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ABSTRACT

This program consists of a series of strategies whereby a school district could develop community-ranked educational goals and teacher-developed objectives. Provision is made for the involvement of members of the community, the professional staff, and students in (1) ranking of educational goals in order of their importance, (2) assessing how well current educational programs are meeting these goals, and (3) developing program-level performance objectives by the professional staff designed to meet the priority-ranked goals. The process, which begins with the ranking of priority goals by the community, moves through the development of an instructional design that describes school efforts to achieve goals in terms of individual performance, and terminates in the allocation of resources to achieve predetermined objectives and satisfy established goals. Suggested means of getting a random community sample, statistical techniques for ranking community goals, and suggested news releases about and for the program are presented in the appendixes. (Author/DN)

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ED 073530

administrator's manual

educational goals and objectives

a model program for community and professional involvement

NORTHERN CALIFORNIA PROGRAM
DEVELOPMENT CENTER
BUTTE COUNTY SCHOOLS
CHICO, CALIFORNIA

Title III, ESEA (PL 89-10), Section 306

EA 004 850

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INCREASED EDUCATIONAL
ACCOUNTABILITY THROUGH
IMPLEMENTATION OF . . .

educational goals and objectives

A MODEL PROGRAM FOR COMMUNITY AND PROFESSIONAL INVOLVEMENT

PRODUCED BY:
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This abridged edition of the Administrator's Manual is intended to describe the program to interested educators and, therefore, does not include the extensive Appendix necessary for program implementation.

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Introduction

This program for establishing educational goals and performance objectives has been developed by the staff of the Northern California Program Development Center of Chico, through a grant from the U.S. Office of Education and is being distributed by the Commission on Educational Planning of Phi Delta Kappa. To date this program has been thoroughly field tested in many California school districts.

The program consists of a series of strategies whereby a school district may develop community-ranked educational goals and teacher-developed objectives. Provision is made for the involvement of members of the community, the professional staff and students in:

1. ranking of educational goals in order of their importance,
2. assessing how well current educational programs are meeting these goals, and
3. development of program level performance objectives by the professional staff designed to meet the priority-ranked goals.

In addition to providing for community, professional staff and student involvement this program allows a district or school to complete the program in a time span extending from six months to one year, without imposing unrealistic time requirements upon the participants, while at the same time providing the optimum amount of usable decision-making information. The cost factor (always an important element) is also kept at a minimal level.

The success of this program (and, conversely, its lack of success) depends upon several factors:

1. It is absolutely essential the administrators play an **active role** in securing the services of the community participants.
2. It is imperative that the members of the various task forces be competent in their understanding of, and ability to write, performance objectives.
3. The management procedures outlined in this booklet should be followed as closely as local conditions and educational policy permit.

It is important to note that this educational approach was developed in an attempt to provide a logical and orderly integration of the varied elements which contribute to increased accountability. The process begins with the ranking of priority goals by the community — moves through the development of an instructional design which describes school efforts to achieve goals in terms of individual performance — and terminates in the allocation of resources to achieve predetermined objectives and to satisfy established goals.

The Center's staff is committed to the development of new and more effective educational programs. We hope when utilizing this process, therefore, you will keep us informed of your progress in implementing the program and offer suggestions for its improvement.

It is our belief that the utmost benefit derived from this program will be in expanded educational opportunities for the students enrolled in our nation's schools.

B. Keith Rose, Director
Northern California Program Development Center

Carroll Lang, Chairman
Commission on Educational Planning
Phi Delta Kappa

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SELECTION CRITERIA

It has been suggested that the composition of a representative community committee should represent a broad cross section of the "community." "Community" in this context is defined as meaning all those individuals within the geographic boundaries of a particular school attendance area or school district who will be affected by the educational processes taking place within that community.

We suggest this definition be used as the basis upon which your Committee is selected. For your convenience, listed below are some possible distinguishing criteria for membership on your Committee:

1. Citizens at large
   a. parents of school age children
   b. representatives of community businesses, services, religious and cultural organizations
   c. representatives of school affiliated organizations
   d. representatives from ethnic and socio-economic groups
   e. representatives from governmental organizations

2. Citizens directly involved in the educational process
   a. school board members
   b. administrative staff
   c. classroom teachers and other certificated personnel
   d. classified personnel

3. Students

The initial step (in this instance, selection of a Representative Community Committee) is the indicator of how successfully the subsequent procedures will be implemented. The educational leaders in a community know best the composition of the community and its general attitudes toward its institutions of public education.

On the following pages are listed suggested strategies and techniques to adopt or adapt in selecting the membership for the school district's Committee. The advantages and disadvantages listed for each selection technique are general in nature and should not be construed as being applicable to all districts.

SUGGESTED COMMITTEE SELECTION STRATEGIES

Throughout the following paragraphs reference is made specifically to the "Superintendent and/or Board of Trustees" because in the final analysis their decision determines district strategy. However, if they believe each school within the district should rank order educational goals as a preliminary step in establishing district-wide goals, the following strategies are equally applicable for use in the district or the attendance areas of individual schools within the district.

SELECTION STRATEGIES AND TECHNIQUES

In general the strategy selected will fall into one of two broad categories: (1) non-criteria referenced selection strategies and (2) criteria referenced selection strategies. An analysis of these two categories reveals four generalized techniques, each varying in the degree to which the Superintendent and/or Board of Trustees, controls the selection process:

I. Non-criteria referenced strategy
   A. Direct control selection technique

II. Criteria referenced strategies
   A. Indirect control selection technique

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B. Random sample selection technique
C. Unstructured selection technique

I. NON-CRITERIA REFERENCED SELECTION STRATEGY

The distinguishing factor of this strategy is **not** the selection act itself, but the lack of any clearly defined criterion utilizing as its prime referent the concept of community involvement. In other words, the selection of the Committee is by definition arbitrary.

A. DIRECT CONTROL SELECTION TECHNIQUE

Definition: any selection technique in which the Superintendent and/or Board of Trustees, directly nominates and appoints members to the Representative Community Committee.

At this point in field testing no district has used the Direct Control Selection Technique. However, some schools have outlined their selection activities with only passing references to criteria and with no definitive written statements concerning the criteria used.

Advantages:

1. Careful selection can allow the committee to come to an early consensus.
2. Careful selection can guarantee articulate dissemination.
3. Known political/social/economic opinion leaders can be appointed.

Disadvantages:

1. Committee consensus may not reflect community consensus.
2. The locus of political and economic power in a community is often difficult to find and more often misread (election failures are typical of political miscalculation).
3. Committees chosen by the Direct Control Selection Technique often become the focal point of community alienation, particularly when community opinion is expressed in the voting booth.
4. Boards may tend to select individuals who reflect their own views (lack of cross section).

II. CRITERIA REFERENCED SELECTION STRATEGIES

Definition: any selection strategy in which the Superintendent and/or Board of Trustees, utilizes a specified selection criteria based upon the concept of "community involvement." These procedures diminish substantially the personal preferences which influence the selection process.

The following strategies were most frequently used in those districts implementing this program:

A. INDIRECT CONTROL SELECTION TECHNIQUE. The critical factor when utilizing this technique is to use a set of criteria **which acts** as the final authority in the selection process. For example, the Superintendent and/or Board of Trustees, may develop criteria upon which to base the selection of the Committee membership. Though the Superintendent and/or Board of Trustees, will select the members of the Committee, selection has been limited by the adopted set of criteria.

On the other hand, the Superintendent and/or Board of Trustees, may choose to select an "interim selection committee" (this outside agent is the criteria) whose function will be to select members for the Representative Community Committee. In both cases some control over the selection process and, therefore, over the Committee membership has been maintained.*

Advantages:

1. Selection process can reduce the chance of community alienation.
2. The chance for cross section representation is increased.
3. Danger of misreading the political/economic locus of power in the community is di-

*See Appendix A.

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minished.
4. The entire selection process is publicly defensible.
5. This technique allows the Superintendent and Board of Trustees to develop basis for community support in other areas of need.

Disadvantages:

1. Additional time may be needed to reach consensus.
2. Articulation may not be at optimum level.
3. The possibility exists that the Superintendent and Board of Trustees may lose some policy-making power.
4. An interim selection committee may not have the resources necessary to select a representative cross section of the community.

B. RANDOM SELECTION STRATEGY

Definition: any selection strategy in which the members of the Committee are selected randomly without prejudice; that is, each member of the community is a likely member of the Committee (equal likelihood of selection).*

This strategy is the single strategy recommended by the Center and has been used extensively.

Advantages:

1. A "pure" cross section of the community is more easily obtained.
2. This strategy is the most publicly defensible strategy one can initiate.
3. Committee membership can be obtained in a relatively short period of time.
4. This technique generates positive reactions from the community.

Disadvantages:

1. Known opinion leaders in the community may not appear on the Committee.
2. The Superintendent and Board of Trustees have no control of the committee composition.
3. The Superintendent and Board of Trustees must work with "unknown" qualities.
4. The selection of the Committee members takes more personal effort on the part of the District Administrator.
5. It is more difficult to achieve initial commitment from community members.

C. UNSTRUCTURED SELECTION TECHNIQUE

Definition: any strategy which effectively results in the initiation of the goal-setting process without any numerical limitations placed on participation.

This particular strategy is intended for situations in which the Superintendent and/or Board of Trustees, believes an open invitation should be extended to **all** citizens residing within the boundaries of the district to participate in the identification and ranking of the district's educational goals. There appears to be only one situation in which this strategy can be employed effectively. This is where the individual school or school district population is small enough to accomodate a New England type of "Town Meeting." It is contended that the maximum manageable number of a "Community Committee" is 60.

Advantages:

1. Total community involvement is possible.
2. This strategy is publicly defensible.
3. Dissemination is accomplished rapidly.

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*See Appendix B.

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Disadvantages:

1. The management necessary to give the group direction is most difficult to achieve.
2. Committee membership may be unstable.
3. Communication and articulation can be most difficult to achieve.
4. Town meetings often become forums, not working committees.
5. Continuity of committee work is more difficult to maintain.
6. The general tone of the town meeting may tend to lead to factionalization and not consensus and direction.

