

STATUS REPORT:
K-3 ACADEMIC ASSISTANCE PROGRAMS
IN ARIZONA SCHOOLS
(ARS 15-715)

submitted by
Arizona Department of Education

EXECUTIVE SUMMARY

K-3 ACADEMIC ASSISTANCE PROGRAMS IN ARIZONA SCHOOLS

For the past two years, Arizona districts have been receiving additional monies based on the number of students reported in grades K to 3. In addition, they were mandated by ARS 15-715 to implement special academic assistance programs for students in these grades. No formal accountability was mandated by law for the expenditure of these monies, so results reflect what districts report having accomplished.

The majority of the monies were spent on additional personnel. Hiring new kindergarten teachers or more instructional aides enabled many districts to add "transitional" classes between K and First Grade, providing individualized attention in smaller classes to students identified as needing added help. Monies were spent on developing ways to identify students needing special assistance. Parents were involved in placement decisions concerning their children, and were engaged in the educational process through many programs that structured parent-child interaction at home.

Yuma schools sent all K-3 children home with their own book bag, filled with reading material and instructional activities that their parents helped them complete. Whiteriver and Washington districts held intensive summer school programs to involve parents and to help youngsters retain what they had learned over the summer months.

Districts employed various methods to evaluate the progress of their students and the effectiveness of their programs, ranging from analysis of test data to surveys of teachers and principals concerning their views of the program.

The K-3 monies and the special assistance programs have been long-term investments in Arizona's future. Short term impacts can be seen in new programs developed by districts, added parental involvement in their children's education, relief to teachers through reduced class size, and some preliminary evidence of improved academic performance. The Legislature sent a clear message to two key groups -- parents and teachers -- about the importance of early childhood education to the future of our state.

Studies should be done to follow the children impacted by the additional monies and the programs over the course of their academic careers. Additional monies should be targeted to children who are clearly at risk of academic failure, and districts should be required to submit a plan for how they will serve these students, and formal evaluation of program results should be an integral part of the next cycle of funding.

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Introduction

Responding to widespread concerns from parents and educators about the academic dangers faced by students who were "at risk" of failing in their earliest years in school, the Legislature passed S.B. 1077 in 1985. (See Appendix A) This legislation has had a significant impact on Arizona's kindergarten through third grade classrooms, and has served to both catalyze educational improvement in the Arizona system as well as to deliver much-needed academic help to the state's youngest students. This report will describe the effects this legislation has had over the past two years.

Special Academic Assistance Programs—Rationale

Concern over the number of students dropping out of the Arizona school system has grown in recent years. In addition, policymakers and parents focus on the marginal performance levels of some students who do remain in the K-12 system. While various programs have been implemented by Arizona districts to address the dropout issue, until the passage of S.B. 1077 in 1985 little attention had been given to how to break this cycle of failure by intervening at the earliest stage in a student's academic career.

The rationale for this innovative piece of legislation was simple and straightforward: prevent dropouts and academic failure by ensuring success at the beginning of the learning process. In the words of the law: "The purpose of the special academic assistance is to assist pupils in developing the minimum skills necessary for fourth grade work by the end of the third grade." If youngsters begin their schooling by having experiences of success rather than failure, and by gaining a solid base on which to build their subsequent education, both system and individual should achieve greater performance. As one business leader who lobbied for the K-3 academic assistance program put it, a strong K-3 education is like the "rebar" that is placed in a building at the outset of construction. Though it will rapidly become invisible as the building grows, it is absolutely essential if the building is to grow to full stature and to remain standing.

Additional funding for K-3 programs

Beginning with the 1985-86 school year, districts received additional monies based on the number of students reported in grades K to 3. (The K-3 "add-on" to Group B generated \$11.8 million in statewide budget capacity in FY '86, and \$13.3 million in FY '87.) The monies were intended to enable districts to implement the requirements of S.B. 1077, which stated that each district in the state should have a program in place to provide special academic assistance by the 1986-1987 school year. However, some controversy arose in the first year of this new funding over whether districts were actually spending their allocations on K-3 improvement programs. As Dr. Judy Richardson, Legislative Research Analyst in the Senate, clarified in a memo (2/6/86_ to the Chairman of the Senate Education Committee:

The additional funding was part of the block grant system of funding used in this state, in which the amount of money which a district may receive is determined by a weighted formula, and the districts may spend that money

as they see fit. There was no stipulation in the law as to what the additional money was to be spent on, and there was specifically no tie between the additional money and the special academic assistance program.

However, this debate prompted the first systematic survey of district spending of these new monies. (See Appendix B) The survey showed that, during this transitional year, only 1% of the program funds for K-3 were being spent on purposes other than K-3. The survey also gave valuable information on what areas districts were focusing on as they geared up for full implementation of the Special academic Assistance Programs the following year.

Because the new monies were distributed by increasing the weight given to K-3 pupils in the school finance formula, the distribution directly reflected the relative size of districts. Since Arizona has 85 districts with fewer than 300 pupils each, some districts received a few hundred dollars in new funding. This would not enable a district to do much more than purchase new curriculum materials. By contrast, larger districts received hundreds of thousands of new dollars which enabled them to put new programs in place, hire new personnel, and leverage other district monies to focus policy intervention on the K-3 pupils.

State Board action

The law required that the State Board of education develop "minimum competency requirements for the promotion of pupils from the third grade," and develop "model plans" to give districts some examples as they began their own program development. It likewise mandated that the Department of Education provide technical assistance to districts in developing their own programs.

The development and dissemination of model plans was undertaken by the "K-3 Advisory Committee." (See Appendix C for list of current members of K-3 Advisory Committee.) The Advisory Committee was appointed by the Board to provide leadership and technical guidance in meeting the mandates of the new law. Four models were developed and distributed to districts in the summer of 1985 to guide their district development process. These models focused on staff training, developmental assessment and placement, basic skills improvement, and an incentive-based plan for enhancing student achievement.

The requirement for minimum competencies was addressed by the State Board in 1985. They requested the K-3 Advisory Committee to develop a list of "exit skills" in required subjects; pupils would have to show competency in these skills prior to promotion to the fourth grade. These minimum competencies were approved by the State Board in April 1986, and were disseminated statewide. (See Appendix D for sample list of exit skills for mathematics.)

The Department of Education provided ongoing technical assistance to districts, both in the developmental stage during the 1985-86 year as well as during the implementation phase in 1986-87. Until the hiring of a full-time K-3 Program Specialist in November 1986, assistance was provided through the School Improvement Unit in the Department. This assistance ranged from helping teachers to use screening instruments to identify youngsters who needed special assistance to critiquing district K-3 assistance plans. The K-3 Program Specialist focuses ongoing efforts on building regional networks among K-3 educators and planners, brokering information and assistance on innovative programs and practices, and networking with Day Care providers to help youngsters move from Day Care to formal schooling.

The Special Academic Assistance Plans

The plans developed by the districts reflect a wealth of ideas and innovations. The law requires that districts have a plan in operation by the 1986-87 year, but does not mandate accountability for the results of that plan. Thus, any attempt to calculate "impact" of these assistance programs must reflect the effects described by the districts themselves. The law requires them to submit a description of their plan along with their annual financial report, and these descriptions have been used in making this summary. Likewise, a survey prepared and distributed by the K-3 Advisory committee in the spring of 1987 gleaned other descriptive information from the districts. Finally, the Advisory Committee has been instrumental in gathering materials on programs and practices undertaken in response to the new legislation, which have also been helpful in providing this summary. We will focus on the main points of the law: what procedures did districts use to identify pupils in need of help, what special services were provided, how parents were involved in the plan, and how the progress of students was evaluated.

Methods of identifying pupils

Determining which students are in need of special academic assistance in kindergarten or first grade is made more complex by the differing stages of development in which youngsters find themselves. Many districts used special screening instruments for students entering kindergarten, such as the Gesell Developmental Readiness Test and the Early Prevention of School failure battery of tests. Parental involvement in this screening process is crucial. Districts which developed different programs for five year olds based on different stages of maturation shown through testing typically used evaluation teams to reach placement decisions, and the team worked in close consultation with the childrens' parents.

Furthermore, the testing used to screen students for special assistance provides additional data on each student for ongoing evaluation and longitudinal studies. Combined with standardized and criterion-referenced tests administered to assess student performance, through the law and the K-3 funds Arizona has underwritten the development of comprehensive data on Arizona students as they begin their educational histories. This will provide valuable corroborative data for educational accountability later in students' careers, while also serving to target help to those in need at the beginning of their schooling.

Some districts, such as Sunnyside, centralized the screening process. Sunnyside used the K-3 monies to fund a student assessment center to provide diagnostic information to teachers as new students are enrolled. Other districts decentralized the screening more by having the instruments administered by classroom teachers. Appendix E shows the array of identification methods employed by the Paradise Valley Unified School District in determining where to place students.

One general effect of the new legislation and the funding which accompanied it is that many districts have had to refine how they screen and place youngsters when they first enter the district system. This has introduced added discipline into this stage of the educational process, a discipline which has paid off in ;more targeted and appropriate educational experiences for Arizona students during their first four grades of school.

Special programs and materials

The majority of the K-3 monies and K-3 program development occurred in new or expanded programs, or in the purchase of new instructional materials. Over 70% of the districts used their additional monies to acquire more instructional personnel, either in the form of more teachers or more instructional aides.

Two thirds of the districts used these new personnel to reduce the student/teacher ratio in their K-3 grades. Thus, districts clearly saw a connection between their ability to introduce new personnel into the early grades and their ability to direct special academic assistance to students in those grades. Smaller classes facilitate the individualized attention that is the common theme of all districts' special academic assistance programs.

However, districts did not simply hire more full-time personnel. In the Whiteriver Unified School District, for example, K-3 funds were used to reduce class size in kindergarten classes at Whiteriver Elementary School by hiring one half-time kindergarten teacher. Meanwhile, the district also used K-3 funds to provide an intensive summer school experience for 100 Apache children identified as "high risk" in grades K through 3. They paid for 10 teachers and 10 Apache-speaking assistants to work for four weeks with these children in individualized and small group instruction on language arts and math.

