THE DEVELOPMENT AND IMPLEMENTATION OF A CAMPUS LEVEL
INFORMATION SYSTEM TO ASSIST ADMINISTRATORS
IN PLANNING AND DECISION-MAKING

DISSERTATION

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By

Frederick D. Todd, B. S., M. S.
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The problem with which this investigation was concerned was the development and implementation of a school-community informational system useful to administrators in planning and decision-making. The data gathering instruments consisted of student, parent, and faculty-staff questionnaires, achievement tests, and demographic data from official records. These components allowed the administrative team to determine the opinions and attitudes of each group toward each other, themselves, the school, and the community. The achievement test was the Iowa Test of Educational Development. The demographic section provided data on faculty, staff, and students.

The purposes of this study were to develop a system useful to administrators in planning and decision-making, implementing the system, and interpreting the data in an actual school situation.

Three instruments were developed, validated and reliability determined to measure the perceptions of students, faculty-staff, and parents. The coefficients obtained for subgroups were reliable for group measurement purposes.
A sample of three hundred eleven sophomores, two hundred ninety-one juniors, and two hundred six seniors was selected by administering the instruments in home rooms which were randomly selected. Three hundred parents were selected by requesting students chosen to take a parent survey home for completion and return. The entire faculty-staff of the target school completed the inventory dealing with faculty-staff perceptions.

The demographic data supplied information on faculty position, race, education, teaching experience, experience in the assigned school, age distribution, salaries, continuing education, and absences. Student data included race, enrollment, discipline referrals, and student mortality.

The descriptive data indicated two areas needing improvement. The administration must work to stabilize the faculty and faculty-staff absences must be decreased.

The achievement data indicated student achievement was uniformly low. The faculty-staff, parent, and student data indicated that parent, teacher, and student groups were not unified in their perceptions and attitudes toward themselves, each other, and the school. Parents and students were positive toward the school.

Teachers rated numerous items pertaining to the administration, students, parents, and themselves low. Teachers and the administration must share the responsibility for the learning program. The data indicated the school must change
and the major vehicle for change is a unified group of teachers, students, and parents working cooperatively with the administration for the good of the school.

The Administrative Team, after study of the data, concluded that the administrative staff must promote faculty unity, team work, and teacher-administrative relationships. Adequate physical facilities and custodial services must be provided. The lunchroom atmosphere was in need of improvement.

The Administrative Team indicated the administrators, faculty, students, school facilities, and lunchroom as priority areas. Objectives and strategies were developed to improve each area. The Administrative Team agreed that the data indicated the necessity of the principal, teachers, parents, and students participating in improving the school program.

The study concluded that (1) the Campus Level Information System assists administrators in securing information to identify areas needing improvement, and (2) the Campus Level Information System assisted the Administrative Team in identifying and defining their role. This system promises to be useful in the assessment of student, parent, and teacher attitudes and perceptions.
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CHAPTER I

INTRODUCTION

The effective urban secondary school must have an informational and planning system that supports educational decision-making for effective and efficient administration of the school. Educators using the concepts of an informational system develop plans, which when implemented, will serve as an effective vehicle for change.

The techniques of long-range planning to include goal determination, effective resource allocation, analysis of alternatives and evaluation of results have been used for some time in business and industry (1). In the field of education there has been planning, program development, and evaluating. What is needed is a way these components can be integrated into a system that will be useful to the local campus level administrator.

An adequate information system is necessary if the school administrator is to know where he is today and where he is going tomorrow in order to reach an ultimate objective. The local campus unit administrator must constantly learn from its operation (2). Many programs conducted by schools are not properly analyzed to see if the efforts have dealt with the identified problems. It is fundamental for educational
organizations to grow from what is learned from within as well as from without (1).

The local campus unit must meet the needs of students. The students represent the socioeconomic structure with varied levels of achievement. The demands of our society make it necessary that we design a system of educational management which provides a systematic procedure for establishing priorities, for allocating resources, and for evaluating outcomes (3).

The rise of the systematic study of human development and psychology of learning has had a tremendous effect on procedures used in curriculum planning. The decisions that are made concerning the educational process must have the improvement of learning as their primary goal. Decisions made without regard as to how these decisions effect learning add to the problem instead of providing solutions.

Educators are aware of the range and complexity of learning that is demanded by the educational system. Administrators, in order to make adequate educational decisions, must determine what environmental conditions promote learning and what personal characteristics or group influences tend to retard it.

Administrators need an information system for use in educational decision-making. The system should allow the administration to use basic principles and practices of decision-making to strengthen the school program.
A school information system would provide the administrative team with the necessary data to make educational decisions. Some selected factors which affect educational decisions are the learners and how they learn, social forces and their influence upon the school, the knowledge available to be taught, school and community resources, and the political system (4).

Statement of the Problem

The problem of this study was the development and implementation of a school-community informational system useful to the administrator in planning and decision-making. Specifically, the main problem was to develop a school and community information system that would yield data concerning the following aspects of the educational environment:

1. Student opinions and attitudes toward the educational environment;

2. Faculty-staff opinions and attitudes concerning the school, students, and community involvement;

3. Information concerning the perceptions of parents toward the school and community;

4. The academic achievement of students;

5. Descriptive information that would increase the team's understanding of the school and community.

Sub-problems of this study were as follows:

1. To apply this information system to an urban secondary school to determine if the information is applicable for
educational planning; and

2. To determine what actions the data analysis indicates to the administrative team.

Purposes of the Study

The purposes of this study were

1. To develop an informational system to be used by campus level administrators for educational planning and decision-making;

2. To utilize the components of this system in an actual school situation;

3. To examine the effects of the information system on school planning; and

4. To interpret the data for a specific campus.

Significance of the Study

Findings of the study will offer meaningful information to students, faculty-staff, parents, and the administrative team. The results of this study will assist school administrators in understanding present trends concerning the use of an information system to plan effective educational programs. Through a study of the information system, the administrative team will be able to make decisions that when implemented increase the effectiveness of the educational program.

Research Questions

Answers were sought to the following questions.

1. Will the information system provide the administrator
with a systematic procedure for establishing priorities, for allocating resources, and for evaluating outcomes?

2. Will the information system provide the framework for a systematic approach to identification of needs and evaluation of existing conditions?

3. What data should be collected on the student population?

4. What data should be collected on the faculty-staff?

5. What data should be collected on the community?

6. What data should be collected on the academic analysis?

7. What data should be collected concerning descriptive information?

8. How should the data be organized?

9. Will the information system provide the administrator enough information to understand the relationships between the school and community?

Definition of Terms

Although the terms in this study are commonly used in educational discussions, they are defined here for clarity.

1. Information system has been defined as a series of interrelated elements that perform some activity, function, or operation. A major characteristic of the informational system is that it has a purpose, goal, or objective and tends to maintain itself in a steady state. Most informational systems are self-correcting or self-adjusting.
2. **Local Campus Unit** has been defined as the school unit administered by the secondary administrator. This includes personnel and resources assigned to the campus unit. This will allow planning, decision-making and implementation to be responsive to local needs. The cumulative effects should be better decisions, greater staff involvement and support.

Limitations of Study

The data were cross-sectional. Trends can be established only after the information is applied over a period of time. The data generated from the campus level information system are descriptive in nature.

Basic Assumptions

It was assumed that the subjects would respond frankly and sincerely to the items on the various measuring instruments and that the closer the students, faculty-staff, and parents responses were on the instruments the more effective the school would be.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature related to the research questions under investigation. The studies surveyed in this chapter were selected as pertinent to the problem of establishing an information system.

This chapter is divided into five parts. Part one is a general description and definition of planning. Part two deals with the major planning theories. Part three presents information from studies on decision-making tools. Part four gives a report on planning models. Part five gives results of studies concerning the problems involved in planning. A summary is also given at the conclusion of part five.

Description and Definition of Planning

A review of the literature concerning educational planning indicates that planning has many facets. All systems emphasize the need for planning. There is no definition for planning that is widely accepted, although Brieve and Johnston express two characteristics of planning:

1. A technical exercise designed to present alternatives to administrators;
2. An interaction among variables (8).
E. Miklos outlined a series of tasks that denote a framework for educational planning. These tasks are:

1. The development of alternative means for achieving selected goals;
2. The identification of the most effective and efficient means;
3. Monitoring extent to which goals are achieved;
4. Revising means and possible goals (27).

C. E. Beeby states:

Educational planning is the exercising of foresight in determining the policy, priorities and cost of an educational system, having due regard for economic and political realities, for the system's potential for growth, and for the needs of the district and the pupils served by the system (4, p. 34).

A central information system is defined as methods by which information that is necessary for the achievement of an organizations' objectives is made available to all the relevant parts of the organization (24). The kind of information within the system is determined by the decisions that must be made to achieve the stated organizational goals. Information can be derived from outside or inside the organization. The planning system must be able to react to changes in information.

Lopez states that a planning system must

1. Pay attention to communicating with all parties;
2. Have an organizational philosophy or plan of action that has the allegiance of everyone;
3. Be based on ethical principles and policies that work;
4. Be specific about the purpose;
5. Improve the performance of all persons involved;
6. Be sensitive to human needs;
7. Have all persons who are touched by the program participate in its development from start through finish (25).

One of the first steps for an administrator contemplating change is to organize methods of gathering data to understand present conditions. Administrators must know where the school is educationally. This knowledge is primary for any school administrator (2). An educational institution must learn from its operation. It is fundamental that educational administrators grow from what is learned from within as well as from without (5). The span of productivity and effectiveness of an institution is much like that of individuals. Some are long, others short. An institution cannot operate effectively unless some type of information system is constantly determining levels of performance, past decisions, and past procedures. No system can operate unless it involves itself in this kind of process (15).

Bernard S. Purse lists a number of tools to aid in planning. These aids are

1. The System Approach;
2. Planning, Programming, and Budgeting System;
3. Modeling and Simulation;
4. Program Evaluation and Review Techniques;
5. Critical Path Method;
6. Cost/Benefit Analysis;

Kenneth H. Hansen explains that there is no one system or single model of planning that makes sense whenever or how-ever applied. There are some key issues that do make good sense in all planning efforts. The basic elements necessary to attain quality planning include comprehensive planning which includes all agencies, individuals and departments and long-range planning utilizing emerging technologies (18).

Planning should include a decision-making function because planning must result in action. Furse states that all agencies, departments, or people should be coordinated and have a liaison. Planning strategy must be developed stating what the structure is to do and how it relates to other elements (17).

Louis Emmerij and Tornsten Husen state that plans must be kept flexible to keep alternatives possible, plans should go beyond extrapolation of numerical trends, and changes in social and political values should be examined prior to developing the plan (14). They feel futures-thinking is necessary and may cause sharpening of value and interest conflicts. Generalized goal statements do not suffice in
serious planning strategies because they cloud real issues. Emmerij and Husen describe system analysis as an inquiry made to aid decision-makers to choose a course of action. This type of system allows a decision-maker to systematically investigate and analyze objectives, compare quantitatively the cost, effectiveness, and side effects associated with the alternative policies or strategies for achieving them and formulate additional alternatives if those examined are found wanting, or revise the original priorities (14). Planning should provide a feedback mechanism for the evaluation process.

James F. McNamara feels that students and parents must be involved in planning and suggests that students become involved in class activities to aid in the planning process. McNamara list eleven problems that planners encounter at the school level. They are

1. Selection of new school building sites;
2. Design or improvement of school facilities;
3. Forecasting of enrollment;
4. Scheduling of class offerings;
5. Assessment of local employment opportunities for graduates;
6. Analysis of attitudes and recent activities for graduates;
7. Examination of alternative organizational arrangement in the school;
8. Analysis of operating expenditures in terms of costs and benefits;

9. Determination of attitudes toward services and policies;

10. Assessment of student attitudes toward the curriculum, teaching strategies, other instructional policies and current social problems; and

11. Analysis of alternatives and new school programs designed to meet the needs of a greater number of community residents (26, p. 24).

McNamara emphasizes that the end product of any planning project is a set of guidelines that enhances decision-making. The guidelines should give findings of feasible alternatives as well as outline assumptions used in the investigation.

Robert E. Boston, in defining management by objectives, suggests that all levels of personnel enter into planning in order for any degree of accountability to exist (7). Boston states that accountability is dependent upon a design for evaluation, a place of action to achieve desired outcomes, a plan for precise measurements of outcomes, and procedures for recycling.

Edgar L. Morphet outlines additional guidelines to the goal of educational policy making and planning (28). The development of committed leadership, critical review of literature, evolvement of philosophy consistent with modern
improvement concepts, and creation of dissatisfaction with the unappropriate are additional goals.

W. L. Hill emphasizes the need to include students, parents, and the community in planning procedures in order to make a school that students want and one that fits the needs of each group (20). He advocates that planning is a building process with the first year devoted to planning only, the second to planning the education of preschoolers, the third to planning for first graders while the kindergarten program is put in action, and so on. In this way energies are concentrated so plans can be effective for each particular group of students.

Major Planning Theories

There are three basic approaches to planning that must be discussed. The next portion of this review will be devoted to the assets and faults of the manpower approach, the social demand approach, and the cost/benefit approach.

Jean Pierre Jallade identifies the three approaches and discusses the implications for each.

1. The "social demand" method, as its name implies, consists in planning the educational system with a view of satisfying the demand for education as expressed by the family units. The problem consists of quantifying the demand in advance and providing for a corresponding development in the education sector, in the same way that economic planning
deduces growth rates for the various sectors of production from the anticipated final demands for the various goods and services.

2. The "rate of return" (cost/benefit) method is based on criteria of economic profitability. The benefits derived from additional education are compared with the cost of obtaining it, in order to calculate the rate of return on investments in the education sector. This rate is then compared with the corresponding rates in other sectors of the economy; depending on whether the comparison is favorable or not, a decision is made on whether to invest more in education.

3. The "manpower" method, which makes use of manpower forecasts in order to quantify the economic objectives of education, is based on the idea that the educational system is primarily called upon to supply the economic system with the qualified personnel it may require at all levels. The principle of this method is that of "technological complementarity" between the production and education systems. Educational development should, therefore, be guided by the estimated manpower needs classified by qualification level (21, p. 1).

Jallade points out that there is a diminishing interest in planning methods which use pure economic criteria (rate-of-return and manpower). The trend is toward the social
demand approach. In connection with social demand for education, a distinction has been made between

1. "Contingent" social demand based on projections of trends concerning the supply of places made available by the system;

2. A more "useful" social demand, based on reduction of certain inequalities of educational opportunities; and

3. A "virtually absolute" social demand based on full utilization of mental abilities of a particular age group, and on the adjustment of the education system to the capacities of the most underprivileged rather than the reverse.

The social demand approach regards education as a consumer good which should become available to all as rapidly as possible. The stages in calculation of the demand for places in higher education are summarized by Jallade as:

1. Determining the size of the age groups corresponding to education;

2. Estimating the proportion of these groups leaving secondary education with the necessary qualifications for entry into higher education;

3. Forecasting the proportion of those entitled who will apply for admission;

4. Deciding what proportion will be admitted;

5. Converting the projected number of entrants into the projected number of places by making additional estimates concerning the length of the studies and number of foreign students (21).
In the rate-of-return approach, Jallade explains that education is regarded as an investment, the benefits of which, whether social or private, must be calculated and maximized. This will emphasize the productivity of education and minimize educational cost. The rate-of-return approach is regarded as superfluous by those from the school of social demand. The social demand advocates consider this approach as not being relevant to the purpose of education as education also secures non-monetary benefits for the individual and society. The rate-of-return approach must assume that the future labor market is the same as today's since the labor market cannot be predicted. The rate-of-return model has some limitations. They are

1. How is the fraction of monetary return on investments which is exclusively related to education to be calculated?

2. What of education's non-economic benefits?

3. Do current market wages accurately reflect workers' marginal productively by levels of skill?

4. Are substitutions between levels and types of skills sufficient to meet a long-term economic demand? (21).

A capability of the model is to provide a means for evaluating the consequences of innovation in educational structure or technology.

Jallade points out that the specific feature of the manpower approach is that it ignores the controversy at the
center of the two previous trends, whether education is a consumer goal or a capital goal. It favors the technical relationships between the production system and the output of the education system. The manpower approach states that it is the purpose of education to prepare youth for occupational life (21).

