

**THE EFFECTS OF TITLE I IN THE
ROBERTSON COUNTY ELEMENTARY SCHOOLS**

BY

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THE EFFECTS OF TITLE I
IN THE ROBERTSON COUNTY ELEMENTARY SCHOOLS

A Research Paper

Presented to

the Graduate Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Steve Moss

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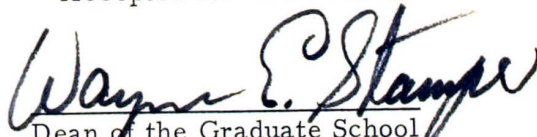
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To the Graduate Council:

I am submitting herewith a Research Paper written by Steve Moss entitled "The Effects of Title I in the Robertson County Elementary Schools." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Administration and Supervision.


Major Professor

Accepted for the Council:


Dean of the Graduate School

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CHAPTER I

I. THE STUDY

Nature of the study. The purpose of this study was (1) to determine and examine the major educational needs of the Robertson County elementary schools; (2) to present a comprehensive report of the Title I program and its operation in Robertson County; and (3) to measure the relative success of this project by presenting the overall results and achievements of the Title I program and evaluating them in regard to what was accomplished for each pupil in the Robertson County elementary schools.

Justification of the study. There existed a serious need for increased effort and effectiveness in the teaching of language arts and reading in a vast number of today's elementary schools. In 1967, the Stanford Achievement Tests, administered to all students in grades 1-8 in Robertson County, showed that 4,893 students, 3,080 of these were reading below their grade level. Of these 3,080 pupils, the preponderant number of 2,448 was considered economically deprived.¹

¹ESEA Title I, "Instructional and Service Activities" (PL 89-10, Project 68-10, Robertson County Schools, 1968), p. 1. Mimeographed.)

The quality of learning was influenced to a great extent by the materials and equipment available for classroom use. While these resources did not insure an effective program, it was practically impossible to function on a high level without them. The lack of these instructional materials had necessitated a textbook centered program of instruction in the elementary schools.

One of the major problems of all school systems today was getting sufficient funds to conduct a well-balanced, total school program. It has been forecast that ninety percent of the nation's schools will qualify for some aid under the ESEA Act of 1965.²

Before participating in Title I, the state instructional materials appropriation for nonconsumable permanent type instructional materials was all that was available for use in the Robertson County schools. Since the Title I program was first initiated in Robertson County in 1966, a total of \$338,034.17 has been spent for instruction alone.³ Modern equipment and up-to-date books and materials were made available for classroom use.

²The Schoolman's Guide to Federal Aid (Reprinted from School Management, June, 1965, Educational Press Association of America), p. 5.

³ESEA Title I, Four Years Budget, 1966-69 (PL 89-10, Project 68-10, Robertson County Schools, 1968). (Mimeographed.)

Of additional importance, much of the professional teacher's valuable time, which was already limited due to overcrowded classroom conditions, was consumed with routine duties such as paper marking and clerical duties. The utilization of teacher aids under the Title I program has relieved the teacher of many of these duties thus allowing more time for and attention to teaching.

Limitations. This study was limited to the years of 1966-67, 1967-68. This included only two years of the pupils' total education. There were, of course, certain problems which could not be overcome in that length of time. Results of some aspects of the project could only be estimated due to the time factor.

In this study it was necessary to use subjective measurements such as teacher opinion and supervisor judgment.

In answering their questionnaires, teachers had to generalize concerning the contributions Title I activities had made toward increasing academic achievement and improving the behavior of the project participants.

The number of teachers completing and returning their questionnaires was limited.

Participants in the questionnaire were selected by random drawing.

Assumptions. This study was based on the following assumptions:

1. Title I has had a significant effect in furthering education in Robertson County.
2. In spite of the vast contributions to education made by the Title I program, a great many people were unaware or knew very little about the Title I program and the amount of money spent on education in Robertson County as a result of the project.
3. The educational needs of Robertson County were to a large degree, a result of a very conservative quarterly court which is in dire need of reapportionment.
4. There needed to be a better understanding and sharing of common educational goals among the board of education, the quarterly court, and the general public.
5. Teachers participating in the questionnaire had the ability to make a subjective measurement concerning the pupils' attitudes as well as social and emotional habits.
6. Data taken from tests administered to students were valid and reliable in showing the level of competence in language arts and reading.