In an urban setting, the Washington school district likewise used their K-3 funds to offer summer school programs to students identified for special assistance. Twenty-three of the Washington schools offered 64 summer school classes serving 1,200 students. Weekly newsletters were sent home in order to involve parents in their childrens' summer experience, and a progress report was sent home at the end of summer school summarizing each child's accomplishments.

The Gilbert School District used some of their K-3 funds to employ retired teachers to help with K-3 programs in their elementary schools. Appendix F contains a hand-out that was sent home with children announcing the "Project Helping Hand" undertaken by the Cartwright School District in Phoenix. The program involved personalized instruction by special tutors in an after-school setting.

The Show Low Unified School District took the opportunity of new K-3 funding and program mandates to link up federal, state and local monies they were allocated to remediate learning difficulties into what they called their "4 SUCCESS Program." At Show Low Elementary School, for example, there is a SUCCESS classroom at each grade level; in each SUCCESS classroom there is a full-time regular education teacher and a full-time special education teacher. They function as a team and complement each other's educational expertise to provide comprehensive education to all students without resorting to the method of remediating skills whereby students are "pulled out" of classrooms for given periods. According to the principal of Show Low Elementary School:

The 4 SUCCESS Program works because it provides an environment where students can be successful instead of frustrated, because its teacher are committed to sharing their knowledge, expertise and caring for one another as well as for their students, because parents are valued as indispensable to student progress, and because the school effort to remediate learning difficulties is directed and unified.

At Ganado on the Navajo Reservation, the funding was used to build upon a nationally-recognized program called GLAD (Ganado Language Arts Development program). In a setting where 90% of the students come from low-income households and 87% of the students score below the national average on standardized tests, Ganado Primary School "published" 24 books of student writing last year, all 20 pages or longer. Students are expected to write in kindergarten, in order to make writing and communication second-nature rather than laborious. In recent years grammar test scores at Ganado Primary have risen across the board.

In larger districts, the K-3 funds facilitated the adding of new programs and the hiring of new personnel. The Scottsdale Unified School District, for example, embarked on a Developmental Placement Program. Beginning with three (3) pilot schools during the transitional year of 1985-86, the district expanded in 1986-87 into eight (8) schools with a total of ten (10) developmental classrooms. Youngsters who were not ready for first grade after a year of kindergarten could be placed in a developmental first grade, contingent on parental consent. As described in the narrative submitted with their annual financial report this year, the district reports:

The program was well received by students, parents and educators. The children were happy in their school environment because they were in a situation in which they could experience success. They were challenged by an academic program that was appropriate for their developmental age. Parents were able to see a difference in the attitudes of their children toward school. Parents reported that their children were anxious to go to school, enjoyed being in school, and felt good about themselves. Gone were the tears, the stomach aches, and other signs of overplacement that developmentally young children experience in regular classroom placement. Educators were very pleased with the program because a specific curriculum and materials were available for the child who had always been in the classroom, but who was too developmentally young to be successful.

The "K-3 Procedural Manual" from the Murphy Elementary School District in Maricopa County lists the range of special programs offered by way of special assistance to K-3 students. (See Appendix G.) In addition to the "transitional" classrooms that offer different instructional approaches and reduced class size for youngsters who are not yet ready for the pace or challenge of a regular classroom, the "Excel Lab" offers computer-assisted instruction for students needing help in reading and math.

Many districts used the K-3 monies to purchase hardware and software for computer-aided instruction. Thus, schools were able to build their technological "infrastructure" while also delivering needed academic assistance to targeted students. In addition to books and materials designed to help remediate language or math difficulties, districts also purchased supplementary materials to increase the overall level of reading that K-3 students were doing. Over 75% of districts purchased supplementary materials as part of their K-3 plans, and half purchased remedial materials. Furthermore, over three-fourths of the districts indicated that they concentrated in their K-3 assistance programs on the basics of reading, math and writing skills. Many of the programs had the synergistic effect of promoting greater literacy among parents, especially those that stressed home reading as part of their academic assistance.

The Mesa Unified School District built upon their articulated scope and sequence for classroom instruction by designing a "Foundational Skills Program." As seen in Appendix H, the Program combines a mixture of regular and developmental classrooms with summer school options and other forms of "intervention" to aid pupils at risk. The schematic also shows the range of interactive strategies and the collaboration that is brought to bear in making this Program a reality.

Parental Involvement

Generally speaking, parents did not seem to be as heavily involved in the planning of the K-3 assistance programs as they were in the implementation and evaluation of the programs. Their central role in implementation of intervention programs reflects their importance in the development of children who are just beginning their formal educational career. As cited above, parents were intimately involved in screening and placement of students in special programs. Washington School District, for example, launched a program called "Parents are VIPs—Very Important Partners" to educate parents about their child's development as well as to provide support for parents of at risk students.

An innovative summer program was begun in the Kyrene School District, working through four schools and serving 275 students and their parents. Entitled SMILE (Summer Mail is Learning Excitement), the program centered around the weekly mailing of packets of review material to students for ten weeks during the summer. The materials were prepared by teachers based on the final level of reading and math that the student had completed by the end of the school year. Parents worked with the children in completing the materials, and participated in an evaluation survey at the conclusion of the program. Thus, dual goals of parental involvement in each child's education and skill practice over the summer months were achieved. Many districts developed similar programs to structure active involvement of parents in the special academic assistance being offered to their children.

Another "take home" project was undertaken by the Yuma Elementary School District to increase time for reading by students and to encourage meaningful parental involvement. The District bought canvas book bags for each K-3 student, each imprinted with the district log and the words "My Learning Kit" (Mi Mochila Escolar). The district also purchased many easy-to-read books, along with activities related to each book. Book and activity were sent home in the bag. After reading the book, child and parent together performed the activity. Some teachers have now expanded the program to include math and science activities in the book bags, and books on tape and tape recorders are sent home with children learning to speak English so that they can listen to stories in two languages.

Evaluation

How districts put in place "evaluation procedures for use in assessing the progress of the pupils in the program" (ARS 15-715) varied from district to district. Those districts that could afford differing placement options at each grade level could likewise provide ongoing evaluation of student progress through the screening required at each stage of the placement cycle. Districts with less financial flexibility had to rely on teacher and parental assessment of student progress, together with performance on annual standardized tests.

The ongoing evaluation of student progress naturally requires the evaluation of those programs that have been put in place to promote "student progress." In the Littleton Elementary District, for example, evaluation is underway of the screening procedures used by the district and the impact of these procedures on children. Appendix I shows the survey instrument used in the Paradise Valley Unified District to assess how their teachers evaluate the K-3 program used during the 1986-87 school year.

The most comprehensive evaluation of both student progress and implemented programs took place in Tucson Unified District. They submitted a 25 page narrative report which summarized the evaluation data contained in 42 tables. The district assigned a full-time program evaluator in addition to the K-3 Program Coordinator. And, since district schools implemented a range of optional programs depending on their own "site specific" proposal, the evaluation also had to be site specific. The evaluator then performed various statistical analyses on the data submitted by each school. The evaluation designs included target and control group pre-testing and post-testing, target group pre-testing and post-testing, and target group post-testing. The evaluators used multiple and varied designs in order to be "sensitive to TUSD's diverse student population as well as to the seemingly endless combinations of program components that were implemented at the 68 elementary school sites."

Collected in Appendix J are several tables from the Tucson Unified "Evaluation of 1986-1987 K-3 Programs." Table 23 lays out the array of program components adopted by each school. The use of instructional aides (81% of the programs) and the provision of staff training (44% of the programs) were the most common features across the entire district.

Table 21 summarizes the results of a survey of principals regarding their evaluation of the program as implemented in their school in 1986-87. Principals rated as "excellent" the component that utilized computer-assisted instruction (CAI) and computer aides. The use of instructional aides and the provision of staff training were viewed as the most positive results of the K-3 programs. The most problematic component for principals was inadequate parental involvement.

The assessment of teachers in the district is summarized in Table 22. Over three-fourths of the teachers (77%) cited the use of instructional aides to give individualized attention to students at risk as the most positive impact of the K-3 programs. Note, however, that 32% of the teachers also said they experienced problems with the instructional aide program, such as scheduling difficulties or having inadequate time to plan with the aides.

Table 24 analyzes the effects of CAI on student testing, and shows that pre-test scores for 456 students in the district went from a mean of 52 to a mean of 75 on post-tests. This gain is calculated as being "statistically significant," meaning that the gain did not occur by chance. The table at the bottom of the page draws a positive (albeit "weak" at .14) correlation between the amount of CAI that students at Erickson Elementary School received in their K-3 programs and the level of computer literacy at the school. Table 29 illustrates a similar pre-test/post-test comparison of how the K-3 program impacted on students taking the Scott-Foresman Reading Test.

All the statistical results were not this clear-cut, however. When Iowa Test of Basic Skills (ITBS) data were compared in pre-test/post-test fashion across the district, some schools showed statistically significant gains in test scores as a result of the K-3 program while many others did not. Some even showed negative correlations between the amount of assistance given and achievement scores. The evaluators offer a helpful caveat:

An unexpected finding resulted from some of the analyses that examined the relationship (correlation) between the amount of additional academic assistance received by some students and the amount of gain that they made in achievement. In some cases, there was a negative correlation, which means that students who received the most help were likely to make the least gain. While this result could be interpreted to mean that this additional assistance was not helpful, a more plausible explanation is that the most help was given to the most needy students who would be least likely to demonstrate dramatic improvement in achievement. It is possible that although these students did not progress as fast as other students, they still learned more than they would have without the extra help.

The district was appropriately cautious in its analysis of the impact of K-3 programs on one year's student achievement. Their analysis showed: "moderate to strong" evidence that staff development was well received and that CAI and materials acquisition positively impacted on student achievement, and "moderate" evidence that the use of instructional aides and resource consultants positively impacted student achievement. Beyond those conclusions, the district evaluators became much more tentative about the analytic import of the evidence. Table 42 provides a useful summary of the relative "strength" of their statistical findings across the various program areas.