Gareth Williams discusses aspects of the social demand and manpower approaches (35). He maintains that although the social demand is the basis upon which most educational decisions are made, the problem is not the philosophy, but converting vaguely defined individual and social preferences into a concrete basis for operational action. There is in the social demand approach what planners call the "bottleneck problem," where there are insufficient places in any area of education for all students who would like to enter that branch of education. This occurs because of models which say that the number of students who entered in the past represent student wishes. Williams explains that this is not the case as many students choose the educational branch they enter because of their chances of being accepted there and not because of their wishes. Williams proposes that the manpower approach and social demand approach have been in one sense, not about educational planning, but about establishing overall educational objectives, and circumstances should determine the amount of emphasis put on each.
E. Miklos writes that most prescriptive models or theories that have been discussed have risen from the forces which elicited the planning activity. Miklos sees planning activities as an extension of characteristics of educational policy which fall into two categories, quantitative and qualitative. The quantitative approach tends to emphasize the same kind of education for greater numbers with greater efficiency, while the qualitative emphasizes improvements in education. Types of planning for the qualitative approach are innovation, technological forecasting, and alternative futures. According to Miklos, each educational policy or type of planning differs from the others by

1. Pressures leading to its emergence;
2. Objectives towards which it is oriented;
3. Kinds of activity on which it tends to focus;
4. Structures which are utilized;
5. Outcomes it produces; and
6. Problems encountered operationalizing it.

For each type of educational policy or type of planning, Miklos specifies information for each of the above six criterion (27, pp. 51-52).

The manpower, social demand, and rate-of-return planning approaches have been classified as medium-to-long-term planning. Another type of planning is short-term, crisis-planning or "the bandwagon effect." Terry Whaling writes that planning found in most schools is reactive. Administrators react to
the school board, community, parents, teachers, and themselves. Whaling suggests that an effective management system such as MAP (Management Action Program) be employed in order to deal with short-term planning more efficiently. The Management Action Program (MAP) is based on the following observations and facts obtained over a dozen years in a wide range of industrial and non-profit organizations.

1. There are always enough significant people in any organization who really know what needs to be done to become more successful.

2. The problem in most organizations is not a lack of knowledge or skill but in not taking the actions known to be required for optimal success.

3. There are no problems down below, only symptoms. The problems are almost always at the top.

4. Most administrative and management people tend to be symptom-oriented in their approach. As a result, basic causes of problems are infrequently confronted and corrected.

5. All symptoms and problems in organizations can usually be reduced to a cluster of three to four major priorities for action.

6. Individual and collective time in most organizations is not well managed (33, p. 33).

They generate results on a managed, time-targeted basis.

Three basic phases are involved in Management Action Planning: Preliminary Survey, Action Plans, and Follow-up.

The preliminary survey phase is characterized by the interviewing of key people in the organization to determine such things as how the operation functions, what the organizational climate is, what the major problems and impediments are, how and why impediments are not coped with, where the organization can go and how fast, and what needs to be done to succeed. Data are reviewed and cross-checked with the chief executive and others involved in the survey.

Action Planning emphasizes that key people involved in the preliminary survey are asked to attend an action planning meeting to discuss problems identified. The purpose of the meeting is to develop plans of action to which all management are committed. Administrators who must work together are motivated and trained during the meeting to develop effective methods for working together. The three objectives which govern this phase are (1) all problems must be disclosed and noted; (2) members are not required to agree that a problem is a problem but they must understand why others believe it is; and (3) no solutions are advanced. The next meeting task is to arrange problems in a priority order, identifying three to four priorities. The next task is to develop an action plan for each priority and to set time targets. Action plans are detailed to include specific
steps and substeps. No priority problems are left without an action component, a time target, and the designation of specific levels of accountability (33).

The follow-up phase consists of three follow-up meetings spaced during the year. They are required and serve as the "audit" function to ensure that plans are tracking on time and on target toward desired results. Management Action Planning methods have been modified and introduced into three major school districts. In two cases the problem was how to develop performance standards and effective techniques for attracting and employing competent teachers and administrative personnel, and in the third case, how to manage the overall school system in a more efficient manner. Whaling details the success of the methods in each of these school districts. One very important by-product of this effort was that some teachers carried Management Action Planning techniques into their classrooms and involved students in the process so every element of an educational organization had input into its management (33).

A planning tool is discussed by Andre Delbecq and Andrew H. Van de Ven (13). The tool was developed by the Community Action Agency of the Office of Economic Opportunity and called the Program Planning Model (PPM). It suggests a method by which internal exchange across organizational units and extraorganizational interfaces can be sequenced, and offers an explicit process for structuring the character
of participation with each phase of planning. Program Planning Model divides planning into five phases and identifies groups of people who should be involved in each.

Phase 1: Problem exploration involves clients (students—parents) and first-line supervisors.

Phase 2: Knowledge exploration involves external scientific personnel and internal and external organization specialists.

Phase 3: Priority development involves resource controllers and key administrators.

Phase 4: Program development involves line administrators and technical specialists.

Phase 5: Program evaluation involves clients and staff and administrative personnel.

The Planning Program Model contains suggested formats for meetings concerning each phase and the benefits derived from each phase.

Another planning tool, Planning-Programming-Budgeting Systems, is summarized by Lloyd D. Andrew and Michael P. Woolfe (3). It consists of selecting specific objectives and systematically analyzing, in terms of costs and benefits, various courses of action to attain those objectives (planning); deciding on specific courses of action (programming) and providing for review and control—programming, and translating planning and programming decisions into specific financial plans (budgeting). The system has been criticized
for having no output measurement. An essential operational characteristic of PPBS is the projection of total resource and dollar needs for a suitable number of years. Characteristics of the program are

1. Output emphasis
2. Input-output coordination
3. Evaluation
4. Long-range fiscal planning (5 years)
5. Quantitative analyses
6. Multiplicity of options—alternatives placed in order of feasibility, least cost, and resources
7. Programming—lines of action drawn to coordinate planned objectives, programs and activities, and cost
8. Program review and revision
9. Sub-programs and program elements
10. Future needs
11. Economic rationality
12. Flexibility
13. Openedness
14. Policy determination where financial administrator shares in policy formulation
15. Decision centers and cost centers developed so that administrators can have at their fingertips historical and projected information for all phases of activity which are retrievable from a computer bank
16. Cost neutrality on issue of cost reduction
17. Structural variability—operations may be centralized or decentralized
18. Accountability and performance measurement
19. Concise budget document
20. Preservation of the past where the best features of previous budgetary formats are utilized (3, p. 63).

The PPBS does not apply only to fiscal operations. Curriculum and instruction must be utilized from its inception.

The limitations of the PPBS Program are

1. Organizational strains are not eliminated;
2. Political elements act as a barrier;
3. The degree of centralization of authority is not clear;
4. Projected long-range program costs are hazardous;
5. Local schools have inadequate staffs for systems planning;
6. Present educational goals are stated as cliches and truisms;
7. Conclusive evidence of success of PPBS is not abundant (3, p. 66).

Another planning tool is the Educational Resources Management System. The system is designed for the management of educational resources in local school districts. The major processes of an Educational Resources Management
System are not new to education. The novelty is in (1) the suggested relationships of these major processes, (2) the implications for the evolution of much greater sophistication in the operation of each of the processes, and (3) the possibilities for improving the effective operation of local public education through better decision-making about the use of educational resources (12, p. 37).

The guidelines for developing an EMR System are a set of assumptions which are based upon a composite of observations reported for planning, programming, budgeting systems used in industry and in the federal government.

The assumptions that serve as rationale for this system are

1. The resources available to a school district are less than equal to the demands of that district;
2. The school district exists to produce a set of outcomes—to achieve certain objectives expressed as specific changes in characteristics of the learners;
3. Objectives of a school district can be achieved theoretically in a multitude of ways, some of which are more effective than others;
4. Productivity of a school district can be increased by the organization of learning activities and supporting services into programs specifically directed toward achieving previously defined goals and objectives;
5. Better decisions regarding the selection of program plans and greater benefits from their operation result when the cost thereof are considered on a long-term basis;

6. Better decisions regarding the selection of program plans and greater benefits from their application result when outcomes are related methodically to objectives (12, p. 37).

The school is viewed as being within society, created by society, serving society, and accountable to society for the performance of specific functions.

Decision-Making Tools

The planning process must have a decision-making task whether it is a short or long-range process. Decisions must be made many times about objective priorities, and problems must be solved by a consensus of those responsible. One method of decision-making, the Delphi Method, is described by Paul Rasp. The Delphi Method is defined as "a carefully designed program of sequential individual interrogations interspersed with information and opinion feedback" (29, p. 29). The technique can be viewed as a series of individual conferences conducted in writing and having three main characteristics: (1) each participant contributes at each step of the questionnaire process before seeing the inputs of other participants for the next step, (2) while the
individual knows his own response throughout the process, inputs of others remain anonymous, and (3) input gained at one step of the process is shared as part of the next step (29, p. 30).

The Delphi Method uses a series of four questionnaires:
1. The first asks the respondent for input on some questions;
2. The second asks for priority ratings of items developed from the first round results;
3. The third questionnaire provides the respondent with some average of second-round responses, and asks the respondent to reconsider their second-round responses in light of the information given and then to either move to the group judgment or to state a reason why the minority position is in order;
4. The final questionnaire provides the respondent with consensus data and a summary of minority opinions, and requests a final revision of responses (29, p. 31). These responses are likely to come closer to a consensus than conferencing. The central position would be believable since it is derived from each respondent.

John C. Chambers reviewed an alternative to the Delphi Method (9). He points out the need for group decision-making in order to take advantage of all available opinion and expertise. A group leader uses a numerical rating procedure to decide among alternative solutions or to identify
priority problems. This decision-making tool makes use of a two-dimensional matrix with decision-makers listed on one side and factors which are being rated listed on the other. A relative weight may be attached to each factor according to its importance in the overall picture. Each participant rates on a scale of one to ten his/her opinion of each factor. The rating is multiplied by the relative weight and the numbers added across. This establishes a priority order made up of opinions from all participants.

L. C. Silvern presents another model for decision-makers (31). Management would begin with a sub-system by describing the problem situation and defining the situation. This includes identifying persons having needs, the nature of their needs, the number of persons and their locations. The next sub-system describes a future state in which the defined needs or goals have been met to a specified degree and time. When these statements are formalized, they can be evaluated by applying specific criteria. The problem situation may be analyzed to produce separate elements which will be found to relate logically to some part of the goal. This allows the goals to be broken down into smaller parts called objectives. Descriptions for objectives must include a specific time for accomplishment and quantifiable method for measurement. Courses of action come to mind when trying to combine one or more resources with an element of the problem situation. This course of action leads us to produce tasks.
Simulation occurs in the next step by estimating the outcome of the task performed, and then making a comparison of these results with the objectives' input used as criteria as a go/no-go measurement.

The model described embodies the following cybernetic characteristics:

1. All systems process information;
2. Feedback systems provide stability and equilibrium--the system utilizes error correction;
3. Feedforward signals carry reference or criteria information to an evaluation sub-system, thereby influencing the evaluation output;
4. The education system interchanges information with a larger system in real life of which it is a part; and
5. Feedforward signals often carry criteria information from the front end of a model to an evaluation sub-system midway or near the end of the model, illustrating a comparative application (31).

R. H. Kite offers an alternative method of solving a specific problem in stages (22). This method enables the decision-maker to list all alternatives, organize thoughts and determine which activities most efficiently solve the problems.

Richard P. Kraft presents another method of problem-solving within the planning process. The steps are

1. Develop an awareness of change and/or a need for change;
2. Establish new and/or redefine existing goals;
3. Identify and define problems and change contexts;
4. Select and analyze a priority problem and its change context;
5. Derive performance requirements for problem resolution;
6. Select and/or generate alternative solution methods and strategies;
7. Test and verify feasibility and practicality of solution methods and strategies;
8. Select and implement priority solution method and strategy; and

Planning Models

Model building is another tool in the management process. George Z. F. Bereday defines a model as "a description of a structure and its interrelationships; the structure consists of a number of identified processes which are connected by specified rules of movement" (6, p. ii). Bereday indicates two important concepts introduced by planners in reference to models which are targets and objective criteria. A target or goal needs a tolerance region regarding time dimension and needs, and objective criteria are the different paths used to reach a set of targets.
Gareth Williams (34) describes the process of model building and sets forth guidelines to follow in terms of what is structurally possible and impossible. The planner must choose simplifications of the education system which leave important aspects of the structure unimpaired. If these simplifications are valid, a planner must measure a possible range of values of the parameters, and then fix realistic values of the parameters for whatever planning purposes the model is required. One way of doing this is to estimate statistically the values of the parameters in some past period and to make assumptions about the relationship of past and future values of the coefficients. The next step is to determine the degree of influence of each policy-making mode on each of the coefficients of the model. The variables of the model may be divided into three groups depending on the influence of policy-making: (1) policy variables—policy-makers want to influence; (2) investment variables—policy-maker has control over; and (3) autonomous variables—policy-maker has no control over.

There are many combinations of the above variables and the interaction may be very complex. The advantages of this interaction are to create alternatives which may be turned over to policy-makers, to help define objectives in operational terms, and to show which objectives clash with other objectives. Williams sees the role of the planning model and model builders as
1. Within broad policy objectives, specifying precise mutually consistent objectives in concrete operational terms;
2. Identifying and measuring or estimating autonomous variables;
3. Identifying variables over which policy-maker has control;
4. Estimating the effects of changes in the control variables (34).

Richard P. Kraft outlines a general model showing the interaction between the environment and the school system (23). Kraft sees the focal point which connects the environment to the system as policy. Each segment influences and contributes to the establishment of policy.

Louis Emmerij describes three models which refer to types of planning (14). The first model is the Single Alternative Future Model in which the educational future is perceived as different from the past in at least one substantial way. The restricted view of the future is that new policies and programs are crisis-generated. This model does not consider future alternatives which might reveal a new set of policy choices. The Technological Future is the second model. This model assumes that technological advances of the future will solve the crisis of the present. Two factors that must be considered in working with this model are (1) how do we get from the present to the future since policy planning would be so complex, and (2) what will be the
context and purposes of material transmitted between learner and machine? The third type of model is the Comprehensive Future. This model represents an attempt to relate exogenous variables in the future state of affairs to educational policy-making and planning in the present. Work in this model is centered around the stage of conceptualization and pre-planning. What is crucial is experiments in multi-dimensional goal assessment and alternative strategy is the translation into detailed plans of action and implementation (14).

Keith Hartwig presents a basic model for teachers and administrators using basic planning models utilizing flow-charts and diagrams (19). Hartwig lists planning activities, placing judgment points where decisions need to be made about continuing or recycling thinking. The steps in this model are

1. Identify need and decide if it is a priority need.

2. Statement of outcomes that will provide evidence that the system is moving toward meeting the need. Must be judged as to relevance and reliability, appropriate instrumentation and criterion of accomplishment are crucial.

3. Develop a program that will lead to outcomes
   a. Devising relevant processes
   b. Identifying necessary resources that must be judged as to relevance, likelihood of success, and feasibility. Must be able to decide if
properly implemented during course of program.
Resources judged on adequacy and availability.


5. Terminal evaluation conducted in terms of desired outcomes. If outcomes accomplished, need to be reviewed to determine whether or not the program has been successful in meeting the need. If the program is successful, data collected by means of on-going evaluation will provide an accurate description of the program.

Bernard S. Furse discusses a planning model using much the same format as the Hartwig model, although it is more comprehensive. The steps in the Furse model are

1.0 - 1. Determine "what should be."
   2. Identify "what is."
   3. Determine discrepancies.
      These three steps should lead to objectives and establish priorities.

2.1 - 1. Identify major objectives involved.
   2. Detail the performance specification required.
   3. Identify the constraints.

2.2 - What jobs must be done to accomplish planning objectives?

2.3 - Breakdown of jobs to tasks for each subfunction.

2.4 - Identify alternative means by which tasks and mission can be accomplished.

3.0 - Must arrive at various possible strategies--generalized descriptions--detailed to the point where cost-effectiveness can be determined.