A combination of selection strategies can be utilized. For example, a school or school district may have a very active citizens' committee of 20 people. It is possible to include these 20 people on your Representative Community Committee and then random sample your community to obtain an additional 40 members. The alternatives are numerous. Select the strategy or combination of strategies which best meet the needs of the community.

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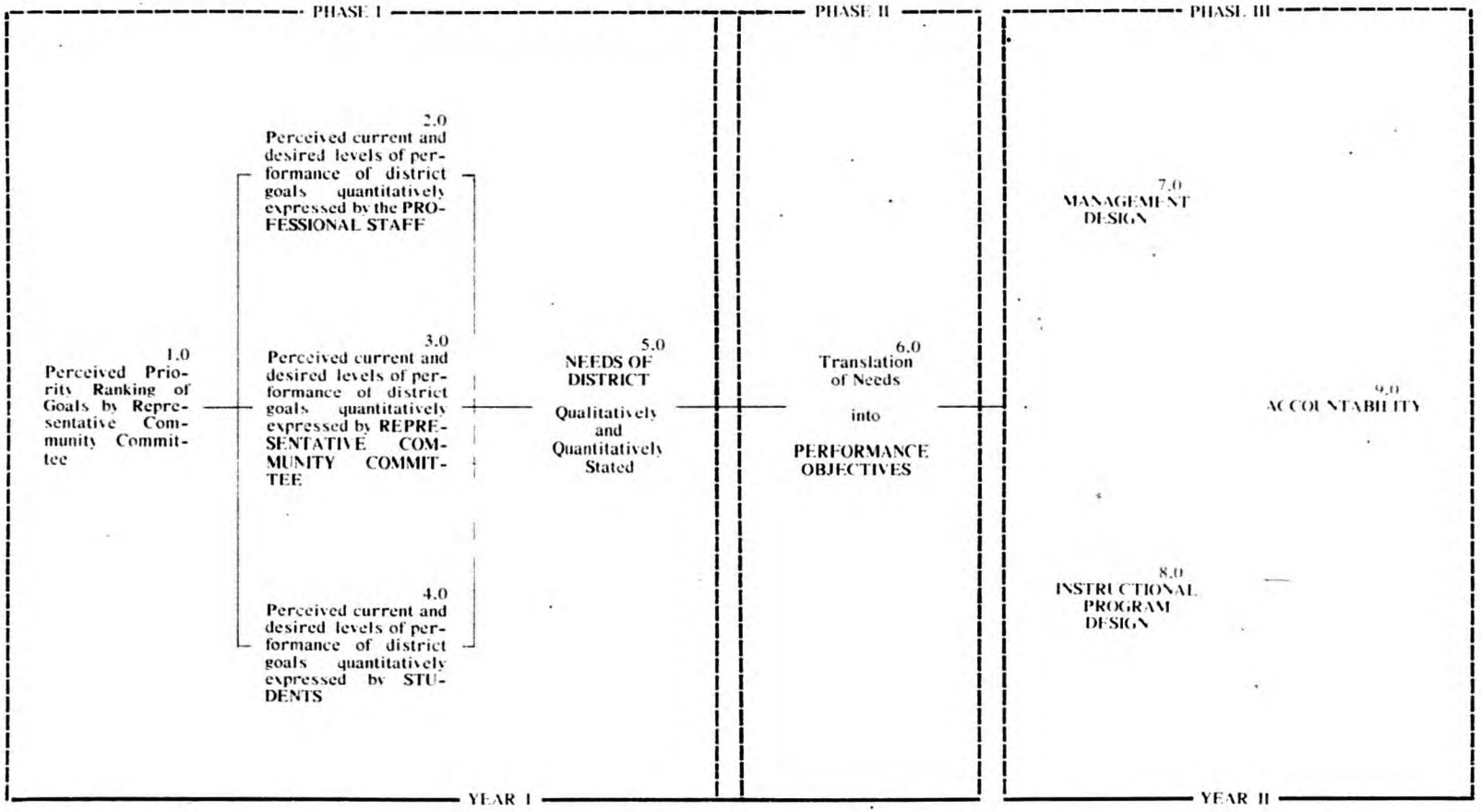
Phase I

MODEL, STRATEGIES AND MANAGEMENT PROCEDURES FOR RANKING EDUCATIONAL GOALS AND DETERMINATION OF DISTRICT NEEDS

EDUCATIONAL GOALS AND OBJECTIVES

A Model Program for Community and Professional Involvement



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MODEL ACTIVITIES, BY PHASES

PHASE I

1.0 Goals are ranked on a priority basis by Representative Community Committee.

2.0-4.0 For each goal a number from a scale is assigned by each member of the Committee independently in response to the question: "How well are the current school programs meeting this goal."

Scale:

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	(11)	12	13	14	15	11

When each committee representative (and professional staffs and students) responds to this question, three factors will become evident: the perceived current level of performance, desired level of performance (established as "11" on the above scale), and a quantitative expression of the perceived emphasis given to each goal by the community's schools. The mean scores will quantifiably identify the perceived needs of the district.

PHASE II

5.0 The performance objectives, written by the professional staff, are related to the priority goals of the district.

PHASE III

6.0-9.0 A management design is developed for more efficient utilization of resources needed to meet the performance objectives of the district.

Instructional programs are developed within the resource capabilities of the district to meet the determined needs of the district.

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NORTHERN CALIFORNIA PROGRAM DEVELOPMENT CENTER

GOAL RANKING/RATING STRATEGY

RATIONALE

After the selection of the members of the Representative Community Committee process has been completed, the next critical step for the Superintendent and/or Board of Trustees, is to implement the strategy to be used by the Committee members to rank in order of their priority the educational goals for the school district.

It is the consensus of the Center's staff that the more quantifiable the data compiled from the goal ranking process the more valuable the information will be to the education decision-makers of the district. The Northern California Program Development Center (NCPDC) goal ranking/rating strategy has been designed to:

1. Provide rapid collection of ranking data
2. Allow for rapid data analysis
3. Produce consensus trends
4. Produce optimum quantifiability
5. Produce optimum readability for lay Committee members
6. Produce results which are easily translated into media terminology for dissemination to public
7. Produce data which have application to a continuing needs assessment determination for the district
8. Contain goal statements and similar goals (clarifiers) readily translated into performance objectives by professional staff

Following the ranking of the educational goals in order of their priority the Superintendent and/or Board of Trustees, should implement the rating strategy for determining how well the newly developed district goals are currently being met in the district and how well they should be met in the future.

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GOAL RANKING-RATING STRATEGY

1.0
Goals are distributed to members of the Representative Community Committee

2.0
COMMITTEE MEMBERS RANK GOALS INDEPENDENTLY

3.0
SMALL GROUPS RANK GOALS (CONSENSUS)

FIRST COMMUNITY MEETING

4.0
A mathematical consensus is calculated from results of small group meetings

5.0
Goals in rank order of their importance presented to the members of the Representative Community Committee for their endorsement

SECOND COMMUNITY MEETING

6.0
Committee members rate how well goals are being met by district or school

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1.0 Goals are distributed to members of the Representative Community Committee*

The 18 goals used in this program were derived from the 18 goal categories developed in 1969 by the California School Boards Association. This list was completed after a thorough analysis of goals from other states, pilot schools of California's Planning, Program, Budgeting System, and other sources. The research indicated the 18 goal categories of the California School Boards Association were all encompassing and acceptable as a starting point for most citizens of the community. From the many field tests which have been conducted using these 18 goals, it has been found community members rarely suggest additional goals and the 18 goals are accepted as legitimate aims of educational institutions.

Once the community committee is selected, each member is sent, prior to the meeting, a list of 18 goals and is asked to:

1. Familiarize himself with the goals statements and discuss them with his friends and neighbors.
2. If he believes there are other important educational goals, which are not included in the list of 18, to immediately contact the school district office to discuss them with the Superintendent. (Additional goals may be considered at the first community meeting.)

2.0 Committee members rank goals independently

After the orientation session at the first meeting, members of the community committee will proceed to individual work tables where they will independently rank in priority order the 18 educational goals. Each committee member will have an individual display board, a set of 18 goal statements, and 45 red discs.** Each committee member then begins ranking in order of their importance the goals on a display board. As each individual completes his display board, the score for each goal is transferred to an individual goal summary sheet.***

3.0 Small group ranks goals (Consensus)

When the individual completes his ranking, he takes his summary sheet to another room where refreshments are served. Prior to this, members of the committee are randomly assigned to groups of four.

The task of the small group is to reach a group consensus or agreement on one display board for the 18 goals.****

*See Appendix C.
**See Appendix D.
***See Appendix E.
****See Appendix F.

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4.0
A mathematical consensus is calculated from results of the small group meetings

After a group consensus is reached, the scores are tallied on a "group summary sheet" and brought to a person in a central location where scores for each group are registered on a tally sheet. When all of the small groups have completed their tasks, the average for each goal score is computed, and the participants are directed to the general meeting area where the results of the evening's efforts are reviewed. Summary sheets are provided for individual participants so they may tally the final priority ranking of the 18 goals.

5.0
Goals in rank order of their importance presented to members of the Representative Community Committee for their endorsement

6.0
Committee members rate how well goals are being met by district or school*

The following week the committee members are asked to return to rate the goals of the district in terms of perceived performance levels. They will be requested to ask themselves the question "In my opinion, how well are current programs meeting this goal?" At this point in the process, the professional staff and students will be asked to do the same task and ask themselves the question "How well are my school's current programs meeting this goal?" The school district may wish to have responses from all teachers and students or from a randomly selected group of teachers and/or students.

Upon completing this part of Phase I, the administrative staff of the school and/or district will have information to use in the formulation of management strategies.

There will be a number of variables to consider when assessing the scores of the goal statements. Among the most important may be the lack of public information techniques. For example, the community may believe a particular goal which ranks high in priority is not being met satisfactorily by existing programs, although standardized test scores may reveal an exemplary job is being done to meet this goal. Consequently, a need exists to "spread the word" via local media. On the other hand, there may be a need to reallocate district school resources to meet a particular goal. No matter what the case, this program provides teachers, administrators and school boards with concrete data upon which to base their decisions.

*See Appendix G.