II. DEFINITION OF TERMS USED

Title I. Title I is an ESEA plan under the 1965 Public Law 68-10, for providing compensatory education for selected children in the public and private schools in the United States.

Title I Project. A Title I Project is an activity or a set of activities designed to meet specific educational needs of deprived children in a designated area.

Compensatory Education. Compensatory education is best defined as a program to help children who need help most.

Robertson County School System. The Robertson County School system is the unified system of all public schools in Robertson County which has existed since 1948.

Elementary Schools. For the purpose of this study, elementary schools refer to all of the public schools in Robertson County which include combinations of grades one to five, one to six, one to seven, and one to eight.

Teacher. The term teacher includes all of those teachers regularly employed by the Robertson County Board of Education.

III. REVIEW OF RELATED LITERATURE

The need for federal aid to education has been pointed out many times, most commonly because of the following:

1. Mobility of the population
2. Educational inequalities existing among the states
3. Financial inequalities existing among the states

4. Inequalities existing among the states as to the number of children to educate.⁴

If the United States Government was responsible for the welfare of all the people, then the wealth of the nation should be back of the education of all of the children regardless of their location. There has been a tendency toward decentralization of power and authority in many fields of activity and federal aid need not be accomplished by control beyond routine audits. This was demonstrated in the early national period, when a huge endowment for education in the form of unconditional land grants was provided. If the people wanted and needed federal aid without detailed control, such aid can be given whenever the demand was urgent enough to make Congress respond.

Twenty years from today when historians attempt to fix the crucial point in time when the superstructure of general aid to education was irrevocably established, they will doubtless be led back to the fall of 1965.

The Elementary and Secondary Education Act of 1965 (ESEA) was the first major legislation of national significance to be enacted by the Eighty-ninth Congress. Keyed to poverty, ESEA virtually

⁴Calvin Grieder, Truman M. Pierce, and William Rosenstengel, Public School Administration (New York: The Ronald Press Co., 1954), p. 82.

doubled the amount of federal aid available to public schools. When the Elementary and Secondary Educational Act was signed into law by President Johnson, it was heralded from coast to coast as the greatest opportunity local schoolmen ever had to remedy the perennial problems of educationally deprived children.⁵

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 dollars would be distributed to local school districts through state education agencies.⁶ This did not mean that local taxes could be reduced. This act made it very clear that federal funds must be in addition to planned local spending.

The procedures for establishing eligibility, determining the amount of entitlement, and qualifying for payment were significantly different from those of any other federal aid program. Essentially, aid for the education of children from low income families was a federal local program. Allocations were designated for local school districts.

⁵"The Schoolman's Guide to Federal Aid, Part II," School Management, 12:104, December, 1965.

⁶Ibid.

It was estimated that Title I entitlements would increase from \$1.4 billion to \$2.3 billion during the fiscal year of 1968.⁷

The implications of the 1966 amendments to ESEA, of recent adjustments in other school-aid legislation, and of changes in program administration were enormous and far-reaching. Ultimately, these modifications would result in far more dollars going to more children in more school districts where they were needed most.

IV. METHODS AND SOURCES OF RESEARCH

Permission was received from Mr. J. B. Whitman, Robertson County Superintendent of Schools, to conduct this study of the Title I project in Robertson County. This authorization included access to financial reports, Title I budgets, individual school financial expenditures, applications for Title I funds, and other federal project reports which were required under federal aid programs.