4.0 - Decision-makers select best strategy.
5.0 - Utilize principles of system synthesis to implement selected strategy useful at this point.

6.0 - Pilot program or field trial.

7.0 - Feedback--eliminate malfunctions.

8.0 - Diffuse to various states (17).

Also, Furse explains a model used in Puerto Rico for planning. Sub-systems of the Puerto Rican model are (1) student flow and enrollment model; (2) staff requirement model; (3) facilities requirements model; and (4) educational costs model (17).

The model can be made more precise either by improving the detail and accuracy of cost accounting, achievement testing, economic forecasting, or demographic analysis. The model can be disaggregated by geographic region, educational subject matter, or by class of student. It is possible to build in aspects such as achievement test scores, historic averages by age, sex, social class, school level, subject matter, or by rising assumptions instead of historic data. If assumptions are used, the model becomes an output/effectiveness model that contains assumptions based on economic theory. The products of the information systems after the information is processed are evaluation, analyses, projection reports, and planning instrumentalities used in formulation of policies. The planning instruments are (1) bookkeeping and routine reporting, (2) basic analysis of cost, (3) manpower requirement and economic growth
projections, (4) projection of student-flow enrollments, (5) estimates of availability of staff and facilities, (6) cost projections, and (7) projections of departmental revenue (17).

Robert E. Corrigan developed a model of the systems approach to educational planning. The model is divided into the analysis and synthesis phases. The analysis phase is characterized by the following steps:

1. Determine Mission Objective(s),
2. Determine Limits and Constraints,
3. Determine Mission Profile,
4. Perform Functional Analysis,
5. Perform Task Analysis,
6. Perform Methods Analysis, and

The synthesis phase is characterized by the following steps:

1. Derive Preliminary Strategy,
2. Allocate Functions and Tasks,
3. Delineate Methods--Means Performance Requirements,
4. Design Methods--Means Vehicles,
5. Validate Methods--Means Vehicles,
6. Implement,
7. Establish Management and Control Sub-System, and
8. Evaluate and Revise (11).

Don Adams describes a model in terms of which persons in the planning process should be responsible for each
aspect of planning (1). He states that economic planning models in education are inadequate in either describing educational change or in strongly influencing educational policy. Models need to be extended to better describe the functioning of education, and the manner in which the technical activity of educational forecasting is best incorporated into the planning process needs to be better understood.

Ying C. Chuang offers the following model utilizing tasks and the desired product of each task (10).

<table>
<thead>
<tr>
<th>Task</th>
<th>Function</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognize and define educational needs</td>
<td>A statement of education needs in priority order</td>
</tr>
<tr>
<td>2.</td>
<td>Formulate goals and objectives</td>
<td>A statement of the restated goals and objectives</td>
</tr>
<tr>
<td>3.</td>
<td>Establish goal and objective measurement</td>
<td>A description of the established data, common, time, unit of measurement</td>
</tr>
<tr>
<td>4.</td>
<td>Establish selection criteria</td>
<td>A statement of the criteria for selection and rejection of alternate programs</td>
</tr>
<tr>
<td>5.</td>
<td>Identify overall constraints and requirements</td>
<td>A statement of overall constraints and requirements</td>
</tr>
<tr>
<td>6.</td>
<td>Develop alternate programs and identify required program activities, time frames, and resources</td>
<td>A description of alternative activities and resources required for each activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equipment Personnel Facilities Materials</td>
</tr>
</tbody>
</table>
### Problems Involved in Planning

When a principal and school staff decide to plan, it is helpful to know the problems in order to plan for their remedy. Carl H. Rittenhouse conducted a survey to assess the most pressing problems facing the school staff (30). It was found that planning most frequently broke down in the areas of curriculum planning, grouping, non-graded instruction, and individual instruction because of lack of information. The client indicates the planning areas, the information most needed in those areas and the material most difficult to obtain.

<table>
<thead>
<tr>
<th>Task</th>
<th>Function</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Apply cost to each alternative program</td>
<td>A statement of the cost of each program</td>
</tr>
<tr>
<td>8.</td>
<td>Define anticipated benefits of alternative program</td>
<td>A statement of the benefits of each program</td>
</tr>
<tr>
<td>9.</td>
<td>Program evaluation and synthesis</td>
<td>A statement of the result of the cost/benefit analysis</td>
</tr>
<tr>
<td>11.</td>
<td>Manage resources</td>
<td>A statement of monitoring program results</td>
</tr>
<tr>
<td>12.</td>
<td>Assess results</td>
<td>A statement of final program results</td>
</tr>
<tr>
<td>13.</td>
<td>Recycle steps</td>
<td>Feedback to Step 1</td>
</tr>
</tbody>
</table>
Cameron Fincher feels that rather than planning for continual growth and expansion, there should be planning for attainment of goals that have been formulated as meaningful and realistic (16). Fincher feels that concepts of efficiency and effectiveness should be differentiated by planners. Efficiency is determined only in terms of input and output, and effectiveness determined by specified criteria or established standards. He contends that too much emphasis is put...
on efficiency as measured by computer models and not enough on effectiveness. R. F. Vancil gives the following advice to planners, whether the plan is made for business or education. He states that decisions exist only in the present, and the question that faces the long-range planner is not what his organization should do tomorrow, but rather what has to be done today to be ready for an uncertain tomorrow. The question is not what will happen in the future, but what futurity has to be filtered into present thinking, what time spans have to be considered, and how to use this information to make a good decision today. The test of a plan is not how good the plan is itself but whether management actually commits resources to action which will bring results in the future (32).

Summary

This review of literature provided a general description and definition of planning, major planning theories, decision-making tools, planning models, and studies concerning the problems involved in planning. In order for planning to be most effective, it must originate at the campus level. Planning must function effectively and efficiently in an increasingly complex society. The programs developed, as a result of planning, must meet the needs of all educational institutions. Given these demands it becomes essential that campus-level administrators design a system for the use of
educational resources which will provide a systematic procedure for establishing priorities, for allocating resources and for evaluating outcomes. This will increase the decision-making base and assure the most return for the resources involved. Adequate planning is a major step toward solving the problem of a complex system.
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CHAPTER III

PROCEDURES FOR COLLECTION AND TREATMENT OF DATA

This chapter provides a detailed description of the procedures employed in the collection and treatment of data in this study. The chapter is divided into the following divisions: (1) Source of the literature, (2) Development of the survey instruments, (3) Validation of the survey instruments, (4) Reliability of the survey instruments, (5) Selection of participants, (6) Procedures for collection of data, and (7) Procedure for treatment of data.

Source of the Literature

An effort was made to survey all the literature pertinent to the information systems and planning models. Research of books, periodicals, and dissertation abstracts were accomplished by utilizing the libraries in the Dallas-Fort Worth metroplex. A computer search of the Educational Resources Information Center was made through Region X Service Center.

Development of the Survey Instruments

The review of related literature indicated that few studies have been made concerning the development of a campus level information and planning system. The three inventories used in this study were developed by a Management Team Committee composed of one principal, one assistant principal,
one counselor, six teachers, and the president of the Parent Teacher Association.

The contents of the School Climate Inventory: Student (see Appendix A) were divided into four sections. The first section was a measurement of how the students felt about themselves and how they appraised their actions. Part II was a measure of student relationship with teachers. Part III solicited opinions from students concerning their determination of long and short-term goals. Part IV of the inventory allowed the respondents to indicate how they felt they have succeeded or failed in school.

The contents of the School Climate Inventory: Faculty-Staff (see Appendix B) were divided into five sections. The first section was a measurement of the faculty-staff attitudes toward the administration as it deals with teachers and students. Part II solicited opinions from the faculty-staff concerning their attitudes toward themselves. Part III was a measurement of the faculty-staff attitudes as they perceive the community. Part IV of the inventory allowed the faculty-staff to express their attitudes concerning the physical plant and maintenance activities. Part V was a measurement of faculty-staff attitudes toward students.

The contents of the School Climate Inventory: Parent-Community (see Appendix C) were divided into four sections. The first section was a measurement of parent attitudes toward the school and school-related activities. Part II of
the inventory was composed of questions to measure parent attitudes in regard to their feelings about general school services. Part IV of the inventory was a measurement of parent-school contact.

Validation of Instruments

An inventory validation committee was established to validate the inventories. The panel was selected according to the following criteria.

1. The panel members were currently serving as building administrators on the secondary level.
2. Their schools were located in urban areas.
3. The school were rated as AAAA by the University Interscholastic League. (Standards are based on student enrollment.)
4. The administrators expressed willingness to participate in this study.

Members of the committee were:

(a) Principal
    Franklin D. Roosevelt High School
    Dallas, Texas

(b) Principal
    W. H. Adamson High School
    Dallas, Texas

(c) Principal
    Polytechnic High School
    Fort Worth, Texas

(d) Principal
    Dunbar High School
    Fort Worth, Texas
The panel was requested to validate each item of the student, faculty, and parent inventories. The panel determined if the inventory items collected information on the characteristics under study. Was the information essential to the local building administrator as a decision-maker? Would the response provide a frame of reference for evaluation, planning, or assessing students, faculty-staff, and parent attitudes? Acceptance of an item required three of the four panelists to respond to the item as meeting two of the three criteria. Three items in the student inventory and eight in the faculty-staff inventory were deleted by this process. (See Appendix D.)

Reliability of the Survey Instruments

The purpose of constructing the school climate inventories was to create a valid and reliable measure of student, parent, and faculty-staff attitudes and perceptions. To determine the degree to which responses varied between the first and second testing, Pearson's product-moment correlation coefficient for each instrument was computed.

The product-moment formula for linear correlation coefficient was utilized (4, p. 245).

The reliability was computed for the three instruments developed from a sample of ten parents, ten students, and the faculty-staff persons. The inventories were administered and repeated three days later. The reliability coefficient for
1. School Climate Inventory: Student was .79.
2. School Climate Inventory: Parent was .75.
3. School Climate Inventory: Faculty-Staff was .95.

The value of the coefficient of reliability for the student (.79) and parent (.75) inventories were fairly high and adequate for group measurements. The faculty-staff (.95) inventory was highly reliable and adequate for group and individual measurements (1).

Selection of Participants

For this study, a sample of three hundred eleven sophomores was selected randomly by drawing homeroom sections from a box containing all tenth-grade homeroom slips without replacement. Twelve sections out of thirty-five were drawn to secure the sophomore sample. The process was repeated with the junior and senior classes. Twelve out of thirty eleventh-grade homeroom sections were drawn to secure a sample of two hundred ninety-one students and nine out of twenty-five twelfth-grade homeroom sections for a sample of two hundred six students.

A sample of three hundred parents was selected by requesting the students chosen to take a parent survey home for completion and return. Students living in the same house, if chosen, were requested to return only one survey from their parents. The first one hundred complete forms from parents in each grade were thus selected. A total of 382 forms were received.
The entire faculty and staff of the target school completed the inventory dealing with faculty-staff perceptions.

Procedures for Collecting Data

The School Climate Inventory: Student was administered to eight hundred eight students in the tenth, eleventh, and twelfth grades in the cafeteria by homerooms. Three hundred eleven tenth-grade students, two hundred ninety-one eleventh-grade students, and two hundred six twelth-grade students participated.

The School Climate Inventory: Faculty-Staff was administered to all persons assigned to the school under study in a faculty meeting.

The School Climate Inventory: Parent was completed by three hundred parents of students. Parents were requested to return the completed survey to the principal's office. The inventories indicated the attitudes of students, teachers, and parents toward the administrator and themselves, their perceptions of the community, the physical plant, school services, school contact, and related activities.

The results of the Iowa Test of Educational Development administered in the Spring of 1978 were used in the analysis of the educational achievement component. The test was given to all students in the school in grades ten, eleven, and twelve who were present on the administration date.
The major sections of the *Iowa Test of Educational Development* were studied. Median percentiles based on large-city norms were used in the analysis. Each major section of the test was studied by grades. The test sections were:

(a) Reading Comprehension and Vocabulary;
(b) Language Arts—Usage and Spelling;
(c) Mathematics;
(d) Social Studies;
(e) Science;
(f) Use of Sources;
(g) Composite.

The faculty-staff demographic data were secured from the Records Section and principal's office files. The data consisted of ethnic composition, highest degree held, experience, age, experience in present school, salary, work toward an advanced degree, and teacher absences.

The student demographic data were secured from the Records Section and principal's office files. The data consisted of ethnic distribution by grade, sex, enrollment trends, students absences, number and reasons students drop out of school, and discipline trends (suspensions, corporal punishment, and third party hearings).

Procedures for Treatment of Data

Data were obtained by administering the student, faculty-staff, and parent inventories. An adaption of the
Likert method of scale construction was used. The option which represented the most favorable opinion was assigned a value of four and the least a value of one. A mean response for each item was calculated. The results represent an average response of the sampled population.

The demographic data concerning the faculty-staff were tabulated to determine the racial composition, positions, educational background, experience, ages, experience in present school, salaries, and persons working toward a bachelor or advanced degree.

The demographic data on students were tabulated to determine enrollment trends, absences, racial composition, enrollment by sex, students dropped, and why the students were dropped. Discipline cases were tabulated as to numbers who received corporal punishment, suspensions, and third party hearings. This information allowed the administrative team to establish discipline trends.

The test analysis section was developed from information secured from the Registrar's Office. The Iowa Test of Educational Development was the instrument used to determine academic achievement. The median percentiles based on large-city norms were presented in table form.

The data secured by the five components of the information system were studied by an Administrative Team. The five members of the team were administrators serving in an urban secondary school. They were the principal and four
assistant principals. Using a modification of Richard Kraft's method of problem-solving, the Administrative Team studied the data obtained to determine what the data included. The steps were (1) developing an awareness of the problem by study of the data, (2) identify and define the problems, (3) select priority areas through consensus, (4) analyze priority areas and develop objectives, and (5) develop strategies to implement the results of the process.

The Administrative Team recommended the strategies for implementation and evaluation during the 1979-1980 school term.

This process allowed the Administrative Team to determine (1) if the components provided a systematic procedure for establishing priorities, allocating resources, and evaluating outcomes, (2) if the information provided a systematic approach to the identification of needs and evaluation of existing conditions, and (3) if the information provided the administration enough information to understand the relationships between the school and community.

Findings were drawn from the analysis of the data and conclusions formulated from the findings. Appropriate implications were included.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

RESULTS OF THE STUDY

Introduction

The purpose of this chapter was to report the application of the information system and to determine to what extent the data may be used in campus-level planning and decision-making. The information system had five components:

1. General Demographic Data
2. Educational Achievement
3. Faculty-Staff Inventory
4. Student Inventory
5. Parent-Community Inventory

This information system was a data-gathering process designed to assist the campus-level administrator in surveying, analyzing and adapting to factors influencing the school.

It was evident if school administrators were to avoid negative effects there would have to be constant monitoring and adapting of school operations as related to the faculty, students, and parents. This information system provided a systematic and continuous information-gathering network. It permitted flexibility in local school assessment. It provided structure, organization, and continuity for the campus-level management team.

Demographic Data

Good schools require adequate staffing. The success of any endeavor is closely related to the quality of personnel
who perform the tasks necessary to accomplish the stated goals. Table I indicates that the target school had a faculty-staff of one hundred sixty-eight persons. The adult-student ratio was one to fifteen.

### TABLE I

NUMBER OF FACULTY AND STAFF IN TARGET SCHOOL

<table>
<thead>
<tr>
<th>POSITION</th>
<th>ANGLO</th>
<th>BLACK</th>
<th>MEX, AM.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
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<tr>
<td>Principal</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal</td>
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<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Counselor</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Librarians</td>
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<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nurse</td>
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<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Nurse Aide</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Special Ed. Teachers</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Military Personnel</td>
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<td>0</td>
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<td>Vocational Teacher</td>
<td>3</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>Orchestra Teacher</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Classroom Teachers</td>
<td>23</td>
<td>21</td>
<td>26</td>
<td>38</td>
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<tr>
<td>Study Hall Teachers</td>
<td>0</td>
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<td>3</td>
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<td>Secretaries</td>
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<td>Library Clerks</td>
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<td>Attendance Clerks</td>
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<td>Counselors Clerks</td>
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<td>Data Operator</td>
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<td>Teacher Aides</td>
<td>0</td>
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<td>3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>29</td>
<td>25</td>
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<td>73</td>
</tr>
</tbody>
</table>

The administrative staff was composed of one principal and four assistant principals. The faculty (certified) consisted of one hundred twenty-five members which provided a teacher-student ratio of one to twenty. The guidance staff consisted of six full-time counselors. Three counseling clerks provided the support services for this staff. The
The ethnic ratio of the instructional staff was 38 percent Anglo, 60 percent Black, and 2 percent Mexican-American. All support personnel were Black.

