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A Study of the Effects on Students in a Community Consolidated School District in Illinois of Selected Activities Funded Under Title I of the Elementary and Secondary Education Act of 1965

James H. Ellis
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A STUDY OF THE EFFECTS ON STUDENTS IN
A COMMUNITY CONSOLIDATED SCHOOL DISTRICT IN ILLINOIS OF
SELECTED ACTIVITIES FUNDED UNDER TITLE I OF THE ELEMENTARY
AND SECONDARY EDUCATION ACT OF 1965

By

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ABSTRACT

A STUDY ON THE EFFECTS ON STUDENTS IN A COMMUNITY CONSOLIDATED SCHOOL DISTRICT IN ILLINOIS OF SELECTED ACTIVITIES FUNDED UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

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Purpose

The purpose of the study was to identify objectives and identify and measure the effects of selected activities supported with Title I Elementary and Secondary Education Act of 1965 funds on disadvantaged students with respect to their academic achievement, social and personal development and class attendance. One East-Central Illinois Public School District was selected for the study. The school district included grades kindergarten through twelve with an enrollment approximating 10,000 during the school years under review. Of that total enrollment, approximately 1500 students each year were classified as eligible for funding purposes. The school years included were 1966-67 through 1970-71 inclusive and the summer school programs from 1967 through 1971 inclusive.

Description of Project Activities

Standardized achievement test scores and teacher observations were the bases used to make student assignments to the special activities (Title I). The Title I

activities available were remedial reading, remedial language arts, and remedial mathematics. A post-test, i.e., another form of the pre-test (placement test) was given to each group at the end of each project year.

Procedures

A review of the literature including governmental agency documents on the Elementary and Secondary Education Act of 1965 was conducted.

Data gathering was accomplished in the following manner:

1. Project proposals were obtained from school officials.
2. Project objectives and activities were identified.
3. Academic achievement scores, anecdotal records, the results of teacher-made tests, and other supporting data were also obtained from school officials.

In addition, a questionnaire was constructed and distributed to administrators, faculty, and paraprofessionals regarding their perceptions of Title I objectives. Some non-Title I respondents in the above categories were also surveyed. Several student inventories and surveys were also developed, administered and the data analyzed.

Findings

Notwithstanding the number of limitations inherent in a study of this type, it would appear that several conclusions and/or recommendations could be proposed.

Disadvantaged students seem to achieve at the same rate as students not classified as disadvantaged if they are provided with adequate innovation, teachers, and supplies to compensate for the deprived backgrounds which they bring into the classroom.

Increased effectiveness might be promoted through:

1. An emphasis on in-service training at all levels.
2. Increased internal dissemination at all levels, particularly aimed at the non-Title I personnel.
3. Increased concern for evaluation, both short-range and longitudinal.
4. Identifying other measures of success, including retention rates, attendance, non-delinquent behavior, and economic effects on the local community.
5. Promoting parental and other community resource involvement.

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This study was concerned with the effects on students in a community consolidated school district in Illinois of selected activities funded under Title I of the Elementary and Secondary Education Act of 1965. Findings indicated that these activities had positive effects on those students. Recommendations derived from the findings may also have implications for improving the efficiency and/or effectiveness in programs of that nature.

ACKNOWLEDGMENTS

A doctoral dissertation is only accomplished through the combined efforts of many individuals.

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J.H.E.

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CHAPTER I

INTRODUCTION

Public education throughout America has witnessed dramatic changes in the last quarter century. It has undergone sweeping changes and is still feeling the impact of several swiftly moving currents in the American culture; technological, political, social, economic and religious. Perhaps the most striking of the many effects to those swift currents is to be seen in the ever-increasing ecological isolation of social classes and the ever-widening gap between the modes of life of the middle socio-economic class and the lower socio-economic class.

From an educational point of view, the resultant effect is marked by two rather distinct elements in the public school population. On the one hand, there is the element which comes fully prepared to benefit from school because of its background of experiences much akin to those experiences typically provided by the school. Further, that element is prepared to benefit from school, because it is attuned to the language and values of the middle socio-economic class which the school faithfully reflects. Finally, that element is predisposed to accept education and the school as its principal agent, for it

represents the chief means of upward social mobility in the American culture.

Then there is the second major element in the public schools. A number of terms, all with varying degrees of success, have been employed to define that second element; but the one which seems least objectionable among those presently in vogue in the educational literature is the "culturally disadvantaged." By way of contrast to the first element, the "culturally disadvantaged" go to school ill-prepared to benefit from its offerings. The members of the "culturally disadvantaged" group are lacking in their orientation toward school; their experiential background has failed to create a "readiness" for school. The values of the "culturally disadvantaged" group are at variance with those reflected by the school. As a result, the "culturally disadvantaged" are suspicious of (if not, indeed, hostile toward) the intentions of the school.

Educational history is a reminder that the second element is no stranger to public schools. What does make that element--the culturally disadvantaged--an educational phenomenon is the alarming rate of growth of that segment of the school population. That, coupled with the fact that the school is ill-prepared to help

the "culturally disadvantaged" with his unique orientation, means that society runs the risk of losing social solidarity--a basic requirement of American democracy.

Apparently in response to the preceeding, a monumental federal commitment to education was made in 1965. Accompanying that federal commitment was a mandate for accountability. Most studies of prominence (evaluation-accountability) have been directed toward national or larger metropolitan areas and have generally concluded that little or no success was evidenced. Hopefully, this study which reviews the cummulative effects of Title I activities on a limited population may provide new insights.

Statement of the Problem

The purpose of this study was to review the effectiveness of activities funded under Title I of the Elementary and Secondary Education Act in a selected public school district in Illinois.

Specifically, the investigator attempted:

1. to determine the relationships between project objectives and activities,
2. to identify perceptions of selected respondents related to Title I activities, and
3. to infer from the findings, conclusions

and recommendations relevant to any school or grade level.

Significance of the Study

Considerable justification for "compensatory education" is readily apparent in the literature. The primary objective of a school district has been described as one of insuring maximum educational opportunities for all students. Riessman has shown that early identification is essential in providing maximum aid to educationally disadvantaged students.¹

Kirk found that where proper environment is provided, it is possible to raise measured intelligence.² Palmer highlighted the importance of obtaining background information about students and community when he wrote:

One of the purposes of education is to promote the fullest healthy growth of each individual so that he will be encouraged and guided to grow in respects that will not be destructive to him personally and to society. There are wide differences in the socio-economic status of communities. Therefore, if education is to be opportunity for the fullest healthy growth of each individual, the educating process must start with the individual where he is. Where he is is conditioned in large measure by where he lives. In order to do a job

¹Frank Riessman, "The Culturally Deprived Child: The New View," *School Life*, XLV, (April, 1963), pp. 5-7.

²S. A. Kirk, Early Education of Mentally Retarded, Urbana, Illinois (University of Illinois Press, 1958), p. 207.

with children, the teacher must have an out-of-school knowledge of the life of each pupil, particularly his hobbies, his friends, his favorite games, and his activities in his community. A knowledge of the situation in the home of each child is necessary in addition to mere acquaintance with the child's parents. The teacher must have an understanding of the mental and emotional atmosphere of the pupil's environment, his home, his parents, and his relatives. The roots of his behavior personality and character are there.³

Krugman substantiated these concepts and applied them specifically to deprived children when he said:

An education program designed for children from middle-class socio-economic homes does not yield satisfactory results with deprived children. Not only do such children enter into school with handicaps, but these handicaps are increased with time, and the educational gap between them and other children is constantly widened.⁴

It is quite evident that, in order to provide equality of educational opportunity for disadvantaged children, one must identify the children and characterize the specific nature of their disadvantage. One needs to know exactly how these youngsters differ from those with whom our traditional educational system has been successful; for even though the existence of academic deficiency among a high percentage of this population is well docu-

³R. Roderick Palmer, "Living Conditions and Socio-Economic Aspects of Community Structure that Affect the Lives of Children," *Peabody Journal of Education*, XXXIV (April, 1961), p. 332.

⁴Morris Krugman, "The Culturally Deprived Child in School," *NEA Journal*, LX (April, 1961), pp. 23-24.

mented, the specific character of the deficiency is not.

Riessman describes the characteristics of the deprived individual:

- (a) is relatively slow at cognitive tasks, but not stupid;
- (b) appears to learn most readily through a physical, concrete approach (often is slow, but may be persistent when the content is meaningful and valued);
- (c) often appears to be anti-intellectual, pragmatic rather than theoretical;
- (d) is traditional, superstitious, and somewhat religious in a traditional sense;
- (e) is from a male-centered culture, except for a major section of the Negro subculture;
- (f) is inflexible and not open to reason about many of his beliefs (morality, diet, family polarity, and educational practice are examples of these beliefs);
- (g) feels alienated from the larger social structure, with resultant frustration;
- (h) holds others to blame for his misfortunes;
- (i) values masculinity and attendant action, viewing intellectual activities as unmasculine;
- (j) appreciates knowledge for its practical, vocational ends, but rarely values it for its own sake;
- (k) desires a better standard of living with personal comforts for himself and his family, but does not wish to adopt a middle-class way of life;
- (l) is deficient in auditory attention and interpretation skills;
- (m) reads ineffectively and is deficient in the communication skills generally, has wide areas of ignorance, and often is suggestible although he may be suspicious of innovations.

In assessing some of the strengths of this group of

children, Riessman describes them as:

- (a) being relatively free of the strains which accompany competitiveness and the need to establish oneself as an individual;
- (b) having the cooperativeness and mutual aid which marks an extended family;
- (c) being free of self-blame;
- (d) enjoying other members of the family and not competing with them;
- (e) having the security deriving from an extended family and a traditional outlook; and
- (f) enjoying games, music, sports, and cars.⁵

The following factors, reflecting the conclusions of many persons who have studied the causes and results of cultural disadvantage, are believed by Metfessel to be operative in the lives of children from disadvantaged homes.⁶ The grouping of these factors and the remarks relative to them are the work of this writer.

1. Culturally disadvantaged children understand more language than they use. This comparison between understanding and usage does not imply a wide hearing or understanding of vocabulary. Figurel reports that at grade two, the vocabulary of such children is approximately one-third that

⁵Frank Riessman, The Culturally Deprived Child, (New York: Harper and Row Publishers, 1962).

⁶Reported with the permission of Dr. Metfessel, Director of the Center for the Study of the Education of Disadvantaged Youth at the University of Southern California.

of normal children, while at grade six, it is about one-half.

2. Culturally disadvantaged children frequently use a great many words with fair precision, but not those words representative of the school culture. Figurel states that "less than half of the words in the vocabulary of pre-school children are known by second-grade children in slum areas." He also states that "common name words such as sink, chimney, honey, beef, and sandwich are learned by the culturally disadvantaged children one or two years later than by other children."⁷
3. Culturally disadvantaged children frequently are crippled in language development because they do not perceive the concept that objects have eroded economic conditions under which these pupils are reared, with a scarcity of objects of all types, and the absence of discussion

⁷J. Allen Figurel, "Limitations in the Vocabulary of Disadvantaged Children: A Cause of Poor Reading," Improvement of Reading Through Classroom Practice, Proceedings of the Annual Convention of the International Reading Association, Volume 9 (New York: Scholastic Magazines, Inc., 1964).

which characterizes communication in the substandard home prejudice against the development of labels and of the concept of a specific name (or names) for everything.

4. Culturally disadvantaged kindergarten children use fewer words with less variety to express themselves than do kindergarten children of higher socio-economic classes. The use of language by the child chiefly to express his concrete needs, and by parents and other adults to command the child to perform some function, may contribute to the severe limitation of self-expression.
5. Culturally disadvantaged children use a significantly smaller proportion of mature sentence structures, such as compound, complex and more elaborate constructions. This is not limited to the non-English-speaking child, but occurs among the most children who come from culturally disadvantaged areas.
6. Culturally disadvantaged children learn less from what they hear than do middle-

class children. The importance of teaching all children the skills of listening has often been pointed out. This appears to be particularly true for disadvantaged children who come from a milieu in which the radio, television, and the sounds made by many people living in crowded quarters provide a background of noise from which the individual must retreat.

7. Among other characteristics, disadvantaged children have been noted by several investigators and observers to demonstrate perceptual styles and perceptual habits which are either inadequate or irrelevant to the demands of academic efficiency. Although high levels of perceptual awareness and discrimination are often present, these skills tend to be better developed in physical behavior than in visual behavior and in visual behavior than in aural behavior.

The importance of this study rests, however, not with a defense of compensatory education, but with one of attempting to determine the effectiveness and efficiency of program treatment. As previously noted, the evaluations

of prominence have been directed primarily at national or large metropolitan areas and may have less relevance for the smaller urban areas.

Limitations of the Study

The study was subject to the following limitations:

1. Generalization beyond the population under investigation may be inappropriate.
2. The validity and reliability of the authors instrumentation may be questioned.
3. Cultural disadvantages reflected in observations, formal testing, etc., were not considered.
4. The descriptive nature of the study as opposed to a formally designed longitudinal approach in all aspects could be questioned.
5. Only limited data were accessible to the investigator.
6. Junior high and high school achievement test results were not available.

Analysis of the Data

The available data were analyzed as follows:

1. Standardized achievement test data were compared and contrasted between Title I

participants and non-participants and between and among various grade levels and types of activity.

2. Attendance patterns, by Title I attendance centers, were determined.
3. Drop-out rates, by Title I and non-Title I attendance centers, were calculated.
4. Various results were utilized from Title I participant inventories at all levels. Those included one inventory administered in 1966, and three inventories administered in 1971. All were recommended by the author of this study.
5. Perceptions of administrators, teachers and paraprofessionals were obtained using an instrument developed by the writer.

Definition of Terms

Teaching strategy--is defined as a plan of action encompassing the many variables of the teaching-learning process; the teacher, the learner, the nature of the subject matter and the process of concept development used by the teacher to produce desirable behavioral changes in students.

Compensatory education--refers to educational programs, techniques, and projects designed to overcome the

purported academic and cultural deficiencies of children from culturally disadvantaged homes.

Educationally deprived or culturally disadvantaged children--are those children who have need for special assistance in order that their level of educational attainment may be raised to that commensurate with other children of their age. The term includes children who are physically handicapped or whose needs for special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large.

An attendance area--for the purpose of Title I is an area served by a public school within a school district. For each such attendance area, data are required regarding, (a) the total number of children who, according to their ages, are eligible to attend the public school serving their area, and (b) the number of such children who are from low-income families.

Target schools or areas--are those areas where the concentration of children from low-income families is as high or higher than the average for the school district as a whole.

High-service children--are children attending a target school having a concentration of special services designed to meet childrens' needs.

Low-service children--are children who are on the border line of being qualified for special services, and have only limited assistance from a social worker, a psychologist, or received one or more auxillary services. The children are basically like high-service children.

Elementary schools--are schools classified as elementary by state and local practice and are composed of grades not above grade six.

L.E.A.--is the Local Education Agency consisting of a complete school district. It has administrative control and direction of free, public education in a county, township, independent or other school district in a state.

Title I services--are services to help broaden and strengthen education for the children of poverty (ranging from adult education to health services) wherever they may be found--in public schools, in private schools, or out of school.

E.S.E.A.--is the Elementary and Secondary Education Act of 1965 (PL89-10) as amended in 1966 (PL89-750) and in 1967 (PL90-247).

A project--is an administratively and fiscally self-contained program for planning or delivering educational services to persons in a school system.

Evaluation--is the process of determining the ex-

tent to which an activity has accomplished its objectives; often but not necessarily followed by a judgment as to whether that activity and objective was as valuable as other similar or dissimilar activities or had relative value to individuals and society.

For the purpose of this study, curriculum is defined as the learning experiences offered by the school, including teaching methods as one aspect of curriculum.

In this study, the term educational program is interpreted as that part of the curriculum in which the learning activities and content are planned with organized fields of knowledge.

The term effects is interpreted in this study as knowledge of the objectives of the Title I program that was conducted, or is conducted, in the school district, change brought about by the Title I program in the methods used by the teachers in the classroom, and the addition to the curriculum of an educational program financed under Title I.

A.D.A.--Average Daily Attendance--is the number of pupil-days present, divided by days school was in session. One unit is counted for a pupil who attends school every day for five or more clock hours that school is in session.

A.D.E.--Average Daily Enrollment--is the number of pupil-days present plus pupil-days on which attendance is

not required, divided by days school was in session.

General Plan of the Study

Essential to every project is the process of appraising what has happened and what is happening as a result of the expenditures of effort and money. Evaluation is not only important to those who conduct the project as a part of the ongoing effort to accomplish their goals and to educators and members of the community who follow their progress, but it is required, as part of the annual report to the State Department of Education, to assist in determining the extent to which the purposes of Title I are being accomplished.

Evaluation and program reporting are integral parts of the Elementary and Secondary Education Act, Public Law 89-10 (Title I). It is expected that evaluation of Title I programs will help to provide more effective and innovative compensatory education programs in priority areas.

Evaluation is an important part of the process in education. It should diagnose pupil strengths, weaknesses and needs. These, collectively, should determine objectives for improvement of the education process. In its simplest sense, to evaluate is to judge the objectives, processes, products, value and worth of an activity, a service or a program. The extent to which practices and

procedures are succeeding or failing should be indicated by objective evaluation.

Evaluation is required by four different sections of the Title I Act, at three levels: local, state and federal. In order for the state agency to report meaningful data to the U.S. Office of Education and back to the local agency based on operating projects, the local agencies must report "objective" information.

Therefore, this study proposes to collect and analyze data from a number of sources in an attempt to meet these evaluation needs. As previously stated, it would appear that program relevance in a given, localized situation would be enhanced through this approach.

Sources of Data

The extent to which the stated objectives were met was measured through data collected in grades two through six of the target schools: that is, the Teacher Survey, Student Survey, and self-image inventory were reviewed in the light of the specifically defined goals of the project. Generally, those data were collected from the total target-school population.

In addition, comparisons were made between high- and low-service pupils. High-service pupils included all second through sixth grade pupils who had received at least 26 hours of remedial or resource instruction, plus

one or more additional E.S.E.A. service. Low-service pupils had received no E.S.E.A. services other than resource center use and parent education.

Methods of Investigation

The method of research used in this study was the descriptive survey. It purports to critically study and accurately report conditions, practices, beliefs, points-of-view, attitudes, processes and effects. It is a common method used by political scientists, educators, and others to gain information concerning the status of a situation as a basis for formative evaluation.

Procedure

The procedure for this study was developed as follows:

1. The literature, including governmental agency documents pertaining to the Elementary and Secondary Education Act of 1965 was reviewed.
2. Data were gathered from project proposals obtained from school officials; project objectives and activities; and academic achievement scores, anecdotal records, the results of teacher-made tests, and other supporting data.

3. A questionnaire was constructed and distributed to administrators, faculty, and paraprofessionals regarding their perceptions of the Title I objectives.
4. Four instruments were used to gather data concerning the perceptions of disadvantaged students regarding self-image and attitudes.
5. The data collected were analyzed with respect to the purpose of this study.

Organization of the Study

The study is reported in five major chapters, with appropriate subdivisions. A bibliography and appendix follow Chapter V. The first four chapters--introduction, description of the school district and community, review of the related literature, and collection and analysis of the data introduce the problem and establish its rationale, present literature relevant to the problem, describe the research methods to be used, and report the data collected. The final chapter provides a summary of the study and the significant findings, conclusions and recommendations.

CHAPTER II

DESCRIPTION OF SCHOOL DISTRICT AND COMMUNITY

One of the major factors to be considered in a study of this nature is a knowledge of the environment, both physical and cultural, in which the subjects live and work. It is through such background information that investigators are able to understand and interpret the behavior of the subjects as it influences the development of their (subjects) learning processes.