Permission was received to administer a questionnaire, using teachers from all county schools. The questionnaire was sent to 75 teachers, selected at random. Teachers employed

⁷"The Schoolman's Guide to Federal Aid, Part IV," School Management, 10:61, December 1966.

under the Title I project and paid with federal funds allocated through the program were not included. The teachers were asked to state or give evidence that Title I had a favorable effect on the educational achievement of the educationally deprived children enrolled in Robertson County schools. They were also asked to give evidence that increased expenditures resulted in producing improved results in children. The teachers were to express their opinions of the best uses and the poorest uses of Title I funds. The questionnaire was distributed to the teachers at a teachers' meeting. After completion of the questionnaires, they were returned to the individual principals who returned them to the central office. It was here that they were collected.

The questionnaires were compiled by tabulating the most-mentioned factors concerning Title I. The information given by the teachers in response to each statement or question was grouped and percentages were figured from the tabulated results.

V. ORGANIZATION OF THE STUDY

Chapter I explained the nature of the study and its organization. This chapter included the nature of the study, a justification of the limitations, assumptions, definition of terms used, review of

related research, the methods and sources of gathering the data, and the organization of the study.

Chapter II gave a comprehensive description of the conditions existing within the structure of the Robertson County school system before Title I funds were made available. An explanation of the operation of the Title I project was given, along with the proposed objectives and goals of the program.

Chapter III contained an evaluation of the Title I program in Robertson County. A comparison of the data compiled from the questionnaires and the proposed objectives of the program was made to determine the relationship between what Title I sought to accomplish and what, in the opinions of the teachers participating in the questionnaire, actually resulted.

CHAPTER II

THE ROBERTSON COUNTY SCHOOL SYSTEM AND TITLE I

I. THE STRUCTURAL ORGANIZATION

The system of public education currently maintained by the Robertson County Board of Education operated fourteen elementary schools which were located throughout the country, with a total enrollment of 4,893 students. Each of these schools was in compliance with the minimum requirements set forth by the State Board of Education. There were approximately 175 teachers employed to teach in these fourteen elementary schools. Each teacher had met state requirements for certification.

Classroom organization. There had been no substantial change in the pattern of grade organization in the elementary schools of Robertson County in the past ten years. These schools continued to operate according to several different plans of organization, including grades one to five, one to six, one to seven, one to eight, and six to eight. The simultaneous occurrence of pupils and available classrooms has caused one plan of organization to exist in

one area, with a different grade organization operating elsewhere. In some schools, overcrowded classroom conditions existed, whereas in other schools, classrooms stood vacant.

Financial structure. The operation of public schools was one of the largest enterprises in Robertson County. The financial structure upon which the schools operated was of great importance and merited close attention.

The effectiveness of education in this county was determined, to a large extent, by the adequacy, or the inadequacy, of the level of financing the public schools. The county maintained a \$2.90 tax rate on property. Of this amount, \$1.40 was allocated for the educational budget. In addition, a local one cent sales tax was appropriated for education.

All appropriations for the educational budget must be approved by a county quarterly court. Sectionalism was very evident among magistrates; this often proved to be an obstacle to educational progress in the county.

II. THE NEED FOR TITLE I

Environmental learning. In order for proper learning to take place, the environment surrounding the student must be one to which he could easily and readily respond.

The physical factors of the classroom should promote health and avoid distracting discomforts. Physical objects which reflect the kinds of learning and problems in progress should be in evidence in the room.⁸

Materials and equipment. Learning was at its best when a wide variety of materials and equipment, adapted to the interests and abilities of individuals and groups, were used. To be conducive to learning, these things should be selected in terms of purpose. They should be adequate in amount for the needs of the groups, and sufficiently varied in type to provide for a wide range of activities well-suited to the interests, needs, and abilities of all. Materials should be up to date in cases where recency is important. They should be available when needed, properly handled, and efficiently used. A school should make effective use of community resources, human and material.⁹

Until the Title I Project for Robertson County was initiated, the elementary schools involved in this study fell far short of the previously mentioned desirable learning conditions. Classroom

⁸Tennessee State Department of Education, Robertson County Survey Report (Nashville: State Department of Education, 1965), p. B-1.