The most crucial single element in the educative process is the competency of the personnel charged with the task of effecting desirable changes in children and youth. Table II indicates the educational preparation of the faculty.

**TABLE II**

**EDUCATIONAL PREPARATION OF THE FACULTY**

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>ANGLO</th>
<th>BLACK</th>
<th>MEX. AM.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Bachelor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>10</td>
<td>14</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>15</td>
<td>9</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>27</td>
<td>23</td>
<td>29</td>
<td>44</td>
</tr>
</tbody>
</table>

The data indicated that over half the teachers hold advance degrees. All teachers were certified.

The number of years a teacher has worked in the teaching profession and the presently assigned school indicated the stability of the faculty-staff.

As indicated in Table III, persons with one to three years experience were the largest group. Sixty percent of the faculty had less than eleven years of experience. Only nine people had more than twenty-five years experience.
Although the data indicated that many faculty members had few years teaching experience, a study of Table IV revealed some valuable information.

The data indicated that sixty-seven persons had worked in the assigned school three years or less. This means that over half the faculty were new during the last three years.
Ninety-six persons have worked in the assigned school six years or less. Only twenty-nine persons have worked at the target school from seven to twenty-three years. Of the twenty-nine, five had worked more than eleven years. The turnover of the faculty has been high. The faculty has been undergoing a transition as the community has changed.

The data indicated that the majority of teachers have had little teaching experience. Therefore, it was expected that the faculty was relatively young. Table V contains this information.

**TABLE V**

**AGES OF FACULTY**

<table>
<thead>
<tr>
<th>AGES</th>
<th>ANGLO M</th>
<th>ANGLO F</th>
<th>BLACK M</th>
<th>BLACK F</th>
<th>MEX. AM. M</th>
<th>MEX. AM. F</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 25</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>26 - 30</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td>31 - 35</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>36 - 40</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>41 - 45</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>51 - 55</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>56 - 60</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>61 or above</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>27</strong></td>
<td><strong>23</strong></td>
<td><strong>29</strong></td>
<td><strong>44</strong></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

Fifty percent of the faculty was thirty-five years of age or less. Thirteen faculty members were fifty years of age or older. These data indicate a young faculty with relatively little teaching experience. Information relative to salary is contained in Table VI.
Table VI presented data concerning the salaries of faculty members and supportive staff. Teacher salaries range from $9,300 to $22,600. The majority of the faculty earn less than $16,300. Two faculty members earn in excess of...
$20,000. Each supportive staff member earned less than 
$10,000 per annum. Two persons earned more than $8,500. 
The majority earned less than $7,000 per annum. Faculty 
and staff members with total earnings less than $12,000 with 
a family of four qualify for government assistance. 

Professional involvement was vital to all persons in 
the teaching profession. Table VII indicated continuing 
education.

**TABLE VII**

FACULTY AND STAFF CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>ANGLO</th>
<th>BLACK</th>
<th>MEX. AM.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Working Toward Masters</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Working Toward Doctorate</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Not Working Toward Advanced Degree</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORTIVE STAFF</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Toward Associate Arts Degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Working Toward Bachelors Degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Not Working Toward A Degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

Seventy percent of the faculty were not working toward 
an advanced degree. Twelve supportive staff persons were 
involved in courses to pursue a degree.
Table VIII presented the data concerning student enrollment by grades.

**TABLE VIII**

**STUDENT ENROLLMENT**

1977-78

<table>
<thead>
<tr>
<th>RACE</th>
<th>TENTH</th>
<th></th>
<th>ELEVENTH</th>
<th></th>
<th>TWELFTH</th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mexican American</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Black</td>
<td>459</td>
<td>539</td>
<td>423</td>
<td>452</td>
<td>323</td>
<td>349</td>
<td>2577</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>459</td>
<td>539</td>
<td>424</td>
<td>453</td>
<td>325</td>
<td>351</td>
<td>2587</td>
</tr>
</tbody>
</table>

The target school had an enrollment which was essentially Black. Only three races were represented.

Faculty and support staff absences were obtained to identify any trends in this area. Table IX presented the data.

**TABLE IX**

**PERCENTAGES OF FACULTY AND STAFF ABSENCES**

1977-78

<table>
<thead>
<tr>
<th>DAYS ABSENT</th>
<th>FACULTY</th>
<th>SUPPORT STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4.3</td>
<td>8.1</td>
</tr>
<tr>
<td>1-3</td>
<td>14.9</td>
<td>21.7</td>
</tr>
<tr>
<td>4-6</td>
<td>18.4</td>
<td>10.8</td>
</tr>
<tr>
<td>7-9</td>
<td>22.0</td>
<td>13.5</td>
</tr>
<tr>
<td>10+</td>
<td>40.4</td>
<td>45.9</td>
</tr>
</tbody>
</table>
Table X indicates the percentages of students in attendance by six-week periods.

**TABLE X**

PERCENTAGE OF STUDENTS IN ATTENDANCE
1977-78

<table>
<thead>
<tr>
<th>SIX-WEEK PERIOD</th>
<th>PERCENT IN ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>95.52</td>
</tr>
<tr>
<td>2nd</td>
<td>95.68</td>
</tr>
<tr>
<td>3rd</td>
<td>92.48</td>
</tr>
<tr>
<td>4th</td>
<td>87.67</td>
</tr>
<tr>
<td>5th</td>
<td>91.96</td>
</tr>
<tr>
<td>6th</td>
<td>91.08</td>
</tr>
</tbody>
</table>

Student attendance was very high for each six-week period with the exception of the fourth. Student attendance during the other five six-week periods was in excess of ninety percent.

A study of the reasons students were dropped from school revealed some factors that caused drop outs. The data were secured for the 1977-78 school term and presented in Table XI.

One hundred thirty-three students were dropped during the school term. Fifty-nine moved from the district, thirty-six gave a variety of reasons, and sixteen indicated a general dislike for school.
TABLE XI
REASONS FOR STUDENTS DROPPING FROM SCHOOL
1977-78

<table>
<thead>
<tr>
<th>REASONS</th>
<th>M</th>
<th>F</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Removal from district</td>
<td>29</td>
<td>30</td>
<td>59</td>
</tr>
<tr>
<td>Poor health</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Regular employment</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Social or economic factors</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dislike for school</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Passed compulsory age</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Entered military service</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other causes</td>
<td>23</td>
<td>13</td>
<td>36</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>72</td>
<td>61</td>
<td>133</td>
</tr>
</tbody>
</table>

Discipline has been cited for several years as the most important problem of public schools. A study of the incidence of disciplinary action is presented in Table XII.

TABLE XII
INCIDENCE OF DISCIPLINARY ACTION

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>BOY</th>
<th>GIRL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporal Punishment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suspension--Three Days or Less</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Suspension--Excess of Three Days</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Third Party Hearing</td>
<td>14</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>24</td>
<td>4</td>
<td>28</td>
</tr>
</tbody>
</table>

**REASONS:**

| Class Cutting | 4   | 0    | 4     |
| Truancy       | 1   | 0    | 1     |
Table XII--Continued

<table>
<thead>
<tr>
<th>REASONS:</th>
<th>BOY</th>
<th>GIRL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disobedience</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Profanity</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Fighting</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Stealing</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Possession of Drugs</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Under the Influence of Drugs or Alcohol</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Physical Attack</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Possession of Weapon(s)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Behavior</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>24</strong></td>
<td><strong>4</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Suspensions and Third Party Hearings were the most prevalent forms of discipline. Twenty-eight persons were disciplined. Possession of drugs was the most frequent offense, fighting and physical attack were second. These data indicate that in the target school relatively little disciplinary action is taken by the administration.

The Iowa Test of Educational Development was administered to all students at the targeted school. Median percentiles based on large-city norms were used to report the findings of the test.

The majority of students in each grade scored below the twenty-fifth percentile with the exception of the eleventh grade students in mathematics.

Reading was reported in two areas, Comprehension and Vocabulary. Tenth grade students scored highest in total Reading. Twelfth grade students were highest in Vocabulary.
TABLE XIII

ACADEMIC ACHIEVEMENT (MEDIAN PERCENTILES) AS MEASURED BY THE IOWA TEST OF EDUCATIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>FINDINGS</th>
<th>10TH</th>
<th>11TH</th>
<th>12TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>13</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>13</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>LANGUAGE ARTS:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usage</td>
<td>14</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Spelling</td>
<td>12</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>29</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>17</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>12</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>USE OF SOURCES</td>
<td>19</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>COMPOSITE</td>
<td>11</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>

The results of the Language Arts test was reported in two areas, Usage and Spelling. The data indicated no class scored above the fifteenth percentile. The tenth and twelfth grades scored highest in total Language Arts. Eleventh grade students scored highest in Usage and Spelling, but lowest in total Language Arts.

The Mathematics section was the only area in which a class exceeded the twenty-fifth percentile level. Eleventh grade students scored at the twenty-ninth percentile. Twelfth grade students scored the lowest; the sixteenth percentile.
The Social Studies section indicated tenth grade students performed best and twelfth grade students the poorest. The Science section results indicated that the tenth and eleventh grade students scored best. Use of Sources and Composite sections were areas where the tenth and eleventh grade students continued to score best.

Although the tenth grade class scored better than the other classes, the data indicated achievement was low in all grades. The average twelfth grade student scored at the 9th percentile on the Composite. Academic achievement was uniformly low.

School Climate Inventory: Faculty-Staff

The School Climate Inventory: Faculty-Staff data indicated attitudes and perceptions toward the administration, community, and students. The maximum score for each item was four, the minimum one. The mean for each item was calculated. The items were arranged in descending order by mean score. The result of faculty perceptions of the administration were presented in Table XIV.

| TABLE XIV |
| FACULTY-STAFF PERCEPTIONS OF ADMINISTRATION |

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. The administration is positive in its attitude toward the students</td>
<td>2.79</td>
</tr>
</tbody>
</table>
Table XIV—Continued

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The office staff is attentive and helpful to the needs of teachers.</td>
<td>2.73</td>
</tr>
<tr>
<td>7. The counselors have the expertise to assist students with learning problems.</td>
<td>2.59</td>
</tr>
<tr>
<td>8. I am comfortable in seeking an administrator's advice on professional problems.</td>
<td>2.59</td>
</tr>
<tr>
<td>12. Teachers understand how counselors can help students.</td>
<td>2.55</td>
</tr>
<tr>
<td>18. The administration respects the faculty.</td>
<td>2.55</td>
</tr>
<tr>
<td>3. The administration understands and sympathizes with teacher's personal problems.</td>
<td>2.51</td>
</tr>
<tr>
<td>16. Teachers performing on a substandard level are dealt with fairly.</td>
<td>2.50</td>
</tr>
<tr>
<td>5. The counselors provide programs that are beneficial to students.</td>
<td>2.49</td>
</tr>
<tr>
<td>13. Teachers are aware of the various ways an assistant principal can deal with disruptive students.</td>
<td>2.42</td>
</tr>
<tr>
<td>6. The teachers are aware of the services that counselors have to offer.</td>
<td>2.38</td>
</tr>
<tr>
<td>9. The administration is positive in its relationship with faculty members.</td>
<td>2.37</td>
</tr>
<tr>
<td>2. The administration actively supports teachers in all phases of their work.</td>
<td>2.34</td>
</tr>
<tr>
<td>10. The administration bases its annual teacher evaluation on adequate data.</td>
<td>2.34</td>
</tr>
<tr>
<td>11. There is positive working relationship between faculty members and administration for matters of pedagogy, curriculum, and classroom management.</td>
<td>2.30</td>
</tr>
</tbody>
</table>
Table XIV--Continued

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The administration gives a quick, efficient response to teachers concerning professional matters.</td>
<td>2.22</td>
</tr>
<tr>
<td>14. When the chips are down, teachers can depend on their administration to back them.</td>
<td>2.10</td>
</tr>
<tr>
<td>15. The principals do a good job establishing policy and enforcing it fairly.</td>
<td>2.07</td>
</tr>
</tbody>
</table>

The data obtained concerning the faculty-staff attitudes and perceptions of the administration revealed some areas of major concern. The faculty-staff rated high the administration's positive attitude in dealing with students. Teachers indicated that they were comfortable in seeking advice and felt that the administration sympathized with their personal problems. Teachers perceived that they were respected and dealt with fairly if performing on a substandard level.

The faculty rated the administration (less than 2.40 on 4.0 scale) in the following areas:

1. The administration is positive in its relation with faculty members.

2. The administration actively supports teachers in all phases of their work.

3. The administration bases its annual teacher evaluation on adequate data.
4. There is a positive working relationship between faculty members and administration for matters of pedagogy, curriculum, and classroom management.

5. The administration gives quick, efficient response to teachers concerning professional matters.

6. When the chips are down, teachers can depend on their administration to back them.

7. The principals do a good job establishing policy and enforcing it fairly.

The data clearly indicated a need to improve relationships between the faculty and administration. Faculty participation skills, communication, and teamwork must be actively promoted by the administration.

The data revealed that the office staff was considered attentive and helpful. The faculty-staff felt that the counselors had the expertise to assist students with learning problems. The counseling programs and services were of some concern. In general, the faculty was not complimentary of the administration.

Data relative to faculty members' perceptions of their colleagues is presented in Table XV. Faculty perceptions indicated that teachers individually possessed a high sense of professional pride. They rated items pertaining to their professional approach and commitment highest.

The vocational programs, coaching staff, Mathematics and English teachers were rated as respected or doing a good job (above 2.5 on 4.0 scale).
### TABLE XV

**FACULTY-STAFF PERCEPTIONS OF THEIR COLLEAGUES**

<table>
<thead>
<tr>
<th>FACULTY SECTION</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. I approach my job with a sense of professional pride.</td>
<td>3.23</td>
</tr>
<tr>
<td>28. Most teachers feel the vocational programs are doing a fine job.</td>
<td>2.62</td>
</tr>
<tr>
<td>27. The coaching staff is highly respected by the faculty.</td>
<td>2.53</td>
</tr>
<tr>
<td>21. The English teachers are doing a good job with their students.</td>
<td>2.52</td>
</tr>
<tr>
<td>22. The Math teachers are doing a good job with their students.</td>
<td>2.52</td>
</tr>
<tr>
<td>20. Teachers can be depended on to assist other teachers in a student-teacher confrontation</td>
<td>2.41</td>
</tr>
<tr>
<td>24. Subtle forms of racism are practiced by white teachers.</td>
<td>2.41</td>
</tr>
<tr>
<td>29. Teachers generally respect the administration.</td>
<td>2.36</td>
</tr>
<tr>
<td>23. Subtle forms of racism are practiced by the black teachers.</td>
<td>2.29</td>
</tr>
<tr>
<td>30. Teachers are very cooperative.</td>
<td>2.20</td>
</tr>
<tr>
<td>19. Teachers respect each other as professionals.</td>
<td>2.16</td>
</tr>
<tr>
<td>25. There is a sense of unity among the faculty.</td>
<td>1.84</td>
</tr>
<tr>
<td>26. School pride among the faculty is high.</td>
<td>1.77</td>
</tr>
</tbody>
</table>

Faculty-staff concerns indicated that the faculty had major concerns toward other faculty members. Teachers perceived that others will not assist them in a student-teacher
confrontation. This indicated a major area needing improvement. Racism was not perceived as a problem.

Teachers felt teachers did not respect the administration and were not cooperative with each other. The respect given to them as professional educators was a concern.

The major concern obtained from the data was the responses to items dealing with faculty unity and school pride. These items were rated 1.84 and 1.77, respectively. The data revealed a definite need for the administration and faculty to develop programs to enhance faculty unity and pride in the school.

Data relative to faculty perceptions of the community are contained in Table XVI.

