

the 12th grade; certified employees number about 3,000 and the operating budget approximates \$40,000,000. About one-third of the enrollment can be described as culturally disadvantaged or economically deprived. Forty-three percent of the enrollment is Negro.

The availability of funds under Title I of the Elementary and Secondary Education Act was immediately recognized as an opportunity to expand and intensify a very modest locally financed program of compensatory education in the amount of \$150,000 which is still a part of our Title I effort. Organizationally, our approach was two-fold: (1) to interpret any programs financed under Title I as a part of our regular offering, not a second-level program, not one that would be provided personnel or services after the regular program needs were met; and (2) to give the person in charge sufficient rank to proceed to develop programs and make decisions with a minimum amount of delay. A division of Urban Education was created under the direction of an assistant superintendent charged with the responsibility of administering Title I programs, Headstart, and similar activities.

Program development proceeded under the following principles:

1. INTENSIFICATION AND SATURATION

Rather than spread funds over all schools having eligible students, a group of 21 schools (17 public and 4 parochial, enrolling over 15,000 pupils) with the most seriously disadvantaged pupils were selected and expenditure of funds was concentrated there. If and when funds are increased, we believe present experience will assist us in choosing the most promising activities to utilize in other schools to effect improvement.

2. EMPHASIS ON READING AND THE LANGUAGE ARTS

Recognizing reading as the basic tool for school success and essential for competent performance in adult life, reading becomes the focal point of curriculum effort. Workshops, reading specialists working with classroom teachers, reading centers, reading consultants and supervisors, teachers of speech and drama, a curriculum production center for producing learning materials—all these are receiving attention.

3. REORGANIZATION AND EXPANSION OF BUILDING FACILITIES TO PERMIT TEACHER STRENGTHS TO FUNCTION BETTER

The traditional self-contained classroom is being reorganized to permit team teaching, departmentalized teaching, use of teacher aides. Additional supportive services such as counselors, social workers, and psychological workers are serving in pilot situations in one elementary school to determine procedures for ultimate effectiveness before introduced in other schools.

A model resource center is a pilot project in a second school. Over 200 additional personnel at various levels have been added.

4. INTERPRETATION OF PROGRAMS TO PUBLIC

To develop parental and public support in the area served, an individual has been assigned under the District Public Information Director to develop a systematic series of stories and releases and to meet with local groups to assist in building positive, cooperative attitudes. Classes for parents are being developed and two schools are receiving extra money to develop total community service schools.

5. EVALUATION

As facets of the District Research and Development Department, four people spend their time testing, evaluating, and interpreting the various special features being developed in Title I schools. Not enough time has elapsed to produce meaningful evaluation results.

6. SUMMER SCHOOL

To compensate for ordinary learning loss and to maintain and increase standards in arithmetic and language arts, an attempt will be made to enroll at least 75% of eligible pupils in half-day summer programs for a minimum of 7 weeks.