⁹Ibid., p. B-6.

atmosphere was poor, partially due to unattractive and uncomfortable surroundings, but largely responsible was a lack of necessary instructional materials and equipment or, in some cases, misuse and nonuse of those materials available. Because of the unavailability of, or in some cases, total absence of, instructional materials and equipment, many teachers tended to resort to a textbook-centered program of learning. This type of teaching, which was limited to the use of textbooks, generally benefited only the brightest students. Under these circumstances, learning was only occasional for the average students, and accidental for the below-average.

Title I sought to fulfill some of these needs by providing instructional guidance, materials and equipment, and funds for the improvement of the quality of education in the deficient Robertson County school system.

Educational survey findings. In 1966, a comprehensive study of the educational needs in Robertson County was made by the Tennessee State Department of Education, who provided this service as a means for improving public education. The following observations concerning the county school system were made by this survey team:

1. The cooperative purchasing and utilization of instructional materials by the teachers in some schools was commendable.
2. The efforts on the part of the central school administrative staff to utilize the state instructional materials appropriation for nonconsumable, permanent type instructional materials were recognized.
3. The utilization of bulletin boards as teaching aids by many teachers was commendable.
4. Full utilization of the matching funds available under the National Defense Education Act, Title III, was not in evidence. This was observed to be particularly true in the area of mathematics.
5. In a number of schools, effective utilization of available instructional equipment and materials was not evident.
6. In many of the schools, there was a general lack of materials and equipment in certain areas of instruction. Materials such as 16 mm film, 35 mm filmstrips, slides, recordings, maps, models, and programed learning materials were not readily available in many of the schools.¹⁰

The survey committee noted that instruction in the area of language arts was a matter of major concern in the elementary grades. In these grades, the instructional or developmental reading program was receiving little attention. Only limited provision was being made for recreational or library reading, and too little instruction was being given in content reading and

¹⁰Ibid., p. B-7.

study skills. Much more reading and reference materials were needed.¹¹ Herein seemed to be the major weaknesses found in the educational programs of the county's elementary schools.

Another important concern, the committee noted, was for the physical welfare of children in an area where over 50 percent of the total elementary school enrollment was considered economically deprived. Educational authorities recognize that proper diet influences the physical and mental well-being, and that it is difficult to teach a hungry child.

It has long been a basic belief that you must educate the total child. You cannot do an effective job of educating the minds of children and, at the same time, neglect the feeding of the physical body. Nor can be neglected the teaching of social graces, aesthetic appreciation, health and sanitation, the improvement of eating habits, and simply the appreciation and enjoyment of good food.

It was hoped that through Title I these needs would be satisfied, thereby providing encouragement for the economically deprived child to seek and attain higher levels of education and self-betterment.

¹¹Ibid., p. B-12.

III. OPERATION OF THE TITLE I PROJECT

The Robertson County project was planned to improve the learning opportunities of the 4,893 elementary school children. Of this number of children, 3,080 were reading below their grade level. Significantly, 2,448 children were considered economically deprived.

According to the 1968 ESEA Title I annual report, the number of economically deprived children per school ranged from 36 to 254, with an average number per school of 122.5. The percentages of economically deprived children per school ranged from 25.1 percent to 65.7 percent, with the system-wide percentage being 50.03 percent.

Standardized tests results indicated that economically and educationally deprived children performed poorly and below grade-level in most subject areas. The tests results along with teacher observation techniques indicated a significant weakness in reading and language art skills. The need for increased effort and effectiveness in the teaching of reading and language arts in the Robertson County elementary schools was established.

Briefly, the objectives of the Title I project were as follows:

1. To improve scholastic performance, as measured by standardized achievement tests of intellectual ability.

2. To change (in a positive direction) the student's attitudes toward school and education.
3. To improve the holding power of schools (to decrease the dropout rate.)
4. To provide improved speech corrective services for children.¹²

Through Title I funds, the following personnel were added to the Robertson County schools administrative staff to assist in carrying out the objectives of the Title I project:

1. A Title I director
2. An administrative assistant
3. One reading consultant for the elementary grades
4. One elementary reading specialist
5. Three elementary school librarians
6. Six school social workers
7. Forty-one teacher aids
8. A school lunch program supervisor

Remedial reading program. A summer reading program was initiated through Title I. The prime objective of the program was to increase the reading ability of those attending the summer school. Provisions were made for 500 students from grades one

¹²ESEA Title I, "Instructional and Service Activities,"
op. cit.

to ten. Two consultants were procured to assist in the program. Teacher opinion was used as a criterion for admission to the summer reading program; economically and educationally deprived children were given preference for placement in the program.