TABLE XVI
FACULTY-STAFF PERCEPTIONS OF THE COMMUNITY

<table>
<thead>
<tr>
<th>COMMUNITY</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Much can be done (many possibilities exist) to raise the level of commitment to education.</td>
<td>3.23</td>
</tr>
<tr>
<td>39. The faculty generally avoids the school community except to drive to and from school.</td>
<td>2.59</td>
</tr>
<tr>
<td>34. The faculty is aware of the prevailing community conditions.</td>
<td>2.58</td>
</tr>
<tr>
<td>40. This school has adequate community support for its extracurricular activities.</td>
<td>2.44</td>
</tr>
<tr>
<td>37. Home visits are essential to good school-community communications.</td>
<td>2.39</td>
</tr>
</tbody>
</table>
Table XVI--Continued

<table>
<thead>
<tr>
<th>COMMUNITY</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>38. Parents of students are concerned about their children.</td>
<td>2.26</td>
</tr>
<tr>
<td>36. Most parents of students feel that the quality of their children's education has been improved since the 1971 desegregation order.</td>
<td>2.00</td>
</tr>
<tr>
<td>35. Most faculty members personally involve themselves in the community; i.e., purchase groceries, attend church, attend public activities.</td>
<td>1.95</td>
</tr>
<tr>
<td>32. The school-community generally supports its school.</td>
<td>1.91</td>
</tr>
</tbody>
</table>

The faculty-staff rated highest the possibilities of raising the level of commitment to education. These data indicated that teachers felt improvements were possible and needed in the target school community. Teachers had knowledge of community conditions but agreed that faculty generally avoided the target school community.

The faculty-staff perceptions and attitudes toward the community were indicated by the data. They were as follows.

1. The community does not support extracurricular activities.

2. Home visits were not considered as essential to good school-community community communication.

3. Teachers perceived parents as not concerned about their children.
4. Faculty members were not personally involved in community activities.

5. The school-community did not support its school. There was a definite need to develop positive teacher-parent relationships.

Data concerning faculty perception of the school plant is contained in Table XVII.

TABLE XVII

FACULTY-STAFF PERCEPTIONS OF SCHOOL PLANT AND ITS MAINTENANCE

<table>
<thead>
<tr>
<th>PHYSICAL PLANT AND MAINTENANCE</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. The air conditioning was a decided improvement in my teaching environment.</td>
<td>2.89</td>
</tr>
<tr>
<td>46. My classroom needs a paint job.</td>
<td>2.84</td>
</tr>
<tr>
<td>48. The lighting in my classroom is excellent.</td>
<td>2.76</td>
</tr>
<tr>
<td>52. The library is adequate and staffed to provide student and faculty services.</td>
<td>2.74</td>
</tr>
<tr>
<td>54. Athletic and recreation areas are adequate for our program.</td>
<td>2.60</td>
</tr>
<tr>
<td>41. Working in my classroom gives me a sense of pleasure.</td>
<td>2.49</td>
</tr>
<tr>
<td>53. Parking facilities are adequate for students and faculty.</td>
<td>2.47</td>
</tr>
<tr>
<td>51. Audio-visual aids are conveniently available for my use.</td>
<td>2.41</td>
</tr>
<tr>
<td>45. My requests to the janitorial staff get answered.</td>
<td>2.17</td>
</tr>
<tr>
<td>42. Our school buildings are adequate for the teaching and learning process.</td>
<td>2.02</td>
</tr>
</tbody>
</table>
Table XVII—Continued

<table>
<thead>
<tr>
<th>PHYSICAL PLANT AND MAINTENANCE</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. The physical plant is adequate for my work.</td>
<td>1.96</td>
</tr>
<tr>
<td>43. My classroom is cleaned adequately by the janitorial staff.</td>
<td>1.94</td>
</tr>
<tr>
<td>49. My classroom furniture is excellent.</td>
<td>1.84</td>
</tr>
<tr>
<td>50. The cafeteria is an enjoyable place to eat.</td>
<td>1.48</td>
</tr>
</tbody>
</table>

The data obtained concerning the physical plant and maintenance indicated air conditioning and lighting were perceived as adequate by the faculty-staff. Although classrooms need painting, the library, athletic and recreational areas were acceptable. Services rendered to the faculty-staff and students by the library were rated as adequate.

Working conditions were a concern expressed by the faculty. Parking facilities, audio-visual aids, and custodial services were areas considered in need of improvement. Classroom furniture was not acceptable.

The cafeteria was rated 1.48 by the faculty-staff, the lowest item on faculty-staff inventory. The administration must take steps to improve the atmosphere and food selection in the cafeteria.

Teacher-staff perceptions of students are contained in Table XVIII.
TABLE XVIII

FACULTY-STAFF PERCEPTIONS OF STUDENTS

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>56. Teachers believe that students are capable of learning.</td>
<td>2.52</td>
</tr>
<tr>
<td>55. Teachers generally respect students.</td>
<td>2.38</td>
</tr>
<tr>
<td>59. Most teachers are proud of their students.</td>
<td>2.38</td>
</tr>
<tr>
<td>57. Teachers see this school as a remedial school.</td>
<td>2.30</td>
</tr>
<tr>
<td>64. The needs of exceptionally competent students are met.</td>
<td>2.22</td>
</tr>
<tr>
<td>60. Students respect their teachers.</td>
<td>2.16</td>
</tr>
<tr>
<td>62. Students see the faculty as their friends.</td>
<td>2.11</td>
</tr>
<tr>
<td>63. Students value the education they receive.</td>
<td>2.07</td>
</tr>
<tr>
<td>61. Students respect the administration.</td>
<td>1.92</td>
</tr>
<tr>
<td>58. Teachers are pleased with the behavior of students.</td>
<td>1.63</td>
</tr>
</tbody>
</table>

The faculty-staff were generally unfavorably impressed with the students. Teacher perceptions and attitudes toward their students are very important factors in teacher-student relationships and this faculty exhibited a negative attitude.

The faculty-staff indicated by the data obtained that

(a) Teachers did not generally respect students;
(b) Teachers were not proud of their students;
(c) Teachers perceived the target school as remedial;
(d) The needs of exceptional students were not met;
(e) Students did not respect teachers;
(f) Students did not perceive teachers as their friends;
(g) Students did not value the education received;
(h) Students did not respect the administration;
(i) Teachers are not pleased with the behavior of students.

Disagreement with an item does not necessarily indicate a poor perception or attitude. The response indicating a disagreement with the item pertaining to the school being remedial could be an example.

The data revealed major concerns. The administrator must work with the faculty and students to improve interpersonal and professional relationships within each group of the school.

The general impression gained by the Administrative Team was that the faculty was negative toward the administration, the school, fellow teachers, and the student body. In a planning session, the Administrative Team selected the following three items, by consensus, as the most critical areas needing improvement.

1. The development of positive Administration and Faculty-Staff relationships.

2. The development of positive Faculty-Staff and student relationships.
3. The development of positive Teacher-Teacher relationships.

The Administrative Team decided to develop strategies to improve the relationships between the faculty-staff, the students, and the administration by involving counselors, Team Leaders, and key personnel. The Administration Team members met with these groups to secure their opinions and recommendations. The results were used by the Administrative Team in arriving at a consensus concerning priority areas, objectives, and strategies.

The data obtained indicated the need to re-administer the faculty-staff inventory during April of the 1979-80 school term.

School Climate Inventory: Students

The data indicated attitudes and perceptions of students toward each other, teachers, and personal goals. The scale of one to four used in the previous section was repeated in presenting the data for this section. The results as they pertained to students are contained by grades in Table XIX.

The student section of the inventory indicated that students generally perceived their peers quite favorably. Students in the targeted school felt most students like each other, had school spirit, liked their teachers, liked going to the targeted school, thought school was worthwhile, and
### TABLE XIX

**STUDENT PERCEPTIONS OF THEIR PEERS**

<table>
<thead>
<tr>
<th>MOST STUDENTS I KNOW</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEANS</td>
<td>10</td>
</tr>
<tr>
<td>1. like me.</td>
<td>3.14</td>
<td>3.13</td>
</tr>
<tr>
<td>6. have school spirit.</td>
<td>3.13</td>
<td>3.19</td>
</tr>
<tr>
<td>12. feel free to go to the nurse for help.</td>
<td>3.09</td>
<td>3.12</td>
</tr>
<tr>
<td>20. are concerned about their own safety in school.</td>
<td>3.02</td>
<td>3.05</td>
</tr>
<tr>
<td>11. feel free to go to the counselors for help.</td>
<td>2.93</td>
<td>2.96</td>
</tr>
<tr>
<td>5. like the counselors.</td>
<td>2.89</td>
<td>2.90</td>
</tr>
<tr>
<td>2. like most students.</td>
<td>2.83</td>
<td>2.79</td>
</tr>
<tr>
<td>16. like the teachers.</td>
<td>2.78</td>
<td>2.67</td>
</tr>
<tr>
<td>15. like to cause trouble in school.</td>
<td>2.77</td>
<td>2.69</td>
</tr>
<tr>
<td>17. know what they want to do after graduation.</td>
<td>2.75</td>
<td>2.83</td>
</tr>
<tr>
<td>3. like going to this school.</td>
<td>2.72</td>
<td>2.59</td>
</tr>
<tr>
<td>9. think that this school is worthwhile.</td>
<td>2.70</td>
<td>2.66</td>
</tr>
<tr>
<td>10. feel free to go to the principals for help.</td>
<td>2.57</td>
<td>2.55</td>
</tr>
<tr>
<td>7. think they are treated like children.</td>
<td>2.56</td>
<td>2.55</td>
</tr>
<tr>
<td>18. would go to this school even if they could go to any school in this city</td>
<td>2.52</td>
<td>2.39</td>
</tr>
<tr>
<td>4. like the principal.</td>
<td>2.49</td>
<td>2.34</td>
</tr>
<tr>
<td>8. believe that discipline is fair.</td>
<td>2.48</td>
<td>2.41</td>
</tr>
<tr>
<td>13. feel that the student council represents them.</td>
<td>2.47</td>
<td>2.57</td>
</tr>
<tr>
<td>19. often cut classes.</td>
<td>2.39</td>
<td>2.26</td>
</tr>
<tr>
<td>14. feel that the school staff gets upset too easy.</td>
<td>2.45</td>
<td>2.46</td>
</tr>
</tbody>
</table>
would attend this school even if given an opportunity to transfer to another school.

The data (3.02 out of 4.0) obtained revealed that students were concerned about their safety. They felt that they were treated like children.

Students felt free going to the nurse, counselors, and principals for assistance. The majority of students had decided what they wanted to do after graduation.

The major concern of the students was that they felt students did not like the principal. Discipline was perceived as not fair and the student council did not represent the students. Many students felt that certain students like to cause problems and skipped classes. The students indicated that teachers do not get upset easily.

The data indicated that the administration must work to improve student-administrator relationships.

Data on student perception of teachers is contained in Table XX. The student data indicated that students were very positive about teachers. They felt that teachers liked them, will talk with students in need of help, are friendly, liked their students, made learning interesting, liked to teach in the targeted school, treat students equally, and allow students to discuss world issues. Students felt teachers would talk to them and listen to their point of view. They viewed the teachers as being flexible in their attitudes.
TABLE XX
STUDENT PERCEPTION OF TEACHERS

<table>
<thead>
<tr>
<th>MOST TEACHERS I KNOW</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>21. like me.</td>
<td>3.24</td>
<td>3.25</td>
</tr>
<tr>
<td>25. will talk with students in need of help.</td>
<td>2.91</td>
<td>2.92</td>
</tr>
<tr>
<td>27. are friendly to students.</td>
<td>2.88</td>
<td>2.82</td>
</tr>
<tr>
<td>22. like their students.</td>
<td>2.87</td>
<td>2.83</td>
</tr>
<tr>
<td>26. let students discuss world issues.</td>
<td>2.77</td>
<td>2.67</td>
</tr>
<tr>
<td>24. make learning interesting.</td>
<td>2.68</td>
<td>2.63</td>
</tr>
<tr>
<td>23. like to teach at this school.</td>
<td>2.67</td>
<td>2.64</td>
</tr>
<tr>
<td>28. treat students equally.</td>
<td>2.55</td>
<td>2.50</td>
</tr>
<tr>
<td>29. are very rigid in their attitude.</td>
<td>2.42</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Data obtained concerning student goals are contained in Table XXI. Student data concerning goals revealed students were very positive concerning their desire to finish high school. The item was rated 3.78. This rating indicates a definite commitment. Many students had decided what career goal they desired to pursue. Students planned to attend college, community college, or technical schools. While attending school, students will have to work to assist in paying for their education. Students do not plan to enter the military.
These objectives when viewed in the light of academic achievement and teachers' perceptions would seem to indicate that frustration and disappointment are very likely to occur.

**TABLE XXI**

**STUDENTS' PERCEPTIONS OF THEIR GOALS**

<table>
<thead>
<tr>
<th>MY GOALS INCLUDE</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>30. I plan to finish high school.</td>
<td>3.78</td>
<td>3.78</td>
</tr>
<tr>
<td>31. I have already decided what I want to do in life.</td>
<td>3.38</td>
<td>3.37</td>
</tr>
<tr>
<td>32. I plan to get a job after high school.</td>
<td>3.24</td>
<td>3.32</td>
</tr>
<tr>
<td>35. I plan to go to college after high school.</td>
<td>3.21</td>
<td>3.25</td>
</tr>
<tr>
<td>36. If I go to college, I will need to work.</td>
<td>3.11</td>
<td>3.13</td>
</tr>
<tr>
<td>14. I plan to go to a community college or technical school.</td>
<td>2.37</td>
<td>2.69</td>
</tr>
<tr>
<td>33. I plan to enter the military service.</td>
<td>2.01</td>
<td>2.12</td>
</tr>
</tbody>
</table>

Items 37-39 on the instrument should have utilized a dichotomous scale rather than a four-point scale. This error resulted in data which could not be interpreted and it was omitted.

The general impression gained by the Administrative Team was that the students were generally positive toward their peers, teachers, and goals. Students expressed concern
about the administration. The Administrative Team selected the development of positive student-administration relationships as the most critical area.

The Administrative Team decided to develop strategies to improve the relationships between the students and the administration. The principal and one assistant principal met with student leaders to discuss this area. The results of these meetings were shared with the Administrative Team. The information assisted the Administrative Team in developing objectives and strategies in an effort to correct areas noted as deficient.

School Climate Inventory: Parent-Community

The School Climate Inventory: Parent-Community indicated attitudes and perceptions of parents toward the students, teachers, themselves, and school community. The scale used in the previous sections was used in presenting the data for the parent-community inventory. The results for the parents perception of students are contained in Table XXII.

<table>
<thead>
<tr>
<th>TABLE XXII</th>
</tr>
</thead>
</table>

**PARENT PERCEPTION OF STUDENTS**

<table>
<thead>
<tr>
<th>MOST STUDENTS I KNOW</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. like to attend school activities.</td>
<td>3.38 3.36 3.42 3.36</td>
<td></td>
</tr>
<tr>
<td>5. have school spirit.</td>
<td>3.28 3.28 3.19 3.39</td>
<td></td>
</tr>
<tr>
<td>MOST STUDENTS I KNOW</td>
<td>TOTAL MEANS</td>
<td>GRADE LEVEL</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>17. feel free to go to the nurse for help.</td>
<td>3.20</td>
<td>3.11</td>
</tr>
<tr>
<td>13. are friendly to other students.</td>
<td>3.18</td>
<td>3.04</td>
</tr>
<tr>
<td>16. feel free to go to counselors for help.</td>
<td>3.17</td>
<td>3.20</td>
</tr>
<tr>
<td>1. like going to this high school.</td>
<td>3.16</td>
<td>3.26</td>
</tr>
<tr>
<td>3. like the counselors</td>
<td>3.06</td>
<td>3.09</td>
</tr>
<tr>
<td>15. feel free to go to the assistant principal for help and advice.</td>
<td>2.99</td>
<td>3.02</td>
</tr>
<tr>
<td>10. believe the attendance office clerks are helpful</td>
<td>2.90</td>
<td>3.02</td>
</tr>
<tr>
<td>2. like the principal</td>
<td>2.89</td>
<td>2.87</td>
</tr>
<tr>
<td>18. like to cause trouble in school.</td>
<td>2.88</td>
<td>2.78</td>
</tr>
<tr>
<td>19. believe the student government does a good job.</td>
<td>2.85</td>
<td>2.83</td>
</tr>
<tr>
<td>8. believe that discipline is fair.</td>
<td>2.79</td>
<td>2.88</td>
</tr>
<tr>
<td>20. believe the student government represents them.</td>
<td>2.77</td>
<td>2.67</td>
</tr>
<tr>
<td>12. frequently get into trouble with school staff.</td>
<td>2.71</td>
<td>2.63</td>
</tr>
<tr>
<td>7. believe they are treated alike.</td>
<td>2.67</td>
<td>2.81</td>
</tr>
<tr>
<td>11. use drugs.</td>
<td>2.67</td>
<td>2.48</td>
</tr>
<tr>
<td>9. believe that school staff members get upset too easily.</td>
<td>2.35</td>
<td>2.32</td>
</tr>
</tbody>
</table>
Table XXII--Continued

<table>
<thead>
<tr>
<th>MOST STUDENTS I KNOW</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. worry about their own personal safety while in school.</td>
<td>2.10</td>
<td>2.08</td>
</tr>
</tbody>
</table>

The parent inventory indicated parents were very positive toward students, teachers, and community involvement. Parents felt most students like attending the target school, liked to attend school activities, had school spirit, and were friendly to other students. Parents perceived that students felt free to seek assistance or advice from the nurse, counselors, assistant principals, principal, and attendance office clerks.