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STRATEGY FOR RANKING GOALS BY SCHOOL RATHER THAN DISTRICT

In the situation where each school within a district identifies and ranks goals on a priority basis as the initial process in their goal attainment program, the procedure outlined below will be carried out in each school.

The following procedures are suggested in order to arrive at district-wide goals:

1. At the final meeting of the Representative Community Committee at each individual school the members of the Committee will select a given number of their Committee to represent them at a district-wide meeting.
   a. All schools will select an equal number of representatives.
   b. The total number of reprsentatives which form the district-wide Representative Community Committee is determined by the Superintendent and/or Board of Trustees.
      (1) The total number of district-wide Committee members must be divisible by four (4).
   c. The procedures followed by the district-wide Committee will be the same as those outlined in "Round 2."

OR

2. An alternative method is to use a mathematical average to arrive at district goals. For example, if 10 schools within a district rated the goal "Gain A General Education" in the following manner: 4.1, 3.2, 3.8, 2.9, 4.4, 3.2, 3.7, 3.1, 3.2, and 3.0 respectively the average score for the goal for this district would be 3.46.

OR

3. A third alternative would be not to rank the goals at the district level but to adopt the goals on a non-priority basis, leaving each school within the district with established priorities within its own attendance area.

EDUCATIONAL GOALS AND OBJECTIVES: PROCEDURES FOR AREA AND DISTRICT IMPLEMENTATION*

A. IMPLEMENTATION STEPS

1. The Area Task Force will arrange meetings with appropriate educational leaders to discuss and begin implementing the following procedures.
   1) Area-wide dissemination strategy
   2) Review of tasks required of Area Task Force personnel
2. Area Task Force disseminates fact that the program is being initiated —overall strategy — and services available to districts.
3. Area Task Force completes self-tutorial program in the development and writing of performance objectives.
4. Area Task Force develops proficiency with the strategies used in implementing the Goals/Objectives Program.
5. Area Task Force reviews program materials with appropriate educational leaders.

*See Appendix II for Model Time Line.

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B. CONTACT AREA SCHOOL DISTRICTS

1. Initial meetings are held with Superintendents to outline program (informal)

OR

2. Initial presentations are made to Superintendents and administrative staff, using the audio/visual presentation.

C. INITIAL PRESENTATION TO LOCAL BOARD OF TRUSTEES BY AREA TASK FORCE

The initial presentation must clarify the following:

1. The role of the Area Task Force
2. Educational Goals model with explanation
3. The degree of commitment from school district
4. The products that will result from the program
5. A tentative commitment of district personnel and time for District Task Force (DTF)

D. ORGANIZATION OF DISTRICT TASK FORCE (DTF)

The DTF should consist of a **minimum** of six (6) people. A Board Member may be included on the Task Force. The major requirement is at least one member of the DTF be a specialist in elementary education and one member be a specialist in secondary education.

E. ORIENTATION OF DISTRICT TASK FORCE

After the selection of the members of the DTF; a joint meeting of the Area Task Force and the DTF will be held.

1. This is an orientation meeting designed to present an overview of the entire Goals/Objectives Program and to introduce and review programmed materials for Performance Objectives and Sequential Learning Paths.

F. TRAINING OF DISTRICT TASK FORCE

Following the orientation meeting, DTF begins "A Programmed Course for the Writing of Performance Objectives."

G. REVIEW AND ASSESSMENT

After completing the programmed materials, the Area Task Force will arrange for and conduct a follow-up session with the DTF. The purposes of this meeting are:

1. To administer post-test of programmed materials.
2. To conduct audio/visual and simulated presentation of the Goals/Objectives Program.
3. To review management details of Goals/Objectives Program and to establish district time line for program.
4. To evaluate the audio/visual and simulated presentation as made by the DTF. The evaluation will be based upon the ability of the DTF to present the program and answer questions that might be posed by the Board of Trustees and/or citizens of the Community.

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H. THE DISTRICT TASK FORCE (DTF) IMPLEMENTS GOALS/OBJECTIVES PROCEDURES

DTF establishes time line and personnel assignments for all procedures which follow.

1. DTF sends news release to all local media outlining proposed program.*
2. DTF presents audio/visual Program to Board of Trustees and secures Board approval of Program and adoption of the selection technique to be used in the selection of the members of Representative Community Committee (total membership should number between 40 and 60 persons).
3. DTF issues news release summarizing Board's actions.**
4. DTF presents audio/visual Program to administrative and teaching staffs.
5. DTF implements selection strategy.
   a. All community members whose names have been selected must be contacted by letter*** **and by personal contact** by members of the DTF. If at all possible, the Superintendent should make the contacts.
6. As each Committee position is confirmed, a second letter**** is sent to each member notifying him of the time, place and format of the first Community Meeting. (Included in this letter will be a set of the 18 goal statements and similar goals.)
7. DTF issues news release giving time, place and format of First Community Meeting and a list in alphabetical order of the names of the Community Members who will participate in the goal ranking process.*****
8. Tasks to be completed by DTF prior to First Community Meeting
   a. Meeting Site:
      1) The meeting site, regardless of the size of the Representative Community Committee, must have a "work" atmosphere.
   b. Physical Requirements:
      1) One large room with enough space to accommodate the entire committee for information receiving purposes.
      2) Each member of the Committee should have an individual work area in the large room (3-4 members at a large cafeteria-type table works well).
      3) A second room in close proximity to the large meeting area and large enough to accommodate approximately one-half of the Committee should be made available, and supplied with refreshments (coffee, cookies, etc.).
      4) Enough classrooms should be made available to accommodate small groups of four Committee Members each; for example if there are 48 members on the Committee, 12 small rooms (classrooms are most often used) should be available the night of the meeting.
   c. Other Requirements:
      1) Name tags should be made for each member of the Committee
      2) Name tags should be made for each member of the DTF
      3) Pencils for each Committee Member
      4) In addition to the members of the DTF, enough personnel (teachers and/or administrators) must be trained to monitor the small group process the night of the first general meeting; therefore, a 1/2 hour training session must be held for the monitors prior to the first meeting. The purpose of this training session is to make sure the monitors are familiar with the processes which will take place in the small group meetings and offer assistance to each small group, if requested.
      5) Construct a large display board to be used for demonstration purposes at the first general meeting.
      6) Make Group Cards (these are 4 x 6 file cards which have the number or letter of each group printed on it along with the room number in which the group will meet; there will be four cards for each group). For example, a card might read "Group A, Room 22."
      7) One member of the DTF should be assigned as a tally clerk.

*See Appendix I.
**See Appendix J.
***See Appendix K.
****See Appendix L.
*****See Appendix M.

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8) Secure an adding machine or calculator.
9) Assign specific tasks to members of the DTF as required by the procedures of the first general meeting.

9. Procedures for First General Meeting of Representative Community Committee
   a. All materials should be placed at each individual work station about one-half hour before the start of the meeting.
   b. A member of the DTF should act as a host or hostess. It is suggested that this person (if possible, two DTF members should be used for this task) be situated at the entrance to the meeting area where he/she will greet the members of the committee and distribute the name tags. Using name tags gives an accurate count of the number of people who show up!
   c. The members of the committee should be directed to a common area of the room (not their individual work stations). A semi-circle or horseshoe arrangement of chairs at one end of the large room seems to work well for a seating arrangement.
   d. The meeting should be opened by the District Superintendent and the President of the Board of Trustees. This opening is simply a greeting and an expression of thanks to the participants and should take no longer than 10 to 15 minutes. Remember to include rationale for 18 goals.
   e. The Committee members are then directed to seats at the individual work stations to await further instructions.
   f. Once the Committee members have been seated at their individual work stations, two members of the DTF will review the goal ranking procedures. The review should take no longer than 10 minutes and it is recommended the following review technique be used:
      1) Read direction #1 found on page one of "Directions for Individual Members of Committee" to make sure all Committee members have all the necessary materials.
      2) Review the directions 2 through 9 quickly; one member of the DTF will read the directions while the other member will place the red discs on the demonstration display board.
      3) **Carefully** read Rule #10 (a through e). It is important to the success of the entire meeting that each member of the Committee follow these basic rules.
      4) Review Rule #11.
      5) Explain that after working individually each member will be assigned to a small group and that the small group cards will be distributed during this first part of the meeting.
      6) Explain that after each person has completed his display board and transferred the points to his summary sheet he may leave his station for refreshments.
   g. While the Committee members are ranking goals individually, one member will distribute small group cards to each member. (This is an excellent opportunity to insure group diversity in terms of composition.)
   h. After refreshments, each group will be escorted to their assigned rooms where the group monitor will briefly review the processes the group is to follow. The monitor should not stay in the room during the group deliberations, but should tell the group he will be back in about 15 minutes to answer any questions they may have concerning the group's task. **Note:** Each monitor should take 1 Display Board, a set of discs, 18 goal statements and the complete set of directions for the Group Leader to the small group room.
   i. Each small group monitor should see how his group is getting along at least twice during the evening. During the last visitation, the monitor will inform the group leader that he (the group leader) should take the group summary sheet to the tallying station. It is important that the group leader (not the monitor) take the group summary sheet to the tally station. The remaining members of the group can report back to the refreshment room.
   j. The results of each group's work is tallied by the DTF tally clerk.*
   k. When all of the results have been tallied and the goals ranked in order of their priority, the Committee is reassembled in the large room meeting area and the results are announced.

10. Tasks to be completed by DTF between the first and second general meetings.
   a. News release sent to all media sources announcing result of meeting and date and time of next meeting.**
   b. Information disseminated to professional staff (ranked goals).

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c. Letter sent to all participants giving results of first meeting; time, date and place of second meeting.***
d. Name tags are made for each Committee member.
e. DTF reviews their reactions to first general meeting.
f. Phone call to each Committee member one day prior to the meeting date.
g. Arrange for the professional staff and students to complete the instrument (Individual Rating of the Level of Performance of Current School Programs) the day after the Second Community Meeting.

