

A DIFFERENTIAL ANALYSIS OF
CURRICULUM AND INSTRUCTIONAL PROFILES
IN HIGH AND LOW ACHIEVING
URBAN ELEMENTARY SCHOOLS

By

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To Sandie, Julie and Scott

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Abstract of Dissertation Presented to the Graduate Council
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Chairman: William M. Alexander

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Purpose of Study

The purpose of this study was to develop and implement, for subsequent program evaluation purposes, a procedure for observing and quantifying curriculum and instructional practices as implemented within alternate elementary schools and classrooms.

Procedure

Third grade classrooms in four urban elementary schools, selected on the basis of high (2 schools) and low (2 schools) median student performance on standardized tests, were observed during the spring of 1974 to detect differences in curriculum and instructional practices. The presence or absence of pre-specified curriculum and instructional elements was recorded.

Elements were grouped into components and components were grouped into factors. Curriculum and Instructional (C & I) Profiles were constructed from the patterns of those elements recorded as present in observed learning situations.

Instructional Activity and Classroom subprofiles were also identified. Fifteen distinct Instructional Activity profiles and twelve distinct Classroom profiles were noted. Frequency distributions of profiles by school were prepared and tabulated in a 12 by 15 matrix. Comparisons by frequency and percentage between high and low achieving schools were made.

Results and Conclusions

The study hypothesized: 1) differences among schools in types and frequencies of profiles, 2) a greater variety of types of C & I Profiles within high achieving schools than within low achieving schools and 3) a greater frequency per type of observed C & I Profile in low achieving schools than in high achieving schools.

Results supported hypothesis one in all instances. Hypothesis two was supported when only Classroom Profiles or total C & I Profiles were considered. It was not supported when only Instructional Activity Profiles were examined. Hypothesis three, like hypothesis two, was supported when only Classroom Profiles or total C & I Profiles were considered.

The study concluded that basic components of the curriculum and instructional programs as implemented within elementary classrooms can be quantified and depicted in a profile format. These profiles can be used to compare or contrast the presence or absence of curriculum and instructional elements for program evaluation or other purposes.

Basic differences were found to exist between the curriculum and instructional profiles observed within the classrooms of the high and low achieving elementary schools studied. These differences were related to differential grouping practices within the Classroom Profile. The low achieving schools used traditional grouping practices of one teacher/class in self-contained, regular classrooms in average to poor condition, with heterogeneously grouped students. The high achieving schools used a variety of grouping practices including homogeneous grouping by subject, semi-departmentalized classroom organization, teacher plus aides, and two or more teachers combining/alternating classes in team teaching situations.

Few differences, however, were found between high and low achieving schools in the types of instructional activity profiles observed, including instructional method, agent, and types of printed and audio-visual resources. Differences among individual schools were noted in some profiles but disappeared when low and high achieving schools were summated.

The results obtained in this study are exploratory and observational. No experimental manipulations were made to determine if student achievement could be increased by altering grouping practices. Further work must be performed before any sound relationship between these variables can be established.

Implications for Action and Further Research

A replication of this study involving a substantially larger population of schools, perhaps the ten high achieving and ten low achieving schools, is recommended. If results indicate the same differences in grouping practices as discovered herein, experiments in altering grouping practices in low achieving schools should be executed to observe any changes in student achievement.

Public school administrators and evaluators charged with preparing program evaluation reports can utilize the C & I Profile Analysis technique to capture curriculum and instructional process data. Educational planners should be able to use the technique for establishing instructional process goals. If it is deemed desirable to reinforce the occurrence of specific C & I Profiles, the technique can be used in teacher training as are many other classroom observation techniques.

CHAPTER I
BACKGROUND OF STUDY

Today, as perhaps never before, members of an "accountability conscious" public are raising basic questions about what is happening within the classrooms of American public schools. Typical questions include:

"What are students learning?"

"How are students taught?"

"Which programs are better?"

"What resources are needed?"

"Is public tax money being wasted?"

Americans have long been interested in the status of their public school system and have generally regarded it with intense idealism. "The idealism which has its roots, along with those of the constitution of the United States, in the founding days of the Nation is perhaps best expressed in these last years of the century as a firm belief in the right of all Americans to an opportunity for an equal education" (15:1). And in the best of American tradition, the demand is for nothing less than the best.

Recent economic events, however, have forced the reexamination of methods as well as levels of public

finance for that ideal. In many regions, heavy tax burdens, coupled with unchecked inflation and increasing pupil enrollments, have caused major taxpayer revolts against school financing. Consequences generally have included bond issue failures as well as more demanding questions about accountability.

Responding to the political pressures created by the accountability movement, more and more public school administrators appear to be turning to educational program evaluation. This trend is evidenced by the increasing number of evaluation and research personnel being added to public school administrative staffs. Obviously employed to fulfill the increased demand for routine information, such personnel also find themselves being asked such questions as:

"Which programs really work?"

"What is happening instructionally?"

"Who is not performing adequately?"

"What is the cost effectiveness?"

"Can we get the best for less?"

Precedence for these types of questions has already been established within federal legislation. Responding to the national furor created by the Russian launching of Sputnik in 1957, Congress enacted the National Defense Education Act of 1958. This act was subsequently characterized as "the first legislation passed by the United

States Congress that potentially could affect the education of every public school child in the nation" (16).

The manual of instruction, written by the staff of the Bureau of National Defense Education Act as a guide for school districts submitting projects under Title III, contained the following Section.

4.66 Plan for Evaluating the Program

- a. Describe the evaluation procedures to be used in determining whether students have attained the objectives; acquired the experience, knowledge, and skills; and developed the attitudes outlined in the description of this project (16).

This probably represented the first major request by the government for information dealing with educational evaluation.

Results, however, were somewhat disappointing. A 1963 state evaluation report of Title III activities in California revealed that "approximately one-half of one percent of the responses (to a department questionnaire) described a research design that evaluated the effectiveness of a changed program" (12).

In 1967, Congress amended the Elementary and Secondary Education Act of 1965 to require an annual evaluation report by the U. S. Commissioner of Education to measure the effectiveness of programs funded under legislation (14).

Most subsequent educational legislation contains similar requirements. Today U. S. Office of Education Rules and Regulations require that "Each project shall

include procedures for effective evaluation of the extent to which project objectives are being met" (10).

The Duval County Public School System (Jacksonville, Florida) receives substantial funding each year under N. D. E. A. Title III, E. S. E. A. , as well as numerous other pieces of federal legislation. One of the twenty-five largest school systems in the nation, Duval County also receives funding under Follow Through, Emergency School Assistance Act, Vocational Educational Act, Educational Professional Development Act, and others. It receives special state monies for educational research and development as well.

To fulfill the program evaluation requirements, the administration has employed professional evaluators to design and implement evaluation procedures. Generally these have been restricted to projects whose budgets were capable of supplying needed resources for evaluation. Additionally, external evaluation contractors have been used in some instances.

To coordinate these activities the county administration has created a program evaluation unit under the direction of a county paid supervisor. All evaluation personnel are assigned to this unit and respond administratively to this supervisor rather than the project coordinator. It is believed that this procedure adds more objectivity to the evaluation process. All external evaluation contracts are also coordinated by this unit.

Other rationales for a centralized program evaluation unit also exist. By concentrating evaluation talent a well-balanced evaluation team can be assembled, with each member supplying selected strengths. Such strengths include differentiated backgrounds in statistical analysis, research methodology, data processing, evaluation design, curriculum and instructional theory, measurement theory and elementary and secondary school experience. Evaluation reports can thus be prepared by qualified staff who are familiar with local problems and are sufficiently removed from individual projects to be able to evaluate objectively. Increased efficiency and lower overhead (travel, management, etc.) are additional side benefits.

Equally important for the public school system, this approach is providing a research setting for examining the evaluation process itself. The development and implementation of alternate evaluation strategies (at federal expense) can provide useful data to the district regarding the feasibility and cost effectiveness of implementing similar or modified procedures within regular school settings. Can experimental models work within a public school environment? To what degree can school-based evaluation models be designed and implemented like those in special projects? Can educational program audits, so useful in special projects evaluation, also be adapted to regular district programs? Questions of this nature have become of great concern to program evaluators in this district. They realize that the

ultimate value of program evaluation, as a process, will be measured in terms of its internalization in the system.

One of the key problems encountered in this process has been designated as the focus of this study. Before an extensive set of program evaluations can be implemented within all schools, one must be able to accurately describe what is happening instructionally.

The complexity of this problem is deceptive. On the surface, all it appears that one need do is to observe classrooms. But how are the observations to be quantified? As will be discussed in the review of the literature, much research has been conducted on classroom observation. But for purposes of comprehensive program evaluation this work has been too narrowly focused, dealing primarily with verbal interaction. This limitation is not to underrate its importance, especially for teacher training, but as a measure of overall instructional activity, it will not suffice.

By way of analogy, if one desires to make a comprehensive study of nature in a given area, he will not be contented to limit his observations to one particular set of animals such as birds. He must also observe other animals and plants. He should examine the soil, note climatic conditions and record time intervals. He must do this systematically and in such a fashion that ecological relationships can be observed. For it is the recognition of these relationships and the resulting power of explanation and prediction that is the scientific payoff.

Likewise, in making classroom observations for program evaluation purposes, one is interested in identifying the patterns of relationships to be found among the instructional and curriculum elements. Furthermore, for this type of research, one does not necessarily need to postulate hypotheses prior to making observations, although in this study it is being done. It is very unlikely that Charles Darwin made his observations to verify his theory of evolution. Quite to the contrary his theory emerged from his observations. But one must have an adequate procedure for making systematic observations. The significance of this fact should not be underestimated.

Statement of Problem

The problem of this study was to identify and quantify, in a systematic, comprehensive, and simple manner, the components of the curriculum and instructional programs as implemented within the elementary classrooms of low and high achieving schools in a large urban school district.

This was accomplished through the identification of Curriculum and Instructional Profiles. Each profile characterizes the curriculum and instructional (C & I) elements found within an instructional setting in much the same manner that a personality profile characterizes psychological traits of an individual. All profiles indicate the presence or absence of selected C & I elements

(see Table 1). A specific pattern of presence (or absence) of these elements constitutes a Curriculum and Instructional Profile. If the same pattern is identified in separate situations, both situations share a common profile.

The basic tasks accomplished within the purview of the proposal included: (1) the identification and classification of unique C & I Profiles observed within selected third grade classrooms, (2) a detailed description and analysis of each unique C & I Profile observed and (3) an analysis, by school, of the distribution and frequency of alternate types of observed profiles.

Curriculum and Instructional Profiles

As presently conceived, a Curriculum and Instructional (C & I) Profile may be defined as a basic pattern or silhouette of identifiable curriculum and instructional elements that are or are not present in a given instructional setting. Elements are classified into components and components into factors. The factors, components, and elements to be examined in this study are presented in Table 1. The factors are labeled by Roman numerals, the components by letters, and the elements by Arabic numerals.

Using Table 1, an observer can identify which elements are present in a given classroom and thereby identify a specific C & I Profile.

For example, an observation might be recorded as in

TABLE 1: CURRICULUM/INSTRUCTIONAL PROFILES

DATE: _____
OBSERVER: _____

(School #) (T. D. #)

I INSTRUCTIONAL ORGANIZATION																															
A. CLASS SIZE	B. CLASS GROUPING	C. CLASS ORGANIZATION	D. CLASSROOM PERSONNEL																												
<ol style="list-style-type: none"> 1. Large group (41+) 2. Class (11-40) 3. Sub class (5-10) 4. Mini group (2-4) 5. Individual 6. Other 	<ol style="list-style-type: none"> 1. Heterogeneously grouped 2. Homogeneously grouped by skill level in subject 3. Homogeneously grouped by other basis 4. Cross grade grouped 5. Individual 	<ol style="list-style-type: none"> 1. Self-contained 2. Semi-departmentalized 3. Departmentalized 4. Other 	<ol style="list-style-type: none"> 1. One teacher/class 2. Two (or more) teachers/class 3. Teacher plus instructional Aide(s)/class 4. Two (or more) teachers combining/alternating classes 5. Other 																												
II PHYSICAL ENVIRONMENT																															
A. CONDITION OF FACILITY	B. TYPE OF FACILITY	C. APPROPRIATENESS OF FACILITY	III STUDENTS																												
<ol style="list-style-type: none"> 1. Excellent 2. Good 3. Average 4. Poor 5. Bad 	<ol style="list-style-type: none"> 1. Classroom 2. Auditorium 3. Laboratory 4. Library 5. Gymnasium 6. Cafeteria 7. Art/music special purpose room 8. Other special purpose room 9. Other (hall, conference room, etc.) 	<ol style="list-style-type: none"> 1. Highly appropriate for the use being made of it 2. Appropriate for the use being made of it 3. Inappropriate for the use being made of it 	<table border="1"> <thead> <tr> <th>A. GRADE</th> <th>B. TYPE</th> </tr> </thead> <tbody> <tr> <td>0.</td> <td>K</td> </tr> <tr> <td>1.</td> <td>1</td> </tr> <tr> <td>2.</td> <td>2</td> </tr> <tr> <td>3.</td> <td>3</td> </tr> <tr> <td>4.</td> <td>4</td> </tr> <tr> <td>5.</td> <td>5</td> </tr> <tr> <td>6.</td> <td>6</td> </tr> <tr> <td>7.</td> <td>7</td> </tr> <tr> <td>8.</td> <td>8</td> </tr> <tr> <td>9.</td> <td>9</td> </tr> <tr> <td>10.</td> <td>10</td> </tr> <tr> <td>11.</td> <td>11</td> </tr> <tr> <td>12.</td> <td>12</td> </tr> </tbody> </table>	A. GRADE	B. TYPE	0.	K	1.	1	2.	2	3.	3	4.	4	5.	5	6.	6	7.	7	8.	8	9.	9	10.	10	11.	11	12.	12
A. GRADE	B. TYPE																														
0.	K																														
1.	1																														
2.	2																														
3.	3																														
4.	4																														
5.	5																														
6.	6																														
7.	7																														
8.	8																														
9.	9																														
10.	10																														
11.	11																														
12.	12																														

TABLE 1 (continued)

(School #) (I. D. #)

DATE: _____
OBSERVER: _____

IV INSTRUCTIONAL ACTIVITY

METHOD	V INSTRUCTIONAL RESOURCES			
	A. INSTRUCTIONAL AGENT	B. PRINTED RESOURCES	C. AUDIO-VISUAL RESOURCES	D. SPECIAL TECHNOLOGICAL RESOURCES
1. Lecture	1. Teacher	1. Textbook	1. Television	1. Language lab
2. Demonstration	2. Aide	2. Workbooks	2. Blackboard	2. Typewriter
3. Oral question & answer	3. Peer	3. Mimeo sheets	3. Overhead projector	3. Calculator
4. Drill	4. Older student	4. Programmed texts	4. Movie projector	4. Science lab equipment
5. Lab (individual/group)	5. Machine	5. Newspaper, magazines	5. Record player	5. Other
6. Field trip	6. Book (or printed matter)	6. Supplementary books (including library)	6. Tape recorder	
7. Programmed instruction	7. Parent	7. Tests	7. Teaching machine	
8. Testing	8. Other adult	8. Other printed materials	8. Radio	
9. Project activity (including shop, home ec, science, etc.)	9. Other agent		9. Filmstrip/slide projector	
10. Drama production			10. Mini viewer	
11. Viewing (film, TV, etc.)			11. Other (Charts, maps etc.)	
12. Games				
13. Reading				
14. Other				

VI CURRICULUM DOMAIN

A. SUBJECT AREA	B. PRESENCE OF LEARNER OBJECTIVES	C. TYPE OF LEARNER OBJECTIVE
1. Reading	1. None discernible	1. Cognitive
2. Math	2. Behavioral-written	2. Affective
3. Science	3. Inferred-oral	3. Psychomotor
4. Social studies	4. Written goal statements	4. Social
5. Language arts		
6. Music		
7. Art		
8. Vocational-Technical		
9. Physical education		
10. Other		

Table 2. Here one finds a regular size class (IA2), heterogeneously grouped (IB1), in a self-contained situation (IC1), with one teacher (ID1). The condition of the facility is good (IIA2), the class is meeting in a regular classroom (IIB1) that is adequate for the purposes being made of it (IIC2). It should be noted that as long as one remains in this classroom these factors are not likely to change. They may be different however, when one enters another classroom. Therefore, these factors may be considered as a subprofile which can be labeled a classroom profile.

Continuing with the observation, one notes that the students are first graders (IIIA1) and regular students (IIB1). The students being observed (which may not include the entire class) are having an instructional demonstration (IV2). The teacher (VA1) is making the demonstration and mimeo sheets (VB3) are being used also. A blackboard (VC2) and science lab equipment (VD4) are being used to teach science (VIA3). Behavioral objectives (VIB2) have been written within the cognitive domain (VIC1).

Factors III through VI describe what is happening with specific learners within the classroom. This subprofile may be labeled the Instructional Activity Profile. Since a profile is to be prepared for each teaching-learning interaction, many different profiles may be present in one classroom, particularly in individualized learning settings.

Comprehensive profiles of this type can supply answers to many of the questions posed herein. They appear capable

TABLE 2: A SAMPLE CURRICULUM/INSTRUCTIONAL PROFILE

(School #) (I. D. #)

I INSTRUCTIONAL ORGANIZATION

A. CLASS	B. CLASS GROUPING	C. CLASS ORGANIZATION	D. CLASSROOM PERSONNEL
1. Large group (41+)	X 1. Heterogeneously grouped	X 1. Self-contained	X 1. One teacher/class
X 2. Class (11-40)	2. Homogeneously grouped	2. Semi-departmentalized	2. Two (or more) teachers/class
3. Sub class (5-10)	3. Homogeneously grouped by skill level in subject	3. Departmentalized	3. teacher plus instructional Aide(s) class
4. Mini group (2-4)	4. Homogeneously grouped by other basis	4. Other	4. Two (or more) teachers combining/alternating classes
5. Individual	5. Gross grade grouped		5. Other
6. Other	5. Individual		

II PHYSICAL ENVIRONMENT

A. CONDITION OF FACILITY	B. TYPE OF FACILITY	C. APPROPRIATENESS OF FACILITY
X 1. Excellent	1. Classroom	1. Highly appropriate for the use being made of it
2. Good	2. Auditorium	X 2. Adequate for the use being made of it
3. Average	3. Laboratory	3. Inappropriate for the use being made of it
4. Poor	4. Library	
5. Bad	5. Gymnasium	
	6. Cafeteria	
	7. Art/music special purpose room	
	8. Other special purpose room	
	9. Other (hall, conference room, etc.)	