The objectives of the program were: (1) to improve the students' verbal functioning; (2) to change (in a positive direction) the students' attitudes toward school and education; (3) to increase the reading achievement of each child and approach his capacity for learning to read; and (4) to help teachers to become more skilled in the use of materials and the best methods of teaching reading.¹³

Food and health services. When we think of education, we think of a total experience as far as the child is concerned. In view of the fact that there were more needs than can be met in the classroom, an allocation of 8.5 percent of the total project budget was provided for food and health services.

In the interests of improved efficiency and supervision in the school lunch programs, the supervision and control of approximately 14,000 free lunches per month, and supervision of a county-wide breakfast program for economically deprived children, an

¹³Ibid.

experienced lunch supervisor was employed. Her duties included visiting and assisting lunchroom managers, and assisting these programs through the clerical and administrative phases.

Speech therapy. There were two full-time speech teachers employed as a result of this program; each teacher was equipped with her own mobile speech laboratory. These teachers were paid from state and local funds; their mobile laboratories were purchased with Title I funds. The teaching materials and some of the operating costs were supplied through Title I.

Teacher aides. Teachers and supervisory personnel considered the high pupil-teacher ratio and overcrowded classroom conditions to be of major concern. This problem was recognized by teachers as being the most serious. As a result of this, they received help from Title I in this area.

Teacher aides were employed to partially relieve teachers of clerical and other routine duties. This activity was planned for the purpose of giving teachers more opportunities for planning and individualizing attention to economically and educationally deprived children.

Aides with at least a high school education were employed at an appropriate ratio of one aide for each six teachers.

It was anticipated that teachers would be more effective if relieved of some of their clerical duties and other menial tasks. This allowed more time to be utilized for improved teaching.

Four years' budgets. Over a period of four years, 1965-1969, a total of \$1,142,360.69 was appropriated through Title I for utilization in the elementary schools of Robertson County. Table I clearly showed the amount of money spent in each specific category during each of the four years covered by Title I. Also shown is the total amount appropriated for each year.

Table II showed the application of Title I funds for one specific year--1968. This was done as an example to show the percentages of funds used in each category for one year, in addition to the categorized totals of the amounts spent, which had previously appeared in Table I.

TABLE (I)

ROBERTSON COUNTY SCHOOLS

ESEA (PUBLIC LAW 89-10) TITLE I FOUR YEARS' BUDGETS

CATEGORY	1965-66	1966-67	1967-68	1968-69
Administration	\$ 4,575.00	\$ 6,900.00	\$ 18,643.00	\$ 20,668.00
Instruction:				
Teachers	4,895.00	29,212.10	60,235.26	70,004.00
Aides	21,985.56	38,330.63	66,615.00	56,100.00
Supplies	20,208.54	11,000.00 (Books)	38,259.80	33,334.52
All Other	14,645.09	6,131.58	26,515.61	24,942.00
TOTAL	61,734.19	84,674.31	191,625.67	184,380.52
Attendance	15,738.22	11,000.00	16,650.45	13,300.00
Health	3,355.50	1,500.00	1,250.00	1,250.00
Transportation	500.00	1,395.30	5,614.00	7,214.00
Plant (Operation)		682.50	2,055.00	2,815.00
Fixed Charges	2,862.09	4,473.85	10,480.12	10,522.00
Food Services	11,500.00	27,500.23	22,315.25	11,946.00
Capital Outlay	192,985.39	125,846.10	35,988.00	28,421.00
GRAND TOTAL	293,250.39	\$263,972.29	\$304,621.49	\$280,516.52
FOUR-YEAR TOTAL				\$1,142,360.69