Summary and Policy Recommendations

The anecdotal evidence is strong that the K-3 special assistance program has had a salutary effect on early elementary education in Arizona. It has both catalyzed districts to take an integrated approach to how they educate their K-3 students and had important effects on teacher and student morale, student performance, and parental attitude and involvement. The statistical evidence where available, tends to corroborate this conclusion.

Longitudinal studies of academic achievement for those who participated in the K-3 special assistance program during 1986-87 should be done by the Department of Education in order to substantiate these tentative conclusions with data that show more lasting impact. The true test of the success of the K-3 program and the monies appropriated during the past two years to implement it will not be found in a "snapshot" taken of the gain in a given year's test scores. Success will be seen instead in the long-term impact which this program has had on student achievement, and the degree to which it has broken the "cycle of failure" that has led so many young Arizonans to drop out of school.

It is further recommended that future funding for special assistance to K-3 be directed specifically to students identified as being at risk, that districts be required to apply for these funds by submitting a plan with fixed goals and regular evaluation and reporting requirements, and that further funding be contingent on a district's demonstrated accomplishment of their goals. (In effect, this is the proposal submitted by the State Board to the Legislature for their consideration during the 1988 session.)

APPENDIX A

LAW FOR THE ESTABLISHMENT OF THE K-3 IMPROVEMENT PROGRAM

ARS 15-715. SPECIAL ACADEMIC ASSISTANCE TO PUPILS IN KINDERGARTEN PROGRAMS AND GRADES ONE THROUGH THREE

- A. All common and unified school districts shall develop a plan to supplement the regular education program by providing special academic assistance to pupils in kindergarten programs and grades one through three. The purpose of the special academic assistance is to assist pupils in developing the minimum skills necessary for fourth grade work by the end of the third grade. The plan shall include:
1. Procedures for use in identifying pupils in need of special academic assistance.
 2. Special services for provision of special academic assistance through the regular program of instruction.
 3. Procedures for involving parents in the program.
 4. Evaluation procedures for use in assessing the progress of the pupils in the program.
- B. All common and unified school districts shall implement their program of special academic assistance to pupils in kindergarten programs and grades one through three by the 1986-1987 school year.
- C. The teacher of a pupil enrolled in a special academic assistance program shall review the pupil's academic achievement each regular reporting period. Parents shall be notified of the progress of their child in the special academic assistance program by the established reporting method of the school district.
- D. The annual financial report of a school district as prescribed in ARS 15-904 shall include a description of the special academic assistance programs, the amount of monies expended on the programs and the number of pupils enrolled in the programs by program and grade level.
- E. The State Board of Education shall develop and provide the following to all common and unified school districts:
1. Minimum competency requirements for the promotion of pupils from the third grade.
 2. Model plans for special academic assistance programs which include all of the items specified in subsection A of this section.
- F. The Department of Education shall provide technical assistance to school districts in developing and implementing their plan. The assistance shall include assistance with all of the items specified in subsection A of this section.

LEGISLATIVE STUDY OF K-3 ADDITIONAL FUNDS
 ADE School Finance Section
 2/28/86

DISTRICT NAME	K-3 FUNDS	PRGM STATUS	IN SVRVT	PRGM IMPLNT	% FOR MGMT/ADM	% IN-SERVICE PURCHASES	% INSTRUCT PERSONNEL	% CONSULT SERVICES	% FOR MATERIALS	% CAPITAL OUTLAY	% FOR OTHER	TOTAL PERCENTAGE	NEW PRSNL	HIRE TEMP PERS	ADDTL STAFF ACTIVITY	PRCHS CAP OUTLAY	OTHER	NO. OF CHILD PART.	GRADE LEVEL	FUNDS NOT K-3	
3-02-15 TUBA CITY UNIF	\$55,721.45	I	YES	YES	YES	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	YES	YES	YES	YES	670	K-3	\$0.00	
3-03-05 CHEVELDON BUTTE	\$882.16											0.00%									
3-03-10 MAINE CONS EL	\$1,985.77											0.00%									
4-02-01 GLOBE UNIFIED	\$37,931.87	I	YES	YES	YES	0.00%	0.00%	171.00%	5.00%	0.00%	0.00%	11.00%	187.00%	YES	YES	YES	NO	125	K-3	\$0.00	
4-02-10 PAYSON UNIFIED	\$28,158.50	I	YES	NO	YES	0.00%	0.00%	95.00%	0.00%	0.00%	0.00%	5.00%	100.00%	YES	YES	NO	NO	46	K-3	\$0.00	
4-02-40 MIAMI UNIFIED	\$42,393.20	F	YES	YES	YES	0.00%	5.00%	76.00%	0.00%	16.00%	1.00%	2.00%	100.00%	YES	NO	YES	YES	225	K-3	\$0.00	
4-02-41 H/W UNIFIED	\$13,885.32	I	YES	YES	YES	7.00%	0.00%	4.00%	0.00%	0.00%	0.00%	0.00%	11.00%	NO	NO	YES	NO	NO	32	2-3	\$0.00
4-03-05 YOUNG ELEM	\$5,741.52	I	NO	NO	YES	0.00%	0.00%	34.00%	0.00%	16.00%	0.00%	0.00%	50.00%	YES	NO	NO	NO	27	K-3	\$0.00	
4-03-12 PINE ELEMENTARY	\$6,276.51	I	YES	YES	YES	0.00%	0.00%	92.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	77	K-3	\$0.00	
4-03-20 RICE ELEMENTARY	\$22,998.40	F	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	87	K-3	\$0.00	
4-03-33 TONTO BASIN EL	\$1,376.84	I	NO	NO	YES	0.00%	0.00%	131.00%	0.00%	0.00%	0.00%	0.00%	131.00%	YES	NO	NO	NO	14	K-3	\$0.00	
5-02-01 SAFFORD UNIFIED	\$53,415.37	I	YES	NO	YES	0.00%	0.00%	113.00%	0.00%	7.00%	0.00%	0.00%	120.00%	YES	NO	NO	NO	NO	80	1-3	\$0.00
5-02-04 THATCHER UNIF	\$30,262.01	F	YES	YES	YES	5.00%	25.00%	58.00%	2.00%	2.00%	1.00%	0.00%	93.00%	YES	NO	NO	NO	62	K-3	\$0.00	
5-02-06 PINA UNIFIED	\$15,995.11											0.00%									
5-02-07 FT THOMAS UN	\$9,448.08	F	NO	NO	YES	0.00%	0.00%	88.00%	0.00%	20.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	117	K-3	\$0.00	
5-03-05 SOLOMONVILLE EL	\$5,244.19											0.00%									
5-03-16 BONITA ELEM	\$3,492.64											0.00%									
6-02-02 DUNCAN UNIFIED	\$13,879.39	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	171	K-3	\$0.00	
6-02-03 CLIFTON UNIFIED	\$14,059.06											0.00%									
6-02-18 MORENCI UNIFIED	\$26,826.00	N	NO	NO	NO	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	NO	NO	NO	NO	0	K-3	\$0.00	
6-03-22 BLUE ELEMENTARY	\$121.13											0.00%									
6-03-45 EAGLE ELEM	\$163.52	N	NO	NO	NO	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	NO	NO	NO	NO	0	K-3	\$0.00	
7-01-00 WILLIAMS AFB ACC	\$21,145.18											0.00%									
7-01-99 HORSE MESA ACC	\$323.01											0.00%									
7-02-04 MESA UNIFIED	\$1,102,881.37											0.00%									
7-02-09 WICKENBURG UN	\$15,605.48											0.00%									
7-02-11 PEORIA UNIFIED	\$279,399.72	F	YES	YES	YES	7.00%	1.00%	42.00%	4.00%	7.00%	38.00%	1.00%	100.00%	YES	YES	YES	YES	4765	K-3	\$0.00	
7-02-24 GILA BEND UN	\$18,284.45	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	YES	YES	YES	253	K-3	\$0.00	
7-02-41 GILBERT UNIFIED	\$121,078.73											0.00%									
7-02-48 SCOTTSDALE UN	\$299,715.78	I	YES	YES	YES	1.00%	0.00%	98.00%	0.00%	0.00%	1.00%	1.00%	101.00%	YES	NO	YES	YES	250	K-3	\$0.00	
7-02-69 PARADISE VLY UN	\$425,159.45	I	YES	YES	YES	3.00%	1.00%	52.00%	0.00%	1.00%	43.00%	0.00%	100.00%	YES	YES	NO	YES	2725	K-3	\$0.00	
7-02-80 CHANDLER UN	\$186,987.15											0.00%									
7-02-89 DYSART UNIFIED	\$98,107.59	N	YES	YES	NO	0.00%	2.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.00%	NO	NO	YES	NO	0	K-3	85187.59	
7-02-93 CAVE CREEK UN	\$22,447.26	I	YES	NO	YES	11.00%	0.00%	70.00%	0.00%	17.00%	0.00%	0.00%	98.00%	YES	NO	YES	NO	62	K-3	\$0.00	
7-02-95 QUEEN CREEK UN	\$14,777.76	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	90	1	\$0.00	
7-02-97 DEER VLY UNIF	\$259,438.56											0.00%									