III STUDENTS

A. GRADE	B. TYPE
0. K	1. Advanced
X 1. 1	X 2. Regular
2. 2	3. Basic
3. 3	4. Exceptional (Excluding gifted)
4. 4	5. Gifted
5. 5	6. Gifted
6. 6	7. 7
7. 7	8. 8
8. 8	9. 9
10. 10	10. 10
11. 11	11. 11
12. 12	12. 12

of describing, on a massive scale, how students are taught, what resources are being used and what is happening instructionally. When coupled with measures of student outcomes (achievement, attitudes, etc.) and descriptions of program context, they can supply input for answers to questions of program performance and efficiency. Within a structured evaluation design, C & I Profiles may also supply answers to questions of program effectiveness.

The identification and analysis of specific C & I Profiles and the frequencies with which they occur in given situations can thus assist educational administrators in evaluating on-going regular programs.

Need

Any type of educational program evaluation must describe the program being implemented. This description is readily completed in situations where program components are narrowly defined and/or where sufficient monitoring personnel are available for extensive observations and reporting. However, if the task becomes one of evaluating and therefore describing, in some intelligible manner, the educational program of a school system employing more than 6,000 teachers teaching some 106,000 students, one must seek alternatives, to the extent of invention if necessary.

All large school districts interested in program evaluation must inevitably face this problem. Some help

is available, but seldom in a form of greatest utility. Substantial material exists in curriculum literature defining, describing, delineating, and classifying alternate curriculum and instructional efforts (20, 24, 27). Ingenious methods for planning and implementing these alternatives have been developed. But a methodology for readily identifying curriculum and instructional elements that has been implemented does not appear to have been developed and widely disseminated.

As previously indicated, more and more public school systems are becoming interested in educational program evaluation. The Duval County School System in particular is very interested as evidenced in Board minutes by requests from Board members for program evaluation reports. The administration, as evidenced by official requests to program evaluators for process evaluation data, is vitally interested in a methodology for identifying curriculum and instructional activities occurring system wide.

Current plans are being made to expand the scope of program evaluation in the district next year. These plans include the formulation of program effectiveness indices for all special projects and all schools. Through statistical regression analysis techniques, expected achievement scores will be computed for each program or school. Socio-economic indices and other student factors not under the control of the school will be used as independent variables for prediction. The population base to be used in the regression

formula will include all students in the district with similar characteristics to those being studied. By contrasting observed achievement scores to expected scores an index of effectiveness will be computed.

Where high or low indices of effectiveness occur, the question will naturally arise as to what is happening in the school to account for noted differences. A methodology will then be needed for identifying and quantifying this information. By identifying instructional patterns through C & I Profiles, relationships between educational outcomes and specific profiles might be observed. If, for example, inner city schools receiving a rating of high on effectiveness are identified as having a variety of specific instructional patterns (C & I Profiles) while those rated low have only three or four basic instructional patterns, useful conclusions can be drawn. Specific recommendations could then be made for improvement. Concentrated research studies could be implemented on the statistical relationships between specific sets of C & I Profiles and educational outcomes.

Recent Florida legislation dealing with educational accountability (Chapter 73-338, Section 26-32) has spurred interest in the reporting of instructional activity. This bill mandates an annual report to be submitted to the community-at-large by each principal describing selected characteristics of his school. It seems reasonable to assume most principals would be interested in a procedure for identifying and quantifying educational activities occur-

ring in their schools.

In summary, some school systems are desirous of conducting educational program evaluations of regular classroom instructional programs. To do so will require some means of adequately reporting curriculum and instructional elements as implemented within the classroom. The C & I Profile is one alternative to fulfilling that need.

CHAPTER II

REVIEW OF RELATED LITERATURE

Considerable effort has been expended by educational researchers during the last three decades in describing and analyzing certain aspects of classroom behavior. Most of the data in this effort has been collected through direct classroom observation using one or more techniques generally classified as systematic observation. In a classic article, Medley and Mitzel (21) traced the development of systematic observation from 1929 through 1963. In-depth review of instrumentation used in these studies and extensive analyses of outcome are provided for the reader. Six key articles in the history of classroom interaction analysis are reprinted in their entirety in a comprehensive publication (4) dealing exclusively with interaction analysis. These articles dealt with studies of teacher domination (5), student aggressive behavior in created social climates (19), social-emotional climate in classrooms (28), teacher-pupil interaction (9), group problem solving (6), and teacher influence in the classroom (12).

These and other efforts have been classified on the basis of their conceptual foundations and traced historically in a perceptive analytical article by Neujahr (22).

Exploring the conceptual foundations of classroom observational researchers from social psychology, philosophy, sociology, developmental psychology and psychoanalysis, Neujahr concluded: "Most evident is that no one satisfactory way has been found for describing what takes place in the classroom" (22:224). This conclusion is reinforced by the sheer magnitude of studies that continue to be reported dealing with classroom observation in general (23) and/or verbal interaction in particular (13). Continuing, Neujahr characterized classroom observational research as "a pre-paradigm science," in need of a guiding focus or paradigm before substantial progress can be made.

In a study of the "hidden curriculum" Cowell (10:v) identified a three dimensional matrix of school curriculum.

Agent Dimension - who/what does the teaching

- I. Methodology Used in Formal Teaching/Learning
- II. Personal Interaction with Peers/Students
- III. Personal Interaction with Adults/Teachers
- IV. Structure and Organization of the School

Content Dimension - what is taught

1. Knowledge
2. The Self
3. Social or Intergroup Interaction
4. Proper Action - Moral or Ethical Principles

Location Dimension - where the teaching happens

- A. Academic Settings to which Students are Formally Scheduled
- B. Non-academic Settings to which Students are Formally Scheduled

- C. Connecting or General Area in Schools to which Students are not Formally Scheduled
- D. Areas Immediately around the School to which Students are not Formally Scheduled

Although its focus is somewhat different, Cowell's study is exceedingly helpful in identifying the parameters and delimitations within the present study. "Methodology Used in Formal Teaching/Learning," within the Agent Dimension will be the primary focus for this study.

The C & I Profile references, indirectly, all of the elements within the Content Dimension (through identification of types of learner objectives). Like Cowell, the present study is delimited to Section A of the Location Dimension, "Academic Settings to which Students are Formally Scheduled." If C & I Profiles can be identified within these parameters, conceivably other profiles could be identified in other cells of Cowell's matrix. Only a few identified studies have dealt with classroom observation items other than verbal interaction and teacher behavior (21, 26, 10). Cornell, Lindvall, and Saupe (1952), as reported by Medley and Mitzel (21) attempted to "measure differences in classrooms as a means of characterizing differences of school systems."

The dimensions to be measured included:

- A. Differentiation . . . the extent to which provision is made for individual differences among students . . .
- B. Social Organization . . . the type of group structure and the pattern of interaction among individuals . . .
- C. Initiative . . . the extent to which pupils are permitted to control the learning situation . . .

- D. Content . . . the source and the organization of the content of learning . . .
- E. Variety . . . the extent to which a variety of activities or techniques are used . . .
- F. Competency . . . differences in the technical performances of teachers (in) . . . a few selected behaviors . . .
- G and H. Classroom Climate . . . social emotional climate . . . as it is reflected in the behavior of the teacher (and) . . . the behavior of pupils.

The "Code Digest" describe the items used in Dimension E.

E. Variety

1. Teacher lectures or reads.
2. Teacher gives demonstration.
3. Teacher shows movie or slides.
4. Pupils read text at seat.
5. Pupils read other books at seat.
6. Pupils work with workbook at seat.
7. Pupils work problems (not text or workbook) at seat.
8. Pupils study materials other than books at seat.
9. Pupils draw or paint at seat.
10. Teacher questions - pupil answers.
11. Class engaged in discussion.
12. Pupil gives talk or report.
13. Pupils work at blackboard.
14. Pupils read aloud from book.
15. Pupils study charts, drawings, maps.
16. Pupils work experiment.
17. Pupils construct things.
18. Pupils decorate room.
19. Pupils engage in role playing or present play.
20. Class goes on trip.
21. Pupils go to another room to work.
22. Pupils work in small discussion groups.
23. Pupils write test.

However, when scored, each dimension, except E, yielded a single score. Two scores were reported for E: (1) number of different activities seen during a visit and (2) average number of five-minute periods during which an activity

was observed. The collapsing of those dimensions probably resulted in valuable information being lost. Had a classroom profile technique been applied, the study might have been more productive.

In 1955, Medley and Mitzel (21) developed an instrument known as OSCAR, designed to "provide quantitative data regarding behaviors of beginning teachers." However, the data herein were also collapsed. The items were combined into keys and the keys factor analyzed into three factors. One can only speculate as to whether the usefulness of this instrument might also be heightened through profile analysis. One other study (Jersild, 1939) dealing with non-verbal behavior as well as verbal was reported by Medley (21).

A search of the ERIC system, the Education Index, Dissertation Abstracts, and CIJE has failed to identify any studies targeted upon the specific problem of identifying curriculum and instructional profiles. Specific descriptors searched included: (1) Classroom Observation Techniques, (2) Classroom Research, (3) Curriculum Design, (4) Curriculum Evaluation, (5) Curriculum Planning, (6) Curriculum Research, (7) Evaluation Techniques, (8) Evaluation Procedures, (9) Formative Evaluation, (10) Instructional Design, (11) Profile Evaluation, (12) Program Evaluation, (13) Teaching Methods, (14) Teaching Techniques. However, as already indicated, many studies dealing with classroom observational research were located and reviewed (1,7,17,

26). A large number of these studies dealt with analysis of cognitive and affective verbal interactions (8,11,12, 21), and a smaller number with non-verbal actions of teachers and students (18,21). Many studies also were made comparing one method of teaching with another, or one set of materials with another (20,27).

An examination of Mirrors For Behavior (25), an anthology of seventy-nine observation instruments, revealed that only a few (Jason, Herbart, Janson) had categories that deal with general teaching methodologies (discussion, lecture, etc.).

In summary, although there is considerable research activity in classroom observation, no studies appear to have been made dealing with how to identify and classify, through profile techniques, what is happening instructionally in the classroom.

CHAPTER III

PROCEDURES

Population

Third grade classrooms in four elementary schools within a large urban public school system were used as the prime target population. Each elementary school with a second and third grade (77 schools) was ranked in order of student achievement on the reading and math subtests of the Stanford Achievement Test. The lowest ranked school was not used in this study because special school-wide field trips had been planned during the observational period. The next two lowest and two highest ranked schools were selected. Rankings were made on second grade scores reported in the the spring of 1973, since third grade classrooms were to be observed in the study.

Three third grade classrooms were observed in each of the schools. Each class was observed four times thirty minutes each. Two observations were made in the morning and two in the afternoon. Two observers were used. Each observer observed each class once in the morning and once in the afternoon. These classrooms represented the total third grade population in three of the schools (A, B, D). School C had four third grade classrooms. The teachers selected for observation were chosen randomly by the author.

Third grade classrooms were selected in hopes of obtaining a wide variety of instructional activities that would be somewhat representative of grades 1-5. A Duval County report (2) provides a detailed description of each selected school. Schools A and B are the low achieving schools and Schools C and D are the high achieving schools.

School A is located on a 2.5 acre site. The site is below legal minimum size for a school of the present membership. The school consists of a masonry two story building, a portable classroom and three houses, containing twenty-two intermediate classrooms, five undersized classrooms, one multipurpose classroom, one portable classroom, a library, a cafeteria, an auditorium, administrative offices, storage and toilet rooms.

Instructional space is inadequate. The 1970 Survey of School Plants recommended, among other things: removal of houses from the school site; waterproofing of the masonry; conversion of some classrooms to kindergarten and special education use; and expansion of the library space.

This school ranked second lowest in student achievement.

Total number of pupil stations is 605. The recommended pupil capacity in the 1970 Survey was 349.

In the 1972-73 school year 89 percent of the teachers held Rank 3 teaching certificates, which are indicative of college graduation with a bachelor's degree. Eleven percent of the teachers had Rank 2 certification, which is based upon a master's degree and none of the teachers had a Rank 1 certificate, which indicates a doctoral degree. Thirty-nine percent of the teachers have had four or more years of teaching experience. During the 1972-73 school year teachers were absent on sick leave an average of 5.0 days out of a total of 196 working days.

The ESEA Title I survey of students in the spring of 1973 indicated that 81 percent of the students were identified as economically disadvantaged. A student mobility rate of 45 percent indicated that this school experienced a high rate of change in school population during the year. Some interesting facts about the 1972-73 school year are: 97 percent of the pupils were approved for free lunch; white students

constituted 57 percent of the school population; and none of the students were bussed two or more miles to school.

During the 1972-73 school year, in addition to regular classes and course work for students in grades K through 5, the school offered additional programs and/or services. In the area of exceptional education, programs were available for the educable mentally retarded and students with specific learning difficulties.

Through the Elementary and Secondary Education Act (ESEA) federal funds enabled the following special programs or services for students to be offered: Pre Kindergarten, Improving Communication Skills (ICS), and Pupil Personnel Services (PPS). Other ESEA funds (Title II) were provided for the purchase of school library resources and instructional materials for use by students and teachers, and for the purchase of materials for the SWRL pre-school readiness program (Title III). Through the Economic Opportunity Act, federal funds were provided for the Follow Through program. The National Defense Education Act (NDEA Title III) also provided funds for equipment and materials.

School A is also a Community School providing a meeting place for neighborhood groups for afternoon and evening recreation and education programs.

School B. is located on a 10.6 acre site. The site is at legal minimum size for a school of the present membership. The school consists of a permanent building which contains ten primary classrooms, ten intermediate classrooms, a cafetorium, an administrative suite, a library, toilet rooms and storage.

Instructional space is adequate. The 1970 Survey of School Plants recommended among other things: Conversion of the present library to two exceptional education classrooms; conversion of one primary classroom to exceptional education; installation of fluorescent lighting in classrooms; construction of a new library; and construction of three new classrooms for kindergarten.

This school ranked third lowest in student achievement.

Total number of pupil stations is 600. The recommended pupil capacity in the 1970 Survey was 588.

In the 1972-73 school year 76 percent of the teachers held Rank 3 teaching certificates, which are indicative of college graduation with a bachelor's degree. Twenty-four percent of the teachers had Rank 2 certification, which is based upon a master's degree

and none of the teachers had a Rank 1 certificate, which indicates a doctoral degree. Sixty-seven percent of the teachers have had four or more years of teaching experience. During the 1972-73 school year teachers were absent on sick leave an average of 8.9 days out of a total of 196 working days.

The ESEA Title I survey of students in the spring of 1973 indicated that 46 percent of the students were identified as economically disadvantaged. A student mobility rate of 33 percent indicates that this school experienced a moderate rate of change in school population during the year. Some interesting facts about the 1972-73 school year are: 54 percent of the pupils were approved for free lunch; white students constituted 76 percent of the school population; and 42 percent of the students were bussed two or more miles to school.

During the 1972-73 school year, in addition to regular classes and course work for students in grades K through 5, the school offered additional programs and/or services. In the area of exceptional education programs were available for students with specific learning difficulties.

Through the Elementary and Secondary Education Act (Title I) federal funds enabled the following special programs or services for students to be offered: Improving Communication Skills (ICS), and Pupil Personnel Services (PPS), and program of support services for Kindergarten. Other ESEA funds (Title II) were provided for the purchase of school library resources and instructional materials for use by students and teachers, and for the purchase of materials for the SWRL pre-school readiness program (Title III).

The National Defense Education Act (NDEA Title III) also provided funds for equipment and materials.

School C is located on a 17.5 acre site. The site is above legal minimum size for a school of the present membership. The school consists of a cluster of nine brick buildings (numbers 1,2,3) each containing four primary classrooms. Three other buildings (numbers 4,5,6), each contain four intermediate classrooms. A separate administration building (number 7) contains a general office, the principal's office, a library, a faculty room, a book storage room, a media room, a clinic, and toilets. The cafetorium is housed in a separate building (number 8), and another separate building (number 9) contains a custodial storage room and two toilets. Air conditioning of two quads (eight classrooms) was completed during 1971-72. Wiring costs were provided by the School Board. The P.T.A. financed the purchase and installation of the eight roof-top mounted air conditioners.

Instructional space is adequate. The 1970 Survey of School Plants recommended among other things: the construction of two exceptional education classrooms, two intermediate classrooms, four kindergarten classrooms, a library, painting the exterior of the building and walkways and repairs to the roof.

This school ranked highest in student achievement.

Total number of pupil stations is 624. The recommended pupil capacity in 1970 Survey was 696.

In the 1972-73 school year 69 percent of the teachers held Rank 3 teaching certificates, which are indicative of college graduation with a bachelor's degree. Thirty-one percent of the teachers had Rank 2 certification which is based upon a master's degree and none of the teachers had a Rank 1 certificate, which indicates a doctoral degree. Seventy-eight percent of the teachers have had four or more years of teaching experience. During the 1972-73 school year teachers were absent on sick leave an average of 4.3 days out of a total of 196 working days.

The ESEA Title I survey of students in the spring of 1973 indicated that 27 percent of the students were identified as economically disadvantaged. A student mobility rate of 28 percent indicates that this school experienced a moderate rate of change in school population during the year. Some interesting facts about the 1972-73 school year are: 29 percent of the pupils were approved for free lunch; white students constituted 70 percent of the school population; and 27 percent of the students were bussed two or more miles to school. During the 1972-73 school year, in addition to regular classes and course work for students in grades K through 5, the school offered additional programs and/or services. Through the Elementary and Secondary Education Act federal funds (ESEA Title II) were provided for the purchase of school library resources and instructional materials for use by students and teachers, and for the purchase of materials for the SWRL pre-school readiness program (Title III). Through the Economic Opportunity Act, federal funds were provided for the Follow Through program. The National Defense Education Act (NDEA Title III) also provided funds for equipment and materials.

School D is located on a 14.2 acre site. The site is above legal minimum size for a school of the present membership. The school consists of two permanent buildings containing eight primary classrooms,

sixteen intermediate classrooms, administrative offices, a cafetorium, toilet rooms, a library, storage and a mechanical equipment room.