The school district is located on the plains of Central Illinois near the Indiana border, 150 miles south of the City of Chicago. Two trunklines, one U. S. highway and a major state highway, pass through the school district.

The ethnic make-up of the area, reported in the most recent census (1970), shows native white--87.2%, Black--12.5% and foreign born--.3%.

The dominant extractions are English and German. The society appears to be a stable one in which social changes occur slowly enough not to seriously disturb the status quo.

Education facilities consist of eighteen elementary schools, three junior high schools, one senior high school,

five parochial schools, and one junior college.

The public education agency has a K-6-3-3 organization plan with a combined enrollment of 10,615 as of fall 1971.

The private educational agencies are five parochial schools which are supported by the Catholic, Lutheran and Baptist churches. Their schools serve grades kindergarten through eighth, with one high school, grades 9-12.

There is one public library which also provides a mobile library unit.

The city has more than 30 churches representing all major denominations.

Mass media services include a local newspaper, three radio stations, and one television station.

Recreational facilities include one public and three private golf courses, six parks, three theaters, two roller skating rinks, three bowling alleys, six public playgrounds, three public swimming pools, and more than thirty local and national fraternal organizations and clubs.

Health care is provided by numerous private physicians and three hospitals (one community sponsored, one affiliated with a religious order, and a Federal Institution).

The school district serves a community of 45,000.

It is not coterminous with the city boundaries. The city can best be classified as a residential and diversified manufacturing center. There are approximately sixty major manufacturing industries employing 11,300 people with an annual payroll of \$76,000,000. Family income according to the latest available census figures is shown below:

Income by Families--1960

0 -	1,999	-	10%
2,000 -	3,999	-	16%
4,000 -	5,999	-	24%
6,000 -	7,999	-	21%
8,000 -	9,999	-	18%
10,000 -	14,999	-	8%
15,000 -	over	-	3%

Median Income - \$5,812

Median Income, State of Illinois - \$7,086

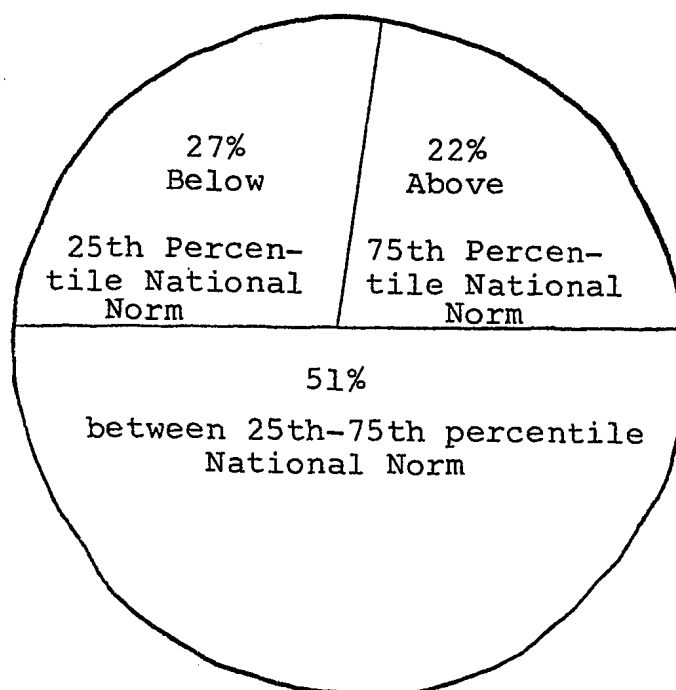
The preceding figures show that 50% of the population earned less than \$5,999; and 89%, less than \$9,999.

In 1965, the school district began to articulate its awareness that large numbers of children enrolled in the district from areas having a high concentration of economically deprived families, were not being educated adequately. The district using Title I funds arrived at a program based primarily on help for the deprived child in remedial reading, language arts and mathematics. Children coming from economically deprived families made up the bulk of those youngsters tested. They also made up the bulk of school drop-outs and social liabilities.

According to one school district administrator, a complementary program was needed in the district, and if federal funds had not been provided, such a program would have been developed through local funding.

Information on academic aptitude in 1969-70 is illustrated by the circle graphs below according to the total third grade enrollment.

Table 1. 1969 District Third Grade Academic Aptitude Circle Graph I.



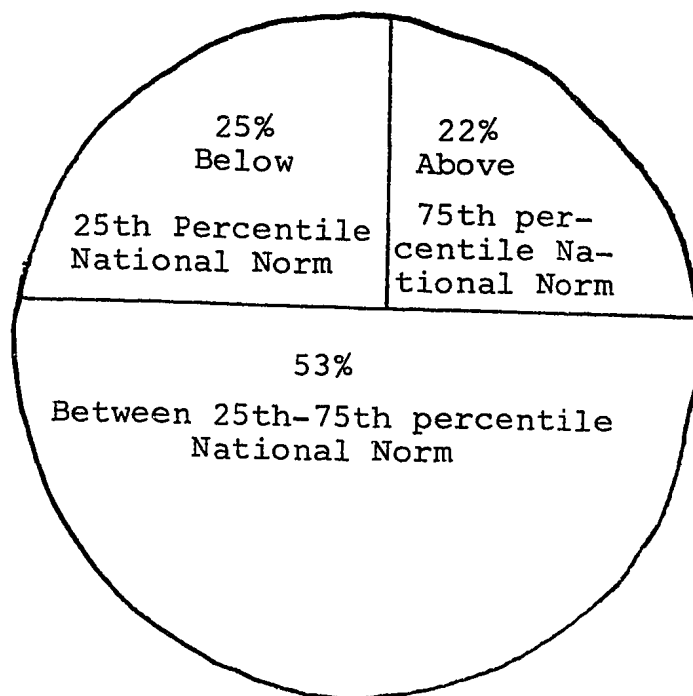
Graph I. Total enrollment-809, Median IQ-99, Low $\frac{1}{4}$ -88, Upper $\frac{1}{4}$ -109.

As Table I, Graph I would indicate, the district has

slightly more students in the lower quartile of academic aptitude than the national average. It also had fewer students in the upper quartile than the national average.

Information on academic aptitude in 1969-70 is illustrated by the circle graph below according to the total sixth grade enrollment.

Table 2. 1969 District Sixth Grade Academic Aptitude Circle Graph II.



Graph II. Total enrollment-791, Median IQ-99.1, Low $\frac{1}{4}$ -89, Upper $\frac{1}{4}$ -109.

As Table II, Graph II would indicate the district had more students in the 25th through 75th percentile

range than the national norm.

Stanford achievement test scores for 1964-65 of third grade students residing in extremely opposite socioeconomic levels are given. School A students are from the most culturally deprived and economically disadvantaged areas. School B students are from the most affluent homes with the highest economic advantages. The test score results, in turn, were the lowest and the highest, respectively, in the district.

Table 3. 1964 comparison of Stanford Achievement Test scores of third grade pupils by school and by economic area.

	School A Deprived	School B Affluent
Reading	2.9	4.1
Percentile	20	70
Science & Social Studies	3.0	3.9
Percentile	26	60
Spelling	2.9	3.9
Percentile	22	62
Language	2.8	4.9
Percentile	22	78
Arithmetic	2.9	3.9
Percentile	20	76
Average I.Q.	87-89	111-113
Average Percentile	23	77
Norm 3.6		

The wide range that exists in the test results above were attributed to economic disparities, cultural advantages and disadvantages and pre-school or no pre-school educational experiences.

The total enrollment in the district (all grade levels) for each of the last six years and the percentage of number of children enrolled from low-income families was as follows:

Table 4. District's total enrollment and the percentage of children from low-income families.

Year	Total no. children enrolled	Total No. children identified as being from low-income families	Percent
1966	10,418	1,132	.10%
1967	10,520	1,229	.11%
1968	10,450	1,260	.12%
1969	10,963	1,348	.12%
1970	10,785	1,422	.13%
1971	10,615	1,580	.14%

It is interesting to note from Table 4 that the proportion of low income children is increasing at a more rapid rate than total enrollment.

In summary this chapter has attempted to provide a

general description of the community, school district and student population under study.

CHAPTER III

REVIEW OF THE RELATED LITERATURE

This chapter contains two major subdivisions: one will review Title I, E.S.E.A., legislation and guidelines, while the other will concentrate on the student and related variables under the heading of research studies.

Elementary and Secondary Education Act

On April 11, 1965, President Johnson signed the Elementary and Secondary Education Act of 1965 outside the former one-room schoolhouse at San Antonio, Texas.¹ This was described as one of the greatest victories of his life--because passing that law was one of the hardest battles of his life.² He said that in reaching out to

5½ million children held behind their more fortunate schoolmates by the dragging anchor of poverty . . . we strengthen the foundation of each school in every community of this nation . . . and preserve an educational system that is based on state and local leadership.

Addressing educators throughout the nation, he added:

¹U.S. Congress, House. Elementary and Secondary Education Act Amendments of 1967 with Background Materials and Tables. Prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate. Committee Print, 90th Congress, 2nd Session. Washington: Government Printing Office, 1968.

²Ibid., p. 40.

The main task now lies with the boards, with the parents, with the teachers, with state school superintendents, with the state education commissioners. You bear the responsibility for translating this law into the vitality of our country's education system.³

Five titles were included in that original act and are briefly described as follows:

Title I provided for payment of one-half the average per pupil expenditure for children from families with an income below \$2,000 per year. It was projected that somewhat more than \$1.06 billion would be distributed to local school districts through state education agencies during the fiscal year 1966.

Title II authorized distribution of \$100 million to the states for acquisition of library resources, including textbooks and audio-visual materials. The ability of local school officials to budget these funds would depend on the state plan, approved by the U. S. Commissioner of Education.

Title III provided \$100 million for grants to local school districts for establishment of

³U.S. Department of Health, Education and Welfare. A Chance for a Change: New School Programs for the Disadvantaged. Office of Education. OE-35084. Washington: Government Printing Office, 1966.

supplementary education centers. An extremely wide range of activities might be authorized under this Title. Under its terms, school authorities were required to cooperate with other educational and cultural interests in the community.

Title IV made another \$100 million available over the next five years for regional educational research and training facilities. Grants would be awarded to institutions for higher education and other non-profit organizations to undertake programs which would benefit public schools.

Title V appropriated \$25 million to strengthen state departments of education. Grants would be made available to improve services rendered to local districts.⁴

Each title was funded by Congress in the fall of 1965 and implementation was begun.⁵ Amendments were later enacted, and will be reviewed in this chapter.

Obviously, the development of guidelines for program implementation at the federal, state and local levels was no easy task. Here a myriad of policies had to be

⁴"Schoolman's Guide to Federal Aid, Part II," School Management, 10: 65 (1965).

⁵"Federal Programs Affecting Education." Illinois Education, 54: 269 (February, 1966).

established including those regarding distribution of funds, expenditures of funds, and identification of project participants. Also delicate social issues including integration, separation of Church and state and local school district autonomy could not be ignored.

The following are presented as examples:

. . . The Catholics have a plurality in the 89th Congress, with 107 Catholic members compared to 88 Methodists, educational advisors have carefully made provisions for aid to private and parochial schools. It is clearly specific, however, that no aid is to be raised for religious purposes--either instruction or workshop.⁶

In "A Reflection from Experience in a Project," Ross L. Mooney indicated:

Installing a Title I project in a local school district is not easy. There are subtle difficulties which need to be recognized for what they are; there are principles which need to be adhered to if the difficulties are to be overcome and the project is to do what was intended.⁷

. . . the Department of Public Instruction determined that the local education agencies were eligible for a basic grant only if there were 100 or more children from low-income families or at least three percent of all children aged 5-17, whichever was less. However, in no instance could it be less than 10 such children.⁸

⁶Sidney W. Tiedt. The Role of the Federal Government in Education. (New York: Oxford University Press, 1966), p. 194.

⁷Ross L. Mooney. "A Reflection from Experience in a Project." Theory into Practice, 5: 138-143 (June, 1966).

⁸Frank R. Cushman and Victor E. Celio. "A Discussion of State Department Action." Theory into Practice, 5: 111-114 (June, 1966).

Undoubtedly, there is some commonality of policy development among the Elementary and Secondary Education Act titles. The scope of this study is limited to Title I of the Elementary and Secondary Education Act.

Literature regarding the Elementary and Secondary Education Act of 1965 and subsequent amendments was reviewed to provide background information for this study.

Legislative History

A landmark in the struggle to secure federal aid for education was reached in April, 1965, with the passage by Congress of the Elementary and Secondary Education Act (E.S.E.A.).⁹ Although E.S.E.A., like other important social legislation, was the product of a wide variety of intellectual, political, economic and social forces, its effective genesis is to be found in the interaction of presidential, congressional, group interest, and bureaucratic forces in Washington.¹⁰ It was the first major attempt by the national government to reduce the gap in the possession of knowledge between the "haves" and the "have nots."

This attempt provided through Title I of the Act

⁹Public Law 89-10, 89th Congress, 1st Session.

¹⁰Stephen K. Bailey, The Office of Education and the Education Act of 1965, (Indianapolis, Indiana: The Bobbs Merrill Company, Inc., 1966), p. 1.

almost a billion dollars for the improvement of educational opportunities for the children of the poor--children who, because of economic disadvantage, have been denied access to the educational opportunities available to most of the nation's children.

In a message to Congress, President Johnson described the relationship between a deficient education and poverty:

Poverty has many roots, but the taproot is ignorance: poverty is the lot of two-thirds of the families in which the family head has had 9 years or less of schooling.

Twenty percent of the youth aged 19 to 24 with an eighth grade education or less are unemployed--four times the national average.¹¹

The social cost resulting from the millions of young people who have not completed high school more than justifies the legislation--inadequate education is related to unemployment, poor health, poverty and crime. The framers of this Act believed that the key to the improvement of the nation would be found in the expansion and improvement of educational opportunities for the underprivileged children of the country.¹²

¹¹Philip Meranto. The Politics of Federal Aid to Education in 1965: A Study in Political Innovation. 1st ed. (New York: Syracuse, 1967), p. 34.

¹²Ibid., p. 131.

The Democratic victory in the 1964 election was one of the crucial components of the pattern. The question of federal aid became an increasingly partisan issue, and the ideological gap between the parties was unusually wide during the 1964 campaign. Consequently, the overwhelming Democratic victory provided a solid foundation for the 1965 federal aid effort.

In review, Bailey and Mosher wrote:

. . . The extraordinary rapid and cooperative congressional behavior can be attributed largely to factors already described: antecedent Federal school aid groundwork, the election outcome, and the presidential drive.

The 1964 election also resulted in another favorable input factor: the re-election of President Lyndon B. Johnson, one of the strongest advocates of federal aid. There is little doubt that he made school aid a top priority item on his legislative agenda for the first session of the Eighty-Ninth Congress and provided the necessary leadership to enact the bill.

President Johnson stated:

By this act we bridge the gap between helplessness and hope for more than five million educationally deprived children. As a son of a tenant farmer, I know that education is the only valid passport from poverty. As a former teacher--and I hope a future one--I have great ex-

¹³ Stephen K. Bailey and Edith K. Mosher. E.S.E.A.--The Office of Education Administers a Law, (New York: David McKay Company, Inc., 1967), p. 45.

pectations of what this law will mean for our young people.¹⁴

President Lyndon B. Johnson and his associates assumed the responsibility of drafting an "acceptable" bill--a bill that would gain the support of the major organized interest groups. They concentrated on devising an appropriate formula for resolving another complicating variable: the question of aid to non-public schools. It appeared necessary to include some form of assistance that would gain the support of the Catholic organizations yet not alienate the Protestant groups and the National Education Association. The administration decided to include representatives from both sides in working out the approach. Separate and joint conferences were held by administration officials in 1964 with the National Catholic Welfare Conference and the National Education Association. Eventually these organizations were joined in their support of the legislation by most of the major Protestant organizations. The willingness of these groups to compromise on the religious issue was no doubt related to their desire to avert a repetition of the 1961 conflict, to the "ecumenical environment" that had developed, to the crisis confronting urban and rural schools, and implicitly to the civil rights revolution. By so doing, they put

¹⁴Sidney W. Tiedt, p. 192.

the issue of federal assistance in a context which had good chances for gaining widespread support.¹⁵

The legislation is in the tradition of federal involvement in education. At critical times in the past, Congress has recognized national needs in education; e.g., the need to provide higher education in technical and agricultural subjects, to provide improved vocational education in secondary schools, and to foster improvements in the teaching of science, mathematics, and foreign language. This newest legislation also recognized a need and, therefore, was categorical in its intent. However, it concentrated on a specific "target group" of students rather than on a subject area. A departure from tradition is evidenced by congressional insistence that opportunities be provided for students attending private as well as public schools. The guidelines were carefully formulated and written in order to implement the translating of a concept into action--the concept that special efforts should be made to improve the educational opportunities of a carefully defined sector of the population. Lewis comments on the intent of Congress when he states that:

. . . Title I is concerned with making better educational services available to children from low-income families . . . The act is for all children regardless of where they are enrolled . . . but respon-

¹⁵Meranto, pp. 131-136.

sibilities under the act rest squarely with local and state public educational agencies that already exist. If a local district believes that it can best serve the needs of disadvantaged children by expanding transportation services--which might be the case in our rural districts--and if the state department agrees, then that's how the money will be used. If, for example, in an urban district the school authorities believe that a reduction in pupil-teacher ratio would best serve disadvantaged children there, then classroom construction would be a solution within the scope of the act's intent. Let me repeat, we feel that local school people know their districts best, and with some encouragement, will develop good programs that carry out the intent of this historic act.¹⁶

Title I of the Elementary and Secondary Education Act of 1965 pertains to children from age 5-17 inclusive. This permits the development of projects and activities to serve a wide range of needs in a variety of areas.

The four major educational tasks to which the act was directed were:

1. To bring better education to millions of educationally disadvantaged youth who need it most;
2. To put the best educational equipment and ideas and innovations within reach of all students;

¹⁶Phillip Lewis. "Elementary and Secondary Education Act of 1965, Title I: Designing Projects," Audiovisual Instruction, 10: 722-3, (November, 1965).

3. To advance the technology of teaching and training of teachers;
4. To provide incentive for those who wish to learn at every stage along the road to learning.¹⁷

Although the local school people know their districts best, they may receive funds for any fiscal year only upon the agreement of the State Educational Agency. The qualifications include:

1. That payment will be used for programs and projects of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of children from low-income families;
2. That the local agency has made provision for including special educational services and arrangement (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which low-income children attending non-public schools can participate;

¹⁷U.S. Department of Health, Education and Welfare, Profile of the Elementary and Secondary Education Act of 1965 (PL89-10), (Office of Education, OE-20088, Washington: U.S. Government Printing Office, 1966), p. 5.

3. That a public agency will administer the funds and property acquired under the Title;
4. That the construction of school facilities under the Title be consistent with overall state plans for the construction of school facilities;
5. That effective procedures will be adopted for evaluating, at least annually, the effectiveness of the programs in meeting the special needs of educationally deprived children;
6. That the local educational agency will make an annual report to the State Education Agency including the above information;
7. That wherever there is, in the area served by the local educational program, an anti-poverty program, the programs and projects have been developed in cooperation with the public or private non-profit agency responsible for the Community Action Program; and
8. That effective procedures will be adopted for acquiring and disseminating to teachers

and administrator significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.¹⁸

Further, a target area was defined as an area which had a percentage or numerical average of children from low-income families which was as high as, or higher than, that of the school district as a whole. In identifying target areas, a school district could take the following steps:

1. Determine the total number of children in the entire district who are eligible under the poverty requirements.
2. Find the percentage these eligible children represent of the average daily attendance of the entire school district.
3. For each individual school building in the district, determine the number of eligible children in that building and then find the percentage these eligible children are of the average daily attendance in that building.

¹⁸Meranto, pp. 131-136.

4. Within the district, the money is then allocated to those schools which have a percentage or numerical average of children from low-income families which is as high as, or higher than, the district as a whole.¹⁹

To ensure that the federal monies would not be thinly spread over the entire school population and for merely "more of the same" kinds of educational services, the legislative draftsmen of Title I included Section 205(a)(1):

. . . that payments under this Title will be used for programs and projects . . . (a) which are designed to meet the special education needs of educationally deprived children in school attendance areas having high concentrations of children from low-income families and (b) which are of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the needs.²⁰

The maximum authorized amounts by county under Title I for fiscal year 1967 were based on the following formula:

- A. The number of children in each county aged 5 through 17 from families with an annual income of less than \$2,000 based

¹⁹National Audio-Visual Association, A Summary of Education Act of 1965: Nothing Matters More, (Washington, 1965), p. 3.

²⁰Bailey and Mosher, p. 116.

on 1960 census data.

- B. The number of children in each county aged 5 through 17 from families with dependent children under Title IV of the Social Security Act.
- C. One-half the average per pupil expenditure in the state for the second year preceeding the year for which the computation was made.

Formula: $(A + B) \times C =$ the maximum number of dollars of the basic grant.

County authorizations were made by the State Educational Agency to the local education agency (LEA) in each county. To be eligible, the LEA had to be located in a county with at least 10 children in the above categories.²¹

Under the provisions of Title I, local districts were encouraged to provide services, limited only by their imagination. Some of those suggested by Adam Clayton Powell, Chairman, House of Representatives Committee on Labor and Education, were:

In-service training for teachers;

Additional teaching personnel to reduce class size;

Teacher aides and instructional secretaries;

²¹Bailey and Mosher, p. 278.

Supervisory personnel and full-time specialists for improvement of instruction and to provide related pupil services;

Employment of consultants for improvement of program;

Institutes for training teachers in special skills;

Programs to train teacher aides;

Supplementary instructional materials;

Curriculum materials center for disadvantaged children;

Classes for talented elementary students;

Special classes for physically handicapped, disturbed, and socially maladjusted children;

Pre-school training programs;

Remedial programs, especially in reading and mathematics;

Enrichment programs for grades 1, 2, and 3 on Saturday morning and during summer;

Programmed instruction;

Instructional media centers to provide modern equipment and materials;

English programs for non-English-speaking children;

Special audio-visuals for disadvantaged children;

Programs for the early identification and prevention of drop-outs;

Increased guidance services for pupils and families;

School-job coordinators;

Home and school visitors and/or social workers;

Early identification of gifted and handicapped among disadvantaged;

Supplemental health and food services;

Language laboratories, science and reading laboratories, laboratories for modern instruction in other subject areas;

School health, psychiatric, and psychological services;

Provision of clothing, shoes, and books where necessary;

Financial assistance to needy high school pupils;

School plant improvements--elementary school science laboratories, libraries, kitchens, and cafeterias;

Equip elementary classrooms for television

and radio instruction;

Purchase of musical recording of classical nature, and recording poems and addresses;

Mobile learning centers;

Educational summer camps;

College coaching classes;

Arts and crafts programs during summer vacation;

Summer school and day camp;

Full-day summer school;

Summer programs for development of language skills;

Shop and library facilities available after regular school hours;

Work experience program;

On-the-job training for high school students;

Field trips for cultural and educational development;

Expansion of libraries in major disciplines;

Scheduling of concerts, dramas, and lectures;

Mobile art exhibits and libraries;

Saturday morning special opportunity classes;

Bookmobiles--home oriented;

After-school study centers;

Pre-school pupil transportation;

Pupil exchange (semester, year, summer).²²

Method of Identifying Eligible

School-Age Youth

It has been recognized that children from impoverished homes commonly suffer physical, intellectual, and cultural handicaps which impede their academic achievement and help perpetuate a cycle of poverty. The major emphasis of Title I, therefore, is upon improving education for deprived children in low-income areas.

Projects are designed for educationally deprived children, who are not necessarily the same ones counted for the purpose of the formula. These educationally deprived children are those attending the eligible schools whose achievement and performance are below (or likely to be below) the level expected for their age and grade.

Allocation of funds to school districts is based on the number of 5 to 17 year-old children from low-income families residing in the district, in foster homes, or in institutions for neglected or delinquent, multiplied by one-half the state program. "Low-income families" are those who earned less than \$2,000 annually and those who

²²U.S. Congress. Hearings, Elementary and Secondary Education Act of 1965, Subcommittee on Education of the Committee on Labor and Public Welfare. United States Senate. Committee Print. 89th Congress, 1st Session. (Washington: Government Printing Office, 1965).

received more than \$2,000 under the Social Security Act's aid to families with dependent children. For fiscal years 1968-71, the "low-income" factor was raised to \$3,000 and the national average per pupil expenditure could be used in computing entitlements.

Though the factor of family income largely determines which school districts are eligible for assistance, educational need determines which children may benefit. The local educational agency's Title I program must provide, also, for educationally deprived students living in the district and attending non-public schools.

School officials should concentrate on the schools where the needs are greatest. Federal funds must be used to increase the educational services available through other means. Proposals are submitted to the State Educational Agency, which approves programs and makes grants on the basis of federal regulations.

Handicapped, neglected, or delinquent children in institutions may benefit from state programs or those administered by local public educational agencies. Allocations to state schools for these children are based on the average daily attendance at such schools within the state, multiplied by one-half the average per pupil expenditure in the state. Project proposals are submitted to the State Educational Agency.

Children of migrant agricultural workers suffer from severe educational handicaps related to frequent changes in the schools they attend. Grants may be made to state agencies to help them meet the educational needs of such children. State educational agencies may apply to the Office of Education singly or in combination, but are expected to design imaginative programs to provide greater continuity in the education of migrant children.

Many American-Indian children attend public school where they may participate in Title I programs. Those who attend schools operated by the Department of the Interior or private residential schools on Indian reservations may benefit from program proposals approved by both the U.S. Office of Education and the Bureau of Indian Affairs, Department of the Interior.²³

Amendments

On November 3, 1966, at the President's request, Congress enacted a bill (HR3161-PL89-750) expanding the Elementary and Secondary Education Act of 1965 (PL89-10) to make eligible those neglected and delinquent children living in state and local institutions and authorizing new funds under the Act for two years.

²³U.S. Department of Health, Education and Welfare, Profile of the Elementary and Secondary Education Act (PL89-10), (Office of Education, OE-20088, Washington: U.S. Government Printing Office, 1966), pp. 4-5.

The most important changes made in Title I by the 1966 legislation (PL89-750) were two which expanded the scope of the program and provided more funds. First, it permitted any state to use the national average per pupil expenditure for education as a basis for its Title I grants rather than its own average expenditures, if the national average were higher. This provision benefited the poorer states which had sought a similar privilege when the Act was first before Congress. It was expected to provide \$343 million more to the poorer states in fiscal 1968. Second, it expanded the Title I programs to include children whose families earned up to \$3,000, a figure which was close to that used in the anti-poverty program to define the impoverished.²⁴

The amendments authorized grants to state educational agencies to establish or improve programs for children of migratory farm workers. They also provided a formula based on the number of such children in each state and required states to submit plans meeting criteria required for other programs under the Title.

Under the provision of the Act, states are reimbursed for the proper and efficient administration of the

²⁴U.S. Department of Health, Education and Welfare. Title I E.S.E.A.--In Institutions for Neglected and Delinquent Children, (Office of Education, OE-37020. Washington: Document Printing Office, 1967), p. 2.

Title I program at the state level. The amount a state can receive may not exceed \$75,000 or one percent of the total maximum grants for the state and local educational agencies within the state.

In their administration of Title I, the state departments of education frequently drew up their own state guidelines. State guidelines for implementation of Title I for fiscal year 1966 were generally not entirely different from, but rather models modifying, federal regulations and guidelines. Many states followed federal guidelines without any changes.²⁵

On October 27, 1967, the Title I program was changed. The allocation formula was modified to increase funds for state agency programs for the handicapped, neglected, delinquent, and children of farm migrant workers to the full level provided by the legislative formula.

The National Advisory Council on the Education of disadvantaged children was expanded to include responsibility for improved program evaluation and information dissemination.

The amendments authorized up to \$50 million in additional funds for annual incentive grants to states which exceed the national average effort for education

²⁵Bailey and Mosher, p. 67.

of elementary and secondary school children.²⁶

President Johnson signed the law (PL90-247) on January 2, 1968, and signed HR7819, which extended through fiscal year 1970 the programs of the Elementary and Secondary Education Act of 1965, the impacted areas and disaster-relief programs and certain other education programs.

The funds provided under Title I were to be distributed to each local school district on the basis of two factors: (1) the number of children in the district from families with income below \$3,000 and (2) the state's average per pupil expenditure for education or the national average expenditure, whichever was higher.

It specified that, if the appropriation for Title I was insufficient to pay all the local agencies the full amount to which they were entitled, the following procedures were to go into effect:

1. State agencies for the handicapped, children of migrants and delinquent and neglected children in institutions were to be allocated their maximum entitlement.

²⁶U.S. Congress, House, Elementary and Secondary Education Act Amendments of 1967 with Background Materials and Tables, Prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, (Committee Print, 90th Congress, 2nd Session, Washington: Government Printing Office, 1968), pp. 43-44.

2. Grants to local agencies were to be computed on the basis of a \$2,000 family low-income factor until each district had been allocated its maximum entitlement under this factor. Any remaining funds were then to be allocated on the basis of the \$3,000 low-income factor, with each district receiving its pro rata share.
3. The total amount going to local agencies within a state was to be no less than the total amount fiscal 1967.
4. Each state was to receive for administrative expenses one percent of its total allocation.²⁷

Responsibilities of State and Local Agencies

The implementation of Title I programs require federal, state, and local cooperation. The burden of responsibility, however, rests heavily on the shoulders of local educators. They must identify the educationally deprived and their special needs, design and propose projects, put their programs into effect.

In order to participate in the basic grants program, Title I guidelines of the Office of Education outline the

²⁷Congressional Quarterly Almanac, 23: 611-614 (1967).

duties and responsibilities of state education agencies as follows.

In its formal application to the Commissioner of Education to participate in the Title I program, a state educational agency includes assurance that it will administer the program and submit reports in accordance with the provisions of the law and the administrative regulations. In the administration of the program, its major responsibilities are to:

1. Sub-allocate basic grant funds, where necessary, to eligible local educational agencies;
2. Assist local educational agencies in the development of projects;
3. Approve proposed projects in accordance with the provisions of Section 205(a) of Public Law 89-10 of Title I and make payment of funds to local educational agencies;
4. Maintain fiscal records of all grant funds;
5. Prepare and submit fiscal and evaluate reports to the Office of Education.²⁸

²⁸U.S. Congress, House, Study of the United States Office of Education under the Authority of House Resolution 614, Report of the Special Subcommittee on Education. House document, 90th Congress, 1st Session, (Washington:

Research Studies

Most studies of socially, culturally, or educationally disadvantaged students have been carried out in a metropolitan, urban context, or have emphasized the effects of racial difference upon the student's academic achievement. A review of these studies is valuable in that it provides a background of understanding from which the reader may proceed to the present research. In this review of the literature, primary emphasis has been placed on two specific elements: (1) the identification of pertinent factors which influence, or in some way affect, the student's educational achievement, and (2) the findings of other studies in the area of disadvantaged students. Due to the large number of related studies conducted, the literature reported here follows a chronological order so that the mass of information may be summarized without unnecessary duplication of findings. Also, where necessary, reports which substantiate previous findings are noted but not reported in detail.

The relationship between the academic achievement of the child and his socio-economic status has been studied by many researchers in various ways during the past twenty years. As far back as 1941, Hollinghead found that 89% of school drop-outs came from the poorest Government Printing Office, 1967), pp. 251.

socio-economic circumstances.²⁹ These findings were supported by Young in the 1950's.³⁰

In 1951, Pollard determined that the greatest number of pupils falling below the grade norm in reading came from families where the fathers were unskilled workers.³¹

Havighurst states that middle and lower class children actually bring widely different cultural experiences into intelligence test situations and that lower class children are not as well motivated to do their best as are middle class children. To secure a true measure of the ability of children and derive a valid indication of intelligence, a test must draw its questions or problems entirely from experiences that are common to all children, or to nearly all of the children who are to be tested.³²

Environment appears to play a role of major importance in the achievement of children from all classes.

²⁹A.B. Hollinghead, Elmtown's Youth, (New York: John Wiley, 1959), pp. 329.

³⁰Joe M. Young, "Lost, Strayed or Stolen," Clearing House, XXIX, (October, 1954), pp. 89-92.

³¹Sr., Marie Baptista Pollard, "A Study of the Intelligence, the Reading Achievement, and the Personality Adjustment of Intermediate Grade Pupils of Selected Social Economic Status Levels," (Unpublished Ph.D. dissertation, Fordham University, 1951).

³²Allison Davis, Kenneth Ellis, Robert J. Havinghurst, Virgil E. Herrick and Ralph Tyler, Intelligence and

Kirk believes that if proper environment is provided it is possible to raise measured intelligence.³³

During the decade of the 60's, many studies were conducted utilizing the six "status characteristics" of occupation, amount of income, source of income, education, house type and dwelling area developed by Warner.³⁴

Durkin found that over 55% of the children who learned to read before coming to school came from the low socio-economic home. Another factor that she found to be important was that an older brother or sister usually played a decisive role in helping the child to read before coming to school.³⁵

Reading deficiencies may be caused by a number of factors, including visual deficiency and emotional block. Devine found that there are two primary reasons related to emotional maladjustment that cause children to have difficulty in reading. First, children are emotionally maladjusted when they come to school. Second, emotional

Cultural Differences, (Chicago: University of Chicago Press) pp. 21.

³³S.A. Kirk, Early Education of Mentally Retarded, (Urbana, Illinois, University of Illinois Press, 1958), p. 207.

³⁴W. Lloyd Warner, Marchin Meeker, and Kenneth E. Ellis, "Social Class in America," The Manual of Procedure for the Measurement of Social Status, (New York: Harper and Row Publishers, 1960), p. 131.

³⁵Delores Durkin, "Children Who Learn to Read Prior to First Grade: A Second Year Report," Paper presented at

maladjustment many times is caused by the frustration that the child has from reading disability.³⁶

Reissman stated that in 1950 approximately one child out of every ten in the United States could be classified as culturally deprived. This increased to one in three by 1960 due to the vast migration that was taking place from the rural areas to the urban centers of the United States. Riessman believed that by 1970, there may be one deprived child for every two enrolled in the schools of the larger cities.³⁷ Reading disability among school children is commonly estimated at between 15 and 20 percent, with educationally deprived children having a reading disability as high as 50%. Riessman said:

The significance of reading cannot be over-estimated because all too often the deprived child remains retarded in all other subjects due to his inability to read.³⁸

Hill found evidence of a strong effect of socio-economic status upon school achievement.³⁹ Ashworth found

American Educational Research Association meeting--Chicago, Illinois, 1961, p. 6.

³⁶Thomas G. Devine, "Causes of Reading Difficulty," Clearing House, XXXVII. (October, 1962), p. 86.

³⁷Frank Riessman, The Culturally Deprived Child, (New York: Harper and Row, 1962), p. 1.

³⁸Ibid.

³⁹Edwin H. Hill and Michael C. Gimmpatleo, "Socio-Economic Status and School Achievement," Elementary English,

that (1) the economic, social, and educational environment of the mentally able child helped determine academic achievement, and that (2) age and/or sex had little to do with the academic achievement of the mentally able child. She recommends that economic, social and educational factors be considered in grouping and that the schools develop early identification procedures for mentally able children.⁴⁰

In 1964, Young investigated the relationship between school holding power and community socio-economic variables. Six of the independent variables in this study showed a positive correlation with the high school holding power that was significant at the one percent level. Those variables included the median monthly rentals in the community, the median income in the community, the median school age reached by adults, the percentage of professionals among those employed in the community, the percent of home ownership and the median teacher's salary.⁴¹

Havighurst describes the disadvantaged child as
XXXX (March, 1963), p. 270.

⁴⁰Marion S. Ashworth, "A Comparative Study of Selected Background Factors Related to Achievement of Fifth and Sixth Grade Students," (Unpublished Ph.D. dissertation, Houston University), p. 128.

⁴¹Nathan Young, "A Community Program to Improve School Holding Power," Clearing House, XXXVIII, (April, 1964), p. 503.

"one who is handicapped in the task of growing up to lead a competent and satisfying life in the American society."⁴²

The socially disadvantaged, according to Havighurst, are observable with the following characteristics: they are usually at the bottom of the American society in terms of family income, and they are found in many rural areas. They also suffer from social and economic discrimination and are found widely distributed within the United States. They are present in all except the very high income groups. All types of racial and ethnic backgrounds are represented but most are usually found in one of the following groups: one group is Blacks from the rural south or whites from the south and southern mountains who have migrated to northern industrial areas. Mexicans with rural background who have migrated into the West or into the Middle West for another group. European migrants with a rural background from the eastern or southern part of Europe comprise another group. Approximately 15% of the population fall into these categories.⁴³

Johnson found (confirmed the previous findings) that socially disadvantaged children come from many diverse environmental backgrounds. He listed the following

⁴²Robert J. Havighurst, "Who are the Socially Disadvantaged?" Journal of Negro Education, XXXIII (Summer, 1964), p. 210.

⁴³Ibid., p. 215.

common characteristics of the disadvantaged child:

1. low family income,
2. minimum of education among the members of the family,
3. lack of books, magazines, and newspapers within the home,
4. many people living within the home,
5. lower than average level of employment within the family, and
6. the home not intact.

Probably the truest statement of all concerning the characteristics of the socially disadvantaged child, according to Johnson, is "there is no more diverse group in the nation."⁴⁴

According to Strom, recent studies concerning the impact of social class of adolescents have constantly found that the highest rate of school failure occurs among children from low-income families. When the culture is such that poverty does exist, there are tendencies which foster dropping out of school. It is here that a great number of homes are disrupted and broken and where the father is, in many cases, absent, and where an emotional

⁴⁴Homer M. Johnson, and Marcus R. Laverne, "Organizational Climate and the Adoption of Educational Innovations," Paper presented at American Educational Research Association, Los Angeles, February 5-8, 1969.

distance results in very little affection for the young. When no father is present during the evening, there is usually no organized meal and therefore, no organized opportunity for having language exchange or interaction. The result is cumulative deficit in the language components of a child's development in the absence of positive parental guidance; it would be assumed or hoped that the female parent could provide the necessary influence. The evidence usually points out that the early mother-child exchange is inadequate and tends to cause the child to begin to harbor ideas that later cause him to turn to alienation of the educative programs and other basic institutions.⁴⁵

Deutsch, writing about the importance of the family noted the following:

That intact homes are more crowded than broken homes although the children from intact homes do better in scholastic achievement. This finding can be quite important, as it seems to indicate that crowding in the homes is less likely to have a negative effect in scholastic achievement than is the fact of coming from a broken family background. This has been further tested and confirmed by examination of difference between high and low achievement. Apparently, who lives in the home is more important than

⁴⁵Robert D. Strom, Tragic Migrations, (Washington D.C., Department of Home Economics, National Education Association, 1964), pp. 5-10.

how many.⁴⁶

Spaulding studied the relationship between the height of self-concept and the degree to which teachers were calm, acceptant, facilitative and supportive. Using time sample techniques, he observed the behavior of eleven teachers in grades kindergarten through sixth; studied the relationship between the amount of time teachers spent listening to children and three other variables: achievement, creativity, and self-esteem. Results of this study reported positive and significant relationships between all four variables.⁴⁷

Medly and Mitzel reported that a few efforts to measure classroom behavior objectively occurred before World War I.⁴⁸ Other studies were made in the Twenties and Thirties. Most of the early studies grew out of the desire to improve supervisory techniques and to identify effective teaching behavior. It was not until the Fourties that attention was focused on interaction be-

⁴⁶Martin Deutsch, The Disadvantaged Child: Selected Papers of Martin Deutsch and Associates (New York: Basic Books, Inc., 1967), p. 104.