HUE SCHOOL FINANCE SECTION
2/28/86

DISTRICT NAME	K-3 FUNDS	PRGM STATUS	IN SVRVT	PRGM IMPLMT	% FOR MGMT/ADM	% IN-SERVICE PURCHASES	% INSTRUCT PERSONNEL	% CONSULT SERVICES	% FOR MATERIALS	% CAPITAL OUTLAY	% FOR OTHER	TOTAL PERCENTAGE	NEW PRSNL	HIRE TEMP PERS	ADDTL STAFF ACTIVITY	PRCHS CAP OUTLAY	OTHER	NO. OF CHILD PART.	GRADE LEVEL	FUNDS NOT K-3
07-03-60 HIGLEY ELEM	\$6,078.67											0.00X								
07-03-63 AGUILA ELEM	\$2,309.53	I	YES	NO	YES	0.00X	0.00X	52.00X	0.00X	48.00X	0.00X	0.00X	100.00X	NO	NO	NO	NO	29	K-3	\$0.00
07-03-71 SENTINEL ELEM	\$1,524.21											0.00X								
07-03-75 MORRISTOWN EL	\$1,358.67	I	NO	NO	YES	0.00X	0.00X	306.00X	0.00X	0.00X	0.00X	0.00X	306.00X	NO	NO	NO	NO	24	K-3	\$0.00
07-03-81 WADSWORTH EL	\$7,978.38											0.00X								
07-03-86 MOBILE ELEM	\$480.40	N	NO	NO	NO	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	NO	NO	NO	NO	0	0	\$0.00
07-03-90 RUTH FISHER EL	\$6,137.21	I	NO	NO	YES	0.00X	0.00X	138.00X	0.00X	28.00X	0.00X	0.00X	166.00X	YES	NO	YES	YES	45	1-3	\$0.00
07-03-94 PALOMA ELEM	\$3,205.89	I	YES	NO	YES	0.00X	0.00X	0.00X	0.00X	47.00X	0.00X	0.00X	47.00X	NO	NO	NO	NO	48	K-3	\$0.00
07-03-98 FOUNTAIN HLS EL	\$13,528.11	I	YES	YES	YES	0.00X	3.00X	0.00X	2.00X	0.00X	0.00X	0.00X	5.00X	NO	YES	YES	NO			\$0.00
07-04-01 PHOENIX ELEM	\$252,363.20	I	YES	YES	YES	2.00X	10.00X	63.00X	16.00X	0.00X	0.00X	0.00X	93.00X	YES	NO	YES	NO	1100	K-3	\$0.00
07-04-02 RIVERSIDE ELEM	\$6,395.80	N	YES	NO	NO	0.00X	0.00X	0.00X	0.00X	16.00X	0.00X	0.00X	54.00X	NO	NO	YES	YES			\$0.00
17-04-03 TEMPE ELEM	\$345,836.91	I	NO	NO	YES	0.00X	0.00X	60.00X	1.00X	6.00X	34.00X	0.00X	101.00X	YES	YES	YES	YES	1220	K-3	\$0.00
17-04-05 ISAAC ELEM	\$158,382.72	I	NO	NO	YES	0.00X	0.00X	100.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	NO	NO	NO	663	1	\$0.00
17-04-06 WASHINGTON EL	\$643,344.78	F	NO	YES	YES	0.00X	4.00X	96.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	YES	YES	NO	2600	K-3	\$0.00
17-04-07 WILSON ELEM	\$29,190.90	J	NO	NO	YES	0.00X	0.00X	30.00X	0.00X	0.00X	0.00X	0.00X	30.00X	YES	NO	YES	NO	295	K-3	\$0.00
17-04-08 OSBORN ELEM	\$86,788.11	I	YES	YES	YES	0.00X	0.00X	151.00X	0.00X	0.00X	29.00X	0.00X	180.00X	YES	NO	NO	YES	1074	K-3	\$0.00
17-04-14 DREIGHTON EL	\$146,588.15	F	NO	NO	YES	0.00X	0.00X	100.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	NO	YES	YES	78	K-1	\$0.00
7-04-17 TOLLESON EL	\$26,321.38	I	YES	YES	YES	0.00X	1.00X	97.00X	0.00X	1.00X	0.00X	1.00X	100.00X	YES	NO	YES	NO	139	K-3	\$0.00
7-04-21 MURPHY ELEM	\$79,783.01	F	NO	NO	YES	0.00X	0.00X	100.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	NO	NO	NO	50	1	\$0.00
7-04-25 LIBERTY ELEM	\$19,925.75	I	NO	NO	YES	0.00X	0.00X	100.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	NO	YES	NO	327	K-3	\$0.00
7-04-28 KYRENE ELEM	\$136,827.93	I	YES	YES	YES	17.00X	16.00X	52.00X	5.00X	10.00X	0.00X	0.00X	100.00X	YES	NO	YES	NO	217	K-3	\$0.00
7-04-31 BALSZ ELEM	\$66,138.56	I	YES	NO	YES	6.00X	0.00X	30.00X	0.00X	1.00X	0.00X	0.00X	37.00X	YES	NO	YES	YES	68	K-3	\$0.00
7-04-33 BUCKEYE ELEM	\$29,874.50											0.00X								
7-04-38 MADISON ELEM	\$112,378.79	I	NO	NO	YES	0.00X	0.00X	100.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	NO	YES	NO	216	K-3	\$0.00
7-04-40 GLENDALE ELEM	\$218,222.07	I	NO	NO	YES	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	YES	NO	NO	NO	690	K-3	\$0.00
7-04-44 AVONDALE ELEM	\$65,417.84											0.00X								
7-04-45 FOWLER ELEM	\$26,345.60	F	NO	YES	YES	0.00X	0.00X	91.00X	0.00X	9.00X	0.00X	0.00X	100.00X	YES	NO	NO	NO	75	1-3	\$0.00
7-04-47 ARLINGTON ELEM	\$6,953.24	N	NO	NO	NO	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	0.00X	NO	NO	NO	NO			\$0.00
7-04-49 PAOLO VERDE EL	\$5,477.06	F	NO	NO	YES	0.00X	0.00X	154.00X	0.00X	0.00X	0.00X	0.00X	154.00X	YES	NO	YES	NO	68	K-3	\$0.00
7-04-59 LAVERN ELEM	\$53,860.10	F	YES	YES	YES	3.00X	0.00X	95.00X	0.00X	2.00X	0.00X	0.00X	100.00X	NO	YES	YES	NO	180	K-1	\$0.00
04-62 UNION ELEM	\$1,477.67	F	NO	NO	YES	0.00X	0.00X	0.00X	0.00X	100.00X	0.00X	0.00X	100.00X	NO	NO	NO	NO	20	K-3	\$0.00
04-65 LITTLETON EL	\$37,907.38	F	YES	YES	YES	0.00X	4.00X	82.00X	4.00X	10.00X	0.00X	0.00X	100.00X	YES	NO	NO	NO	16	1	\$0.00
04-66 ROOSEVELT	\$306,949.07	F	NO	NO	YES	0.00X	0.00X	100.00X	0.00X	0.00X	0.00X	0.00X	100.00X	YES	NO	YES	NO	185	1-3	\$0.00
04-68 ALHAMBRA ELEM	\$216,482.03	F	YES	YES	YES	1.00X	0.00X	45.00X	1.00X	27.00X	10.00X	5.00X	89.00X	YES	YES	YES	YES	150	K-3	\$0.00
04-79 LITCHFIELD EL	\$38,078.98	I	YES	NO	YES	1.00X	0.00X	89.00X	0.00X	10.00X	0.00X	0.00X	100.00X	YES	NO	YES	NO	549	K-2	\$0.00
04-83 CARTWRIGHT EL	\$405,489.12	I	NO	NO	YES	0.00X	0.00X	73.00X	0.00X	1.00X	16.00X	0.00X	90.00X	NO	NO	YES	YES	1753	K-3	\$0.00