Instructional space is adequate. The 1970 Survey of School Plants recommended among other things: expansion of the administrative suite; conversion of one classroom for exceptional education use; construction of a new library; construction of five new kindergarten classrooms; and construction of three new exceptional education classrooms.

This school ranked second highest in school achievement.

Total number of pupil stations is 720. The recommended pupil capacity in the 1970 Survey was 732.

In the 1972-73 school year 78 percent of the teachers held Rank 3 teaching certificates, which are indicative of college graduation with a bachelor's degree. Twenty-two percent of the teachers had Rank 2 certification, which is based upon a master's degree and none of the teachers had a Rank 1 certificate, which indicates a doctoral degree. Sixty-seven percent of the teachers have had four or more years of teaching experience. During the 1972-73 school year teachers were absent on sick leave an average of 7.0 days out of a total of 196 working days.

The ESEA Title I survey of students in the spring of 1973 indicated that 8 percent of the students were identified as economically disadvantaged. A student mobility rate of 52 percent indicates that this school experienced a high rate of change in school population during the year. Some interesting facts about the 1972-73 school year are: 7 percent of the pupils were approved for free lunch; white students constituted 94 percent of the school population; and none of the students were bussed two or more miles to school.

During the 1972-73 school year, in addition to regular classes and course work for students in grades 1 through 6, this school offered additional programs and/or services.

Through the Elementary and Secondary Education Act federal funds (Title II) were provided for the purchase of school library resources and instructional materials for use by students and teachers. The National Defense Education Act (NDEA Title III) also provided funds for equipment and materials.

Hypotheses

The following hypotheses were offered:

- A. There will be differentials among these schools in both frequency and types of C & I Profiles observed.
- B. There will be a greater variety of types of C & I Profiles within the high achieving schools than the low achieving schools.
- C. There will be a greater frequency per type of C & I Profile in the low achieving schools than the high achieving schools.

Instrumentation and Data Collection

The basic instrument for data collection was the instrument in Table 1. The classroom observer circled the elements he observed in the classroom. Factors I, II and III had only to be marked once for each classroom observation made. A profile sheet for Factors IV through VI was completed for each teaching-learning interaction observed.

All classroom observations in the four target schools were made by the author and one other observer. Each third grade classroom in these schools was observed four times for one-half hour.

All profile sheets were collected and the results keypunched. A preliminary examination identified all elements which had not been marked. These were deleted in the heading of the computer program and they were not keypunched. This allowed the total number of elements to be less than eighty, in order that one card could be used for each profile. Each element was assigned to a specific card

column. If that element was present in a specific situation a 1 was coded in the field. If the element was not observed a blank was assigned.

Treatment of Data

Each profile sheet, upon conversion to a code, had to be classified. Inasmuch as repetitive profiles were being sought and since each profile was to be coded on the basis of presence or absence of elements, identical profiles would be coded alike. Thus all one needed to do was to match identical codes.

Each profile code can be conceived something like this: 00101100. . .,0001101. . . . By treating the code as one lengthy number, one could merely sort each card in numerical sequence and all cards having the same number would be thrown together. Each unique number represented a unique C & I Profile. Computer listing of card content allowed one to identify which profiles were present and how many of each there were.

Originally Factor VI (3) was to have been included in each C & I Profile. However, observers experienced some difficulty in actually determining the presence or absence of learner objectives. One could not usually observe their presence without conversing with the teacher. Judging whether the teacher was simply reciting what she thought the observer wanted to hear or whether she was actually using objectives in lesson planning was, for practical pur-

poses, not productive. Therefore, although Factor VI was completed at each observation it was not used in constructing C & I Profiles.

A computer listing of all observations, sorted by Factors IV and V is presented in Appendix A. In the first column can be found the school letter. The next three columns contain an identification number; the first digit indicating a morning (1) or afternoon (2) observation, and the last two digits being a unique classroom number. Column 7, under the heading "DA" indicates in chronological order (1 - 4) which of the four sequential observations was being made. Column 8, under the heading "RA" indicates which of the two raters (1 - 2) made the observation. The rest of the columns are labeled according to the elements in Table 1. If an element in Table 1 was not observed in this study, it will not appear in Appendix A. In most instances if an element is present it will be coded as 1. If it is not observed a blank will appear.

Additional coding became necessary for two reasons. First, computer programming was greatly simplified by keeping the total number of columns to eighty or less. To accomplish this, multiple codes were used in the columns labeled I-A-2, II-A-3 and II-B-1. A "0" in I-A-2, indicates the presence of element I-A-1 and the absence of I-A-2. A "4" in the column labeled II-A-3 indicates the presence of element II-A-4 and the absence of II-A-3.

A "2" in the column labeled II-B-1 indicates the presence of element II-B-2 and the absence of II-B-1. A "9" in column II-B-1 indicates the presence of element II-B-9 and the absence of II-B-1.

Secondly, in element IV-14 labeled "other", there was a sufficient quantity of observations to justify the delineation of this element into subcategories and a separate code for each subcategory. These codes include:

2. Singing/playing musical instruments
3. Performing written exercises - (text assignments, mimeo sheets, etc.)
4. Receiving individual help
5. Playing sports (softball, basketball, etc.)
9. Other activity

From this listing can be derived the instructional activity profiles.

CHAPTER IV

FINDINGS

Instructional Activity Profiles

Fifteen major instructional activity profiles have been identified by the author through careful analysis of the computer listing in Appendix A. A description of each of the major instructional activity profiles identified in this study is presented in Table 3. Each profile has been labeled alphabetically. The top half of each profile contains the basic or major elements of that profile. The bottom line contains additional or minor elements. Minor elements are supplementary and may or may not be present in the profile while major elements must be present.

Examining the major elements of Profile A in Table 3, one finds that the major instructional activity is lecturing by the teacher. The minor elements of this profile indicate that while lecturing, the teachers also use oral questioning, drill, reading and other activities as supplemental instructional activities. Printed resources used periodically include textbooks, workbooks, newspapers/magazines, and other printed matter. Audio-visual resources used periodically include blackboards and other resources

TABLE 3: INSTRUCTIONAL ACTIVITY PROFILES
IDENTIFIED IN STUDY

CURRICULUM AND INSTRUCTIONAL ELEMENTS					
PROFILE LABEL	IV INSTRUCTIONAL ACTIVITY		V INSTRUCTIONAL RESOURCES		
	METHOD	A. INSTRUCTIONAL AGENT	B. PRINTED RESOURCES	C. AUDIO-VISUAL RESOURCES	D. SPECIAL TECHNOLOGICAL RESOURCES
MAJOR	LECTURE	TEACHER			

MINOR	ORAL QUESTIONING DRILL READING OTHER (MAP WORK)		TEXTBOOK WORKBOOK NEWSPAPER/ MAGAZINE OTHER PRINTED MATERIAL	BLACKBOARD OTHER (MAPS, CHARTS, ETC.)	
	ORAL QUESTION AND ANSWER	TEACHER			
B	DRILL GAMES READING	PEER	TEXTBOOK MIMEO SHEETS SUPPLEMENTARY BOOKS OTHER PRINTED MATERIAL	BLACKBOARD OTHER (MAPS, CHARTS, ETC.)	
	DRILL				
C		TEACHER PEER	TEXTBOOK OTHER PRINTED MATERIAL	BLACKBOARD OTHER (MAPS, CHARTS, ETC.)	
	LAB	MACHINE	MIMEO SHEETS	TAPE RECORDER	LANGUAGE LAB
D			SUPPLEMENTARY BOOKS		
	PROGRAMMED INSTRUCTION	BOOK (OR PRINTED MATTER)	PROGRAMMED TEXT		
E			MIMEO SHEETS		

TABLE 3: (continued)

CURRICULUM AND INSTRUCTIONAL ELEMENTS		V INSTRUCTIONAL RESOURCES			
PROFILE LABEL	METHOD	A. INSTRUCTIONAL AGENT	B. PRINTED RESOURCES	C. AUDIO-VISUAL RESOURCES	D. SPECIAL TECHNOLOGICAL RESOURCES
M A J O R	TESTING TESTING ACTIVITY				
F M I N O R		TEACHER BOOK (OR PRINTED MATTER)		MIMEO SHEETS OTHER PRINTED MATERIALS	
M A J O R	PROJECT ACTIVITY				
G M I N O R		TEACHER AIDE, BOOK PEER (OR PRINTED MATTER) OTHER AGENT		TEXTBOOK OTHER PRINTED MATERIALS	
M A J O R	VIEWING (FILM T.V., ETC.)	MACHINE		TELEVISION	
H M I N O R	OTHER ACTIVITY (TAKING NOTES)			OTHER PRINTED MATERIALS	
M A J O R	GAMES	TEACHER		OTHER PRINTED MATERIALS	
I M I N O R				BLACKBOARD OTHER (CHARTS, MAPS, ETC.)	
M A J O R	READING				
J M I N O R		TEACHER PEER BOOK (OR PRINTED MATTER)		TEXTBOOK WORKBOOK SUPPLEMENTARY BOOK	BLACKBOARD

TABLE 3: (continued)

PROFILE LABEL	CURRICULUM AND INSTRUCTIONAL ELEMENTS		INSTRUCTIONAL RESOURCES		
	IV INSTRUCTIONAL ACTIVITY	A. INSTRUCTIONAL AGENT	B. PRINTED RESOURCES	C. AUDIO-VISUAL RESOURCES	D. SPECIAL TECHNOLOGICAL RESOURCES
M A J O R	OTHER (CLASS DISCUSSION, TEACHER GIVING DIRECTIONS, SHOW AND TELL)				
K M I N O R		TEACHER PEER BOOK (OR PRINTED MATTER)	MIMEO SHEETS OTHER PRINTED MATERIALS		
M A J O R	OTHER: SPORTS AND GAMES	TEACHER			
L M I N O R					
M A J O R	OTHER: STUDENTS RECEIVING INDIVIDUAL HELP	TEACHER			
M I N O R			MIMEO SHEETS OTHER PRINTED MATERIALS		
M A J O R	OTHER: STUDENT DOING WRITTEN EXERCISES				
N M I N O R		TEACHER PEER BOOK OTHER AGENT	TEXTBOOK WORKBOOKS MIMEO SHEETS OTHER PRINTED MATERIAL	BLACKBOARD	
M A J O R	OTHER: STUDENTS SINGING PLAYING MUSICAL INSTRUMENTS	TEACHER			
O M I N O R			MIMEO SHEETS OTHER PRINTED MATERIAL	OTHER: PIANO	OTHER MUSIC INSTRUMENTS

(charts, maps, etc.). The reader is encouraged to examine the major and minor elements of all other profiles.

A frequency distribution of the occurrence of these profiles by school is presented in Table 4. Columns 1 - 4 report the frequency of profiles per individual school. Columns 5 and 6 contain the combined frequencies of low and high achieving schools and Column 7 reports the total. Columns 8 and 9 indicate the percentage distribution for low and high achieving schools over all profiles. This is obtained by dividing each frequency in columns 8 and 9 by the total frequency found at the foot of each respective column.

The data in Table 4 concerning instructional activity profiles support only the first proposed hypothesis. The hypotheses are:

- A. There will be differentials among schools in both frequency and types of C & I Profiles observed.
- B. There will be a greater variety of types of C & I Profiles within the high achieving schools than the low achieving schools.
- C. There will be a greater frequency per type of C & I Profile in the low achieving schools than the high achieving schools.

As seen in Table 4, differentials do occur among schools in both frequency and types of observed C & I Profiles. Three profiles (D, E, L) were observed only in School A. Others (H, I, O) were observed only in two schools. Within those profiles appearing in all schools (A, B, C, J, K, N)

TABLE 4: CHI SQUARE, FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL

PROFILE	F R E Q U E N C Y				P E R C E N T A G E		
	SCHOOLS	LOW ACHIEVING SCHOOLS	ACHIEVING SCHOOLS	HIGH ACHIEVING SCHOOLS	TOTAL	FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS
LABEL	A	B	C	D	(A+B)	(C+D)	
COLUMN	(1)	(2)	(3)	(4)	(5)	(6)	(7)
A**	1	10	11	9	11	20	31
B**	10	34	30	5	44	35	79
C**	1	5	8	1	6	9	15
D	7	0	0	0	7	0	7
E	5	0	0	0	5	0	5
F**	10	4	4	0	14	4	18
G**	0	1	16	4	1	20	21
H**	10	0	0	6	10	6	16
I	5	3	0	0	8	0	8
J**	9	11	15	12	20	27	47
K**	3	13	10	5	16	15	31
L	6	0	0	0	6	0	6
M	0	1	0	6	1	6	7
N**	24	30	15	41	54	56	110
O**	14	0	0	9	14	9	23
TOTAL	105	112	109	98	217	207	424
X ²					110.01	29.90	
d.f.					18	9	
p					.001	.001	

* Included in Chi Square of High and Low Achieving Schools only.

** Included in Chi Square of Individual Schools and High and Low Achieving Schools.

frequencies vary considerably, ranging from 1 in profile A to 34 in profile B. A Chi Square analysis was performed on the frequency distribution of individual schools across the Instructional Activity profiles. Those profiles with cells containing computed expectancies of less than five (D, E, I, L, M) were omitted from the analysis. The computed Chi Square value of 110.01 is significant beyond the .001 level for eighteen degrees of freedom.

Within the high achieving schools there are four profiles (D, E, I, L) not observed. However, the low occurrence of these profiles among the low achieving schools produces a low discrepancy when compared with the zero frequency in high achieving schools. Thus there appears to be a greater variety of instructional activity profiles within the low achieving schools than the high achieving schools. These results do not support Hypothesis B when only instructional activity profiles are examined.

Hypothesis C postulates a concentration of frequencies in a few profile types within the low achieving schools. Percentage differentials in Table 4 among high and low achieving schools range from zero to ten (columns 8 and 9). In only two cases (A and G) does the difference equal or exceed even five percent. Three profiles (B, J, N) do account for greater than fifty percent of the low achieving school frequencies. However, this is also true for the high achieving schools.

Although there appear to be no practical differences between high and low achieving schools in the frequency observed per type of instructional activity profile, statistical differences do exist. A Chi Square analysis was performed on the frequency distribution of high and low achieving schools across the Instructional Activity profiles. Those profiles containing cells with computed expectancies of less than five (D, E, I, L, M) were omitted from the analysis. The computed Chi Square value of 29.90 is significant beyond the .001 level for nine degrees of freedom. This result indicates that both low and high achieving schools have higher than expected frequencies in some profiles and lower than expected frequencies in others. But it does not indicate that low achieving schools in general have a higher concentration of frequencies per profile than high achieving schools. Therefore the data do not support Hypothesis C either, when only instructional activity profiles are considered.

To examine the presence and distribution of C & I Profiles by curriculum subject area, a sort was made by subject (element VI - A). The computer listing is presented in Appendix C. Tables 5 - 13 contain the frequency distributions of instructional activity profiles by school by subject.

Only two subjects, Reading (Table 5) and Language Arts, (Table 9) contain sufficient numbers of observations for

TABLE 5: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR READING

PROFILE	F R E Q U E N C Y				P E R C E N T A G E				
	SCHOOLS	Achieving Schools	Low Achieving Schools (A+B)	High Achieving Schools (C+D)	Total	For Low Achieving Schools	For High Achieving Schools		
LABEL COLUMN	A (1)	B (2)	C (3)	D (4)	(5)	(6)	(7)	(8)	(9)
A	9	15	3	2	24	5	29	34	12
B			3			3			7
C									
D									
E	5				5		5	7	
F	5	1	2		6	2	8	9	5
G		1			1		1	1	
H									
I	4				4		4	6	
J	9	9	14	9	18	23	41	26	56
K	2		1		2	1	3	3	2
L									
M									
N	10	3	1		10	4	14	14	10
O									
TOTAL	42	28	25	16	70	41	111		

TABLE 6: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR MATH

PROFILE	F R E Q U E N C Y				TOTAL	P E R C E N T A G E			
	S C H O O L S		LOW ACHIEVING SCHOOLS	HIGH ACHIEVING SCHOOLS (C+D)		FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS		
LABEL COLUMN	A (1)	B (2)	C (3)	D (4)	(5)	(6)	(7)	(8)	(9)
A	1	1	2	3	1	12	2	12	2
B	1	1	1	1	1	7	7	12	16
C	1	1	1	1	1	7	7	12	16
D	1	1	1	1	1	7	7	12	16
E	1	1	1	1	1	7	7	12	16
F	1	1	1	1	1	7	7	12	16
G	1	1	1	1	1	7	7	12	16
H	1	1	1	1	1	7	7	12	16
I	1	1	1	1	1	7	7	12	16
J	1	1	1	1	1	7	7	12	16
K	1	1	1	1	1	7	7	12	16
L	1	1	1	1	1	7	7	12	16
M	1	1	1	1	1	7	7	12	16
N	1	1	1	1	1	7	7	12	16
O	1	1	1	1	1	7	7	12	16
TOTAL	5	3	18	25	8	43	51		

TABLE 7: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR SCIENCE

PROFILE LABEL COLUMN	F R E Q U E N C Y				PERCENTAGE				
	SCHOOLS (1)	SCHOOLS (2)	SCHOOLS (3)	SCHOOLS (4)	LOW ACHIEVING SCHOOLS (A+B) (5)	HIGH ACHIEVING SCHOOLS (C+D) (6)	TOTAL ACHIEVING SCHOOLS (7)	FOR LOW ACHIEVING SCHOOLS (8)	FOR HIGH ACHIEVING SCHOOLS (9)
A	2	3	3	4	5	6	7	8	9
B	8					8	8		33
C									
D									
E									
F									
G			3			3	3		13
H									
I									
J			2			2	2		8
K			3			3	3		13
L									
M									
N		6	6		6	6	12	100	25
O									
TOTAL	6	24			6	24	30		

TABLE 8: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR SOCIAL STUDIES

PROFILE	F R E Q U E N C Y				P E R C E N T A G E				
	SCHOOLS	LOW ACHIEVING SCHOOLS	HIGH ACHIEVING SCHOOLS	TOTAL	FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS			
LABEL COLUMN	A (1)	B (2)	C (3)	D (4)	(A+B) (5)	(C+D) (6)	(7)	(8)	(9)
A	3				3	3	3		60
B	2				2	2	2		40
C									
D									
E									
F									
G									
H									
I									
J									
K									
L									
M									
N									
O									
TOTAL					5	5	5	5	

