reported using it. These findings support those from the Interview Schedule and from the Faculty Questionnaire.

## University Liaison

Nineteen of the 20 sample schools had university liaison programs involving a total of 14 area universities and colleges and 46 programs. Approximately half of these were programs involving training of student teachers. Other programs included direct assistance to school staff from university personnel, staff development activities directed by university personnel, and special projects organized by university personnel. School teachers working with university student teachers could take university courses free of charge in reciprocation for their service to the student teachers.

Results of the Faculty Questionnaire revealed that while teachers thought the university liaison programs valuable "to a considerable extent," they thought them less valuable than other AAP component programs. Of the students surveyed, 45 percent of the

elementary and 35 percent of the junior high students reported that they were aware of a college or university program in their schools. It does appear, however, that the way university liaison programs are now structured, they provide a greater service for the university than for the school in which they operate.

## Health Services Program

While a Health Services Program usually directed by the school counselor operate in each of the 20 schools in the sample study, few schools had the services of doctors. The schools' chief task was to identify children needing medical care and then to refer them to appropriate medical facilities in the city. Provision of transportation to care facilities presented a problem. According to the responses to the Faculty Questionnaire, the Health Services Program was helping children in their academic work and getting support from the community.

## Food Services Program

Each of the 20 sample schools had a free lunch program. Breakfast programs were operated in 14 of the 16 elementary schools in the sample, but none of the junior highs had breakfast programs. The on-site study indicated that lunches were available to all children identified as needing lunch. Responses to the faculty questionnaire indicated that teachers thought the food program was the most effective of the non-instructional support programs.

## Clothing Services Program

All but one of the 20 sample schools operated a clothing service for its students, and fifteen made the service available to students' families. Usually coordinated by the school counselor, the clothing service served from 9 to 200 students in the sample schools. Children identified as being in need of clothing could get clothes from the school or a variety of other sources, such as Savoy, Perry, The D.C. PTA Shoe Fund, and so on. Problems associated with the implementation of this component included: lack of money for purchasing new underware, providing needed sizes of clothes, providing transportation of students and their parents to Clothing centers located around the city. Directors reported that they thought the children served with clothes became more receptive in classes, improved their attendance, and tried harder.

The results of the Faculty Questionnaire indicated that the teachers viewed the clothing service as an important adjunct of the academic program.

All the observed AAP components, but one, were operational to a great extent in the sample schools. Administrators and teachers had mobilized the resources of their buildings in a serious effort to improve the academic achievement of the children in the school. Reading and Math Mobe Teams functioned to bring new information about teaching techniques to the teachers. Tutorial programs assisted teachers in individualizing instruction for the very weak students. The university liaison programs, while not as visible to the teachers and their students, used the sample schools as laboratories for student teachers and many other projects. The non-instructional support programs -- health, food, clothing -- attempted to improve the learning environment of each child. Of the components included in the On-Site Study, only the Homework Center program met with minimal success. Constituted as a place to do homework with assistance from adults, Centers were operational in only one-third of the sample schools.

Appendix A

Observation Checklist

Observation Checklist

Academic Achievement Components

School_____Date_____

Component_____

<u>Describe and Comment</u>:

I.  Structure and Organization

   A.  Leadership

   B.  Staff

   C.  Facilities

   D.  Materials, equipment, supplies

 II.  Objectives

 III. Function/Activities

   A.  Recipients

   B.  Participation/utilization

   C.  Attitudes

   D.  Supervision

   E.  Procedures

F. Scheduling

G. Parent/community involvement

IV. Problems/Solutions

V. Effectiveness/Impact

    A. Level of Satisfaction

    B. Evaluation

VI. Other

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Appendix B

Reading and Math Mobe Team Interview Schedule

Math Mobe Team _____

Reading Mobe Team _____

Interview Schedule
Academic Achievement Project
MOBE Team

School_____ Date_____

MOBE Team _____


I. Structure and Organization

1. Is there a MOBE Team component in your school?

    a. If not, is one being planned? (Explain)

2. Who is in charge of this program in your school?

    a. What is the leaders' position and title?

    b. What are the duties of the MOBE Team leader?

    c. How much time does the leader spend on these duties?

    d. How is time provided for the leader to carry out these duties?