LEGISLATIVE STUDY OF K-3 ADDITIONAL FUNDS
 RDE School Finance Section
 2/28/86

DISTRICT NAME	K-3 FUNDS	STATUS	DYMT	SERV	IMPLMT	PRGM	IN-SERVICE	PERSONNEL	CONSULT	MATERIALS	CAPITAL	OTHER	FOR	TOTAL PERCENTAGE	NEW PRSNL	HIRR	ADDTL STAFF	PROCS CAP	OTHER	NO. OF CHILD	GRADE LEVEL	FUNDS NOT	
07-04-92 FENDERCAST EL	\$83,986.95													0.00%	100.00%	YES	NO	NO	NO	157	K-3	\$0.00	
08-02-01 LAKE HARVISH UN	\$68,551.15	I	NO	YES	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-03 HICKBERRY ELEM	\$64.68													0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-04 KINGDOM EL	\$88,865.85	I	YES	NO	0.00%	93.00%	0.00%	0.00%	18.00%	0.00%	0.00%	0.00%	0.00%	0.00%	103.00%	YES	NO	NO	1,368	K-3	\$0.00		
08-04-06 OWENS HILLNEY	\$276.58													0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-08 PERCH SPRINGS	\$7,269.77													0.00%	100.00%	NO	NO	NO				\$0.00	
08-04-09 LITTLEFIELD EL	\$990.38	I	YES	NO	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	NO	NO	NO	24	K-3	\$0.00		
08-04-11 CHLORIDE ELEM	\$3,786.84	I	NO	NO	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	56	K-3	\$0.00		
08-04-12 TOPOCK ELEM	\$2,086.71	I												0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-13 YUKON ELEM	\$779.24													0.00%	100.00%	NO	NO	NO				\$0.00	
08-04-14 COLORADO CITY EL	\$20,589.19													0.00%	100.00%	NO	NO	NO				\$0.00	
08-04-15 BALLHEAD CITY EL	\$44,377.70	I	YES	YES	0.00%	0.00%	0.00%	11.00%	38.00%	3.00%	0.00%	0.00%	0.00%	52.00%	NO	NO	YES	YES	NO		\$20,000.00		
08-04-16 WARREN VLY EL	\$19,011.23													0.00%	100.00%	NO	NO	NO	6	1-3	\$0.00		
08-04-22 VALENTINE EL	\$1,289.27	I	YES	NO	0.00%	50.00%	0.00%	0.00%	41.00%	0.00%	0.00%	0.00%	0.00%	91.00%	NO	NO	YES	NO			\$0.00		
08-04-23 WINSLOW UNIFIED	\$58,438.12	I	YES	YES	1.00%	83.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	104.00%	YES	NO	NO	NO	57	K-1	\$0.00		
08-04-24 JOSEPH CITY UNIF	\$10,238.27													0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-25 HOLBROOK UNIF	\$37,494.77	I	YES	YES	3.00%	2.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.00%	NO	NO	YES	NO	NO		\$0.00		
08-04-26 SNAPE UNIF	\$67,331.68	F	NO	NO	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	1175	K-3	\$0.00		
08-04-27 SNAPE UNIF	\$42,856.86	I	NO	NO	0.00%	71.00%	5.00%	24.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	YES	NO	NO	26	2	\$0.00		
08-04-28 WHITTAKER UNIF	\$32,318.89	I	YES	YES	0.00%	39.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	36.00%	YES	YES	YES	YES	NO	238	K-3	\$0.00	
08-04-29 CEDAR UNIFIED	\$18,492.39													0.00%	100.00%	NO	NO	NO				\$0.00	
08-04-30 MONTICELLO UNIF	\$42,726.31	I	YES	YES	50.00%	10.00%	10.00%	10.00%	5.00%	0.00%	0.00%	0.00%	0.00%	15.00%	NO	NO	YES	NO	540	K-3	\$0.00		
08-04-31 BLUE RIDGE UNIF	\$36,344.82	I	NO	NO	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	618	K-3	\$0.00		
08-04-32 TUCSON UNIFIED	\$1,157,468.84	I	YES	YES	6.00%	48.00%	1.00%	1.00%	24.00%	0.00%	0.00%	0.00%	0.00%	89.00%	YES	YES	YES	NO	17808	K-3	\$0.00		
08-04-33 WARRAWA UNIFIED	\$119,368.79	I	YES	YES	0.00%	52.00%	3.00%	27.00%	0.00%	0.00%	0.00%	0.00%	0.00%	55.00%	YES	YES	YES	YES	NO	485	K-3	\$0.00	
08-04-34 FLOWING WELLS	\$93,931.66	I	YES	YES	0.00%	58.00%	0.00%	0.00%	41.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	1468	K-3	\$0.00		
08-04-35 APPLHARTIER	\$287,879.84	F	NO	NO	0.00%	81.00%	1.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	YES	YES	YES	YES	1944	K-3	\$0.00		
08-04-36 SPRAYDE UN	\$271,172.92	I	YES	YES	7.00%	102.00%	2.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	111.00%	YES	NO	NO	NO	157	K-3	\$0.00		
08-04-37 TRUCKEE VERDE UN	\$25,916.26	F	NO	NO	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	69	K-3	\$0.00		
08-04-38 AJO UNIFIED	\$18,738.61	I	YES	NO	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	263	1-3	\$0.00		
08-04-39 CAROLINA FOOTBALL	\$41,539.24	F	NO	NO	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO			\$0.00		
08-04-40 SAHARITA UN	\$27,073.17													0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-41 INDIAN ONTIS UN	\$23,375.92													0.00%	100.00%	YES	NO	NO				\$0.00	
08-04-42 WAIL ELEM	\$9,427.89	I	NO	YES	3.00%	0.00%	0.00%	0.00%	11.00%	0.00%	0.00%	0.00%	0.00%	86.00%	YES	NO	NO	NO	175	K-3	\$0.00		
08-04-43 SAN FERRANDO	\$19,919.96	I	YES	NO	0.00%	0.00%	0.00%	22.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	NO	NO	NO	NO	18	K-3	\$0.00		
08-04-44 EMPIRE ELEM	\$633.91	I												0.00%	100.00%	YES	NO	NO				\$0.00	

2/28/86

DISTRICT NAME	K-3 FUNDS	PRGM STATUS	IN DYPMT	PRGM SERV	INPLMT	% FOR MGMT/ADM	% IN-SERVICE PURCHASES	% INSTRUCT PERSONNEL	% CONSULT SERVICES	% FOR MATERIALS	% CAPITAL OUTLAY	% FOR OTHER	TOTAL PERCENTAGE	NEW PRSNL	HIRE TEMP PERS	ADDTL STAFF ACTIVITY	PRCHS CAP OUTLAY	OTHER	NO. OF CHILD PART.	GRADE LEVEL	FUNDS NOT K-3	
10-03-39	CONTINENTAL EL												0.00%									
10-03-44	REDINGTON EL												0.00%									
10-03-51	MARY E. DILL EL												0.00%									
11-01-00	MARY C. O'BRIEN	I	YES	YES	YES	0.00%	25.00%	5.00%	10.00%	0.00%	60.00%	0.00%	100.00%	YES	NO	YES	YES		25	K-6	\$0.00	
11-02-01	FLORENCE UNIF												0.00%									
11-02-03	RAY UNIFIED	I	NO	YES	YES	0.00%	0.00%	31.00%	0.00%	21.00%	52.00%	0.00%	104.00%	NO	NO	YES	YES		54	2-3	\$0.00	
11-02-08	WYOMOTH/SAN MAN												0.00%									
11-02-15	SUPERIOR UNIF	I	NO	NO	YES	0.00%	0.00%	44.00%	0.00%	1.00%	5.00%	0.00%	50.00%	YES	NO	YES	YES		294	K-3	\$0.00	
11-02-20	MARICOPA UNIF	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	NO	70	3	\$0.00	
11-02-21	COOLIDGE UNIF	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	NO	450	K-1	\$0.00	
11-02-43	APACHE JUNCTION	I	YES	NO	YES	04.00%	0.00%	0.00%	0.00%	1.00%	15.00%	0.00%	100.00%	YES	NO	NO	YES		009	K-3	\$0.00	
11-03-02	DRACOLE ELEM												0.00%									
11-03-44	J. O. COMBS EL	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO		31	K-3	\$0.00	
11-04-04	CASA GRANDE EL	I	YES	YES	YES	29.00%	13.00%	45.00%	0.00%	7.00%	0.00%	6.00%	100.00%	YES	NO	YES	NO				\$0.00	
11-04-05	RED ROCK EL												0.00%									
11-04-11	ELDY ELEM	I	YES	NO	YES	0.00%	0.00%	12.00%	0.00%	0.00%	123.00%	0.00%	135.00%	NO	NO	NO	YES		503	K-3	\$0.00	
11-04-18	SACATON ELEM												0.00%									
11-04-22	TOLTEC ELEM	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO		121	K-3	\$0.00	
11-04-24	STANFIELD ELEM												0.00%									
11-04-33	PICACHO ELEM	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO		34	K	\$0.00	
2-02-01	MOGUALES UNIFIED	I	YES	YES	YES	0.00%	1.00%	0.00%	0.00%	9.00%	91.00%	0.00%	101.00%	NO	NO	YES	YES		1596	K-3	\$0.00	
2-02-35	SANTA CRUZ VLY	I	YES	YES	YES	0.00%	10.00%	80.00%	2.00%	8.00%	0.00%	10.00%	110.00%	YES	YES	YES	NO		221	K-3	\$0.00	
2-03-28	SANTA CRUZ EL	I	NO	YES	YES	0.00%	6.00%	7.00%	0.00%	3.00%	44.00%	25.00%	85.00%	NO	NO	YES	YES		68	K-3	\$0.00	
2-04-06	PATAGONIA EL	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	YES	NO		52	1-2	\$0.00	
2-04-25	SONOITA ELEM	F	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	NO	NO	YES	NO		24	K-3	\$0.00	
3-02-01	PRESCOTT UNIF	I	YES	YES	YES	0.00%	10.00%	65.00%	0.00%	20.00%	0.00%	5.00%	100.00%	YES	NO	YES	NO		386	K-1	\$0.00	
3-02-20	BAGDAD UNIFIED	I	NO	NO	YES	0.00%	0.00%	82.00%	0.00%	18.00%	0.00%	0.00%	100.00%	YES	NO	YES	NO		40	1-2	\$0.00	
3-02-22	HUMBOLDT UNIF	I	NO	NO	YES	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	YES	NO		35	1	\$0.00	
3-02-28	CAMP VERDE UN	I	NO	NO	YES	0.00%	0.00%	225.00%	0.00%	0.00%	0.00%	0.00%	295.00%	YES	NO	YES	NO		71	K-3	\$0.00	
3-02-31	ASH FORK JT UN												0.00%									
3-02-40	SELIGMAN UNIF	I	NO	NO	NO	0.00%	0.00%	0.00%	0.00%	62.00%	38.00%	0.00%	100.00%	NO	NO	YES	YES	YES	12	1-3	\$0.00	
3-02-43	MAYER UNIFIED	I	NO	YES	YES	0.00%	1.00%	93.00%	0.00%	0.00%	0.00%	0.00%	94.00%	YES	NO	NO	NO		122	K-3	\$0.00	
3-02-51	CHINO VLY UNIF	I	YES	NO	YES	3.00%	0.00%	21.00%	0.00%	0.00%	0.00%	13.00%	37.00%	YES	NO	NO	YES		156	K-1	\$0.00	
3-03-02	WILLIAMSON VLY																					
3-03-07	WALNUT GROVE EL												0.00%									
3-03-14	CHAMPLE ELEM												0.00%									