TABLE 9: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR LANGUAGE ARTS

PROFILE	F R E Q U E N C Y				P E R C E N T A G E				
	SCHOOLS	LOW ACHIEVING SCHOOLS	HIGH ACHIEVING SCHOOLS	TOTAL	FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS			
LABEL COLUMN	A (1)	B (2)	C (3)	D (4)	(A+B) (5)	(C+D) (6)	(7)	(8)	(9)
A	1	10	1	2	11	3	14	10	4
B	19	8	8	27	19	8	27	18	10
C	1	5	5	7	6	5	11	6	7
D				7		7	7		9
E									
F	4	3	2	7	7	2	9	7	3
G			9			9	9		12
H	10			6	10	6	16	10	8
I		3			3		3		3
J		2			2		2		2
K	1	8	2	1	9	3	12	9	4
L									
M		2			2		2		2
N	11	25	3	31	36	34	70	34	44
O									
TOTAL	28	77	30	47	105	77	182		

TABLE 10: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR MUSIC

PROFILE	F R E Q U E N C Y				P E R C E N T A G E	
	SCHOOLS	LOW ACHIEVING SCHOOLS	HIGH ACHIEVING SCHOOLS	TOTAL	FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS
LABEL COLUMN	A B C D	(A+B)	(C+D)	(7)	(8)	(9)
	(1) (2) (3) (4)	(5)	(6)			
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						
K						
L						
M						
N						
O	14	14	9	23	100	100
TOTAL	14	14	9	23		

TABLE 11: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR ART

PROFILE	F R E Q U E N C Y				P E R C E N T A G E				
	SCHOOLS	LOW ACHIEVING SCHOOLS	HIGH ACHIEVING SCHOOLS	TOTAL	FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS			
LABEL COLUMN	A (1)	B (2)	C (3)	D (4)	(A+B) (5)	(C+D) (6)	(7)	(8)	(9)
A									
B									
C									
D									
E									
F									
G				4			4		100
H									
I									
J									
K									
L									
M									
N									
O									
TOTAL				4			4		4

TABLE 12: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR PHYSICAL EDUCATION

PROFILE	F R E Q U E N C Y				P E R C E N T A G E				
	SCHOOLS	A	B	C	D	LOW ACHIEVING SCHOOLS (A+B)	HIGH ACHIEVING SCHOOLS (C+D)	TOTAL	FOR LOW ACHIEVING SCHOOLS
COLUMN	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
A									
B									
C									
D									
E									
F									
G									
H									
I									
J									
K									
L	5				5		5	100	
M									
N									
O									
TOTAL	5				5		5		

TABLE 13: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR OTHER SUBJECTS

PROFILE LABEL COLUMN	F R E Q U E N C Y				TOTAL	P E R C E N T A G E			
	SCHOOLS	A B C D	LOW ACHIEVING SCHOOLS (A+B)	HIGH ACHIEVING SCHOOLS (C+D)		FOR LOW ACHIEVING SCHOOLS	FOR HIGH ACHIEVING SCHOOLS		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
A									
B									
C									
D									
E									
F									
G			4			4	4		40
H									
I									
J									
K	I		4	2	I	6	7	50	60
L									
M									
N									
O	I				I		I	50	
TOTAL	2	8	2	2	2	10	12		

judgment. Profile B (teacher conducting oral questioning) appears more often in Table 5 in the low achieving schools than the high. Profile J (dealing with reading activities) appears more often in the high achieving schools. Profile B in Table 9 also appears more often in low achieving schools than in high achieving ones. Percentagewise, Profile D (Lab), G (Project Activity), and N (Written Exercises) appear more often in high achieving schools.

Since Language Arts and Reading are considered as one area by some curriculum specialists, a combined frequency distribution has been prepared. As seen in Table 14, differences in instructional activity profiles in high and low achieving schools are found when reading and language arts instructional activities are observed. Low achieving schools have a substantially higher percentage (> 5) of occurrence of Profile B than the high achieving schools. This indicates that during the periods of observations involving reading and language arts instruction, third grade teachers in the low achieving schools were doing more oral questioning of students through drill, games, and reading than were teachers in high achieving schools.

High achieving schools have a substantially higher percentage (> 5) of occurrence of Profiles D, G, J and N than do low achieving schools. This indicates that during the periods of observation, the third grade students and teachers in high achieving schools were more involved in language

TABLE 14: CHI SQUARE, FREQUENCY AND PERCENTAGE OF OCCURRENCE OF INSTRUCTIONAL ACTIVITY PROFILES BY SCHOOL FOR LANGUAGE ARTS AND READING

PROFILE	F R E Q U E N C Y				P E R C E N T A G E		
	SCHOOLS	Achieving Schools	Low Achieving Schools	High Achieving Schools	Total	For Low Achieving Schools	For High Achieving Schools
LABEL COLUMN	A B C D	(A+B)	(C+D)				
(1) (2) (3) (4)	(5) (6) (7) (8) (9)						
A	1 10 1 5	11	6	17	6	6	5
B*	9 34 11 2	43	13	56	25	11	11
C	1 5 8	6	8	14	3	7	7
D			7	7			6
E	5	5		5	3		
F	9 4 4	13	4	17	7		3
G	1 9	1	9	10	1		8
H	10 3	13	6	19	7		5
I	4 11	15		15	9		
J*	9 10 14 9	19	23	42	9		19
K	1 2 2	1	4	5	1		3
L							
M	2	2		2	1		
N*	21 25 6 32	46	38	84	26		32
O							
TOTAL	70 105 55 63	175	118	293			
X	40.52						
d.f.	6						
p	.001						

* Included in Chi Square

labs, project activity, direct reading and completion of written exercises in reading and language arts instruction than were teachers and students in low achieving schools.

Returning to the hypotheses, one discovers that Hypothesis A is supported. There are differentials among schools A, B, C, and D in both frequency and types of profiles when only reading and language arts instruction is considered. A Chi Square analysis was performed on the frequency distribution of individual schools across the Instructional Activity profiles. Only those profiles with cell expectancies greater than five (B, J, N) were included in the analysis. The computed Chi Square value of 40.52 is significant beyond the .001 level for six degrees of freedom.

Hypothesis B is not supported. Within the low achieving schools twelve profiles were observed, while only ten were observed in high achieving schools. There are fewer observed profiles in higher achieving schools than low achieving ones.

Hypothesis C is not supported either. Both high and low achieving schools have a high concentration of Profile N. Low achieving schools also have a high percentage of occurrence of Profile B. High achieving schools have a comparatively high concentration of Profile J. The remaining observations are distributed widely over the other profiles for both high and low achieving schools. The observations in the low achieving schools are not more concentrated than

those in high achieving schools.

Classroom Profiles

Factors I through III comprise the elements of a Classroom Profile. The twelve classroom profiles identified in this study may be found in Table 15. In all instances each profile is school specific. A computer listing of all observations sorted on Factors I, II, III is presented in Appendix B. The frequency distribution by school is shown in Table 16.

School A, a low achieving school has three classroom profiles (1, 11, 12). Most classes are in Profile 11 which depicts a regular class, heterogeneously grouped, self-contained, one teacher/class, poor facility, classroom, appropriate for use being made of it, grade 3 regular students. Profiles 1 and 12 are similar to 11, but differ in the type of facility observed. In Profile 1, a large group in an auditorium is being observed while classes on the playground are being observed in Profile 12. These could be classified as very traditional profiles.

School B, also a low achieving school has only one classroom profile (10). Profile 10 is like Profile 11 in every respect except that the condition of the facility is rated average rather than poor. Thus the low achieving schools are, for practical purposes, identical in their classroom profiles.

TABLE 15: CLASSROOM PROFILES IDENTIFIED IN STUDY CURRICULUM AND INSTRUCTIONAL ELEMENTS

PROFILE SCHOOLS LABEL	IA CLASS SIZE	IB CLASS GROUPING	IC CLASS ORGANIZATIONS	ID CLASS PERSONNEL	IIA A. FACILITY	IIIB B. OF FACILITY	IIIC C. TYPE OF FACILITY	IIIA A. GRADE	IIIB B. TYPE OF STUDENT
1	A LARGE GROUP (11-40)	HETEROGENEOUSLY GROUPED	SELF CONTAINED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	POOR	AUDITORIUM	APPROPRIATE	3	REGULAR
2	D CLASS (11-40)	HOMOGENEUSLY GROUPED BY OTHER BASIS	SELF CONTAINED	2 (OR MORE) TEACHERS/CLASS	AVERAGE	CLASSROOM	APPROPRIATE	3	BASIC
3	D CLASS (11-40)	HOMOGENEUSLY GROUPED BY OTHER BASIS	SELF CONTAINED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	ADVANCED
4	D CLASS (11-40)	HOMOGENEUSLY GROUPED BY OTHER BASIS	SELF CONTAINED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	BASIC
5	C CLASS (11-40)	HOMOGENEUSLY GROUPED BY SKILL LEVEL IN SUBJECT	SEMI-DEPART-MENTALIZED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	REGULAR
6	C CLASS (11-40)	HOMOGENEUSLY GROUPED BY SKILL LEVEL IN SUBJECT	SEMI-DEPART-MENTALIZED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	BASIC
7	C CLASS (11-40)	HETEROGENEOUSLY GROUPED	MENTALIZED	2 TEACHERS COMBINING CLASS	AVERAGE	CLASSROOM	APPROPRIATE	3	ADVANCED
8	C CLASS (11-40)	HETEROGENEOUSLY GROUPED	MENTALIZED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	REGULAR
9	C CLASS (11-40)	HETEROGENEOUSLY GROUPED	MENTALIZED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	ADVANCED
10	B CLASS (11-40)	HETEROGENEOUSLY GROUPED	SELF CONTAINED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	AVERAGE	CLASSROOM	APPROPRIATE	3	REGULAR
11	A CLASS (11-40)	HETEROGENEOUSLY GROUPED	SELF CONTAINED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	POOR	CLASSROOM OTHER	APPROPRIATE	3	REGULAR
12	A CLASS (11-40)	HETEROGENEOUSLY GROUPED	CONTAINED	1. TEACHER/CLASS TEACHER PLUS INSTRUCTIONAL AIDE	POOR	PLAYGROUND	APPROPRIATE	3	REGULAR

TABLE 16: FREQUENCY AND PERCENTAGE OF OCCURRENCE OF CLASSROOM PROFILES BY SCHOOL

PROFILE	F R E Q U E N C Y				P E R C E N T A G E	
	A	B	C	D	LOW ACHIEVING SCHOOLS (A+B)	HIGH ACHIEVING SCHOOLS (C+D)
1	14				14	6
2			44			44
3			29			29
4			25			25
5			6			6
6			42			42
7			20			20
8			25			25
9			16			16
10		112			112	16
11	85				85	52
12	6				6	39
TOTAL	105	112	109	98	217	207

School C, the highest achieving school, has five classroom profiles (5, 6, 7, 8, 9). These profiles differ in class grouping, classroom personnel and type of student.

Within this school third grade teachers combined classes by homogeneously grouping students for two periods a day, once for math and once for reading. This ability grouping was based on student achievement in each subject and regrouping occurred periodically. During the rest of the day students were in heterogeneously grouped classes for other subjects. Some observations were made in both settings. One teacher in the third grade had an assigned instructional aide because of participation in a specially funded project.

School D, a high achieving school, has three classroom profiles (2, 3, 4). These profiles differ in classroom personnel and type of student. They have more variety than the low achieving school classroom profiles yet not as much as those in School C.

One classroom in School D (Profile 3) was a combination third and fourth grade classroom with two teachers, one being an intern. Because of the combination the principal assigned the more advanced students in the third grade to this class providing a homogeneously grouped advanced class. Another classroom (Profile 2) was staffed with a teacher and instructional aide participating in a special federally funded project. The third class contained only one classroom teacher. Most of the students in the latter two

classes were basic with a number of them hyperactive, some under medication.

Obviously the classroom profiles in the low achieving schools are similar and may be classified as traditional. The classroom profiles in the high achieving schools differ substantially from those in the low achieving schools. These data support each of the three hypotheses offered in this study.

- A. There are differentials among these schools in both frequency and types of C & I Profiles observed.
- B. There is a greater variety of C & I Profiles within the high achieving schools than the low achieving schools.
- C. There is a greater frequency per type of C & I Profile in the low achieving schools than the high achieving schools.

Curriculum and Instructional Profiles

C & I Profiles are composed of both instructional activity and classroom profiles. What are the results when these two are combined?

Each C & I Profile may be expressed as a conjunction of an instructional activity profile and a classroom profile. For example, the C & I Profile 1A contains classroom profile 1 and instructional activity profile A.

An interaction matrix has been prepared using this concept and may be found in Table 17. Classroom profiles form the abscissa and instructional activity profiles form the

TABLE 17
 FREQUENCY OF CURRICULUM AND INSTRUCTIONAL PROFILES BY
 CLASSROOM AND INSTRUCTIONAL ACTIVITY SUBPROFILE

	CLASSROOM PROFILE														TOTALS	DESCRIPTION OF INSTRUCTIONAL ACTIVITY
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
A	4	2	2	3	2	3		3	3	10	1				31	LECTURE ORAL QUESTIONING
B	2	2	2	1	1	8	9	7	5	34	10				79	ORAL QUESTIONING
C		1			3	3	5		5		1				15	DRILL
D											7				7	LAB
E											5				5	PROGRAMMED INSTRUCTION
F					2		2		4	10					18	TESTING ACTIVITY
G	4				3	3		8	5	1					21	PROJECT ACTIVITY
H				6							10				16	VIEWING
I									3	5					8	GAMES
J	9			3	1	14				11	9				47	READING
K	1	4			3	2	2	4	1	13	3				31	DIRECTIONS BEING GIVEN
L												6			6	SPORTS
M			6							1					7	STUDENTS RECEIVING INDIVIDUAL HELP
N	24	8	9		8	2	3	3	2	30	24				110	STUDENTS PERFORMING WRITTEN EXERCISES FROM TEXT BOARD
O	14		6	3											23	STUDENTS SINGING/PLAYING MUSICAL INSTRUMENTS
TOTALS	14	44	29	25	6	42	20	25	16	112	85	6	6	424		
ASSOCIATED SCHOOL	A	D	D	D	C	C	C	C	C	B	A	A	A			

INSTRUCTIONAL ACTIVITY PROFILE

ordinate of this matrix. Since each classroom profile is associated with a unique school, the associated school has been listed beneath the classroom profile totals for the convenience of the reader. Blank spaces in the matrix indicate that no C & I Profiles with the coordinates of that cell were observed. The numerals in each nonblank cell indicate the observed frequency of that C & I Profile. For example, C & I Profile 2J was observed nine times in School D.

Using this matrix, one can readily observe patterns of density. The C & I Profile with the largest observed frequency (34) is 10B. Using Tables 3 and 15 this profile can readily be constructed. The classroom profile (10) consists of a regular class, heterogeneously grouped, self-contained, one teacher/class, in an average condition classroom, appropriate for the use being made of it, with third grade regular students. The instructional activity profile (B) consists primarily of oral questioning by the teacher. This may be accompanied by drill, games, or reading. A peer may also be raising questions. Printed resources used include textbooks, mimeo sheets, supplementary books, and/or other printed matter. Audio-Visual materials include a blackboard and/or other other A-V resources not listed in V-C.

The pattern of least density includes those cells in Classroom Profiles 1, 5, 9 and 12 and Instructional Activity Profiles D, E, I, L, and M. Highest densities lie along

instructional activity profiles B and N and classroom profiles 10 and 11.

Within this matrix it is evident that a substantial differential exists among schools in both frequency and types of C & I Profiles observed. School A (Table 17) has a relatively high concentration (> 14) in cell 11N and medium concentration (10 - 14) in 10, 11B, 11F, and 11H. It has only light concentration (< 10) in eight other cells. School B has heavy concentration in cells 10B, and 10N with medium concentration in 10A, 10J, and 10K. It has light concentration in five other cells. School C has heavy concentration in no single cell, medium concentration in 6J and light concentration in twenty-one other cells. This school, it should be remembered, has the highest student achievement. School D has heavy concentration in one cell, 2N, medium concentration in no cell and light concentration in eighteen cells. Hypothesis A is supported.

There is a greater variety of types of C & I Profiles within the high achieving schools than the low achieving schools. Schools A and B are found in twenty-three cells while schools C and D are found in fifty-three cells. Hypothesis B is supported.

There is a greater frequency per type of C & I Profile in the low achieving schools than the high achieving schools. Schools A and B have three cells of heavy concentration and six cells of medium concentration. Schools C and D have one

cell of heavy concentration and one cell of medium concentration. Hypothesis C is supported.

The frequency distribution in Table 17 has been converted to a percentage distribution and is displayed in Table 18. The frequency in each cell is expressed as a percentage of the total frequency in the matrix. In cell 2A, for example, 4 is .9 percent of 424, rounded to 1. A blank indicates no observations were reported in that cell.

Percentagewise, no cell or C & I Profile accounts for a preponderance of the observations. C & I Profile 10B accounts for the highest percentage (8) followed by 10N (7%). The relative occurrence of each C & I Profile can be readily determined in this manner.