⁴⁷R. Spaulding, Achievement, Creativity, and Self-Concept Correlates of Teacher-Pupil Transaction in Elementary Classrooms, Urbana, Illinois (University of Illinois Press, 1963).

⁴⁸Medly and Mitzel, "Measuring Classroom Behavior by Systematic Observation in Gage, N.S. (ed.), Handbook of Research on Teaching, (Chicago, Illinois: Rand McNally, 1963).

tween individual and the classroom.

Research on behavior in the classroom reflected the diversity of interest of the investigators as well as the multiplicity of variables in the situation. One way to divide the studies in interaction in the classroom is to classify them according to studies emphasizing non-cognitive variables and studies emphasizing cognitive variables. The author discussed major instruments and methodological problems involved in developing and using such techniques.

Mosher, at the request of the U. S. Office of Education, conducted an extensive study of the lives and conditions of over three thousand culturally different students throughout the United States. As a result of this intensive study of the characteristics of these children, he developed both a problem and a descriptive definition of the culturally different child in America. According to Mosher, the culturally disadvantaged child in America is the student who comes from a socio-economic group which manifests a culture that deviates substantially from the normative middle-class culture. The society of the culturally different produces a student who, because of historical and social-psychological maladjustment, has difficulty performing in the American school system.

Mosher's descriptive definitions depict the cul-

turally different child in four major dimensions in his life: historical; social-cultural; social-psychological; and with educational problems. Historically, this child comes from primarily a rural, lower-class, pre-industrial social background. The home is often disorganized, in poor neighborhoods with poor health standards. His parents are less educated and less able to guide the children than middle-class parents. Socio-psychologically, the aspirations of this child are extremely low; his self-image is negative, with a feeling of racial inferiority complex. His I.Q. is below average, he responds to immediate gratification rather than long-term rewards. He feels powerless in his environment. He has distinctive verbal deficits. He is likely to have a pragmatic and anti-intellectual view of education. He is either feared or pitied by the middle-class children as his whole outlook on life is dismal.⁴⁹

Summary

Chapter III has presented a cross-section of the literature considered relevant to this study. ESEA legislation and several dimensions of the problem areas

⁴⁹D. Mosher, The Culturally Different Child in American Schools, U. S. Department of Health, Education and Welfare, Office of Education, Ed., (Publication No. 01847, 1969).

were discussed.

Hopefully, this information will serve as background for understanding the many facets of the teaching-learning process, with particular emphasis on the culturally disadvantaged student.

CHAPTER IV

COLLECTION AND ANALYSIS OF DATAIntroduction

E.S.E.A. remediation was introduced in the district under study through a 1965-66 project that focused on the attendance areas of one senior high school, two junior highs, six elementary buildings and five non-public schools (four elementary and one senior high). The pupils attending these schools were considered to be residing in the areas of the greatest economic deprivation.

Approximately 1500 students were identified as eligible for federal funding purposes. The subjects in this study were 1200 students and their teachers from the eligible attendance centers participating in Title I activities.

Three major and one minor activities were conducted during the period under study, as follows.

The Remedial Reading Program (Major) 1965-1971

The organization and function of the remedial reading program in the school district was as follows: pupils were scheduled in groups of not more than six, and were given reading instruction once a day, each day of the week. The reading periods were at least thirty minutes

in duration; slightly shorter for second grade children. The program reportedly was well balanced, including guided recreational reading, direct teaching of reading skills, and planned study lessons in recreational, instructional, and study-type reading. Every remedial student received specific instructional help in all of the skill areas of reading, including the fundamentals of reading such as comprehension and critical thinking, evaluation, vocabulary, word analysis, and the development of a versatile approach. Grade levels were two through twelfth.

The materials used in remedial reading during all school years included a set of basal readers, phonic skill textbooks, program readers, and library books. The basal remedial reading program, because of its relationship to the overall school program, covered a major part of the period. After the basic reading exercises were finished, the rest of the period was used to work with the other materials or to engage the pupil in phonetic word games.

Teaching techniques in the schools were designed to develop within the students an ability to survey their reading. The basic study skill objectives were classified into three main categories: organizational skills such as classifying, noting sequence, outlining, listening, identifying, coordinating, and note taking; library skills such as map reading, understanding diagrams, and under-

standing graphs.

The reading skill objectives of the program were grouped into two main categories: word recognition skills and vocabulary development. Within the word recognition skill area, teachers were concerned with developing auditory discrimination which included listening for rhyme context, listening for consonant sounds, initial positions, final positions, medial positions, consonant blends and diagrams.

Emphasis was also placed on developing the student's ability to hear and discriminate long and short vowels, word variance, to recognize syllables, and listen for accent and inflection within words. Visual discrimination, motor coordination, structural analysis, phonetic analysis and use of the dictionary were other important elements within the word recognition skill area.

The evaluation of the remedial program was conducted in the following manner: the Stanford diagnostic tests were used on a pre- and post-testing basis to determine progress made during the school year. The results of the tests were supplemented by teacher-made tests given at weekly intervals during the year. Informal inventories were also constructed on the basis of the child's achievement at each level of a basal reader test.

Organization of the remedial reading program in-

cluded both the objectives of the program and the evaluation design.

The Remedial Math Program (Major) 1965-1971

All students, grade levels two through six inclusive, receiving remedial math instruction had a gap between their grade level and grade equivalent.

Attempts were made to schedule pupils with similar problems and ability levels at the same time. The length of the session varied according to the grade level and idiosyncrosies of the students. The remedial session was devoted entirely to activities that are part of a planned sequence of instruction designed to overcome learning disabilities. The course of study for this instruction concentrated on the fundamental processes of addition, subtraction, multiplication and division.

There was an interchange of information between the classroom teacher and the remedial teacher regarding the pupil's need for receiving special help. This was an attempt to integrate the pupil's gain from the remedial sessions with his regular classroom work if there is to be permanent growth.

The program did not use manipulative devices to develop mathematical implications. There were no textbooks in use by either the children or the teacher. Ideas were developed with the use of worksheets. Work

was recorded on paper, chalkboard, and work sheets from a work book.

The program was not developed with the idea of developing mathematic skills with materials that are interesting motivating and flexible.

The program emphasized the development of skills in mental computation.

The Attendance Services (Major) 1965-1971

Under the auspices of the project, attendance services (social worker concerned with attendance) were provided for those pupils whose patterns of school attendance, either in the past or in the course of the current school year, were irregular. Emphasis was on the public junior and senior high levels. The method of identifying pupils for that service introduces a stronger bias into the evaluation than any that existed for achievement areas. Measures of pupil achievement take place at a given time, and comparative scores are assumed to reflect change that has occurred from one measurement to the next. Attendance data, on the other hand, are accumulated over a period of time, and the very fact that those data are unfavorable may be the basis upon which a pupil is selected to receive attendance services.

Summer Camp (Minor) 1967-1971

During the summer of 1967 an extension of the ESEA

program, known as the Summer School Learning Camp, provided experiences to maintain and extend the progress which had been made during the regular school year. A non-graded organization, as opposed to the traditional organization by grade level, was explored.

Priority was given to those public and non-public project children who had received services under any of the ESEA projects during the regular school year. In all, 600 children were enrolled in the summer camp.

From the beginning of this program, the primary focus of its activities has been the early remediation of learning difficulties in the most educationally disadvantaged children. Such pupils have been selected for intensive small group remedial instruction on the basis of past performance. In the important area of reading skills, this service is provided by remedial reading teachers. For language arts and arithmetic, there are resource teachers.

As previously stated, the focus of this study was on the identification of the objectives, and the measurement of the effects, of selected activities supported with Title I funds. Therefore, a professional staff questionnaire, three student inventories and two student surveys were designed by the writer to yield the necessary data.

One of the student inventories was designed to assess the student self-concept. The other two student inventories were developed to assess student attitudes toward school peers and toward teachers. The two student surveys were designed to determine student perceptions of program and school. Finally, the professional staff questionnaire was designed to determine program priorities and provide direction for this study.

Additional information was collected from standardized pre- and post-achievement tests data from target schools. Where a comparison of achievement data in target schools was appropriate, this comparison was made to determine achievement gains in relation to students receiving remedial services to students receiving no remedial services.

Presentation and Analysis of the Data

The objectives of the remediation project (all activities) as reported on project proposals were given as:

1. To improve the self-image of pupils.
2. To improve performance as measured by standardized achievement tests.
3. To improve performance as measured by standardized test of intellectual ability.
4. To improve the children's emotional and

social stability and/or that of their families.

5. To improve children's average daily attendance.
6. To raise the children's occupational and/or educational aspiration level.
7. To improve classroom performance in reading beyond usual expectations.
8. To improve classroom performance in other skill areas beyond usual expectations.

The project objectives were somewhat general and the scope of the project so broad an attempt was made subsequently to refine the goals of the project according to the services included. A questionnaire (copy in Appendix A) was developed by the writer (1971) to define the goals of the project as perceived by selected professional respondents. As a framework the ten federally coded statement of objectives that had been included in one or more of the local project applications were listed (see Appendix A).

The questionnaire was administered to all individuals in the following five groups of personnel in the target schools: administrators, principals, teachers, directors and teacher aides. Non-target principals in the remaining public attendance centers were also surveyed.

The ranks assigned to these coded objectives were given weights ranging from 10 for a rank of 1 to 1 for a rank of 10. The mean weight of each objective was then determined for each group of respondents by dividing this total by the number of respondents within that group. Those mean weights for each group are indicated in Table 5.

The two objectives that were not a part of the original project proposals (those concerned with drop-outs and physical health) were generally assigned low ratings. This suggests that the project personnel saw their goals in much the same light as the staff members that had drafted the original proposal.

Another observation from Table 5 suggests that similar perceptions exist between teacher-principal and administrator-director as two separate groups.

After reviewing the results of the questionnaire, the writer selected the following program objectives most nearly related to the available data for determining program effects.

1. To improve the children's self image.
2. To improve performance as measured by standardized achievement tests.
3. To improve classroom performance in reading beyond usual expectations.

Table 5. Mean weights* of ten service objectives based on rankings by five groups of project personnel.

Objectives	Administrators (N=11)	Principals (N=10)	Directors (N=11)	Teachers (N=21)	Teacher Aides (N=5)
To improve performance as measured by standardized achievement tests.	6.81	7.40	8.36	6.14	5.40
To improve classroom performance in reading beyond usual expectations	9.45	8.20	8.90	7.71	8.20
To improve classroom performance in other skill areas beyond usual expectations.	7.09	7.50	6.45	5.47	6.66
To improve performance as measured by standardized tests of intellectual ability.	3.63	4.10	4.36	2.95	5.80
To improve the children's self image.	7.18	8.60	8.45	8.80	9.00
To raise the children's occupational and/or educational aspiration level.	4.36	4.40	3.72	6.42	6.20

Table 5 continued.

Objectives	Administrators (N=11)	Principals (N=10)	Directors (N=11)	Teachers (N=21)	Teacher Aides (N=5)
To improve the children's average daily attendance.	5.18	4.30	4.27	4.04	3.20
To decrease the drop-out rate.	3.54	3.10	3.81	3.66	3.40
To improve the physical health of the children.	2.36	3.20	1.45	2.85	1.20
To improve the children's emotional and social stability and/or that of their families.	5.27	5.60	5.36	5.66	6.00

*Weight = 11 - rank.

4. To improve the children's average daily attendance.
5. To decrease the drop-out rate.
6. To improve the children's emotional and social stability and/or that of their families.

Standardized achievement pre- and post-test data was obtained from the directors' records and from the Guidance Department of the school district. The data from the directors' records contained results of Title I high-service students, and the Guidance Department records contained test data on low-service target pupils (both public and non-public). Standardized pre- and post-test data of the pupil sample was evaluated for language arts, reading and mathematics remedial instruction for the school years 1968-69 through 1970-71. For each instructional activity, and at each grade level, the mean achievement test scores of all pupils in the high-service target group who received twenty-six or more hours of remedial instruction were compared to assess the achievement gains brought about by remedial instruction in light of gains made by pupils who did not receive remedial instruction.

The chief focus of the study was on the change that took place in pupil achievement from year-to-year testing. Thus, one would be interested mainly in comparing the

gains made by high-service primary target pupils in grades three, four and five with those low-service groups.

Tables 6, 7 and 8 show the mean grade scores made by various groups on the Stanford subjects related to language arts instruction. Here, as in the other tables in this chapter, only pupils with achievement data for 1968-1971 have been included.

When interpreting Tables 6, 7 and 8, note should be taken of the following:

1. There seems to have been some inconsistency in identifying program participants according to achievement test scores at the third grade level for the 1969 school year, fourth grade level 1968 and fifth grade 1968.
2. Average months gained scores for high-service students exceeded that of low-service students significantly at the fourth grade level for 1970.
3. At all grade levels, and all areas with one exception, third grade language, high-service students exhibit a larger range of gain than the low-service students; for example, the 1968 fourth grade spelling gain was seven months and in 1970

Table 6. 1968 mean Stanford Achievement Grade scores of sample pupils in language arts instruction subtest by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1968	May 1969	Mos. Gain	N	May 1968	May 1969	Mos. Gain	N	May 1968	May 1969	Mos. Gain
<u>Spelling</u>												
High-service*	56	3.3	3.8	5	52	4.3	5.0	7	59	5.4	5.8	4
Low-service**	46	3.4	4.1	7	41	4.0	4.7	7	53	5.0	5.6	6
<u>Language</u>												
High-service	56	3.2	3.5	3	52	3.9	4.5	6	59	4.8	5.1	3
Low-service	46	3.6	3.9	3	41	3.7	4.6	9	53	4.7	5.4	7

*High-service I.Q. = 96.

**Low-service I.Q. = 98.

Table 7. 1969 mean Stanford Achievement Grade scores of sample pupils in language arts instruction sub-test by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1969	May 1970	Mos. Gain	N	May 1969	May 1970	Mos. Gain	N	May 1969	May 1970	Mos. Gain
<u>Spelling</u>												
High-service*	61	3.0	3.8	8	50	3.8	4.7	9	49	5.0	5.5	5
Low-service**	49	2.9	3.9	10	49	4.0	4.6	6	46	4.7	5.6	9
<u>Language</u>												
High-service	61	3.0	3.5	5	50	3.5	4.4	9	49	4.4	4.7	3
Low-service	49	2.9	3.6	7	49	4.0	5.1	11	46	4.6	5.2	6

*High-service I.Q. = 96

**Low-service I.Q. = 98

Table 8. 1970 mean Stanford Achievement Grade scores of sample pupils in language arts instruction sub-test by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1970	May 1971	Mos. Gain	N	May 1970	May 1971	Mos. Gain	N	May 1970	May 1971	Mos. Gain
<u>Spelling</u>												
High-service*	57	3.1	4.1	10	54	3.8	5.0	12	49	4.7	5.5	8
Low-service**	52	3.3	4.2	9	47	4.0	4.9	7	46	4.6	5.4	8
<u>Language</u>												
High-service	57	3.1	3.6	5	54	3.5	4.6	11	49	4.4	5.3	9
Low-service	52	3.5	4.1	6	47	3.8	4.7	9	46	4.8	5.6	8

*High-service I.Q. = 94.

**Low-service I.Q. = 98.

it was twelve months for a range of five months while low service in 1968 was seven months and in 1970 it was also seven months for a zero range.

4. High-service students surpassed low-service students considering third grade scores through fifth grade in the spelling areas. Language scores differences were not significantly changed. Fourth grade language scores for high-service were significantly reduced in comparison to low-service scores from fourth to fifth grade.

Data for the same kinds of comparisons related to arithmetic are provided by Tables 9, 10 and 11. The third grade level results on the arithmetic tests are listed as Arithmetic Computation since test content was oriented in that direction.

The comparison of high-service and low-service pupils on arithmetic subtests in Tables 9, 10 and 11 suggests:

1. There seems to have been some inconsistency again as illustrated by these tables in terms of identifying eligible participants particularly in 1968 and

Table 9. 1968 mean Stanford Achievement Grade scores of sample pupils on arithmetic sub-tests by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1968	May 1969	Mos. Gain	N	May 1968	May 1969	Mos. Gain	N	May 1968	May 1969	Mos. Gain
<u>Arithmetic Computation</u>												
High-service*	56	3.4	4.0	6	52	4.1	4.7	6	59	4.8	5.3	5
Low-service**	46	3.3	3.9	6	41	3.9	4.6	7	53	4.6	5.3	7
<u>Arithmetic Application</u>												
High-service	Data not available				52	4.2	4.9	7	59	4.9	5.3	4
Low-service	Data not available				41	4.1	4.8	7	53	4.9	5.6	7

*High-service I.Q. = 96.

**Low-service I.Q. = 98.

Table 10. 1969 mean Stanford Achievement Grade scores of sample pupils on arithmetic sub-tests by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1969	May 1970	Mos. Gain	N	May 1969	May 1970	Mos. Gain	N	May 1969	May 1970	Mos. Gain
<u>Arithmetic Computation</u>												
High-service*	62	3.3	3.7	4	50	3.9	4.4	5	49	4.5	5.1	6
Low-service**	49	3.2	3.9	7	47	4.0	4.7	7	46	4.4	5.1	7
<u>Arithmetic Application</u>												
High-service	Data not available			50	3.8	4.5	7	49	4.8	5.5	7	
Low-service	Data not available			47	4.3	4.9	6	46	4.7	5.4	7	

*High-service I.Q. = 95.

**Low-service I.Q. = 97.

Table 11. 1970 mean Stanford Achievement Grade scores of sample pupils on arithmetic sub-tests by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1970	May 1971	Mos. Gain	N	May 1970	May 1971	Mos. Gain	N	May 1970	May 1971	Mos. Gain
<u>Arithmetic Computation</u>												
High-service*	57	3.3	3.9	6	54	3.7	4.6	9	49	4.6	5.2	6
Low-service**	52	3.5	4.1	6	47	3.9	4.8	9	46	4.5	5.4	9
<u>Arithmetic Application</u>												
High-service		Data not available			54	3.8	4.8	10	49	4.5	5.5	10
Low-service		Data not available			47	3.8	4.8	10	46	4.9	6.1	12

*High-service I.Q. = 94.

**Low-service I.Q. = 98.

and 1969 grade three, 1968 grade four and 1969 grade five.

2. High-service students gain in fourth grade exceeded low-service gain in arithmetic application in 1969.
3. Low- and high-service students gain ranges were not significantly different at any grade, year or area.
4. Difference between low- and high-service students scores over grade three to five and four to five were not significant.

The data reported in Tables 12, 13 and 14 reflect the results of the word meaning and paragraph meaning sub-tests for the same pupil groups as included in the other areas for this study.

The data reported in Tables 12, 13 and 14 would suggest:

1. There seems to have been some inconsistency in identifying program participants according to achievement test scores at the fourth grade level in 1968.
2. High-service students gain exceeded low-service gain at the third grade level on paragraph meaning in 1968; and word and paragraph meaning in grade four 1969 and

Table 12. 1968 mean Stanford Achievement Grade scores of sample pupils on reading sub-tests by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1968	May 1969	Mos. Gain	N	May 1968	May 1969	Mos. Gain	N	May 1968	May 1969	Mos. Gain
<u>Word Meaning</u>												
High-service*	56	3.1	3.8	7	52	4.3	4.7	4	59	4.9	5.4	5
Low-service**	46	3.5	4.2	7	41	4.1	4.6	5	53	5.0	5.6	6
<u>Paragraph Meaning</u>												
High-service	56	3.3	3.9	6	52	4.3	4.9	6	59	5.1	5.6	5
Low-service	46	3.6	4.2	6	41	4.2	4.8	6	53	5.1	5.7	6

*High-service I.Q. = 96.

**Low-service I.Q. = 98.

Table 13. 1969 mean Stanford Achievement Grade scores of sample pupils on reading sub-test by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1969	May 1970	Mos. Gain	N	May 1969	May 1970	Mos. Gain	N	May 1969	May 1970	Mos. Gain
<u>Word Meaning</u>												
High-service*	61	3.0	3.6	6	50	3.7	4.6	9	49	4.7	5.2	5
Low-service**	49	2.9	3.9	10	47	4.2	4.8	6	46	4.6	5.4	8
<u>Paragraph Meaning</u>												
High-service	61	3.0	3.9	9	50	3.8	4.7	9	49	4.8	5.3	5
Low-service	49	3.3	4.0	7	47	4.2	5.0	8	46	4.9	5.5	6

*High-service I.Q. = 95.

**Low-service I.Q. = 97.

Table 14. 1970 mean Stanford Achievement Grade scores of sample pupils on reading sub-tests by pupil group and grade.

	Grade 3			Grade 4			Grade 5					
	N	May 1970	May 1971	Mos. Gain	N	May 1970	May 1971	Mos. Gain	N	May 1970	May 1971	Mos. Gain
<u>Word Meaning</u>												
High-service*	57	3.0	4.0	10	54	3.9	4.8	9	49	4.6	5.3	7
Low-service**	52	3.1	4.3	12	47	4.0	4.7	7	46	4.8	5.6	8
<u>Paragraph Meaning</u>												
High-service	57	3.0	4.0	10	54	3.8	4.9	11	49	4.7	5.4	7
Low-service	52	3.4	4.4	10	47	4.1	4.9	8	46	5.0	5.7	7

*High-service I.Q. = 94.

**Low-service I.Q. = 98.

in 1970.

3. High-service gain ranges exceeded low-services significantly at the fourth grade level over all years.
4. Differences between low and high service student scores over grades three to five and four to five were not significant.

With relation to most of the preceeding test data and analysis one could conclude that the most significant changes effected in high-service students performances was in the language arts spelling area. Without benefit of a control group one could speculate that the lack of attention to the other areas would have resulted in a declining level of performance by high-service students in most of the other areas.

The data from the Annual School District Report (see Appendix L) filed each year with the Office of the Superintendent of Public Instruction was used to determine drop-out rates for the public school district as a reflection of the possible Title I program effects. Data for the years 1962-63 through 1964-65 were used to contrast the drop-out percentage with the 1965-66 through 1970-71 data.

The drop-out percentages from 1962 through 1965 are presented in Tables 15 and 16 and the district drop-

Table 15. District high school drop-out percentages, 9-12.

Year	Enrollments			Drop-outs			Percentages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1962-1963	1303	1361	2664	74	54	128	.06	.04	.05
1963-1964	1435	1471	2906	67	67	118	.05	.03	.04
1964-1965	1048	1068	2116	135	111	246	.13	.10	.12

Table 16. District junior high schools drop-out percentages, 7-8.

Year	Enrollments			Drop-outs			Percentages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1962-1963	874	823	1697	11	14	25	.01	.02	.01
1963-1964	872	842	1714	7	9	16	.008	.01	.009
1964-1965	801	769	1570	12	9	21	.01	.01	.01

out rates from 1965 to 1971 are shown in Tables 17 and 18.

The data in Table 17 failed to provide evidence that the Title I program had decreased the drop-out rate.

The data presented in Tables 15, 16, 17 and 18 illustrate a decreasing drop-out rate at the junior high level and an increasing drop-out rate at the senior high level. Attributing a cause and effect relationship to the Title I program would be tenuous, since high-service and low-service individuals cannot be identified. However, the high-service students provided activities at the elementary level and now attending junior high may have affected the retention ratio at that level and will affect the ratio at the senior high level as they progress through the system. The Title I attendance services presently functioning in the senior high apparently has had little visible effect on the drop-out rates.

Attendance data. Attendance data is accumulated over a period of time on record sheets by the public school district on a monthly basis. The investigator collected the data for the 1963-64 to 1970-71 school years on both non-target schools and target schools. The data were tabulated and summarized and then compiled into tables (see Appendix J). Within the study, no control for recording such factors as weather or others which might

Table 17. District high school drop-out percentages, 9-12.

Year	Enrollments			Drop-outs			Percentages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1965-1966	1432	1347	2779	121	101	222	.08	.07	.08
1966-1967	1501	1378	2879	93	87	180	.06	.06	.06
1967-1968	1566	1479	3045	114	81	195	.07	.05	.06
1969-1970	1116	1124	2240	141	84	225	.13	.07	.10
1970-1971	1491	1485	2976	187	99	286	.13	.07	.10

Table 18. District junior high school drop-out percentages, 7-8.

Year	Enrollments			Drop-outs			Percentages		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1965-1966	915	868	1783	4	5	9	.004	.006	.005
1966-1967	930	840	1770	4	5	9	.004	.006	.005
1967-1968	922	805	1727	3	9	12	.003	.011	.007
1969-1970	900	895	1795	9	5	14	.010	.006	.008
1970-1971	852	856	1708	3	4	7	.004	.005	.004

affect attendance measures was used. Therefore, the present measures should be considered as highly limited.

There is little evidence of positive results in reaching the objective of improving pupil attendance. Absence rates in target schools remained higher than those in non-target schools. The rates remained highest in the junior high school years.

The target school elementary absence rate rose from 6% to 7% over the five year span in comparison to the non-target elementary schools which rose from 5 to 6%. The average number of absences rose from a baseline percentage of 6.3% to 9.2% from 1963-1970. The senior high school absences rose from a percentage of 6% to 10.9% from 1963 to 1970.

The percentage of A.D.E. and A.D.A. were computed by summarizing the average daily enrollment for the target schools and their absences and dividing the average absences into the average enrollment and the average daily attendance to get the percentage. Appendix J indicates in detail the difference in attendance between target schools and non-target schools for the years 1963-64 through 1970-71.

Pupil attitudes. Pupil attitudes were appraised through the 1967 Student Survey where pupils were asked various questions that might reflect their feelings toward

school, toward jobs and toward their possibilities of success.

The responses of target pupils to certain items of the Student Survey that seemed related to the objectives of the Title I activities are reported in Table 19. The percentages of affirmative responses shown in that table yield an inconsistent pattern. In some respects, target pupils seem to be less anxious about school yet in others they seemed to have somewhat lower school aspiration levels.

One interesting comparison made possible by Table 19 relates to the two items that were added to the survey after the factor analysis. Pupils were asked whether they thought they could do well in any school subject and in any kind of job. The affirmative responses varied little from one group of subjects to another.

Interpretation of Table 19 would suggest:

1. That primary students feel the need for more teachers assistance or support.
2. That all levels are dissatisfied with their performance as reflected in the reporting system.
3. That although they "like" their school there remains aversion to spending more time in the school.

Table 19. Percentages of affirmative responses by pupils to select student questions by items, factor and group.

Factor Items	Primary Level Target (N=175)	Intermediate Level Target (N=307)	Secondary Level Target (N=100)
1. Valence toward teacher			
Do you need more help from your teacher?	60.7	58.4	51.9
2. Valence toward school			
Do you like school?	78.1	75.2	63.9
Do you like your school?	71.4	63.8	65.6
Would you like to spend more time in school?	17.8	16.8	10.9
Do you look forward to coming to school each morning?	<u>66.0</u>	<u>62.8</u>	<u>46.8</u>
FACTOR AVERAGE	58.3	54.7	46.8
3. School anxiety			
Are you satisfied with the grades on your report card?	35.0	37.5	34.4
Do you worry about your school work?	72.8	73.4	71.7
Are you doing better in your school work this year?	59.3	63.8	56.1
Do you get praise at home for good school work?	<u>65.4</u>	<u>67.6</u>	<u>62.9</u>
FACTOR AVERAGE	58.1	60.6	56.3

Table 19 continued.

Factor Items	Primary Level Target (N=175)	Intermediate Level Target (N=307)	Secondary Level Target (N=100)
4. School aspiration			
Do you think you will graduate from high school?	92.3	93.0	87.9
Do you hope to go to college?	<u>71.4</u>	<u>75.8</u>	<u>59.9</u>
FACTOR AVERAGE	81.9	84.4	73.9
Items on 1967 survey only.			
Do you think you could do well in any school subject if you studied hard enough?	92.5	91.4	89.5
Are your lowest grades usually your teacher's fault?	17.5	17.7	16.0
Do you think you could do well in any kind of job you choose?	73.3	73.2	59.7

4. Aspiration levels are apparently high but performance is perceived to be related to the lack of their desire to apply themselves.
5. The "blame" for poor performance is not ascribed to the teacher.

Another approach for appraising pupil attitude was a student survey administered during this investigation of the Title I program. The Task Completion survey developed (see Appendix D) by the writer was given to the high-service and low-service target pupils in grades four through six. This measure asks the pupil to report how frequently he complies with fourteen tasks typically assigned in the upper elementary grades (intermediate level). Compliance with assigned school tasks has been shown to be a correlate with attitudes toward school. It may be inferred that, in general, students who are consistent in completing assignments, possess favorable attitudes toward school work and toward school in general.

The results of the survey show that children in high-service schools completed their tasks 69.7% of the time, where low-service children completed their tasks 78.7% of the time.

A third instrument was developed by the author (school sentiment index inventory). (See Appendix H.)

The following six dimensions were developed:

1. Teachers, i.e., over subjective feelings about teacher behavior with respect to mode of instruction, authority, and control and the inter-personal relationship of teacher to pupils.
2. School subjects, i.e., one's differential attitude toward various commonly taught school subjects.
3. Learning, i.e., one's attitude toward the learning experience, independent of attitude toward school, teacher, and subjects as reflected in intellectual curiosity, willingness to study, voluntarism, interest in problem solving, etc.
4. School social structure and climate, i.e., one's attitude toward his school as a social center, a rule-making and rule-enforcing entity and an extra-curricular opportunity system.
5. Peer, i.e., one's feelings regarding the structure of and climate relationships within the peer group, rather than toward particular individuals within that group.
6. General, i.e., one's general orientation

toward schooling independent of a particular school.

The strategy employed by the writer was predominantly a criterion referenced measurement approach in which an objective was formulated, as clearly as possible, then measures were devised to assess the objectives attainment. The emphasis was on the congruence between a measurably stated objective and the measuring devices based on that objective. In this connection it should be noted that no normative data of the classical norm-referenced type is yet available with these newly devised measures. Value judgments must be made by the writer and local educators as to what kinds of learner performance can be considered acceptable.

In this inventory, students responded by marking "True" or "Untrue" to a series of statements regarding schools. The statements involved student perceptions of, or attitudes toward various aspects of school, rather than a mere objective reporting of these aspects.

The self-report attempts to secure, in a rather straightforward fashion, a student's response to statements pertaining to six aspects of attitudes toward school. The six aspects are: teachers, school subjects, learning, school social structure and climate, peer and general.

The self-report measures were administered to small groups of low-service and high-service children in grades two through six.

Scores were obtained by counting one point for each positive response; that is, for each "true" or "Untrue" response.

Average scores for a particular sub-scale was computed by summing the scores for all pupils and dividing by the number of items to get the percentage.

The results of the inventory indicated that high-service student attitudes (reported in Table 20) yield an inconsistent pattern in contrast with low-service students.

Self image. It is commonly believed that the self-image of disadvantaged children is considerably lower than that of children in suburban areas. Assertion to this effect abounds in the professional literature and a number of studies have tended to support this hypothesis.

Local research, however, has not yielded results consistent with this point of view. In the first year of Title I evaluation, the self-image of target school children at all levels compared favorably with that of low-service pupils according to teacher records. Because the population of the low-service pupils was similar in socio-economic level with that of the high-service pupils, this finding was interpreted with caution. Unfortunately,

Table 20. Percentages of affirmative responses of school sentiment index inventory by group and subtitle (440 pupils).

Primary (30 items) N=190		Intermediate (75 items) N=250	
	%		%
<u>Teacher</u> (7)		<u>Teacher</u> (34)	
High-service pupils	67%	High-service pupils	59%
Low-service pupils	85%	Low-service pupils	70%
<u>School Subjects</u> (7)		<u>Learning</u> (6)	
High-service pupils	88%	High-service pupils	78%
Low-service pupils	88%	Low-service pupils	83%
<u>School Structure</u> (5)		<u>School Structure</u> (16)	
High-service pupils	64%	High-service pupils	57%
Low-service pupils	80%	Low-service pupils	68%
<u>Peers</u> (5)		<u>Peers</u> (10)	
High-service pupils	64%	High-service pupils	66%
Low-service pupils	60%	Low-service pupils	70%
<u>General</u> (6)		<u>General</u> (9)	
High-service pupils	75%	High-service pupils	61%
Low-service pupils	82%	Low-service pupils	68%

descriptive behavioral data which might provide the basis for inferences about self-concept were not available in meaningful form for the 1967 through 1969 school years.

If one is to accept that a child's personality influences not only his learning behavior, but also his retention and utilization of information, it follows that in a study of this nature the self-concept as a dimension of the child's total personality should be studied since

it is that part of the total self that is more highly organized, more highly integrated, more consistent and perhaps that portion of which the child is most aware.

The writer after surveying all the major self-concept report measures of self-concept that were available, most of which were directed rather than inferential, developed a self appraisal inventory (see Appendix B, C and E). The analysis of the literature suggested the following four dimensions as suitable for consideration:

1. Family, i.e., one's self-esteem yielded from family interactions.
2. Peer, i.e., one's self-esteem associated with peer relations.
3. Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors.
4. General, i.e., a comprehensive estimate of how the self is esteemed.

The strategy employed by the writer was predominantly a criterion referenced measurement approach in which an objective was formulated, as clearly as possible, then measures were devised to assess the objectives attainment. The emphasis was on the congruence between a measurably stated objective and the measuring devices based on that objective. In this connection, it should

be noted that no normative data of the classical norm-referenced type is yet available with these newly devised measures. Value judgments must be made by the writer and local educators as to what kinds of learner performance can be considered acceptable.

The self-appraisal inventory was administered to students in low-service and high-service schools. The statements were read independently by the students or orally by the teacher depending on the students' reading abilities.

The inventory was administered at the beginning of the 1970 school year to assess the self-concept of the primary, intermediate and secondary children in the target schools. This scale tends to secure, in a rather straightforward fashion, children's responses pertaining to four aspects of the self-concept. Three of these four dimensions (peer, family, scholastic) are viewed as arenas in which one's self-concept has been, or is being, formed. A fourth dimension reflects a more general, global estimate of self-esteem. It also focuses on the social, physical, and intellectual dimensions of the child's life.

The sub-scales (peer, family, school, general) relating to the various dimension were scored separately yielding information regarding each dimension of self-concept. The students were told that there was no "right"

or "wrong" answer.

Scores were obtained by counting one point for each positive response. The average score for each particular sub-scale was computed by summing the scores for all pupils and dividing by the number of pupils in the group. The scores were then divided by the correct positive answers to give the percentage for each sub-scale. The Secondary Self-Appraisal Inventory scores were obtained by assigning points (4,3,2,1) to each response.

The results of the Self-Appraisal Inventory on the differences in self-appraisal of high-service and low-service students on how they view themselves as well as their personal assessment of their worth in relation to others is given in Table 21.

It is interesting to note that family is apparently held in low esteem by secondary students and school is also rated lower by that group.

Summer school learning camp. During the summer of 1967, an extension of the E.S.E.A. program, known as the Summer School Learning Camp, provided experiences calculated to maintain and extend the progress which had been made during the regular school year. A non-graded organization was explored. Priority was given to those public and non-public project children who had received services under any of the E.S.E.A. projects during the

Table 21. Percentage of affirmative responses to self-appraisal inventory by item and group.

Primary (40 items) N=175		Intermediate (80 items) N=240		Secondary (80 items) N=70	
	%		%		%
<u>Peer</u> (13)		<u>Peer</u> (20)		<u>Peer</u> (20)	
High-service	77%	High-service	55%	High-service	60%
Low-service	92%	Low-service	75%	Low-service	60%
<u>Family</u> (6)		<u>Family</u> (20)		<u>Family</u> (20)	
High-service	75%	High-service	70%	High-service	45%
Low-service	82%	Low-service	80%	Low-service	60%
<u>School</u> (12)		<u>School</u> (20)		<u>School</u> (20)	
High-service	67%	High-service	65%	High-service	50%
Low-service	75%	Low-service	70%	Low-service	50%
<u>General</u> (9)		<u>General</u> (20)		<u>General</u> (20)	
High-service	77%	High-service	65%	High-service	60%
Low-service	88%	Low-service	75%	Low-service	70%

regular school year. In all, 600 children were enrolled in the summer camp.

In planning the program of summer services for target school elementary pupils, an effort was made to adapt the instructional and service activities included in this project extension to the interests and needs of the children. The entire summer offering was looked upon as an opportunity to introduce innovative forms of remedial and enrichment activities.

Because the aims of the summer program were so

individualized, the evaluation of the benefits derived by pupil participants was somewhat more difficult. Although remediation in basic skills was considered important, the enrichment gains of broader interests and improved attitudes were also vital over all objectives. Teacher comments on the student's record sheets were the only data available to evaluate the summer learning program during the 1966-67 school year. For this reason, pupils were asked directly to appraise the 1971 summer program in terms of benefits received. Table 22 shows the response of a fifty percent sample of elementary summer pupils to items included on the Pupil Opinion of Summer Program Survey (see Appendix K). The high degree of favorable responses suggest that pupils believed that the program was beneficial. Seventy-three percent of the sample judged the summer program very worthwhile; while another twenty four percent believed that they had derived some benefit. Of pupils who had attended the summer program in the preceding year, the majority (fifty eight percent) ranked this year's program "very much better."

Pupil's replies concerning frequency of absence suggests that their attendance was regular enough to reflect a high degree of interest. Actual attendance data reported by summer school staff substantiates this judgment.

Table 22. Responses of a fifty percent sample of summer school pupils to quantifiable items on the pupil opinion of summer program survey.

(N=300)	Question	Response	Percent
	How worthwhile was your summer school experience?	Very much	73
		A little	24
		Not at all	3
	Were you in summer school last year?	Yes	41
		No	59
	How would you rate the value of this year's program in comparison to last?	Very much better	58
		A little better	16
		About as good	18
		A little worse	4
		Much worse	4
	How many times were you absent this summer?	None	30
		Once or twice	42
		3 to 5 times	19
		more than 5	9
	How do you feel about going back to school in September?	Eager	45
		Worried	11
		Unhappy	16
		Neutral	28

The final question in Table 22 concerns the feelings of pupils as they look ahead to the beginning of a new school year. Forty-five percent of the sample responses indicated eagerness to return to school in September and another twenty eight percent said they were neutral.

There is virtually no evidence that would permit any inference of improvement in reading or arithmetic

resulting from summer school participation.

Summary

Chapter IV gives a complete description of the organization of the remedial program, method of research procedure and techniques used to gather the data and organization of the study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONSSummary

When the United States Congress passed the Elementary and Secondary Education Act of 1965 and President Johnson signed the bill into law, the national government made a large-scale commitment to support educational programs with federal money. Each Title of the Elementary and Secondary Education Act was designed to support a specific type of educational program. One such program, Title I, was designed to help educate the economically disadvantaged. One of the goals of Title I was to provide "seed" money to change educational programs offered by school districts to those pupils who were considered to come from economically disadvantaged homes.

Title I promised high hopes of helping to solve the educational problems of disadvantaged children in the United States, but after six years of operation has brought mixed reactions from critics and supporters. These reactions vary from a conclusion of complete failure to one of being on the verge of a significant breakthrough in the education of disadvantaged children.

In the early stages of identifying a problem for

investigation, the writer became concerned with Title I programs and the effect these programs might be having on participating children. Since there appeared to be a lack of research related to the operation and results of Title I programs as described in this study, it was decided to investigate this area with the objective of generating evidence which might be helpful to disadvantaged children.

The purpose of this study was to identify the objectives and measure the effects of selected activities in an Illinois School District, funded under Title I, E.S.E.A.

The project years included in the study were 1966-67 through 1970-71. Approximately 1500 students were identified as eligible for federal funding purposes, and approximately 1200 students were given special educational services and classified for the purpose of this study as "high-service" students. Activities were conducted at grade levels two through twelve. The system was a K-12 school district located in East Central Illinois. The subjects for this study were selected from the population of economically deprived children attending the E.S.E.A., Title I, target schools.

Through remedial instruction in language arts, reading, mathematics and a summer learning camp, the

program sought to serve those pupils whose disadvantaged backgrounds had hindered their progress in school. Other services provided for those children included attendance services. Of the various personnel added to target school staffs, remedial reading teachers were seen as providing the most basic kind of service, especially in their work with those pupils handicapped in reading, language arts, and arithmetic.

Evaluation activities included:

1. Administration of pre- and post-standardized achievement tests.
2. Review of attendance records and supportive data.
3. Administration of student surveys and inventories.

In addition, a questionnaire was constructed and distributed to administrators, faculty and paraprofessionals regarding their perceptions of Title I objectives. Some non-Title I respondents in the above categories were also surveyed. Three student inventories and two student surveys were developed for the school year 1970-71 to evaluate attitudes and self-image.

Limitations

1. The descriptive nature for the study as opposed to a soundly designed longitudinal

approach in all aspects could be questioned.

2. Generalization beyond the population under investigation may be inappropriate.
3. Cultural disadvantages reflected in observations, formal testing, etc., were not considered.
4. Only limited data was accessible to the investigator.
5. The validity and reliability of the author instrumentations may be questioned.

Findings

The significant findings of the study are summarized below.

The children in the Title I programs and the non-Title I children were tested for academic achievement in three areas: reading, language arts and arithmetic. The analysis of academic achievement indicated (a) larger spelling achievement gains for pupils with the remedial service than those of low-service; (b) larger word meaning and paragraph meaning achievement gains of these sample pupils versus those of comparison groups; (c) no significant difference in arithmetic computation and application achievement gains of the sample pupils versus those of comparison groups.

Evaluation of the project in the light of its functional objectives, such as improving self-image and classroom performance, yielded few positive results. The results of the self-image inventory indicated no significant difference among high-service pupils and those in low-service groups.

The findings of the evaluation indicated no consistent pattern in inter-comparison of survey results and attendance data. There was no significant difference in the rate of increased absences and drop-outs among the target schools and the non-target schools or pupil groups.

There were no statistically significant achievement gains in the summer program, but strong positive reactions were recorded by the summer student survey.

Conclusions

Title I of the Elementary and Secondary Education Act of 1965 has supplied billions of dollars to local school districts across the nation in an effort to improve the educational programs offered for disadvantaged youth. This money has been spent on many types of educational programs. Since no standard form of evaluation was required by either the federal or state governments, the writer designed this study to investigate the effect on students of one Title I program. When the data are analyzed in relation to the objectives presented, the

following conclusions seem warranted:

1. There is no clear indication that efforts to decrease absence and drop-out rates were successful. The evaluation of attendance services is handicapped by inability to identify individual students so that no evidence is available to confirm or deny their effectiveness.
2. No significant difference in changes in self-image was found among high-service children. This is true of all grades and all sub-tests where data were collected (see Table 21).
3. The Summer School Learning Camp was appreciated by pupil participants and judged very beneficial by the students as an enriching and recreational experience, as indicated in Table 22.
4. No positive effects were evident in the evaluation of the remedial mathematics instruction. The sample of high-service pupils receiving this service showed smaller gains than the low-service.
5. There were positive effects in achievement in paragraph meaning and spelling.

The sample of high-service students receiving remedial services showed larger gains than the low-service students.

6. Pupils residing in disadvantaged areas did not show a decline in academic aptitude or reading test scores from the third to the sixth grade.

Recommendations

The findings and conclusions of this study show there is much to be done if the culturally disadvantaged students are to benefit from quality education in the school today. The recommendations cited here emerge from such findings as reported in the previous chapters.

1. There must be continued concentration on services to children who have been the recipients of Title I services. Pupils who have participated in the Early Childhood Education offerings should be followed into the elementary grades and given necessary remedial instruction. Only through continuing services to these children can there be hope for eventually showing significant gains in pupil achievement. This emphasis is consistent with Title I spirit and policy.

2. To enhance further the likelihood of producing measurable gains in achievement, project personnel must be willing to experiment with new techniques and instructional approaches. Personnel charged with responsibility for administering and supervising the project should foster a spirit of innovation, so that undue adherence to traditional concepts will not be allowed to stand in the way of educational excellence.
3. Continued attention should be given to pupil improvement in affective as well as cognitive characteristics. Qualities such as self-image and personal stability, which comprised two of the six functional objectives identified by the writer, are believed highly important.
4. The learning situation should provide a maximum of positive reinforcement and a minimum of negative reinforcement. Self-teaching materials, as well as the teacher, should confront the learner with as few tasks as possible in which there is a high probability of error.

5. The in-service training of target school staff members must not be overlooked.
6. If at all possible under the Title I budget, a summer program, similar to that of 1969 should be provided. The high degree of pupil acceptance of the innovative 1967 learning camp suggests that future programs be designed along similar lines. If such a program is offered, evaluation should be aimed at assessing the effects of participation on personal characteristics such as self-image and attitude toward school.
7. The school should develop a program to encourage parents of the remedial children to participate more in the activities and organization of the school district. This would enable the parents and the school to gain a better insight into the child's problems and provide more help to the student. Adult education programs should be a part of the school program to help alleviate the apparent difference within the district. The results might be a motivating force to

the parents within the home to encourage closer ties between home and school.

8. Further research should be conducted to determine:
 - (a) what happens to children in the Title I programs after they leave the program,
 - (b) what effect a Title I program of inservice education for the teachers would have on the educational program for all students in a school, not just the disadvantaged, and,
 - (c) how colleges and universities can better train teachers to cope with the problems of teaching the disadvantaged.
9. The classroom learning activities should provide as much one-to-one teacher-pupil learning contact as possible.
10. The use of the Self-Appraisal Inventory and School Sentiment Index developed in this study as an instrument for self-image and attitudes should be investigated.
11. Random sampling and increased sample size

- might provide more valid and/or reliable data.
12. Different relations may be obtained between high-service and low-service groups through other research designs and/or research techniques.
 13. Materials should be related to the world of the learner but not limited to his immediate environment. Stories about cowboys and rockets may prove more exciting and thus a better learning medium than those about the local firehouse or the sanitation truck.
 14. It becomes clear that it would be advantageous to develop certain educational surveys to include the construct of attitude toward school, within which would be available various sub-scale scores; one of which would be attitude toward learning. Those sub-scales then would reflect a number of dimensions of the learner's attitude toward schooling.
 15. One additional proposition needs to be stated, derived not from evidence, but from the basic values underlying educa-

tion in a democracy; although the school must start with the learner where he is, its responsibility is to enable him to move as far as he can go which is often much further than he himself regards as his limits.

Other service activities may be identified and incorporated into a further study.

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APPENDIX A

Questionnaire Intended to Define the Service
Objectives of the Title I E.S.E.A. Program

Dear Colleague:

I have enclosed a short questionnaire intended to define the service objectives of Title I E.S.E.A. Program. These ten statements of objectives have been included in one or more of the local application.

Please classify these objectives with a priority pertinent to the particular service they performed with in the project. Rank these objectives from 1 to 10 as you see their priority in the E.S.E.A. Title I Project.

RANK FROM 1 TO 10

Objectives

1. To improve performance as measured by standardized achievement tests. _____
2. To improve classroom performance in reading beyond usual expectations. _____
3. To improve classroom performance in other skill areas beyond usual expectations. _____
4. To improve performance as measured by standardized tests of intellectual ability. _____
5. To improve the children's self-image. _____
6. To raise the children's occupational and/or educational aspiration level. _____
7. To improve the children's average daily attendance. _____
8. To decrease the drop-out rate. _____
9. To improve the physical health of the children. _____
10. To improve the children's emotional and social stability and/or that of their families. _____

Please check your position in the school system,

Administrator ___ Principal ___ Teacher ___ Director ___
Teacher Aide _____

APPENDIX B

Self-Appraisal Inventory
(Intermediate Level)

SELF-APPRAISAL INVENTORYIntermediate Level

Please circle answer.

- | | | |
|--|------|--------|
| 1. I like to meet new people. | TRUE | UNTRUE |
| 2. I can disagree with my family. | TRUE | UNTRUE |
| 3. Schoolwork is fairly easy for me. | TRUE | UNTRUE |
| 4. I am satisfied to be just what I am. | TRUE | UNTRUE |
| 5. I wish I got along better with other children. | TRUE | UNTRUE |
| 6. I often get in trouble at home. | TRUE | UNTRUE |
| 7. I usually like my teachers. | TRUE | UNTRUE |
| 8. I am a cheerful person. | TRUE | UNTRUE |
| 9. Other children are often mean to me. | TRUE | UNTRUE |
| 10. I do my share of work at home. | TRUE | UNTRUE |
| 11. I often feel upset in school. | TRUE | UNTRUE |
| 12. I often let other kids have their way. | TRUE | UNTRUE |
| 13. Most children have fewer friends than I do. | TRUE | UNTRUE |
| 14. No one pays much attention to me at home. | TRUE | UNTRUE |
| 15. I can always get good grades if I want to. | TRUE | UNTRUE |
| 16. I can always be trusted. | TRUE | UNTRUE |
| 17. I am easy to like. | TRUE | UNTRUE |
| 18. There are times when I would like to leave home. | TRUE | UNTRUE |

- | | | | |
|-----|--|------|--------|
| 19. | I forget most of what I learn. | TRUE | UNTRUE |
| 20. | I am popular with kids my own age. | TRUE | UNTRUE |
| 21. | I am popular with girls. | TRUE | UNTRUE |
| 22. | My family is glad when I do things with them. | TRUE | UNTRUE |
| 23. | I often volunteer in school. | TRUE | UNTRUE |
| 24. | I am a happy person. | TRUE | UNTRUE |
| 25. | I am lonely very often. | TRUE | UNTRUE |
| 26. | My family respects my ideas. | TRUE | UNTRUE |
| 27. | I am a good student. | TRUE | UNTRUE |
| 28. | I often do things that I'm sorry for later. | TRUE | UNTRUE |
| 29. | Older kids do not like me. | TRUE | UNTRUE |
| 30. | I behave badly at home. | TRUE | UNTRUE |
| 31. | I often get discouraged in school. | TRUE | UNTRUE |
| 32. | I wish I were younger. | TRUE | UNTRUE |
| 33. | I am always friendly toward other people. | TRUE | UNTRUE |
| 34. | I usually treat my family as well as I should. | TRUE | UNTRUE |
| 35. | My teacher makes me feel I am not good enough. | TRUE | UNTRUE |
| 36. | I always like being the way I am. | TRUE | UNTRUE |
| 37. | Most people are much better liked than I am. | TRUE | UNTRUE |
| 38. | I cause trouble to my family. | TRUE | UNTRUE |
| 39. | I am slow in finishing my work at school. | TRUE | UNTRUE |
| 40. | I am often unhappy. | TRUE | UNTRUE |

- | | | | |
|-----|--|------|--------|
| 41. | I am popular with the boys. | TRUE | UNTRUE |
| 42. | I know what is expected of me at home. | TRUE | UNTRUE |
| 43. | I can give a good report in front of the class. | TRUE | UNTRUE |
| 44. | I am not as nice looking as most people. | TRUE | UNTRUE |
| 45. | I don't have many friends. | TRUE | UNTRUE |
| 46. | I sometimes argue with my family. | TRUE | UNTRUE |
| 47. | I am proud of my school work. | TRUE | UNTRUE |
| 48. | If I have something to say, I usually say it. | TRUE | UNTRUE |
| 49. | I am among the last to be chosen for teams. | TRUE | UNTRUE |
| 50. | I feel that my family always trusts me. | TRUE | UNTRUE |
| 51. | I am a good reader. | TRUE | UNTRUE |
| 52. | I don't worry much. | TRUE | UNTRUE |
| 53. | It is hard for me to make friends | TRUE | UNTRUE |
| 54. | My family would help me in any kind of trouble. | TRUE | UNTRUE |
| 55. | I am not doing as well in school as I would like to. | TRUE | UNTRUE |
| 56. | I have a lot of self control. | TRUE | UNTRUE |
| 5 | Friends usually follow my ideas. | TRUE | UNTRUE |
| 58. | My family understands me. | TRUE | UNTRUE |
| 59. | I find it hard to talk in front of the class. | TRUE | UNTRUE |
| 60. | I often feel ashamed of myself. | TRUE | UNTRUE |
| 61. | I wish I had more close friends. | TRUE | UNTRUE |

62.	My family often expects too much of me.	TRUE	UNTRUE
63.	I am good in my school work.	TRUE	UNTRUE
64.	I am a good person.	TRUE	UNTRUE
65.	Sometimes I am hard to be friendly with.	TRUE	UNTRUE
66.	I get upset easily at home.	TRUE	UNTRUE
67.	I like to be called on in class.	TRUE	UNTRUE
68.	I wish I were a different person.	TRUE	UNTRUE
69.	I am fun to be with.	TRUE	UNTRUE
70.	I am an important person to my family.	TRUE	UNTRUE
71.	My classmates think I am a good student.	TRUE	UNTRUE
72.	I am sure of myself.	TRUE	UNTRUE
73.	Often I don't like to be with other children.	TRUE	UNTRUE
74.	My family and I have a lot of fun together.	TRUE	UNTRUE
75.	I would like to drop out of school.	TRUE	UNTRUE
76.	I can always take care of myself.	TRUE	UNTRUE
77.	I would rather be with kids younger than me.	TRUE	UNTRUE
78.	My family usually considers my feelings.	TRUE	UNTRUE
79.	I can disagree with my teacher.	TRUE	UNTRUE
80.	I can't be depended on.	TRUE	UNTRUE

APPENDIX C

Self-Appraisal Inventory
(Secondary Level)

SELF-APPRAISAL INVENTORYSecondary Level

Please circle answer.

a=Strongly Agree, b=Agree, c=Disagree, d=Strongly Disagree

- | | | | | |
|---|---|---|---|---|
| 1. I like to meet new people. | a | b | c | d |
| 2. I can disagree with my family. | a | b | c | d |
| 3. Schoolwork is fairly easy for me. | a | b | c | d |
| 4. I am satisfied to be just what I am. | a | b | c | d |
| 5. I ought to get along better with other people. | a | b | c | d |
| 6. My family thinks I don't act as I should. | a | b | c | d |
| 7. I usually like my teachers. | a | b | c | d |
| 8. I am a cheerful person. | a | b | c | d |
| 9. People often pick on me. | a | b | c | d |
| 10. I do my share of work at home. | a | b | c | d |
| 11. I often feel upset in school. | a | b | c | d |
| 12. I often let other people have their way. | a | b | c | d |
| 13. Most people have fewer friends than I do. | a | b | c | d |
| 14. No one pays much attention to me at home. | a | b | c | d |
| 15. I can get good grades if I want to. | a | b | c | d |
| 16. I can be trusted. | a | b | c | d |

- | | | | | |
|--|---|---|---|---|
| 17. I am easy to like. | a | b | c | d |
| 18. There are times when I would like to leave home. | a | b | c | d |
| 19. I forget most of what I learn. | a | b | c | d |
| 20. I am popular with kids my own age. | a | b | c | d |
| 21. I am popular with girls. | a | b | c | d |
| 22. My family is glad when I do things with them. | a | b | c | d |
| 23. I often volunteer in school. | a | b | c | d |
| 24. I am a happy person. | a | b | c | d |
| 25. I am lonely very often. | a | b | c | d |
| 26. My family respects my ideas. | a | b | c | d |
| 27. I am a good student. | a | b | c | d |
| 28. I often do things that I'm sorry for later. | a | b | c | d |
| 29. Older kids do not like me. | a | b | c | d |
| 30. I behave badly at home. | a | b | c | d |
| 31. I often get discouraged in school. | a | b | c | d |
| 32. I wish I were younger. | a | b | c | d |
| 33. I am always friendly toward other people. | a | b | c | d |
| 34. I usually treat my family as well as I should. | a | b | c | d |
| 35. My teacher makes me feel I am not good enough. | a | b | c | d |
| 36. I always like being the way I am. | a | b | c | d |
| 37. Most people are much better liked than I am. | a | b | c | d |

- | | | | | |
|--|---|---|---|---|
| 38. I cause trouble to my family. | a | b | c | d |
| 39. I am slow in finishing my school work. | a | b | c | d |
| 40. I am often unhappy. | a | b | c | d |
| 41. I am popular with boys. | a | b | c | d |
| 42. I know what is expected of me at home. | a | b | c | d |
| 43. I can give a good report in front of the class. | a | b | c | d |
| 44. I am not as nice looking as most people. | a | b | c | d |
| 45. I don't have many friends. | a | b | c | d |
| 46. I sometimes argue with my family. | a | b | c | d |
| 47. I am proud of my school work. | a | b | c | d |
| 48. If I have something to say, I usually say it. | a | b | c | d |
| 49. I am among the last to be chosen for teams. | a | b | c | d |
| 50. I feel that my family always trusts me. | a | b | c | d |
| 51. I am a good reader. | a | b | c | d |
| 52. I don't worry much. | a | b | c | d |
| 53. It is hard for me to make friends. | a | b | c | d |
| 54. My family would help me in any kind of trouble. | a | b | c | d |
| 55. I am not doing as well in school as I would like to. | a | b | c | d |
| 56. I have a lot of self control. | a | b | c | d |
| 57. Friends usually follow my ideas. | a | b | c | d |
| 58. My family understands me. | a | b | c | d |

59. I find it hard to talk in front of the class. a b c d
60. I often feel ashamed of myself. a b c d
61. I wish I had more close friends. a b c d
62. My family often expects too much of me. a b c d
63. I am good in my school work. a b c d
64. I am a good person. a b c d
65. Sometimes I am hard to be friendly with. a b c d
66. I get upset easily at home. a b c d
67. I like to be called on in class. a b c d
68. I wish I were a different person. a b c d
69. I am fun to be with. a b c d
70. I am an important person to my family. a b c d
71. My classmates think I am a good student. a b c d
72. I am sure of myself. a b c d
73. Often I don't like to be with other children. a b c d
74. My family and I have a lot of fun together. a b c d
75. I would like to drop out of school. a b c d
76. I can always take care of myself. a b c d
77. I would rather be with kids younger than me. a b c d
78. My family usually considers my feelings. a b c d

79. I can disagree with my teacher.

a b c d

80. I can't be depended on.

a b c d

APPENDIX D

Task Completion
(Intermediate Level)

TASK COMPLETION

Intermediate Level

Directions: Below are listed several kinds of activities which you are sometimes told to do in school or as homework. Place a check in one of the spaces beside each activity, to show how much of the time you actually do each kind of work when told to do it.