11. Procedures for Second General Meeting
a. Materials for meeting are set out at each individual station one-half hour prior to meeting time.
b. DTF host greets Committee members and distributes name tags.
c. Committee members are directed to individual work stations.
d. Member of the DTF reviews the directions found in the "Individual Rating of the Level of Performance of Current School Programs."
e. Committee members rate each of the goals.
f. As each member of the Committee completes his task, he turns his summary sheet in to the tally clerk
g. Tally clerk tallies results.****
h. There will be a time lag between the completion of his summary sheet by the last Committee member and the determination of the results of the evening's work by the tally clerk. During this period of time, it is suggested the Committee be reassembled, and the Superintendent explain briefly what will be the final result of the Committee's work; i.e., writing performance objectives and the relating of these objectives to the ranked goals. This period should provide time for questions and answers.
i. The results of the evening's work will be mailed to the Committee members within a week (see 12a).

12. Procedures for the DTF after the Second General Meeting
a. Letter of appreciation to all Committee members, with summary of results of second meeting.*****
b. Within two days following the Community meeting the professional staff and students should complete the Needs Assessment Instrument. When the staff meets to complete the Needs Assessment Instrument, they should be given common directions for administering the Instrument to the students. The students who complete this form may be chosen by random sample or the entire student body may participate at the discretion of the DTF.
d. All of the data should be collected and tallied by the DTF. It is suggested these procedures be followed carefully if a school district is to get the optimum amount of useable decision-making information.
e. News release is distributed to local media sources summarizing the final results******

*See Appendix N.
**See Appendix O.
***See Appendix P.
****See Appendix Q.
*****See Appendix R.
******See Appendix S for sample release used by one district.

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Phase II

TRANSLATION OF DISTRICT NEEDS
INTO
PERFORMANCE OBJECTIVES

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TRANSLATING NEEDS OF DISTRICT INTO PERFORMANCE OBJECTIVES

The community is now aware that:

the district has goals,
these goals are ranked in priority order, and
in some instances, these goals are not being met as well as they should be.

The next step is to express each goal in terms clearly conveying to the community the desired level of performance each child should attain. Performance objectives written in measurable terms will satisfy the community's desire for easily discernible statements about the educational status of their schools and students.

The assumption is made the community will respond positively to public education when presented with evidence directly related to student performance rather than the size and number of buildings or teachers' salaries, even when accepting the latter as pre-conditions of student performance. The administration is warned, however, that careful preparation is essential.

To install a system, program of instruction, or other change in a school district, without careful preplanning and extensive program management, is to ensure failure.

While existing institutions are convenient vehicles for planning and management activities, decision-makers in school districts must guard against the assumption that existing programs and courses of instruction meet the determined needs of the district. In many instances, and with some academic "massaging," current instructional programs along with their objectives may be related to district goals and/or needs. However, if the goals and/or needs of the district are, in fact, the focal point of the district's educational process, then objectives must be written to meet these goals and/or needs and not to form a rationalization for existing programs. This position should not be interpreted to mean each district must "scrap" what has proved to be successful in the past. However, consideration should be given by the professional staff to the deletion from the district's instructional design of programs and courses of instruction with performance objectives which are not compatible to the goals and/or needs of the district. The deletion of a program or course of instruction, without the implementation of a program or course of instruction which will better satisfy the goals and/or needs of the district, is in itself negative.

What is advocated is that performance objectives be written to establish a focus for designing new or revising existing programs or courses of instruction to best meet the needs of the district.

A management program for translating district needs into performance objectives at all levels of instruction is presented below.

TRAINING, MONITORING AND CLASSIFICATION PROCEDURES

The DTF members are primarily responsible for all phases of the program.

The following procedures have been designed to become operational on an "in-house" basis; i.e., utilizing district personnel and resources:

1. DTF selects or gets volunteer teachers who will act as the district training cadre.
2. A schedule of training meetings (Performance Objectives workshops) is arranged, and the district's teacher cadre is trained.

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TRAINING PROCEDURES

1. During the week immediately following the Performance Objectives workshop the cadre of teachers already trained in writing (and teaching how to write) performance objectives should meet to:
   a. Review program materials
   b. Design and reproduce materials (materials should have commonality throughout the district)
   c. Set schedule for district instruction
2. Train teachers of the district in the writing of performance objectives (replicate workshop instruction using programmed materials):
   a. Length of training program should not exceed four weeks
   b. Cadre should meet after each training session to discuss common problems and successes (share ideas)

MONITORING PROCEDURES

The objective of the monitoring phase is to establish program level performance objectives for each of the curriculum areas (Language Arts, Social Science, etc.) at each exit grade level of the schools within the district (e.g., sixth grade, or twelfth grade).

I. ESTABLISHING PROGRAM LEVEL OBJECTIVES IN LARGE SCHOOL DISTRICTS

In those school districts where the decision has been reached to have each school within the district set program level performance objectives, the following procedures are suggested.

ELEMENTARY SCHOOLS

1. Establish a time line for the completion of the entire program (it is suggested provisions for a series of released or minimum days be included in this time line).
2. Select three to four curriculum areas for which the staff will begin to develop program level objectives.
3. The faculty is assigned or volunteers to participate on a committee which will develop program level objectives for a single curriculum area.
   a. Each committee should be composed of teachers who represent the entire school pattern — K through 6, K through 8, or K through 12.
4. Once program level objectives have been completed for the initial curriculum areas, select three to four additional curriculum areas and repeat above procedures.
5. When all program level objectives have been completed, they are submitted to the appropriate classification team (see below).
6. When all program level objectives have been completed, the faculty then begins writing instructional level objectives for each curriculum area by grade level. If the school is non-graded, then instructional level objectives are written for the **major** learning steps necessary to complete the program level objectives.

HIGH SCHOOL

The various departments (Social Science, English, etc.) will write Program Level Performance Objectives for each curriculum area taught in the school.

The completed Program Level Performance Objectives are submitted to a Classification Team (see below for role of Classification Team).

II. ESTABLISHING PROGRAM LEVEL OBJECTIVES FOR SMALL SCHOOL DISTRICTS

In those school districts where the decision has been reached to have program level performance objectives set on a district-wide basis rather than by individual schools, the following procedures are suggested.

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A. District-wide meetings are held according to a set schedule (perhaps on a minimum day schedule), and teachers volunteer or are assigned to committees by curriculum area.
   1. The disadvantage to this procedure is that many teachers who teach in more than one curriculum area will not be represented.
   2. The advantage is that program level performance objectives for the various curriculum areas can be developed in a relatively short time period.
   3. Follow procedures outlined on previous page.

OR

B. District-wide meetings are held with each meeting being devoted to one of the curriculum areas.
   1. The disadvantage of this procedure is that some teachers will attend several (perhaps as many as seven) meetings, while others (particularly those at the secondary level) will attend only one or two meetings at the most.
   2. The advantage is that each curriculum area will receive input in terms of program level performance objectives from all of the teachers teaching in a particular curriculum area.

C. The product of the meetings, no matter which method is used, is several program level performance objectives for each curriculum area.

CLASSIFICATION PROCEDURES

1. At the end of the monitoring period the Superintendent will select a Classification Team. The following membership is recommended:

Teachers	2
Community Group	2
Board Member	1
Administrator	1

   One student member could be included at the high school level. It is recommended that the teacher members of the Classification Team be selected from the appropriate grade levels. If the Classification Team is working with program level objectives for the sixth grade, the teacher members should be teachers from grades 1-6. Conversely, if the 12th grade exit level (program level performance) objectives were being examined and classified, the teacher members should be members of the high school teacher staff.
2. Using the following procedure, the Classification Team will match each randomly filed program level performance objective developed by the teaching staffs to the most appropriate goal.
   a. A program level performance objective should be classified under the goal (make sure you carefully read the similar goals also) to which it makes it major contribution. If it is believed an objective contributes to more than one goal, classify it under the goal to which it makes the major or primary contribution (and mark it "P" for primary) and under the second goal to which it makes the second strongest contribution (mark this objective "S" for secondary).
3. This procedure will develop a matrix of goals and related program level performance objectives.
4. This matrix will provide qualitative and quantitative data pertaining to how well existing programs and courses of instruction are meeting the needs of the district.
5. After developing the matrix, if the Classification Team finds goals for which there are no or inadequate performance objectives, the following procedures are suggested:
   a. The goals for which there are no or inadequate performance objectives are distributed to the teaching staff by the building administrator.
   b. Teachers are asked to write program level performance objectives to meet these goals and submit them to the Classification Team.*
6. The Classification Team will add these new program level performance objectives to the matrix as needed.

*The Superintendent may indicate to the teachers that funds for program development will be made available for the initiation of new courses or methods whose performance objectives and subsequent program description best meets the goals of the district. Teachers should be encouraged to submit approximate cost of the program.

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SUMMARY OF PRODUCTS
YEAR I

PHASE I: Priority ranking of goals.

Perceived current level of performance in achieving goals and desired level of performance in achieving goals.

The needs of the district or school expressed quantitatively as the difference between perceived level of performance and perceived desired level of performance.

PHASE II: Actual level of performance for current programs of instruction expressed in program level performance objectives related to goals of the district.

Program level performance objectives for proposed courses or programs of instruction which are designed to meet the goals of the district not met by current courses or programs of instruction.

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APPENDIX A

INDIRECT CONTROL TECHNIQUE

The use of an Interim Selection Committee to select the members of the Representative Community Committee reduces the amount of personal preference exercised in the selection procedure by the Superintendent and/or Board of Trustees and, therefore, is a publicly defensible selection technique.

A pure random sample, a modified stratified random sample or direct selection by the Superintendent and/or Board of Trustees are methods which may be used to select the members of the Interim Selection Committee.

The Interim Selection Committee is an ad hoc committee and will be constituted only during the duration of the selection process. The Committee should be charged with selecting and implementing the procedure used in the selection of the members of the Representative Community Committee.

APPENDIX B

RANDOM SAMPLE TECHNIQUES

RANDOM SAMPLE

A random sample may be chosen from a variety of populations. The more encompassing and generalized the population from which the random sample is chosen, the more representative of the total or grand population the random sample will be.

For example, if a representative group is to be chosen from a community, a random sample of the total community population would best meet this need. Unfortunately, in most cases, this is not possible. Therefore, a random sampling is performed on a sample population of the total community such as voter registration rolls, school parents' lists, telephone directories, or a combination of these sample populations. In each of these cases a portion of the community's population has been omitted by the very nature of the "exclusiveness" of the lists or rolls used. The best random sample would be the one generated by using the most inclusive or encompassing list or lists of the community's population.