LEGISLATIVE STUDY OF K-3 ADDITIONAL FUNDS
 DOE School Finance Section
 2/28/86

DISTRICT NAME	K-3 FUNDS	STATUS	INPRG	PRGM	INPRG	PRGM	IMPMT	SERV	IMPMT	FOR	IN-SERVICE	PERSONNEL	CONSULT	FOR	CAPITAL	FOR	OTHER	TOTAL	NEW	HIRE	ADDTL	PRCHS	OTHER	NO. OF	GRADE	FUNDS	
										MENT/ROOM	PURCHASES	PERSONNEL	SERVICES	MATERIALS	OUTLAY	OTHER		PERCENTAGE	TEMP	STAFF	CPY	ACTIVITY	CHILD	LEVEL	NOT		
																							PART.				
13-83-15 SKULL VLY EL	\$1,504.82																	0.00%									
13-83-17 CONGRESS EL	\$3,369.41	T																0.00%								\$8.00	
13-83-23 KIRKLAND EL	\$1,188.33	I	NO	NO	NO	NO	NO	NO	NO	0.00%	0.00%	10.00%	30.00%	0.00%	0.00%	0.00%	0.00%	10.00%	NO	NO	NO	NO	NO	NO	NO		
13-83-26 BEAVER CRK EL	\$4,334.41																	0.00%									
13-83-35 HILLSIDE EL	\$1,063.92																	0.00%									
13-83-41 CROWN KING EL	\$209.96																	0.00%									
13-83-47 RINDON ELEM	\$454.23	T																0.00%									
13-83-58 CROOK ELEM	\$3,890.27																	0.00%									
13-83-52 YARRELL ELEM	\$1,504.82																	0.00%									
13-84-83 CLARK/LE/JEROME	\$5,881.28	F	NO	NO	YES	NO	YES	NO	YES	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	NO	NO	NO	\$8.00	
13-84-86 COTTONWOOD/CRK	\$52,297.37	I	NO	YES	YES	NO	YES	YES	YES	11.00%	83.00%	0.00%	0.00%	0.00%	4.00%	0.00%	0.00%	106.00%	YES	NO	YES	YES	YES	YES	YES	\$8.00	
14-84-01 YUNA ELEM	\$199,332.23	I	YES	YES	YES	YES	YES	YES	YES	7.00%	12.00%	1.00%	1.00%	1.00%	0.00%	0.00%	0.00%	23.00%	YES	YES	YES	YES	YES	YES	YES	\$8.00	
14-84-11 SUMERTON ELEM	\$48,766.83	F	NO	YES	YES	NO	YES	YES	YES	0.00%	40.00%	13.00%	2.00%	0.00%	0.00%	0.00%	0.00%	55.00%	YES	NO	NO	NO	NO	NO	NO	\$8.00	
14-84-13 CARNE ELEM	\$115,438.07	I	NO	NO	YES	NO	NO	YES	YES	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	NO	NO	NO	NO	NO	NO	NO	\$8.00	
14-84-16 HYDER ELEM	\$6,932.63	I	YES	YES	YES	NO	NO	YES	YES	34.00%	7.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	44.00%	NO	NO	YES	NO	NO	NO	NO	\$8.00	
14-84-17 MOHAWK VLY EL	\$8,073.45	I	NO	NO	YES	NO	NO	YES	YES	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	YES	NO	NO	NO	NO	\$8.00	
14-84-24 WELTON ELEM	\$12,514.67	I	NO	NO	YES	NO	NO	YES	YES	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	YES	NO	NO	NO	NO	\$8.00	
14-84-32 GROSDEN ELEM	\$20,918.58	I	YES	YES	YES	YES	YES	YES	YES	0.00%	48.00%	0.00%	0.00%	0.00%	48.00%	12.00%	0.00%	100.00%	YES	NO	YES	NO	NO	NO	NO	\$8.00	
15-82-27 PARKER UNIF	\$43,438.95	I	YES	NO	YES	YES	YES	YES	YES	20.00%	0.00%	0.00%	18.00%	15.00%	25.00%	0.00%	0.00%	95.00%	NO	NO	YES	NO	NO	NO	NO	\$8.00	
15-84-04 QUARTZSITE EL	\$7,540.29	I	YES	NO	YES	YES	YES	YES	YES	12.00%	45.00%	1.00%	1.00%	1.00%	0.00%	0.00%	0.00%	59.00%	YES	NO	YES	NO	NO	NO	NO	\$8.00	
15-84-19 MENDEL ELEM	\$3,810.79	I	NO	NO	YES	NO	NO	YES	YES	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	YES	NO	NO	NO	NO	NO	NO	\$3,810.79	
15-84-26 ROUSE ELEM	\$1,123.46																	0.00%									
15-84-30 SALOME ELEM	\$2,728.48																	0.00%									
=====																											
	\$11,821,987.56																										

IMPLEMENT
 FINLIZED
 NOTIFIED
 TRANSPORT

APPENDIX C

K-3 ADVISORY COMMITTEE

C. Diane Bishop
Superintendent of Public Instruction
1535 West Jefferson
Phoenix, AZ 85007

Mrs. Betty Inman Lee
State Board of Education
350 West McLellan, Villa No. 6
Mesa, AZ 85201
969-9348

Dr. Myrtle Gutierrez
Littleton School District
P. O. Box 280
Cashion, AZ 85329
936-3333

Analee Emery
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
255-5031

Dr. Judith Allen, Ed.D.
Prescott Unified School District
146 South Granite Street
Prescott, AZ 86301
445-5400

Carma Hackett/Dena
Governor's Office for Children
1645 West Jefferson, Suite 420
Phoenix, AZ 85007
255-3191

Michael Reed, Superintendent
Peach Springs Elementary District
P.O. Box 138
Peach Springs, AZ 86434
769-2202

Mr. Eddie Basha
State Board of Education
P. O. Box 448
Chandler, AZ 85224
895-9350

Dr. Patty Horn, Dean
Grand Canyon College
3300 West Camelback Road
P.O. Box 11097
Phoenix, AZ 85061
249-3300

Ms. Nina Robinson
DHS/Child Day Facility
411 North 24th Street
Birch Hall
Phoenix, AZ 85008
220-6448

Mr. Sigmond A. Boloz, Principal
Ganado Unified District
Ganado, AZ 86505
755-3436

Paul Lemons, Superintendent
Miami Unified District
Drawer H
Miami, AZ 85539
425-3271

Ms. Marilyn Ross
Mesa Unified School district
Curriculum & Instruction Dept.
549 North Stapley Drive
Mesa, AZ 85203
890-7031

Mrs. Mary Brock, K-3 Coordinator
Yuma Elementary District
450 Sixth Street
Yuma, AZ 85364
782-1623

Barbara Lutz, K-3 Coordinator
Sunnyside Unified District
2238 East Ginter
Tucson, AZ 85706
294-1411

Mr. Tom Santesteban
Administrator of Personnel & Services
6625 West Cholla
Glendale, AZ 85304
878-1000

Nancy Carder, Principal
La Senita School
3175 Gordon Drive
Kingman, AZ 86401
757-4328

Ms. Deanna McHaney
Stanfield Elementary School
Box 578
Stanfield, AZ 85272
424-3472

Ms. Nedda Shafir
Washington Elementary District
8610 North 19th Avenue
Phoenix, AZ 85021
864-2831

Rachel Encinas, K-3 Coordinator
Nogales Unified District
222 Plum Street
Nogales, AZ 85621
287-4977

Mrs. Rebecca Montano, K-3 Coordinator
1010 East 10th
Tucson, AZ 85719
882-1501

Dr. Elaine Surbeck
CNI/Early Childhood
402 Farmer Building
Arizona State University
Tempe, AZ 85287
965-6034

Ms. Betty Jo Evers
1192 East Avila
Casa Grande, AZ 85222
836-9319

Dr. Don Platz
Northern Arizona University
4331 East Hollygreen
Flagstaff, AZ 86001
523-9011 ext. 2641

Ms. Carol Young
K-3 Program Specialist
15032 North 32nd Street
Phoenix, AZ 85032
867-5215

Mrs. Pat Hays
Amphitheater School District
7870 North Sendero Dos
Tucson, AZ 85704
297-5056

Ms. Bonnie Rabe
Kyrene Elementary School District
8700 South Kyrene Road
Tempe, AZ 85284
496-4600

Dr. Joe Martin, Superintendent
Kayenta Unified District
P.O. Box 337
Kayenta, AZ 86033
697-3251

Gerry Hembrode, Principal
2296 Paseo Cielo
Tucson, AZ 85741
623-1121

APPENDIX D

ARIZONA STATE BOARD OF EDUCATION

THIRD GRADE ESSENTIAL/EXIT SKILLS

MATHEMATICS

A. Numbers

1. Uses and/or manipulates whole numbers to count by 1's, 2's, 5's, and 10's to 100.
2. Reads and writes numerals through 999.
3. Writes the numeral represented by objects grouped by hundreds, tens and ones.
4. Compares numbers through 999.
5. Demonstrates mastery of addition and subtraction facts.
6. Adds and subtracts up to three digit numbers with and without regrouping.
7. Demonstrates understanding of the meaning of addition and subtraction by solving story problems.
8. Uses concrete materials to recognize, represent and compare halves, thirds and fourths.
9. Applies math skills to real life situations and concepts.
10. Uses estimates to predict and check recommendation of results.

B. Measurement

1. Selects and uses the appropriate unit of measure and measuring instrument for a given situation.
2. Tells time by use of both digital and conventional clocks.
3. Uses manipulatives to demonstrate knowledge of money.

C. Geometry

1. Uses visual attributes and relationships to identify, classify and describe common geometric figures.

D. Graphs

1. Constructs and interprets graphs and tables.

CARTWRIGHT SCHOOL DISTRICT NO. 83

3401 NORTH 67TH AVENUE
PHOENIX, ARIZONA 85033-4599

PROJECT HELPING-HAND

Arizona has enacted legislation that allows for extended-day school programs for Kindergarten through Third Grade, designated to fit the needs of children functioning below grade level but not currently being served by special education programs.

Cartwright School District's PROJECT HELPING-HAND is a voluntary, after-school program to supplement the instruction received by a student during regular school hours. Selected teachers will tutor students in reading and/or math skills. Instruction will be direct and personalized. Motivational success-oriented materials will be utilized. There will be a maximum of ten (10) students per session. The program begins September 16, 1985, and ends April 11, 1986. Tutoring sessions will be held after school hours, for one (1) hour per day, 2 to 4 days per week. Parent involvement will be an essential part of the program.

STUDENT ELIGIBILITY:

Students scoring below grade level in math and/or reading on the state-mandated ITBS - Iowa Test of Basic Skills, will be eligible.

YOUR CHILD is eligible for this special program. Please complete the attached permission slip and return it to your child's teacher. For additional information about times and dates, please contact your school's office.



APPENDIX F

CARTWRIGHT SCHOOL DISTRICT NO. 83
PROJECT HELPING-HAND
- PERMISSION SLIP -



STUDENT _____

SCHOOL _____

TEACHER _____

GRADE _____

Yes, I give permission for my child to participate in PROJECT HELPING-HAND. I understand that I will be responsible for transportation home after the tutoring session.

I do not give permission for my child to participate in PROJECT HELPING-HAND.

Parent/Guardian Signature _____

K-3 IMPROVEMENT

ALL-DAY KINDERGARTEN

The **All-Day Kindergarten Program** is designed for those students who have been identified as being "high risk", as compared to other students his/her age. The child will benefit by having increased instructional time, a small class size, and the use of a variety of instructional approaches and materials.

TRANSITION-FIRST GRADE

The **Transition-First Grade Program** is for students who, upon completion of their kindergarten year, are still not at the appropriate developmental level necessary for success in the regular first-grade curriculum. The child will benefit from the smaller class size and a variety of instructional approaches and materials. At the end of the year, the child will either progress to a regular first grade classroom or be promoted to second grade.

BASIC-SKILLS SECOND GRADE

The **Basic-Skills Second Grade** is for students who upon completion of their first-grade year, are not at the appropriate academic level necessary to experience success in a regular second-grade curriculum. These students are in need of intense instruction in math and language arts. The child will benefit from the smaller class size and a variety of instructional approaches and materials. At the end of the year, the child may progress to a regular second-grade classroom or be promoted to third grade.

BASIC-SKILLS THIRD GRADE

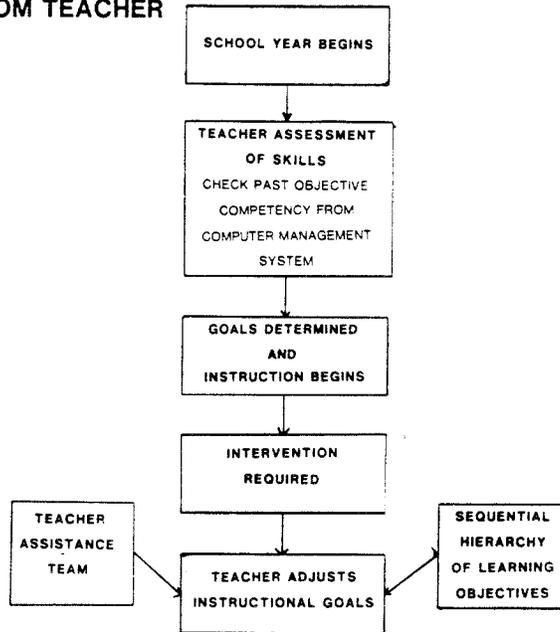
The **Basic-Skills Third Grade** is for those students who upon completion of their second-grade year are not at an appropriate academic level to experience success in a regular third-grade classroom. These students are in need of intense instruction in math and language arts. The child will benefit from the smaller class size and a variety of methods and materials. At the end of the year, the child may progress to a regular third-grade classroom or be promoted to fourth grade.

EXCEL LAB

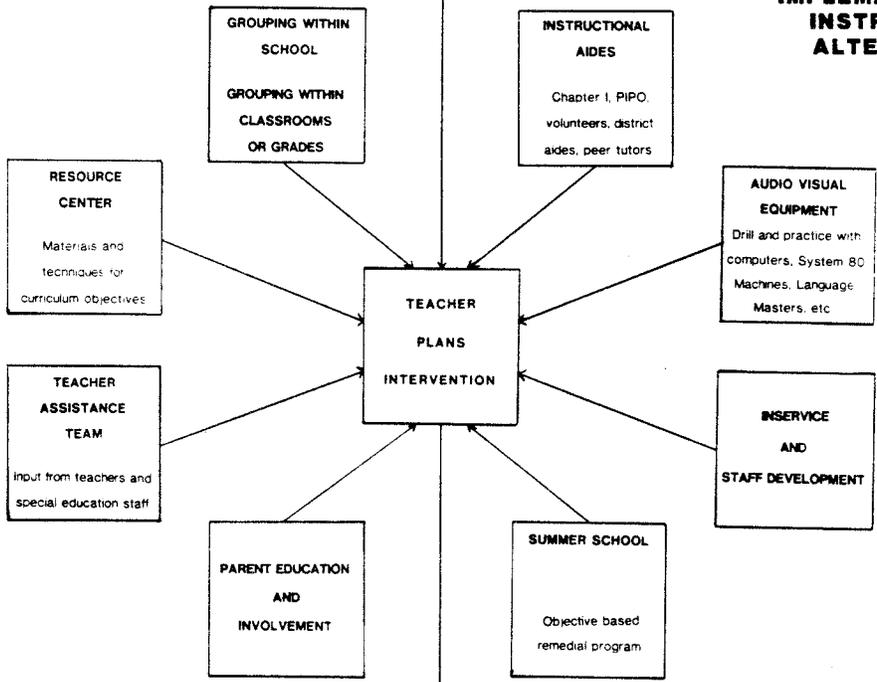
The **EXCEL Lab** is for students in grades 1-3 and students identified as Migrant who are in need of assistance in reading and/or math. They will receive daily services in a multi-media setting with computer-assisted instruction.

**INSTRUCTIONAL ALTERNATIVES
FOR THE CLASSROOM TEACHER**

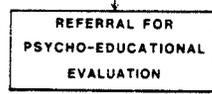
IDENTIFICATION



**IMPLEMENTATION OF
INSTRUCTIONAL
ALTERNATIVES**



**FURTHER
ASSESSMENT**



SCAN BOTH SIDES WITH ONE PASS

K-3 PROGRAM REPORT // AGGREGATE //
(N=222)

Y N
1 (A) (B) (C) (D) (E)

Y N
2 (A) (B) (C) (D) (E)

Y N
3 (A) (B) (C) (D) (E)

Y N
4 (A) (B) (C) (D) (E)

Y N
5 (A) (B) (C) (D) (E)

Y N
6 (A) (B) (C) (D) (E)

Y N
7 (A) (B) (C) (D) (E)

Y N
8 (A) (B) (C) (D) (E)

Y N
9 (A) (B) (C) (D) (E)

Y N
10 (A) (B) (C) (D) (E)

Y N
11 (A) (B) (C) (D) (E)

Y N
12 (A) (B) (C) (D) (E)

Y N
13 (A) (B) (C) (D) (E)

Y N
14 (A) (B) (C) (D) (E)

Y N
15 (A) (B) (C) (D) (E)

Y N
16 (A) (B) (C) (D) (E)

Y N
17 (A) (B) (C) (D) (E)

Y N
18 (A) (B) (C) (D) (E)

Y N
19 (A) (B) (C) (D) (E)

Y N
20 (A) (B) (C) (D) (E)

As you reflect on the K-3 Program as designed and implemented in 1986-87 at your school, please give an overall assessment mark for each aspect listed below.

INSTRUCTION:

Please use a #2/2.5 pencil to darken the appropriate circle to the left. Mark as follows:

- Effective this year A
- Needs improvement B
- Should be added C
- Does not apply D

ASPECTS OF K-3 PROGRAM, 1986-87

1. Test Team (Dr. Burton, June Larson)
2. Student identification process
3. Involvement of teacher aides
4. District inservice
5. Building inservice
6. Parental involvement
7. Communication among principal, teachers, aides, parents
8. Growth in positive feelings of students
9. Increase in student learning
10. Involvement of principal
11. Materials and working conditions
12. Involvement of teacher
13. Involvement of support team (psychologist, reading specialist, etc.)

	A	B	C	D
1	84	63	4	60
2	126	85	1	5
3	148	33	8	27
4	79	115	8	12
5	93	91	17	15
6	50	79	36	47
7	141	66	6	3

8	196	17	1	6
9	190	23	2	3
10	162	28	7	21
11	100	100	10	4
12	184	23	6	4
13	95	54	30	32

- INSTRUCTIONS
- Use a No. 2 Pencil
 - Fill circles completely
 - Erase cleanly

SURVEY NAME: K-3 Program Assessment

Comment on specific aspects of the K-3 Program as implemented in your building. Please use reverse side.

When completed, return to Liaison Teacher Representative. Please do not fold.

SURVEY NUMBER

SURVEY B Form No. 10227

APPENDIX J

Table 23

Summary of 1986-87 K-3 Program Components by School

School	Computer Assisted Instruction	Home Instruction	Instructional Aides	Materials/Equipment	Motor Skills Development	Parent Training	Resource Consultants	Staff Training	Teacher Tutoring	Other
Blenman			X					X		
Bloom		X							X	
Bonillas			X	X		X		X		X
Booth			X	X		X	X	X		
Borman	X		X	X		X		X		
Borton	X				X					
Brichta			X	X						X
Cavett							X			
Collier	X		X	X				X		X
Corbett			X	X		X	X	X	X	
Cragin			X							
Davidson	X		X	X		X		X		X
Davis			X					X		
Dietz			X					X		
Drachman						X				X
Duffy	X		X					X		
Dunham	X		X							
Erickson	X		X							
Ford			X	X					X	
Fort Lowell			X	X	X	X				X
Fruchthendler	X		X	X				X		
Gale			X							
Henry			X					X		
Holladay				X			X	X		X
Hollinger		X	X			X		X		
Howell			X	X			X	X		X
Hudlow			X				X	X		X
Hughes			X	X						

Table 23

Summary of 1986-87 K-3 Program Components by School (contd.)

School	Computer Assisted Instruction	Home Instruction	Instructional Aides	Materials/ Equipment	Motor Skills Development	Parent Training	Resource Consultants	Staff Training	Teacher Tutoring	Other
Jefferson Park	X						X			X
Keen			X							
Kellond			X	X		X				
Lawrence	X		X	X			X	X		X
Lineweaver							X	X	X	
Lynn			X							X
Lyons	X		X				X			
Manzo			X	X		X				X
Marshall	X		X							
Menlo Park	X		X	X		X	X			
Miles ELC						X				X
Miller			X							
Mission View			X	X	X		X			
Myers-Ganoung			X	X		X	X			
Ochoa						X	X			X
Pueblo Gardens			X	X			X			
Reynolds	X		X	X		X	X			
Richey							X			
Roberts		X	X			X				
Robison			X	X			X			
Rogers	X					X	X			X
Rose			X	X		X	X			
Roskruge	X		X							
Safford							X			X
Schumaker	X		X					X		
Sewell	X		X	X			X	X		
Smith			X				X			
Steele			X							

Table 23

Summary of 1986-87 K-3 Program Components by School (contd.)