3. How many others make up the Mobe Team (and their positions)

    a. What are their specific duties?

    b. What percent of time do the Mobe.Team members spend carrying out these duties?

    c. How is time provided for them to carry out these duties?

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4. What training, if any, did they (leader and members) receive to carry out these duties?

5. What facilities are furnished for the Mobe Team operations?

6. What materials and equipment are available for use by Mobe Team?

   a. How do you determine the availability?

   b. What materials are being used?

   c. What is the source of these materials?

7. What costs have been involved in the operation of the Mobe Team?

   a. How have these costs been met?

   b. Have any alternative sources of funding been explored?

II. Objectives

1. What are the goals for your Mobe Team?

2. Whom do you intend to serve?

III. Function of Mobe Team/Activities

1. How often does the MOBE Team meet together?

2. How were teacher needs determined?

3. What input have teachers had into the MOBE Team operations?

4. How are MOBE Team plans shared with teachers?

5. How many teachers are served?

   a. Is service provided on a request basis or otherwise? (Explain)

   b. To what extent do teachers request the service of the MOBE Teams?

6. What services are provided to the teachers by the MOBE Team?

7. How are these services provided to the teachers?

8. What others are served?

   a. In what ways are they served?

9. Are there special times set aside for MOBE Team members to provide service?

   a. At what other times may services be provided?

IV. Problems/Solutions

1. What problems or difficulties have been encountered which hinder the functioning of the Mobe Team?

2. What has been done to overcome these problems/difficulties?

3. What changes are being planned in the program? Why?

4. What assistance have you received in the implementation and operation of the Mobe Team from the Component Director or others in Central Administration?

5. What assistance, if any, do you need?

## V.  Effectiveness/Impact

1. What methods, if any, have been used to evaluate the effectiveness
   of the Mobe Team's services?

2. What evidences are there that the Mobe Team has affected:

   a. teachers

   b. student performance

   c. parents/community

   d. others

3. What has been the attitude toward the Mobe Team of the:

   a. teachers

   b. student

   c. parent/community

   d. others

4.

5. What are the future plans for your Mobe Team?

VI.  If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1.  Objectives

2.  Staffing

3.  Resources

4.  Number served

5.  Procedure for providing service

6.  Problems

7.  Impact

VII. Has the implementation and operation of this program had an effect on
the implementation of other componerts of the AAP (such as Use of Minimum
Floors, Staff Development Program, Testing Program, Heterogeneous
Grouping, Parental Community Involvement, etc.)  Indicate how.

Appendix C

Tutorial Program Interview Schedule

Interview Instrument

Academic Achievement Project

Tutorial Program

School _____ Date _____

# I. Structure and Organization

I. Is there a Tutorial Program in your school?

   a. If not, is this component being planned? Explain.

2. Who is in charge of the tutorial program in your school?

   a. What is the leader's position and title?

   b. What are his duties in relation to the program?

   c. What percent of his time does the director spend on the program?

   d. How is time provided for the director to carry out these duties?

3. What other persons if any help supervise the tutorial program? (positions, titles)

   a. What are their terms of service? (volunteer? overtime? etc.)

   b. What are their duties?

   c. What percent of time is spent carrying out these duties?

   d. How is time provided for carrying out these duties?

4. What experience or training relating to tutoring have the director and other persons had?

5. What facilities are used to accommodate the tutoring program?

6. What materials or equipment are available for use in the tutoring program?

    a. What materials are being used?

    b. What is the source of these materials?

