

**AN ANALYTICAL SURVEY OF THE TITLE I
READING PROGRAM IN ROBERTSON COUNTY**

RAY MARLIN SHOLAR

ABSTRACT

This study was made to examine the Title I Reading Program in the elementary schools of Robertson County by answering the following questions in a substantive manner:

1. What was the purpose of Title I within Robertson County?
2. To what extent did Title I provide remedial and supplementary reading programs within the area?
3. What were the methods and instructional procedures?
4. Why have a Title I Remedial Reading Program within Robertson County?
5. Did the results of the Robertson County Title I show evidence of being beneficial within the service area?

This study ascertained that students who received special instructional help and materials made progress in the Title I Reading Program of Robertson County.

The results of the study evaluated and indicated the participating students and aptitudes in relation to pre-test and post-test performance. It also evaluated the goals and objectives of the Title I Reading Program. The students' pre-test and post-test were compared and the grade equivalent scores were examined and used as primary indicators. It was indicated that the advance of the students was not singly credited to Title I programs, but rather was coupled with the regular classroom instruction when making evaluations relative to program achievement. Test scores of the previous two years

indicated that the post-test grade equivalent for grades three through six had advanced in excess of twenty-five percent over the pre-test previously given. Thus, through acquisition of the goals and objectives of the program through evaluations conducted by Robertson County and the State Department of Education, it is indicated that the Title I Reading Program for Robertson County, Tennessee, is a success and should continue as a part of the educational services offered the citizens of Robertson County.

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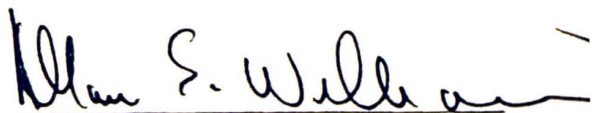
A Field Study
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements of Education 699
Field Study

by
Ray Marlin Sholar
Summer, 1977

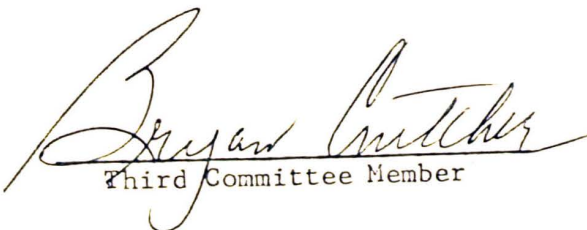
To the Graduate Council:

I am submitting herewith a Field Study written by Ray Marlin Sholar entitled "An Analytical Survey Of The Title I Reading Program In Robertson County." I recommend that it be accepted in partial fulfillment of the requirement of Education 699.

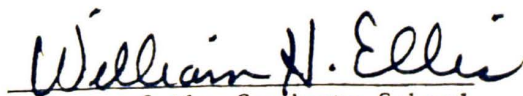

Committee Chairman

We have read this field study
and recommend its acceptance:


Second Committee Member


Third Committee Member

Accepted for the
Graduate Council:


Dean of the Graduate School

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Chapter I

INTRODUCTION

Reading retardation is one of the major educational problems facing American educators today. Surveys show that nation-wide millions of Americans read so poorly that they are not functionally literate.

One of every four students nationwide has significant reading deficiencies. In large city school systems, up to half of the students read below expectation. There are more than 18.5 million functional illiterates in our adult population. About half of the unemployed youth, age 16-21, are functionally illiterate.

Another very disturbing and persisting reality in contemporary education is the fact that the academic achievement of minority group and lower economic children in our public schools is consistently below norm. An obvious axiom is that without basic academic skills in reading, learning is virtually impossible.

Formal and informal surveys that have been taken in Robertson County indicated that one of the major stumbling blocks to student success is the students inability to read up to grade level or expectation level. These surveys conducted each year for the past decade would lead to the conclusion that there is still a gap of one to two years between the actual reading level and the expected level at primary and intermediate grades.

A May 1976 survey of teachers in grades 1--6 involving 3,000 students indicated that 38.7% of the children were reading below grade level.

It is the consensus of teachers, principals, central staff, parent advisory council members, and other concerned citizens that the primary emphasis of the Title I Project must be concerned with the "right to read" of educationally deprived children in the identified attendance areas.

THE PROBLEM

Statement of the Problem

It is agreed that much research is needed to determine the cause of reading retardation in many of our youngsters. Also, there is a need to review the basic components of our remedial instruction in order to achieve the greatest benefits from our program.

The reading program in Robertson County includes developmental reading on all levels, corrective measures in the classroom situation, and remedial help for the seriously retarded readers. It is this group of "seriously retarded readers" that are the primary concern of the Title I Reading Program in Robertson County and the subject of this field study.

DEFINITION OF TERMS

Some of the terms used in this research are defined to enable the reader to perceive the relationship of the words and their application to the study.

1. Retarded Readers. Those students who are reading significantly below their capacity.
2. The Instructional Team. This team consists of the principal, supervisors, homeroom teacher, special reading teacher, parents, home and school coordinator, and volunteers.
3. Informal Reading Inventory. A diagnostic test based on materials that have been taken from a basal reading series and used to determine different levels of reading.
4. Independent Level. Level where a child should be able to read at home or school without aid.
5. Instructional Level. This is the teaching level. The reading material must be challenging and not difficult. This is where learning begins.

PURPOSE OF THE STUDY

The purpose of this study was to examine the Title I Reading Program in the elementary schools of Robertson County by answering the following questions in a substantive manner:

1. What was the purpose of Title I within Robertson County?
2. To what extent did Title I provide remedial and supplementary reading programs within the area?
3. What were the methods and instructional procedures?
4. Why have a Title I Remedial Reading Program within Robertson County?
5. Did the results of the Robertson County Title I show evidence of being beneficial within the service area?

This study ascertained that students who received special instructional help and materials made progress in the Title I Reading Program of Robertson County.

METHODOLOGY

This researcher obtained permission from Mr. Jerome Ellis, Superintendent of Robertson County Schools; Mr. Everett Lawrence, Director of Title I; Mr. Billy Carneal, Principal of Cheatham Park Elementary School; Mr. Wayne Hayes, Principal of Jo Byrns School; Mr. Charles Dudas, Principal of East Robertson School; Mr. Ronnie Meadow, Principal of Westside Elementary; Mr. Robert Gordon, Principal of Bransford Elementary; and Mr. Bill Stapp, Principal of Krisle Elementary; to enter these schools for the purpose of studying accumulative material, records and for the observation of reading instruction within the classroom.