TABLE 18
 PERCENTAGE DISTRIBUTION OF CURRICULUM AND INSTRUCTIONAL PROFILES BY
 CLASSROOM AND INSTRUCTIONAL ACTIVITY SUBPROFILE

		CLASSROOM PROFILE												TOTALS	DESCRIPTION OF INSTRUCTIONAL ACTIVITY
		1	2	3	4	5	6	7	8	9	10	11	12	TOTALS	DESCRIPTION OF INSTRUCTIONAL ACTIVITY
A	1	1	0	1	0	1	1	1	1	1	2	0	0	7	LECTURE, ORAL QUESTIONING
B	0	0	0	0	0	2	2	2	2	1	8	2	2	19	ORAL QUESTIONING
C	0	0	0	0	1	1	1	1	1	1	0	0	0	4	DRILL
D	0	0	0	0	0	0	0	0	0	0	0	2	2	2	LAB
E	0	0	0	0	0	0	0	0	0	0	0	1	1	1	PROGRAMMED INSTRUCTION
F	0	0	0	0	0	0	0	0	0	1	2	2	4	4	TESTING ACTIVITY
G	1	0	0	0	1	1	1	2	1	0	0	0	0	5	PROJECT ACTIVITY
H	0	0	0	1	0	0	0	0	0	0	0	2	2	2	VIEWING
I	0	0	0	0	0	0	0	0	0	1	1	1	1	2	GAMES
J	2	0	1	1	0	3	3	3	3	3	2	2	11	11	READING
K	0	1	0	0	1	1	0	1	0	3	1	1	7	7	DIRECTIONS BEING GIVEN
L	0	0	0	0	0	0	0	0	0	0	0	1	1	1	SPORTS
M	0	1	0	0	0	0	0	0	0	0	0	0	0	2	STUDENTS RECEIVING INDIVIDUAL HELP
N	6	2	2	2	2	2	0	1	0	7	6	6	26	26	STUDENTS PERFORMING WRITTEN EXERCISES FROM TEXT BOARD
O	3	1	1	1	0	0	0	0	0	0	0	0	5	5	STUDENTS SINGING/PLAYING MUSICAL INSTRUMENTS
TOTALS	3	10	7	6	1	10	5	6	4	26	20	1	1		
SCHOOL ASSOCIATED	A	D	D	D	C	C	C	C	C	C	B	A	A		

CHAPTER V
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Classroom observations were made in the third grade classrooms of four urban elementary schools for the purpose of identifying existing Curriculum and Instructional Profiles. Two schools were classified as low achieving schools based on comparative student standardized achievement test data and two were classified as high achieving schools. The presence or absence of prespecified curriculum elements was recorded during each observation. Patterns of presence or absence were transformed into Curriculum and Instructional Profiles.

Two types of curriculum and instructional subprofiles were delineated. Classroom profiles depicted instructional organization, physical environment, and type of students present. Instructional activity profiles depicted instructional activity and instructional resources. Fifteen distinct instructional activity profiles were identified and are displayed in Table 3. Twelve distinct classroom profiles were identified and are displayed in Table 15.

Differences in C & I Profiles were found to exist between the low achieving and high achieving schools

selected for this study. These differences appear to focus primarily upon differential grouping practices within the Classroom Profile. The low achieving schools use traditional grouping practices of one teacher/class in self-contained, regular classrooms in average to poor condition, with heterogeneously grouped students. The high achieving schools use a variety of grouping practices including homogeneous grouping by subject, semi-departmentalized classroom organization, teacher plus aides, and two or more teachers combining/alternating classes in team teaching situations.

Few differences, however, appear to exist between high and low achieving schools in types of instructional activity profiles including instructional method, agent, and types of printed and audio-visual resources. Profiles A (teacher lecturing) and G (student project activity) appear slightly more often in high achieving schools than low achieving schools. Within schools differences appear in some profiles but disappear when low and high achieving schools are summated.

The results obtained in this study are exploratory and observational. No experimental manipulations were made to determine if student achievement could be increased by altering grouping practices. Further work must be performed before any sound relationship between these variables can be established.

Conclusions

Basic components of the curriculum and instructional programs as implemented within elementary classrooms can be quantified and depicted in a profile format. These profiles can be used to compare or contrast the presence or absence of curriculum and instructional elements for program evaluation or other purposes.

Basic differences do exist between the curriculum and instructional processes as implemented within the classrooms of high and low achieving elementary schools studied herein. Low achieving schools use more traditional instructional grouping patterns than do high achieving schools. A study of explanatory factors for this result is not within the scope of this dissertation. Rather, the development of a process capable of revealing these differences was the desired outcome.

Although somewhat consuming in the time needed for making classroom observations, the process of preparing C & I Profiles appears to be quite feasible. If undertaken over a period of time by principals or supervisory personnel the process becomes quite simple. New data forms can be custom designed containing the profiles identified in this study as categories to be checked if any of these profiles are observed. The original curriculum and instructional element list can be modified and tailored

to the construction of new profiles not observed within this study.

Implications

The most important implication of this study centers upon the usefulness of C & I Profile Analysis in examining the instructional process. With this tool serious consideration can now be given to quantifying in some degree the curriculum and instructional processes as implemented within the classroom. Generally, only input factors in the form of allocated resources and output factors such as student achievement have been entered into accountability equations. This process should enhance the usefulness of program evaluation in providing data for more sound educational decisions by allowing the introduction of quantified process data.

Superintendents, principals, and other educational administrators/planners can now establish specifications as to the types of C & I Profiles they wish to implement as well as the relative frequency desired for each. For example, a principal, using a blank matrix in the form of Table 18, can specify which classroom and instructional classroom profiles he wants to occur in his school perhaps even within a given grade level. Taking such considerations as physical plant structure, student characteristics, teacher backgrounds and instructional leadership, the principal may set as a goal to increase by 15% the frequency with which C & I Profile 7E occurs. An inservice training

program may be implemented with this objective. Through periodic observation, evaluations can be conducted of the progress being made. When the objective has been met a program evaluation can provide a cost/benefit analysis, perhaps on the basis of increased student achievement.

Obviously, further replications of this study must be made before one can unequivocally correlate high student achievement with alternate grouping practices. A follow-up experimental study should be mounted by implementing regrouping practices in the third grade of one of the low achieving schools. The other school would be used as a control. Student achievement would be monitored during the coming year for improvement in school ranking. In the event the ranking improves for the experimental school, recommendations for altering the instructional grouping practices would become obvious.

From a program evaluation standpoint, the reader should bear in mind that a high achieving school or program is not necessarily an effective one, and vice-versa. Through the process of differential selection, purposeful or otherwise, a school can become populated by students performing relatively well, primarily because of nonschool factors such as family and socio-economic variables. This possibility necessitates the previously discussed development of effectiveness indices where such variables can be accounted.

When schools are rated with such an index this study should be replicated in schools with high and low rankings.

For simplicity and usefulness, it is recommended that separate Curriculum and Instructional Profile sheets be prepared for each subject area. Expected profiles for music would be different from those expected for science. The desirability of keeping the number of elements to less than eighty for programming purposes, coupled with potential use of this technique by subject specialists, reinforces this recommendation.

APPENDIX A

INSTRUCTIONAL ACTIVITY PROFILES, SORTED BY FACTORS IV-V

SCH	I	II	III	IV	V	VI
00001	0211321	11	1	111	11	1
00002	0211321	11	1	111	11	1
00003	0211321	11	1	111	11	1
00004	0211321	11	1	111	11	1
00005	0211321	11	1	111	11	1
00006	0211321	11	1	111	11	1
00007	0211321	11	1	111	11	1
00008	0211321	11	1	111	11	1
00009	0211321	11	1	111	11	1
00010	0211321	11	1	111	11	1
00011	0211321	11	1	111	11	1
00012	0211321	11	1	111	11	1
00013	0211321	11	1	111	11	1
00014	0211321	11	1	111	11	1
00015	0211321	11	1	111	11	1
00016	0211321	11	1	111	11	1
00017	0211321	11	1	111	11	1
00018	0211321	11	1	111	11	1
00019	0211321	11	1	111	11	1
00020	0211321	11	1	111	11	1
00021	0211321	11	1	111	11	1
00022	0211321	11	1	111	11	1
00023	0211321	11	1	111	11	1
00024	0211321	11	1	111	11	1
00025	0211321	11	1	111	11	1
00026	0211321	11	1	111	11	1
00027	0211321	11	1	111	11	1
00028	0211321	11	1	111	11	1
00029	0211321	11	1	111	11	1
00030	0211321	11	1	111	11	1
00031	0211321	11	1	111	11	1
00032	0211321	11	1	111	11	1
00033	0211321	11	1	111	11	1
00034	0211321	11	1	111	11	1
00035	0211321	11	1	111	11	1
00036	0211321	11	1	111	11	1
00037	0211321	11	1	111	11	1
00038	0211321	11	1	111	11	1
00039	0211321	11	1	111	11	1
00040	0211321	11	1	111	11	1
00041	0211321	11	1	111	11	1
00042	0211321	11	1	111	11	1
00043	0211321	11	1	111	11	1
00044	0211321	11	1	111	11	1
00045	0211321	11	1	111	11	1
00046	0211321	11	1	111	11	1
00047	0211321	11	1	111	11	1
00048	0211321	11	1	111	11	1
00049	0211321	11	1	111	11	1
00050	0211321	11	1	111	11	1

INSTRUCTIONAL ACTIVITY PROFILES, SORTED BY FACTORS IV-V

SCH	DRABRCCDDDD	ABC	6H8B	IV	III	II	I	V	C	CCCI	DD	AAAAAAA	BBBB	CC
ID	42123171234	312	3123	13457891234	123569	123568	1261	15	123456790	1234	15	123456790	1234	15
00051	R1154111	1	1	1	1	1	1	3	1	1	1	1	1	1
00052	R1154111	1	1	1	1	1	1	3	1	1	1	1	1	1
00053	R1154111	1	1	1	1	1	1	3	1	1	1	1	1	1
00054	D112311	1	1	1	1	1	1	3	1	1	1	1	1	1
00055	R1144111	1	1	1	1	1	1	3	1	1	1	1	1	1
00056	R1144111	1	1	1	1	1	1	3	1	1	1	1	1	1
00057	A104211	1	1	1	1	1	1	3	1	1	1	1	1	1
00058	A2053211	1	1	1	1	1	1	3	1	1	1	1	1	1
00059	A2053211	1	1	1	1	1	1	3	1	1	1	1	1	1
00060	A2053211	1	1	1	1	1	1	3	1	1	1	1	1	1
00061	B2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00062	C1024211	1	1	1	1	1	1	3	1	1	1	1	1	1
00063	D210111	1	1	1	1	1	1	3	1	1	1	1	1	1
00064	D210111	1	1	1	1	1	1	3	1	1	1	1	1	1
00065	D210111	1	1	1	1	1	1	3	1	1	1	1	1	1
00066	D210111	1	1	1	1	1	1	3	1	1	1	1	1	1
00067	D210111	1	1	1	1	1	1	3	1	1	1	1	1	1
00068	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00069	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00070	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00071	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00072	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00073	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00074	D2132111	1	1	1	1	1	1	3	1	1	1	1	1	1
00075	D2142111	1	1	1	1	1	1	3	1	1	1	1	1	1
00076	C101421	1	1	1	1	1	1	3	1	1	1	1	1	1
00077	C101421	1	1	1	1	1	1	3	1	1	1	1	1	1
00078	D210221	1	1	1	1	1	1	3	1	1	1	1	1	1
00079	D210221	1	1	1	1	1	1	3	1	1	1	1	1	1
00080	D210221	1	1	1	1	1	1	3	1	1	1	1	1	1
00081	D210221	1	1	1	1	1	1	3	1	1	1	1	1	1
00082	D112421	1	1	1	1	1	1	3	1	1	1	1	1	1
00083	D112421	1	1	1	1	1	1	3	1	1	1	1	1	1
00084	D112421	1	1	1	1	1	1	3	1	1	1	1	1	1
00085	D112421	1	1	1	1	1	1	3	1	1	1	1	1	1
00086	A1042111	1	1	1	1	1	1	3	1	1	1	1	1	1
00087	A1042111	1	1	1	1	1	1	3	1	1	1	1	1	1
00088	A1042111	1	1	1	1	1	1	3	1	1	1	1	1	1
00089	A1042111	1	1	1	1	1	1	3	1	1	1	1	1	1
00090	A1042111	1	1	1	1	1	1	3	1	1	1	1	1	1
00091	A1042111	1	1	1	1	1	1	3	1	1	1	1	1	1
00092	B1154111	1	1	1	1	1	1	3	1	1	1	1	1	1
00093	B1154111	1	1	1	1	1	1	3	1	1	1	1	1	1
00094	B1154111	1	1	1	1	1	1	3	1	1	1	1	1	1
00095	D111411	1	1	1	1	1	1	3	1	1	1	1	1	1
00096	D111411	1	1	1	1	1	1	3	1	1	1	1	1	1
00097	D111411	1	1	1	1	1	1	3	1	1	1	1	1	1
00098	D111411	1	1	1	1	1	1	3	1	1	1	1	1	1
00099	D111411	1	1	1	1	1	1	3	1	1	1	1	1	1
00100	B1134111	1	1	1	1	1	1	3	1	1	1	1	1	1

INSTRUCTIONAL ACTIVITY PROFILES, SORTED BY FACTORS IV, V

SCH	DRAMRCCDDDD	APC	ABBB	IV	III	II	I	V	C	VI
00201	0110311	11	1	111	1	1	1	1	1	1
00202	8213211	11	1	111	1	1	1	1	1	1
00203	8213211	11	1	111	1	1	1	1	1	1
00204	0112421	11	1	111	1	1	1	1	1	1
00205	8113321	11	1	111	1	1	1	1	1	1
00206	8113321	11	1	111	1	1	1	1	1	1
00207	8113321	11	1	111	1	1	1	1	1	1
00208	8115321	11	1	111	1	1	1	1	1	1
00209	8115321	11	1	111	1	1	1	1	1	1
00210	0110421	11	1	111	1	1	1	1	1	1
00211	0112421	11	1	111	1	1	1	1	1	1
00212	A205321	11	1	411	1	1	1	1	1	1
00213	A205321	11	1	411	1	1	1	1	1	1
00214	A205321	11	1	411	1	1	1	1	1	1
00215	A205321	11	1	411	1	1	1	1	1	1
00216	A205321	11	1	411	1	1	1	1	1	1
00217	0110421	11	1	111	1	1	1	1	1	1
00218	0110421	11	1	111	1	1	1	1	1	1
00219	0110421	11	1	111	1	1	1	1	1	1
00220	0112421	11	1	111	1	1	1	1	1	1
00221	C101421	11	1	111	1	1	1	1	1	1
00222	C101421	11	1	111	1	1	1	1	1	1
00223	C101421	11	1	111	1	1	1	1	1	1
00224	C101421	11	1	111	1	1	1	1	1	1
00225	A205111	11	1	411	1	1	1	1	1	1
00226	A205111	11	1	411	1	1	1	1	1	1
00227	A205111	11	1	411	1	1	1	1	1	1
00228	A205111	11	1	411	1	1	1	1	1	1
00229	A205111	11	1	411	1	1	1	1	1	1
00230	8215211	11	1	111	1	1	1	1	1	1
00231	8215211	11	1	111	1	1	1	1	1	1
00232	8215211	11	1	111	1	1	1	1	1	1
00233	0212221	11	1	111	1	1	1	1	1	1
00234	0212221	11	1	111	1	1	1	1	1	1
00235	A206111	11	1	411	1	1	1	1	1	1
00236	A206111	11	1	411	1	1	1	1	1	1
00237	A206111	11	1	411	1	1	1	1	1	1
00238	A206111	11	1	411	1	1	1	1	1	1
00239	A206111	11	1	411	1	1	1	1	1	1
00240	A206111	11	1	411	1	1	1	1	1	1
00241	0212111	11	1	111	1	1	1	1	1	1
00242	0212111	11	1	111	1	1	1	1	1	1
00243	0212111	11	1	111	1	1	1	1	1	1
00244	A204321	11	1	411	1	1	1	1	1	1
00245	A204321	11	1	411	1	1	1	1	1	1
00246	A204321	11	1	411	1	1	1	1	1	1
00247	A204321	11	1	411	1	1	1	1	1	1
00248	0212221	11	1	111	1	1	1	1	1	1
00249	C203221	11	1	111	1	1	1	1	1	1
00250	C203221	11	1	111	1	1	1	1	1	1

INSTRUCTIONAL ACTIVITY PROFILES, SORTED BY FACTORS IV-V

SCH	DRARRCCDDDD	ABC	ABBB	I	II	III	IV	V	C	VI	
ID	AA2123121234	312	3123	13457891234	123569	1234568	1261	15	123456790	1234	13
00301	C1024211	11	1	111	11	1	1	1	1	1	1
00302	C1024211	11	1	111	11	1	1	1	1	1	1
00303	C1024211	11	1	111	11	1	1	1	1	1	1
00304	C1024211	11	1	111	11	1	1	1	1	1	1
00305	C101421	1	11	111	1	1	1	1	1	1	1
00306	C201111	1	11	111	1	1	1	1	1	1	1
00307	C201111	1	11	111	1	1	1	1	1	1	1
00308	C202221	1	11	111	11	1	1	1	1	1	1
00309	C202221	1	11	111	11	1	1	1	1	1	1
00310	B2132111	1	11	111	11	1	1	1	1	1	1
00311	C202111	1	11	111	11	1	1	1	1	1	1
00312	C103311	1	11	111	11	1	1	1	1	1	1
00313	C202111	1	11	111	11	1	1	1	1	1	1
00314	A1064111	1	1	411	1	1	1	1	1	1	1
00315	B2152111	1	11	111	11	1	1	1	1	1	1
00316	B211111	1	11	111	11	1	1	1	1	1	1
00317	B2132111	1	11	111	11	1	1	1	1	1	1
00318	B2142111	1	11	111	11	1	1	1	1	1	1
00319	C1024211	11	1	111	11	1	1	1	1	1	1
00320	B2132111	1	11	111	11	1	1	1	1	1	1
00321	A2053111	1	1	411	1	1	1	1	1	1	1
00322	B1133211	1	11	111	11	1	1	1	1	1	1
00323	B1133211	1	11	111	11	1	1	1	1	1	1
00324	B2131211	1	11	111	11	1	1	1	1	1	1
00325	B2151211	1	11	111	11	1	1	1	1	1	1
00326	B2151211	1	11	111	11	1	1	1	1	1	1
00327	C201221	1	11	111	11	1	1	1	1	1	1
00328	C201221	1	11	111	11	1	1	1	1	1	1
00329	C1024211	11	1	111	11	1	1	1	1	1	1
00330	C1024211	11	1	111	11	1	1	1	1	1	1
00331	A2051111	1	1	411	1	1	1	1	1	1	1
00332	A2063211	1	1	411	1	1	1	1	1	1	1
00333	B1133211	1	11	111	11	1	1	1	1	1	1
00334	B1134111	1	11	111	11	1	1	1	1	1	1
00335	B1143211	1	11	111	11	1	1	1	1	1	1
00336	B2141211	1	11	111	11	1	1	1	1	1	1
00337	B2141211	1	11	111	11	1	1	1	1	1	1
00338	C201221	1	11	111	11	1	1	1	1	1	1
00339	C1024211	11	1	111	11	1	1	1	1	1	1
00340	C1034211	1	11	111	11	1	1	1	1	1	1
00341	C1034211	1	11	111	11	1	1	1	1	1	1
00342	C1034211	1	11	111	11	1	1	1	1	1	1
00343	C1034211	1	11	111	11	1	1	1	1	1	1
00344	C1034211	1	11	111	11	1	1	1	1	1	1
00345	B2121111	1	11	111	11	1	1	1	1	1	1
00346	B2151211	1	11	111	11	1	1	1	1	1	1
00347	B1144111	1	11	111	11	1	1	1	1	1	1
00348	B1143211	1	11	111	11	1	1	1	1	1	1
00349	A2051111	1	1	411	1	1	1	1	1	1	1
00350	C1013111	1	11	111	11	1	1	1	1	1	1