7. What costs, if any, have been involved in the implementation and operation of the tutoring program?

    a. How were these costs met?

    b. Have any alternative sources of funding been explored?

II. <u>Objectives</u>

1. What are the specific goals of your tutoring program?

2. What is your specific target population?

III. <u>Functioning of the Program/Activities</u>

1. What criteria are used to determine which students shall receive tutoring services?

2. How many students in need of tutoring have been identified?

3. How many of these identified students are being tutored?

4. How would you describe the relationship between the students and the tutors, generally?

Tutoring Program #1:

| Source of Tutors | No. of Tutors | No. of Tutees | Time Schedule by Week |
|---|---|---|---|
| | | | |

Description of Program:

_____

_____

_____

_____

Tutoring Program #2:

| Source of Tutors | No. of Tutors | No. of Tutees | Time Schedule by Week |
|---|---|---|---|
| | | | |

Description of Program:

_____

_____

_____

_____

Continue as above if necessary:

IV. Problems and Solutions

1. What difficulties have been encountered in the implementation of the tutoring program?

2. What has been done (or is being done) to overcome these difficulties?

3. What changes, if any, are being planned for the program? Why?

4. What assistnace have you received in the implementation and operation of this program from the component coordinators or other persons in the Central Administration?

5. What assistance do you need?

V. Effectiveness/Impact

1. What methods, if any, have you used to evaluate the effectiveness of the tutorial program?

2. What evidences are there that the tutorial program has affected:

   a. student performance

   b. teachers

   c. parents/community

   d. other persons (tutors, etc.)

3. What is the attitude toward the tutoring program of

   a. students

   ɔ. teachers

c. parents/community

d. other persons (tutors, etc.) ___

4.

5. What long term plans have you for the tutoring program in your
school?

VI. If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1. Objectives

2. Staffing

3. Resources

4. Number served

5. Procedure for providing service

6. Problems

7. Impact

VII. Has the implementation and operation of this program had an effect on
the implementation of other components of the AAP (such as Use of Minimum
Floors, Staff Development Program, Testing Program, Heterogeneous
Grouping, Parental Community Involvement, etc.) Indicate how.

Prepared by
Departments of Research and Evaluation
Division of Planning, Research and Evaluation

February, 1972

Appendix D

Homework Center Interview Schedule

Interview Instrument

Academic Achievement Project

Homework Center

School_____ Date_____

I. Structure and Organization

1. In your judgment, what actually constitutes a Homework Center?

2. Is there a need for a Homework Center in this school?

3. Is there a Homework Center in your school?

   a. If not, is this component being planned?   Explain.

   b. Where do the children go to do their homework?

4. Who is in charge of the Homework Center program in your school?

   a. What is the director's position and title?

   b. What are his duties in relation to the program?

   c. How is time provided for the director to carry out these
      duties?

   d. How much time does the director spend on the program?

5. What persons staff the Homework Center when it is open?

   a. What are their terms of service?   (volunteer? overtime? etc.)

   b. What are their duties?

   c. How much time is spent carrying out these duties?

   d.  How is time provided for carrying out these duties?

6.  What experience or training relating to Homework Center duties
    have the director and staff persons had?

7.  What facilities are used for the homework center?

   a.  How many, students can be accommodated at one time?

8.  What materials or equipment are available for use in the
    Homework Center?

   a.  What materials or equipment are being used?

   b.  What are the sources of these materials and equipment?

9.  What costs if any have been involved in the implementation and
    operation of the Homework Center?

   a.  How are these costs being met?

   b.  Have any alternative sources of funding been explored?  What?

10.  What other Homework Centers are operational in the larger
     community?

## II.  Objectives

1.  What are the specific goals of your Homework Center?

2.  Whom do you intend to serve through the Homework Center?  Be
    specific.

## III.  Functioning of the Program/Activities

1.  What are the criteria for determining which students are to
    use the Center?

2a. How many students use the Center regularly?

b. How many students use the Center on a typical day?