The procedure for generating a random sample from a population base (list of names) involves the use of randomly generated digits (numbers found on lists of digits generated by computers). These randomly generated numbers can be found in a variety of sources (e.g., C. Mitchell Dayton, Design of Educational Experiments, Table B-1, pp. 379-383; Levin and Kirkpatrick, Quantitative Approaches to Management, Appendix 3, p. 360; Cowden and Cowden, Practical Problems in Business Statistics, 2nd Edition, 1963).

The first step in choosing a random sample of names from a list is to number the names on the list in an ascending order starting from the number one (1). Each name has thus been assigned a number. The list of randomly generated digits is then referred to, and digits are blocked into groups large enough to encompass the number set of the name list.

Example:

Randomly Generated Digits

132091123
247383506
120152789

The named and numbered population list goes from 1 - 480 (the number set); therefore, three (3) digit numbers are necessary.

One method to obtain this three (3) digit number set would be to draw a line down after each third digit.

132	091	123
247	383	506
120	152	789

Three of the "reference random numbers would be 132, 247, 120.

Any systematic approach can be used to generate a set of "reference" random numbers: using the example above every number on every row of the randomly generated number list may be used, 132, 091, 123; or every number in each column may be used, 132, 247, 120; or going down the column lists diagonally 132, 383, 789 could be used. The only criterion is that the approach be consistent until the number of randomly generated numbers (number of names to be chosen) has been reached. The order of selection of the numbers becomes the order of selection of the names on the name list. Once the randomly generated number has been selected, the names that have been associated with these numbers are located on the name list and the random sample of populations (names) has been accomplished.

Example:

Randomly Generated Number List

17	18	73
43	13	92
42	70	81
81	21	14
60	40	61

List of One Hundred Names

12	John Sample
13	John Doe
14	Sam Sneedy
15	Ike Pope
16	Hal Smith
17	Jim Johns
18	Johnny James
19	Basil Quinn
20	Paul Smith
42	Suzy Wong
43	Herb Moore
59	William Dean
60	Barbara Lee
61	Peggy Pen
80	Paul Hart
81	Bret Owens
100	Jerry Vale

In this example, the selection calls for seven names from the population and the technique is to use the randomly generated numbers. We select every number in each column and going in columns from left to right. The seven numbers selected are therefore 17, 43, 42, 81, 60, 18, and 13. The randomly selected names from the population are, in order of selection:

Jim Johns	Barbara Lee
Herb Moore	Johnny James
Suzy Wong	John Doe
Bret Owens	

If a number selected does not correspond to a name on a list (e.g., the numbers go from 1 - 1,000 and the names number from 1 - 897 and the number selected from the randomly generated number list is 927), that selected number is dropped and the selection process proceeds as if it never occurred. If a number selected (e.g., 87) is selected twice (duplicated), it is dropped the second time (the same person cannot be on the list twice) and the selection procedure continues.

This method of selecting a random sample of names will produce a truly random population sample with no bias in the selection procedure nor in the names chosen. This would not be true of picking every tenth or fifth name on a list since the list is usually in pre-selected biased order (such as alphabetical listings). In the method described there is a complete randomness of the generation of the numbers, and the technique for choosing numbers promotes this randomness. Thus, the corresponding names selected are truly random and are representative of the total population to be sampled.

STRATIFIED RANDOM SAMPLE

The stratified random sample technique is another method of insuring that the Representative Community Committee is selected without prejudice. In addition, this technique is effective in ensuring that all segments of the community which can be identified are represented on the Committee in proportion to their numbers in the community. The following procedures are typical for this technique.

1. The Superintendent and his staff determine the demographic characteristics of the district. This can be done through the use of a "guesstimate" or by consulting the U.S. Census Bureau's General Characteristics of the Population.

   In most cases, the principals within the district have an accurate picture of the characteristics of the population residing in the schools' attendance areas.
2. The following example* shows a high degree of refinement. In most cases the selection of the Committee membership need not involve this degree of accuracy.

SCHOOL DISTRICT X

The Socio-Economic Level Composition is:

Professional and Technical	10%
Managerial and Proprietal	10%
Clerical and Sales	20%
Craftsmen and Foremen	20%
Operatives	20%
Service Workers	10%
Laborers	10%

The Ethnic Origin Composition is:

White	70%
Black	20%
Mexican-American	10%

*Hoepfner, Ralph, et al. Elementary School Evaluation Kit Needs Assessment, Booklet II, Choosing Goals, School Evaluation Project Center for the study of Evaluation UCLA, p. 19.

The Educational Level Composition is:

College	20%
High School	60%
Grade School	20%

To obtain the expected proportion of Black clerical workers with college educations, for example, one would change the three appropriate percentages (20%, 20%, and 20%) to proportions (.20, .20, and .20), and then multiply the three together (.20 x .20 x .20 = .008). Changing back to percentages, this answer implies that about 1% of the community can be expected to be college educated blacks with clerical jobs, and 1% of the sample (if the sample is large enough to have a 1% representation) should be of that designated type. For small samples, it would be preferable to collapse some of the population descriptions so that the percentage for any group is fairly large. For example, one might collapse the socio-economic scale into three categories of professional-managerial, clerical-craftsmen, and operatives-service-laborers.

APPENDIX C

LIST OF GOALS AND SIMILAR GOALS

LEARN HOW TO BE A GOOD CITIZEN

A. Develop an awareness of civic rights and responsibilities.
B. Develop attitudes for productive citizenship in a democracy.
C. Develop an attitude of respect for personal and public property.
D. Develop an understanding of the obligations and responsibilities of citizenship.

LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

A. Develop an appreciation for and an understanding of other people and other cultures.
B. Develop an understanding of political, economic, and social patterns of the rest of the world.
C. Develop awareness of the interdependence of races, creeds, nations and cultures.
D. Develop an awareness of the processes of group relationships.

LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

A. Develop ability to adjust to the changing demands of society.
B. Develop an awareness and the ability to adjust to a changing world and its problems.
C. Develop understanding of the past, identify with the present, and the ability to meet the future.

DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING

A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.

UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our American heritage.

LEARN HOW TO EXAMINE AND USE INFORMATION

A. Develop ability to examine constructively and creatively.
B. Develop ability to use scientific methods.
C. Develop reasoning abilities.
D. Develop skills to think and proceed logically.

UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities as family members.
C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

A. Develop abilities and skills needed for immediate employment.
B. Develop an awareness of opportunities and requirements related to a specific field of work.
C. Develop an appreciation of good workmanship.

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.
B. Develop ability and understanding in personal buying, selling and investment.
C. Develop skills in management of natural and human resources and man's environment.

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.
B. Develop a positive attitude toward learning.
C. Develop a positive attitude toward continuing independent education.

LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information.
D. Develop a concern for public health and safety.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self-expression through various media (art, music, writing, etc.
D. Develop special talents in music, art, literature and foreign languages.

GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievements and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling of positive self-worth, security, and self-assurance.

DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibility and a sound ethical and moral behavior
B. Develop the student's capacity to discipline himself to work, study, and play constructively.
C. Develop a moral and ethical sense of values, goals, and processes of free society.
D. Develop standards of personal character and ideas.

GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
B. Develop a fund of information and concepts.
C. Develop special interests and abilities.

APPENDIX D

RATIONALE FOR NUMBER OF DISCS USED WITH GOAL DISPLAY BOARD

The goal display board has a scale value of 1 to 5, or 90 spaces. In order to allow for maximum discrimination among goals, one-half of the possible spaces for red discs must be filled. Therefore, 45 discs are provided in the goal ranking technique. The rule is that the number of discs used must be half of the number of available spaces. Therefore, a board with 16 goals (80 spaces) would use 40 discs, a board with 17 goals would use 42 discs (round off to even numbers always), a board with 19 goals would use 48 discs.

The red card contains 50 discs. If only the 18 goals are ranked, only 45 discs are used. An addition of one goal will require 48 discs. The addition of two goals (or a total of 20) will require the use of all 50 discs.

APPENDIX E

DIRECTIONS FOR INDIVIDUAL MEMBERS of the REPRESENTATIVE COMMUNITY GROUP

DIRECTIONS*

1. Make sure your materials include the following items:

   (a) Display Board; (b) Eighteen (18) cards containing goal statements; (c) A set of (50) red colored discs.

2. Note: Punch out 45 of the red discs contained on the card (leave five (5) discs on card).

3. Read each of the green Goal Statement Cards. As you examine each Goal Statement carefully, read the similar goals associated with it. The similar goals listed under each of the Goal Statements are important for understanding the Goal Statement. As you read each card, ask yourself . . .

   HOW IMPORTANT IS THIS EDUCATIONAL GOAL FOR OUR SCHOOL SYSTEM?

4. Separate each goal statement card from the sheet and place on the Display Board in the space in the column labeled "Goal Statement." The order in which you place the cards on the board is not important. There is one space for each card.

5. Place a red colored disc in the column labeled #1 beside each of the 18 goal statements. Each disc has a value of 1 point.

6. Reread the goal statements. For those goals you believe to be more important, place another red disc beside each in the column labeled #2.

7. Read the goal statements that have two (2) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled #3.

8. Read the goal statements that have three (3) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled #4.

   Have you used all of your red discs?
   If not, continue on to direction #9.
   If yes, see direction #10.

9. Read the goal statements which have four (4) red discs beside them. For those goals you believe to be of extreme importance, place a red disc beside them in the column labeled #5.

10. Review your Display Board and keep in mind the following:
    a. All 45 red discs must be used (each disc has a value of 1 point).
    b. At least one goal statement must have five (5) red discs (5 points) beside it.
    c. A maximum of five (5) red discs (5 points) are allowed for any one goal statement.
    d. It is not necessary for a goal statement to have a red disc beside it.
    e. In the event you wish to rearrange your display board, you may add or remove red discs (points) from the goal statements (remembering that discs must always be in horizontal sequence with no spaces between discs).

*Those Committee members who have developed goals in addition to the original 18 goals must inform the program moderator at the beginning of the meeting for additional directions.