During November of 1976 the field researcher examined and compared the Gates-McGinitie reading scores with the same test given one year prior. The culmination of this year's study will result in a recommendation concerning the reading program in the elementary schools of Robertson County.

ORGANIZATION OF THE STUDY

Chapter II of this paper presents a review of related literature pertinent to this paper. Chapter III contains the findings of the field study.

Chapter II

REVIEW OF THE LITERATURE

One of the major problems in reading instruction is a definition of reading. Without a clear concept of the nature of the reading act and the reading process, it is almost impossible to plan the goals of instruction. Without knowing what the process is, there cannot be an evaluation of the reading behaviors of the pupils; nor can there be made a distinction of the individual who is truly adept in reading from one whose skills are only superficially adequate. Without thorough knowledge of the process, educators are prone to accept many reading tests uncritically and use their results naively; making faulty judgments regarding pupil progress, appropriate teaching materials, and proper teaching method.¹

William S. Gray describes reading in terms of skill development. He states that the reader directs his attention to the printed page with his mind focused upon the meaning. He reacts to each word with a group of mental associations regarding the word form, its' meaning, and its' sound. With the aid of these associations, he discriminates this word from all others. The student also uses clues of general configuration, distinctive characteristics of the shape,

¹ Lester Asheim, "A Survey of Recent Research," Reading for Life, Jacob M. Price, ed. (Ann Arbor: University of Michigan Press, 1959), pp. 3-26.

some of the letters or syllables, and the implications of the sense or pattern of the sentence. Thus, the process begins with word recognition.²

William D. Sheldon states the reading process in terms of stages. The first stage is a transitional period which begins with listening and concept building, and proceeds through picture reading. Stage two is characterized by experience charts, picture story reading, and the gradual introduction to reading of words in pre-primers. The third stage promotes wide development of sight vocabulary, supported by training in auditory discrimination. A fourth stage introduces more careful discrimination by initial consonants, word endings, and other phonic and structural details, as sight vocabulary continues to grow. The fifth stage in the primary period is a plateau during which the fundamental vocabulary is strengthened. The last stage develops flexibility in reading--the adjustment of rate and degree of comprehension to varying purposes. The maturing reader also begins to show the rudiments of critical reading involving judgmental, comparative, and inferential thinking, as well as creative ability to use reading as a tool for solving personal and group problems. Here again is a view of the reading process as it evolves through various skills and stages.³

²William S. Gray, "The Major Aspects of Reading," Sequential Developments of Reading Abilities, Helen M. Robinson, ed. Supplementary Education Monographs, No. 90., (Chicago: University of Chicago Press, 1960), pp. 8-24.

³Ibid., p. 32.

The reading process is undoubtedly based on sociological roots. Reading differs in its purposes, breadth, and quality among societies as well as among social classes within societies. Social factors such as education, cultural interests, income level, family stability, and vocational adjustment all affect the child's purpose and uses of the reading process. These factors determine the quantity and quality of reading materials available as well as the reading habits of the family and community, thus, influencing the reading behaviors of the child.

A few research studies have made specific comparisons of good and poor readers in terms of their social backgrounds for reading. Wallace Ramsey studies 61 poor and 81 good readers in the intermediate grades of several schools in Indiana.⁴ D. G. Schubert contrasted the 80 best and 80 poorest readers in the classrooms of his in-service students in Los Angeles. The Ramsey and Schubert studies included many similar points and their facts have been combined in the following table.

Practically all the figures in Table I are in the expected direction in reflecting the effect of the cultural mores and class aspirations of the family upon reading success. Poor readers are more numerous among boys. They are less intelligent and show more social maladjustment by being disciplinary problems, exhibiting bilingualism, repeating grades, and coming from broken homes. Poor family attitudes toward reading are reflected in home libraries,

⁴Ibid., pp. 54-63.

TABLE I

A COMPARISON OF GOOD AND POOR READERS⁵

(Ramsey & Schubert)

	<u>Per Cent of Good Readers</u>		<u>Per Cent of Poor Readers</u>	
Boys	32		65	
Girls	68		35	
Average Intelligence	I.Q. 112		I.Q. 93	
Repeaters	2		36	
Broken Homes	23		29	
Average no. of books read	30		13	
Number of books owned	25		10	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
School Activity preferred				
Baseball & basketball	54	18	70	0
Read a book	22	46	8	44
Best like subject				
Math	23			34
Reading	14			6
Like to read for pleasure	98			15
Discipline problem	8			48
Bilingualism	6			15

⁵Delwyn G. Schubert, "Comparison Between Best and Poorest Classroom Readers," Elementary English, 32 (March, 1956), pp. 161-62.

school subject preferences, and use of reading as a leisure-time pursuit.

The lesser degree of intelligence among poor readers reflects the cultural bias present in most current verbal intelligence tests rather than any real difference in intellectual capacities of good and poor readers. Collectively, these data reflect the influence of social factors on reading success.⁶

Barton and Wilder consider socio-economic class to be the most important single factor in reading progress in school.⁷ Their national survey of elementary school teachers permitted the classification of classrooms according to parental income and occupation. The data of the study indicated that reading retardation below expected grade norms rises steadily through the first six grades for working-class children, and markedly so for the children of the lower-skilled, lower-paid working class.

Keshiam's study shows reading success is found frequently in high, medium, and low socio-economic groups. He points out, however, that the families of good readers fostered success by such practices as reading regularly to their young children and placing high values on reading.⁸

⁶Ibid., p. 175.

⁷Ibid., pp. 180-83.

⁸Asheim, op. cit., p. 34.