3. How many teachers have students using the Center?

4. When is the Homework Center available to students?

5. Is attendance voluntary or compulsory?

a. Do those designated to attend actually come? If not, why?

6. Do the students spend their time at the Center doing homework? If not, what do they do at the Center?

7. To what extent do the students call on the Center staff for help with their assignments?

8. Do you think the Center is functioning as intended?

IV. Problems/Solutions

1. What difficulties have been encountered in the implementation of the Homework Center?

2. What has been done (or is being done) to overcome these difficulties?

3. What changes, if any, are being planned for the program? Why?

4. What assistance have you received in the implementation and operation of this program from the component coordinators or other persons in the Central Administration?

5. What assistance do you need?

## V. Effectiveness/Impact

1. What methods, if any, have you used to evaluate the effectiveness of the Homework Center?

2. What evidences are there that the Homework Center has affected?

   a. student performance

   b. teachers

   c. parents/community

   d. other persons

3. What has been the attitude toward the tutoring program of:

   a. students

   b. teachers

   c. parents/community

   d. other persons

4.

5. What long term plans have you for the Homework Center in your school? in the community?

VI. If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1. Objectives

2. Staffing

3. Resources

4. Number served

5. Procedure for providing service

6. Problems

7. Impact

VII. Has the implementation and operation of this program had an effect on
the implementation of other components of the AAP (such as Use of Minimum
Floors, Staff Development Program, Testing Program, Heterogeneous
Grouping, Parental Community Involvement, etc.) Indicate how.

Prepared by
Departments of Research and Evaluation
Division of Planning, Research and Evaluation

February, 1972

Appendix E

University Liaison Interview Schedule

Interview Instrument

Academic Achievement Project

University Liaison

School_____ Date_____

Program_____

University_____

I. Structure and Organization

1. Do you have University Liaison program(s) in your school?

   a. If not, are plans being made to introduce such a program(s)? Explain.

   b. What persons initiated this program in this building?

   | | |
   |---|---|
   | Principal | ____ |
   | Asst. Principal | ____ |
   | Counselor | ____ |
   | Librarian | ____ |
   | _____ | ____ |
   | _____ | ____ |

2. Who is in charge of the program in your school?

   a. What is the supervisor's position and title? Paid or voluntary?

   b. What are the duties of the supervisor in relation to the program?

   c. What percent of his time does the supervisor spend on these duties?

   d. How is time provided for the supervisor to carry out these duties?

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3. List the titles, positions and duties of others who are involved in administering this program.

    a. What percent of time is spent carrying out these duties?

    b. How is time provided for carrying out these duties?

4. What training, if any, was given to the director and staff for carrying out the duties of this program?

5. What facilities are furnished by the university?

    a. Explain any plans being develop d for the use of University facilities and/or to improve present facilities.

6. What materials and equipment are available for use in this University program?

    a. What materials are being used?

    b. What is the source of these materials?

7. Explain and enumerate any costs to your school that have been involved in the implementation and operation of this program.

    a. Explain how these costs were met.

    b. Explain any alternative sources of funding that have been explored.

II. Objectives

1. What is the specific purpose(s) of this program?

2. Who is to be served?

3. What benefits are to be r eived and by whom?

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III. Program/Activities

A. Program directed to students

1. How many pupils are being served and in what manner?

2. How were they selected?

3. What others are served or benefited and in what manner?

4. Explain the activities of the program.

5. Explain the scheduling arrangements and time allotments.

B. Program of a staff development type

1. Describe the program, giving purpose, resources, extent of faculty involvement, time schedules, hope for the actual results.

C. Program to support teachers in the instructional job (aides or resources only, etc.)
   as above

D. Other

IV. <u>Problems/Solutions</u>

1. What problems or difficulties have been encountered which hinder the functioning of the program?

2. Explain what has been done to overcome these problems/difficulties.

3. What changes are being planned in the program. Why?

4. What assistance have you received in implementation and operation of this program from the Component Director or others in Central Administration?

