

A variety of methodology ranging from statistical techniques to the systematized eliciting of parental and teacher responses, is being employed in the assessment process. The most recent educational measurement devices and data processing facilities are being used to produce a valid and precise reading of the effects of the new programs upon students.

The data required for a full-scale assessment of the past year's operation of the title I program are not yet available. Such data will soon be available, however, due to the testing and measurements that have been implemented through the Office of Program Evaluation.

May I close by stating, by indicating something that Dr. Holt alluded to and which we feel strongly about? There was a recent article in an elementary school journal to the effect that Federal funds meant the exit of curriculum planning or the implementation of Federal funding meant the exit of curriculum planning. I suppose the intent was that the on-going program would suffer as a result of the new programs coming in at various times, and the kind of planning that would have to be done post haste in order to implement these. I would like to suggest just the opposite from this article.

I don't remember the exact journal that it appeared in. We have actually had a Hawthorne effect. I think Dr. Holt alluded to this. We have had a transference effect in that we feel, for example, under title II, if I can specify here, that as we looked at the new materials available to us under title II the district was forced to develop selection criteria regarding the kinds of materials that the rest of the school districts should be using.

So this sort of set in motion the idea that we had to be selective and we had to identify material from material. The transference effect was also evident in the fact that suddenly people in other areas of the city began to be concerned about their reading program and began to put a little bit of pressure regarding what can we do about getting a better reading program.

This year, as we have been looking at the evaluation designs, and we recognize we have to have multiple designs because of the tremendous variety or variability of programs, the entire district is suddenly concerned with proper evaluation design for on-going programs. One that I suppose is fairly obvious is the fact that a number of material centers have been available to us under title II, which have suddenly prompted other schools which have not really been too concerned to develop a need for material centers. So we would say, counter to this other argument, and I am sure others have presented it, that we feel that Public Law 89-10 has produced a kind of Hawthorne effect, a kind of transference effect which has been healthy for our school district.

We, obviously, have some concerns. Of course, the No. 1 concern that our superintendent asked me to convey in testifying to the committee concerns the matter of a timetable so that these could be fused in with the program. I will cite one practical example.

As we look at the fall term, as we look at the matter of implementing computerized mathematics courses, as we look at the matter of some of the reading programs we, obviously, are talking about spring planning, talking about schedules for high schools that involve data processing runs and this kind of thing.