	Never assigned	Practically all of the time	Some of the time	Hardly ever
1. Work arithmetic problems.	_____	_____	_____	_____
2. Read science books.	_____	_____	_____	_____
3. Do science experiments.	_____	_____	_____	_____
4. Read books in social studies (history, geography).	_____	_____	_____	_____
5. Write social studies reports.	_____	_____	_____	_____
6. Read library books.	_____	_____	_____	_____
7. Write book reports.	_____	_____	_____	_____
8. Give oral reports.	_____	_____	_____	_____
9. Read aloud.	_____	_____	_____	_____
10. Write stories.	_____	_____	_____	_____
11. Work in your spelling book.	_____	_____	_____	_____
12. Do English exercises (grammar, punctuation).	_____	_____	_____	_____

- 13. Do art work. _____
- 14. Take part in music _____
 activities. _____

APPENDIX E

Self-Appraisal Inventory
(Primary Level)

SELF-APPRAISAL INVENTORY

Primary Level

Please circle answer.

- | | | |
|---|-----|----|
| 1. Are you easy to like? | YES | NO |
| 2. Do you often get into trouble at home? | YES | NO |
| 3. Can you give a good talk in front of your class? | YES | NO |
| 4. Do you wish you were younger? | YES | NO |
| 5. Do you usually let other children have their way? | YES | NO |
| 6. Are you an important person to your family? | YES | NO |
| 7. Do you often feel bad in school? | YES | NO |
| 8. Do you like being just what you are? | YES | NO |
| 9. Do you have enough friends? | YES | NO |
| 10. Does your family want too much of you? | YES | NO |
| 11. Are you a good reader? | YES | NO |
| 12. Do you wish you were a different child? | YES | NO |
| 13. Are other children often mean to you? | YES | NO |
| 14. Do you tell your family when you are mad at them? | YES | NO |
| 15. Do you often want to give up in school? | YES | NO |
| 16. Can you wait your turn easily? | YES | NO |
| 17. Do your friends usually do what you say? | YES | NO |

- | | | | |
|-----|--|-----|----|
| 18. | Are there times when you would like to run away from home? | YES | NO |
| 19. | Are you good in your school work? | YES | NO |
| 20. | Do you often break your promises? | YES | NO |
| 21. | Do most children have fewer friends than you? | YES | NO |
| 22. | Are you a good child? | YES | NO |
| 23. | Are most children better liked than you? | YES | NO |
| 24. | Would you like to stay home instead of going to school? | YES | NO |
| 25. | Are you one of the last to be chosen for games? | YES | NO |
| 26. | Are the things you do at school very easy for you? | YES | NO |
| 27. | Do you like being you? | YES | NO |
| 28. | Can you get good grades if you want to? | YES | NO |
| 29. | Do you forget most of what you learn? | YES | NO |
| 30. | Do you feel lonely very often? | YES | NO |
| 31. | If you have something to say, do you usually say it? | YES | NO |
| 32. | Do you get upset easily at home? | YES | NO |
| 33. | Do you often feel ashamed of yourself? | YES | NO |
| 34. | Do you like the teacher to ask you questions in front of the other children? | YES | NO |
| 35. | Do the other children in the class think you are a good worker? | YES | NO |
| 36. | Does being with other children bother you? | YES | NO |

- | | | | |
|-----|---|-----|----|
| 37. | Are you hard to be friends with? | YES | NO |
| 38. | Would you rather play with friends who are younger than you? | YES | NO |
| 39. | Do you find it hard to talk to your class? | YES | NO |
| 40. | Are most children able to finish their school work more quickly than you? | YES | NO |

APPENDIX F

E.S.E.A. Student Survey

E.S.E.A. STUDENT SURVEY

Please circle answer.

- | | | |
|--|-----|----|
| 1. Do you need more help from your teacher? | YES | NO |
| 2. Do you like school? | YES | NO |
| 3. Do you like your school? | YES | NO |
| 4. Would you like to spend more time in school? | YES | NO |
| 5. Do you look forward to coming to school each morning? | YES | NO |
| 6. Are you satisfied with the grades on your report card? | YES | NO |
| 7. Do you worry about your school work? | YES | NO |
| 8. Are you doing better in your school work this year? | YES | NO |
| 9. Do you get praise at home for good school work? | YES | NO |
| 10. Do you think you will graduate from high school? | YES | NO |
| 11. Do you hope to go to college? | YES | NO |
| 12. Do you think you could do well in any school subject if you studied hard enough? | YES | NO |
| 13. Are your lowest grades usually your teacher's fault? | YES | NO |
| 14. Do you think you could do well in any kind of job you choose? | YES | NO |

APPENDIX G

Stanford Achievement Test Results
1968 - 1971

STANFORD ACHIEVEMENT TEST RESULTS

1968 - 1969

Mean Stanford Achievement Grade Scores of Third, Fourth and Fifth Grade Pupils and Pupil Groups

	High-Service Primary Target				Low-Service Primary Target			
	N	Pre May '68	Post May '69	Gain	N	Pre May '68	Post May '69	Gain
<u>Grade 3</u>								
Word Meaning	56	3.11	3.81	.70	288	3.46	4.24	.78
Paragraph Meaning	56	3.26	3.90	.64	288	3.61	4.22	.61
Spelling	56	3.31	3.76	.45	288	3.43	4.06	.63
Language	56	3.25	3.51	.26	288	3.58	3.90	.32
Arithmetic Computation	56	3.38	3.97	.59	288	3.29	3.88	.59
Arithmetic Application	56				288			
<u>Grade 4</u>								
Word Meaning	94	4.25	4.69	.44	226	4.09	4.62	.52
Paragraph Meaning	94	4.29	4.89	.60	226	4.15	4.80	.65
Spelling	94	4.34	5.02	.68	226	4.04	4.68	.64
Language	94	3.94	4.52	.58	226	3.68	4.62	.94
Arithmetic Computation	94	4.07	4.71	.64	226	3.85	4.46	.61
Arithmetic Application	94	4.17	4.92	.75	226	4.14	4.77	.63
<u>Grade 5</u>								
Word Meaning	98	4.88	5.40	.52	257	4.98	5.56	.58
Paragraph Meaning	98	5.13	5.56	.43	257	5.11	5.73	.62
Spelling	98	5.37	5.76	.39	257	4.99	5.61	.62
Language	98	4.81	5.09	.28	257	4.70	5.40	.70
Arithmetic Computation	98	4.75	5.29	.54	257	4.55	5.29	.74
Arithmetic Application	98	4.86	5.33	.47	257	4.86	5.59	.73

STANFORD ACHIEVEMENT TEST RESULTS

1969 - 1970

Mean Stanford Achievement Grade Scores of Third, Fourth and Fifth Grade Pupils and Pupil Groups

	High-Service Primary Target				Low-Service Primary Target			
	N	Pre May '69	Post May '70	Gain	N	Pre May '69	Post May '70	Gain
<u>Grade 3</u>								
Word Meaning	82	2.95	3.60	.65	223	2.93	3.90	.97
Paragraph Meaning	82	3.02	3.92	.90	223	3.25	3.97	.72
Spelling	82	3.01	3.86	.84	223	2.93	3.92	.99
Language	82	3.04	3.54	.50	223	2.94	3.67	.73
Arithmetic Computation	82	3.26	3.67	.41	223	3.22	3.87	.62
Arithmetic Application	82				223			
<u>Grade 4</u>								
Word Meaning	73	3.73	4.58	.75	231	4.22	4.78	.56
Paragraph Meaning	73	3.84	4.70	.86	231	4.20	4.98	.78
Spelling	73	3.76	4.68	.92	231	4.05	4.60	.55
Language	73	3.52	4.38	.86	231	4.03	5.12	1.09
Arithmetic Computation	73	3.87	4.40	.53	231	3.97	4.70	.73
Arithmetic Application	73	3.78	4.51	.73	231	4.25	4.90	.65
<u>Grade 5</u>								
Word Meaning	89	4.68	5.16	.48	209	4.61	5.40	.79
Paragraph Meaning	89	4.79	5.25	.46	209	4.87	5.50	.63
Spelling	89	4.96	5.45	.49	209	4.70	5.56	.86
Language	89	4.39	5.45	.34	209	4.61	5.26	.65
Arithmetic Computation	89	4.54	5.10	.56	209	4.43	5.10	.67
Arithmetic Application	89	4.82	5.45	.63	209	4.70	5.42	.72

STANFORD ACHIEVEMENT TEST RESULTS

1970 - 1971

Mean Stanford Achievement Grade Scores of Third, Fourth and Fifth Grade Pupils and Pupil Groups

	High-Service Primary			Target Gain	Low-Service Primary			Target Gain
	N	Pre May '70	Post May '71		N	Pre May '70	Post May '71	
<u>Grade 3</u>								
Word Meaning	73	3.00	3.95	.95	268	3.16	4.38	1.22
Paragraph Meaning	73	3.02	3.97	.95	268	3.38	4.44	1.06
Spelling	73	3.07	4.08	1.01	268	3.30	4.24	.94
Language	73	3.08	3.63	.55	268	3.46	4.12	.66
Arithmetic Computation	73	3.28	3.90	.62	268	3.54	4.14	.60
Arithmetic Application	73				268			
<u>Grade 4</u>								
Word Meaning	78	3.90	4.78	.88	248	3.96	4.68	.72
Paragraph Meaning	78	3.80	4.92	1.12	248	4.10	4.86	.76
Spelling	78	3.82	4.98	1.16	248	3.98	4.71	.73
Language	78	3.45	4.58	1.13	248	3.76	4.68	.92
Arithmetic Computation	78	3.67	4.55	.88	248	3.94	4.76	.82
Arithmetic Application	78	3.77	4.75	.98	248	3.80	4.75	.95
<u>Grade 5</u>								
Word Meaning	44	4.58	5.30	.72	250	4.79	5.62	.83
Paragraph Meaning	44	4.70	5.44	.74	250	4.98	5.66	.68
Spelling	44	4.68	5.47	.79	250	4.60	5.43	.83
Language	44	4.38	5.27	.89	250	4.76	5.56	.80
Arithmetic Computation	44	4.60	5.48	.61	250	4.52	5.38	.86
Arithmetic Application	44	4.51	5.48	.97	250	4.90	6.05	1.15

APPENDIX H

School Sentiment Index
* (Primary Level)

SCHOOL SENTIMENT INDEX

Primary Level

Please circle answer.

- | | | |
|---|-----|----|
| 1. Is your teacher interested in the things you do at home? | YES | NO |
| 2. When you are trying to do your schoolwork, do the other children bother you? | YES | NO |
| 3. Does your teacher give you work that is too hard? | YES | NO |
| 4. Do you like to tell stories in front of your class? | YES | NO |
| 5. Do other children get you into trouble at school? | YES | NO |
| 6. Is school a happy place for you to be? | YES | NO |
| 7. Do you often get sick at school? | YES | NO |
| 8. Does your teacher give you enough time to finish your work? | YES | NO |
| 9. Is your school principal friendly toward the children? | YES | NO |
| 10. Do you like to read in school? | YES | NO |
| 11. When you don't understand something, are you afraid to ask your teacher a question? | YES | NO |
| 12. Are the other children in your class friendly toward you? | YES | NO |
| 13. Are you scared to go to the office at school? | YES | NO |
| 14. Do you like to paint pictures at school? | YES | NO |
| 15. Do you like to stay home from school? | YES | NO |

- | | | | |
|-----|---|-----|----|
| 16. | Do you like to write stories in school. | YES | NO |
| 17. | Do you like school better than your friends do? | YES | NO |
| 18. | Does your teacher help you with your work when you need help? | YES | NO |
| 19. | Do you like arithmetic problems at school? | YES | NO |
| 20. | Do you wish you were in a different class at school? | YES | NO |
| 21. | Do you like to learn about science? | YES | NO |
| 22. | Do you like to sing songs with your class? | YES | NO |
| 23. | Does your school have too many rules? | YES | NO |
| 24. | Do you always have to do what the other children want to do? | YES | NO |
| 25. | Do you like the other children in your class? | YES | NO |
| 26. | Are you always in a hurry to get to school? | YES | NO |
| 27. | Does your teacher like some children better than others? | YES | NO |
| 28. | Do other people at school really care about you? | YES | NO |
| 29. | Does your teacher yell at the children too much? | YES | NO |
| 30. | Do you like to come to school every day? | YES | NO |

APPENDIX I

School Sentiment Index
(Intermediate Level)

SCHOOL SENTIMENT INDEX

Intermediate Level

Please circle answer.

- | | | |
|--|------|--------|
| 1. Other children bother me when I'm trying to do my school work. | TRUE | UNTRUE |
| 2. My teacher always tells me when she is pleased with my work. | TRUE | UNTRUE |
| 3. My teacher is interested in the things I do outside of school. | TRUE | UNTRUE |
| 4. Each morning I look forward to coming to school. | TRUE | UNTRUE |
| 5. This school is like a jail. | TRUE | UNTRUE |
| 6. In our class, we often get a chance to make decisions together. | TRUE | UNTRUE |
| 7. I often feel rushed and nervous in school. | TRUE | UNTRUE |
| 8. My teacher gives me work that is too hard. | TRUE | UNTRUE |
| 9. Other children often get me into trouble at school. | TRUE | UNTRUE |
| 10. My teacher seldom tells me whether my work is good or bad. | TRUE | UNTRUE |
| 11. My teacher listens to what I have to say. | TRUE | UNTRUE |
| 12. It is hard for me to stay happy at school. | TRUE | UNTRUE |
| 13. I follow the rules at school. | TRUE | UNTRUE |
| 14. There are many different activities at school from which I can choose what I would like to do. | TRUE | UNTRUE |
| 15. When I do something wrong at school, I know I will get a second chance. | TRUE | UNTRUE |

- | | | |
|---|------|--------|
| 16. My teacher gives me work that is too easy. | TRUE | UNTRUE |
| 17. I often must do what my friends want me to do. | TRUE | UNTRUE |
| 18. My teacher tries to make school interesting to me. | TRUE | UNTRUE |
| 19. I try to do my best in school. | TRUE | UNTRUE |
| 20. My teacher does not care about me. | TRUE | UNTRUE |
| 21. School gives me a stomach ache. | TRUE | UNTRUE |
| 22. The principal of my school is friendly toward the children. | TRUE | UNTRUE |
| 23. I get as many chances as other children to do special jobs in my classroom. | TRUE | UNTRUE |
| 24. My teacher does not give me enough time to finish my work. | TRUE | UNTRUE |
| 25. The other children in my class are not friendly toward me. | TRUE | UNTRUE |
| 26. In school I have to remember too many facts. | TRUE | UNTRUE |
| 27. I like to do school work at home in the evenings. | TRUE | UNTRUE |
| 28. My teacher doesn't understand me. | TRUE | UNTRUE |
| 29. I often get headaches in school. | TRUE | UNTRUE |
| 30. The principal's main job is to punish children. | TRUE | UNTRUE |
| 31. My teacher makes sure I always understand what she wants me to do. | TRUE | UNTRUE |
| 32. My teacher treats me fairly. | TRUE | UNTRUE |
| 33. I really like working with the other children in my class. | TRUE | UNTRUE |
| 34. I would rather learn a new game than play one I already know. | TRUE | UNTRUE |

- | | | |
|---|------|--------|
| 35. I'm afraid to tell my teacher when I don't understand something. | TRUE | UNTRUE |
| 36. I feel good when I'm at school. | TRUE | UNTRUE |
| 37. I get scared when I have to go to the office at school. | TRUE | UNTRUE |
| 38. My teacher unfairly punishes the whole class. | TRUE | UNTRUE |
| 39. I get tired of hearing my teacher talk all the time. | TRUE | UNTRUE |
| 40. School is a good place for making friends. | TRUE | UNTRUE |
| 41. I wish my class could have this teacher next year. | TRUE | UNTRUE |
| 42. I like trying to work difficult puzzles. | TRUE | UNTRUE |
| 43. My teacher scares me. | TRUE | UNTRUE |
| 44. I like to stay home from school. | TRUE | UNTRUE |
| 45. When I have a problem on the playground at recess, I know I can find a nice teacher to help me. | TRUE | UNTRUE |
| 46. I don't like most of the children in my class. | TRUE | UNTRUE |
| 47. My teacher is not very friendly with the children. | TRUE | UNTRUE |
| 48. The biggest reason I come to school is to learn. | TRUE | UNTRUE |
| 49. My teacher is mean. | TRUE | UNTRUE |
| 50. I am embarrassed to be in the class I'm in. | TRUE | UNTRUE |
| 51. My teacher grades me fairly. | TRUE | UNTRUE |
| 52. I think a new child could make friends easily in my class. | TRUE | UNTRUE |

- | | | |
|--|------|--------|
| 53. I feel like my teacher doesn't like me when I do something wrong. | TRUE | UNTRUE |
| 54. There are too many children in my class. | TRUE | UNTRUE |
| 55. When a new child comes into our class, my friends and I try very hard to make him or her feel happy. | TRUE | UNTRUE |
| 56. My teacher likes some children better than others. | TRUE | UNTRUE |
| 57. I feel unhappy if I don't learn something new in school each day. | TRUE | UNTRUE |
| 58. When I do something wrong, my teacher corrects me without hurting my feelings. | TRUE | UNTRUE |
| 59. I like school better than my friends do. | TRUE | UNTRUE |
| 60. I have to share books with other children too often at school. | TRUE | UNTRUE |
| 61. I know what my teacher expects of me. | TRUE | UNTRUE |
| 62. My teacher is often too busy to help me when I need help. | TRUE | UNTRUE |
| 63. I want to be a very good student. | TRUE | UNTRUE |
| 64. My teacher does not scare the children. | TRUE | UNTRUE |
| 65. I often feel lost at school. | TRUE | UNTRUE |
| 66. My teacher usually explains things too slowly. | TRUE | UNTRUE |
| 67. There's no privacy at school. | TRUE | UNTRUE |
| 68. Older children often boss my friends and me around at my school. | TRUE | UNTRUE |
| 69. At school, other people really care about me. | TRUE | UNTRUE |

- | | | | |
|-----|--|------|--------|
| 70. | I would rather get books for my birthday than toys or clothes. | TRUE | UNTRUE |
| 71. | I would rather eat lunch at home than at school. | TRUE | UNTRUE |
| 72. | My teacher bosses the children around. | TRUE | UNTRUE |
| 73. | The children in my class nearly always obey the teacher. | TRUE | UNTRUE |
| 74. | We change from one subject to another too often in class. | TRUE | UNTRUE |
| 75. | I like my teacher. | TRUE | UNTRUE |

APPENDIX J

Differences between High-Service and Low-Service Schools
from the 1963-64 School Year
to the 1970-71 School Year

ATTENDANCE DATA

1963 - 1964 to 1970 - 1971

Percent of absences by average daily enrollment and average daily attendance by year
and grades

Target Schools				Non-Target Schools			
No. = 6	Grades 1-6			No. = 12	Grades 1-6		
Year	%ADE	%ADA	% Av. Absences	Year	%ADE	%ADA	% Av. Absences
1963-64	6.4	6.8	23.4	1963-64	5.0	5.3	15.0
1964-65	6.6	7.1	24.3	1964-65	5.4	5.7	14.0
1965-66	7.0	7.5	25.2	1965-66	5.4	5.7	13.8
1966-67	6.8	7.3	24.5	1966-67	4.8	5.0	12.0
1967-68	6.4	6.8	22.4	1967-68	4.8	5.1	12.2
1968-69	7.0	7.5	23.2	1968-69	5.1	5.4	13.1
1969-70	7.3	7.9	24.6	1969-70	5.3	4.4	14.3
1970-71	7.1	7.6	23.7	1970-71	6.0	6.4	15.9
Junior High				Junior High			
No. 2	Junior High			No. 1	Junior High		
1963-64	6.3	6.4	50.0	1963-64	4.4	4.6	35.7
1964-65	6.6	7.1	54.0	1964-65	4.2	4.3	34.4
1965-66	7.7	8.3	65.7	1965-66	5.1	5.8	46.0
1966-67	7.1	7.6	62.5	1966-67	4.7	5.0	42.1
1967-68	6.7	7.2	59.6	1967-68	4.6	4.7	41.4
1968-69	8.6	9.5	75.6	1968-69	5.9	6.2	51.2
1969-70	9.2	10.1	80.3	1969-70	5.9	6.2	52.0
1970-71	9.2	10.1	76.0	1970-71	4.6	4.8	39.7

Percent of absences by average daily enrollment and average daily attendance by year and grades.

Year	HIGH SCHOOL - TARGET		% Av. Absences
	% ADE	% ADA	
1963-64	6.0	6.4	116.4
1964-65	6.5	7.0	134.9
1965-66	7.5	8.1	152.8
1966-67	7.2	7.8	148.5
1967-68	7.9	8.6	170.2
1968-69	9.4	10.5	214.5
1969-70	10.6	11.1	240.2
1970-71	10.9	12.2	238.2

1963 - 1964

School	Target Schools		Av. Days Absent	School	Non-Target Schools		Av. Days Absent
	ADE	ADA			ADE	ADA	
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	327.411	307.951	19.460	G	349.251	332.465	16.786
B	297.771	274.163	23.608	H	420.902	397.222	23.680
C	345.840	328.011	17.829	I	475.142	453.831	21.311
D	383.445	360.288	23.157	J	195.222	183.871	11.351
E	446.897	420.914	25.983	K	413.662	392.477	21.185
F	398.948	368.262	30.686	L	152.920	141.674	11.246
				M			
			<u>23.454</u>	N	253.400	239.911	13.489
<u>AVERAGE</u>				O			
<u>PERCENTAGE</u>	<u>.064</u>	<u>.068</u>		P	163.588	156.014	7.574
				Q	255.582	242.922	12.660
<u>Jr. High Schools 7-9</u>				R	408.485	188.877	14.957
T	828.302	780.557	47.745	S	199.462	188.877	10.585
U	766.108	713.802	52.306				
			<u>50.026</u>	<u>AVERAGE</u>			<u>14.984</u>
<u>AVERAGE</u>				<u>PERCENTAGE</u>	<u>.050</u>	<u>.053</u>	
<u>PERCENTAGE</u>	<u>.063</u>	<u>.064</u>					
				<u>Jr. High School 7-9</u>			
<u>High School 10-12</u>				W	819.914	784.205	35.709
V	1943.062	1826.625	116.437				
				<u>PERCENTAGE</u>	<u>.044</u>	<u>.046</u>	
<u>PERCENTAGE</u>	<u>.060</u>	<u>.064</u>					

1964 - 1965

<u>Target Schools</u>				<u>Non-Target Schools</u>			
School	ADE	ADA	Av. Days Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	324.169	304.915	19.254	G	353.457	335.683	17.774
B	312.531	289.782	22.749	H	408.248	383.398	24.850
C	327.774	309.593	18.181	I	414.610	396.259	18.351
D	393.689	370.508	23.181	J	186.141	174.014	12.127
E	466.615	436.415	30.200	K	375.988	352.906	23.082
F	370.209	337.949	32.260	L	161.615	151.319	10.296
				M	87.514	84.161	3.353
				N	246.276	231.098	15.178
<u>AVERAGE</u>			<u>24.306</u>	O	113.231	105.271	7.960
<u>PERCENTAGE</u>	<u>.006</u>	<u>.071</u>		P	163.576	154.768	8.808
				Q	233.129	220.398	12.731
<u>Jr. High Schools 7-9</u>				R	407.745	389.796	17.949
T	880.146	828.062	52.084	S	199.389	190.446	8.943
U	756.915	700.652	56.263				
				<u>AVERAGE</u>			<u>13.954</u>
<u>AVERAGE</u>			<u>54.174</u>	<u>PERCENTAGE</u>	<u>.054</u>	<u>.057</u>	
<u>PERCENTAGE</u>							
<u>High School 10-12</u>				<u>Jr. High Schools 7 - 9</u>			
V	2066.757	1931.816	134.941	W	838.112	803.692	34.420
<u>PERCENTAGE</u>	<u>.065</u>	<u>.070</u>		<u>PERCENTAGE</u>	<u>.042</u>	<u>.043</u>	

1965 - 1966

<u>Target Schools</u>				<u>Non-Target Schools</u>			
School	ADE	ADA	Days (Av.) Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	289.787	272.287	17.500	G	359.877	339.986	19.891
B	327.642	300.486	27.156	H	405.368	377.740	27.628
C	308.217	288.318	19.899	I	425.899	407.907	17.992
D	376.692	349.567	27.125	J	170.670	158.709	11.961
E	471.648	442.983	28.665	K	359.888	341.756	18.132
F	388.938	358.122	30.816	L	152.854	142.039	10.815
				M	85.139	82.603	2.536
				N	244.994	232.533	12.461
				O	107.458	101.533	5.925
				P	178.469	170.511	7.958
				Q	235.145	219.659	15.486
				R	403.463	386.421	17.042
				S	189.290	177.941	11.349
<u>AVERAGE</u>			<u>25.194</u>	<u>AVERAGE</u>			<u>13.783</u>
<u>PERCENTAGE</u>	<u>.070</u>	<u>.075</u>		<u>PERCENTAGE</u>	<u>.054</u>	<u>.057</u>	
<u>Jr. High Schools 7-9</u>				<u>Jr. High Schools 7-9</u>			
T	980.240	917.885	72.355	W	909.441	863.469	45.972
U	733.603	674.516	59.087				
<u>AVERAGE</u>			<u>65.721</u>				
<u>PERCENTAGE</u>	<u>.077</u>	<u>.083</u>		<u>PERCENTAGE</u>	<u>.051</u>	<u>.058</u>	
<u>High School 10-12</u>				<u>High School 10-12</u>			
V	2029.759	1876.959	152.800				
<u>PERCENTAGE</u>	<u>.075</u>	<u>.081</u>					

1966 - 1967

<u>Target Schools</u>				<u>Non-Target Schools</u>			
School	ADE	ADA	Av. Days Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	291.775	274.525	17.250	G	332.797	314.275	18.522
B	340.337	316.870	23.467	H	420.146	397.963	22.183
C	277.589	259.196	18.393	I	421.011	405.491	15.520
D	389.477	366.780	22.697	J	182.275	170.662	11.613
E	481.674	448.901	32.773	K	365.050	346.412	18.638
F	381.752	349.466	32.286	L	148.089	138.997	9.092
			<u>24.478</u>	M	80.893	77.929	2.092
<u>AVERAGE</u>				N	241.775	229.351	12.424
<u>PERCENTAGE</u>	<u>.068</u>	<u>.073</u>		O	99.505	95.505	4.000
				P	160.808	153.643	7.165
<u>Jr. High Schools 7-9</u>				Q	243.752	231.146	12.606
T	920.174	862.884	57.290	R	378.955	366.550	12.405
U	840.258	772.514	67.744	S	188.247	179.421	8.826
			<u>62.517</u>				11.997
<u>AVERAGE</u>				<u>AVERAGE</u>			
<u>PERCENTAGE</u>	<u>.071</u>	<u>.076</u>		<u>PERCENTAGE</u>	<u>.048</u>	<u>.050</u>	
				<u>Jr. High Schools 7-9</u>			
<u>High School 10-12</u>				W	894.174	851.988	42.186
V	2052.460	1903.965	148.495				
<u>PERCENTAGE</u>	<u>.072</u>	<u>.078</u>		<u>PERCENTAGE</u>	<u>.047</u>	<u>.050</u>	

1967 - 1968

<u>Target Schools</u>				<u>Non-Target Schools</u>			
School	ADE	ADA	Av. Days Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	283.954	268.244	15.710	G	322.590	307.153	15.437
B	336.511	312.696	23.815	H	432.721	411.028	21.693
C	268.045	252.306	15.739	I	447.653	428.531	19.122
D	389.987	366.980	22.917	J	172.823	162.383	10.440
E	506.505	474.832	31.673	K	384.920	365.673	19.247
F	323.477	298.735	24.742	L	151.369	142.238	9.131
				M	76.698	73.923	2.775
				N	248.914	234.928	13.986
<u>AVERAGE</u>			<u>22.433</u>	O	94.528	90.775	3.753
<u>PERCENTAGE</u>	<u>.064</u>	<u>.068</u>		P	157.778	150.221	7.557
				Q	233.210	220.357	12.853
<u>Jr. High Schools 7-9</u>				R	377.227	364.843	12.384
T	938.140	876.139	62.001	S	220.039	209.801	10.238
U	828.279	771.102	57.177				
				<u>AVERAGE</u>			<u>12.201</u>
<u>AVERAGE</u>			59.589	<u>PERCENTAGE</u>	<u>.048</u>	<u>.051</u>	
<u>PERCENTAGE</u>	<u>.067</u>	<u>.072</u>					
				<u>Jr. High Schools 7-9</u>			
<u>High School 10-12</u>				W	903.295	861.911	41.384
V	2151.363	1981.102	170.261				
				<u>PERCENTAGE</u>	<u>.046</u>	<u>.047</u>	
<u>PERCENTAGE</u>	<u>.079</u>	<u>.086</u>					

1968 - 1969

<u>Target Schools</u>				<u>Non-Target Schools</u>			
School	ADE	ADA	Av. Days Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	269.005	250.647	18.358	G	298.734	284.043	14.691
B	336.341	309.381	26.960	H	402.901	378.306	24.595
C	222.225	205.780	16.445	I	392.572	374.395	18.177
D	352.473	331.080	21.393	J	(CLOSED)		
E	466.872	434.612	32.260	K	435.254	410.225	25.029
F	348.728	324.598	24.130	L	126.242	118.470	7.772
				M	97.820	94.919	2.601
<u>AVERAGE</u>			<u>23.258</u>	N	305.080	284.326	20.754
<u>PERCENTAGE</u>	<u>.070</u>	<u>.075</u>		O	114.086	108.468	5.618
				P	157.924	150.855	7.069
<u>Jr. High Schools 7-9</u>				Q	205.161	194.580	10.581
T	875.028	809.095	65.933	R	328.601	316.898	11.703
U	885.011	799.632	85.379	S	202.508	191.456	11.052
<u>AVERAGE</u>			<u>75.656</u>	<u>AVERAGE</u>			<u>13.087</u>
<u>PERCENTAGE</u>	<u>.086</u>	<u>.095</u>		<u>PERCENTAGE</u>	<u>.051</u>	<u>.054</u>	
<u>High School 10-12</u>				<u>Jr. High Schools 7-9</u>			
V	2275.526	2061.008	214.518	W	872.658	821.393	51.265
<u>PERCENTAGE</u>	<u>.094</u>	<u>.105</u>		<u>PERCENTAGE</u>	<u>.059</u>	<u>.062</u>	

1969 - 1970

<u>Target Schools</u>				<u>Non-Target Schools</u>			
School	ADE	ADA	Av. Days Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	274.019	257.455	16.564	G	315.329	304.080	11.249
B	357.556	327.399	30.157	H	420.208	394.928	25.208
C	240.552	225.546	15.006	I	431.855	409.823	22.032
D	343.444	320.405	23.039	J	(CLOSED)		
E	495.602	457.608	37.994	K	439.873	413.978	25.895
F	310.507	285.814	24.693	L	149.886	139.338	10.548
			<u>24.580</u>	M	100.333	97.304	3.031
<u>AVERAGE</u>				N	295.935	276.522	19.413
<u>PERCENTAGE</u>	<u>.073</u>	<u>.079</u>		O	116.061	110.047	3.031
				P	162.398	155.130	19.413
<u>Jr. High Schools 7-9</u>				Q	227.658	213.766	13.892
T	929.391	850.776	78.615	R	350.919	336.539	14.380
U	821.055	739.033	82.022	S	210.237	197.884	12.353
			<u>80.319</u>				<u>14.285</u>
<u>AVERAGE</u>				<u>AVERAGE</u>			
<u>PERCENTAGE</u>	<u>.092</u>	<u>.101</u>		<u>PERCENTAGE</u>	<u>.053</u>	<u>.044</u>	
<u>High School 10-12</u>				<u>Jr. High Schools 7-9</u>			
V	2269.106	2028.893	240.213	W	882.972	831.005	51.967
<u>PERCENTAGE</u>	<u>.106</u>	<u>.111</u>		<u>PERCENTAGE</u>	<u>.059</u>	<u>.062</u>	

1970 - 1971

<u>Target Schools</u>				<u>Non-Target Schools</u>			
Schools	ADE	ADA	Av. Days Absent	School	ADE	ADA	Av. Days Absent
<u>Grades 1-6</u>				<u>Grades 1-6</u>			
A	284.238	269.417	14.821	G	300.511	286.022	14.489
B	325.106	300.050	25.056	H	416.440	393.366	23.074
C	229.959	215.087	14.872	I	429.838	409.877	19.961
D	319.325	298.623	20.702	J	(CLOSED)		
E	510.738	471.791	38.947	K	445.455	417.631	27.824
F	341.052	312.825	28.227	L	152.748	131.765	20.983
				M	97.960	94.814	3.146
				N	280.531	257.347	23.184
<u>AVERAGE</u>			<u>23.738</u>	O	104.516	99.353	5.163
<u>PERCENTAGE</u>	<u>.071</u>	<u>.076</u>		P	165.555	157.451	8.104
				Q	211.533	198.415	13.118
<u>Jr. High Schools 7-9</u>				R	363.488	346.151	17.337
T	893.061	826.960	66.101	S	208.615	193.402	15.213
U	759.337	673.483	85.854				
<u>AVERAGE</u>			<u>75.978</u>	<u>AVERAGE</u>			<u>15.966</u>
<u>PERCENTAGE</u>	<u>.092</u>	<u>.101</u>		<u>PERCENTAGE</u>	<u>.060</u>	<u>.064</u>	
<u>High School 10-12</u>				<u>Jr. High Schools 7-9</u>			
V	2193.724	1955.533	238.191	W	861.028	821.331	39.697
<u>PERCENTAGE</u>	<u>.109</u>	<u>.122</u>		<u>PERCENTAGE</u>	<u>.046</u>	<u>.048</u>	

APPENDIX K

Summer School Survey

Dear Student:

Please answer the following questions:

- | | | |
|---|--|--|
| 1. How worthwhile was your summer school experience? | Very much
A little
Not at all | _____

_____ |
| 2. Were you in summer school last year? | Yes
No | _____
_____ |
| 3. How would you rate the value of this year's program in comparison to last? | Very much
better
A little
better
About as
good
A little
worse
Much worse | _____

_____ |
| 4. How many times were you absent this summer? | None
Once or
twice
3-5 times
more than 5 | _____

_____ |
| 5. How do you feel about going back to school in September? | Eager
Worried
Unhappy
Neutral | _____

_____ |

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

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DUE TO EDUC. SERVICE
REGION BY JULY 15, 1971

ANNUAL SCHOOL DISTRICT REPORT 1970-71

INSTRUCTIONS: PLACE RESPONSES
BETWEEN PARENTHESES

A. PUPILS		MEMBERSHIP AS OF LAST SCHOOL DAY		DROPOUTS-EDUCATION DISCONTINUED		D. TOTAL HIGH SCHOOL GRADUATES: BOYS (291) GIRLS (364)	
GRADE	BOYS	GIRLS	BOYS	GIRLS	E. TOTAL PUPILS TRANSFERRED IN FROM OUT OF STATE (273)	F. TOTAL PUPILS TRANSFERRED IN FROM AN ILLINOIS DISTRICT (331)	
NURSERY	()	()	()	()			
KINDERGTH	(348)	(336)	()	()	G. TOTAL PUPIL DAYS ATTENDANCE (1,699,694.84)		
1ST. GRADE	(403)	(381)	()	()	H. TOTAL PUPIL DAYS ABSENT (143,474.00)		
2ND.	(420)	(406)	()	()	I. TOTAL PUPIL DAYS ENROLLED - SUM OF ITEMS G AND H (2,843,168.84)		
3RD.	(416)	(380)	()	()	J. TOTAL DAYS DISTRICT IN SESSION (178)		
4TH.	(388)	(369)	()	()	K. AVERAGE DAILY ENROLLMENT - ITEM I DIVIDED BY ITEM J (10,354.88)		
5TH.	(428)	(401)	()	()	L. AVERAGE DAILY ATTENDANCE - ITEM G DIVIDED BY ITEM J (9,548.84)		
6TH.	(425)	(388)	()	()	M. NUMBER OF TUITION PUPILS ENROLLED IN DISTRICT (68)		
7TH.	(409)	(404)	(0)	(1)	N. TOTAL DAYS ATTENDANCE OF TUITION PUPILS (6,334.50)		
8TH.	(443)	(452)	(3)	(3)	O. ADA OF TUITION PUPILS - ITEM N DIVIDED BY ITEM J (35.58)		
ELEM. UNCL.	(170)	(129)	()	()	P. SUMMER SCHOOL ENROLLMENT-1970 (695) TOTAL STUDENT HRS (61,860)		
9TH.	(449)	(417)	(18)	(11)	Q. NUMBER OF CERTIFICATED PERSONNEL EMPLOYED FOR SUMMER (53)		
10TH.	(386)	(371)	(74)	(42)	R. NUMBER OF DAYS SUMMER SCHOOL IN SESSION (30)		
11TH.	(347)	(353)	(50)	(25)	S. DID DISTRICT FILE A SUMMER SCHOOL CLAIM FOR 1970: YES () NO (X)		
12TH.	(309)	(344)	(36)	(21)	T. DID DISTRICT HOLD A BOND U. DID DISTRICT HOLD		
SEC. UNCL.	(7)	(8)	(9)	(0)	REFERENDUM: YES () NO (X)	A TAX REFERENDUM: YES () NO (X)	
TOTALS	(5348)	(5139)	(190)	(103)	AMOUNT ()	HOW MANY ()	
B. TOTAL CLASS BLDGS DISCONTINUED SINCE JULY, 70 (0)		Jr. H. S. ATTENDANCE CENTERS (3)		HIGH SCHOOL ATTENDANCE CENTERS (1)		NUMBER PASSED () FAILED ()	
TOTAL CLASS BLDGS IN USE AS OF MAY, 71 (22)		COMBINED ELEM.-H.S. ATTENDANCE CENTERS ()		TOTAL ATTENDANCE CENTERS IN THE DISTRICT (22)		GRADE SPAN ()	
TOTAL CLASS BUILDINGS DISCONTINUED (0)							
TOTAL CLASS BUILDINGS CURRENTLY IN USE (22)							
C. DISTRICT PERSONNEL WITH ADMINISTRATIVE OR INSTRUCTIONAL TEACHING CERTIFICATES ISSUED BY ILLINOIS TEACHER CERTIFICATION BOARD:							
ADMINISTRATORS - SUPTS. AND PRINC.				CLASSROOM TEACHERS		OTHER-GUID COUN, COORD, LIUR, ETC.	
MALE		FEMALE		MALE		FEMALE	
FULLTIME PT-FTE	FULLTIME PT-FTE	FULLTIME PT-FTE	FULLTIME PT-FTE	FULLTIME PT-FTE	FULLTIME PT-FTE	FULLTIME PT-FTE	FULLTIME PT-FTE
County	10	0	0	30	0	224	2.50
City	0	0	0	0	0	0	0
Jr. H.S.	3	0	0	60	0	65	.50
Hi. Sch.	1	0	0	61	.50	51	.75
Dist. Xtra. Cmpl.	4	0	0	0	0	0	0
TOTALS	18	0	0	151	.50	340	3.75

*PT-FTE = PARTTIME PERSONNEL CONVERTED TO FULLTIME EQUIVALENCY
SIGNATURES:
OSPI 20-04-100(6/71)