School	Computer Assisted Instruction	Home Instruction	Instructional Aides	Materials/ Equipment	Motor Skills Development	Parent Training	Resource Consultants	Staff Training	Teacher Tutoring	Other
Tolson		X	X			X				
Tully			X	X		X		X		X
Van Buskirk				X			X			
Van Horne	X		X							
Vesey	X		X				X	X		
Warren			X							
Wheeler	X		X							
White	X	X	X							
Whitmore			X							
Wright		X	X			X		X		
Wrightstown			X							
Urquides			X	X		X				
Number of Schools	22	6	55	27	3	22	15	30	5	21
Percent of Schools	32%	9%	81%	40%	4%	32%	22%	44%	7%	31%

Table 21

Principal's Assessment of 1986-87 K-3 Program

Program Component	N	Rating
Computer Assisted Instruction/Computer Aide	17	2.77
Instructional Aides	42	2.38
Inservice Training	22	2.23
Tutors	6	2.17
Materials and Equipment	15	2.07
Arts Instruction	7	2.00
Parent Involvement	9	2.00
<hr/>		
OVERALL PROGRAM	14	2.07

Key: 1 = improvement needed, 2 = satisfactory, 3 = excellent

How K-3 Program Implementation Differed from Proposed Program	N	Percent
Implemented as proposed	30	56
Purchased less materials/equipment	6	11
Changed parent component	4	7
Changed inservice component	4	7
Changed amount of instructional aide time	3	6
Changed resource consultant component	3	6
Other	4	7

Most Positive Impact of K-3 Program	N	Percent
Use of instructional aides	18	33
Staff inservice training--inanced teacher morale and communication	18	33
Assisting students with academic problems who don't qualify for other services	16	30
Increase in teaching time and individualized instruction for target students	11	20
Counselor to assist with student crises and staff and parent training	8	15
Acquisition of materials and equipment	4	7
Computer assisted instruction and computer literacy program	6	11
Enrichment of curriculum	6	11
Other	10	19

Table 21

Principal's Assessment of 1986-87 K-3 Program (contd.)

Major Problems Encountered with K-3 Programs	N	Percent
General administrative problems, such as scheduling and monitoring	21	39
Personnel problems, particularly in hiring and scheduling competent aides	16	30
Assessment problems, such as using appropriate assessment measures	10	19
No major problems	9	17
Inadequate spacial and fiscal resources	4	7
Inadequate parent involvement	4	7
Other	6	11

Suggestions for Improving K-3 Programs	N	Percent
Improve selection and training of aides and increase amount of aide time	15	28
Improve program planning process	15	28
Better coordinate K-3 inservices with district inservices and provide additional K-3 inservices	13	24
Modify curriculum and content areas that are addressed by K-3 programs	12	22
Modify assessment procedures	4	7
Provide more student counseling	3	6
Standardize materials and equipment used in K-3 classrooms	3	6
Other	9	17

Table 22

Teacher's Assessment of 1986-87 K-3 Programs

Assessment of School's Overall K-3 Programs	N	Percent
Improvement needed	44	13
Satisfactory	152	47
Excellent	130	40
TOTAL	326	100

Most Positive Impact of K-3 Programs	N	Percent
Instructional aides were valuable--at risk students received more individual help, all students received more instruction	259	77
Inservice training was very helpful	123	36
Additional materials and equipment	74	22
Target students benefitted--increased academic progress, improved self-concepts, increased enthusiasm for learning	64	19
Using computers as a teaching tool	49	14
Having access to consultants/specialists--counselor, resource teacher	39	12
Enrichment of curriculum	34	10
Enhancement of staff working relationships	22	7
Other	43	13

Major Problems Encountered With K-3 Programs	N	Percent
Use of instructional aides--inadequate planning time with aides, scheduling problems, inadequate aide time, inadequate aide training	99	32
No major problems	84	27
Use of materials--materials not received, insufficient amounts of materials, materials arrived late	62	20
Administrative problems--implementing programs in a timely manner and as planned, scheduling problems	55	18
Use of funds--lack of agreement as to how funds should be used	35	11
Personnel related problems--hiring, retaining and scheduling qualified personnel	20	7
Assessment--finding appropriate measures, timing of testing	19	6
Other	37	12

Table 22

Teacher's Assessment of 1986-87 K-3 Programs (contd.)

Suggestions for Improving K-3 Programs	N	Percent
Instructional aide program--provide more aide time, provide more planning time with aides, retain current aides, have aides ready to start at beginning of year, provide more training	145	45
Administrative--improve communication regarding expectations and timelines, begin planning earlier, implement programs earlier	85	26
Inservices--have more hands on workshops, have more summer inservices	66	20
Material/equipment--have more materials available, simplify ordering process, order materials earlier	59	18
Personnel--have more resource specialists, provide more counseling	43	13
Funds--provide more funds, involve teachers more in how funds are spent	31	10
Assessment--use uniform measures, use Gesell more	31	10
Program changes--use collaborative reading, expand computer program	29	9
Time--allow more time for program planning and completing paper work	27	8
Enhance parent involvement	12	4
Other	44	14

Table 24
Analysis of 1986-87 Computer Assisted Instruction (CAI)
Test Data Broken Down by School and Grade¹

School	Number Students	Percent of Test Items Correct		Significant Difference?
		Pretest Mean	Posttest Mean	
Erickson	243	43	71	Yes
Lyons	89	57	70	Yes
Wheeler	124	66	86	Yes
<u>Grade</u>				
Kindergarten	84	37	56	Yes
First	80	56	79	Yes
Second	153	58	84	Yes
Third	138	52	75	Yes

TOTAL	456	52	75	Yes

Relationship Between Amount of CAI Time and
Computer Literacy at Erickson Elementary School

Grade	N	Correlation	Statistically Significant?
First	38	.00	No
Second	67	-.07	No
Third	10	.10	No

TOTAL	159	.14	Yes

¹Used to evaluate Computer Assisted Instruction program component.

Table 29

Analysis of 1986-87 Scott-Foresman Reading Test
Data Broken Down by School and Grade

Comparison of Pretest-Posttest Percent Correct Mean Scores

School	Number of Students	Percent Correct		Significant Difference?
		Pretest Mean	Posttest Mean	
Brichta ¹	18	83.17	93.06	Yes
Cragin ¹	18	79.75	87.09	Yes
Duffy ¹	35	69.20	87.94	Yes
Erickson ¹	78	46.85	73.06	Yes
Lineweaver ²	3	79.67	83.33	Yes
Myers-Gangung ¹	21	33.35	81.24	Yes
Schumaker ¹	83	51.05	76.95	Yes
Smith ¹	54	83.69	97.49	Yes
Wheeler ¹	50	50.28	86.07	Yes
Wrightstown ¹	25	65.34	90.89	Yes
<u>Grade</u>				
First	181	70.53	91.29	Yes
Second	96	37.73	72.96	Yes
Third	92	61.14	80.43	Yes
Self-Contained	16	56.25	81.86	Yes
Special Education				

TOTAL	385	59.55	83.73	Yes

¹Used to evaluate Instructional Aide program component.

²Used to evaluate Teacher Tutoring program component.

Table 42

Summary of Strength of Findings for 1986-87 K-3 Program Evaluation Results

Program	Strength of Findings				
	Insufficient Data	No Evidence	Some Evidence	Moderate Evidence	Strong Evidence
<u>Districtwide</u>					
Young Fives	X	X			
Staff Development					X
<u>Project 3T</u>					
Teacher Attitudes			X		
Student Achievement		X			
<u>Site Specific</u>					
<u>Computer Assisted Instruction</u>					
Computer Literacy				X	X
Academic Achievement				X	
Home Instruction	X				
<u>Instructional Aides</u>					
Academic Achievement				X	
Self-Concept			X		
Materials and Equipment				X	X
Motor Skills Development			X		
Parent Training	X				
<u>Resource Consultants</u>					
Academic Achievement			X	X	X
Self-Concept		X	X		
Teacher Tutoring	X				
Other Programs	X		X		

The chart below lists the identification instruments, criterion level and/or grade equivalent necessary to qualify for K-3 funds.

Required: Those scores definitely considered.

Optional: Additional data.

Support Team: Includes all professionals who work with student.

KINDERGARTEN	FIRST GRADE	SECOND/THIRD GRADE
<p>FALL:</p> <p>No formal testing. (Kdg. aide provides general assistance - one on one when necessary)</p> <p>Optional: Brigance K-1 Screen 74/100 Teacher observation Teacher-made tests Student work Support Team data</p> <p>SPRING:</p> <p>Required: District-wide testing (75% or 4th. Stanine)</p> <p>Optional: Brigance Screen (use First form) Teacher Judgement Teacher-made tests Student work Support Team data</p>	<p>FALL:</p> <p>Required: Spring Kdg. scores Lippincott (new students) 75% Other norm-referenced tests (new students)</p> <p>Optional: Brigance K-1 Screen 74/100 Program Tests Teacher Judgement Teacher-made tests Student work Support Team data</p> <p>SPRING:</p> <p>Required: ITBS 1.4 CUES 7.0%</p> <p>Optional: Program Tests Teacher Judgement Teacher-made tests Student work Support Team data</p>	<p>FALL:</p> <p>Required: ITBS scores (1.4 or 2.4 respectively in Reading, Math or Language) Other norm-referenced tests (new students)</p> <p>Optional: CUES Program Tests Teacher Judgement Teacher-made tests Student work Support Team data</p> <p>SPRING:</p> <p>Required: ITBS 2.4 or 3.4 CUES 7.0%</p> <p>Optional: Program Tests Teacher Judgement Teacher-made tests Student work Support Team data</p>

APPENDIX E