5. What assistance do you need?

V. <u>Effectiveness and Impact</u>

1. What methods, if any, have been used to evaluate the effectiveness of the program?

2. What evidences are there that the program has affected:

   a. student performance

   b. teachers

   c. parents/community

   d. other persons

3. What has been the attitude toward the program of the:

   a. students

   b. teachers

   c. parents/community

   others

4. What evidences are there that the school has changed as a result of its liaison with the University?

5. What evidences are there that the University has changed as a result of its liaison with the school?

6.

7. What are the future plans in respect to this program?

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VI. If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1. Objectives

2. Staffing

3. Resources

4. Number served

5. Procedure for providing service

6. Problems

7. Impact

VII. Has the implementation and operation of this program had an effect on
the implementation of other components of the AAP (such as Use of Minimum
Floors, Staff Development Program, Testing Program, Heterogeneous
Grouping, Parental Community Involvement, etc.) indicate how.

Prepared by
Departments of Research and Evaluation
Division of Planning, Research and Evaluation

February, 1972

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Appendix F

Health Services Interview Instrument

Interview Instrument
Academic Achievement Project
Non-Instructional Supports: Health Services

School_____     Date_____

I. STRUCTURE AND ORGANIZATION

1. How do you define the AAP Health Services Program?

   a. Is there such a program in the school?

   b. If not, is one being planned?

   c. If not, is there a need?

2. Who directs the program in your school?

   a. Position and title

   b. Paid or voluntary?

   c. Specific program duties in t'.s school.

   d. What percentage of time is spent in performing these duties weekly?

   e. How is time provided to perform these duties?

3. Number of staff:

   a. Position and title

   b. Paid or voluntary.

   c. Specific program duties in this school.

   d. What percentage of time is spent in performing these duties weekly?

   e. How is time provided to perform these duties?

4.  What training, if any, was provided for performing the duties relating to this program?

5.  What health service locations are used?   (include school, if applicable)

6.  What materials/supplies/special services are available for this program?

    a.  What is being used?

    b.  From what sources?

7.  What costs to your school, if any, have been involved in the implementa-- tion and operation of the program?

    a.  How were these costs met?

    b.  What alternative sources of funding have been explored?


II.  OBJECTIVES

1.  Purposes


2.  Target population


III.  FUNCTIONING OF PROGRAM/ACTIVITIES

1.  What criteria were used to determine need for each health service rendered? What procedures are used to identify students?

                                    Criteria                    Procedure


    a.  Sight


    b.  Hearing

| Criteria | Procedure |
|---|---|

c. Dental

d. Speech

e. Mental/emotional

f. Physical

g. Other

2. How many students have been identified?

3. How many students have been served?

4. Explain discrepancy, if any, between number of students identified and those served.

5. What is the procedure for referral and obtaining service?

6. What are the transportation arrangements?

IV. PROBLEMS/SOLUTIONS

1. What difficulties have been encountered in providing this service?

2. What has been done (or is being done) to overcome these difficulties?

3. What changes are being planned for the program? Why?

4. What assistance have you received in the implementation and operation of the pro    m for component coordinators or other persons in central adminis   ation?

IV. PROBLEMS/SOLUTIONS (con't.)

5. What assistance do you need?

V. EFFECTIVENESS/IMPACT

1. What methods, if any, are being used to determine if health needs are being met at your school?

2. What evidences are there that this program has affected:

    a. Pupil performance

    b. Teachers

    c. Parents/community

    d. Other persons

4. What is the attitude towards this program of:

    a. Pupils

    b. Teachers

    c. Parents/community

    d. Other persons

5. What are the future plans for this program in your school?

VI. If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1. Objectives

2. Staffing

3. Resources

4. Number served

5. Procedure for providing service

6. Problems

7. Impact

VII. Has the implementation and operation of this program had an effect on
the implementation of other components of the AAP (such as Use of Minimum
Floors, Staff Development Program, Testing Program, Heterogeneous
Grouping, Parental Community Involvement, etc.) Indicate how.