11. Transfer the total number of points for each goal to the goal summary sheet. IT IS IMPORTANT TO NOTE THAT THE GOAL STATEMENTS FOUND ON YOUR INDIVIDUAL GOAL SUMMARY SHEET ARE IN RANDOM ORDER AND WILL NOT MATCH THE ORDER IN WHICH YOU PLACED YOUR GOALS.

12. During the next few minutes you will be given a card assigning you to a small group (4 persons). After refreshments, you will be working with your group in arriving at a consensus on a single display board.

13. Leave your display board at your position. Take the direction sheets to your small group meeting.

INDIVIDUAL GOAL RATING SHEET

INSTRUCTIONS: Place the total number of points (red discs) you gave to each of the goals on your Display Board in the blank space found next to each of the goals on this page.

GOALS	My Individual Score For Each Goal	(Optional) Our Small Group Score
Learn how to be a good citizen		
Learn how to respect and get along with people who think, dress and act differently		
Learn about and try to understand the changes that take place in the world		
Develop skills in reading, writing, speaking, and listening		
Understand and practice democratic ideas and ideals		
Learn how to examine and use information		
Understand and practice the skills of family living		
Learn to respect and get along with people with whom we work and live		
Develop skills to enter a specific field of work		
Learn how to be a good manager of money, property and resources		
Develop a desire for learning now and in the future		
Learn how to use leisure time		
Practice and understand the ideas of health and safety		
Appreciate culture and beauty in the world		
Gain information needed to make job selections		
Develop pride in work and a feeling of self-worth		
Develop good character and self-respect		
Gain a general education		
_____		
_____		
_____		

Remember you will need this sheet for your small group meeting!

APPENDIX F

DIRECTIONS FOR SMALL GROUP

SMALL GROUP: The group should have one (1) display board, eighteen (18) goal statements, fifty (50) red discs and a mathematical summary sheet with several attached pages.

a. There are four (4) Committee Members assigned to each group.
b. Each group will select a group leader.
c. The primary task for each group is to attempt to reach a "consensus score" for each goal statement.
d. The small group meetings will have two "rounds."

ROUND 1

DIRECTIONS FOR GROUP LEADERS:

1. Read the first goal statement under the column headed Goal Statements.
2. Have each member of your group read aloud his score for that particular goal. Read your score last.
3. Add all the scores for each goal.
4. Consult your "Chart of Averages" included. Record the averages. For example, if the four scores were 4, 3, 2, and 4, the total would be 13; consulting your Chart of Averages you see that the average score for 13 is 3.25. Place average score in the box.

Avg.
3.25

5. Repeat 1 through 4 for each goal statement.

ROUND 2

DIRECTIONS:

(1) A group consensus Display Board is used for this round.
(2) Using the Mathematical Summary Sheet as an initial guide and the group consensus Display Board, the group arrives at a consensus score for each goal.
   (a) A consensus score is reached when 3 out of 4 members of a group agree upon a score. (or 2 out of 3, 3 out of 5)
   (b) If a consensus score cannot be reached, the row next to the goal statement is left blank and the next goal statement is discussed.
   (c) It is possible . . .
      1. that all of the red discs (45 pts.) will be used before the group has ranked all of the eighteen goals;
         In this case the group will have to read through the goal statements and make consensus adjustments as required (as you did as individuals).
      2. that all of the red discs (points) will not be used in the initial group ranking process; in this case the group will have to read through the goal statements and make consensus adjustments because all red discs (points) must be used.
      3. that a final consensus cannot be reached on one or more goals. If this should occur the number of red discs given to each group will be reduced by a certain number. This reduction in the number of red discs is made in order to guarantee that no group will have a mathematical advantage over the other groups. (Please see the monitor if this occurs.)
(3) The group leader completes a Small Group Rating Sheet on the following page and notifies the monitor the group has completed its task.

APPENDIX G

INDIVIDUAL RATING OF THE LEVEL OF PERFORMANCE OF CURRENT SCHOOL PROGRAMS

DIRECTIONS:

Listed below are the goals established for the school district at the last meeting of the Representative Community Committee. The goals are not listed in a priority order.

Your task is to read each of the goal statements and ask yourself:

Community Member: "In my opinion, how well are current programs meeting this goal?"
Teachers/Students: "How well are my school's current programs meeting this goal?"

The answer to this question for each of the goals will provide the Board of Trustees, administrators and teachers with the information needed to revise existing programs and to develop new programs for the students of the district. When the results are examined, the district will interpret your statements in the following manner:

EXTREMELY POOR means:
I believe students are not being taught the skills necessary to meet this goal.
This goal is the school's responsibility but almost nothing is being done to meet this goal.

POOR means:
I believe programs designed to meet this goal are weak.
I believe that much more effort must be made by the school to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:
I believe present programs are acceptable, but I would like to see more importance attached to this goal by the school.
I would rate the school's job in this area as only fair; more effort is needed as far as I am concerned.

LEAVE AS IS means:
I believe the school is doing a good job in meeting this goal.
I am satisfied with the present programs which are designed to meet this goal.

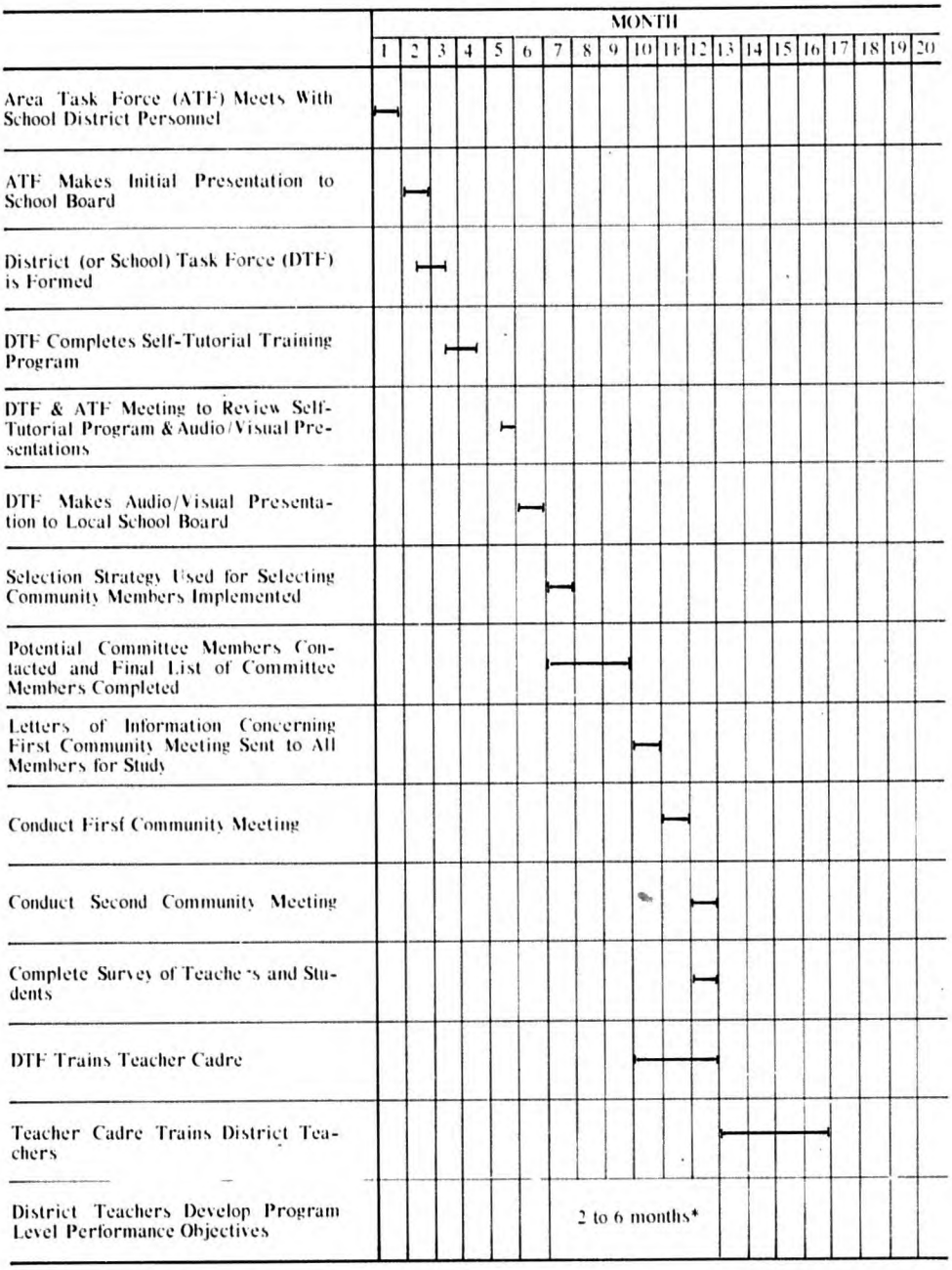
TOO MUCH IS BEING DONE means:
I believe the school is already spending too much time in this area.
I believe programs in this area are not the responsibility of the school.

FOR EXAMPLE:

If one believed that the goal "Learn How To Be A Good Citizen" is being met quite adequately, a circle would be drawn around the appropriate number on the scale. The circled number would then be placed in the score box.

EXTREMELY POOR			POOR			FAIR BUT MORE NEEDS TO BE DONE			LEAVE AS IS			TOO MUCH IS BEING DONE			Score
1	2	3	4	5	6	7	8	9	10	(11)	12	13	14	15	11

APPENDIX II
MODEL TIME LINE



*Time depends upon district configuration

Note: The time line above lists only the major activities and should be viewed as a guide when implementing all of the procedures outlined in this booklet.

ERRATUM

ADMINISTRATOR'S MANUAL
EDUCATIONAL GOALS AND OBJECTIVES

1. Change "Month" in column heading to "Weeks" (page 12, APPENDIX H).

APPENDIX I

NEWS RELEASE #1
BOARD MEETING

The _____ School District Board of Trustees announced today that a meeting will be held on ___(day and date)___ to consider an innovative revision of the District's educational program.

The outstanding feature of the proposal to be considered at the meeting, to be held at ___(location)___ at ___(time)___, is the cooperation of teachers, students, and citizens in determining what the schools should teach.