TABLE (II)
APPLICATION OF TITLE I FUNDS--1968

CATEGORY		AMOUNT	PERCENTAGE
ADMINISTRATION	clerks, supplies, equipment, travel salaries	\$ 18, 643	6. 1
INSTRUCTION	Teachers 64, 319 Aides 65, 655 Supplies 38, 259 Other 23, 392	191, 625	62. 50
ATTENDANCE SERVICES		16, 650	5. 40
HEALTH SERVICES		1, 250	. 39
PUPIL TRANSPORTATION		5, 614	1. 80
OPERATION		2, 055	. 67
FIXED CHARGES		10, 480	3. 40
FOOD SERVICES		22, 315	7. 30
CAPITAL OUTLAY			
	Equipment - Food		
	Administration		
	Instruction		
	Other	<u>35, 988</u>	11. 40
TOTAL		\$304, 621	

CHAPTER III

EVALUATION AND CONCLUSIONS

I. EVALUATION

In an effort to evaluate the accomplishments of the Title I program and measure the relative success or failure of its goals and objectives, a questionnaire was distributed to seventy-five teachers and supervisors who had worked in the Title I project for the school year 1967-68. A copy of the complete questionnaire is included in the appendix.

Questionnaire. A total of forty-seven questionnaires were returned to the superintendent's office. They were compiled by tabulating the most frequently mentioned factors concerning Title I. The information given by the teachers in response to each statement or question was grouped, and percentages were figured from the tabulated results.

Of those teachers returning a questionnaire, one hundred percent agreed that Title I had a favorable effect upon the educational achievement of the educationally deprived children of their schools.

Forty percent of the teachers felt that the teacher aides rendered the most valuable service to children by relieving the professional teachers of numerous routine duties to provide more time for and attention to children. Thirty-five percent felt that the greatest single benefit from Title I activities came through the provision of new materials and equipment. Free breakfasts and lunches for economically deprived children were considered the greatest contribution to the educational achievement of poverty-reared children by three percent of the teachers, while two percent considered the services of an outside consultant to have been the most beneficial to the total program. The remaining twenty percent of the questionnaire participants felt that the summer reading program proved to be of greatest value to the most children.

The teachers listed most frequently the following evidences that increased expenditures in local education produced improved results for boys and girls:

- | | |
|--|-----|
| 1. Improved reading ability | 25% |
| 2. Greater motivation due to more equipment, materials, and supplies | 25% |
| 3. Teachers were able to spend more time teaching as a result of teacher aides | 40% |
| 4. No opinion | 10% |

Forty percent of the participants of the questionnaire agreed that, as a result of Title I, the Board of Education was made more aware of the educational needs of the county; ten percent were unaware of the opinions of the board; thirty percent felt that Title I brought about more cooperation from the Board of Education due to greater public involvement resulting from the project; ten percent felt the board was unconcerned; and ten percent expressed no opinion.

The teachers felt that Title I had made the following contributions to education in Robertson County:

1. The public was made aware of the need for kindergartens and pre-school programs. 5%
2. Free breakfast and lunch programs improved attitudes toward schools and school officials. 15%
3. Summer remedial reading programs brought about a new awareness and concern for public education in Robertson County. 30%
4. Non-professional teacher aides enabled the quality of teaching to be raised. 50%

Throughout the entire questionnaire, the responses were consistent. The consensus was that the Title I funds were best utilized in the following areas:

1. Non-professional teacher aides 20%
2. Materials and supplies 60%
3. Summer reading program 20%

When asked to give their opinions of the poorest usage of funds, seven percent of the teachers said the overlapping of supervisory personnel; ten percent felt that the teachers did not have enough choice of materials; five percent stated that they thought not enough value was received from speech therapy to justify the amount of money used in this area. However, the remaining seventy-eight percent of teachers felt that funds were properly utilized.