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Appendix G

Food Services Interview Schedule

Interview Instrument
Academic Achievement Project
Non-Instructional Supports:  Food Services

School_____  Date_____

I.  STRUCTURE AND ORGANIZATION

1.  How do you define the AAP Food Service Program (free breakfast/lunch)?

   a.  Is there such a program in the school?

   b.  If not, is one being planned?

   c.  If not, is there a need?

2.  Who directs the program in your school?

   a.  Position and title

   b.  Paid/voluntary

   c.  Specific program duties in this school.

   d.  What percentage of time is spent in performing these duties weekly?

   e.  How is time provided to perform these duties?

3.  Number of staff:

   a.  Position and title

   b.  Paid/voluntary

   c.  Specific program duties in this school.

   d.  What percentage of time is spent in performing these duties weekly?

e. How is time provided to perform these duties?

4. What training, if any, was provided for performing the duties

   relating to this program?

5. Describe the location and facilities of the food service area.

6. What resources are used other than those of the school system

   to provide food service?

   a. What other materials/supplies/special services are available

      for this program?

   b. From what sources?

   c. What is being used?

7. What costs to your school, if any, have been involved in the

   implementation and operation of the program?

   a. How were these costs met?

   b. What alternative sources of funding have been explored?

II. OBJECTIVES

1. Purposes

2. Target population

## III. FUNCTIONING OF PROGRAM/ACTIVITIES

1. What criteria are used to determine the need for food service.

2. What procedures are used to identify students?

3. How many students have been identified?

4. How many students are being served regularly?

   a. Free Breakfast

   b. Free Lunch

5. Explain discrepancy, if any, between the number identified and those served..

6. What procedure is used for serving free:

   a. Lunch?

   b. Breakfast?

7. What is the procedure used for paid lunches?

## IV. PROBLEMS/SOLUTIONS

1. What difficulties have been encountered in providing this service?

2. What has been done (or is being done) to overcome these difficulties?

3. What changes are being planned in the program? Why?

4. Wl    assistance have you received in the implementation   id operation

of the program coordinators or other persons in central administration?

5. What assistance do you need?

## V. EFFECTIVENESS/IMPACT

1. What methods, if any, are being used to determine if food needs

   are being met at your school?

2. What evidences are there that this program has affected:

   a. Pupil performance

   b. Teachers

   c. Parents/community

   d. Other persons

3. What is the attitude towards this program of:

   a. Pupils

   b. Teachers

   c. Parents/community

   d. Other persons

4. What are the future plans for this program at your school?

VI.  If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1.  Objectives

2.  Staffing

3.  Resources

4.  Number served

5.  Procedure for providing service

6.  Problems

7.  Impact.

VII. Has the implementation and operation of this program had an effect on
the implementation of other components of the AAP (such as Use of Minimum
Floors, Staff Development Program, Testing Program, Heterogeneous
Grouping, Parental Community Involvement, etc.)  Indicate how.

Prepared by
Departments of Research and Evaluation
Division of Planning, Research and Evaluation

February, 1972

Appendix H

Clothing Program Interview Instrument

Interview Instrument
Academic Achievement Project
Non-Instructional Supports: Clothing

School_____  Date_____

I. STRUCTURE AND ORGANIZATION

1. How do you define the AAP Clothing Service Program?

   a. Is there such a program in the school?

   b. If not, is one being planned?

   c. If not, is there a need?

2. Who directs the program in your school?

   a. Position and title

   b. Paid or Voluntary

   c. Specific program duties in this school.

   d. What percentage of time is spent in performing these duties weekly?

   e. How is time provided to perform these duties?