Analysis of the nature of the mental processes operating in reading have been made by Guilford and Smith. In addition to the reasoning components of reading they suggest that several other types of thinking are usually present.⁹ Among these are cognition, memory, inductive reasoning, deductive reasoning, and evaluation. By cognition we mean the act of recognizing and interpreting symbols, as in word recognition. Memory involves bringing to bear upon interpretation the immediate or previous experiences with the meanings of symbols, words or ideas. Evaluation includes the comparative, critical, and judgmental thinking of the reader.¹⁰

In recent years, it seems that there has been a continuous search for programs or materials that would offer the solution to reading problems. There have been modified alphabets, programmed materials, multi-ethnic texts, linguistic readers, reading series stressing the synthetic phonic approach, those presenting an analytic approach to phonics instruction, and many other materials. Still there are children who cannot read satisfactorily. Therefore, it is with good reason that it is suggested that the search for solutions in a set of materials or a prepared program be deemphasized and that teachers place increased emphasis on those elements already known to be essential to be effective reading instruction.

⁹J. P. Guilford, "Frontiers in Thinking That Teachers Should Know About," Reading Teacher, 13 (February, 1960), pp. 176-82.

¹⁰Ibid., pp. 185-87.

There are at least five steps necessary in the development and execution of a successful reading program.

1. Begin the instructional program with a diagnosis of the specific reading needs of each child.
2. Design all learning experiences to meet the needs identified through diagnosis.
3. Define in precise terms that it is that children are to learn in each lesson and teach to accomplish these objectives.
4. Avoid tasks that frustrate pupils and tasks that do not contribute to the accomplishment of the objectives.
5. Evaluate the lesson to determine what each child has learned, not just what the "answering" students know.
6. Plan the next lesson the basis of this evaluation.¹¹

In developing a successful reading program, there was found differing approaches to reading being implemented. One of these is the basal reader approach. A recent survey of 1300 teachers sampled throughout the country shows that 95 to 98 percent of the primary teachers use basal texts every school day.¹²

According to Ralph Staiger's survey figures, approximately half of the first grade teachers will stay quite close to the materials

¹¹Emmett A. Betts, "How Well Are We Teaching Reading?" Elementary English, 38 (October, 1961), pp. 377-81.

¹²Bureau of Applied Social Research, "Reading Instruction in the United States." Preliminary Report, (Columbia University, 1961), pp. 2-15.

of a single basal series, treating other basal books and general children's books as the basic sources of supplementary reading.¹³

In the average second or third grade classroom, pupils are grouped presumably to permit greater recognition of individual differences. Some would say, however, that it is for the convenience of the teacher. Despite the range of reading levels which commonly extends over four or five grade levels, the almost universal practice is to form three reading groups.¹⁴ The low reading group usually includes about eight or nine pupils, while eleven to thirteen are placed in the middle and the high reading groups. All these groups tend to remain approximately the same size throughout the school year.¹⁵

Supporters of the basal reading program, and they are in majority among prominent reading authorities, agree on the following advantages of the basal reading program. There may be mental reservations about some of these claims, for in the hands of uncreative or uninspired teachers, their values may be lost. These are undoubtedly the outstanding features of the program, at least, in the intentions of the authors.

The basal reading series offers:

1. Systematic guidance in the development of recognition, comprehension, and vocabulary

¹³Ralph C. Staiger, "How Are Basal Readers Used?" Elementary English, 35 (January, 1958), pp. 46-49.

¹⁴Betts, op. cit., pp. 390-91.

¹⁵Gray, op. cit., pp. 35-39.

skills by carefully planned sequential learning.

2. Materials based upon common child experiences and the well-known interests of children.
3. A program that is greatly superior to any that a modern teacher, in view of the breadth of his professional preparation or rather the lack of breadth in the area of reading methodology, could possibly create.
4. Techniques and materials for determining the readiness of the child to learn to read or to proceed from step to step by easy stages.
4. A basic or core vocabulary that is essential to any beginning or subsequent reading.
5. Materials that are carefully sealed in difficulty, sequentially arranged to promote learning and controlled in vocabulary.
7. Materials that follow the best knowledge in such aspects as typography, format, and physical readability.
8. A well rounded selection of reading experiences.¹⁶

The realization that learners show individual differences that affect or modify the teacher's approach was probably a very early learning experience of the world's first teacher. Differences

¹⁶Faye M. Clark and Mary M. Monahan, "A Controlled Vocabulary?" Journal of Education, 137 (May, 1955), pp. 38-50.

among pupils have been a constant source of concern for all educators in all ages and civilizations.¹⁷

Individualized reading is concerned with the overall development of the child's reading skills and interests. This approach traces its origin not so much to the general theory of individual differences and the earlier experiments we have mentioned but to a series of principles of development--seeking, self-selection, and self-pacing. These principles are attributed by the leaders of the individualized reading movement to the research and observations of the child development specialist, Williard C. Olson, who first suggested their relevance to the teaching of reading.

In many individualized programs, it is apparent that the pupils assume a larger part of the responsibility for their own skill development. They are frequently expected to work independently, with a helper, or in a team, on assignments in workbooks or worksheets, follow-up activities, and committee work. They may also work preparing reading materials for the teacher-pupil conference or the sharing period, demonstrating reading skills in content field books, and carrying on various types of group projects and self-improvement in reading skills are conducted with what appears to be a minimum of teacher supervision. These, however, are probably initiated by teacher suggestions. In

¹⁷Guy M. Whipple, ed., "Adapting the Schools to Individual Differences," Twenty-fourth Yearbook, National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1923), pp. 14-30.

any event, the pupils independence and self-direction are important elements in his eventual skill development.¹⁸

A group of language scientists known popularly as Linguists are currently proposing a variety of approaches to reading instruction that differ somewhat from other schools of thought. The linguistic approach is perhaps the newest and least developed of all those we will consider. As one reads the concepts of reading instruction offered by the Linguists, one receives the impression that they believe it is the obligation of classroom teachers and reading specialists who try to follow these suggestions to conduct the necessary validating research. The role of the Linguists, as they appear to view it, is simply to enunciate the new principles that should be followed in future reading instruction. Despite these developmental problems and the confusion created by the attempt to shift responsibility for the proofs of linguistic theory to persons untrained in Linguistics, the linguistically oriented approach to reading demands recognition.¹⁹

More than any other approach to the teaching of reading, the language-experience approach conceives of learning to read as part of the process of language development.

The language-experience approach attempts to bring reading and other communication skills together in the instructional program. No

¹⁸Harold Kaar, "An Experiment with an Individualized Method of Teaching Reading," Reading Teacher, 7 (February, 1954), pp. 8-16.

¹⁹Kenneth S. Goodman, "A Communicative Theory of the Reading Curriculum," Elementary English, 40 (March, 1963), pp. 308-315.

sharp distinctions are made between the reading programs and other language activities. In other words, the plan for reading instruction is based not on some series of books or wide individualized reading but upon the oral and written expression and identified needs of the children. The basic motivation is approached through the child's realization that his oral language, based on his thoughts and experiences as well as the ideas of others, can be written and thus read.

The assumption present here is, of course, that reading is a by-product of the child's thinking and oral expression. Progress in reading is, therefore, directly dependent upon the child's growth in experiences which are translated into oral language and his own written expression. Our present knowledge of the significance of the young child's experimental background, his language development, and his understanding of spoken language for reading progress would seem to support these assumptions.²⁰

No other decade has witnessed as many changes and innovations in reading instruction as has the past one. Despite their tremendously wide use, basic reading systems are undergoing marked changes accompanied with claims and counter-claims, charges and defenses sometimes almost violent in their vehemence.

As a result of this tremendous whirlwind of new ideas and new systems, the average classroom teacher feels badly bewildered. Each reading expert is apt to make contradictory statements about these new

²⁰Ibid., p. 320.

practices. Every issue of the educational magazines contains more research reports, or boldfaced claims, or blatant advertisements for some particular approach to reading.

Chapter III

THE FIELD STUDY

Organization of Robertson County Title I

The position of Title I within Robertson County. The Title I Reading Program within Robertson County is recognized as a supplemental program sponsored by federal funds and administered in conjunction with the Tennessee Department of Education. This department is responsible for the organization, approval and the monitoring of the program. The program is placed under the direct control of the local board of education and county superintendent, which in turn see to its implementation through the appointment of a director, staff, and teachers. (Appendix A)

Internal Organization of Robertson County Title I. The Robertson County Title I Program is under the direct supervision of Mr. E. G. Lawrence who is the Title I Director for Robertson County. The Director is appointed to this staff position by the Board of Education with the recommendation and approval of the Superintendent of Robertson County Schools.

The Director is given the specific duties of writing the project proposals, seeing to their achievement of goals and finally in its evaluation. He is directed to coordinate all the activities of the program and to direct teachers in the various phases of the project. The Director has an important task in the coordination of this federally funded program and the local school system. The Director is the

primary purchasing agent and controller of all materials and equipment belonging in the Title I inventory.

Within Title I, the most important personnel are, of course, the teachers. These teachers give instruction in reading. Their teaching is directed by the forming of diagnoses and the writing of prescriptions for individual children. It is up to them to use available materials and equipment for their instruction. Likewise, the teachers counsel with parents and provide the parents information on the progress of their children. These teachers must be flexible in order to prepare lessons suited to the groups they instruct.

In connection with the classroom, the aides assist the Title I teachers in preparing materials, setting up centers and using materials and equipment under the direction of the teacher.

Within the Title I office located within the Central Office of the Robertson County Board of Education, there is located the Title I Clerical Assistant. Mrs. Wanda Cohea assists the Director by typing proposals and evaluations of all Title I projects. She also types all letters and forms used by the Director. It is also part of her duty to classify data, assembling and computing statistics to be used in the determination of eligible centers and in evaluating the progress made in each center.

Funding and Budget. The Robertson County Title I exists from year to year with a new project being written each year, subject to state and federal approval. Funds provided the Title I is provided by the Federal Government through the Elementary and Secondary Education Act of 1965 (ESEA), Public law 93-380.

The funds are monitored and dispursed through the Tennessee State Department of Education located in Nashville, Tennessee. The State Director, Mrs. Reynolds, is in charge of the overall supervision of the Title I Programs within Tennessee. She has been appointed recently to this position and states that much must be done to make the program within the state more efficient.

Each year the Title I Director must write a project which will spell out the program requested. It will include what activities will be performed in order to achieve certain objectives. He must also request the necessary funds which will be needed in order to implement the program. The proposed budget for the current year's project required using \$235,354.29 plus \$46,469.00 from funds carried over from last year for a total proposed budget expenditure of \$281,823.29.

(Appendix B)

Operational Procedures and Project Activities

Needs Assessment Approach for Qualification. The increasing need to further educate the deprived children of Robertson County allows the Federal Government and the State of Tennessee to support and sponsor the Title I Reading Project. In order to qualify for certain Title I funds, it must be demonstrated that the basic criteria be met in order to select the participating schools and school systems. The participants must demonstrate a need through the evidence of gross below level academic performers through a teacher "needs assessment" procedure, results of the Gates-McGinitie Reading test, and an economic survey of all schools containing grades one through eight within the county.

Eligible centers for the Title I Programs are determined by the following three criteria:

1. An economic survey of all schools containing grades one through eight in Robertson County; (Appendix C)
2. An "Assessment of Needs" being conducted in grades one through six in all county schools. This being the teachers' personal opinions of critical areas of need; (Appendix D)
3. Results of the Gates-McGinitie Reading Test, which is used in the selection of participating students in each center. (Appendix E)

With the combining of these criteria and the results coming from their compilation, the Title I state officials determine the feasibility, need, and priorities of sponsoring a program to aid in the offsetting of the deficiencies. In doing this, it was determined that the following centers qualified under Title I criteria as previously set forth. These centers included: Bransford Elementary; Cheatham Park Elementary; East Robertson School; Jo Byrns School; Krisle Elementary; and Westside Elementary.

Participant Selection Criteria. The process of student selection for participation in Robertson County Title I Reading is established through the following criteria:

1. Participants must be enrolled in one of the eligible Title I centers (schools) in grades two through six;
2. The student selected must be 20% or more below grade level according to the results of the Gates-McGinitie test;
3. The children who are enrolled in special or resource education are not eligible for Title I.

The selection process comes primarily from the evaluations given in the spring of the preceding year. However, constant classroom observation may reveal that certain children are performing way below level even though test scores are acceptable. These students often are referred for other testing by the classroom teacher. A child also may perform poorly on tests but indicate abilities which place him on level. A constant cooperative spirit must be maintained between the Title I teacher and the classroom teacher in order to prescribe the best method and service for the student.