When asked what changes or additions they would make in the Title I program, the teachers made the following recommendations:

- | | |
|--|-----|
| 1. Classes for slow learners | 10% |
| 2. Nine-month working schedule for teacher aides | 40% |
| 3. Lower pupil-teacher ratio | 30% |
| 4. More aides | 10% |
| 5. Kindergartens | 5% |
| 6. More equipment | 5% |

Achievement tests results. Standardized tests results indicated favorable progress was achieved at all grade levels during the 1967-68 school year. The Stanford Achievement Test was administered at the beginning and the end of this academic year.

Table III showed a comparison of the results of the two achievement tests administered to all elementary school children in Robertson County. The pre-test was the achievement test administered at the beginning of the school year; the post-test was the achievement test administered at the end of the school year. Each elementary grade, with the exception of the first grade, was administered both tests. First graders were given only a post-test.

A comparison of the raw score means, the raw score standard deviations, and the percentiles taken from the pre-tests and post-tests that were administered, indicated that favorable progress was achieved at all grade levels during the academic year, 1967-68. For the various grade levels tested, an average achievement of almost seven points on the raw score mean was achieved.

II. CONCLUSIONS

The success of this project was indicated by the responses of the participants of the questionnaire. Although the effects of Title I were numerous and varied, the responses consistently placed the greatest value and importance in three specific areas: (1) the utilization of non-professional teacher aides; (2) a five-week summer remedial reading program; and (3) the provision of educational aids including materials, equipment, and supplies. More

TABLE (III)

STANDARDIZED ACHIEVEMENT TESTS RESULTS

GRADE	TEST	NO. OF PUPILS	RAW SCORE MEAN	RAW SCORE STANDARD DEVIATION	(%ile based on national norms) Number of students between			
					1st to 25th	26th to 50th	51st to 75th	76th to 99th
8	Pre-test	537	49.05	12.7	36	24	28	12
	Post-test	537	53.72	12.9	30	27	28	15
7	Pre-test	588	41.53	11.95	34	34	23	9
	Post-test	588	45.83	13.73	29	39	20	12
6	Pre-test	602	39.82	11.39	31	35	25	9
	Post-test	602	48.75	11.24	26	29	27	18
5	Pre-test	655	35.43	12.29	29	35	22	14
	Post-test	655	38.00	11.43	33	29	17	21
4	Pre-test	610	27.89	8.334	35	35	20	10
	Post-test	610	34.23	11.114	26	41	20	13
3	Pre-test	703	24.25	8.505	51	28	12	9
	Post-test	703	32.24	8.783	32	31	23	14
2	Pre-test	635	19.64	6.13	64	23	9	4
	Post-test	635	30.68	9.732	44	27	22	7
1	Post-test	719	18.72	7.2043	55	32	21	12

money had been appropriated for these three areas than any other phase of the Title I project.

A clear indication of the success of this program was found in teacher opinion, when seventy-eight percent of the questionnaire participants felt that there had been no poor use of Title I funds.

Standardized tests results previously presented in this study indicated favorable progress achieved at all grade levels during the academic year.

Subjective measurements such as teacher opinion and supervisor judgments indicated improved enthusiasm and attitudes toward school and education shown by the economically deprived students.

By all standards of measured achievement, Title I accomplished what it sought most to achieve--compensatory education--"help for those who need help most."

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APPENDIX

EVALUATING TITLE I 1968

1. In your judgment, has Title I had any effect upon the educational achievement of the educationally deprived children in your school? Give the best evidence you have that Title I has or has not made a difference.
2. Which efforts from Title I are most effective in improving the educational achievement of these deprived children?
3. Give some evidence that increased expenditures in local education produce improved results for boys and girls.
4. Do you think the point of view or position of the Robertson County Board of Education has changed any as a result of Title I? Give one or two ideas to support your answer.

5. State one or two major contributions you feel Title I has made to education in Robertson County.
6. One of the best uses of Title I funds is:
7. One of the poorest uses of Title I funds is:
8. One change or addition in the Title I program in the future which I recommend is: