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ABSTRACT

The main purposes of the study were to (1) validate the goals of public education in the State and to determine the relative importance of these goals; (2) determine the extent to which these goals were being attained; (3) establish critical educational needs for the State on the basis of goal importance and extent of goal attainment; and (4) gather opinions from the public about school processes and issues in education. A questionnaire, mailed to a sample of almost 24,000 people representing a variety of subgroups, asked the respondents' opinions of 37 listed specific goals and 19 educational issues. Fifty-two percent of the sample responded to the questionnaire. (Author/MLF)

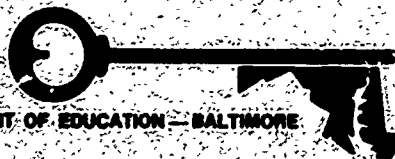
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EA 005 061

MARYLAND STATE DEPARTMENT OF EDUCATION - BALTIMORE



GOALS AND NEEDS

of MARYLAND PUBLIC EDUCATION

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MARYLAND STATE DEPARTMENT OF EDUCATION

P.O. BOX 8717

FRIENDSHIP INTERNATIONAL AIRPORT

BALTIMORE, MARYLAND 21240

November 30, 1972

Rising public interest and concern about public education can place the professional educator in an awkward dilemma. If he tries to draw on his personal perceptions of what the people are saying, he usually hears conflicting choruses. And yet he is bound to respect and reflect public concerns in the management of education.

The issue is drawn into even sharper focus when the public demand for accountability makes itself heard. Accountability for what? What do the people want of the schools? What do they think we are doing right; what are we doing wrong?

This study was undertaken to find answers to those questions, to *establish* valid goals for public education in the State of Maryland and to determine the strengths and weaknesses of the schools as perceived by the public we serve. In performing our mission we have identified 10 general goals for public education, from which 37 specific goals were derived with the help of local school system educators and interested public groups.

The study was conducted under contract by Automation Industries, Incorporated, Vitro Laboratories Division. Our staff has been constantly involved in the study, but the major responsibility for data analysis and presentation was with Vitro Laboratories.

We sincerely appreciate the contributions made by the superintendents of local school systems and their respective staffs, the State Superintendent's Ad Hoc Committee on Educational Goals, the study consultants from the Johns Hopkins University and the University of Maryland, and the many thousands of students, teachers, parents, businessmen, appointed and elected officials, educators and all others who participated in this study.

Sincerely yours,

A handwritten signature in dark ink that reads "James A. Sensenbaugh".

James A. Sensenbaugh
State Superintendent of Schools

GENERAL GOALS AND SPECIFIC GOALS

To ensure that each student completing his elementary-secondary school program is prepared to continue his education, or to meet the requirements of the job market in a field consistent with his interest and ability.

Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice.



Skills required for employment in their selected occupations by students planning to enter the job market.

Knowledge of the educational preparation required for major occupational field.

Knowledge of job requirements of major occupational fields.

To ensure that each student completing his elementary-secondary school program has a fundamental knowledge.

Knowledge of language concepts.

Knowledge of social studies concepts.

Knowledge of mathematical concepts.

Knowledge of scientific concepts.

Knowledge of fine arts concepts.



To ensure that each student completing his elementary-secondary school program has a command of the learning skills.

Mastery of reading skills.

Mastery of computational skills.

Mastery of mechanical skills of writing.



Mastery of skills in listening to comprehend the ideas of others.

Mastery of skills in oral expression.

Mastery of skills in the written expression of one's views and those of others.

To ensure that each student completing his elementary-secondary school program shows evidence of possessing an inquiring attitude and the capability for self-development and self-direction.

Ability to arrive at independent decisions.

Knowledge of varied resources for independent study.

Development of desire for continued learning.

Ability to understand the pros and cons of issues.



Ability to effectively plan the use of time.

Ability to study independently.

To ensure that each student completing his elementary-secondary school program demonstrates respect for self and the rights of others.

Development of self-respect.

Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest).



Ability to develop a personal value system.

Development of concern for others.

To ensure that each student completing his elementary-secondary school program demonstrates a knowledge of physical and mental health, and practices sound personal health habits.

Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).

Ability to practice sound personal health habits.



Knowledge of personal, physical and mental health.

To ensure that each student completing his elementary-secondary school program is able to apply appropriate knowledge, skills and attitudes to real and projected school and community situations and problems.



Ability to apply knowledge and skills to the solution of real-life problems.

To ensure that each student completing his elementary-secondary school program demonstrates, through positive action, an understanding of and a concern for the problems of society.

Knowledge of environmental sciences.

Concern for the use and abuse of environmental resources.



Understanding of and concern for problems of society (such as community improvements, crime prevention).

To ensure that each student completing his elementary-secondary school program will exhibit positive attitudes toward, and can demonstrate knowledge and skills related to, home management, consumer economics and family relationships.

Understanding of how members of a family function under different family patterns.



Knowledge of child development and skill in child care.

Skills for managing personal and family finances.

To ensure that each student completing his elementary-secondary school program has had opportunities to explore and participate in activities for personal enjoyment and development.

Ability to use leisure time in constructive activities.

Ability to use leisure time in a personally satisfying manner.



MARYLAND'S GOAL VALIDATION AND NEEDS ASSESSMENT STUDY

INTRODUCTION

Although public opinion surveys tend to capture immediate public interest when reported, it is unfortunate that their value to many persons ends with the facts revealed. Not so with this goal validation and needs assessment study of public education in Maryland. The results of this study will be used as a basis for action. Hopefully, the public response reported here concerning the purposes of our schools will ultimately affect the way schools are run and will aid in the resolution of critical issues facing public education.

Because change is so characteristic of today's world, the value of some of the data reported here will undoubtedly have only short-term usefulness. Consequently, future surveys of this kind will be used to measure and reflect changing public attitudes and views about the role of the schools.

PURPOSES

The main purposes of the study were:

- To validate the goals of public education in the State of Maryland and to determine the relative importance of these goals.
- To determine the extent to which these goals were being attained.
- To establish critical educational needs for the State of Maryland on the basis of goal importance and extent of goal attainment.
- To gather opinions from the public about school processes and issues in education.

RATIONALE

The mission of the Maryland State Department of Education is to serve the educational needs of the citizens of the state. Traditionally this mission has been accomplished by addressing needs established by educators in accordance with their own perceptions. Never before has the general citizenry of Maryland been systematically involved in defining its own educational needs. Public defined needs provide a valid base to guide the Maryland State Department of Education in program planning, development and implementation.

In the State of Maryland, as across the entire nation, there is a growing public demand for *accountability in education*. The Maryland State Department of Education, sensitive to such demands, designed this study to obtain data for addressing questions related to educational accountability.

Under Title III of the Elementary and Secondary Education Act (ESEA) of 1965, which supports the establishment of innovative and model programs, the United States Office of Education requires that participating organizations conduct a needs assessment. Most state education agencies across the nation are in the process of carrying out, or already have completed, some form of needs assessment. Although Title III simply requires an identification of the educational goals and their attainment, MSDE has built upon this kernel to obtain input to other functions as well: planning, management information systems, program development, and program evaluation.

PROCEDURES

The needs assessment study was conducted according to the procedures discussed below.

Respondents. Citizens of Maryland, representing virtually every walk of life, were selected to participate in the study. The sample was equally representative of those persons directly involved in public education, such as students and teachers, and those indirectly involved, such as parents, businessmen and the general public. The subgroups of respondents in the sample, with their corresponding response rates, are given in Table I. In addition to gathering opinions from the public, student achievement test data from local school systems were also gathered to determine the extent to which goals were being attained.

Table 1
Response Rate by Respondent Subgroups

Respondent Subgroups	Sample	Response	Response Rates
MSDE staff	129	111	86.0
Central office staff of school systems	512	359	70.1
Post-secondary school educators	371	208	56.1
School students	8,432	4,626	54.9
School staff	2,316	1,228	53.0
Local school boards	150	71	47.3
State agencies	63	28	44.4
Parents	4,557	1,803	39.6
Business, Industry	1,031	376	36.5
General Public	5,933	2,080	35.1
TV	13	4	30.8
FM radio	40	12	30.0
State Board of Education	7	2	28.6
County commissioners	123	35	28.5
State legislators	183	50	27.3
Newspapers	34	9	26.5
AM radio	56	12	21.4
U.S. Congress	10	1	10.0
Labor leaders	30	0	0.0
Total Sample	23,990	11,015	51.5*

*The overall response rate has been adjusted for "Return to Sender" and blank returns.

Questionnaire. A questionnaire was used to gather the bulk of the needs assessment data. This questionnaire was developed with the assistance of a wide variety of educators, both state and local, representatives of the general citizenry and public school students. In addition, before using the questionnaire it was pretested on several hundred teachers, administrators, students and parents from four local school systems across the state. In general, the following questions were addressed to the respondents through the questionnaire:

- In your opinion what is the relative importance of the 37 specific goals for public education?

- In your opinion to what extent are these goals being attained?
- What are your perceptions about different school processes?
- How do you feel about the various issues in education?

Data collection. After the first mailing, two follow-up mailings were made at four week intervals to those that did not respond to an earlier mailing.

Data Analysis. Goals were ranked into five categories according to the importance level assigned by the respondents. These five categories follow:

- A – Most Important Goals.
- B – Second Most Important Goals.
- C – Medium Important Goals.
- D – Less Important Goals.
- E – Least Important Goals.

Opinions of different respondent groups were compared regarding how each group rated the importance of the different goals.

Educational need is defined as the gap between “desired learner status” and the “current learner status.” When more than one need is established, it is necessary to determine which needs are more critical than others. The concept of “criticality of need” was developed to differentiate among educational needs. In order to determine criticality of need both the importance level and the extent to which each goal is being attained should be considered simultaneously. For example, a goal which is of very high importance and is being very well attained may not have as critical an educational need as a goal which is of relatively less importance but is very poorly attained.

A two-by-two table, as displayed in Figure 1, was constructed to place the goals into the four categories of criticality: Critical Educational Needs, Successful Programs, Low Level Successful Programs, Low Level Educational Needs.

The opinions revealed by the responses of the general public respondent group were considered to be a good indicator of the opinions of the Maryland population at large.

The Motor Vehicle Administration’s list of persons possessing a driver’s license was considered the best available source for sampling the general public. Although this list systematically eliminates persons under 16 and other non-drivers, it was

U Low Level Successful Program	S Successful Program	Above Average*
L Low Level Need	C Critical Need	At or Below Average*
At or Below Average*	Above Average*	PERCEIVED EXTENT OF GOAL ATTAINMENT
GOAL IMPORTANCE		

*Average, as it is used in this figure, is the overall average of goal importance and the overall average of perceived extent of goal attainment. In both cases, the overall averages were calculated from the averages of responses to individual goals.

Figure 1: The Criticality Function

considered the best alternative available. The opinions and perceptions of the general public and special interest respondent groups are presented below.

GOAL IMPORTANCE

Every respondent was asked to indicate his feelings about the importance of each goal on a scale ranging from a value of 1 (*Not at all important*) to a value of 5 (*Very important*). The

average or mean importance score for each respondent group was obtained from these data. Table II presents the ranking of goals on the basis of their importance as perceived by the general public.

Findings presented in Table II reveal that with the exception of reading, most goals related to subject matter learning are considered least important by the general public. This finding may suggest to some that the general public does not want to emphasize teaching for subject matter goals (such as mathematics, language arts, science). However, this interpretation is unlikely since the attainment of these subject matter goals is fundamental to the attainment of the general public's most important higher learning goals presented below:

- Ability to apply knowledge and skills to the solution of real life problems.
- Knowledge of the personal and social consequences of critical health problems.
- Ability to arrive at independent decisions.

Table III reports the goals which have been considered most important by five or more respondent groups. Tables II and III show that the general public agrees with five or more of the other respondent groups in the selection of the "most important goals". One goal, "Development of Concern for others," was rated "second most important" by the general public, but rated "most important" by five other respondent groups.

Table IV displays those goals which were considered least important by five or more respondent groups. Tables II and IV reveal that seven of the eight goals rated "least important" by the general public were also rated "least important" by five or more respondent groups. The goal, "Knowledge of language concepts", rated "least important" by the general public, was not rated as low by five or more respondent groups.

In summary, Tables III and IV indicate that there is general agreement among respondent groups on both "most important" and "least important" goals. In contrast, there were a few instances where respondent groups disagreed with one another regarding the importance of various goals. Such disagreements were evident for the following four goals:

- GOAL: Qualifications required for acceptance of students planning to continue their studies into the colleges of their choice.

Table II.
Ranking of Goals on the Basis of Their
Importance as Perceived by the General Public

Level of Importance	Educational Goals	Mean Importance
A Most Important	Mastery of reading skills	4.8
	Ability to arrive at independent decisions	4.7
	Development of self-respect	4.7
	Ability to apply knowledge and skills to the solution of real life problems	4.7
	Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards)	4.5
	Skills required for employment in their selected occupations by students planning to enter the job market	4.5
B Second Most Important	Development of desire for continued learning	4.4
	Ability to practice sound personal health habits	4.4
	Understanding of and concern for problems of society (such as community improvements, crime prevention)	4.4
	Mastery of skills in listening to comprehend the ideas of others	4.4
	Ability to develop a personal value system	4.4
	Development of concern for others	4.4
	Ability to study independently	4.4

Table II
Ranking of Goals on the Basis of Their
Importance as Perceived by the General Public (Continued)

Level of Importance	Educational Goals	Mean Importance
C Medium Important	Qualifications required for acceptance of students planning to continue their studies into the college(s) of their choice	4.3
	Ability to understand the pros and cons of issues	4.3
	Knowledge of personal, physical and mental health	4.3
	Concern for the use and abuse of environmental resources	4.2
	Skills for managing personal and family finances	4.2
	Ability to effectively plan the use of time	4.2
	Mastery of skills in oral expression	4.2
	Knowledge of the educational preparation required for major occupational field	4.2
	Knowledge of job requirements of major occupational fields	4.1
Mastery of skills in the written expression of ones views and those of others	4.1	

Table II
Ranking of Goals on the Basis of Their
Importance as Perceived by the General Public (Continued)

Level of Importance	Educational Goals	Mean Importance
D Less Important	Knowledge of mathematical concepts	4.0
	Ability to use leisure time in constructive activities	4.0
	Knowledge of environmental sciences	3.9
	Ability to use leisure time in a personally satisfying manner	3.9
	Knowledge of opposing value systems and their influence on the individual and society (such as ecology versus exploitation of resources, individual freedom versus group interest)	3.9
	Knowledge of varied resources for independent study	3.9
E Least Important	Knowledge of social studies concepts	3.8
	Knowledge of child development and skill in child care	3.8
	Understanding of how members of a family function under different family patterns	3.7
	Mastery of mechanical skills of writing	3.7
	Knowledge of language concepts	3.6
	Knowledge of scientific concepts	3.6
	Mastery of computational skills	3.6
Knowledge of the fine arts concepts	3.1	

Table III
Goals Rated Most Important by Five or More Respondent Groups

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mgmt., Labor, News Media)	General Public	Elected & Appointed Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
Ability to arrive at independent decisions.	X	X	X	X	X	X	X	X	X	X
Knowledge of the personal and social consequences of critical health problems (such as smoking, drug abuse, alcohol, work hazards).	X	X	X	X	X	X	X	X	X	X
Development of self-respect.	X	X	X	X	X	X	X	X	X	X
Ability to apply knowledge and skills to the solution of real life problems.	X	X	X	X	X	X	X	X	X	X
Skills required for employment in their selected occupations by students planning to enter the job market.	X	X	X	X	X	X	X	X	X	X
Mastery of reading skills.	X	X	X	X	X	X	X	X	X	X
Development of concern for others.	X	X	X	X	X	X	X	X	X	X

Table IV
Goals Rated Least Important by Five or More Respondent Groups

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mngmnt, Labor, News Media)	General Public	Elected & App'd Officials (Country, State, Federal)	MSDE Staff	Postsecondary Educators
Understanding of how members of a family function under different family patterns.	X	X	X	X	X	X	X	X	X	X
Knowledge of social studies concepts.	X	X	X	X	X	X	X	X	X	X
Knowledge of scientific concepts.	X	X	X	X	X	X	X	X	X	X
Knowledge of child development and skill in child care.	X	X	X	X	X	X	X	X	X	X
Mastery of computational skills.	X	X	X	X	X	X	X	X	X	X
Knowledge of fine arts concepts.	X	X	X	X	X	X	X	X	X	X
Mastery of mechanical skills of writings.	X	X	X	X	X	X	X	X	X	X

"Second Most Important": as determined by parents, Board of Education, business/industry.

"Least Important": as determined by school staff, central office staff of school system, staff of the State Department of Education.

- GOAL: Skills for managing personal and family finances.
"Second Most Important": as determined by business/industry.
"Least Important": as determined by post-secondary school educators.
- GOAL: Knowledge of personal, physical and mental health.
"Most Important": as determined by students.
"Least Important": as determined by post-secondary school educators.
- GOAL: Knowledge of job requirements of major occupational fields.
"Second Most Important": as determined by students.
"Least Important": as determined by school staff, postsecondary educators, central office staff of school systems.

GOAL ATTAINMENT

Each respondent was asked to indicate his/her perception of the extent to which different goals were attained. The response data were used primarily to establish critical educational needs. It should be noted that, in general, most of the responses were clustered near the center of the scale rather than at the extremes.

In addition to gathering public opinions about the extent to which various goals were being attained, student achievement test data were also collected from local school systems in order to determine more accurately the extent to which goals were being attained in the state. Such data were available in five areas of student achievement. By processing the data provided by local school systems, state scores were derived and converted into percentile ranks on the basis of national norms. These data are

provided in Table V. Before these data are discussed several cautions should be noted:

- There is no uniform testing program throughout the state. Only 19 school systems have used the same standardized tests (*Iowa Test of Basic Skills*, hereafter referred to as ITBS).
- The ITBS is not administered at the same grade levels across school systems.
- In those school systems which use the ITBS at the same grade levels, the test may be administered at different times of the year.
- The ITBS is administered up to Grade 9. Beyond the ninth grade the ITBS is not administered and those standardized tests which are used vary considerably from one school system to another.
- In order to arrive at a state score in each of the five subject areas, a complex averaging procedure was employed. Caution should be exercised in interpreting the state score data in ways other than that used here. The computed state scores for the five areas are given in Table V.

Table V
Computed State Scores of Maryland Students in Relation to National Norms in Five Subject Areas of the Iowa Test of Basic Skills

Subject Areas	Computed State Scores as Related to National Norms*
Vocabulary	35
Reading	32
Language (Spelling, Capitalization, Punctuation, Usage)	41
Work Study (Map Reading, Reading Graphs and Tables, Use of Reference Materials)	40
Mathematics (Concepts, Problem Solving)	36

*The expected national average score is at the 50th percentile rank.

The relationship between the perceptions of respondent groups regarding the extent of goal attainment and the student achievement test data in the same subject areas were studied. Findings showed that the perceptions of most of the respondent groups were inconsistent with student test data. For example, for those goals which the state score suggested a low student achievement, general public, parents, students and the school system central office staff had a tendency to rate high on the perceived extent of goal attainment, and vice versa. The perceptions of the school staff, on the other hand, appears to be more consistent with the student test data.

CRITICAL NEEDS

Critical needs were determined both from extent of goal attainment and from student achievement test data, as presented in Figure 1. Critical needs identified from both perception data and actual achievement data are presented below.

Critical Needs on the Basis of Perception Data. Critical educational needs established on the basis of perception data provided by the general public are presented in Table VI. Note that, with the exception of "Ability to apply knowledge and skills to the solution of real life problems," all the other goals which were rated most important by the general public, are not perceived as a critical educational need. This finding indicates that, in the opinion of the general public, those goals which are of high importance are being well attained, while those goals which have relatively less importance are not being well attained.

Those educational needs which are considered critical by five or more respondent groups are presented in Table VII. Tables VI and VII show that most of the interest groups do not agree with the general public that "skills for managing personal and family finance" is one of the critical educational needs. In addition, as presented below, five additional critical educational needs have been identified by these groups.

- Development of self-respect.
- Skills required for employment in their selected occupations by students planning to enter the job market.
- Development of desire for continued learning.

Table VI
Critical Educational Needs Derived from the General
Public's Perception Data

Ability to apply knowledge and skills to the solution of real life problems
Understanding of and concern for problems of society (such as community improvements, crime prevention)
Ability to develop a personal value system
Development of concern for others
Ability to understand the pros and cons of issues
Skills for managing personal and family finances
Ability to effectively plan the use of time
Mastery of skills in oral expression

- Mastery of skills in listening to comprehend the ideas of others.
- Ability to study independently.

Critical Needs on the Basis of Student Achievement Test Data. Student achievement test data were also used to establish critical educational needs. Among the five areas displayed in Table V, those for which test data were available, reading was the only subject area in which critical educational need was indicated.

SCHOOL PROCESSES

Perceptions were gathered about school processes. Only those respondent groups that could provide information from recent personal experience with public schools were asked about school processes. Parents, students, members of the local Boards of Education and school staff reported their perceptions regarding what goes on in the schools. These respondent groups reacted to questions on school processes such as: teaching

Table VII
Goals for Which a Critical Need was Indicated by Five or
More Respondent Groups

Educational Goals	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mgmt., Labor, News Media)	General Public	Elected & App'd Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
Development of self-respect.			X		X			X	X	X
Ability to apply knowledge and skills to the solution of real life problems.		X	X	X	X	X	X	X	X	X
Skills required for employment in their selected occupations by students planning to enter the job market.		X	X	X	X	X		X		X
Development of desire for continued learning.	X			X	X	X				X
Ability to understand the pros and cons of issues.	X	X	X	X	X	X	X		X	X
Understanding of and concern for problems of society (such as community improvements, crime prevention).	X	X	X	X			X	X	X	

Mastery of skills in listening to comprehend the ideas of others.	X	X	X		X	X
Ability to develop a personal value system.	X	X	X		X	
Development of concern for others.	X	X	X	X	X	X
Ability to effectively plan the use of time.		X	X	X		X
Ability to study independently.	X	X	X	X	X	X
Mastery of skills in oral expression.	X	X	X	X	X	X

quality, pupil personnel services, curriculum, use of instructional material and textbooks, school rules and regulations, supervisory services for teachers, and administrative policies. The technique used to collect such data is shown in the following example. For the process statement, "Teachers make students think," the respondent could indicate his perception on a five-point scale from "always" to "seldom."

Extreme responses indicating great satisfaction or great dissatisfaction with the school processes were rare. In general, the responses were in the middle of the scale. The following nine process statements elicited responses close to the extremes:

- Curriculum for students continuing their education beyond high school is: - "satisfactory."
- Homework assignments are: - "reasonable."
- Subject matter knowledge of teachers is: - "up to date."
- Teachers are free to try new ideas: - "always."
- Supervisors have a say in selecting course content: - "always."
- Instructional materials other than textbooks are used in the classroom: - "always."
- Intruders pose a threat to student safety: - "never."
- Students have a say in what is taught: - "never."
- Teachers feel physically threatened by students: - "never."

On the three school statements presented below some groups differed from others in their perceptions:

- Students using narcotics in the school are:
 - Students and parents inclined toward - "many."
 - School staff inclined toward - "none."
 - Central staff of school systems and Boards of Education inclined towards the center.
- Effect of the school's rules and regulations on the students are:
 - Students inclined toward - "restricting."
 - Central staff of school systems inclined toward the other side of the center.
 - Parents and school staff inclined toward - "not restricting."
- Textbooks used in the schools are:
 - Students inclined toward - "dull."
 - Other groups inclined toward - "interesting."

EDUCATIONAL ISSUES

All respondent groups were asked to provide their feelings regarding 19 educational issues. The statements of educational issues were designed to allow one of three types of response pattern. With the first type, respondents could select either "strongly agree," "strongly disagree" or choose a response between the two. For the second type, respondents could indicate that the change suggested by the statement be "greater," "less" or choose a response between the two. For the third type, respondents had to check one of the multiple choices provided.

Issues about which five or more respondent groups recorded strong feelings are presented in Table VIII. This table reveals that, with the exception of the issue "Schools should have paid teacher aides," there is an overwhelming consensus among the five groups, about the remaining seven educational issues.

Respondent groups had contrasting views on some issues. On the following four issues the difference in respondent feelings was very pronounced:

- Schools should have and enforce rules about dress and hair style:

Students tended to – "strongly disagree."

Central staff of the school system, Boards of Education, business/industry, elected and appointed officials, Maryland State Department of Education staff, and postsecondary educators tend to – "agree."

Others were close to – "neutral."

- Junior high or middle school students should be allowed to leave school premises when not scheduled for class:

All respondent groups tended to – "disagree."

Students were very close to – "neutral."

- Senior high school students should be allowed to leave school premises when not scheduled for class:

Students tended to – "strongly agree."

All other groups tended to respond between – "strongly agree" and "neutral."

*Table VIII
Issues About Which Five or More Respondent Groups
Recorded Strong Feelings*

Issues	Students	School Staff	Central Staff	Parents	Boards of Education (State & Local)	Business/Indus. (Mgmt., Labor, News Media)	General Public	Elected & Appointed Officials (County, State, Federal)	MSDE Staff	Postsecondary Educators
Schools should offer short courses in areas of special interests to students.	X	X	X	X	X	X	X	X	X	X
Course offerings like the following should be offered by the school: Family life and human development. Environmental sciences. Drug education.	X	X	X	X	X	X	X	X	X	X

Schools should have paid teacher aides.	X											X
Junior high- or middle school students should be allowed to leave school premises when not scheduled for a class.	X											O
School participation in community improvement projects should be (greater . . . less).												*
Availability of school facilities to the community should be (greater . . . less).												*

X represents mean responses between "Strongly Agree" and "Agree."

O represents mean responses between "Disagree" and "Strongly Disagree."

* represents mean responses between the two categories of "Greater" change.

CONCLUSIONS

The significance of this study is twofold: it is the first of its kind ever attempted in Maryland; and it provides an important element for educational accountability. In addressing itself to accountability, the study provides a set of goals for public education—goals validated because they represent a general agreement among the views of a majority of the citizens of the state, as established through scientific opinion sampling.

In addition, the study has other important uses. For example, used as a school management guideline, the report of the study directs attention to the strengths and weaknesses of the system. Further, critical educational needs have been identified and priorities highlighted. The report offers additional information to those responsible for the appropriate allocation of resources, development of new or improved programs to serve the most pressing educational needs and evaluation of educational efforts.

Thanks are due to the thousands of thoughtful Marylanders who took the time to complete the survey questionnaire and, thus, provide direction for educational improvement.

STUDY PARTICIPANTS

The goal validation and needs assessment was conducted by Automation Industries, Incorporated, Vitro Laboratories Division, under contract to the Maryland State Department of Education (MSDE). It was performed in Vitro's Civil Projects Office, with Martin Hershkowitz, Project Manager, Educational Research and Evaluation, as Project Director. The support of the following groups ensured the success of the study:

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*Although the Ad Hoc Committee consisted jointly of citizens and educators, its large membership permits only the Group Chairmen and Resource Persons be listed.

SUPPLEMENT: Goals and Needs of Maryland Public Education. Maryland State Department of Education, P.O. Box 8717, Friendship International Airport, Baltimore, Maryland 21240, November 30, 1972.

The Statewide scores provided on page 13 were calculated on the basis of the total number of students actually tested all over the State. Since the proportion of students tested in some school systems varies from others, the calculation procedure followed provides an imbalance in the estimate of State scores. For example, a school system in which ITBS (Iowa Test of Basic Skills) is administered in seven grades (three through nine) would contribute more to the estimated State scores than those systems which administered the test to three grades only. In order to provide a relatively balanced estimate of the State scores, an assumption was made that the average LEA scores are the scores of every student enrolled in grades three through nine in each LEA. (It may be noted that ITBS is given only in grades three through nine; and for each grade for which students are tested, almost all students enrolled in that grade throughout the system took the test.) The Statewide scores obtained by a statistical procedure, based on the assumption described above, are given in Table V-A.

Table V-A

Computed State Scores of Maryland Students in Relation to National Norms in Five Subject Areas of the Iowa Test of Basic Skills

Subject Areas	Computed State Scores as Related to National Norms
Vocabulary	42
Reading	38
Language (spelling, capitalization, punctuation, usage)	49
Work Study (map reading, reading graphs and tables, use of reference material)	48
Mathematics (concepts, problem solving)	44

It should be pointed out that the cautions noted in the report on page 13 concerning the interpretations of Statewide test scores continue to apply.