3. Number of staff:

   a. Position and title

   b. Paid or Voluntary

   c. Specific program duties in this school.

   d. What percentage of time is spent in performing these duties weekly?

   e. How is time provided to perform these duties?

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4. What training if any, was provided for performing the duties relating to this program?

5. Where is the service area located?

    a. Is this a Title One Center?

    b. Who administers the center?

    c. Is this a Title I school?

6. What are the sources for obtaining needed clothing?

    a. What other materials/supplies/special services are available for this program?

    b. What is being used?

    c. What sources are used for the above?

7. What costs, to your school, if any, have been involved in the implementation and operation of the program?

    a. How were these costs met?

    b. What alternative sources of funding have been explored?

II. OBJECTIVES

1. What are the goals of the program?

2. Target population

III. FUNCTIONING OF PROGRAM/ACTIVITIES

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1. What criteria are used to determine the need for clothing?

   a. What procedures are used to identify the students?

2. How many students have been identified?

3. How many students have been served?

4. Explain discrepancy, if any, between the number of students identified and those served.

5. How many persons other than students in your school have been served?

6. When is the service area available?

   a. What kind of clothing is provided?

   b. What other items been requested? (Have interviewee explain why they are not provided)

7. What is the procedure for of referral for clothing?

8. What is the procedure for providing clothing?

9. If the service area is not located in the school, how is transportation provided?

IV. PROBLEMS/SOLUTIONS

1. What difficulties hav been encountered in providing this service?

2. What has been done (or is being done) to overcome these difficulties?

3. What changes are being planned for the program? Why?

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4. What assistance have you received in the implementation and operation of the program from component coordinators or other persons in central administration?

5. What assistance do you need?

V. EFFECTIVENESS/IMPACT

1. What methods, if any, are being used to determine if clothing needs are being met at your school?

2. What evidences are there that this program has effected:

   a. Pupil performance

   b. Teachers

   c. Parents/community

   d. Other persons

4. What is the attitude towards this program of:

   a. Pupils

   b. Teachers

   c. Parents/community

   d. Other persons

5. What are the future plans for this program at your school?

VI. If this program was in operation prior to AAP, what changes have

been initiated as a result of AAP.

1. Objectives

2. Staffing

3. Resources

4. Number served

5. Procedure for providing service

6. Problems

7. Impact

VII. Has the implementation and operation of this program had an effect on the implementation of other components of the AAP (such as Use of Minimum Floors, Stuff Development Program, Testing Program, Heterogeneous Grouping, Parental Community Involvement, etc.) Indicate how.

Prepared by
Departments of Research and Evaluation
Division of Planning, Research and Evaluation

February, 1972

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Appendix I

Faculty Questionnaire
On-Site Study

March 14, 1972

Memorandum to:   The Members of the Faculty

From:   Dr. Mildred P. Cooper, Assistant Superintendent
         Departments of Research and Evaluation

Subject:   On-Site Study of AAP Components

   We need your help in describing certain programs.  This is part
of a larger Study designed to provide central staff with information
necessary to make decisions on how to improve, expand or revise these
programs.

   We would appreciate your responses to the brief instrument which
is attached; but participation is voluntary.  The Study has been re-
viewed and approved by representatives of the administration and the
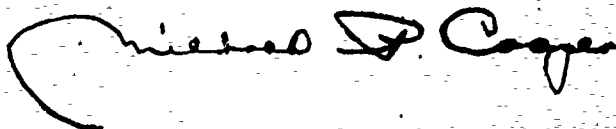Teachers' Union.

   No persons or schools will be individually identified with data
findings.  The Study will be of programs - not schools.  Anonymity
is being assured in hopes of obtaining your fullest cooperation.

   This survey instrument is being distributed to the faculty in
the morning by a staff member of the Departments of Research and
Evaluation.  He will place a small pick-up box in the Faculty Lounge
so that you may return it before leaving school today.