APPENDIX B

CLASSROOM PROFILES, SORTED BY FACTORS J,II,III

SCH	IO	AR	RR	CC	DD	ABC	ABBB	II	III	IV	V	VI
	4A2123121234	312	3123	13457891234	123569	1234568	1231	15	123056790	1234	13	
00001	A1052201	1	1	421	1	1	2	1	1	1	1	1
00002	A1052201	1	1	421	1	1	2	1	1	1	1	1
00003	A1052201	1	1	421	1	1	2	1	1	1	1	1
00004	A1052201	1	1	421	1	1	2	1	1	1	1	1
00005	A1052201	1	1	421	1	1	2	1	1	1	1	1
00006	A1052201	1	1	421	1	1	2	1	1	1	1	1
00007	A1052201	1	1	421	1	1	2	1	1	1	1	1
00008	A1042201	1	1	421	1	1	2	1	1	1	1	1
00009	A1062201	1	1	421	1	1	2	1	1	1	1	1
00010	A1062201	1	1	421	1	1	2	1	1	1	1	1
00011	A1062201	1	1	421	1	1	2	1	1	1	1	1
00012	A1062201	1	1	421	1	1	2	1	1	1	1	1
00013	A1062201	1	1	421	1	1	2	1	1	1	1	1
00014	A1062201	1	1	421	1	1	2	1	1	1	1	1
00015	A1062201	1	1	421	1	1	2	1	1	1	1	1
00016	0110311	1	1	111	1	1	3	1	1	1	1	1
00017	0110311	1	1	111	1	1	3	1	1	1	1	1
00018	0110311	1	1	111	1	1	3	1	1	1	1	1
00019	0110311	1	1	111	1	1	3	1	1	1	1	1
00020	0110421	1	1	111	1	1	3	1	1	1	1	1
00021	0110421	1	1	111	1	1	3	1	1	1	1	1
00022	0110421	1	1	111	1	1	3	1	1	1	1	1
00023	0110421	1	1	111	1	1	3	1	1	1	1	1
00024	0110421	1	1	111	1	1	3	1	1	1	1	1
00025	0110421	1	1	111	1	1	3	1	1	1	1	1
00026	0210221	1	1	111	1	1	3	1	1	1	1	1
00027	0210221	1	1	111	1	1	3	1	1	1	1	1
00028	0210221	1	1	111	1	1	3	1	1	1	1	1
00029	0210111	1	1	111	1	1	3	1	1	1	1	1
00030	0210111	1	1	111	1	1	3	1	1	1	1	1
00031	0210111	1	1	111	1	1	3	1	1	1	1	1
00032	0210111	1	1	111	1	1	3	1	1	1	1	1
00033	0210111	1	1	111	1	1	3	1	1	1	1	1
00034	0210111	1	1	111	1	1	3	1	1	1	1	1
00035	0210221	1	1	111	1	1	3	1	1	1	1	1
00036	0210221	1	1	111	1	1	3	1	1	1	1	1
00037	0210221	1	1	111	1	1	3	1	1	1	1	1
00038	0210221	1	1	111	1	1	3	1	1	1	1	1
00039	0110421	1	1	111	1	1	3	1	1	1	1	1
00040	0110311	1	1	111	1	1	3	1	1	1	1	1
00041	0110311	1	1	111	1	1	3	1	1	1	1	1
00042	0110311	1	1	111	1	1	3	1	1	1	1	1
00043	0110311	1	1	111	1	1	3	1	1	1	1	1
00044	0110421	1	1	111	1	1	3	1	1	1	1	1
00045	0110421	1	1	111	1	1	3	1	1	1	1	1
00046	0110421	1	1	111	1	1	3	1	1	1	1	1
00047	0110421	1	1	111	1	1	3	1	1	1	1	1
00048	0110421	1	1	111	1	1	3	1	1	1	1	1
00049	0110421	1	1	111	1	1	3	1	1	1	1	1
00050	0110421	1	1	111	1	1	3	1	1	1	1	1

CLASSROOM PROFILES, SORTED BY FACTORS I, II, III

SCH	I	II	III	IV	V	C	VI
00051	0110421	11	1	111	1	1	1
00052	0110421	11	1	111	1	1	1
00053	0110421	11	1	111	1	1	1
00054	0110421	11	1	111	1	1	1
00055	0110311	11	1	111	1	1	1
00056	0110311	11	1	111	1	1	1
00057	0110311	11	1	111	1	1	1
00058	0110311	11	1	111	1	1	1
00059	0211321	11	1	111	1	1	1
00060	0211321	11	1	111	1	1	1
00061	0211321	11	1	111	1	1	1
00062	0211321	11	1	111	1	1	1
00063	0211321	11	1	111	1	1	1
00064	0211321	11	1	111	1	1	1
00065	0211111	11	1	111	1	1	1
00066	0211111	11	1	111	1	1	1
00067	0111411	11	1	111	1	1	1
00068	0111411	11	1	111	1	1	1
00069	0111411	11	1	111	1	1	1
00070	0111411	11	1	111	1	1	1
00071	0111411	11	1	111	1	1	1
00072	0211111	11	1	111	1	1	1
00073	0211111	11	1	111	1	1	1
00074	0211111	11	1	111	1	1	1
00075	0211111	11	1	111	1	1	1
00076	0211111	11	1	111	1	1	1
00077	0211111	11	1	111	1	1	1
00078	0111411	11	1	111	1	1	1
00079	0111411	11	1	111	1	1	1
00080	0111421	11	1	111	1	1	1
00081	0111421	11	1	111	1	1	1
00082	0211111	11	1	111	1	1	1
00083	0211111	11	1	111	1	1	1
00084	0111411	11	1	111	1	1	1
00085	0211111	11	1	111	1	1	1
00086	0111411	11	1	111	1	1	1
00087	0111411	11	1	111	1	1	1
00088	0112311	11	1	111	1	1	1
00089	0112311	11	1	111	1	1	1
00090	0112311	11	1	111	1	1	1
00091	0112421	11	1	111	1	1	1
00092	0112311	11	1	111	1	1	1
00093	0112421	11	1	111	1	1	1
00094	0112421	11	1	111	1	1	1
00095	0112421	11	1	111	1	1	1
00096	0112421	11	1	111	1	1	1
00097	0112421	11	1	111	1	1	1
00098	0112421	11	1	111	1	1	1
00099	0112421	11	1	111	1	1	1
00100	0112421	11	1	111	1	1	1

CLASSROOM PROFILES, SORTED BY FACTORS I, II, III

SCH	ORABRCCDDDD	ABC	ABBB	IV	II III	CCG	DD	AAAAAA	RRBB	CC	
ID	AP2123121230	312	3123	1345789	1234	1234568	1261	15	123456790	1234	13
00101	0112421	11	1	111	1	1	1	1	1	1	1
00102	0112421	11	1	111	1	1	1	1	1	1	1
00103	0212221	11	1	111	1	1	1	1	1	1	1
00104	0212221	11	1	111	1	1	1	1	1	1	1
00105	0212111	11	1	111	1	1	1	1	1	1	1
00106	0212111	11	1	111	1	1	1	1	1	1	1
00107	0212111	11	1	111	1	1	1	1	1	1	1
00108	0212221	11	1	111	1	1	1	1	1	1	1
00109	0212221	11	1	111	1	1	1	1	1	1	1
00110	0112311	11	1	111	1	1	1	1	1	1	1
00111	0112311	11	1	111	1	1	1	1	1	1	1
00112	0112311	11	1	111	1	1	1	1	1	1	1
00113	0103311	1	11	111	1	1	1	1	1	1	1
00114	0103311	1	11	111	1	1	1	1	1	1	1
00115	0103311	1	11	111	1	1	1	1	1	1	1
00116	0103311	1	11	111	1	1	1	1	1	1	1
00117	0103311	1	11	111	1	1	1	1	1	1	1
00118	0103311	1	11	111	1	1	1	1	1	1	1
00119	0101421	1	11	111	1	1	1	1	1	1	1
00120	0101421	1	11	111	1	1	1	1	1	1	1
00121	0101421	1	11	111	1	1	1	1	1	1	1
00122	0201221	1	11	111	1	1	1	1	1	1	1
00123	0201221	1	11	111	1	1	1	1	1	1	1
00124	0201221	1	11	111	1	1	1	1	1	1	1
00125	0201221	1	11	111	1	1	1	1	1	1	1
00126	0201221	1	11	111	1	1	1	1	1	1	1
00127	0201221	1	11	111	1	1	1	1	1	1	1
00128	0201221	1	11	111	1	1	1	1	1	1	1
00129	0101421	1	11	111	1	1	1	1	1	1	1
00130	0101421	1	11	111	1	1	1	1	1	1	1
00131	0101421	1	11	111	1	1	1	1	1	1	1
00132	0101421	1	11	111	1	1	1	1	1	1	1
00133	0101421	1	11	111	1	1	1	1	1	1	1
00134	0101421	1	11	111	1	1	1	1	1	1	1
00135	0101311	1	11	111	1	1	1	1	1	1	1
00136	0101311	1	11	111	1	1	1	1	1	1	1
00137	0101311	1	11	111	1	1	1	1	1	1	1
00138	0101421	1	11	111	1	1	1	1	1	1	1
00139	0101421	1	11	111	1	1	1	1	1	1	1
00140	0101421	1	11	111	1	1	1	1	1	1	1
00141	0101421	1	11	111	1	1	1	1	1	1	1
00142	0101421	1	11	111	1	1	1	1	1	1	1
00143	0101311	1	11	111	1	1	1	1	1	1	1
00144	0101311	1	11	111	1	1	1	1	1	1	1
00145	0101311	1	11	111	1	1	1	1	1	1	1
00146	0101421	1	11	111	1	1	1	1	1	1	1
00147	0201111	1	11	111	1	1	1	1	1	1	1
00148	0201111	1	11	111	1	1	1	1	1	1	1
00149	0201221	1	11	111	1	1	1	1	1	1	1
00150	0201221	1	11	111	1	1	1	1	1	1	1

CLASSROOM PROFILES, SORTED BY FACTORS I,II,III

SCH.	DBARRCDDDD	ARC	ABBB	I	II	III	IV	V	C	VI
00201	C2031111	1	1	1	1	1	3	1	1	1
00202	C2031111	1	1	1	1	1	3	1	1	1
00203	C2031111	1	1	1	1	1	3	1	1	1
00204	C2031111	1	1	1	1	1	1	1	1	1
00205	C2031111	1	1	1	1	1	1	1	1	1
00206	C1024211	1	1	1	1	1	9	1	1	1
00207	C1024211	1	1	1	1	1	3	1	1	1
00208	C1024211	1	1	1	1	1	3	1	1	1
00209	C1024211	1	1	1	1	1	9	1	1	1
00210	C1024211	1	1	1	1	1	1	1	1	1
00211	C1024211	1	1	1	1	1	1	1	1	1
00212	C1024211	1	1	1	1	1	1	1	1	1
00213	C1024211	1	1	1	1	1	1	1	1	1
00214	C1024211	1	1	1	1	1	1	1	1	1
00215	C1024211	1	1	1	1	1	1	1	1	1
00216	C1024211	1	1	1	1	1	1	1	1	1
00217	C1024211	1	1	1	1	1	1	1	1	1
00218	C1024211	1	1	1	1	1	1	1	1	1
00219	C1024211	1	1	1	1	1	1	1	1	1
00220	C1024211	1	1	1	1	1	1	1	1	1
00221	C1024211	1	1	1	1	1	1	1	1	1
00222	A1133211	1	1	1	1	1	3	1	1	1
00223	A1133211	1	1	1	1	1	3	1	1	1
00224	A1143211	1	1	1	1	1	3	1	1	1
00225	A1143211	1	1	1	1	1	3	1	1	1
00226	A1143211	1	1	1	1	1	3	1	1	1
00227	B1154111	1	1	1	1	1	3	1	1	1
00228	B1154111	1	1	1	1	1	3	1	1	1
00229	B1154111	1	1	1	1	1	3	1	1	1
00230	B1154111	1	1	1	1	1	3	1	1	1
00231	B1154111	1	1	1	1	1	3	1	1	1
00232	A2132111	1	1	1	1	1	3	1	1	1
00233	A2131211	1	1	1	1	1	3	1	1	1
00234	A2131211	1	1	1	1	1	3	1	1	1
00235	A2131211	1	1	1	1	1	3	1	1	1
00236	A2131211	1	1	1	1	1	3	1	1	1
00237	A2132111	1	1	1	1	1	3	1	1	1
00238	A2132111	1	1	1	1	1	3	1	1	1
00239	A2142111	1	1	1	1	1	3	1	1	1
00240	B1154111	1	1	1	1	1	3	1	1	1
00241	B1154111	1	1	1	1	1	3	1	1	1
00242	B1154111	1	1	1	1	1	3	1	1	1
00243	A1134111	1	1	1	1	1	3	1	1	1
00244	A1134111	1	1	1	1	1	3	1	1	1
00245	A1134111	1	1	1	1	1	3	1	1	1
00246	A1134111	1	1	1	1	1	3	1	1	1
00247	A1134111	1	1	1	1	1	3	1	1	1
00248	A1134111	1	1	1	1	1	3	1	1	1
00249	A1143211	1	1	1	1	1	3	1	1	1
00250	B1144111	1	1	1	1	1	3	1	1	1

CLASSROOM PROFILES, SORTED BY FACTORS I,II,III

SCH	DRARRCDDDD	ABC	ABBB	II	III	I	IV	V	C	VI
ID	AZ12312121A	312	3123	13457891234	123566	1261	15	123456790	1234	13
00251	R1104111	1	1	111	1	1	3	1	1	1
00252	R1103211	1	1	111	1	1	4	1	1	1
00253	R1102111	1	1	111	1	1	9	1	1	1
00254	R1101211	1	1	111	1	1	9	1	1	1
00255	R2115211	1	1	111	1	1	9	1	1	1
00257	R2114211	1	1	111	1	1	9	1	1	1
00258	R2113211	1	1	111	1	1	9	1	1	1
00259	R211211	1	1	111	1	1	9	1	1	1
00260	R2111211	1	1	111	1	1	9	1	1	1
00261	R2151211	1	1	111	1	1	9	1	1	1
00262	R2141211	1	1	111	1	1	9	1	1	1
00263	R2131211	1	1	111	1	1	9	1	1	1
00264	R1153211	1	1	111	1	1	9	1	1	1
00265	R1134111	1	1	111	1	1	9	1	1	1
00266	R1133211	1	1	111	1	1	1	1	1	1
00267	R113211	1	1	111	1	1	1	1	1	1
00268	R1131211	1	1	111	1	1	1	1	1	1
00269	R1130211	1	1	111	1	1	1	1	1	1
00270	R2132111	1	1	111	1	1	1	1	1	1
00271	R2131111	1	1	111	1	1	1	1	1	1
00272	R1133211	1	1	111	1	1	1	1	1	1
00273	R113211	1	1	111	1	1	1	1	1	1
00274	R1131211	1	1	111	1	1	1	1	1	1
00275	R1130211	1	1	111	1	1	1	1	1	1
00276	R115211	1	1	111	1	1	1	1	1	1
00277	R2152111	1	1	111	1	1	1	1	1	1
00278	R2151111	1	1	111	1	1	1	1	1	1
00279	R2150111	1	1	111	1	1	1	1	1	1
00280	R1133211	1	1	111	1	1	1	1	1	1
00281	R113211	1	1	111	1	1	1	1	1	1
00282	R2132111	1	1	111	1	1	1	1	1	1
00283	R2131111	1	1	111	1	1	1	1	1	1
00284	R1152111	1	1	111	1	1	1	1	1	1
00285	R5152111	1	1	111	1	1	1	1	1	1
00286	R5142111	1	1	111	1	1	1	1	1	1
00287	R5132111	1	1	111	1	1	1	1	1	1
00288	R5122111	1	1	111	1	1	1	1	1	1
00289	R5112111	1	1	111	1	1	1	1	1	1
00290	R1133211	1	1	111	1	1	1	1	1	1
00291	R113211	1	1	111	1	1	1	1	1	1
00292	R2131211	1	1	111	1	1	1	1	1	1
00293	R2151211	1	1	111	1	1	1	1	1	1
00294	R2151211	1	1	111	1	1	1	1	1	1
00295	R1133211	1	1	111	1	1	1	1	1	1
00296	R1134111	1	1	111	1	1	1	1	1	1
00297	R1143211	1	1	111	1	1	1	1	1	1
00298	R2141211	1	1	111	1	1	1	1	1	1
00299	R2141211	1	1	111	1	1	1	1	1	1
00300	R2151211	1	1	111	1	1	1	1	1	1