The plan has been successfully used in many California communities and has attracted state-wide attention and the endorsement of the California School Boards Association.

If the Board of Trustees votes to embark on this innovative venture, its first task will be to decide how to select the community representatives to serve on the citizens committee. This committee will be charged with ranking the goals of the schools in order of importance as a basis for deciding what should be taught.

Several plans for selection of the citizens committee are possible. In some communities the school superintendent has selected the committee while others have created a selection committee to do the choosing. Another popular method is the random sample or chance selection of committee members, a method which insures a fair representation of all elements in the population.

Interest in the plan has been spurred by the current attention to educational accountability. Developed by the Northern California Program Development Center and sponsored by Phi Delta Kappa, the international education fraternity, the plan is based on a series of steps that can require up to six months.

After the citizens committee ranks the educational goals in priority order the next step is for citizens, teachers, and students to evaluate the success of the present program in meeting these goals. Once this is accomplished the District will train teachers to write performance objectives that will assist in holding the schools accountable for meeting the citizen-determined goals.

If, as expected, the Board of Trustees approves the plan, the citizens committee may be expected to be named within two weeks.

The cost of the program, which has been successfully used in over 100 school districts in California, is minimal, the only expense being the few hundred dollars needed for the purchase of instructional materials.

When the citizens committee meets, it will adapt for local use a set of educational goals developed by the California School Boards Association and a project team located at California's Chico State University. The 18 goals developed by these California groups provide the basis for the local program, but the local committee is encouraged to add whatever additional goals it considers appropriate.

Superintendent_____has announced that periodic reports of the progress of the citizens committee will be made, and the public will be informed at the earliest opportunity of the ranking of goals agreed upon by the committee.

APPENDIX J

NEWS RELEASE #2
APPROVAL BY BOARD AND SELECTION PROCEDURE

At a meeting last night the Board of Trustees of the _____ School District voted unanimously to adopt a plan for developing educational goals with the cooperation of teachers, students, and a committee of citizens.

The plan was described in detail by ___(name and position)___ who stressed the importance of moving the schools into a position of accountability for meeting goals approved by the community. He also pointed out the success that this plan has enjoyed in dozens of California communities where it has been applied.

Following approval of the plan the Board discussed various methods of selecting the citizens committee that will rank the educational goals. Superintendent _____ emphasized that if the schools are to represent the people of the community, a concerted effort must be made to insure that a broadly representative cross section of the community is selected to establish the goals.

The Board agreed that selection of the citizens committee should be made by ___(process)___. The committee of from ____ to ___ members is to be selected not later than ___(date)___. Superintendent _____ will be available for consultation to assist in getting the committee into operation.

As soon as the community representatives are selected, meetings will be scheduled to rank educational goals in order of their importance. After the goals have been ranked, the committee will meet again to determine how well the schools are presently meeting these goals. This is the first step in a detailed process that will include training sessions for teachers in the writing of objectives. After the objectives are written, they will be matched to the educational goals approved at the first meeting.

APPENDIX K

SAMPLE LETTER #1
TO COMMUNITY REPRESENTATIVES

Dear _____ :

The Board of School Trustees is requesting your participation in a valuable and unique process concerning the schools. Your assistance, in cooperation with other representative members of our community, is needed to help the district establish educational goals for learners.

We believe that this process will be different from many approaches to educational planning and will provide a stimulating and rewarding experience for those who participate. We are asking for a commitment on your part to assist us in this extremely important activity.

If you agree to provide this assistance to the district, we will ask you to attend two evening meetings. The first will be held on_____ and the second, one week later, on_____. Both meetings will begin at ____ p.m. – both meetings are scheduled to last no longer than three hours.

The purpose of the first meeting is for this representative group from the community to list in order of importance educational goals for our schools. At the second meeting, we will ask the same citizens to look at each goal and to provide answers to the question: "In my opinion, how well are current programs meeting this goal?"

This process of ranking the goals in order of importance will give your district's teachers guidance and direction in their planning of lesson materials. During the course of several months, the teachers and administrators will then be writing measurable objectives to meet the requirements of the goals you have helped to set for the community.

We feel strongly that the schools belong to the people, that it is the responsibility of the members of the community to establish and rank educational goals. Once this is accomplished, it then becomes the responsibility of your school's professional staff to teach toward these goals.

We need your help, and we urge you to assist us in this vital activity by attending the meetings described above. Please take a moment now to complete the enclosed postcard for return to the district office, so that we can proceed with plans for the meeting.

If you accept this responsibility, you will receive prior to the first meeting an informational packet describing more fully the procedures in which you will be participating.

Sincerely,

_____
District Superintendent

_____
District

Enclosure

APPENDIX L

SAMPLE LETTER #2
TO COMMUNITY REPRESENTATIVE

Dear Mr./Mrs./Miss:

We appreciate your response to our request and are looking forward to seeing you at our first meeting to be held on ___(date)___, ____ p.m. at the _____(site)_____.

As was stated in the first letter, the purpose of the meeting is for you, along with other community members, to rank a series of goals in order of their importance.

Enclosed with this letter is a list of 18 Goal Statements, which will be used as a basis for the ranking. These goals have been carefully selected, and we believe they cover all areas of education. The goals are not listed in any order of importance. We ask you to do two things prior to the meeting:

1. If there are educational goals that you believe are important, but not included in the list, please feel free to call the Superintendent's office to discuss them.
2. We encourage you to discuss the goals with your friends and neighbors to get an idea of the goals they believe are important for the educational program for our schools.

The agenda for the first meeting will include:

1. Welcome, information and directions for the evening.
2. Ranking of goals by each individual.
3. Small group meetings to discuss and reach agreement on importance of goals.
4. Totaling of results from small groups.
5. Final ranking of goals.

If you have any questions regarding the goals or the procedures for the meeting, please call _____.

Thank you again for your cooperation and assistance in this most valuable activity.

Sincerely,

Enclosure

APPENDIX M

NEWS RELEASE #3
ANNOUNCEMENT OF FIRST COMMUNITY MEETING

Superintendent of Schools _____ yesterday announced the names of_____ citizens who will serve on the Representative Community Committee to rank the goals of education.

The ____ men and ____ women named to the Committee are:

Selected to represent a cross section of the community, the committee will meet on at ____(location)____ at ___ p.m. to begin their task of ranking educational goals in the order of their importance. They will receive packets of material in advance of this meeting and will be expected to do their homework.

In announcing the appointment of the committee Superintendent _____ stressed the importance of their task, which may well shape the future of public education in the District for years to come.

"The ranking of educational goals by the citizens committee will determine the emphasis and direction of the teaching effort in our schools," the superintendent said.

The ranking of goals by the citizens committee is the first step in a noble process of involving teachers, students, and citizens in a hard look at what is being taught and why. The second step requires the participants to rate the success of the present educational program in meeting the recommended goals. Where the program is judged deficient, emphasis will be directed toward improving and strengthening that part of the curriculum, especially through the writing of performance objectives. This step will require at least six months and even then will represent only the beginning of the effort to strengthen the educational program.

APPENDIX N

MATHEMATICAL PROCEDURES FOR TALLY CLERK

MEETING 1

The mean score goal ratings are used to place the goals in a priority ranking order of most important goal to least important goal. The mean score goal ratings are calculated by adding up the group consensus goal ratings and dividing by the number of groups.

Example: Goal 1 is rated as a 3 by Group A, as a 2 by Group B and as a 4 by Group C. The mean score goal rating for the total group would be $\frac{2+3+4}{3} = \frac{9}{3} = 3.0$

Goal 1 received a mean score goal rating of 3.0. Assume Goal 4 received a mean score goal rating of 3.5 and Goal 7 a mean score goal rating of 2.3. The goal priority ranking order would then be

	Mean Score Goal Rating	Priority Ranking Order
Goal 1	3.0	2
Goal 4	3.5	1
Goal 7	2.3	3

The community considered Goal 4 most important, Goal 1 as less important, and Goal 3 as the least important of the three goals.

The ranking order of goals is a useful decision-making tool for a school district as it indicates the goal areas in which the community wishes the school to place the most emphasis.

It is possible to obtain even greater decision-making information by noting the degree of agreement or disagreement among all the consensus groups in the goal ranking for each goal. The greater the degree of agreement, the more confident school district personnel can be that they would be supported in the allocation of resources or initiation of programs either to meet an important goal or to de-emphasize an unimportant goal. The estimated population variance (s^2) is a useful tool for indicating the degree of agreement (or disagreement) among consensus group goal ratings. The lower the estimated population variance the greater the degree of agreement among groups as to the mean score goal rating. A statistical formula for calculating the estimated population variance is $\frac{N(\Sigma x^2) - (\Sigma x)^2}{N(N-1)}$.

Where N = number of consensus groups rating a goal, Σ means sum up the following, and x = a consensus group's goal rating.

In the example referred to previously, the estimated population variance for Goals 1, 4, and 7 would be calculated in the following manner:

For Goal 1, N = 3, x for Group A = 3, x for Group B = 2, x for Group C = 4.

Therefore

$$s^2 = \frac{N(\Sigma x^2) - (\Sigma x)^2}{N(n-1) \text{ means}}$$

$$s^2 = \frac{3(3^2 + 2^2 + 4^2) - (3 + 2 + 4)^2}{3(3-1)}$$

$$s^2 = \frac{3(9 + 4 + 16) - (9)^2}{3(2)} = \frac{3(29) - 81}{6} = \frac{87-81}{6} = \frac{6}{6} = 1.0$$

The variance among the three groups, A, B, and C was 1.0

Assume that the variance among the three groups for Goal 4 was calculated as .3, and for Goal 7 as .5.

The table that follows summarizes the information obtained so far:

Goal	Mean Rating	Goal Ranking Order (Most important to least important)	Variance	Variance Ranking Order (Most agreement to least agreement)
1	3.0	2	1.0	3
4	3.5	1	0.3	1
7	2.3	3	0.5	2

Goal 4 was not only considered the most important goal but received the lowest of the three variance estimates. If a school district initiated positive action with respect to Goal 4, it could expect community support. If it decided not to initiate action on Goal 7 because of allocations to Goal 4, the community, since it showed a high degree of agreement on the lesser importance of Goal 7, would also probably support the school district's actions.