   Your cooperation is certainly appreciated.

MPC/mys

Attachment

School _____

**Directions:** For Part I, on this page, please rate the AAP components (programs) that are listed in relation to each stated aspect. Base your ratings on your own knowledge and opinion. Using the rating scale provided, place one number from the scale under each component for each aspect on which it is being rated.

- In Part II, on the next page, feel free to make suggestions or offer constructive criticisms about any of the programs you rated.

**Rating Scale**

| Not At All | To A Slight Extent | To A Considerable Extent | To A Great Extent | No Knowledge or Contact |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | X |

Rate the Program listed in each Column— on the extent to which:

| | The Program | | | | | | |
|---|---|---|---|---|---|---|---|
| | Tutorial Program | Math Mobe Team | Read'g. Mobe Team | Non-Instrl. Services Food Cloth'g. Health | Univ. Lial- son | Home-work Center |
| 1. The program promotes students participation in the learning process. | | | | | | |
| 2. The program improves students attendance. | | | | | | |
| 3. The program improves students academic performance. | | | | | | |
| 4. The program is operational in your school. | | | | | | |
| 5. The program receives parent community support. | | | | | | |
| 6. Problems (if any) generated by needs of programs can be overcome. | | | | | | |
| 7. You have contact with the program. | | | | | | |
| 8. (To be completed only by those who attended the Summer Leadership Training Institute) To what extent have the experiences gained during the Summer Leadership Training Institute contributed to the implementation of this prog'am in your school? | | | | | | |

☒ = Omit

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Part II.   (Feel free to comment below.)

1.   Tutorial

2.   Use of "Sequential Inventory of Reading Skills"

3.   Use of "Specific Objectives for Pupil Performance in Math"

4.   Operation of Reading MOBE Team

5.   Operation of Math MOBE Team

6.   Non-Instructional Supports:

   1.   Food

   2.   Clothing

   3.   Health

7.   University Liaison

8.   Homework Center

9.   The Impact of The Summer Leadership Institute on AAP
       Implementation in your School.   (if applicable)

Prepared by
Division of Planning, Research and Evaluation
Departments of Research and Evaluation
March 1972

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Appendix J

Student Form

# STUDENT FORM

<u>Directions:</u> The questions on this page are meant for students. If some of the words are too hard to read, you may ask your teacher for help.

Read the question, and put a check in the column for "Yes" or "No" or "Don't Know."

It is not necessary to put your name on this sheet because we are only interested in the opinion of the group.

Thank you for helping us get this information.

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

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Have you received any tutoring at school from a person other than your own teacher? | ___ | ___ | ___ |
| 1a. If yes, do you believe this tutoring has helped you? | ___ | ___ | ___ |
| 2. Have you tutored or taught another person in your class or school over a period of time? | ___ | ___ | ___ |
| 3. Have any of your friends tutored someone or received tutoring? | ___ | ___ | ___ |
| 4. Did you get to know how you did on the city-wide standardized test given last September? | ___ | ___ | ___ |
| 5. Are you keeping any graphs or charts or records showing how you are learning or what you are learning? | ___ | ___ | ___ |
| 5a. If yes, do you believe this has helped you? | ___ | ___ | ___ |
| 6. Do you know if any college or university has any persons in your school or has any program in your school? | ___ | ___ | ___ |

If yes, would you try naming the College or University? _____

| | Yes | No | Don't Know |
|---|---|---|---|
| 7. Is there a Homework Center--or a special place to do homework--in your school? | ___ | ___ | ___ |
| 7a. If yes, have you used it? | ___ | ___ | ___ |
| 8. Is there a Homework Center--or a special place to do homework--in your neighborhood? | ___ | ___ | ___ |
| 8a. If yes, have you used it? | ___ | ___ | ___ |
| 9. Can you do your homework at home? | ___ | ___ | ___ |

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