Performance objectives for Robertson County Title I. The major performance objectives of the program is to promote the learning of reading at a progressive rate which will in turn result in the furtherance of the reading capabilities of the participating students. The objective is to raise the grade equivalency of the student by twenty-five percent. The results of this objective will be shown in the comparison of a pre-test (spring of prior year) and a post-test (spring of current year).

The unwritten objective of the reading program, as expressed by those involved, include the aiding of children to appreciate learning and to enjoy the experience of gaining new skills. Within this program, there is a sense of accomplishment when a child learns something, retains it and then finds a sense of pride in having achieved. A negative approach to learning was not observed in classroom visits made during this study. Extra effort is applied in making attractive, interesting materials as well as accenting the personal accomplishments of the students.

Instructional Organization and Activities. Instructional activities for the Robertson County Title I Reading are confined to individual or small group (micro-teaching) techniques. The type of instruction is determined by the severity and type of deficiency that a student is having throughout the year. The instruction may be on a one-to-one basis or in groups of two to ten students. A wide variety of materials and equipment is utilized in order to create new interests and recapture attention giving abilities of students. Such items as books, workbooks, magazines, printed and copied worksheets, art materials, bulletin boards, games, cassette tapes and records, filmstrips and film loops are the most commonly used.

The Title I teacher with the cooperation of the classroom teacher and diagnostic tests will design a program that will meet the specific needs of the individual student. These needs will be those of the individual student, to be acquired which will enable the student to remain in the regular classroom and still maintain appropriate grade level placement after a period of Title I instruction. It is hoped further that the child will have gained a new appreciation for learning and school, as well as the newly learned methods of knowledge acquisition.

Parents receive periodic reports on their children's performance. These will not be grades but informal messages. Likewise, parents are encouraged to arrange conferences whenever possible. The Robertson County School System has two regular dates, usually in November and January, set aside for the purpose of parent-teacher conferences. The Title I teachers are encouraged to set up appointments

to see all parents or to at least make themselves accessible by being present during these conferences. The classroom teacher may also request that the Title I teacher sit in on a parent conference to add some insight into a students performance.

The Title I reading classes are staffed with certified, and qualified reading teachers who are trained in the proper instructional methods of reading as well as diagnostic procedures as they relate to evaluations and efficiencies. These teachers are provided a space apart from the regular classroom. Some schools have the reading teacher located in a portable classroom or, as in the case at Jo Byrns, in a special instruction area (arts & crafts classroom) not presently in use. The instructional area, of course, is located on the grounds of the eligible center. The teacher is also provided the assistance of a full-time, qualified aide. Many of these aides have experience with children and in the preparation of instructional materials. The aides help in drill and specific tasks the students must perform. Aides are often misused within Robertson County. They are often used as secretaries, teachers, and in other roles throughout the school. The Director, E. G. Lawrence, has forced a reduction in this misuse by issuing a directive stating the uses and non-uses of the aides.

(Appendix F)

The classes are so scheduled with mutual consideration given to the classroom teacher and the general schedules established by the administration of the school (lunch, P. E., music, etc.). The Title I teacher strives to arrange the schedules as best as can be in order to avoid a child being out of the regular classroom during reading,

language or math. This type of arrangement allows a child to have a "double dose" and thus progress rapidly. If possible, those children with similar problems are grouped for particular sessions. However, a wide grade differential is avoided.

Most of the classes are based upon micro-teaching techniques with as few as seven participants and not exceeding ten. Children with particular difficulty often spend two sessions or are tutored independently of the others. Most of the classes last from forty to fifty minutes for the full five-day week. Title I teachers are required to conduct seven classes per day.

Coordination of Robertson County Title I Activities. It is of vital importance that the Title I program in each school run in parallel with that school's educational philosophy, and Title I must intermingle its activities in order to achieve the objectives of both.

The coordination of this program begins with the general presentation of its activities to the Robertson County Board of Education for approval and acceptance. The Director is primarily responsible for this presentation and the questioning which may ensue. After acceptance and approval, it is the job of Mr. Lawrence to meet with the principals of the schools and explain the guidelines of the program. This meeting is usually at the principal's in-service at the beginning of the school year. At this meeting the principals are presented a copy of the proposed program and are oriented as to its contents. The Title I teachers will be under the direct supervision of the building principal and will be evaluated and supervised according to standards established by the Board. The Director works closely

with the administration of the school. In some instances a member of the administrative staff will supervise Title I activities and personnel within the school.

The Title I teachers and their aides must meet with the Director prior to the beginning of the school year to discuss the program and are in turn informed of their relationship to the principal and what is expected of them as they relate to the administration, regular classroom teachers, and school policies. The teachers are told to maintain close coordination with the principal by meeting with the principal monthly. Likewise, Title I teachers are to meet monthly with individual teachers and review student's progress and program coordination.

Monitoring of Robertson County Title I Reading. The periodic monitoring of the program is the primary method of maintaining compliance with the guidelines set forth in the Project 77-01. The maintenance of these guidelines is essential to the continuance of the project and to the funding required to satisfy it's objectives. The program is subject to Federal scrutiny at anytime with inspectors making periodic visits to the schools and running a quality control and compliance inspection.

In correlation to this, the local Director monitors the teachers at least twice a year on a formal basis. The teachers are allowed to become familiar with the evaluation instrument used and, after evaluation is complete, a personal conference will be held between the teacher, principal, and the Director. This is to be conducted in October and February of each year. (Appendix G)

The aides will go through a similar evaluation with the results being discussed with the principal, Director, and the teacher.

Staff Development and Qualifications. The staff of Robertson County Title I Reading has been exceedingly fortunate in the acquisition of well-developed, experienced, qualified, and capable personnel. The program employs eight teachers in five centers. These eight teachers have experience totaling one-hundred and seven years. The most experienced has thirty-two years and the least has one year.

Regardless of the amount of experience of the teacher, the year begins with a three-day workshop which serves the purpose of re-indoctrination as to the objectives. It also allows the teachers to prepare new materials, share techniques, discuss coordination with regular teachers, discover different materials, and receive orientation on the use of criterion testing. Open discussion is encouraged in order to allow the instructor the opportunity to express areas of weakness and methods of making the program more effective and progressive in its achievement of its goals. During this workshop, the aides work closely with their teachers and help in the selection of materials and in the preparation of new activities, games, and other instructional devices.

The workshop and in-service programs of Title I are geared to the calendar of the Robertson County Schools. The Title I In-service and general in-service program of the system intermingle to provide in-service training as well as to meet the standards of the program. These training programs and their effectiveness are reflected through

a questionnaire to the teachers and aides and through the monitoring during the year. In interviews with participants, this researcher found a most favorable acceptance of the pre-school workshop. The teachers felt it was extremely beneficial and was a great influence on their mental preparation for a new year.

Parent Involvement. Within each Title I center, there is selected a list of parents who are interested in the special reading program and are formed into a Parent Advisory Committee. The parents are elected to the committee from a list of parents who signify that they are interested in serving in such a capacity. These parents are elected by the parents of those children participating in the Title I Reading Program. Three parents are elected for a one-year period beginning in April of each year. The principal, parents, Director, and Title I teacher are involved in the meetings. The parents attending the meeting are reimbursed \$5.00 per meeting to cover the cost of attendance.

Each of the Center Committees appoints a representative to participate in a district-wide committee. Included in this committee is one member from each of three outside organizations: Robertson County Health Department, State Department of Human Services, and the Lions Club president.

The members of each of the school's committees are furnished a copy of the Title I project. Any other information pertaining in any way to Title I is furnished upon request to any committee member free of charge.

Comments, suggestions, or complaints from any committee member will be heard at any time by the teacher in the particular school and/or the Director. In the event of a formal complaint the following procedure will be in effect:

1. A parent will approach the teacher in order to work out a satisfactory solution;
2. If parent and teacher cannot agree, the parent may request a conference with the principal with the teacher present. If no satisfactory agreement is gained then;
3. The parent may request a conference with the Title I Director at the school in which the child is being served in the presence of the principal and teacher;
4. If no satisfactory solution has been reached from these conferences the parent may then appeal the grievance to the Superintendent of Schools and request an audience before the Board of Education.

Prior to the formulation of the Title I project, the district-wide committee meets with the Director and the Superintendent of Schools to plan a suitable and satisfactory program. As the year progresses the parents and committees will be informed as to progress being made at each eligible center and parents are asked to evaluate the program to date.

Regular meetings of the Parent Advisory Committees inform, as well as, provide consultation about services available to their children. Through these meetings, many suggestions are made for extending and providing for services. These suggestions are weighed individually as to their benefit, application, and feasibility.

In order to bring Title I into a closer relationship with the home life of the students, the Title teacher is required to make home

visits. The teacher is to make an appointment with the parent for a home visit within the first month of school. The teachers will have released time from school in which they will be making home visits. At the beginning of the second semester, the teachers will establish a time for another visit and discuss the students progress from the time of the prior visit.

Evaluation. The Title I Reading Program utilized the Gates-McGinitie Reading Test as a primary general indicator of student performance and aptitude in relation to reading abilities. The test is given to all participants in the Title I program in the spring of each year. Likewise, in order to obtain a relative picture of scores, the test is also administered to other non-Title I students in the eligible Title I centers.

Robertson County Title I has also employed the use of an individual pupil inventory system, enabling the teacher to utilize prescriptive teaching techniques. Basic skills are listed in order or combination of acquisition and the child is tested. A computer print-out indicates areas of needed concentration. The teachers feel this diagnostic-prescriptive approach greatly outweighs the benefits derived from conventional test results.

The test results not only evaluate and indicate a student's achievement and aptitude, they also evaluate the goals and objectives of the entire Title I Reading Program. The students' pre-test and post-test are compared and the grade equivalent scores are determined and used as primary indicators. It is indicated that the advance of

the student is not singularly credited to Title I programs, but rather is coupled with the regular classroom instruction when making evaluations relative to program achievement. Test scores of the previous two years indicate that the post-test grade equivalent for grades three through six advanced in excess of twenty-five percent over the pre-test previously given. Thus, through acquisition of the goals and objectives of the program, it is indicated that the Title I Reading Program for Robertson County, Tennessee, is a success and should continue as a part of the educational services offered the citizens of Robertson County. (Appendix H)

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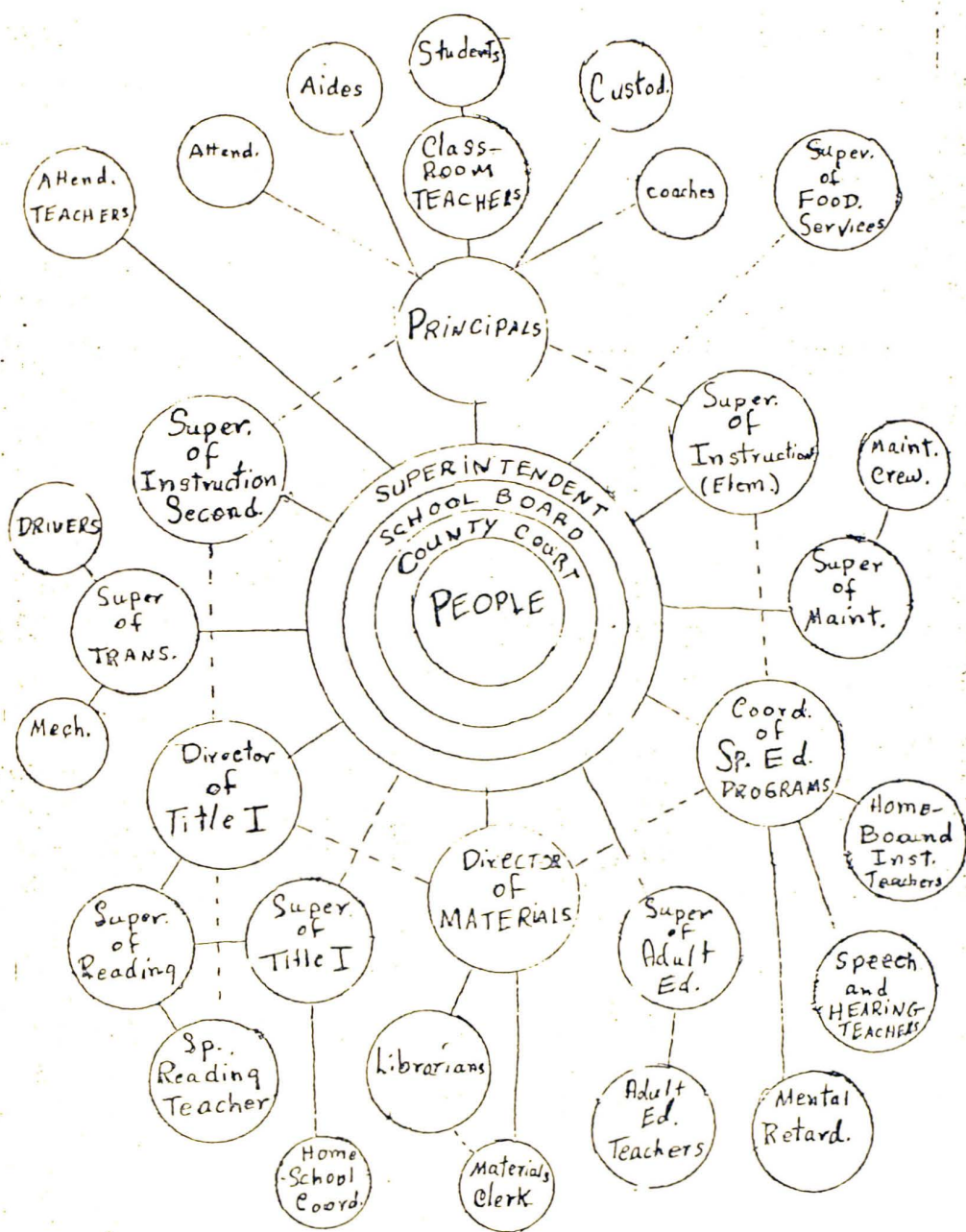
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APPENDIX

APPENDIX A



APPENDIX B

LINE ITEM BUDGET

<u>Administration</u>		
2110.4	Director	
2120.2	Travel for Administrative Personnel	\$17,034.00
	TOTAL	<u>1,200.00</u>
		\$18,234.00
<u>Instruction</u>		
2210.31	Regular Teachers	\$107,633.00
2210.54	Clerical Assistant	5,200.00
2210.9	Other Salaries for Instruction (Aides)	31,680.00
2220.11	Travel for Project Wide Teachers	1,436.00
2230.1	Teaching Supplies and Materials	13,271.25
2290.9	Miscellaneous Instruction Expense (In-Service)	<u>2,000.00</u>
	TOTAL	\$161,220.25
<u>Maintenance of Plant</u>		
2720.3	Repair of Equipment	<u>\$1,500.00</u>
	TOTAL	\$1,500.00
<u>Fixed Charges</u>		
2851.21	Contributions to Social Security	\$12,168.65
2851.22	Social Security Handling Charge	30.00
2851.4	Contributions to Consolidated Retirement System	22,502.00
2859	Blue Cross Insurance Matching	<u>9,120.00</u>
	TOTAL	\$43,820.65
<u>Community Services</u>		
3190	Miscellaneous Community Services Expense (PAC Reimbursements)	<u>\$525.00</u>
	TOTAL	\$525.00
<u>Capital Outlay</u>		
3273.31	Equipment for Instruction	<u>\$3,065.10</u>
	TOTAL	\$3,065.10
<u>Clearing Accounts</u>		
4040.	Indirect Cost	<u>\$6,371.00</u>
	TOTAL	\$6,371.00
	GRAND TOTAL	<u>\$234,736.00</u>

APPENDIX C

MATH COMPUTATION

Metropolitan Achievement
Spring, 1976

SCHOOL	GRADE	ENROLLMENT	BELOW GRADE LEVEL	
			NUMBER	PERCENT
East	1	58	18	31.0%
East	2	53	34	64.2%
East	3	58	41	70.7%
East	4	59	41	69.5%
East	5	76	45	59.2%
East	6	71	33	46.5%
Jo Byrns	1	45	10	22.2%
Jo Byrns	2	54	31	57.4%
Jo Byrns	3	62	9	14.5%
Jo Byrns	4	50	8	16.0%
Jo Byrns	5	50	13	26.0%
Jo Byrns	6	<u>54</u>	<u>21</u>	<u>38.9%</u>
TOTAL	ALL	690	304	44.1%

ELIGIBLE CENTERS

Economic Survey
Spring, 1976

SCHOOL	INCOME BELOW \$4,350.00	
	NUMBER	PERCENT
Bransford	168	38.8%
Cheatham Park	254	36.2%
East	98	16.1%
Jo Byrns	112	22.6%
Krisle	58	29.7%
Westside	<u>167</u>	<u>34.4%</u>
COUNTY AVERAGE	97	21.3%

APPENDIX D

ATTEMPTING NEW GOALS

Needs Assessment Procedure

Because there is a continuing need to educate deprived children further in Robertson County this project will set new goals and attempt to reach them in these three areas:

1. Pre-Kindergarten (ages 3-4).
2. Supplemental and Remedial Reading (Grades 2-6).
3. Supplemental and Corrective Math (Grades 1-6).

Pre-Kindergarten Children (ages 3-4):

The basic criteria to be used to select these participants is that they live in one of the low-income, low-rent housing developments in the city limits of Springfield, Tennessee. These are the areas within the county with the highest concentration of economically/educationally deprived families.

Other criteria are: teachers who work with these children made personal contacts with parents before the end of the 1976 school year, parents are willing to co-operate with the teacher in the project, and that the family has a child who fall into this age bracket (3-4 years of age).

Supplemental Reading and Math (Grades 1-6):

Eligible centers for these programs were determined from the three following criteria:

1. An Economic Survey of all the schools containing grades 1-8 in Robertson County.

2. An "Assessment of Needs" was conducted in grades 1-6 in all the county schools.
3. Results of the Gates McGinitie Reading Test and the Metropolitan Achievement Test are used to select eligible participants in each eligible center.

The following tables show the results of the foregoing surveys.

STUDENTS PERFORMING
BELOW GRADE LEVEL

Assessment of Needs
May, 1976

SCHOOL	READING	MATH	SCIENCE	SOCIAL STUDIES
Bransford	49.0%	42.8%	39.7%	42.6%
Cheatham Park	41.7%	38.0%	17.4%	17.5%
Coopertown	24.0%	22.9%	19.4%	20.5%
East	36.4%	30.1%	22.3%	24.2%
Green Brier	32.9%	35.9%	27.1%	27.8%
Jo Byrns	29.6%	26.4%	20.8%	20.4%
Krisle	56.8%	48.6%	38.4%	39.7%
Watauga	36.6%	37.5%	20.2%	20.2%
Westside	57.1%	58.0%	49.2%	52.9%
White House	36.3%	39.7%	29.8%	30.8%
COUNTY AVERAGE	38.7%	37.2%	26.9%	28.0%

GRADE

First Grade	31.9%	26.4%	8.2%	7.6%
Second Grade	29.5%	28.1%	11.9%	12.6%
Third Grade	34.8%	33.0%	23.6%	23.4%
Fourth Grade	38.4%	39.5%	29.4%	33.5%
Fifth Grade	45.3%	44.0%	40.7%	41.7%
Sixth Grade	49.3%	49.3%	43.3%	45.1%

STUDENTS ACHIEVING ABOVE,
ON OR BELOW GRADE LEVEL

ABOVE	14.1%	10.5%	8.6%	9.2%
ON	47.2%	52.3%	64.5%	62.8%
BELOW	38.7%	37.8%	26.9%	28.0%

APPENDIX E

PRIORITY RANKING

Assessment of Needs
May, 1976

RANK	READING	MATH	SCIENCE	SOCIAL STUDIES
First	84.8%	30.6%	5.3%	4.4%
Second	12.0%	64.6%	13.2%	11.0%
Third	1.5%	2.3%	56.6%	36.0%
Fourth	1.7%	2.5%	24.9%	48.6%

READING

Gates-McGinitie
Spring, 1976

SCHOOL	GRADE	ENROLLMENT	BELOW GRADE LEVEL	
			NUMBER	PERCENT
Bransford	4	172	114	66.3%
Bransford	5	210	145	69.0%
Cheatham Park	1	232	160	69.0%
Cheatham Park	2	179	90	50.3%
Cheatham Park	3	191	135	70.7%
East	1	58	14	24.1%
East	2	53	26	49.1%
East	3	58	35	60.3%
East	4	62	47	75.8%
East	5	76	56	73.7%
Jo Byrns	1	46	15	32.6%
Jo Byrns	2	54	25	46.3%
Jo Byrns	3	62	21	33.9%
Jo Byrns	4	47	21	44.7%
Jo Byrns	5	53	28	52.8%
Krisle	1	22	10	45.5%
Krisle	2	20	12	60.0%
Krisle	3	28	15	53.6%
Krisle	4	30	21	70.0%
Krisle	5	23	15	65.2%
Westside	6	226	144	63.7%
TOTAL	ALL	1,902	1,149	60.4%

APPENDIX F

COUNTY BOARD
MACH FELTS
BILL RILEY

Robertson County Schools

W. H. Howse, Superintendent
Springfield, Tennessee 37172

COUNTY BOARD
JACK WELLS
ROY APPLE
ROBERT SMITH

August 19, 1976

Dear Principals

Because of the ever increasing pressure being applied by the revision and tightening of Federal guidelines the following regulations will of necessity apply to Title I personnel:

1. Title I teachers will perform any duties ordinarily assigned to classroom teachers if it does not interfere with their regular Title I schedule.
2. Title I aides work day will be six hours, forty-five minutes per day.
3. Title I aides may not be used as substitute teachers except in emergency cases, and then, only with permission from the director.
4. Title I aides will work 175 days. (Days students are present.)
5. Title I aides may go into regular classrooms and work with Title I children on days when Title I teachers are sick.
6. Title I aides may receive students in the Title I classroom if at least one teacher is present on days when teachers are sick.
7. Title I aides may receive children in the Title I classroom and work with them in other than instructional activities if they are covered by liability insurance.

We desire that you accept these regulations and hope to work with you to have a good year in Title I.

Sincerely



E.G. Lawrence
Title I Director

APPENDIX G

MONITORING READING

Teacher _____ School _____ Date _____

I. Activity:

1. What was the actual lesson being presented? _____

2. What grade was participating? _____

II. Manner of Teaching:

Comments: _____

- | | | |
|------------------------|-----|-------|
| 1. Lecture | () | _____ |
| 2. Question and Answer | () | _____ |
| 3. Class Discussion | () | _____ |
| 4. Student Activity | () | _____ |

III. Material Use:

Comments: _____

- | | | |
|--------------------|-----|-------|
| 1. Books | () | _____ |
| 2. Workbooks | () | _____ |
| 3. Ditto Copies | () | _____ |
| 4. Other (Comment) | () | _____ |

IV. Equipment Use:

AV in Use: _____

V. Aide Use:

What was the aide doing? _____

COMMENTS: _____

APPENDIX H

EVALUATION

ESEA TITLE I EVALUATION REPORT FOR FY '76

STUDENT ACHIEVEMENT

System Name Robertson County Schools STATE USE ONLY

Curriculum Area Reading and Math

Notes: _____

TABLE 1: Report student scores by grades within subscales within tests. Further, report only matched scores; i.e., only the scores of students for which you have pre- and posttest data.

STATE USE ONLY DISTRICT	NAME OF ALL TESTS ADMINISTERED	SUBSCALE AREA TESTED	EACH GRADE TESTED	TITLE I STUDENTS				
				Pretest		N*	Posttest	
				Date Admin.	Scores		Date Admin.	Scores
	Gates-MacGinitie	Vocabulary & Comprehension	3	5/75	1.9	51	5/76	2.6
			4	5/75	2.5	53	5/76	3.3
			5	5/75	3.2	83	5/76	4.0
			6	5/75	4.5	39	5/76	5.5
	Metropolitan Ach.	Math Computa- tion	2	5/75	1.6	15	5/76	2.4
			3	5/75	1.9	12	5/76	3.3
			4	5/75	3.1	14	5/76	4.8
			5	5/75	3.7	10	5/76	5.4
			6	5/75	4.7	15	5/76	5.9

*N=Number of students with pre- and posttest scores