The community shows a considerable amount of disagreement on Goal 1. Therefore, any action by the school district with respect to this goal could be more risky for the administration than action on either Goals 4 or 7 and this will aid in the school district's action decisions about the three goals involved.

A variance of .5 or less indicates a considerable amount of agreement.

A variance of 1.0 or greater indicates a considerable amount of disagreement.

APPENDIX O

NEWS RELEASE #4
ANNOUNCEMENT OF RESULTS OF FIRST COMMUNITY MEETING

CITIZENS' CHOICE

EDUCATIONAL GOALS RANKED

The ___(number)___ -member Representative Community Committee for the _____ School District met for three hours in its initial goal-ranking session last night.

Selecting from among 18 goals, the committee chose "_____ _____" as the No. 1 goal for the District, with an average score of out of a possible 5.0. Second-ranked goal selected is "_____" with an average score of ___.___. Third is "_____" (___.___).

The other goals were ranked as follows: (4) "_____" (___.___). (5) " " (___.___).

(Note: continue through goal #18.)

The Committee will meet next ___(day)___ at (time) p.m., in the ___(place)___ to determine how well the District is meeting each goal.

Students in grades _____ and teachers will also make their own assessments of programs in relation to the goals.

APPENDIX P

SAMPLE LETTER #3

_____, 197

Dear Community Member:

We wish to extend our thanks to you for participating in the community's first goal ranking meeting. We feel that the experience was successful and worthwhile, and the results will give our schools direction for the future. Enclosed is a list of the final ranking of the goals.

We wish to remind you of the second and final community meeting to be held on ___(day)___, ___(date)___, ___(hour)___ p.m. at the ___(place)___. The meeting should not last over one and one-half hours.

For the selected goals we would like you to determine how well the schools are meeting each goal. This will be accomplished on a rating scale. We have enclosed a sample so that you may familiarize yourself with the process.

Thank you again for your cooperation and we will look forward to seeing you evening.

Yours truly,

_____, Superintendent

Enclosures: 1. Ranked Goals
2. Sample rating scale

APPENDIX Q

MATHEMATICAL PROCEDURES FOR TALLY CLERK

MEETING II

The mean for the subjective perceived needs of any group is obtained by adding the number values obtained from the individuals within the group and dividing the sum by the number of individuals within the group.

Example: Ten community members assessed how well Goal 1 was being met by their community schools. The following table shows their assessment:

Community Member	Score
1	9
2	8
3	10
4	9
5	8
6	9
7	7
8	9
9	8
10	8

The mean assessment of perceived need by this community group was

$$\frac{9 + 8 + 10 + 9 + 8 + 9 + 7 + 9 + 8 + 8}{10} = 8.5$$

An average mean score of 6 or below indicates the school district apparently is not meeting the expectations of the group responding very well. A score between 6 and 9 means the school district is doing alright but that more needs to be done. A score of between 9 and 12 means the school district is on target (is meeting the needs of the community). A mean score above 12 indicates that the group believes the school district is placing more emphasis on the goal than necessary.

An average mean perceived need score of 8.5 can be considered to indicate that the group considers the school district to be meeting the need fairly well (Fair, but more needs to be done).

Goal 1 in the example above can be considered to be within the acceptability range.

Variances can also be calculated as with goal ratings from the first community meeting. A computer is needed in this calculating process because of the considerable time required to hand calculate variances with the large number of individuals involved.

Another useful statistic derived from the second community meeting is a "description of strata." There are five strata to the subjective perceived needs instrument:

Strata	Score Range
Extremely poor	1 - 3
Poor	4 - 6
Fair but more needs to be done	7 - 9
Leave as is	10 - 12
Too much is being done	13 - 15

The number and percent of the group which believes the school falls into each strata can easily be calculated.

Example:

	Goal 1 Rating	Goal 4 Rating
Individual A	2	9
B	5	10
C	9	7
D	10	6
E	8	4
F	7	9
G	13	13
H	15	8
I	6	10
J	8	9
Mean Score	8.3	8.5

For Goal 1, a frequency count shows: one individual rating it as "extremely poor," two rating it as "poor," four rating it as "fair," one as "leave as is," and two as "too much."

Since ten (10) individuals responded, the percentage of the population categorizing the degree to which the goal is being met as "extremely poor" is 1/10 or 10 percent.

A table can thus be developed showing the percent of the group categorizing how each goal is being met into assessment strata.

	Goal 1	Goal 4
Extremely poor	10%	0%
Poor	20%	20%
Fair but	40%	50%
Leave as is	10%	30%
Too much	20%	0%

There is clear consensus that Goal 4 is being better met by this school district, whereas dissatisfaction is present among the population with the way Goal 1 is being met. Looking at the mean need rating score for the two goals could supply no such information.

Subjective perceived needs can be of considerable value in the school district decision-making process as the following example indicates.

The data and summary calculations are placed in tabulated form for ease of reading and analysis.

		Community Need			Teacher Need		Student Need
Goal	Goal Priority Rank (Meeting I)	Mean*	Need Priority Rank (most to (least need)	Mean*	Need Priority Rank	Mean*	Need Priority Rank
1	2	8.5	2	8.8	3	9.9	3
4	1	5.5	1	4.9	1	9.5	2
7	3	9.8	3	6.2	2	5.6	1

*In addition, the description of strata for the three groups should be compared to provide more decision-making information to the administrator.

The need priority rank was developed in the same manner as was the goal priority rank in meeting 1. The lower the mean need score, the greater the need.

In this example the three groups appear to agree that the needs for Goal 1 are being fairly well met. The school district resources and program seem to be close to meeting this need. The groups disagree about Goals 4 and 7. The community and teachers feel that Goal 4 needs are not being met by the schools ("poor") whereas the students are highly satisfied with the schools' handling of that need. The community is quite satisfied with the manner in which the schools' are handling Goal 7 but there is considerable dissatisfaction on the part of both teachers and students.

This data can be helpful to a school district not only in allocating resources and initiating programs, but in pointing out discrepancies in subjective assessment of the schools' meeting of goals among the various groups. Note the following table.

Goal	Goal Priority Rank	Community Need Priority Rank	Teacher Need Priority Rank	Student Need Priority Rank
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
5	2	3	17	18
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
8	7	8	6	10
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.
12	18	15	1	17
.	.	.	.	.
.	.	.	.	.
.	.	.	.	.

One notes that Goal 8 has been given approximately the same priority need ranking by all three groups.

Goal 12 shows a high discrepancy between teachers, who felt that this goal has the most need of any of the 18 goals, and the community and students, who would give little priority to developing programs for further implementation of this goal. What is the cause of this discrepancy? Is it a lack of understanding on the part of the students and the community on what the school is not doing? Is it inherent in the value structure of teachers to value this goal more highly than either the students and community? Did the fact that the community ranked the goal low in priority augment the feeling of a lack of perceived need for this goal?

Goal 5 shows almost as much discrepancy in need among the groups. The community ranks it high in need as well as in general goal priority. They feel very strongly the importance of this goal. They feel more should be done to achieve this goal. The teachers and the students assign it a very low priority. Again, the school district must look for the causes of these discrepancies.

APPENDIX R

SAMPLE LETTER #4
THANK YOU TO COMMUNITY MEMBERS FOR PARTICIPATION
(following second meeting)

Dear_____:

I would like to express my sincere appreciation to you on behalf of the students and staff of the_____ School District for your participation in the Community Meetings. We believe that for the first time we have information from the people of the community that can guide us in better serving the youth in our schools.

It is our hope that you will continue to follow the progress of our schools as we make every effort to meet the goals established by you and other interested community members. To make this possible, we will make it our responsibility to keep you informed of our efforts through periodic reports.

Our teachers are committed to the plan and are already involved in defining our school programs through the writing of measurable educational objectives. These objectives will be written for all subjects in the schools and will be matched to the priority goals set by the community. This will enable us to see more clearly which goals are being met and which require more attention. Once this has been done, we can begin developing curriculum to correct our deficiencies.

Thank you again for your interest, cooperation, and support.

Sincerely,

Enclosure: Results of Second Community Meeting

Note: If possible Community Members should receive this letter prior to the issuance of News Release #5.

APPENDIX S

NEWS RELEASE #5
ANNOUNCEMENT OF RESULTS OF SECOND COMMUNITY MEETING

DIFFERENCES APPEAR IN SCHOOL RATINGS

There were some significant differences in the way students and teachers assess school programs and the way the community committee did, Dr._____ told members of the _____ District Board of Trustees last night.

The students ranked as poor district achievement in teaching how to get along with people who think, act and dress differently.

The district achievement in teaching the understanding and practice of skills of family living was also rated poor.

Both were given high ratings by the community committee.

The faculty,_____ pointed out, agreed with the adults in their assessment of the first and the students in their assessment of the latter.

"Develop the ability to make job selections" needed the most work according to the students. A related goal, "to prepare students to enter the world of work," was also given a poor rating by students.

Both also received a poor rating from the community committee, although the district's achievement in developing the ability to make job selections was given a high rating by the faculty.

"Develop skills in reading, writing, speaking and listening," was given a high achievement rating by both students and faculty, while the community committee ranked the district's achievement in this area as poor.

The faculty also disagreed with the community committee on district achievements on the goal "learn how to examine and use information."

The community ranked achievement in this area as poor while both students and faculty gave it a high rating.

Significantly, _____ said, assessment by all three groups indicated work was needed in all 18 goals.

_____ warned not to place a priority on which group was making the assessments. "Weight all the reasons for these differences," he said.

The community committee on ___(date)___ ranked 18 educational goals as to priority. They returned ___(date)___ to assess the district's achievement in each of these goals.

Students and district faculty were asked to make the same assessments last week. Comparison of the three assessments formed the bulk of the report last night.

The work in training teachers to develop performance objectives should begin by ___(date)___. Work on writing program level performance objectives will start by (date) and these objectives should be ready for matching with the goals by ___(date)___.

Note: Appendix S is an actual news story written by an administrator of one of the districts using the program during the 1971-72 school year. It is included here to demonstrate the interesting differences which develop as a result of the three assessments.