The principal and counselors were perceived as well-liked by the students. Discipline was perceived as fair and student government represented the students.

Parents believed that some students frequently got into trouble or use drugs. They did not feel the staff was easily upset or that students worried about their personal safety.

These data seem at variance with the perceptions reported by students and by teachers.

Information related to parents' perceptions of teachers is contained in Table XXIII.
TABLE XXIII

PARENTS' PERCEPTIONS OF TEACHERS

<table>
<thead>
<tr>
<th>MOST TEACHERS I KNOW</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>21. will assist me when I need help.</td>
<td>3.21</td>
<td>3.08</td>
</tr>
<tr>
<td>25. let the students discuss what is happening in the world today if appropriate for the class.</td>
<td>3.10</td>
<td>3.05</td>
</tr>
<tr>
<td>22. like teaching in this high school.</td>
<td>3.08</td>
<td>2.93</td>
</tr>
<tr>
<td>23. do a good job of teaching.</td>
<td>3.01</td>
<td>3.01</td>
</tr>
<tr>
<td>24. make learning interesting.</td>
<td>2.97</td>
<td>2.93</td>
</tr>
<tr>
<td>28. are friendly to students.</td>
<td>2.95</td>
<td>3.01</td>
</tr>
<tr>
<td>26. know what students are concerned about.</td>
<td>2.85</td>
<td>2.88</td>
</tr>
<tr>
<td>27. treat all students equally.</td>
<td>2.76</td>
<td>2.90</td>
</tr>
</tbody>
</table>

Parents indicated that teachers will assist parents when they need help, liked teaching in the target school, did a good job of teaching, made learning interesting, are friendly, know student concerns, and treat students equally. Parents rated each teacher item above 2.75. The data indicated faith in teachers.

Information regarding parents' perception of a variety of miscellaneous items is contained in Table XXIV.
TABLE XXIV
PARENTS' PERCEPTIONS OF MISCELLANEOUS ITEMS

<table>
<thead>
<tr>
<th>IN MY OPINION</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>46. parents are always welcome to observe education program.</td>
<td>3.40</td>
<td>3.43</td>
<td>3.32</td>
<td>3.44</td>
<td></td>
</tr>
<tr>
<td>45. parents understand the report cards.</td>
<td>3.32</td>
<td>3.35</td>
<td>3.23</td>
<td>3.37</td>
<td></td>
</tr>
<tr>
<td>44. parents receive report cards each six-weeks of school year.</td>
<td>3.28</td>
<td>3.33</td>
<td>3.19</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>31. most parents feel free to visit the school.</td>
<td>3.13</td>
<td>3.13</td>
<td>3.11</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>42. parents understand the requirements for graduation.</td>
<td>3.10</td>
<td>3.16</td>
<td>3.00</td>
<td>3.14</td>
<td></td>
</tr>
<tr>
<td>43. parents understand and approve of the school policies on attendance.</td>
<td>3.07</td>
<td>3.19</td>
<td>2.93</td>
<td>3.11</td>
<td></td>
</tr>
<tr>
<td>36. my children's teachers do a good job.</td>
<td>3.06</td>
<td>3.04</td>
<td>2.94</td>
<td>3.19</td>
<td></td>
</tr>
<tr>
<td>35. the principal does a good job.</td>
<td>3.04</td>
<td>3.07</td>
<td>2.86</td>
<td>3.19</td>
<td></td>
</tr>
<tr>
<td>29. counselors are available to see me upon request.</td>
<td>2.99</td>
<td>2.97</td>
<td>3.05</td>
<td>2.97</td>
<td></td>
</tr>
<tr>
<td>34. parents have some influence in what goes on in school.</td>
<td>2.99</td>
<td>3.05</td>
<td>2.87</td>
<td>3.18</td>
<td></td>
</tr>
<tr>
<td>32. most parents support school policies and procedures.</td>
<td>2.88</td>
<td>2.81</td>
<td>2.86</td>
<td>2.96</td>
<td></td>
</tr>
<tr>
<td>38. discipline is applied equally.</td>
<td>2.85</td>
<td>2.88</td>
<td>2.83</td>
<td>2.84</td>
<td></td>
</tr>
</tbody>
</table>
Table XXIV--Continued

<table>
<thead>
<tr>
<th>IN MY OPINION</th>
<th>TOTAL MEANS</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. parents feel free to suggest changes in the school.</td>
<td>2.83</td>
<td>2.94 2.72 2.83</td>
</tr>
<tr>
<td>30. most parents are willing to help with school activities.</td>
<td>2.83</td>
<td>2.85 2.84 2.80</td>
</tr>
<tr>
<td>39. the school has a good environment for learning.</td>
<td>2.81</td>
<td>2.84 2.74 2.85</td>
</tr>
<tr>
<td>40. the PTA is an effective voice for parents.</td>
<td>2.81</td>
<td>2.84 2.74 2.85</td>
</tr>
<tr>
<td>41. this school is a safe place for students to attend.</td>
<td>2.80</td>
<td>2.74 2.78 2.90</td>
</tr>
<tr>
<td>33. parents are involved in the decision-making processes of the school.</td>
<td>2.75</td>
<td>2.74 2.72 2.80</td>
</tr>
</tbody>
</table>

Parent opinions indicated that they felt parents were welcome to visit and observe the educational programs. Parents stated they understood and received report cards. School policies on attendance were approved and understood. Requirements for graduation were understood.

Parents perceived teachers, principals, and counselors as doing a good job. Parents felt they had some influence on policies and procedures. Parents revealed they felt their suggestions had some influence upon the decision. Discipline was applied equally and the school environment was good for learning.
The Parent Teacher Association was considered an effective voice for the parents. Parents were willing to help with school activities. Parents rated each item in the opinion section as 2.75 or better. The faith and trust indicated by the parent data is a source that may be used to assist in improving the effectiveness of the school.

Data concerning the parents' perception of the school community was obtained using a four-point scale when the questions (numbers 47-50) were more appropriate for a "yes" or "no" response. The data were omitted as uninterpretable. When the scale is revised, the answer choices will be changed to a dichotomy.

The Administrative Team reached a consensus that the parents sampled were a very positive group as indicated by the data. Parents were positive toward students and teachers. Their opinions and school-community contacts were supportive of all groups. The team reached a consensus to continue working with parents in an effort to continue the positive support generated by the group.

Administrative Team Findings

The Administrative Team studied data obtained by the Campus Level Information System to determine what the data indicated. The Administrative Team held two meetings to review and discuss the data. Each team member was not required to agree on the interpretation of the data, but
only to understand why others believed a problem existed. No solutions were advanced during these two meetings.

A third meeting was held for discussion and establishing priority areas. Meetings four and five were held to develop objectives and strategies in each priority area. There was a follow-up meeting held to serve as an audit function. The Administrative Team was asked to reaffirm their decisions and/or propose additional priority areas. The meetings were held during the 1978-79 school term. Meetings were approximately two hours with the exception of the last meeting which was an hour in length.

The Administrative Team reached consensus that the data clearly indicated the necessity of the principal, teachers, parents, and students participating in improving the school program. The groups were not unified as to purpose. The Administrative Team felt these groups must be brought closer together if the services provided by the school are to be effective. These groups must combine their efforts to design an educational program to meet student needs. The closer these groups are in their perceptions and attitudes the more effective the school will be.

The present perceptions and attitudes of each group do not enhance cooperation and trust. Parent and student groups were positive toward teachers but teachers rated numerous items pertaining to the administration, students, parents, and themselves low. Teachers and the Administrative Staff
must share the responsibility for the learning program. Cooperation must be based on mutual respect, positive relationships, and dedication. The data indicated the school must change and the major vehicle for change is a unified group of teachers, students, and parents working cooperatively with the administration for the good of the school.

The achievement data obtained revealed student performance was low. The scores, median percentiles by grades, indicated students were performing below the twentieth percentile in all areas with the exception of mathematics in grades ten and eleven. The Administrative Team agreed the improvement of student performance must be one priority area in the educational plan of this school.

The descriptive data indicated two areas needing improvement.

1. The administration must work to stabilize the faculty.

2. Data concerning absences ten days or more revealed an area of concern. Over forty percent of the faculty was absent ten days or more during the school term. The most frequent reasons were personal illness and business.

The Administrative Team designated priorities and strategies to correct deficiencies indicated by the data. The first priority area was the administration.

The Administrative Team formulated objectives designed to improve the area of administration. The administration's
responsibility is to use the positive forces of the organization to stimulate effort, to capture the imagination, to inspire people to coordinate efforts, and to serve as a model of the sustained effort. The objectives in priority order were

1. To provide leadership in developing an educational program;
2. To improve the relationships between the faculty-staff and administration;
3. To develop teamwork between the administration, faculty-staff, students, and parents;
4. To promote faculty participation skills.

The strategies designed by the Administrative Team to achieve these objectives were as follows:

1. The Principal's Advisory Committee will seek to improve administration-faculty relationships by involving teachers in the process of managing the school through membership on various key committees (Pupil, Personnel, Student Activities, Discipline, Curriculum Development, and Scholarship and Awards);
2. At least one administrator will attend each student activity;
3. Visits will be made by the Administrative Team to organizations within the community to assist them in understanding the school program and request that they become advocates of the school;
4. Organize a school Senate composed of teachers, parents, and students to continually evaluate the school environment;

5. Assign a member of the Administrative Team the task of developing an outstanding student council;

6. Publish a faculty handbook of policies and procedures;

7. Present a staff development program concerning teacher evaluation.

The Administrative Team will evaluate the progress by administering the School Climate Inventory: Faculty-Staff in April of the 1979-80 school term. A comparison of mean attitudes and perceptions scores will be made between the results obtained in the first and second administrations of the inventory to determine if progress has been made.

The second priority area was the faculty. The faculty and the administration must work together in the development of an effective educational program. The key to success within the school is the faculty. The objectives in priority order were

1. To develop positive faculty-staff and administration relationships;

2. To develop positive teacher-teacher relationships;

3. To develop positive teacher-student relationships;

4. To develop positive teacher-parent relationships;

5. To develop faculty unity;
6. To reduce faculty-staff absences;

7. To implement an effective instructional delivery system.

The strategies designed by the Administrative Team to achieve these objectives were to

1. Improve the physical environment for teaching by requesting that selected areas of the building be painted, the grounds by improved through landscaping, and the teachers' lounge area carpeted.

2. Encourage faculty-staff participation in shared decision-making through committee assignment.

3. Organize the faculty into teams by pairing a new faculty member with a veteran teacher. The team members will be in close proximity and have access to the plan books, class rolls, etc., of their partner.

4. Recognize teachers having excellent attendance records. Invite them to a luncheon given by the administration.

5. Teacher sponsors will attend student activities.

6. Sponsor a staff development program on teacher evaluation.

7. The Principal's Advisory Committee will develop activities to improve teacher-teacher, teacher-parent, and teacher-student relationships through seminars and weekend planning conferences.
8. Organize classes on a ratio of one to twenty-five in English, mathematics, science, and social studies.

9. Implement a better instructional program:
   a. A member of the Administrative Team will meet regularly with Team Leaders in the academic and vocational areas.
   b. Regular meetings of faculty in each department will be held to plan instructional strategies.
   c. The administration will encourage membership and participation in professional organizations on the part of both faculty and staff.
   d. A member of the Administrative Team will monitor classroom activities and especially halls during passing periods.
   e. The use of media and learning resources will be increased by planning staff development sessions on appropriate uses.
   f. The baseline curriculum guides will be used to teach concepts, vocabulary, comprehension, and study skills.
   g. Test data will be analyzed by the counselors to determine student needs.
   h. Assembly programs will be designed to develop better attitudes and self-concepts in students.

The Administrative Team designated students as the third priority area. The objectives in priority order were
1. To improve student-teacher relationships;
2. To improve student-administration relationships;
3. To increase student participation in managing the school;
4. To improve student achievement in
   a. Language skills
   b. Computational skills
   c. Vocational skills
   d. Social skills
   e. Physical Fitness skills
   f. Reasoning skills

The team designated strategies to achieve these objectives. They were
1. Reduce the noise level throughout the school.
2. Decrease the in-building mobility during class periods.
3. Provide educational field trips when appropriate.
4. Improve student behavior by having administrators and teachers reward good behavior.
5. Increase the number of students on or exceeding grade level by placing emphasis on academic accomplishments. Give academic jackets to students on the "A" Honor Roll for three quarters during the school year.
6. The Student Advisory Committee will develop strategies to improve student-teacher and student-administration relationships.
7. Increase student participation in student government and management of the school through delegating to student representatives the control of selected areas of the plant and program.

8. Increase the number of student assemblies and assign one member of the Administrative Team the task of improving the quality of assembly programs.

9. Secure a Student Activities Director to assist in developing an outstanding activities program.

The Administrative Team will evaluate the progress made by administering the School Climate Inventory: Student in April of the 1979-80 school term. A comparison of response will be made to determine if progress has been made.

The fourth priority area designated by the Administrative Team was school facilities. The objectives were

1. To provide a physical environment that affirms the educational program;

2. To provide adequate custodial services;

3. To stimulate student and faculty-staff participation in the use and care of school facilities.

The strategies to achieve these objectives were developed by the Administrative Team. They were:

1. To improve the school plant environment by painting, landscaping, and improved housekeeping.

2. Improve school plant supervision through delegating of authority in selected areas and for specific activities.
3. Ensure that maintenance is performed within a reasonable time limit.

4. Involve students and faculty in care and maintenance of the physical plant.

The evaluation of these strategies will be determined by a study of the faculty-staff inventory. The inventory will be readministered to the faculty-staff in April, 1980.

The Administrative Team designated the lunchroom as the fifth priority area. The objectives were

1. To improve the lunchroom atmosphere;
2. To develop a process to ensure that each student is served as soon as possible;
3. To develop a process to improve food selection.

Strategies to achieve the objectives were developed by the Administrative Team:

1. Encourage faculty members to use the lunchroom.
2. Provide music that soothes rather than excites.
3. Provide table cloths.
4. Reduce the noise level.
5. Provide a bulletin board for displays.
6. Paint the lunchroom.
7. The Student Council will be requested to develop suggestions for the improvement of the lunchroom.

The faculty-staff inventory will be studied after its administration in April, 1980. The results will be compared
with the results of this study to determine to what extent the objectives were accomplished.

Poorly motivated students are symptoms of school, teachers, parents, principal, and program problems rather than inherent conditions in students. The evidence indicated that the school must make significant changes in school effectiveness. Change will come as a result of internal commitment and motivation to work. The motivated teacher, student, principal, and parent become high priority factors. Quality education and effective schools were primarily a function of these groups as perceived by the Administrative Team.