CLASSROOM PROFILES, SORTED BY FACTORS I,II,III

SCH	DRABRCCDDDD	APC	ABBB	I	II	III	IV	V	VI
00301	R110411	1	1	1	1	1	1	1	1
00302	R1103211	1	1	1	1	1	1	1	1
00303	R2101211	1	1	1	1	1	1	1	1
00304	R2131211	1	1	1	1	1	1	1	1
00305	R1103211	1	1	1	1	1	1	1	1
00306	R1103211	1	1	1	1	1	1	1	1
00307	R1103211	1	1	1	1	1	1	1	1
00308	R1103211	1	1	1	1	1	1	1	1
00309	R1103211	1	1	1	1	1	1	1	1
00310	R1103411	1	1	1	1	1	1	1	1
00311	R1104111	1	1	1	1	1	1	1	1
00312	R1104111	1	1	1	1	1	1	1	1
00313	R1104111	1	1	1	1	1	1	1	1
00314	R1104111	1	1	1	1	1	1	1	1
00315	R1103211	1	1	1	1	1	1	1	1
00316	R1104111	1	1	1	1	1	1	1	1
00317	R1104111	1	1	1	1	1	1	1	1
00318	R2102111	1	1	1	1	1	1	1	1
00319	R2102111	1	1	1	1	1	1	1	1
00320	R2102111	1	1	1	1	1	1	1	1
00321	R2102111	1	1	1	1	1	1	1	1
00322	R2102111	1	1	1	1	1	1	1	1
00323	R1104111	1	1	1	1	1	1	1	1
00324	R1104111	1	1	1	1	1	1	1	1
00325	R1104111	1	1	1	1	1	1	1	1
00326	R1104111	1	1	1	1	1	1	1	1
00327	R1104111	1	1	1	1	1	1	1	1
00328	R1103211	1	1	1	1	1	1	1	1
00329	R2101211	1	1	1	1	1	1	1	1
00330	R2101211	1	1	1	1	1	1	1	1
00331	R2101211	1	1	1	1	1	1	1	1
00332	R2101211	1	1	1	1	1	1	1	1
00333	R2101211	1	1	1	1	1	1	1	1
00334	A1004111	1	4	1	1	1	1	1	1
00335	A1004111	1	4	1	1	1	1	1	1
00336	A1004111	1	4	1	1	1	1	1	1
00337	A2053211	1	4	1	1	1	1	1	1
00338	A2053211	1	4	1	1	1	1	1	1
00339	A2053211	1	4	1	1	1	1	1	1
00340	A1042111	1	4	1	1	1	1	1	1
00341	A1042111	1	4	1	1	1	1	1	1
00342	A1042111	1	4	1	1	1	1	1	1
00343	A1042111	1	4	1	1	1	1	1	1
00344	A1042111	1	4	1	1	1	1	1	1
00345	A1042111	1	4	1	1	1	1	1	1
00346	A2051111	1	4	1	1	1	1	1	1
00347	A2051111	1	4	1	1	1	1	1	1
00348	A2051111	1	4	1	1	1	1	1	1
00349	A2051111	1	4	1	1	1	1	1	1
00350	A2051111	1	4	1	1	1	1	1	1

CLASSROOM PROFILES, SORTED BY FACTORS I,II,III

SC#	DRARRRCCDDDD	ARC	ARBB	TV	III	V	VI
ID	AA212121234	312	3123	13457891234	123560	1234568	1261 15 123456790 1234 13
00351	A2051111	1	1	411	1	1	1
00352	A2051111	1	1	411	1	1	1
00353	A2051111	1	1	411	1	1	1
00354	A1044211	1	1	411	1	1	1
00355	A2063211	1	1	411	1	1	1
00356	A2063211	1	1	411	1	1	1
00357	A1044211	1	1	411	1	1	1
00358	A1044211	1	1	411	1	1	1
00359	A2063211	1	1	411	1	1	1
00360	A1044211	1	1	411	1	1	1
00361	A1044211	1	1	411	1	1	1
00362	A1044211	1	1	411	1	1	1
00363	A1044211	1	1	411	1	1	1
00364	A2053211	1	1	411	1	1	1
00365	A2053211	1	1	411	1	1	1
00366	A2053211	1	1	411	1	1	1
00367	A2053211	1	1	411	1	1	1
00368	A2053211	1	1	411	1	1	1
00369	A2053211	1	1	411	1	1	1
00370	A2053211	1	1	411	1	1	1
00371	A2051111	1	1	411	1	1	1
00372	A2051111	1	1	411	1	1	1
00373	A2051111	1	1	411	1	1	1
00374	A2051111	1	1	411	1	1	1
00375	A2041111	1	1	411	1	1	1
00376	A2041111	1	1	411	1	1	1
00377	A2041111	1	1	411	1	1	1
00378	A2041111	1	1	411	1	1	1
00379	A2061111	1	1	411	1	1	1
00380	A2041111	1	1	411	1	1	1
00381	A2043211	1	1	411	1	1	1
00382	A2043211	1	1	411	1	1	1
00383	A2043211	1	1	411	1	1	1
00384	A2043211	1	1	411	1	1	1
00385	A2043211	1	1	411	1	1	1
00386	A2053211	1	1	411	1	1	1
00387	A2053211	1	1	411	1	1	1
00388	A2053211	1	1	411	1	1	1
00389	A2053211	1	1	411	1	1	1
00390	A2053211	1	1	411	1	1	1
00391	A2043211	1	1	411	1	1	1
00392	A2043211	1	1	411	1	1	1
00393	A2053211	1	1	411	1	1	1
00394	A1044211	1	1	411	1	1	1
00395	A1044211	1	1	411	1	1	1
00396	A1044211	1	1	411	1	1	1
00397	A1044211	1	1	411	1	1	1
00398	A1044211	1	1	411	1	1	1
00399	A1044211	1	1	411	1	1	1
00400	A1044211	1	1	411	1	1	1

APPENDIX C

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV, V, VI AT READING

SCN	I	II	III	IV	V	VI
00101	A2051111	1 1	411 1 1	1 1	1 1	1 1
00102	A2051111	1 1	411 1 1	1 1	1 1	1 1
00103	A2051111	1 1	411 1 1	1 1	1 1	1 1
00104	C103311	1 1	11 111 1 1	1 1	1 1	1 1
00105	R114321	1 1	111 1 1 1	1 1	1 1	1 1
00106	R115411	1 1	111 1 1 1	1 1	1 1	1 1
00107	R115411	1 1	111 1 1 1	1 1	1 1	1 1
00108	C103311	1 1	11 111 1 1	1 1	1 1	1 1
00109	0112311	11 1	111 1 1 1	1 1	1 1	1 1
00110	0110311	11 1	111 1 1 1	1 1	1 1	1 1
00111	0110311	11 1	111 1 1 1	1 1	1 1	1 1

IV 1111 AAAAAA BBBBDD CCC1 DD AAAAAA1 BBBB CC
 V 123456789 123456789 123456789 123456789
 VI 123456789 123456789 123456789 123456789

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV,V) A2 MATH

SCH	ORABBCDDDD	ABC	ABBB	IV	IIII	AAAAA	BBBBBB	CCCI	DD	AAAAAAI	BBBB	CC
	IN	AA21231234	312	3123	13457891234	123569	1234568	1261	15	123456790	1234	13
00051	C202111	1	1	111	11	111	1	1	1	1	1	1

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV,V) A3 SCIENCE

SCN	DRARBCDDDD	ABC	ABB	II	III	IV	V	C	VI		
ID	A42123121234	312	3123	13457691234	123569	1234568	1261	15	123456790	1234	13
00001	R113A111	1	1	111	1	3	1	1	1	1	1
00002	R113A111	1	1	111	1	3	11	1	1	1	1
00003	R113A111	1	1	111	1	3	11	1	1	1	1
00004	R113A111	1	1	111	1	3	11	1	1	1	1
00005	R113A111	1	1	111	1	3	11	1	1	1	1
00006	R113A111	1	1	111	1	3	11	1	1	1	1
00007	C201221	1	1	111	1	3	11	1	1	1	1
00008	C201221	1	1	111	1	3	1	1	1	1	1
00009	C201221	1	1	111	1	3	1	1	1	1	1
00010	C201221	1	1	111	1	3	1	1	1	1	1
00011	C201221	1	1	111	1	3	1	1	1	1	1
00012	C201221	1	1	111	1	3	1	1	1	1	1
00013	C201221	1	1	111	1	3	1	1	1	1	1
00014	C201221	1	1	111	1	3	1	1	1	1	1
00015	C201221	1	1	111	1	3	1	1	1	1	1
00016	C101311	1	1	111	1	3	1	1	1	1	1
00017	C101311	1	1	111	1	3	1	1	1	1	1
00018	C101311	1	1	111	1	3	1	1	1	1	1
00019	C101311	1	1	111	1	3	1	1	1	1	1
00020	C101311	1	1	111	1	3	1	1	1	1	1
00021	C201221	1	1	111	1	3	1	1	1	1	1
00022	C201221	1	1	111	1	3	1	1	1	1	1
00023	C201221	1	1	111	1	3	1	1	1	1	1
00024	C101311	1	1	111	1	3	1	1	1	1	1
00025	C101311	1	1	111	1	3	1	1	1	1	1
00026	C101311	1	1	111	1	3	1	1	1	1	1
00027	C201221	1	1	111	1	3	1	1	1	1	1
00028	C101311	1	1	111	1	3	1	1	1	1	1
00029	C201221	1	1	111	1	3	1	1	1	1	1
00030	C101311	1	1	111	1	3	1	1	1	1	1

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV,V) AA SOCIAL STUDIES

	I	II	III	IV	V	VI
SCH	RRRRCCOORR	ABC	ABBB	1111	AAAAA	BBBBBB
CCI	OD	AAAAAA	1	888888	CCCC	DD
IN	AA2123123A	312	3123	1345789123A	123569	1234568
					1261	15
						123456790
						1234
00001	C2031111	1	11	1111	1	1
00002	C2031111	1	11	1111	1	1
00003	C2031111	1	11	1111	1	1
00004	C2031111	1	11	1111	1	1
00005	C2031111	1	11	1111	1	1

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV,V) AS LANGUAGE ARTS

SCH	DRABRCCDDDD	ABC	ABBB	II	III	IV	V	C	VI		
IN	AA2123121234	312	3123	13457891234	123549	1234566	1261	15	123556790	1234	13
00001	C1024211	11	1	111	11	3	1	1	1	1	1
00002	A1064111	1	1	411	1	3	1	1	1	1	1
00003	41064111	1	1	411	1	3	1	1	1	1	1
00004	8113211	1	1	111	1	3	1	1	1	1	1
00005	8113211	1	1	111	1	3	1	1	1	1	1
00006	C1034211	1	1	111	1	3	1	1	1	1	1
00007	D110311	11	1	111	1	3	1	1	1	1	1
00008	D110421	11	1	111	1	3	1	1	1	1	1
00009	D110421	11	1	111	1	3	1	1	1	1	1
00010	D110421	11	1	111	1	3	1	1	1	1	1
00011	D110421	11	1	111	1	3	1	1	1	1	1
00012	811A3211	1	1	111	1	3	1	1	1	1	1
00013	D112421	11	1	111	1	3	1	1	1	1	1
00014	D210221	11	1	111	1	3	1	1	1	1	1
00015	D210221	11	1	111	1	3	1	1	1	1	1
00016	D210221	11	1	111	1	3	1	1	1	1	1
00017	811A3211	1	1	111	1	3	1	1	1	1	1
00018	811A4111	1	1	111	1	3	1	1	1	1	1
00019	811A4111	1	1	111	1	3	1	1	1	1	1
00020	811A4111	1	1	111	1	3	1	1	1	1	1
00021	811A4111	1	1	111	1	3	1	1	1	1	1
00022	811A4111	1	1	111	1	3	1	1	1	1	1
00023	811A4111	1	1	111	1	3	1	1	1	1	1
00024	A2033211	1	1	111	1	3	1	1	1	1	1
00025	A2033211	1	1	411	1	3	1	1	1	1	1
00026	A2033211	1	1	411	1	3	1	1	1	1	1
00027	82132111	1	1	111	1	3	1	1	1	1	1
00028	C1024211	11	1	111	1	3	1	1	1	1	1
00029	D210111	11	1	111	1	3	1	1	1	1	1
00030	D210111	11	1	111	1	3	1	1	1	1	1
00031	D210111	11	1	111	1	3	1	1	1	1	1
00032	D210111	11	1	111	1	3	1	1	1	1	1
00033	D210111	11	1	111	1	3	1	1	1	1	1
00034	D210111	11	1	111	1	3	1	1	1	1	1
00035	82131211	1	1	111	1	3	1	1	1	1	1
00036	82131211	1	1	111	1	3	1	1	1	1	1
00037	82131211	1	1	111	1	3	1	1	1	1	1
00038	82131211	1	1	111	1	3	1	1	1	1	1
00039	R2132111	1	1	111	1	3	1	1	1	1	1
00040	82132111	1	1	111	1	3	1	1	1	1	1
00041	82142111	1	1	111	1	3	1	1	1	1	1
00042	D210221	11	1	111	1	3	1	1	1	1	1
00043	D210221	11	1	111	1	3	1	1	1	1	1
00044	D210221	11	1	111	1	3	1	1	1	1	1
00045	D210221	11	1	111	1	3	1	1	1	1	1
00046	D112421	11	1	111	1	3	1	1	1	1	1
00047	D112421	11	1	111	1	3	1	1	1	1	1
00048	D112421	11	1	111	1	3	1	1	1	1	1
00049	D112421	11	1	111	1	3	1	1	1	1	1
00050	D112421	11	1	111	1	3	1	1	1	1	1

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV-V) A6 MUSIC

SCH	DRARBBCCDDDD	ABC	ABBB	II	III	IV	V	C	DD	AAAAAAA	BBBB	CC
IO	442123121234	312	3123	13457691234	123569	1234568	1261	35	123456790	1234	13	
00001	0211321	11	1	111	11	2	1	1	1	1	1	1
00002	0211321	11	1	111	11	2	1	1	1	1	1	1
00003	0211321	11	1	111	11	2	1	1	1	1	1	1
00004	0211321	11	1	111	11	2	1	1	1	1	1	1
00005	0211321	11	1	111	11	2	1	1	1	1	1	1
00006	0211321	11	1	111	11	2	1	1	1	1	1	1
00007	A1052201	11	1	421	11	2	1	1	1	1	1	1
00008	A1052201	11	1	421	11	2	1	1	1	1	1	1
00009	A1052201	11	1	421	11	2	1	1	1	1	1	1
00010	A1052201	11	1	421	11	2	1	1	1	1	1	1
00011	A1052201	11	1	421	11	2	1	1	1	1	1	1
00012	A1052201	11	1	421	11	2	1	1	1	1	1	1
00013	A1052201	11	1	421	11	2	1	1	1	1	1	1
00014	A1062201	11	1	421	11	2	1	1	1	1	1	1
00015	A1062201	11	1	421	11	2	1	1	1	1	1	1
00016	A1062201	11	1	421	11	2	1	1	1	1	1	1
00017	A1062201	11	1	421	11	2	1	1	1	1	1	1
00018	A1062201	11	1	421	11	2	1	1	1	1	1	1
00019	A1062201	11	1	421	11	2	1	1	1	1	1	1
00020	A1062201	11	1	421	11	2	1	1	1	1	1	1
00021	0112311	11	1	111	11	2	1	1	1	1	1	1
00022	0112311	11	1	111	11	2	1	1	1	1	1	1
00023	0112311	11	1	111	11	2	1	1	1	1	1	1

INSTRUCTIONAL PROFILE BY SUBJECT (FACTORS IV,V) A 10 OTHER SUBJECTS

	I	II	III	IV	V	VI
SCH	DRABRBCDDDD	ABC	ABBB	1111	AAAAA	BBBBBBB
IO	AA21231230	312	3123	13057691234	123569	1234560
				1261	15	123456790
						1234
00001	A1044211	1 1	411 1 1	3 1	1 1	1 1
00002	A1044211	1 1	411 1 1	9 1	1 1	1 1
00003	C2032211	1 1	111 1 1 1	9 1	1 1	1 1
00004	C2032211	1 1	111 1 1 1	9 1	1 1	1 1
00005	C2032211	1 1	111 1 1 1	9 1	1 1	1 1
00006	C2032211	1 1	111 1 1 1	9 1	1 1	1 1
00007	0111221	11 1	111 1 1	9 1	1 1	1 1
00008	0111221	11 1	111 1 1	9 1	1 1	1 1
00009	C2032211	1 1	111 1 1 1	1	1 1	1 1
00010	C2032211	1 1	111 1 1 1	1	1 1	1 1
00011	C2032211	1 1	111 1 1 1	1	1 1	1 1
00012	C2032211	1 1	111 1 1 1	1	1 1	1 1

APPENDIX D

PROFILE LISTING BY SCHOOL, BY CLASSROOM

	I	II	III	IV	V	C	VI
00001	A1042111	1	411	1	3	1	1
00002	A1042111	1	411	1	3	1	1
00003	A1042111	1	411	1	3	1	1
00004	A1042111	1	411	1	3	1	1
00005	A1042111	1	411	1	3	1	1
00006	A1042111	1	411	1	3	1	1
00007	A1042111	1	411	1	9	1	1
00008	A1042111	1	411	1	1	1	1
00009	A1042111	1	411	1	1	1	1
00010	A1042111	1	411	1	1	1	1
00011	A1042111	1	411	1	1	1	1
00012	A1042111	1	411	1	1	1	1
00013	A1042111	1	411	1	1	1	1
00014	A1042111	1	411	1	1	1	1
00015	A1042111	1	411	1	3	1	1
00016	A1042111	1	411	1	3	1	1
00017	A1042111	1	411	1	3	1	1
00018	A1042111	1	411	1	9	1	1
00019	A1042111	1	411	1	1	1	1
00020	A1042111	1	411	1	1	1	1
00021	A1042111	1	411	1	1	1	1
00022	A1042111	1	411	1	1	1	1
00023	A1042111	1	411	1	1	1	1
00024	A1042111	1	411	1	1	1	1
00025	A1042111	1	411	1	1	1	1
00026	A1042111	1	411	1	1	1	1
00027	A2041111	1	401	1	5	1	1
00028	A2041111	1	401	1	5	1	1
00029	A2041111	1	401	1	5	1	1
00030	A2041111	1	401	1	5	1	1
00031	A2041111	1	401	1	5	1	1
00032	A2041111	1	401	1	5	1	1
00033	A2043211	1	411	1	9	1	1
00034	A2043211	1	411	1	9	1	1
00035	A2043211	1	411	1	9	1	1
00036	A2043211	1	411	1	9	1	1
00037	A2043211	1	411	1	1	1	1
00038	A2043211	1	411	1	1	1	1
00039	A1052201	1	421	1	2	1	1
00040	A1052201	1	421	1	2	1	1
00041	A1052201	1	421	1	2	1	1
00042	A1052201	1	421	1	2	1	1
00043	A1052201	1	421	1	2	1	1
00044	A1052201	1	421	1	2	1	1
00045	A1052201	1	421	1	2	1	1
00046	A2051111	1	411	1	3	1	1
00047	A2051111	1	411	1	3	1	1
00048	A2051111	1	411	1	3	1	1
00049	A2051111	1	411	1	3	1	1
00050	A2051111	1	411	1	3	1	1