Summary

Based on the data obtained, Research Questions 1 and 2 were answered. The attitudes and perceptions of teachers, parents, and students provided adequate information to understand the relationship between the school and community. Also, the information system provided a method for the identification of existing conditions. It was apparent that the parent, teacher, and student groups were not unified in their perceptions and attitudes toward themselves, each other, and the school. The data indicated that parents and students were very positive toward the school. Teachers rated two-thirds of their items as negative responses. The data indicated that certain areas within the school must be
addressed if the school is to improve. The priority areas are as follows.

1. The administrative staff must work to improve relationships between all groups. Promote faculty unity, team work, communication, and the Administration Team concept. The administration must provide dynamic leadership in all areas, especially in developing an effective educational program.

2. Teacher-student, teacher-parent, teacher-teacher, and teacher-administration relationships must be improved. Faculty stability and unity must be developed.

3. Student achievement was in need of improvement in the measured areas (Reading, Language, Mathematics, Social Studies, Use of Sources, Science, and Composite Areas).

4. Adequate physical facilities and custodial services must be provided.

5. The lunchroom atmosphere is in need of improvement. This area received the lowest rating of all items on the faculty-staff inventory.

6. The administration must continue to work with parents in all areas. Parents were the most positive group. The data indicated the necessity of all groups working together in determining the school programs.

Research Questions 3, 4, and 5 were answered in the affirmative. The data collected on students, faculty-staff, and community presented an adequate appraisal of each group.
The instruments were developed by an administrative team. All instruments were validated and reliability established. The reliability coefficients for each instrument were adequate for group measurements.

Research Questions 6 and 7. The information collected on the academic analysis and descriptive information sections presented adequate data to make inferences in each area.

Research Question 8. The presentation of data was arranged in a sequential and logical manner using tables and narrative descriptions.

Research Question 9 was answered in the affirmative. The data obtained allowed the Administrative Team to study definite areas needing improvement.
CHAPTER V

DISCUSSION OF THE STUDY

SUMMARY OF THE STUDY

The administrators of urban secondary schools must have an informational and planning system that supports educational decision-making. This process is vital if administrative leadership is to be of the highest quality. The system should allow the administrator to use basic principles and practices of decision-making to strengthen the school program.

The information system will provide the administrative team with the necessary data to make educational decisions. The demands of society challenges education to design a system of educational management that provides a systematic procedure for establishing priorities, allocating resources, and evaluating outcomes. Administrators must determine what conditions promote learning and what personal characteristics or group influences tend to retard it. Adequate informational systems allow administrators to implement programs that will serve as an effective vehicle for change.

As a result of this concern, it was postulated that if an adequate school community informational system were developed the system would assist administrators in the
decision-making process. The system must yield data concerning opinions and attitudes of students, faculty-staff, and parents toward the educational environment. These groups, working together, provide a structure that will allow the school to be an effective educational institution. Therefore, it is important to identify any condition that prevents mutual cooperation between these groups.

The informational system would not be complete unless a section on academic achievement and demographic information were included. This information would allow the administrative team to increase its understanding of the school and community.

The development of this information system must be tested by application to an urban secondary school to determine if the information is applicable for educational planning and to interpret the data for a specific campus.

To accomplish these purposes three instruments were developed by an administrative team consisting of ten persons. The instruments were designed to give the administrative team an indication of how students, faculty-staff, and parents felt about the school environment, the attitudes and perceptions they had toward themselves and others, how they appraise their actions, their relationships with each other and with the school administration.

The instruments were validated by a panel of four administrators selected according to the following criteria:
1. The panel members were currently serving as building administrators on the secondary level.
2. Their schools were located in urban areas.
3. Their schools were rated as AAAA by the University Interscholastic League.
4. The administrators expressed a willingness to participate in this study.

The panel validated each item on the student, faculty-staff, and parent inventories. Acceptance of an item required three of the four panelists to respond to the item as meeting the criteria (Appendix D).

The reliability of the various instruments was determined by the product-moment formula for the linear correlation coefficient. Reliability coefficients of .79 for the student measure, .75 for the parent measure, and .95 for the faculty-staff measure were determined for the total sample population. The coefficients obtained for the subgroups, in the sample population, were reliable for group measurement purposes.

Information on the faculty-staff, students, and parents were gathered from the administration of the instruments to teachers, parents, and faculty-staff. Parents and student participants were selected randomly. All faculty-staff members participated. The persons who agreed to participate by completing the instrument became the actual sample population (Student N = 808, Parent N = 300, Faculty-Staff N = 125).
The data gathered on the achievement and demographic sections were secured from the Principal's and Registrar's offices.

On the basis of the data obtained from the sample population the research questions were answered.

Conclusions

What data should be collected on the student population?

The instrument was designed to give the administrative team an indication of how the students felt about the school environment, the attitude they had toward themselves, how students appraised their actions, their relationships with teachers, their long and short-range goals and how they felt they have succeeded or failed in school.

Based on the data obtained the student inventory does collect adequate information on the student population's attitudes and perceptions (Appendix A).

What data should be collected on the faculty/staff?

The instrument was designed to give an indication of how the faculty-staff felt toward the administration as they dealt with teachers, their perceptions toward each other, the community, the students, and the physical plant. The data obtained allowed the Administrative Team to identify areas of concern and develop objectives and strategies to deal with the concerns of this group (Appendix B).

What data should be collected on the community?

The instrument was designed to give an indication of
how the community felt about the school and school-related activities, parental attitudes toward teachers, general school services, and parent-school contact. The data allowed the Administrative Team to identify areas of concern and develop objectives and strategies to deal with the concerns of this group (Appendix C).

What data should be collected on the academic analysis?

The instrument was designed to give Reading, Language Arts, Mathematics, Social Studies, Science, Use of Sources, and Composite percentiles based on large-city norms for each grade. This profile allowed the Administrative Team to analyze student performance. The data indicated student achievement was very low.

What data should be collected concerning descriptive information?

Based on the profile developed, the information needed by the Administrative Team was divided into three areas: faculty, student, and supportive staff.

Faculty-staff information consisted of data on

a. Position and Race. These data allowed the Administrative Team to study the faculty organization and ethnic distribution. The adult-pupil ratio was determined using these data.

b. Education, teaching experience, and experience in the assigned school were obtained. These data indicated the academic accomplishments and length
of time the faculty-staff worked in the field of education. The number of years a person had taught in the teaching profession and experience in the assigned school was considered important data because of the necessity of continuity in influencing student achievement and attitude.

c. Age distribution was considered necessary information because young faculty have different needs, interests, and concerns from their older peers.

d. Salary information was needed to determine the wages paid to teachers. A study of this information allowed the Administrative Team to compare the salaries paid teachers to other segments of society. Teachers who are concerned with their ability to pay family bills will have less concern for professional performance.

e. Continuing education indicated the number of persons working toward degrees. These data were an index of professional advancement.

f. Absences of the faculty-staff were of great concern to the administration. Effective programs must have staff that possess good attendance records.

Student information consisted of data on enrollment, absences, discipline, and dropped persons. The enrollment data allowed the Administrative Team to study the number of students served by grades, ethnic and sex distribution, and total enrollment. The adult-student ratio was determined
using this information. Absences indicated the percentage of students present daily when compared with total enrollment. Attendance is a vital factor contributing to success in school. Discipline data indicated the general climate of the school. The reasons for discipline of students were significant information. The information concerning reasons students were dropped from school is very important to developing a plan of action.

How should the data be organized?

The data were presented in table and narrative form. This was considered the best format for the Administrative Team to study the results of this investigation. It was recommended by the Administrative Team that a visual presentation consisting of slides, tapes, and charts be presented to the faculty, students, and parents.

Will the information system provide the administration enough data to understand the relationships between the school and community?

Research indicates the school cannot function without the support of the community. Parents must have positive relationships with the principal and teachers. The perceptions of each group must compliment the other. They do not have to agree on all things, but mutual respect and support of each group's role is a necessity. The data indicated teachers did not perceive parents as positive as parents perceived teachers. The closer these groups are together the more effective the school will be.
Will the information system provide a framework for a systematic approach for identification of needs and evaluating existing conditions?

The data obtained allowed the Administrative Team to pinpoint areas needing improvement and develop objectives and strategies for their correction. The areas of concern as indicated by the data were

a. Teacher and Support Persons Absences
b. Faculty Stability
c. Student Achievement
d. Faculty-Administrative Relationship
e. Faculty-Student Relationship
f. Faculty-Parent Relationship
g. Teacher Evaluations
h. Teacher-Teacher Relationships
i. Student-Teacher Relationships
j. Student-Principal Relationships
k. Custodial Services and Physical Plant
l. Discipline
m. Faculty Unity and Pride
n. The Cafeteria

The Administrative Team felt that they must have sufficient and correct information to make appropriate decisions. The campus-level information system supplied adequate information to permit the team to develop references. It was hard to tell from student data alone what was happening in a school. Since attitudes, feelings, and team structure
were so important to school productivity, measurements of the dynamics are essential if danger spots are to be found and improvements made. The Campus Level Information System measured attitudes and perceptions of teachers, parents, and students. The data provided an affirmative answer to this question.

Will the information system provide administrators with a systematic procedure for establishing outcomes?

The Administrative Team indicated that the data provided them with a starting point in studying the school environment. The data allowed the Administrative Team to pinpoint areas needing improvement at the school. The team developed objectives and strategies to correct the areas revealed by the application of the Campus Level Information System. The team considered the perceptions and attitudes of faculty-staff and students toward the administration was clearly indicated and identified as an area in need of improvement. The development of objectives (based on the findings) in each priority area established the outcomes desired. The recommended process will proceed in the following manner. (A flow chart of the process is contained in Appendix E.)

a. The Local Campus Information System instruments and profiles will be applied to the sample population.

b. The data will be gathered and studied by the Administrative Team to identify and define problem areas.

c. The team will select priority areas.
d. The Administrative Team will analyze the priority areas and develop objectives.

e. Strategies will be developed to achieve the objectives agreed upon by the Administrative Team.

f. The priority areas, objectives, and strategies will form the basis for the management plan.

g. The Administrative Team, faculty-staff, parents, and students will use the management plan to develop indicators for the accomplishment of the objectives.

h. The improvement process will be applied during the school term.

i. Evaluation at the end of the next academic year will lead to a rearrangement of priorities and possibly new strategies.

Each group must have plans to accomplish the desired results. This process must be a team effort. Constant interchange and feedback will allow all groups to realize when an objective has been obtained. This is a systematic process for improving the school environment.

The school administrator must become sensitive to the attitudes and perceptions of students, teachers, and parents. The sensitive school administrator will be able to provide educationally sound and reasonable programs. This operational procedure will aid the school in securing necessary public support. The sensitivity needed allows the administrator to become aware of the feelings of all segments of the school.
The Campus Level Information System assists the administrator in securing the necessary information to identify areas needing improvement. These identifications initiate a process for carrying out a plan of action for school improvement. Planning for education and evaluation of outcomes is a process that is carried out within full view of the citizenry. The participation of students, parents, and teachers is necessary if progress is to be made.

The Campus Level Information System assisted the Administrative Team in identifying and defining their role. This system promises to be useful in the assessment of student, parent, and teacher attitudes and perceptions.

Suggestions for Further Research

The following suggestions for further research are made.

1. Investigation should be made into the change in attitudes and perceptions of faculty-staff, parents, and students after improvement activities are applied. Such research would contribute additional information on the effectiveness of the Campus Level Information System.

2. The study should be replicated in other geographical areas. Such comparisons would provide valuable information on the effectiveness of the Campus Level Information System in a variety of settings.

3. A study comparing faculty perceptions of students and student self-concept should be conducted. In the present
study it appears that the gap is quite wide. What is the impact for the teaching-learning process?

4. A study should be made of the influence of local control over the budget, selection of personnel, and other similar factors on the various components of the information model.

5. In the modification of the instruments, input should be obtained from parents, teachers, and students on the items to be included in the respective questionnaires.
APPENDIX A

SCHOOL CLIMATE INVENTORY: STUDENT

The inventory that you are about to take is designed to give the school an indication of how you feel about the school environment. The attitudes that you have toward yourself, how you appraise your action, your relationship with teachers, your long and short-range goals, and how you feel you have succeeded or failed in school have implications for educational planning and decision-making.

DIRECTIONS: You are requested to respond to the statements. A response scale is provided to the right of each item.

If you strongly agree Circle 4
If you agree Circle 3
If you disagree Circle 2
If you strongly disagree Circle 1

Thank you for your cooperation and time

MOST STUDENTS I KNOW:

1. like me. 
   4 3 2 1
2. like most students. 
   4 3 2 1
3. like going to this school 
   4 3 2 1
4. like the principal 
   4 3 2 1
5. like the counselors 
   4 3 2 1
6. have school spirit. 
   4 3 2 1
7. think they are treated like children. 
   4 3 2 1
8. believe that discipline is fair. 
   4 3 2 1
9. think that this school is worthwhile. 
   4 3 2 1
10. feel free to go to the principal for help. 
   4 3 2 1
11. feel free to go to the counselors for help. 4 3 2 1
12. feel free to go to the nurse for help. 4 3 2 1
13. feel that the student council represents them. 4 3 2 1
14. feel that the school staff gets upset too easily. 4 3 2 1
15. like to cause trouble in school. 4 3 2 1
16. like the teachers. 4 3 2 1
17. know what they want to do after graduation. 4 3 2 1
18. would go to this school even if they could go to any school in this city. 4 3 2 1
19. often cut classes. 4 3 2 1
20. are concerned about their own safety in school. 4 3 2 1

MOST TEACHERS I KNOW:

21. like me. 4 3 2 1
22. like their students. 4 3 2 1
23. like to teach at this school. 4 3 2 1
24. make learning interesting. 4 3 2 1
25. will talk with students in need of help. 4 3 2 1
26. let students discuss world issues. 4 3 2 1
27. are friendly to students. 4 3 2 1
28. treat students equally. 4 3 2 1
29. are very rigid in their attitude. 4 3 2 1

MY GOALS INCLUDE:

30. I plan to finish high school. 4 3 2 1
31. I have already decided what I want to do in life. 4 3 2 1
32. I plan to get a job after high school. 4 3 2 1
33. I plan to enter the military service. 4 3 2 1
34. I plan to go to a community college or technical school. 4 3 2 1
35. I plan to go to college after high school. 4 3 2 1
36. If I go to college, I will need to work. 4 3 2 1

OTHER:
37. I have been an honor student at some time during my high school career. 4 3 2 1
38. I have failed one or more subjects since I started high school. 4 3 2 1
39. I belong to one or more student organizations. 4 3 2 1
APPENDIX B

SCHOOL CLIMATE INVENTORY: FACULTY-STAFF

The inventory you are about to take is designed to give the school an indication of how the faculty-staff feel toward the administration as it deals with teachers, faculty attitudes toward themselves, faculty-staff attitudes as they perceive the community, students, and physical plant. These findings have value in terms of planning and decision-making.

DIRECTIONS: You are requested to respond to each statement. A response scale is provided to the right of each item.

If you strongly agree Circle 4
If you agree Circle 3
If you disagree Circle 2
Is you strongly disagree Circle 1

Thank you for your cooperation and time

ADMINISTRATION:

1. The administration gives a quick, efficient response to teachers concerning professional matters. 4 3 2 1
2. The administration actively supports teachers in all phases of their work. 4 3 2 1
3. The administration understands and sympathizes with teachers' personal problems. 4 3 2 1
4. The office staff is attentive and helpful to the needs of the teachers. 4 3 2 1
5. The counselors provide programs that are beneficial to students. 4 3 2 1
6. The teachers are aware of the services that counselors have to offer. 4 3 2 1
7. The counselors have the expertise to assist students with learning problems. 4 3 2 1
8. I am comfortable in seeking an administrator's advice on professional problems. 4 3 2 1
9. The administration is positive in its relations with faculty members. 4 3 2 1
10. The administration bases its annual teacher evaluations on adequate data. 4 3 2 1
11. There is positive working relationships between faculty members and administration for matters of pedagogy, curriculum, and classroom management. 4 3 2 1
12. Teachers understand how counselors can help students. 4 3 2 1
13. Teachers are aware of the various ways an assistant principal can deal with disruptive students. 4 3 2 1
14. When the chips are down, teachers can depend on their administration to back them. 4 3 2 1
15. The principals do a good job establishing policy and enforcing it fairly. 4 3 2 1
16. Teachers performing on a substandard level are dealt with fairly. 4 3 2 1
17. The administration is positive in its attitude toward the students. 4 3 2 1
18. The administration respects the faculty. 4 3 2 1

FACULTY:
19. Teachers respect each other as professionals. 4 3 2 1
20. Teachers can be depended on to assist other teachers in a student-teacher confrontation. 4 3 2 1
21. The English teachers are doing a good job with their students. 4 3 2 1
22. The Math teachers are doing a good job with their students. 4 3 2 1
23. Subtle forms of racism are practiced by black teachers.  
24. Subtle forms of racism are practiced by white teachers.  
25. There is a sense of unity among the faculty.  
26. School pride among the faculty is high.  
27. The coaching staff is highly respected by the faculty.  
28. Most teachers feel the vocational programs are doing a good job.  
29. Teachers generally respect the administration.  
30. Teachers are very cooperative.  
31. I approach my job with a sense of professional pride.  

COMMUNITY:  
32. The school-community generally supports its schools.  
33. Much can be done (many possibilities exist) to raise the level of commitment to education.  
34. The faculty is aware of the prevailing community conditions.  
35. Most faculty members personally involve themselves in the community; i.e., purchase groceries, attend church, attend public activities.  
36. Most parents of students feel that the quality of their children's education has been improved since the 1971 desegregation order.  
37. Home visits are essential to good school-community communications.  
38. Parents of students are concerned about their children.  
39. The faculty generally avoids the school-community except to drive to and from work.
40. This school has adequate community support for its extracurricular activities.  

41. Working in my classroom gives me a sense of pleasure.  

42. Our school buildings are adequate for the teaching and learning process.  

43. My classroom is cleaned adequately by the janitorial staff.  

44. The physical plant is adequate for my work.  

45. My requests to the janitorial staff get answered.  

46. My classroom needs a paint job.  

47. The air conditioning was a decided improvement in my teaching environment.  

48. The lighting in my classroom is excellent.  

49. My classroom furniture is excellent.  

50. The cafeteria is an enjoyable place to eat.  

51. Audio-visual aids are conveniently available for my use.  

52. The library is adequately staffed to provide students and faculty services.  

53. Parking facilities are adequate for students and faculty.  

54. Athletic and recreation areas are adequate for our program.  

55. Teachers generally respect students.  

56. Teachers believe that students are capable of learning.  

PHYSICAL PLANT AND MAINTENANCE:
57. Teachers see this school as remedial. 4 3 2 1

58. Teachers are pleased with the behavior of students. 4 3 2 1

59. Most teachers are proud of their students. 4 3 2 1

60. Students respect their teachers. 4 3 2 1

61. Students respect the administration. 4 3 2 1

62. Students see the faculty as their friends. 4 3 2 1

63. Students value the education they receive. 4 3 2 1

64. The needs of exceptionally competent students are met. 4 3 2 1
APPENDIX C

SCHOOL CLIMATE INVENTORY: PARENT-COMMUNITY

The inventory that you are about to take is designed to give the school an indication of how parents feel about the school and school related activities, parent attitudes toward teachers, parent attitudes toward the general school services, and parent school contact.

DIRECTIONS: You are requested to respond to the statements. A response scale is provided to the right of each item.

If you strongly agree Circle 4
If you agree Circle 3
If you disagree Circle 2
If you strongly disagree Circle 1

Thank you for your cooperation and time

MOST STUDENTS I KNOW:

1. like going to this school. 4 3 2 1
2. like the principal. 4 3 2 1
3. like the counselors. 4 3 2 1
4. like to attend school activities. 4 3 2 1
5. have school spirit. 4 3 2 1
6. worry about their own personal safety while in school. 4 3 2 1
7. believe they are treated alike. 4 3 2 1
8. believe that discipline is fair. 4 3 2 1
9. believe that school staff members get upset too easily. 4 3 2 1

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10. believe the attendance office clerks are helpful.  
   4 3 2 1
11. use drugs.  
   4 3 2 1
12. frequently get into trouble with the school staff.  
   4 3 2 1
13. are friendly to other students.  
   4 3 2 1
14. feel free to go to the principal for help or advice.  
   4 3 2 1
15. feel free to go to the assistant principal for help or advice.  
   4 3 2 1
16. feel free to go to the counselors for help.  
   4 3 2 1
17. feel free to go to the nurse for help.  
   4 3 2 1
18. like to cause trouble in school.  
   4 3 2 1
19. believe the student government does a good job.  
   4 3 2 1
20. believe the student government represents them.  
   4 3 2 1

MOST TEACHERS I KNOW:
21. will assist me when I need help.  
   4 3 2 1
22. like teaching in this high school.  
   4 3 2 1
23. do a good job teaching.  
   4 3 2 1
24. make learning interesting.  
   4 3 2 1
25. let the students discuss what is happening in the world today if appropriate for class.  
   4 3 2 1
26. know what students are concerned about.  
   4 3 2 1
27. treat all students equally.  
   4 3 2 1
28. are friendly to students.  
   4 3 2 1

IN MY OPINION:
29. counselors are available to me upon request.  
   4 3 2 1
30. most parents are willing to help with school activities. 4 3 2 1
31. most parents feel free to visit the school. 4 3 2 1
32. most parents support school policies and procedures. 4 3 2 1
33. parents are involved in the decision-making processes of this high school. 4 3 2 1
34. parents have some influence in what goes on in this school. 4 3 2 1
35. the principal does a good job. 4 3 2 1
36. my children's teachers do a good job. 4 3 2 1
37. parents feel free to suggest changes in the school. 4 3 2 1
38. discipline is applied equally. 4 3 2 1
39. the school has a good environment for learning. 4 3 2 1
40. the PTA is an effective voice for parents. 4 3 2 1
41. this school is a safe place for students to attend. 4 3 2 1
42. parents understand the requirements for graduation. 4 3 2 1
43. parents understand and approve of the school policies on attendance. 4 3 2 1
44. parents receive report cards each quarter of the school year. 4 3 2 1
45. parents understand the report cards used. 4 3 2 1
46. parents are always welcome to observe educational programs. 4 3 2 1

SCHOOL-COMMUNITY CONTACT:
47. I have visited this school. 4 3 2 1
48. I have had a conference with my child's teachers. 4 3 2 1
49. I have had a conference with my child's counselor. 4 3 2 1

50. I have had a conference with the principal or assistant principal. 4 3 2 1
APPENDIX D

VALIDATION OF SCHOOL CLIMATE INVENTORY

The Criteria:

1. Do inventory items collect adequate information on the characteristics under study?

2. Is the information essential to the administrator as a decision-maker?

3. Will the response provide a frame of reference for evaluation planning or assessing students, faculty-staff, and parent attitudes?

As a judge, you are asked to determine if each item in each section meets the above criteria. A validation response scale is provided to the right of each item. You are asked to respond by circling "a" if the item meets all of the criteria. If you are uncertain, "b" should be circled. If you determine that the item does not meet at least two of the criteria, you should circle "c".

Space will be provided at the end of each section for you to submit additions or corrections.

Thank you for your cooperation and time.

(Items which were deleted by the panel are starred *)
School Climate Inventory

Form A: Student

Section A--A measurement of how the students feel about themselves and how they appraise their actions.

MOST STUDENTS I KNOW:

1. like me. a b c
2. like most students. a b c
3. like going to this school. a b c
4. like the principal. a b c
5. like the counselors. a b c
6. have school spirit. a b c
7. think they are treated like children. a b c
8. believe that discipline is fair. a b c
9. think that this school is worthwhile. a b c
10. feel free to go to the principals for help. a b c
11. feel free to go to the counselors for help. a b c
12. feel free to go to the nurse for help. a b c
13. feel that the student council represents them. a b c
14. feel that the school staff gets upset too easily. a b c
15. like to cause trouble in school. a b c
16. like the teachers. a b c
17. know what they want to do after graduation. a b c
18. would go to this school even if they could go to any school in this city. a b c
19. often cut class. a b c
20. are concerned about their own safety in school. a b c
Section B—A measurement of the students relationship with teachers.

MOST TEACHERS I KNOW:

21. like me.    a b c
22. like their students.  a b c
23. like to teach at this school.
24. make learning interesting.  a b c
25. will talk with students in need of help.  a b c
26. let students discuss world issues.  a b c
27. are friendly to students.  a b c
28. treat students equally.  a b c
28a. are very rigid in their attitude.  a b c

Section C—A determination of the long and short range goals of the student.

MY GOALS INCLUDE:

29. I plan to finish high school.  a b c
30. I have already decided what I want to do in life.  a b c
31. I plan to get a job after high school.  a b c
32. I plan to enter the military service.  a b c
33. I plan to go to a community college or technical school.  a b c
34. I plan to go to college after high school.  a b c
35. If I go to college, I will need to work.  a b c
Section D—A measurement of how the students feel they have succeeded or failed in school.

OTHER:

36. I have been an honor student at some time during my high school career. a b c

37. I have failed one or more subjects since I started high school. a b c

38. I belong to one or more student organizations. a b c

*39. I like to read. a b c

*40. This is the only high school I have attended. a b c

*41. I help with financial support of my family. a b c

School Climate Inventory

Form B: Faculty-Staff

Section A—The faculty-staff attitudes toward the administration as it deals with teachers and students.

ADMINISTRATION:

1. The administration gives a quick, efficient response to teachers concerning professional matters. a b c

2. The administration actively supports teachers in all phases of their work. a b c

3. The administration understands and sympathizes with teachers' personal problems. a b c

4. The office staff is attentive and helpful to the needs of teachers. a b c

5. The counselors provide programs that are beneficial to students. a b c

6. The teachers are aware of the services that counselors have to offer. a b c
7. The counselors have the expertise to assist students with learning problems. a b c

8. I am comfortable in seeking an administrator's advice on professional problems. a b c

9. The administration is positive in its relations with faculty members. a b c

10. The administration bases its annual teacher evaluations on adequate data. a b c

11. There is positive working relationships between faculty members and administration for matters of pedagogy, curriculum, and classroom management. a b c

12. Teachers understand how counselors can help students. a b c

13. Teachers are aware of the various ways an assistant principal can deal with disruptive students. a b c

14. When the chips are down, teachers can depend on their administration to back them. a b c

15. The principals do a good job establishing policy and enforcing it fairly. a b c

16. Teachers performing on a substandard level are dealt with fairly. a b c

17. The administration is positive in its attitude toward the students. a b c

18. The administration respects the faculty. a b c

Section B--A measurement of the faculty-staff attitude toward themselves.

FACULTY:

19. Teachers respect each other as professionals. a b c

20. Teachers can be depended on to assist other teachers in a student-teacher confrontation. a b c
21. The English teachers are doing a good job with their students.
22. The Math teachers are doing a good job with their students.
23. Subtle forms of racism are practiced by black teachers.
24. Subtle forms of racism are practiced by white teachers.
25. There is a sense of unity among the faculty.
26. School pride among the faculty is high.
*27. Most white teachers would transfer to a predominantly white school if possible.
28. The coaching staff is highly respected by the faculty.
29. Most teachers feel the vocational programs are doing a good job.
30. Teachers generally respect the administration.
31. Teachers are very cooperative.
*32. White teachers generally believe the black teachers are less competent than the white teachers.
*33. Black teachers do not believe that white teachers do their best to help black students.
*34. The black teachers feel the white teachers put excessive educational demands on the students.
*35. There are no differences between black and white teachers relative to student achievement expectations.
36. I approach my job with a sense of professional pride.

Section C--A measurement of faculty-staff attitude as they perceive the community.
COMMUNITY:

37. The school-community generally supports its schools.  
38. Much can be done (many possibilities exist) to raise the level of commitment to education.  
39. The faculty is aware of the prevailing community conditions.  
40. Most faculty members personally involved themselves in the community; i.e., purchase groceries, attend church, attend public activities.  
41. Most parents of students feel that the quality of their children's education has been improved since the 1971 desegregation order.  
42. Home visits are essential to good school-community communications.  
43. Parents of students are concerned about their children.  
44. The faculty generally avoids the school-community except to drive to and from work.  
45. This school has adequate community support for its extracurricular activities.

Section D—A measurement of faculty-staff attitude toward the physical plant and maintenance activities.

PHYSICAL PLANT AND MAINTENANCE:

46. Working in my classroom gives me a sense of pleasure.  
47. Our school buildings are adequate for the teaching and learning process.  
48. My classroom is cleaned adequately by the janitorial staff.  
49. The physical plant is adequate for my work.  
50. My requests to the janitorial staff get answered.
51. My classroom needs a paint job.  a b c
52. The air conditioning was a decided improvement in my teaching environment.  a b c
53. The lighting in my classroom is excellent.  a b c
54. My classroom furniture is excellent.  a b c
55. The cafeteria is an enjoyable place to eat.  a b c
56. Audio-visual aids are conveniently available for my use.  a b c
57. The library is adequately staffed to provide student and faculty services.  a b c
58. Parking facilities are adequate for students and faculty.  a b c
59. Athletic and recreation areas are adequate for our program.  a b c

Section E—A measurement of the attitude of the faculty-staff toward the students.

STUDENTS:
60. Teachers generally respect their students.  a b c
61. Teachers believe that students are capable of learning.  a b c
62. Teachers see this school as a remedial school.  a b c
63. Teachers are pleased with the behavior of students.  a b c
64. Most teachers are proud of their students.  a b c
65. Students respect their teachers.  a b c
*66. Black students trust white teachers.  a b c
67. Students respect the administration.  a b c
68. Students see the faculty as their friends.  a b c
69. Students value the education they receive. a b c
70. The needs of exceptionally competent students are met. a b c
*71. White teachers trust black students. a b c
*72. Most teachers believe that racism is claimed primarily when students become frustrated over poor grades. a b c

School Climate Inventory
Form C: Parent-Community

Section A—Parent attitudes toward school and school related activities.

MOST STUDENTS I KNOW:

1. like going to this high school. a b c
2. like the principal. a b c
3. like the counselors. a b c
4. like to attend school activities. a b c
5. have school spirit. a b c
6. worry about their own personal safety while in school. a b c
7. believe they are treated alike. a b c
8. believe that discipline is fair. a b c
9. believe that school staff members get upset too easily. a b c
10. believe the attendance office clerks are helpful. a b c
11. use drugs. a b c
12. frequently get into trouble with the school staff. a b c
13. are friendly to other students. 

14. feel free to go to the principal for help and advice. 

15. feel free to go to the assistant principal for help and advice. 

16. feel free to go to the counselors for help. 

17. feel free to go to the nurse for help. 

18. like to cause trouble in school. 

19. believe the student government does a good job. 

20. believe the student government represents them. 

Section B—Parent attitudes toward general school services. 

IN MY OPINION: 

29. counselors are available to me upon request. 

30. most parents are willing to help with school activities. 

31. most parents feel free to visit the school. 

32. most parents support school policies and procedures. 

33. parents are involved in the decision-making processes of this high school. 

34. parents have some influence in what goes on in this school. 

35. the principal does a good job. 

36. my children's teachers do a good job. 

37. parents feel free to suggest changes in the school. 

38. discipline is applied equally. 

39. the school has a good environment for learning.
40. the PTA is an effective voice for parents. 

41. this school is a safe place for students to attend.

42. parents understand the requirements for graduation.

43. parents understand and approve of the school policies on attendance.

44. parents receive report cards each six weeks of the school year.

45. parents understand the report cards.

46. parents are always welcome to observe educational programs.

Section D—Parent-school contact.

SCHOOL-COMMUNITY CONTACT:

47. I have visited this school.

48. I have had a conference with my child's teachers.

49. I have had a conference with my child's counselor.

50. I have had a conference with the principal or assistant principal.
APPENDIX E

CAMPUS LEVEL INFORMATION SYSTEM

Parent Input → Faculty-Staff Input → Student Input

Development or Modification of Instruments

Administration of Instruments to Sample N

Analysis of Data

Selection of Priority Areas

Develop Objectives and Strategies in Priority Areas

Management Plan

Implementation of Management Plan

Evaluation of Results

Rearrangement of Priorities, Objectives, and Strategies
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