SCH DRARRRCCDDDD ABC AB88
 10 AAR21212121A 312 3123 13457691234 123569 123456790 1261 15 123456790 1234 13

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH	DRARRRCCMND	ABC	ABBB	IV	II	III	V	C	VI	
IN	AA2131121214	312	3123	13457891234	12356	1234567	90123456789	10112233445566778899	AAAAAAA1	
									BBBB CC	
									1261 15 123456790 1234 13	
00101	A20A3211	1	1	411	1	1	3	1	1	1
00102	A20A3211	1	1	411	1	1	3	1	1	1
00103	A20A3211	1	1	411	1	1	9	1	1	1
00104	A20A3211	1	1	411	1	1	1	1	1	1
00105	A20A3211	1	1	411	1	1	1	1	1	1
00106	A113211	1	1	111	1	1	3	1	1	1
00107	A113211	1	1	111	1	1	3	1	1	1
00108	A113211	1	1	111	1	1	1	1	1	1
00109	B113211	1	1	111	1	1	1	1	1	1
00110	B113211	1	1	111	1	1	1	1	1	1
00111	B113211	1	1	111	1	1	1	1	1	1
00112	B113211	1	1	111	1	1	1	1	1	1
00113	B113211	1	1	111	1	1	1	1	1	1
00114	B113211	1	1	111	1	1	1	1	1	1
00115	B113211	1	1	111	1	1	1	1	1	1
00116	B113211	1	1	111	1	1	1	1	1	1
00117	B113411	1	1	111	1	1	3	1	1	1
00118	B113411	1	1	111	1	1	3	1	1	1
00119	B113411	1	1	111	1	1	3	1	1	1
00120	B113411	1	1	111	1	1	3	1	1	1
00121	B113411	1	1	111	1	1	3	1	1	1
00122	B113411	1	1	111	1	1	9	1	1	1
00123	B113411	1	1	111	1	1	1	1	1	1
00124	B113411	1	1	111	1	1	1	1	1	1
00125	B113411	1	1	111	1	1	1	1	1	1
00126	B113411	1	1	111	1	1	1	1	1	1
00127	B113411	1	1	111	1	1	1	1	1	1
00128	B113411	1	1	111	1	1	1	1	1	1
00129	B113411	1	1	111	1	1	1	1	1	1
00130	B213211	1	1	111	1	1	1	1	1	1
00131	A213211	1	1	111	1	1	3	1	1	1
00132	B213211	1	1	111	1	1	3	1	1	1
00133	B213211	1	1	111	1	1	3	1	1	1
00134	B213211	1	1	111	1	1	3	1	1	1
00135	A213211	1	1	111	1	1	3	1	1	1
00136	B213211	1	1	111	1	1	3	1	1	1
00137	B213211	1	1	111	1	1	3	1	1	1
00138	B213211	1	1	111	1	1	3	1	1	1
00139	B213211	1	1	111	1	1	3	1	1	1
00140	B213211	1	1	111	1	1	3	1	1	1
00141	B213211	1	1	111	1	1	1	1	1	1
00142	B213211	1	1	111	1	1	1	1	1	1
00143	B213211	1	1	111	1	1	1	1	1	1
00144	B1143211	1	1	111	1	1	3	1	1	1
00145	B1143211	1	1	111	1	1	3	1	1	1
00146	B1143211	1	1	111	1	1	3	1	1	1
00147	B1143211	1	1	111	1	1	4	1	1	1
00148	B1143211	1	1	111	1	1	1	1	1	1
00149	B1143211	1	1	111	1	1	1	1	1	1
00150	B1143211	1	1	111	1	1	1	1	1	1

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH	DRABRCCDDND	ABC	AB88	VI	IV	AAAAAA	BBBBBB	CCCC	DD	AAAAAAA	BBBB	CC
IN	A4213171234	312	3123	13457891234	123569	1234568	1261	15	123456790	1234	13	
00151	R1143211	1	1	111	1	11						1
00152	R1140111	1	1	111	1							1
00153	R1140111	1	1	111	1	3	1	1	1	1	1	1
00154	R1140111	1	1	111	1	3	1	1	1	1	1	1
00155	R1140111	1	1	111	1	3	1	1	1	1	1	1
00156	R1140111	1	1	111	1	3	1	1	1	1	1	1
00157	R1140111	1	1	111	1							1
00158	R1140111	1	1	111	1							1
00159	R1140111	1	1	111	1							1
00160	R2141211	1	1	111	1							1
00161	R2141211	1	1	111	1							1
00162	R2141211	1	1	111	1							1
00163	R2141211	1	1	111	1							1
00164	R2141211	1	1	111	1							1
00165	R2141211	1	1	111	1							1
00166	R2142111	1	1	111	1							1
00167	R2142111	1	1	111	1							1
00168	R2142111	1	1	111	1							1
00169	R2142111	1	1	111	1							1
00170	R2142111	1	1	111	1							1
00171	R2142111	1	1	111	1							1
00172	R2142111	1	1	111	1							1
00173	R1153211	1	1	111	1							1
00174	R1153211	1	1	111	1							1
00175	R1153211	1	1	111	1							1
00176	R1153211	1	1	111	1							1
00177	R1153211	1	1	111	1							1
00178	R1153211	1	1	111	1							1
00179	R1153211	1	1	111	1							1
00180	R1153211	1	1	111	1							1
00181	R1153211	1	1	111	1							1
00182	R1153211	1	1	111	1							1
00183	R1153211	1	1	111	1							1
00184	R1153211	1	1	111	1							1
00185	R1153211	1	1	111	1							1
00186	R1153211	1	1	111	1							1
00187	R1154111	1	1	111	1							1
00188	R1154111	1	1	111	1							1
00189	R1154111	1	1	111	1							1
00190	R1154111	1	1	111	1							1
00191	R1154111	1	1	111	1							1
00192	R1154111	1	1	111	1							1
00193	R1154111	1	1	111	1							1
00194	R1154111	1	1	111	1							1
00195	R1154111	1	1	111	1							1
00196	R1154111	1	1	111	1							1
00197	R1154111	1	1	111	1							1
00198	R1154111	1	1	111	1							1
00199	R2151211	1	1	111	1							1
00200	R2151211	1	1	111	1							1

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH	ORARRC	DDDD	ARC	ABBB	I	III	IV	V	C	VII	VIII	IX	X	XI	XII
17	AA212312	34	312	3123	13457891234	123569	1261	15	123456700	1234	13				
00201	R2151211	1	1	111	1	1	9	1	1	1	1				
00202	R2151211	1	1	111	1	1	9	1	1	1	1				
00203	R2151211	1	1	111	1	1	9	1	1	1	1				
00204	R2151211	1	1	111	1	1	9	1	1	1	1				
00205	R2151211	1	1	111	1	1	9	1	1	1	1				
00206	R2151211	1	1	111	1	1	9	1	1	1	1				
00207	R2151211	1	1	111	1	1	9	1	1	1	1				
00208	R2151211	1	1	111	1	1	9	1	1	1	1				
00209	R2151211	1	1	111	1	1	9	1	1	1	1				
00210	R2151211	1	1	111	1	1	9	1	1	1	1				
00211	R2152111	1	1	111	1	1	9	1	1	1	1				
00212	R2152111	1	1	111	1	1	9	1	1	1	1				
00213	R2152111	1	1	111	1	1	9	1	1	1	1				
00214	R2152111	1	1	111	1	1	9	1	1	1	1				
00215	R2152111	1	1	111	1	1	9	1	1	1	1				
00216	R2152111	1	1	111	1	1	9	1	1	1	1				
00217	R2152111	1	1	111	1	1	9	1	1	1	1				
00218	R2152111	1	1	111	1	1	9	1	1	1	1				
00219	R2152111	1	1	111	1	1	9	1	1	1	1				
00220	R2152111	1	1	111	1	1	9	1	1	1	1				
00221	R2152111	1	1	111	1	1	9	1	1	1	1				
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00224	R2152111	1	1	111	1	1	9	1	1	1	1				
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00231	R2152111	1	1	111	1	1	9	1	1	1	1				
00232	R2152111	1	1	111	1	1	9	1	1	1	1				
00233	R2152111	1	1	111	1	1	9	1	1	1	1				
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00243	R2152111	1	1	111	1	1	9	1	1	1	1				
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00246	R2152111	1	1	111	1	1	9	1	1	1	1				
00247	R2152111	1	1	111	1	1	9	1	1	1	1				
00248	R2152111	1	1	111	1	1	9	1	1	1	1				
00249	R2152111	1	1	111	1	1	9	1	1	1	1				
00250	R2152111	1	1	111	1	1	9	1	1	1	1				

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH	DRARBCDDDD	ABC	ABB	II	III	IV	V	C	VI			
ID	4212312134	312	3123	13457891234	1233569	1234568	1261	15	123456790	1234	13	
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00252	C201221	1	1	11	111	1	1	9	1	1	1	1
00253	C201221	1	1	11	111	1	1	9	1	1	1	1
00254	C201221	1	1	11	111	1	1	9	1	1	1	1
00255	C201221	1	1	11	111	1	1	1	1	1	1	1
00256	C201221	1	1	11	111	1	1	1	1	1	1	1
00257	C201221	1	1	11	111	1	1	1	1	1	1	1
00258	C201221	1	1	11	111	1	1	1	1	1	1	1
00259	C201221	1	1	11	111	1	1	1	1	1	1	1
00260	C102111	1	1	11	111	1	1	9	1	1	1	1
00261	C102111	1	1	11	111	1	1	1	1	1	1	1
00262	C102111	1	1	11	111	1	1	1	1	1	1	1
00263	C102111	1	1	11	111	1	1	1	1	1	1	1
00264	C102111	1	1	11	111	1	1	1	1	1	1	1
00265	C102621	1	1	11	111	1	1	1	1	1	1	1
00266	C102621	1	1	11	111	1	1	1	1	1	1	1
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00268	C102621	1	1	11	111	1	1	1	1	1	1	1
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00270	C102621	1	1	11	111	1	1	1	1	1	1	1
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00272	C102621	1	1	11	111	1	1	1	1	1	1	1
00273	C102621	1	1	11	111	1	1	1	1	1	1	1
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00277	C102621	1	1	11	111	1	1	1	1	1	1	1
00278	C102621	1	1	11	111	1	1	1	1	1	1	1
00279	C102621	1	1	11	111	1	1	1	1	1	1	1
00280	C102621	1	1	11	111	1	1	1	1	1	1	1
00281	C202111	1	1	11	111	1	1	3	1	1	1	1
00282	C202111	1	1	11	111	1	1	3	1	1	1	1
00283	C202111	1	1	11	111	1	1	9	1	1	1	1
00284	C202111	1	1	11	111	1	1	1	1	1	1	1
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00287	C202111	1	1	11	111	1	1	1	1	1	1	1
00288	C202111	1	1	11	111	1	1	1	1	1	1	1
00289	C202111	1	1	11	111	1	1	1	1	1	1	1
00290	C202111	1	1	11	111	1	1	1	1	1	1	1
00291	C20221	1	1	11	111	1	1	1	1	1	1	1
00292	C20221	1	1	11	111	1	1	1	1	1	1	1
00293	C20221	1	1	11	111	1	1	1	1	1	1	1
00294	C20221	1	1	11	111	1	1	1	1	1	1	1
00295	C20221	1	1	11	111	1	1	1	1	1	1	1
00296	C10331	1	1	11	111	1	1	1	1	1	1	1
00297	C10331	1	1	11	111	1	1	1	1	1	1	1
00298	C10331	1	1	11	111	1	1	1	1	1	1	1
00299	C10331	1	1	11	111	1	1	1	1	1	1	1
00300	C10331	1	1	11	111	1	1	1	1	1	1	1

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH	DRABRRCCDDDD	ABC	ABBB	II	III	I	IV	V	C	VI
00301	10	42	12	34	31	23	13	45	68	12
00302	10	42	12	34	31	23	13	45	68	12
00303	10	42	12	34	31	23	13	45	68	12
00304	10	42	12	34	31	23	13	45	68	12
00305	10	42	12	34	31	23	13	45	68	12
00306	10	42	12	34	31	23	13	45	68	12
00307	10	42	12	34	31	23	13	45	68	12
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00310	10	42	12	34	31	23	13	45	68	12
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00312	10	42	12	34	31	23	13	45	68	12
00313	10	42	12	34	31	23	13	45	68	12
00314	10	42	12	34	31	23	13	45	68	12
00315	10	42	12	34	31	23	13	45	68	12
00316	10	42	12	34	31	23	13	45	68	12
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00319	10	42	12	34	31	23	13	45	68	12
00320	10	42	12	34	31	23	13	45	68	12
00321	10	42	12	34	31	23	13	45	68	12
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00329	10	42	12	34	31	23	13	45	68	12
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00331	10	42	12	34	31	23	13	45	68	12
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00334	10	42	12	34	31	23	13	45	68	12
00335	10	42	12	34	31	23	13	45	68	12
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00347	10	42	12	34	31	23	13	45	68	12
00348	10	42	12	34	31	23	13	45	68	12
00349	10	42	12	34	31	23	13	45	68	12
00350	10	42	12	34	31	23	13	45	68	12

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH	IRARBRCCDDDD ABC ABBB	II III	IV	V	VI
ID	AA212312121A 312 3123	1111 AAAA	BBBBB	CC1 DD	AAAAAA1 BBBB CC
		13457891234	12356	1234568	1261 15 123456790 1234 13
00351	0110421	11	1	111	1
00352	0110421	11	1	111	1
00353	0110421	11	1	111	1
00354	0110421	11	1	111	1
00355	0110421	11	1	111	1
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00358	0210111	11	1	111	1
00359	0210111	11	1	111	1
00360	0210111	11	1	111	1
00362	0210111	11	1	111	1
00363	0210111	11	1	111	1
00364	0210221	11	1	111	1
00365	0210221	11	1	111	1
00366	0210221	11	1	111	1
00367	0210221	11	1	111	1
00368	0210221	11	1	111	1
00369	0210221	11	1	111	1
00370	0210221	11	1	111	1
00371	0111221	11	1	111	1
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00373	0111411	11	1	111	1
00374	0111411	11	1	111	1
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00376	0111411	11	1	111	1
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00378	0111411	11	1	111	1
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00382	0111411	11	1	111	1
00383	0211111	11	1	111	1
00384	0211111	11	1	111	1
00385	0211111	11	1	111	1
00386	0211111	11	1	111	1
00387	0211111	11	1	111	1
00388	0211111	11	1	111	1
00389	0211111	11	1	111	1
00390	0211111	11	1	111	1
00391	0211111	11	1	111	1
00392	0211111	11	1	111	1
00393	0211111	11	1	111	1
00394	0211321	11	1	111	1
00395	0211321	11	1	111	1
00396	0211321	11	1	111	1
00397	0211321	11	1	111	1
00398	0211321	11	1	111	1
00399	0211321	11	1	111	1
00400	0112311	11	1	111	1

PROFILE LISTING BY SCHOOL, BY CLASSROOM

SCH.	DRARRRCCDDDD	ABC	ABBB	I	II	III	IV	V	VI
00401	0112311	11	1	111	1	1	2	1	1
00402	0112311	11	1	111	1	1	2	1	1
00403	0112311	11	1	111	1	1	3	1	1
00404	0112311	11	1	111	1	1	1	1	1
00405	0112311	11	1	111	1	1	1	1	1
00406	0112311	11	1	111	1	1	1	1	1
00407	0112421	11	1	111	1	1	3	1	1
00408	0112421	11	1	111	1	1	3	1	1
00409	0112421	11	1	111	1	1	3	1	1
00410	0112421	11	1	111	1	1	3	1	1
00411	0112421	11	1	111	1	1	3	1	1
00412	0112421	11	1	111	1	1	3	1	1
00413	0112421	11	1	111	1	1	3	1	1
00414	0112421	11	1	111	1	1	3	1	1
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00418	0212111	11	1	111	1	1	1	1	1
00419	0212111	11	1	111	1	1	1	1	1
00420	0212111	11	1	111	1	1	1	1	1
00421	0212111	11	1	111	1	1	1	1	1
00422	0212221	11	1	111	1	1	1	1	1
00423	0212221	11	1	111	1	1	1	1	1
00424	0212221	11	1	111	1	1	9	1	1

SCH. DRARRRCCDDDD ABC ABBB I II III IV V VI
 ID AA2123121234 312 3123 13457491234 12356 1234568 1261 15 123456790 1234 13

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BIOGRAPHICAL SKETCH

Thomas Baker Williams was born in Tarboro, North Carolina on September 26, 1941. He attended school in Nash County, N. C. and was graduated from Nashville High School in 1959. He was graduated from the University of North Carolina at Chapel Hill in 1963, with a B. S. in science education.

He taught science and math in a junior high school in Charlotte, N. C. for three years. Upon receipt of a National Science Foundation Academic Year Institute award in 1966, he moved to Gainesville, Florida for graduate work at the University of Florida. He received his Master of Education in science education in 1967.

Receiving an N. D. E. A. Title IV fellowship, he continued graduate work at the University of Florida in Curriculum and Instruction and became interested in educational research and evaluation. While at U. F., he was initiated into Phi Kappa Phi and served as president of the local chapter of Phi Delta Kappa. In 1970 he accepted a position in Jacksonville, Florida as evaluator for the E. S. E. A. Title I projects in the Duval County School System. In 1972 he became the Supervisor of the newly

created Program Evaluation Unit responsible for the evaluation of all instructional programs in the county. He is currently employed in this position.

He has served on local, regional and national committees in education and is currently a member of the Committee on Evaluation and Information Systems, a subcommittee of the Chief State School Officers Council. He has also been a member of American Educational Research Association, and Association for Supervision and Curriculum Development.

In 1964 he married Sandra Kaye Dalton. They have two children, Julie and Scott.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



William M. Alexander, Chairman
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



H. T. Fillmer
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



Caspar Rappenecker
Professor of Geology

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



William B. Ware
Associate Professor of Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

D. J. Sharp by M. C. Baker
Dean, College of Education

Dean, Graduate School